

# Youth Climate Communications Toolkit

Empowering tools for  
engaging diverse  
audiences



# How this toolkit will help you - and how to use it

This toolkit has been co-created with young people for young people and accompanies in-person training and e-learning materials. You can find out more about these by heading to our Instagram channel [climate.action.hub](https://www.instagram.com/climate.action.hub)

**This toolkit is split into four (colour-coded) sections:**

1. Effective team working, skills audit and defining our action project
2. Understanding different worldviews - including those from different sides of the political spectrum, and people in positions of power and influence
3. Communicating your message
4. Evaluation and impact

Together, the information and tasks within will help you to:

- Work as a team, determine your strengths and weaknesses, and define your social action project (p4-15)
- Persuade diverse audiences to take action (p17-20 and p39-40)
- Engage and storytell effectively (p24-25)
- Design inspiring posters (p27-28)
- Design engaging displays and activities for public events (p29-32)
- Deliver effective social media campaigns (p33-35)
- Create a campaign film on a budget (p36-38)
- Evaluate your impact (p42-43)
- Develop your own skills and competencies for social entrepreneurship and sustainable development (p44)
- Reflect on your experiences (p45)

Also included is a list of websites and resources, should you wish to further your learning or take part in similar activities and programmes relating to climate action and sustainability careers (p46).

To get the most out of this kit:

- Work through all exercises in parts one and two as a team\*
- Choose how you want to communicate your message by using the decision tree on p22, determine how your chosen method will influence your objectives (p23) and create the story you will tell to convince your audience of the need to change (p24). Then, complete the appropriate exercises for your method.
- Evaluate your communication(s) - e.g., numbers reached, actions taken and/or change in attitudes, reflect on how you will improve next time, and assess if your competencies have improved as a result of this process.

By completing the exercises within this toolkit, you will build the capacity to act upon opportunities and ideas and transform them into value/solutions for others. In other words, you will become more entrepreneurial! You may like to develop these skills and competencies for your future career as well.

As you navigate the following pages, it may help to keep in mind your personal values and priorities and the skills that will help you influence the world you enter into.

Enjoy!

Sophie Laggan, UWE Bristol



\*Your team could be an eco-club, action group, friendship group or a team of budding entrepreneurs - really, it's for anyone with an interest in turning ideas for addressing the climate and ecological emergency, and for reducing inequalities, into action.

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# Part one

Starting from solid foundations: defining how we work together, our competencies, the issue we want to tackle and who we need to convince.

## Tree of expectation

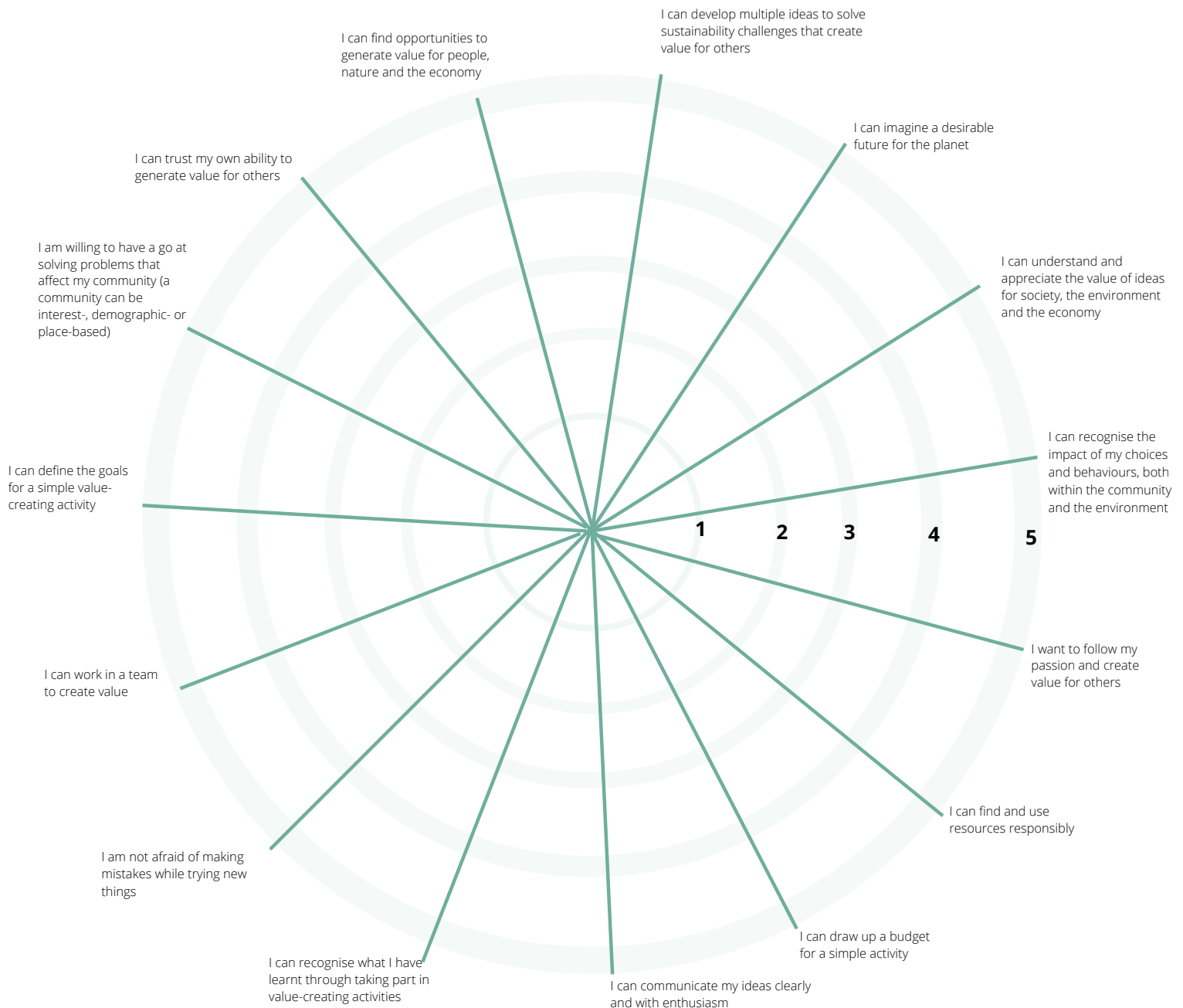
Stick post-its on the tree. At the roots, write what knowledge you already bring about the environment, communications and/or social action. On the canopy, add what you hope to gain from using this toolkit. On the trunk, add suggestions for helping the group work together.



# Mapping our skills and competencies

This toolkit has been designed to help you build skills and competencies which are useful and applicable to all spheres of life, specifically those for personal and professional development. To assess whether this kit has been able to build your skills, we first need to establish a baseline.

Read the statements below and mark on the respective line with a dot how much you agree with the statement. One = not at all to five = completely agree. Complete one star chart for each member of the team. Once complete, connect the dots and compare with your teammates.



## What are our strengths and weaknesses?

Identifying our strengths and weaknesses can help us to figure out a) what we already have within us and around us to build upon for social action and b) what we currently lack and need to develop or search for.

Drawing upon what you wrote on the previous pages, each team member now needs to answer the questions below, bullet pointing as many things as you can think of.

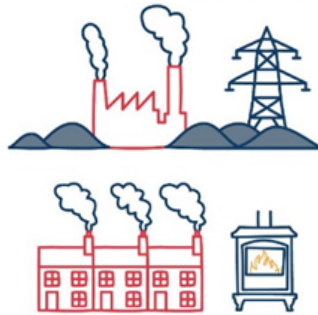
What do you do well? What are your unique skills, experiences and knowledge? What resources do you have available already?

What knowledge, skills and perspectives do you need to help you solve your issue? What resources do you lack? (feel free to complete this question after you've completed the task on the following page)

# Which aspect of the climate and ecological crisis do you want to act upon? And where?

Colour in/circle your area of local interest, or draw your own. You don't all have the same interest, but when designing a campaign you will need to focus on one, or create separate groups for each issue. For more information on these issues and how they relate to your school/college/university, see pages 9-10.

## Waste

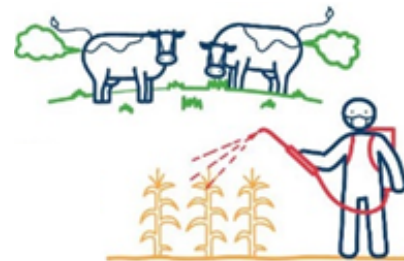


## Energy

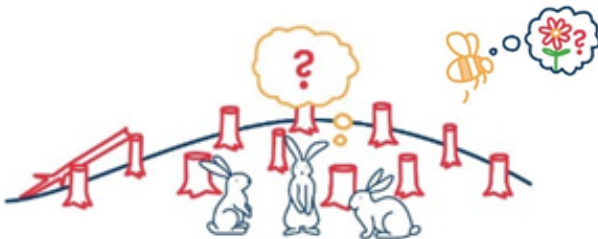


## Buildings

## Food



## Biodiversity



Draw your own:

## Transport



Where do you want to address this?

Place of study

Place of work

In our community



# Why do you care about this issue?

Answer the questions below by circling all the statements you agree with, and add more statements if needed.

## Why have you chosen this issue?

- I care about the environment
- It affects me personally
- It will help me with my future career
- I already know something about it
- I care about helping people
- I want to learn more about this topic
- It was a collective decision
- I have ideas on how to solve it

## What motivates you to do something about it?

- Team working
- It is the right thing to do
- I can see that there are solutions to this issue
- To feel a sense of accomplishment at the end
- I feel like I can make a difference in this area
- To be involved in something bigger than myself

## What challenges might stand in the way of your motivation(s) and how might you overcome this?

### Challenge

- Not knowing how to solve the issue
- Dissagreements in the group
- Confidence

### Solution

.....

.....

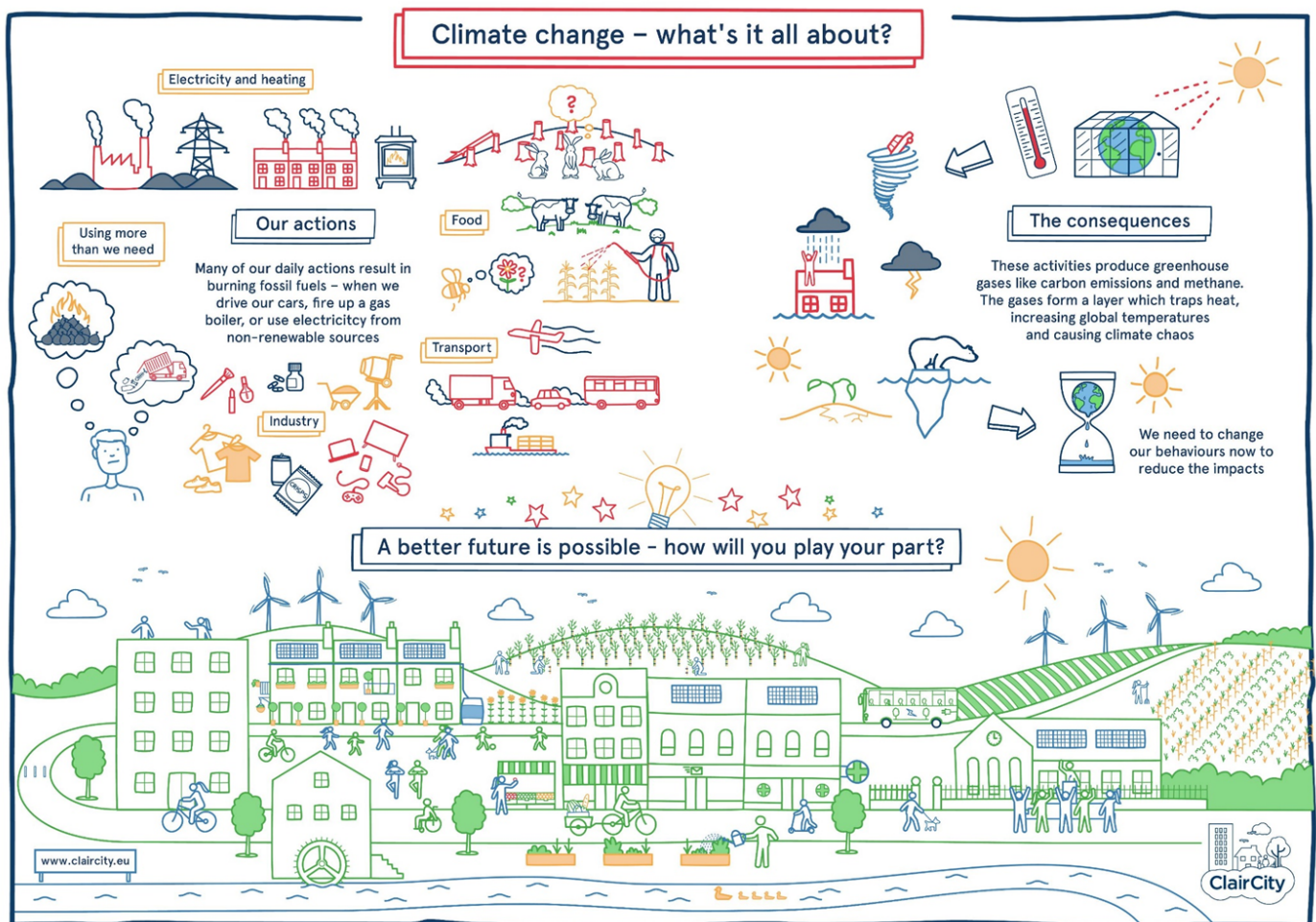
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.....

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# Why should we care in the first place?

The last 10 years have been among the hottest on record, and the incidence of extreme weather events are increasing. At the same time, we are experiencing the world's 6th mass extinction event. Greenhouse gases (e.g., carbon dioxide and methane) are causing the rise in temperature, and they come from our polluting behaviours (transport, food production, energy usage, etc). Meanwhile, our demand for more resources – more meat, more wood, more housing – is leading to largescale habit loss.



Climate change is an intersectional issue. The disproportional contribution of greenhouse gases by developed countries is impacting nations with fewer economic resources the most – and even within developed countries, those with fewer economic resources suffer more as they are more likely to live in areas with higher air pollution, less access to green space, and less access to fresh food. Tied to this disproportionality, climate change and other social-ecological challenges are embedded in capitalism, settler-colonialism, racism, and hierarchical, exploitative relationships. As such, when we talk about climate change, we mean all these things. Action to reduce or adapt to climate impacts

can therefore include actions to end racism, to end modern slavery, or any other destructive and harmful practice that leads to an unfair, unequitable, and unsustainable society. Ultimately, all the issues we list are interlinked but we can't tackle all of them at the same time - we need to break them down into manageable chunks. The Sustainable Development Goals of the United Nations is doing just that, setting ambitious targets that countries are working towards: [sdgs.un.org/goals](https://sdgs.un.org/goals).

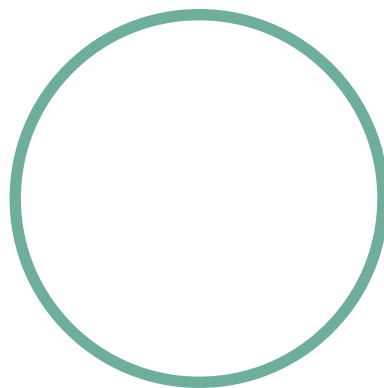


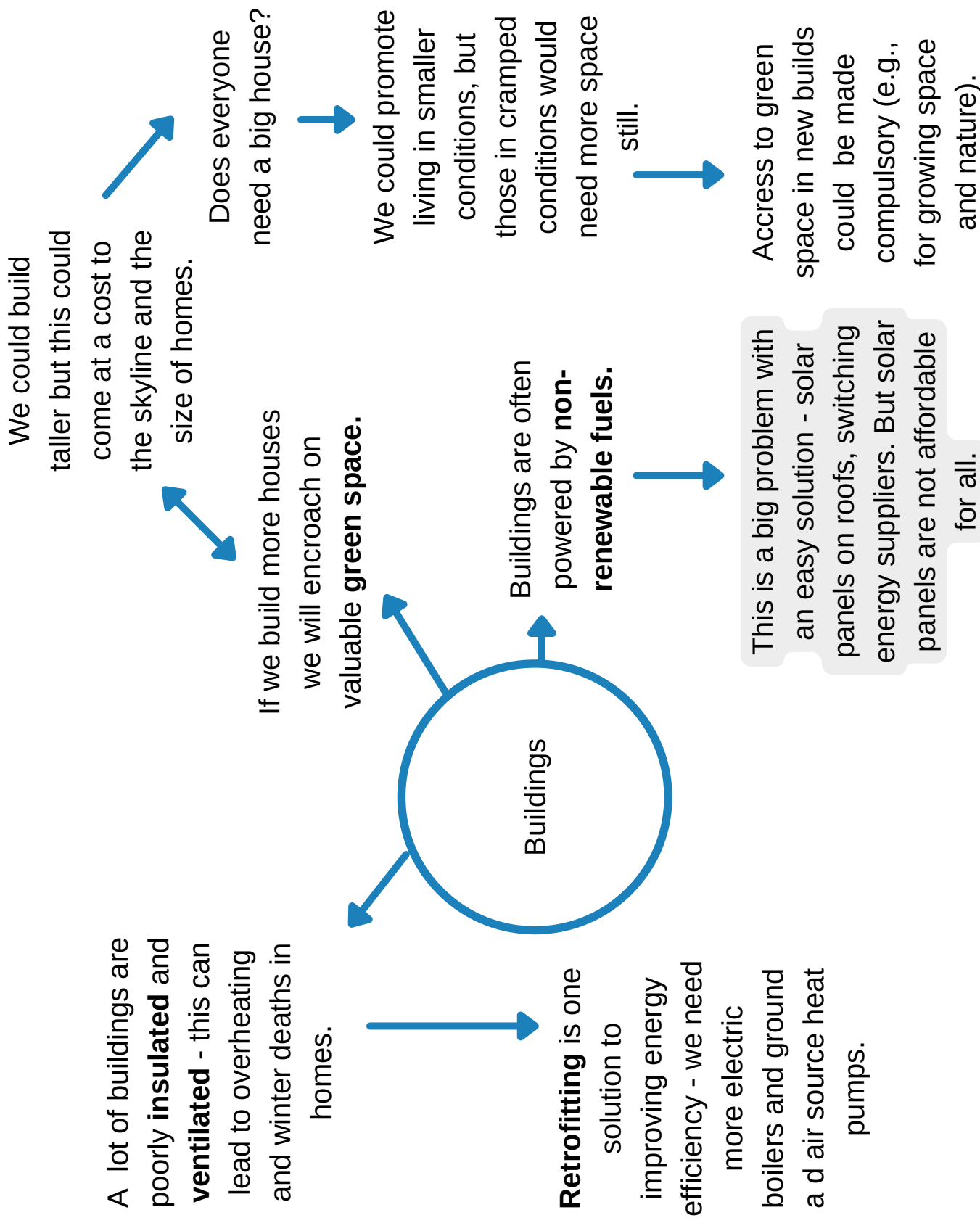
Schools, colleges and universities also need to play their part in goal setting. Schools, for instance, account for around 2% of UK greenhouse gas emissions, roughly the same as all the energy and transport emissions of Manchester, Newcastle, and Bristol combined. The main culprits are:

- **Energy use** in school buildings;
- Pupil and staff **travel** to and from school, and other journeys undertaken on school business;
- Emissions produced by **companies** that supply goods and services to schools, for example, a school food provider. This could include emissions related to their use of energy to run their buildings and produce their food products, as well as the emissions associated with transporting their products to school sites; and
- Emissions from **waste** produced by schools.

## Create a spider diagram to explain the problem in more detail and why it needs action:

Flip the paper around, write your big problem in the centre and then begin to list themes relating to that problem with a specific focus on equity and justice in relation to your chosen location (e.g., college). Start zooming in to more detailed issues. Finally, decide which specific issue deserves your attention. See the example on the next page for inspiration.





# What ideas do you have to make a difference to this problem locally?

Begin by writing a problem statement (e.g., How might we improve the energy efficiency of our school building?)

How might we.....

Now start to think outside the box. Write as many imaginative and wonderful ideas as you can think of below.



**Stuck for ideas?**  
Change happens slowly - and incrementally, so think of one thing your audience can do to help the problem. For instance, if you want to address energy, you could suggest your school installs solar panels; and that your Head Teacher then speak with other schools to encourage them to do the same.

## Let's narrow down.

Look at your ideas and begin to refine them. First, what added value (social, environmental, economic) will these ideas bring to your audience's lives & to nature?

Idea	Social benefit	Environmental benefit	Economic benefit

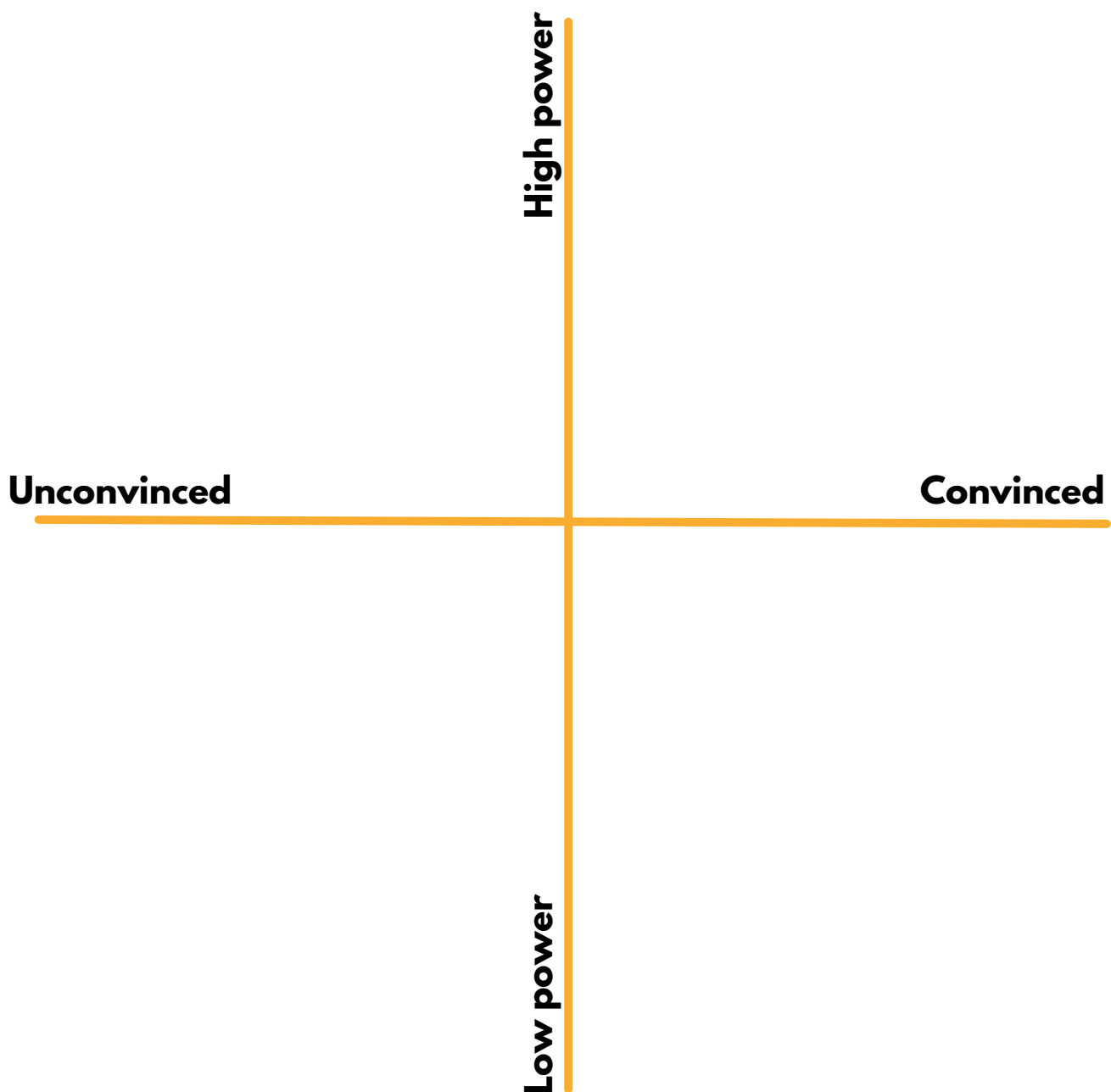
Now, what is the most practical, feasible within your timeframe, and relevant to your target audience/the school/college, etc.? Mark your ideas out of 5 for each criteria (five being the most suitable and one being the least); the biggest total score is the winning idea.

Idea	Practicality score	Feasibility score	Relevance score	Total score

Finally, show how your idea relates to an objective of the school/college (etc). You may need to ask a teacher for help here. E.g, Our idea to install solar panels aligns with our school's objective to be carbon neutral by 2050.

## Let's zoom in further. Who are the people that have the most power to make this change?

Thinking about your solution, e.g., installing solar panels on the roof of your school - who are the people impacted by this decision? Where do they sit in terms of how convinced they are already of the idea, and how much power they have to make this idea a reality? Mark all stakeholders (someone who has a "stake" in your issue) you can think of on the matrix to find out who is in a position of power and you need to convince or ask. Who can they influence or ask for you? This is called a power analysis.





The background of the slide is a solid pink color. It is decorated with several thick, wavy lines in yellow, blue, and green, arranged in a pattern that resembles stylized waves or a repeating graphic motif. The lines are positioned at the top, bottom, and sides of the page, framing the central text.

# Part two

Understanding people's worldviews\*... and how to speak  
with people not like us.

\*A worldview is how someone sees and explains their life and the world - it is their belief in how we got here, why we are here, where we are going, and who is in charge.

# Types of audience - according to worldviews

It can feel uncomfortable to put people in boxes, and it should, but it can be helpful when it comes to marketing to or convincing people 'not like you' of an idea. This is called audience segmentation.

The charity [Climate Outreach](#) has conducted studies into the attitudes of the UK public to climate change. They have segmented audiences according to their views, which can help the climate movement move beyond 'preaching to the converted' and engage with people in positions of power and influence. To reach beyond our peers, it is important to understand the preferences, values, interests, needs, concerns, fears, desires, habits, backgrounds, beliefs, etc of diverse audiences. With this understanding, we can build common ground and connect to what people love to show them the value added of taking climate action.

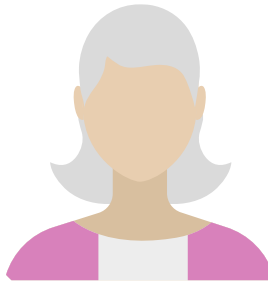
According to Climate Outreach, there are three audiences in particular that can help us to tackle climate-related issues - (A) 'progressive activists' (13% of the UK population) that are already on board but may struggle with anxiety and immobilisation; (B) 'backbone conservatives' (15%) who are proud of the British countryside and rural life; and (C) 'civic pragmatists' (13%) who care a lot about community and the environment but may not be as active in climate politics as they could be.

**A**



Young  
Voted Remain  
Creative  
May support  
Labour or Green  
Compassionate  
Global  
Affluent  
Tolerant  
Fair  
Educated

**B**



Practical  
British Pride  
Trusting  
Conservative  
Respectful  
Older  
Hardworking  
Traditional  
Well-off

**C**



Tolerant  
Voted remain  
Fair  
Compromising  
Educated  
Compassionate  
Global  
Environmental  
Liberal  
Moderate

Do any of these categories resonate with you? Who do you need to convince of your idea?

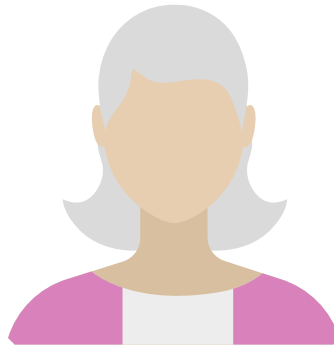
## Role play with someone not like yourself

Select the person most like you, and the one most like the person you are trying to convince of your solution. In pairs, act out a conversation where one of you is trying to convince the other for the need for your solutions. Spend five minutes doing this, then swap roles and go again.

A



B



C



Reflect on how it went, below. How did you, the person trying to convince someone not like you of your solution, feel while talking to them? What words or phrases did you use? How might you approach this differently next time?

A large, empty speech bubble with a blue outline. The bubble has rounded corners and a tail pointing downwards and to the left, indicating it is a response to the text above.

# Appealing to your audience

What Climate Outreach research says about appealing to your audience's needs, interests and values:

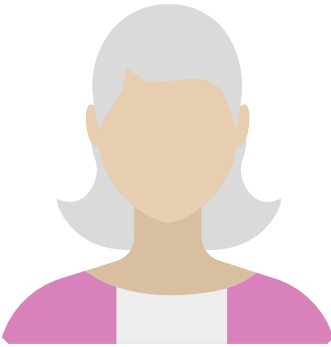
A



Emphasise climate justice and help them form connections with people intimidated by their activism.

Validate their fears, anxieties and sense of helplessness while avoiding being overly optimistic. Support them with resources that help alleviate their climate/eco-anxiety.

B



As with all groups, they dislike wastefulness - money, food or energy - so this is a safe and motivating starting point for breaking the ice. They want to hear from people they trust, namely farmers, the government, and scientists. Moderate changes to protect the countryside (e.g., wildlife corridors) are favoured over radical ones (e.g., taxing meat). Highlight changes that have already happened, from improvements to animal welfare standards to improved energy efficiency.

C



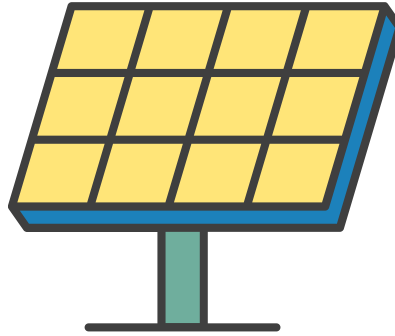
Emphasise positive social and economic benefits of action on the climate, from supporting marginalised communities post-Brexit, to reducing pressure on the NHS and ensuring a more resilient economy. Key messages: "sense of unity" and "restoring balance". Show how they are already activists in their own lives but be sympathetic of difficulties in trying to follow a sustainable lifestyle.

**Who do they trust?**

They all trust climate scientists and David Attenborough. A and C also trust environmental charities, while B trusts farmers.

# How appeal manifests in our decisions

While we may all make the same decision, it is worth knowing that it is not always for the same reason - different things appeal. Here is an example using solar panels...



Which of the three UK climate audiences belong to which statement:



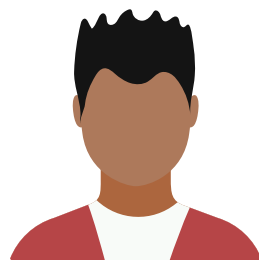
1. *We just bought solar panels. We will be able to save money and feel safer in the knowledge that we have our own supply of energy.*

.....



2. *Our neighbours bought solar panels and we thought it silly not to do the same! We like how futuristic it looks.*

.....



3. *I am concerned about the state of the planet, and we all have to do our bit to make a difference. That is why I decided to buy solar panels.*

.....

Answers: 1 = A; 2 = B; 3 = C

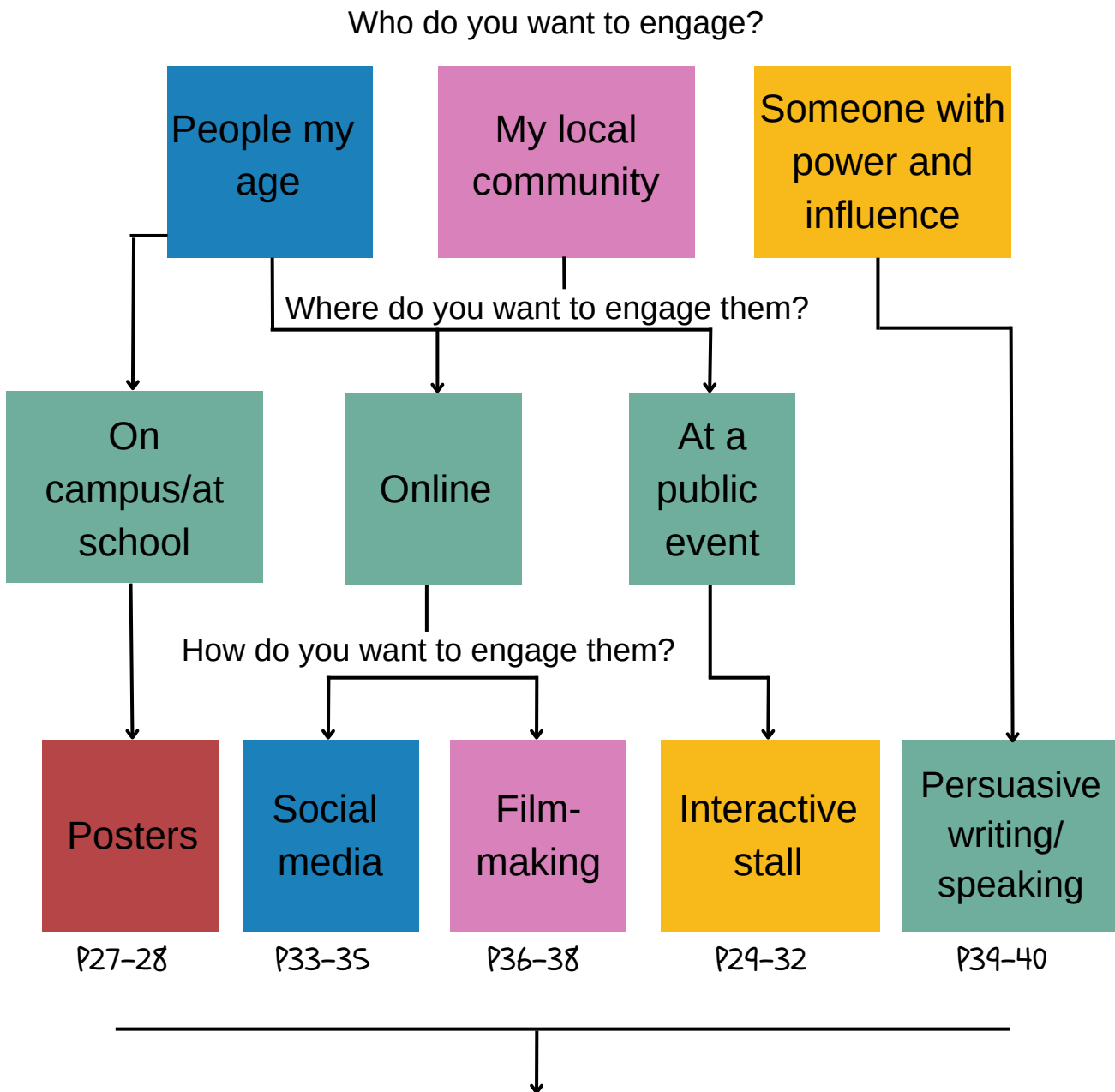
The background is a solid yellow color. It is decorated with several thick, wavy lines in different colors: blue, white, and teal. These lines are arranged in a pattern that resembles stylized waves or a topographical map. The blue lines are at the top and bottom, the white line is on the left, and the teal line is on the right.

# Part three

Communicating your solution

# Choosing your method

Use this decision tree to figure out which method you should focus on this time. You can repeat this process each time you wish to engage with an audience.



But first, fill out the table on page p23, read p24 and complete the activities on p25-26. Then, head to the page of your chosen method.

# Theory of Change

How will your chosen method influence your audience and reach your objective(s)? Fill out the table below to strategise how.

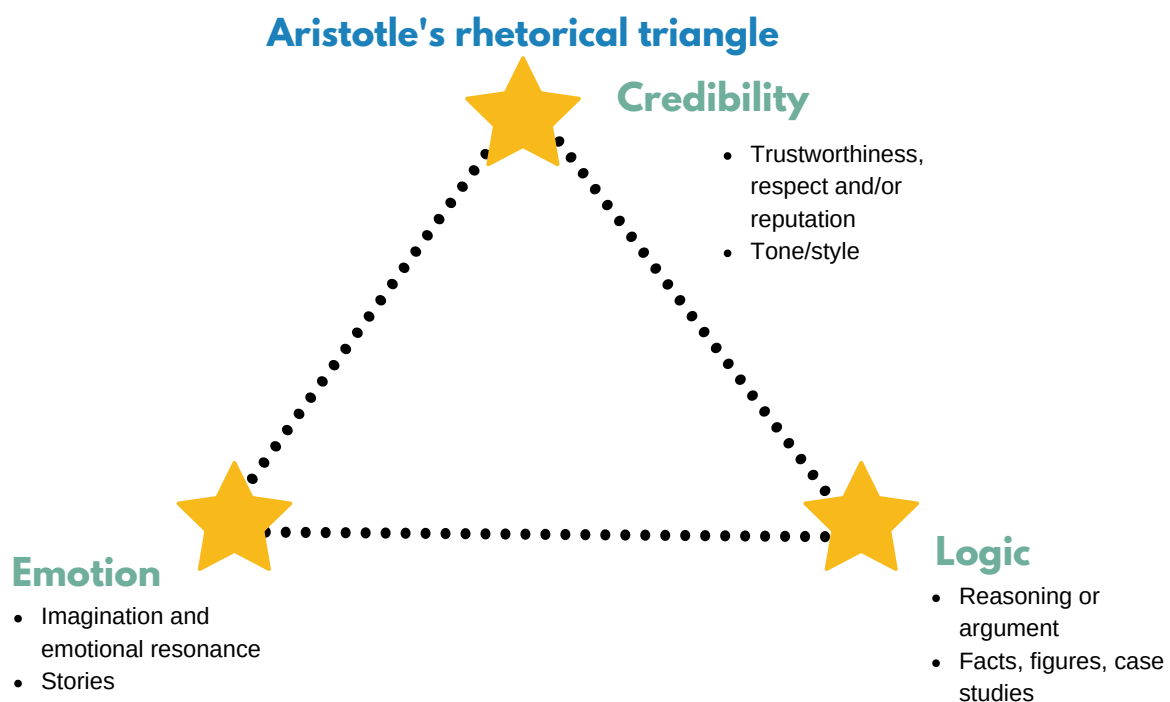
Method	Audience(s)	How will they feel?	What will they learn and gain?	What will they do differently?	What difference does this make to our objective, the environment, society and the economy?
<b>Persuasive writing</b>					
<b>Interactive stall</b>					
<b>Film-making</b>					
<b>Social media</b>					
<b>Posters</b>					



# Tips on effective communication

Regardless of the method you choose, the following are proven ways to help you change the hearts and minds of people you communicate with:

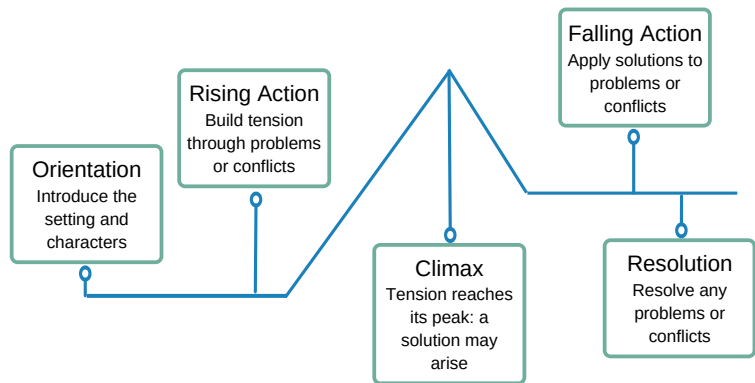
- Deliver a story or statement that arouses the audience's interest /Pose a problem or question that must be solved or answered
- Provide a bridge between what you know and what they know using a story structure (see next page) or well-known topic - find common ground and appeal to their values
- Offer a solution to the problem you raised, explaining why it will be of benefit to them (e.g., cost-saving, beneficial to the community, etc.)
- State a tangible call to action (install solar panels; make Mondays meat-free; build a cycle lane)
- Send a messenger that your target audience finds credible
- Empathise with challenges they may face in making the change - show them how it is possible (e.g., examples of where it has worked before)
- Actively listen and respond, asking questions to clarify things they may say and repeating back key points they make to ensure you understand and that they know they are being heard
- Be aware of structural inequalities - time constraints, low wages, where someone lives, government policies... all these and more influence someones ability to make a change. However, they may be able to get political to fight for better conditions.



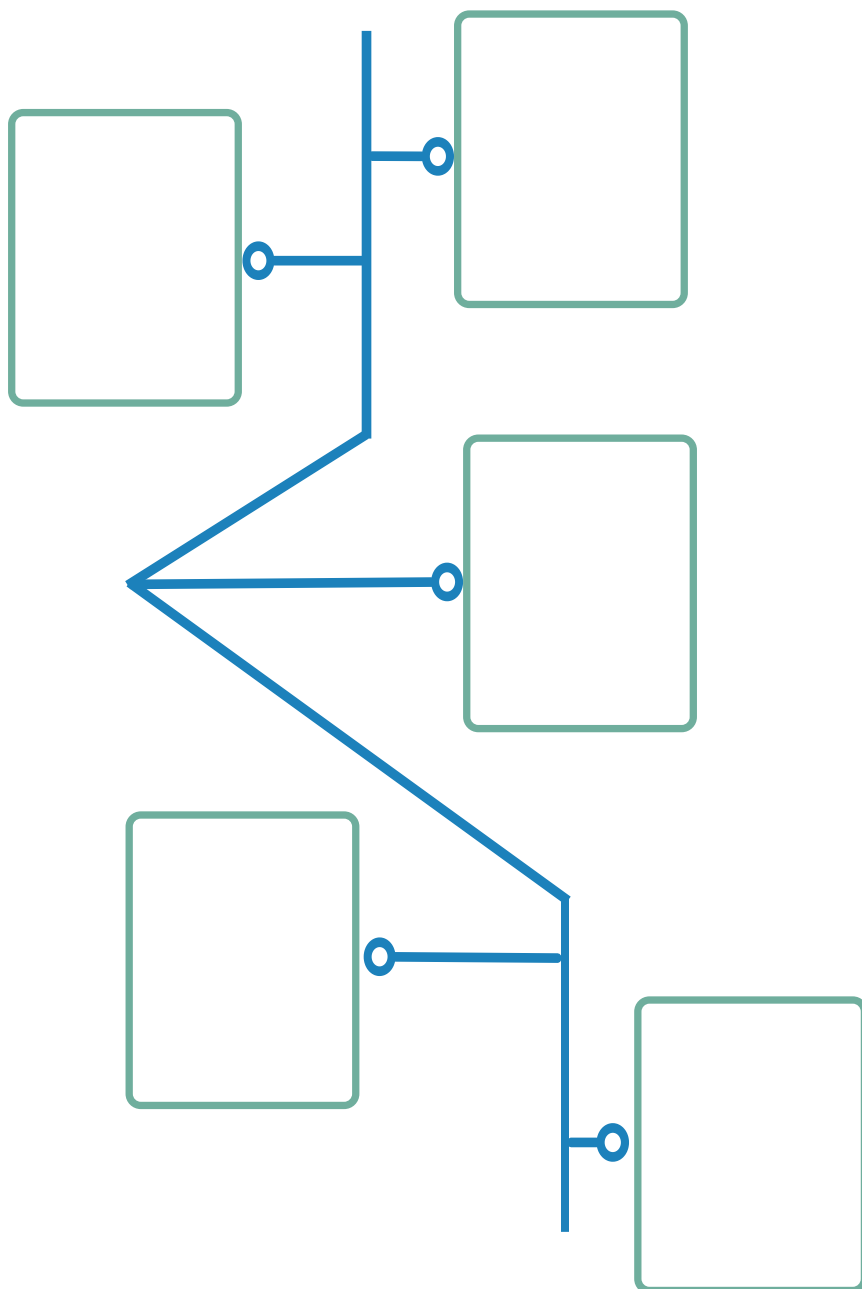
# Create a story arc for your audience

When you want to persuade an audience you first have to think through the story you wish to tell.

Drawing upon the tips on the previous page, follow this story arc template to sketch out your own story below.



Adapted from [teachstarter.com](http://teachstarter.com)



# Storyboard your ideas

Add detail to your story, fleshing out what will happen, who will say it, what they will be said, and where, in each 'scene'.

Arouse interest

Make people care

Offer solution + benefits

Find common ground

State a call to action

Show where it's worked

Ending - what next?

## Posters that pop

Posters can be used to promote an event or brand, raise awareness or attempt to change people's opinion. We'll focus on the latter.

Content:

- First, you'll need a catchy, snappy title/question that will entice in your viewer (remember, we need to appeal to the values of our audience).
- Next, succinctly explain the issue and why making change is important.
- Then, explain what that call to action is. Include hashtags, links to petitions or similar - whatever you choose, you need to make it possible for the reader to take action. If you have a platform for them to register their action then you can see if your poster campaign was a success.
- Explain why the action will benefit the reader. Specify your call to action within a certain timeframe to ensure they make acting a priority.
- Use facts rather than opinion, but you can describe the facts with emotive language or with scenarios that appeal to their values.
- Include any important details (e.g., dates, times, contact information) - and don't forget a logo!
- To ensure your poster is read by the people it is intended for, make a plan for how many posters you will make and where you will display them.

Designing your poster:

- Choose a pre-made template on [canva.com](https://www.canva.com) or search for inspiration on the internet.
- Decide on your images/icons and colour palette.
- Decide on the text. Make it persuasive.
- Used varied fonts to show which information is the most important.

*We now challenge you to make your own.*

Sketch out a draft of  
your poster below



## Interactive stalls

As well as targeted engagement with people in positions of power, we can also communicate our message more broadly at public events, often at a stall. With only a few seconds to hook your audience, your engagement needs to be enticing, fun and interactive.

On this page, and the next one, start sketching out some ideas for an object or activity you could make to engage the public about your issue. Make it relevant to a broad audience; so you can communicate your message simply and in an interactive way. See the below examples for inspiration, and think about others you may have seen at science centres or festivals.

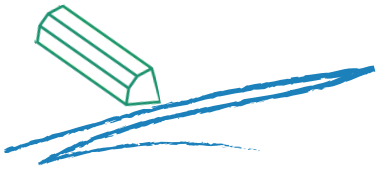


Example 1. Problem: the need to retrofit poor quality UK housing  
A 3D printed house for the public to stick post-its on about how they could improve the energy efficiency of housing. Hand out information on what the public can do next.



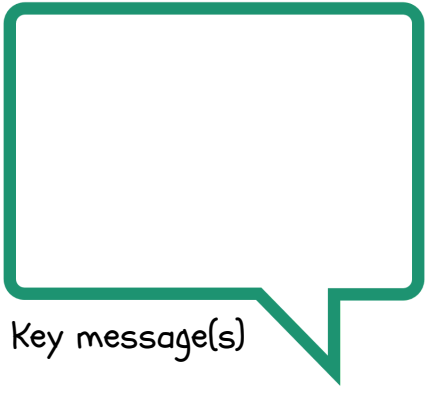
Example 2. Problem: a lack of awareness about locally available food. Ask the public to draw a farmer; show pictures of 'real', small-scale farmers in the city; show a map of where people can visit farms and provide sign up forms for local veg boxes.



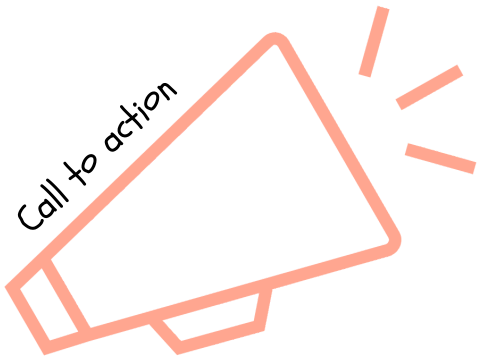


## Let's bring this all together

On the next two pages, write out your key message and call to action, draw/write your audience-appropriate activity and list the materials you will need. Think about location, timing and how you will evaluate impact (i.e., how will you measure numbers reached, actions taken, etc.). See page 40 for tips on evaluation.



Key message(s)



Call to action







Audience

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Location

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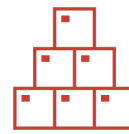


Timing

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Materials

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Evaluation

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# Effective social media campaigning

Different platforms appeal to different people.

- LinkedIn is for professionals looking to promote their work, network, or seek employment.
- Twitter is used by businesses, organisations and individuals wishing to promote their product, service, event or work as well as to network, rant or lobby businesses and politicians.
- Instagram attracts a younger audience (18-24) than the above, and is used for products, services, lifestyle and event promotion, as well as networking.
- Facebook has the most users of all platforms, but just because a platform has more users than another, it doesn't mean they are active. The platform allows you to network, share events, promote your business, and your lifestyle. You can promote events on Instagram and Facebook with paid advertisements.
- TikTok and SnapChat are predominantly used by younger audiences (under 18).

All of the platforms have algorithms which prioritise images. So you need to get visual with photos and videos but be careful of protest imagery (as it is seen as political and can be deprioritised). To achieve success on these platforms, you need to do the following:

- Set goals for the campaign - goals for engagement and goals for your own learning
- Get to know your audience
- Select the appropriate platform(s)
- Define key messages and call(s) to action
- Download tools for graphics, video editing, etc
- Create any pages you need for sign ups (e.g., Avaaz, newsletter, etc)
- Create branding
- Decide on timeframes
- Decide on a budget
- Research events (hashtags), people and businesses who can grow the movement
- Create a calendar with upcoming events and times to post, and what to post
- Make some posts in advance to 'fill' lulls in activity and use a scheduling assistant like Hootsuite
- Set aside time each week to interact with and grow your audience, e.g., by liking posts
- Decide on how you will measure success (e.g., number of engagements, number of sign-ups)
- Set up platforms, analytics (most platforms have in-built software)
- Add logos and begin

Now, write your strategy (p34) and design your brand (p35). Then, watch our social media [training video](#) and test your learning by creating a social media card for the platform you've chosen.

# Social Media Strategy

Audience:

Age:

Where they hang out:

What they enjoy:

Hobbies:

Unmet needs:

Hopes for the future:

Timeframe:

Platform(s):

Key messages and  
call to action:

Do you need  
money to plan your  
campaign?  
How will you  
fundraise?

How will they take action  
(i.e., what will they click  
through to):

Events to connect to (and when) and  
people to cross-promote:

Hashtags to use:

Frequency of posts and types of posts  
(e.g., carousel, reel, etc):

When will you interact with  
your audience and for how  
long?

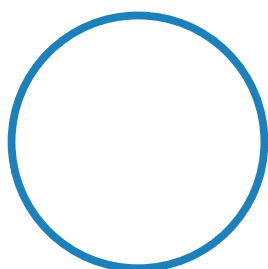
How will you measure  
success?

Head to the next page to create your  
brand board.

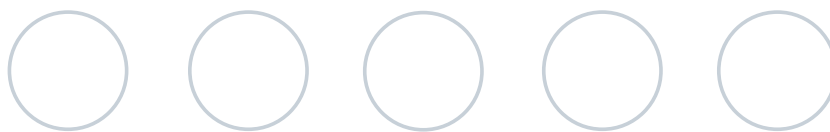
## Creating a brand guide

To make your campaign recognisable, you need to create a brand and style. It will also ensure consistency in your look if multiple people on your team are developing branded materials. What will your logo be, what colours and fonts will you select? Do they 'speak' to your audience? Choose colours and fonts that compliment each other (ask a search engine to find out what works well together). You can play around with ideas on [Canva.com](https://www.canva.com) and look through their brand board templates. You can also have a go at sketching ideas below.

Logo



Colour palette

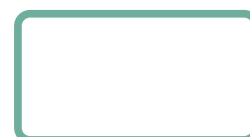


Heading

Sub-heading

Body

Fonts



Style of imagery

1. Show 'real people' not staged photo-ops
2. Tell new stories
3. Show climate causes at scale
4. Climate impacts are emotionally powerful
5. Show local (but serious) climate impacts
6. Be very careful with protest imagery
7. Understand your audience

For more information on climate imagery, see [Climate Outreach](#).

# Film-making on a budget

With a smartphone and a bit of know-how, we can produce impactful films in a short space of time. Follow these steps to produce a one-minute explainer video about your issue and how to solve it, that is relevant to your audience.

Filmmaking consists of three Ps:

1. Pre-production (e.g., developing the story, planning the shoot);
2. Production (filming itself); and
3. Post-production (editing and adapting for different platforms).

Re-purpose the story arc and storyboard (on p25 and p26) to complete the first step. This time, think about including expert opinions in your story, or interviews with real people, to bring your film to life. Who could you film to add depth and legitimacy to your story for your intended audience?



Who:	_____	_____	_____	_____
What Qs do	.....	.....	.....	.....
you want to	.....	.....	.....	.....
ask them?	.....	.....	.....	.....
	.....	.....	.....	.....

## Developing the script

You will also need to think about the words you want to say in the film. Use your story arc and storyboard to create your script on the next page and to decide who will be the presenter for each part. Don't forget to include an external speaker, like the one you have identified above. Then, think about film locations, sounds or activities that you can use to exemplify your message (e.g. someone putting food waste in the bin, a busy road, running water) which you could add voice-over to at a later date - these are known as 'B roll' and 'general sounds'. You can also use free tools such as the website Pexels.com for stock/archive material. In the end, you should have lots of short clips that you can 'stitch' together.



You are all set. Choose a date and time and start recording. You may wish to film the same scene several times and choose the best one later.

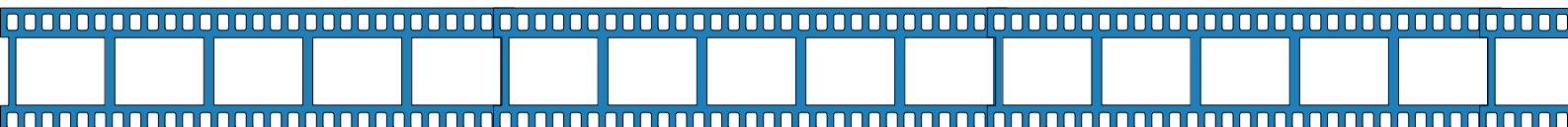
Once you have recorded your clips, now's the time to stitch them together. There is free software, and we recommend the ones available on [lwks.com](http://lwks.com). You can watch video tutorials on how to edit your film on their website, or on YouTube.

## Pro tip

Avoid too much or too little (sun)light and avoid filming in a noisy place as the speaker will pick this up. Do a test recording to check these levels.

## No time to edit?

Then edit as you go! This is called 'in-camera editing'. Simply film your scene, pause your video, record the next scene, pause, and so on, until you have your 1 minute video.



## Persuasive writing/speaking

As you have learnt, you need to appeal to a person's worldview if you are going to have any chance of changing their opinion or behaviour.

Looking back at the three audience segments, which one do you need to persuade?

Who will they listen to? Who do you need to send to convince them to change?

What is it that you want them to change (e.g. about a policy or a practice)?

What angle will you take? (e.g. the economic, social or environmental benefits)

What language and words will you use to persuade them?

What facts will you include?

If your first approach doesn't work, what other angles could you choose?

Use the story arc and storyboard on pages 25 and 26 to help you. Draft the structure of your letter/speech. Then, on the next page, write out your persuasive letter. You will need to adjust the tone for the person you are addressing, i.e., it may need to be formal, factual and rational, or emotional and values-led.

Print two copies. Send one to the person you are trying to persuade/use to rehearse before delivering your speech – and keep one for reference.







# Part four

Evaluating impact

## Ideas on evaluating impact

Why measure impact? Well, for starters, it can help you to learn from your experiences so you can do better next time. Documenting impact can also help you to monitor your progress towards goals, justify to funders why they should support your project financially and can even help participants to reflect on and cement their own learning. Evaluation need not be boring, either.

Below we detail some ideas. Write your own set of items to monitor and draw upon your theory of change (p23) to help you.

### What are you evaluating?

### Evaluation idea

Number of participants that interacted with your activity

Print out x amount of postcards and hand out to each participant. Deduct the remaining postcards from total to work out total participants.

Number of sign-ups to newsletter/event

Ask participants to add their details to a spreadsheet (ideally on a computer so you don't have to decipher handwriting).

Opinion change on an issue

Ask participants their opinion before, and then again at the end. You could use a tally chart on a whiteboard, or tokens that participants place in boxes.

Enjoyment

Smiley face stickers, for participants to stick on a board. Or a quote board for people to write their thoughts.

Behaviour change

A pledge board, for people to write what action they will take on a postcard. You could take a picture of them with their postcard for social media, and then send it to them two weeks later as a reminder of their pledge. For someone in a position of power, their pledge would be captured in writing.

% reduction in food waste/% increase in energy efficiency/% increase in pupils walking to school...etc

Measure the baseline number before the campaign and measure again afterwards. E.g., for the baseline, you could: weigh food waste bins for one week to get an average; request the energy bills of the school from the past 5 years to see the trend; or survey how pupils get to school and the barriers and opportunities for change.

## Evaluating impact

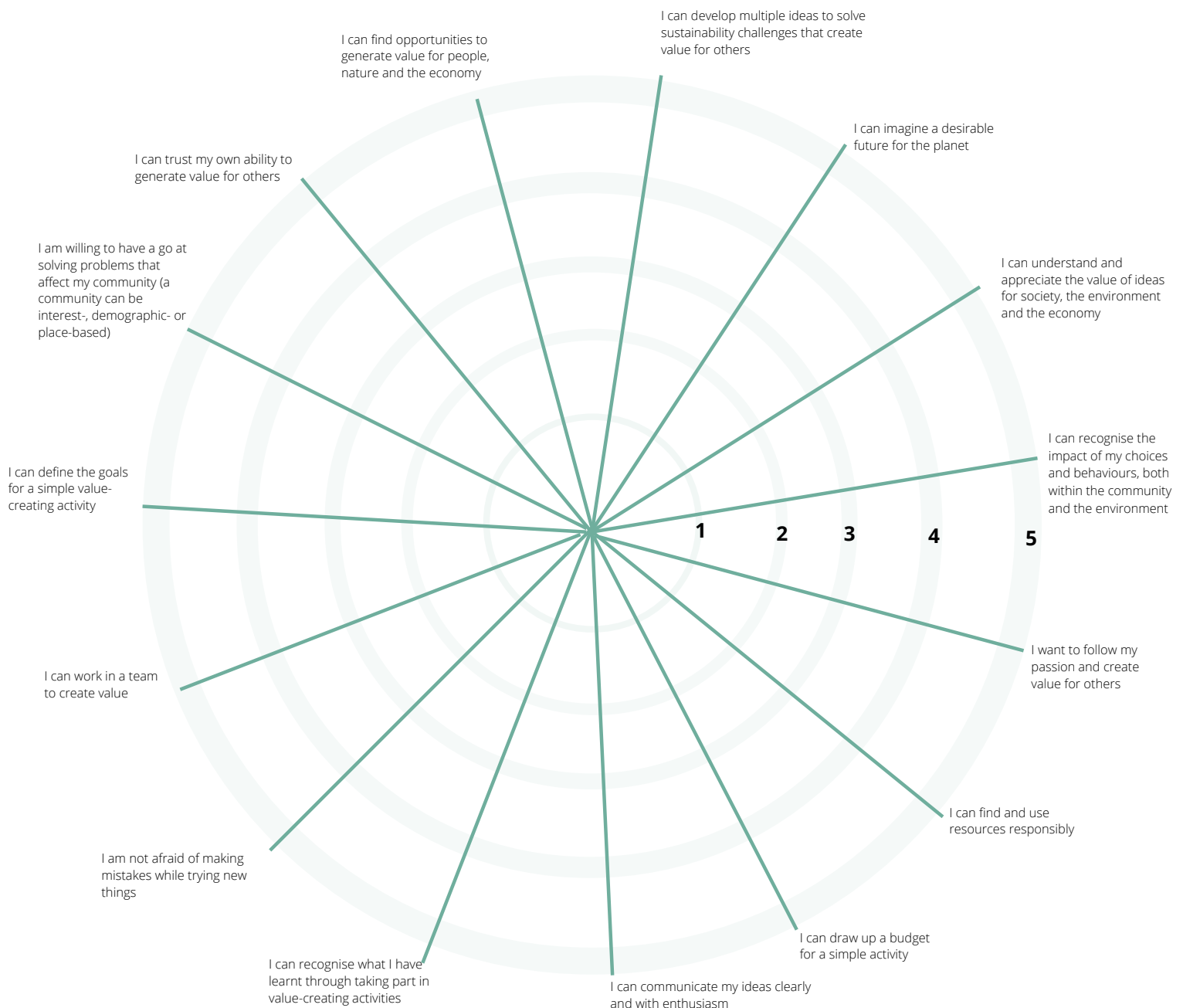
Using p42 for inspiration, now fill out the below so you can work out how you will evaluate your method/campaign..

Method	What you are evaluating ?	How will you evaluate?	How will you know it has been a success?	How does this relate to broader objectives (e.g., of the school, of the SDGs)
<b>Persuasive writing</b>				
<b>Interactive stall</b>				
<b>Film-making</b>				
<b>Social media</b>				
<b>Posters</b>				

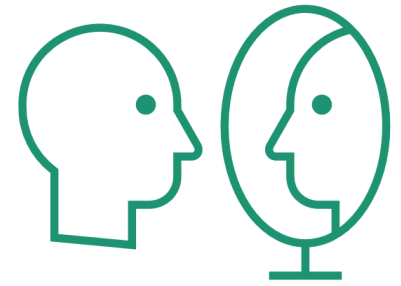
# Reassessing our skills and competencies

Now that you have completed the toolkit and/or training, how do you rate your personal and professional skills and competencies now?

Read the statements below and mark with a dot, from 1-5, how much you agree with the statement. One = not at all to five = very competent. Complete one star chart for each member of the team. Once complete, connect the dots and compare with one another, and with your original - do you see a difference?



## Final reflections



How did your conversations and engagements go?

What worked well?

What would you improve next time?

What have you learnt about engaging diverse audiences?

Would you take a different approach next time?

Is there anything else that you'd like to reflect on?

# Signposting

There are many exciting courses and programmes out there for you to learn more and take part in social action.

## Empowering programmes for green careers:

- UK-wide [Bright Green Future](#) is a programme in environmental leadership and empowerment, which specifically encourages people of colour to take part.
- If you identify as a woman, there is the [Catalyse Change](#) programme that helps them to develop sustainability skills and knowledge for 'healthy, happy and green' communities, careers and planet.

## Education-related:

- Want to be inspired about what is going on in other schools around the country? Then this one hour Climate Inset video from the [UK Schools Sustainability Network](#) is for you. Better yet, share it with your teacher. The video provides an introduction to climate change, and how schools can take action: [www.youtube.com/watch?v=pbbyzLhmKkk](https://www.youtube.com/watch?v=pbbyzLhmKkk)
- You can also make your whole school climate ready, by joining networks designed to support climate action. Find out more about how to become an Eco-School or Climate-Ready and join a network of schools by signing up to [Let's Go Zero](#). You can also learn more about how your school can generate its own energy with the [Schools Energy Cooperative](#) or [Solar For Schools](#).
- If you are carrying on to further education, then check out any sustainability committees that exist and connect with [Students Organising for Sustainability](#) for support in taking action during your studies.

And if you head straight into the world of work, then seek out opportunities to influence the sustainability of the organisation, from organising litter picks to petitioning for car sharing or bike storage.

## Solutions to inspire:

- Project Drawdown has produced an excellent series of free materials and resources highlighting Climate Solutions: <https://t.co/luRO1KFsit>
- You can also get inspired with more amazing engineering ideas for sustainability with the 1000 Solutions website: <https://solarimpulse.com/>
- If radio is your thing, then Radio 4 has produced a whole show devoted to '39 Ways to Save the Planet': <https://www.bbc.co.uk/programmes/m000qwt3>

Finally, for all you nature lovers, check out this beautifully designed [handbook](#) - a guide for increasing people's connection with nature. [findingnatureblog.files.wordpress.com/2022/04/the-nature-connection-handbook.pdf](https://findingnatureblog.files.wordpress.com/2022/04/the-nature-connection-handbook.pdf)

UWE Bristol's Climate Action Hub emerged to connect young people and researchers with communities for climate action. The Hub's first project - Youth Climate Communications - was set up to empower young people with the skills they need to effectively deliver their key climate message(s) and calls to action for diverse audiences. While the Hub has a physical hub in Bristol, it's reach is intended to be global. Enjoyed this pack? Share with others and let us know! Share ideas and designs from the pack, or the communication materials you make, through our Instagram channel: **climate.action.hub**.

A huge thank you to the members of Avon Schools Eco Network, members of CCC-Catapults Youth Action Partnership and UWE-Bristol students for contributing to the development of this toolkit.

