

School Climate Roadshows 2025

End Project Report



END PROJECT REPORT

ANNE LEASK – CLIMATE CHANGE OFFICER

PROJECT DOCUMENTATION



END PROJECT REPORT

Project: The project aim was to deliver School Climate Roadshows raising climate change awareness in primary and secondary schools across Shetland, aligned to the Curriculum for Excellence and Learning for Sustainability.

The project objectives:

1. Raising climate change awareness in the community.
2. Empowering young people, enabling positive climate action, addressing what matters to young people in their local area on climate change, understanding how they feel and empowering them to have their voices heard.
3. Collecting information to inform decision making processes and strategy development.
4. To be a catalyst for climate change conversations through engagement with young people, increasing communications.

The four project outputs:

1. **Visual Display** - a visual art display of young people's thoughts, feelings and ideas about climate change in their local areas showcased at the Shetland Climate Festival 2025.
2. **Book** – young people participated in the Climate Change Creative Competition to produce a creative piece (poem, story, leaflet or poster). Creative pieces were selected from schools to go forward into a book launch at the Shetland Climate Festival 2025.
3. **Film** – a collection of videos were produced expressing young people's views and concerns about climate change showcased at the Shetland Climate Festival 2025.
4. **Report** – the creation of a detailed report evaluating the project, objectives, outputs, successes and lessons learned.

Release: January 2025

Date: 1 October 2025

PRINCE2

Author: Anne Leask (Climate Change Officer – Climate Change Strategy Team) responsible for assembling the Project Initiation Document and leading the project.

Owner: Anne Leask – Climate Change Officer, Climate Change Strategy Team

Client: Primary schools (P6-7) and secondary schools (S1-2)

Document Ref: School Climate Roadshows End Project Report

Version No: 1.2

2 Project Manager's Report

2.1 Summary

The School Climate Roadshows have successfully been delivered across thirteen different schools in Shetland on all planned dates and times. There were no rearrangements or cancellations for any of the sessions. The age groups included were primary six and seven, and secondary one and two classes.

As per the project plan, successful delivery was completed to all locations within the scope of this project. This included north, east, south, west and central mainland Shetland, and isles. As part of the project, important information was collected from all six geographical areas to gather fair representation of young people's thoughts, concerns and views on climate change across Shetland.

Key themes emerging from the project included:

- Nature-based solutions
- Active travel and transport
- Energy and renewables
- Littering and recycling

2.2 Primary Engagement

Primary school classes were well engaged and enthusiastic with a keen interest in climate change matters. The classes demonstrated a keenness to participate in all aspects of the sessions: the presentation, games, activities, video, discussions, quiz and workshops. The primary school sessions were very successful and, in the future, a recommendation is to consider extending and expanding the offer to lower primary class age groups due to high engagement levels and interest. A couple of the classes this year were composite classes including primary five's who really enjoyed it and participated well. In future if younger age groups are included, sessions can be adapted to suit them. This would be dependent on staff time and resources available.

2.3 Secondary Engagement

Secondary one classes remained mostly engaged in the roadshows and keen to participate in the activities and discussions. The climate quiz and carbon cycle game were well received. Some interesting points were raised with detailed conversation and debates around climate change topics; the climate change team were on hand to answer any pressing questions the pupils had.

The secondary two classes appeared to be less engaged and keen to participate in all aspects of the sessions, with a little more reluctance to dive into the activities compared to younger age groups. It is recommended in future to consider the below options:

- Adapt the presentation style for secondary two classes
- Deliver something different to this age group
- Remove roadshow delivery to secondary two classes and instead engage with the Shetland Youth Voice group to target the 12-25 age group

2.4 Project Successes

The young people enjoyed having visitors at their school to talk about climate change matters, and the climate change team were on hand to provide more information on climate science, put climate change in the local context and answer any questions. The team enjoyed being out in the community raising climate change awareness and hearing directly from pupils regarding their views.

The roadshow sessions were on time and planned well, organised to fit in with lesson periods and around pupil's break times which worked well for schools, and this format must be replicated in future. The interactive mix of the presentation, video, activities, games, workshop and quiz kept classes engaged and interested, and this is key to further success. The Climate Change Team were able to take a vast topic and break it down into a fun and interactive learning environment – addressing climate change matters in a way that was understandable and relatable for young people.

It is essential to create new content, games and activities for the roadshows to ensure new and relevant information is presented and delivered in an engaging way for young people. Including a creative element and task as part of the project links it to the creation of a new showcase from schools each year for the Shetland Climate Festival. This also connects climate change to other school subjects, such as expressive art, and creative writing making it more open and relatable.

The School Climate Roadshows creative project outputs:

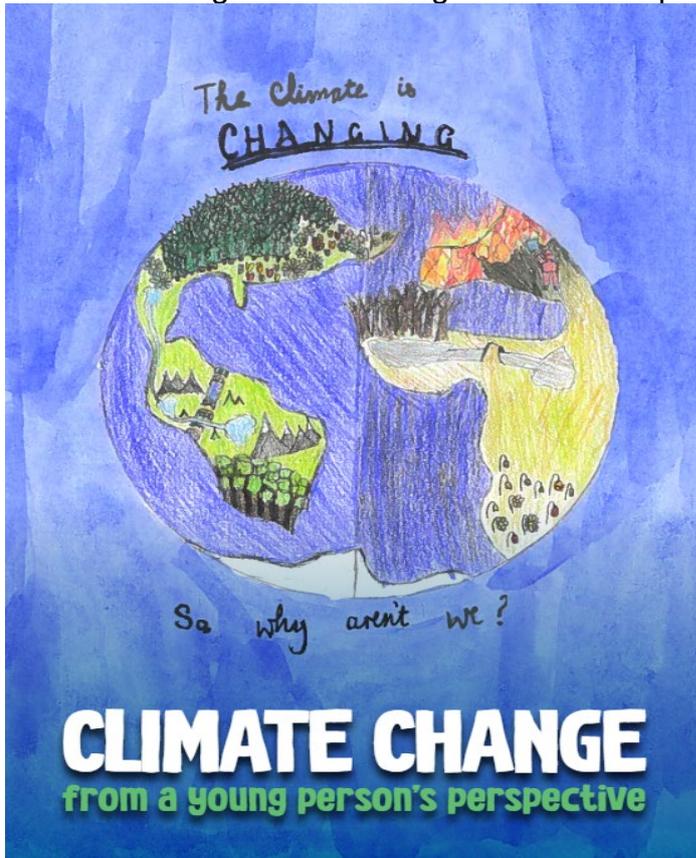
1. School Climate Roadshows Film



The film is available to watch on the Council's YouTube page:

<https://www.youtube.com/watch?v=exchWTjabqo&t=20s>

2. "Climate Change from a Young Person's Perspective" Book



The digital PDF book file is available to download on the Council's website: <https://www.shetland.gov.uk/downloads/download/2839/climate-change-from-a-young-persons-perspective> or refer to **Appendix 1**.

3. School Climate Roadshows Display Banner at the Shetland Climate Festival 2025



All three pieces were created especially for launch at the Shetland Climate Festival 2025. Pupils enjoyed submitting their entries to the Climate Change Creative Competition, and forty-four winners were selected to go forward into the book launch. The book highlights key messages from young people seeking climate action. Please refer to **Appendix 1** for full book details.

The School Climate Roadshows film highlights thoughts and views from young people across Shetland on climate matters, using their voices to express their concerns. The visual art piece displayed their workshop notes, answers and drawings, along with a graphic design in the centre of the informative piece representative of their workshop answers.

The creative pieces sparked interesting conversations and enthusiasm from members of the public visiting the Shetland Climate Festival on the day. This year's Shetland Climate Festival 2025 saw an increase in attendees up 10% from 2024. There were lots of questions and discussions around the project, including ideas for future School Climate Roadshows.

Member's Seminar with Shetland Youth Voice

In support of the School Climate Roadshows project and in collaboration with the Shetland Youth Voice group a Member's Seminar called Young People and Climate Change in Shetland was organised where Shetland Youth Voice presented their four priority action areas and how they link to climate change to elected members:

- Public Spaces
- Mental Health
- Transport
- Jobs

To find out more about the Shetland Youth Voice priority action areas and links to climate change view the Climate Yarns video on the Council's YouTube page:

https://www.youtube.com/watch?v=OW5cZM8W_c4

The highly engaging and interactive member's seminar included detailed questions and answers around climate change topics, a deep dive into the School Climate Roadshows project and outcomes, and how future improvements can be made in young people's local areas. The Shetland Youth Voice members delivered empowering speeches to elected members on the day, and one of these speeches can be viewed in **Appendix 2**.

2.5 Learned Lessons

As the project progressed it became evident that sending out the presentation materials via email to class teachers in advance of the School Climate Roadshow visit was beneficial to avoid technical issues on the day. Due to varying electronic equipment across schools, it was often tricky to connect the project team member's laptop to the screen for the presentation. This was subsequently avoided by sending out presentations in advance for teachers to display from their workstation.

For the secondary two age group, a different format or presentation style is required to capture attention and reach the audience. Alternatively, linking in with the Shetland Youth Voice group instead and dropping the secondary two class delivery from the School Climate Roadshows would be appropriate. Alternative suggestions from the Shetland Youth Voice group included asking if secondary six pupils could deliver climate change talks to early secondary classes through peer support.

In smaller schools with lower class numbers, it was more challenging to encourage and prompt conversations and participation in activities. Smaller classes tended to be more reluctant and less confident to ask questions. To overcome this, the team could practice more prompt styles and provide further guidance on tasks to empower less confident pupils to take part. Classes where teachers were fully engaged in the climate change presentation resulted in the children also being more confident, interested and engaged. A future consideration may be to join smaller schools or classes together to elevate discussions, build enthusiasm and confidence.

Higher class numbers usually resulted in more conversations, engagement and participation. Pupils were able to support each other's points and discussions, they bounced ideas off one another, asked questions and had interesting conversations. They thoroughly enjoyed the video, games, workshop, activities and quiz. The children were able to answer the quiz questions at the end of the session to recap on what they had learned that day. The interactive elements of the session were popular, the mix of different materials and tasks enhanced engagement levels and interest.

Parental/guardian consent forms were sent out in advance to schools for acquiring permission for filming and photography purposes along with use of pupil's artwork and notes for the creative outputs; the book, film and art piece for the Shetland Climate Festival 2025. The process of creating, co-ordinating and sending out the consent forms, ensuring their return was time-consuming for all parties. Consideration of an opt-out process in future would be beneficial where parents/guardians could inform the school if they do not consent to their child taking part or providing creative materials for the festival. However, due to legalities it may always be necessary to send out forms and this must be investigated further.

2.6 Recommendations

1. Continue to deliver the School Climate Roadshows across Shetland; north, east, south, west, central mainland and isles raising awareness of climate change in the community.
2. Change the scope of the age groups for the project: include primary five classes and remove secondary two classes.
3. Work in partnership with the Shetland Youth Voice project (12-25) to engage regularly with the secondary age group.
4. Continue sending out a teacher project pack for class teachers ahead of the School Climate Roadshow delivery, include a pack of three items: pre-visit briefing or research note, climate change team presentation and post-visit follow up task.
5. Continue with the same interactive format and fifty-minute time slot for sessions to coincide with lesson periods and school break times.
6. Investigate if an opt-out consent process could be adopted.
7. Investigate if smaller schools with smaller classes would like to join together to inspire more engagement and participation levels.

3 Review of Project's Objectives

3.1 The project objectives:

1. Raising climate change awareness in the community.
2. Empowering young people, enabling positive climate action, addressing what matters to young people in their local area in regards to climate change impacts, understanding how they feel and empowering them to have their voices heard.
3. Collecting information to inform decision making processes and strategy development.
4. To be a catalyst for climate change conversations through engagement with young people, increasing communications.

3.2 Time

All School Climate Roadshow sessions were successfully delivered on time and to plan on agreed dates with the schools. As highlighted in the project chart, all the creative outputs were made and achieved in time for the Shetland Climate Festival 2025. All aspects of the project have been met within the proposed timeframes.

Project Plan													
Tasks	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Sep-25	Oct-25
Submit 1st draft of PID	Yellow												
Revisions to PID		Yellow											
Set up the Project Board		Yellow											
Plan School Climate Roadshow Dates/Times with Schools		Yellow	Yellow										
Workshop Dates/Times Set and Materials Prepared			Yellow	Yellow									
School Climate Roadshows Data					Yellow	Yellow	Yellow	Yellow	Yellow	Yellow			
Edit Videos to Create Film					Yellow	Yellow	Output 3 complete	Yellow	Yellow	Yellow	Yellow	Output 3	
Provide all Creative Writing Challenge Materials to Supplier and Work on Designs to Create Book								Yellow	Yellow	Yellow	Output 2 complete	Output 2	
Provide Concept Maps/Data to Supplier to Create Mural								Yellow	Yellow	Yellow	Yellow	Output 1 complete	
Shetland Climate Festival												EVENT	
Develop and Submit Project Report												Output 4	

3.3 Cost

The creative outputs for the School Climate Roadshows project were produced and shown at the Shetland Climate Festival through sponsorship funding from ESB. The project spend profile:

Item	Cost	Detail
Filming	£0.00	Filming was completed in-house by the Communications Officer.
Art display banner and 200 books	£3281.76	The art display banner and book creation were outsourced to a local supplier who completed the design works, editing, file work, proofs and prints.
Beach balls	£16.95	Inflatable beach balls which represented carbon were used for the Carbon Cycle Game to demonstrate how carbon moves around the environment in a continuous cycle. Used with game cards to create a real time carbon movement experience.
Box of 4 A3 reams of paper	£23.04	Paper used for the school workshop sessions for pupils to write notes and draw illustrations later used for the art display banner.
Felt tip colouring pens	£40.04	Felt tip colouring pens for the pupils to write and draw with for the workshop sessions.
Total	£3361.79	Total project spend.

Surplus and leftover materials such as paper and pens will be used again for next year's School Climate Roadshows.

3.4 Quality

High quality School Climate Roadshow sessions were delivered, with various interactive elements including activities, games, discussions, quiz and workshops. The young people and teachers enjoyed the variety of elements capturing attention.

Two climate change presenters were available on the day taking responsibility for different elements of the sessions. This allowed the team to:

- Talk through the presentation slides and complete tasks with the class
- Facilitate conversations, take questions and answer, provide information and feedback
- Explain tasks, provide demonstrations, instructions, and guidance for activities
- Support, prompt and encourage pupils to participate
- Move equipment and distribute classroom activity materials

On some days multiple sessions were delivered, to ensure high quality is maintained and for practicalities such as moving equipment, materials and completing classroom activities it was helpful for two staff members to be present supporting the sessions. It is recommended to maintain this format in future to ensure high quality delivery, classes feel supported and guided throughout the sessions.

The materials including presentation, video, games, activities, quiz and workshop were created in house by the Climate Change Strategy Team to a high standard and this work will be continuously reviewed and updated in future to provide relevant content and information. The benefits of the Climate Change Strategy Team producing their own materials:

- The team are continuously keeping up to date with the latest climate change policies, strategies, research, articles and news to provide relevant information and content
- Can update and include the local climate change context in the delivery
- Presentations can be adapted to the needs and interests of the schools
- The team are on hand to answer any questions about climate change
- Highlights and builds up awareness in the community of local climate change situation
- Links in with other projects such as the Shetland Climate Festival and the Science Fair

3.5 Scope

The geographical scope of the project included north, east, south, west, and central mainland and isles schools, which worked successfully as at least one school from each area signed up to be part of the project. This allowed the project team to gather a range of information and data from different locations across schools in Shetland.

The project was delivered to primary six and seven, and secondary one and two classes. As part of the lessons learned during the project it was noted that engagement from secondary two classes dropped, and they were less keen to participate fully in the activities. Sessions which included composite classes with primary five pupils joining in were very successful, they were enthusiastic and keen to be involved. It is recommended to change the scope of the project in future to include primary five classes and remove the secondary two classes.

3.6 Benefits

3.6.1. Raising climate change awareness in the community.

The School Climate Roadshows were delivered to schools in thirteen different locations. All classes and young people involved in these sessions are now further aware of climate

change, are more likely to influence their peers, families or others in their community to act on climate change. Young people are better informed about climate change in their local area and are more likely to influence behaviour change.

3.6.2. Empowering young people, enabling positive climate action, addressing what matters to young people in their local area in regards to climate change impacts, understanding how they feel and empowering them to have their voices heard.

During the project there were discussions over what can be achieved on both an individual and school level to tackle climate change. Young people in schools are more aware of positive climate actions and have been provided a platform to express their voices on climate change through the film, book and visual art display in the School Climate Roadshows showcase at the festival. As a result, the Shetland Climate Festival 2025 saw a 10% increase in the number of attendees from 2024.

3.6.3 Collecting information to inform decision making processes and strategy development.

The roadshows have been valuable for collecting information from young people through their workshop answers. This has been collated and analysed to understand key themes arising from different schools and locations. This aids decision making and influences other projects. As a result of the interest in nature-based solutions in the School Climate Roadshows project, the Climate Change Strategy Team are seeking to set up a tree planting and biodiversity enhancement project with schools.

3.6.4. To be a catalyst for climate change conversations through engagement with young people, increasing communications.

Attending thirteen different schools across Shetland, delivering a climate change presentation and activities has encouraged the climate conversation to continue. The production of the School Climate Roadshows showcase for the Shetland Climate Festival has been an important part of the festival press releases, marketing and promotional materials to highlight and encourage attendance at the festival with teachers and young people present on the day.

3.7 Risk

The project risk register was completed at the beginning of the project, in which the risks were to a certain extent overestimated due to this being the first trial run of the project. The risks significantly reduced over time as targets and project goals were met and delivered. One risk which wasn't anticipated at the time was a change in local supplier for the creative materials mid-way through the project, but this was resolved in sufficient time by sourcing a new supplier and had minimal impact on time slippage.

4 Review of Team Performance

4.1 Team Performance

Firstly, the project board and project management team structure worked well, with the project manager hosting a project start up meeting, followed by bi-monthly reporting to the project board by email, and organising meetings with the project team as and when required. The project manager kept in regular contact with the schools and suppliers for the creative outputs during the project.

The project team worked well together to deliver all aspects of the project on time, to a high standard and to plan. Organising in advance allowed team members to book time in calendars for roadshow delivery and work around their other projects. This worked well for both the project team and for schools, who could book sessions into their calendars in adequate time.

Effective organisation and planning were key to ensuring the School Climate Roadshows were successful, and all project team members kept to the project plan, maintained session format, and planned travel arrangements timely to allow successful delivery. The project team were highly motivated, brought enthusiasm and positivity to the roadshows.

Project team members enjoyed the school climate roadshows, being out in the community and found it rewarding delivering climate change awareness to school pupils. It sparked interesting conversations and questions, provided further information on climate science, put climate change in the local context, included fun interactive elements and a creative competition.

Good effective communication throughout the project was crucial for all involved. Ensuring the project team and schools knew in sufficient time when the team were visiting to deliver the roadshows. The teacher information packs were distributed in advance, materials and plans were provided timely. Regular communications with the suppliers of the creative outputs were necessary to ensure the project progressed timely, and to plan which resulted in all the creative materials being ready in time for the Shetland Climate Festival 2025.

5 Review of School Climate Roadshows Data

5.1 High Level Summary

During the school workshop sessions of the School Climate Roadshows pupils were asked the following questions:

- What does climate change mean to you?
- How do you feel about climate change?
- What changes would you like to see or make in your local area?

Analysis of the pupil's answers to "what changes would you like to see or make in your local area?" were grouped together by theme.

The two highest priority areas highlighted for improvement and change were: nature-based solutions along with active travel and transport.

Nature Based Solutions

- Nature based solutions was the strongest priority area across 10/13 schools participating in the project.
- It was highlighted as an important and popular theme in 12/13 schools, and for those schools where it wasn't the highest priority it was a close contender for top place.
- Key important answers for changes in the local area included a strong focus and want to help plant more trees, increase flower and seed planting, spend more time in nature, help in green outdoor spaces and with activities, grow their own local produce in polytunnels or greenhouses, and assist with planting and growing.

Active Travel and Transport

- Active travel and transport was the second highest priority and interest area across schools with 11/13 schools highlighting this as important.
- It was the joint highest priority area along with nature-based solutions for two schools: Sound and Mossbank.
- It was the strongest priority area for Dunrossness and Nesting schools.
- Answers included interest in increased public transport availability, improved public transport timetables, more walking and cycling (active travel) paths, keenness to walk and cycle more, safety for cycling, bike lock ups, more pavements and use of electric vehicles such as cars, buses and boats (both positive and negative views on electric vehicles).

Other key areas highlighted but not listed as top priority were:

Energy and Renewables

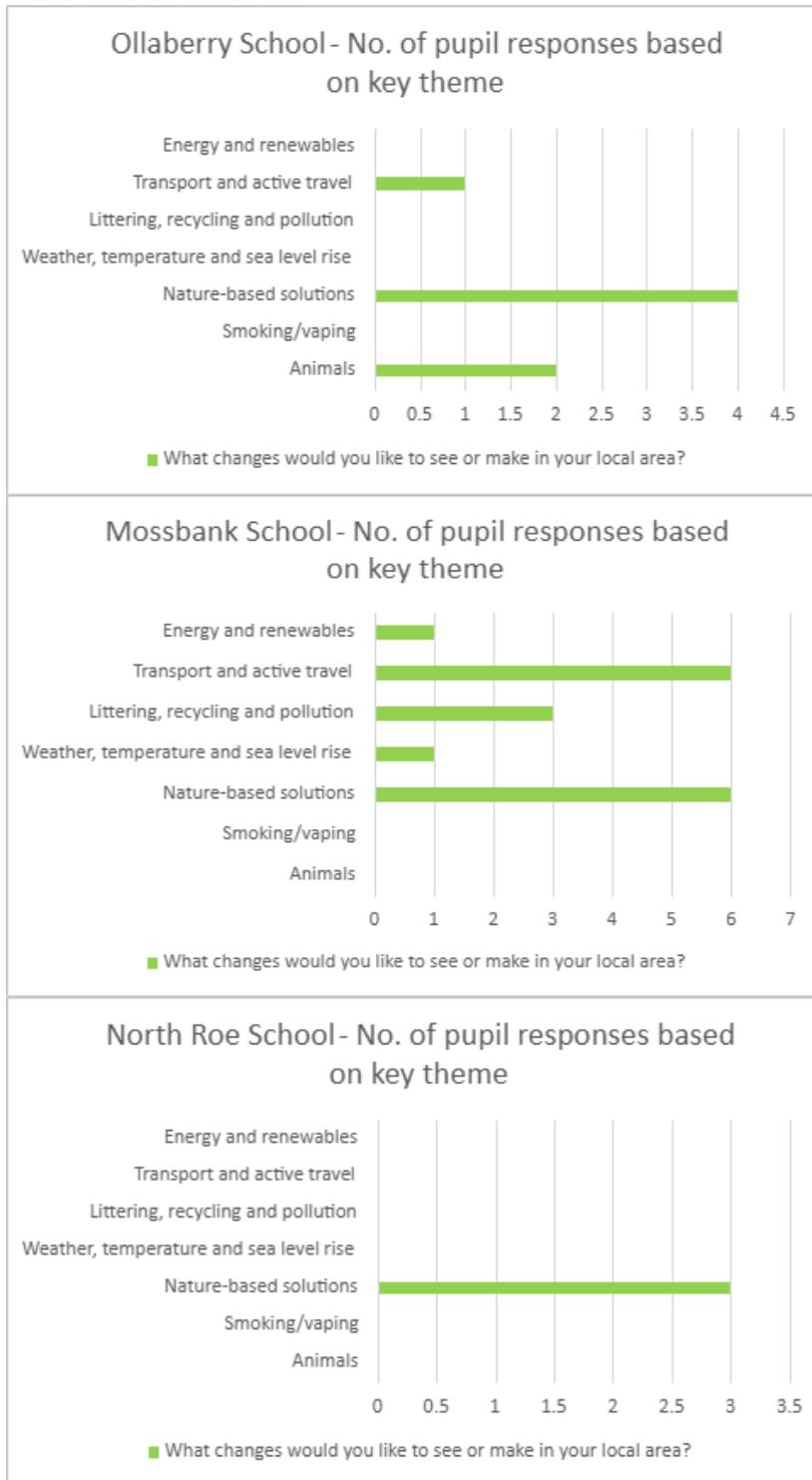
- Energy and renewables was the strongest key area for the Anderson High School.
- Answers included a keen interest in the uptake of renewable energy such as tidal, solar, hydrogen, wind, hydroelectric and clean energy.
- Conversations and answers provided around the transition of reducing the use of fossil fuels and increasing the use of renewable energy.
- Discussions and notes around the positives and negatives of electric vehicle use, which informed the climate change team that future talks around renewable energy and green transport in the School Climate Roadshows could be beneficial and informative.

Littering and Recycling

- A key theme highlighted by the young people.
- Workshop answers included less littering, more recycling and use of compost bins which ties in with Council plans and projects.
- Interest in more litter pickups, frequent Da Voar Redd up type events and beach cleans to reduce plastic pollution on the beach and near the sea.
- The council has introduced a new Household Waste and Recycling Collection Policy, where there are more bins, bring points and improved recycling collections available.
<https://www.shetland.gov.uk/downloads/file/10666/household-waste-and-recycling-collection-policy-2025->
- A new School Care and Composting Project is in development which aims to reduce waste across Shetland's education and care establishments, where a central composting site will be established, the compost will be distributed and used in the polycrubs established at schools.

5.2 Full School Workshop Analysis

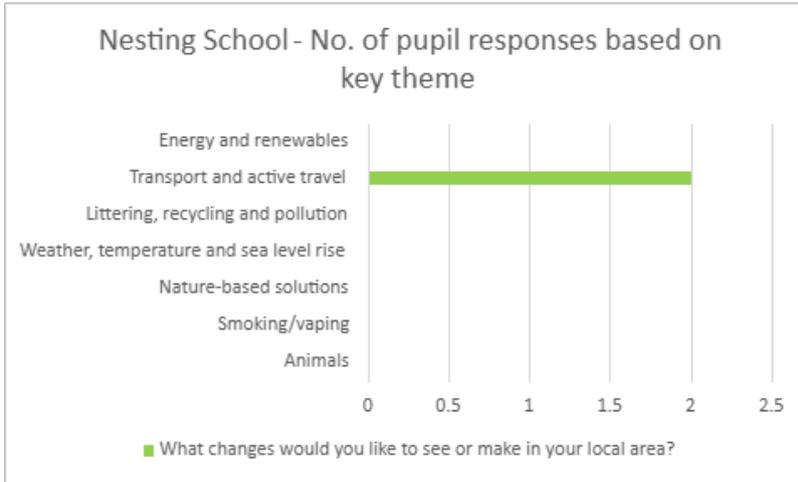
5.2.1 North Schools



North Summary

In the north of Shetland, pupil answers relating to nature-based solutions scored highest for changes and improvements in young people’s local area. This was important in all three of the north schools. Answers included more tree planting, increased polytunnel use, growing their own produce, more outdoor activities and playing areas. In Mossbank, transport and active travel scored equally high alongside nature-based solutions. Young people expressed interest in participating in active travel (walking and cycling), reducing their carbon emissions through optimising public transport and reducing car use.

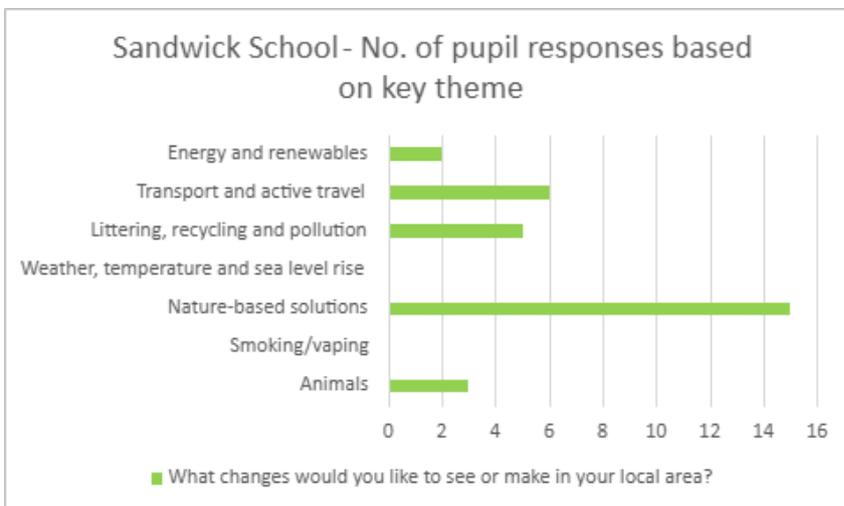
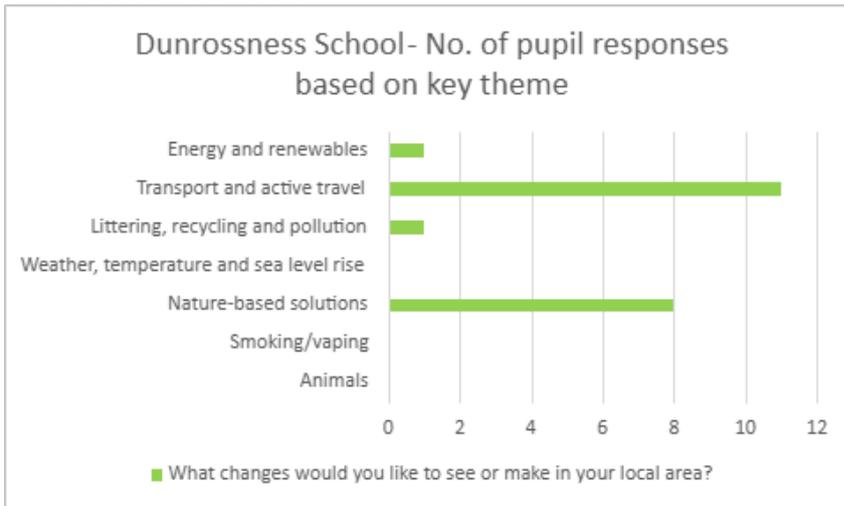
5.2.2 East Schools



East Summary

At Nesting School transport and active travel was a key area of importance to the pupils with “more buses” and “more cycling” a top priority.

5.2.3 South Schools



South Summary

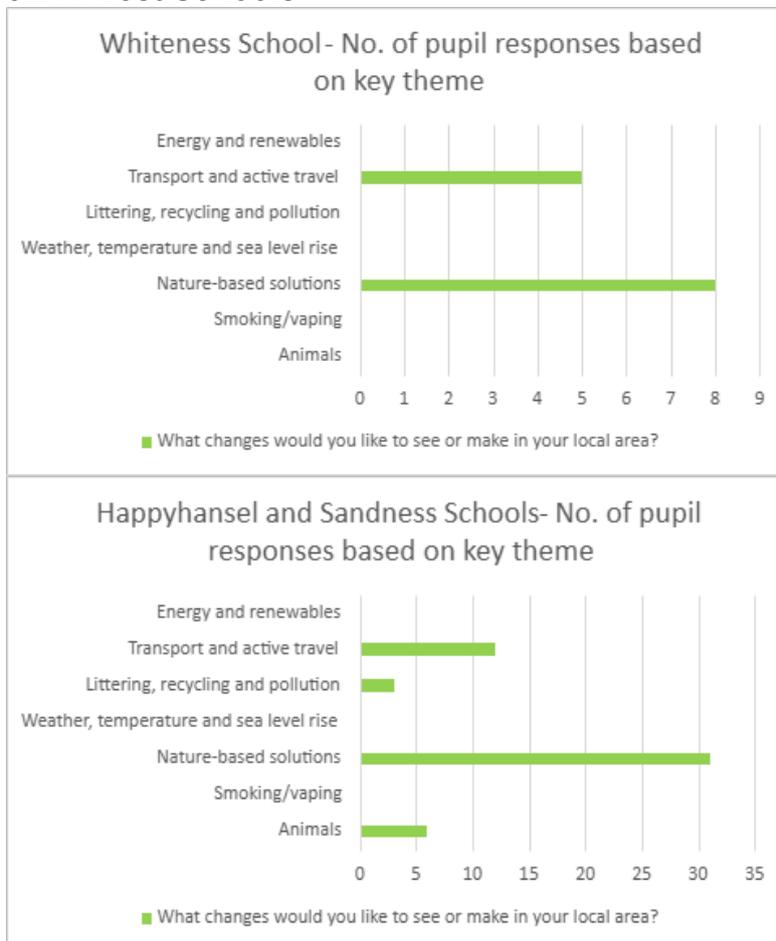
At both south end schools, nature-based solutions scored highly. Pupil answers included interest in planting and growing more trees, flowers, plants and growing their own produce in polytunnels. It was important to: “Plant more trees. Encourage more local produce to be used and made. More sustainable energy. Make/grow more of our own food/produce.” Suggestions in their local area included having a wild garden to help bees, wildlife and planting trees in empty areas without livestock.

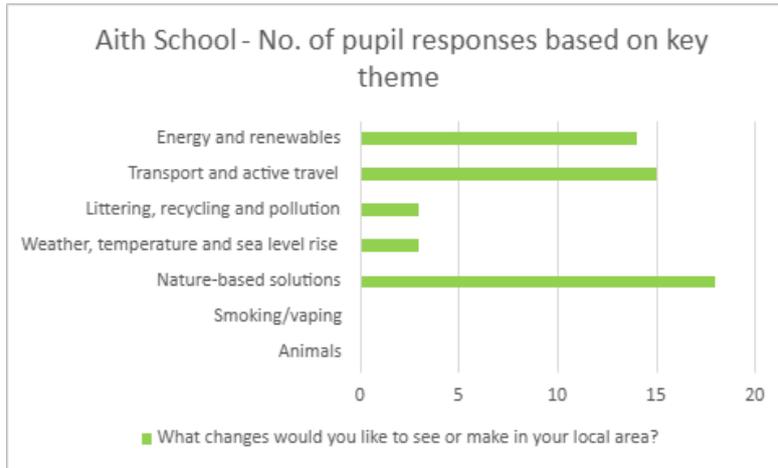
A key action from a pupil was to “plant 19 trees every time someone is born.”

This action resulted from the roadshows presentation and discussions with the classes around their own individual carbon footprint and how many trees would need to be planted to offset their carbon emissions. Taking into consideration the twenty five year growing process.

While nature-based solutions were important to Dunrossness, their top priority area was transport and active travel, particularly safe cycling paths, pavements and passing places to make walking and cycling more accessible. Bus transport including free bus passes, an increased feeder bus service and bus runs had significant importance. They expressed interest in electric vehicles such as cars and buses, however there were some concerns over the safety of electric vehicles. Electric transport could potentially be discussed further with classes in future to tackle barriers of uncertainty and provide further information on electric vehicle technology.

5.2.4 West Schools



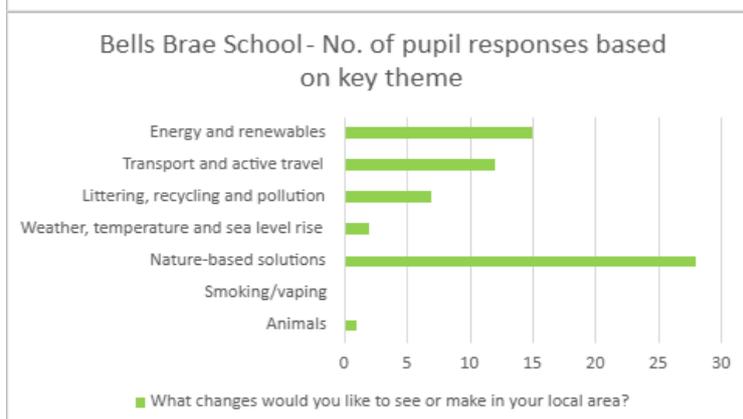
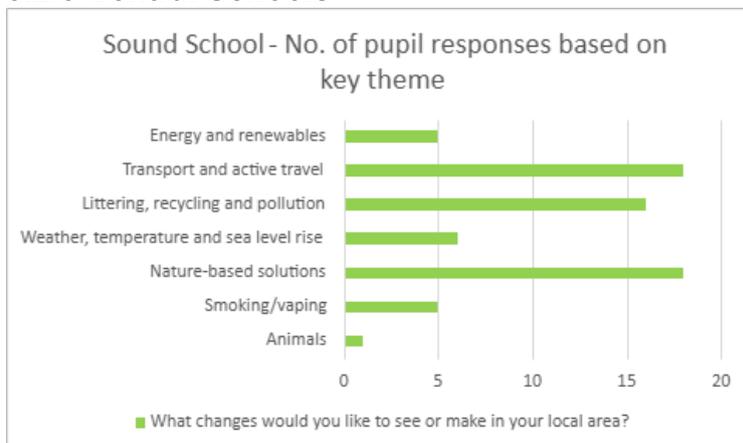


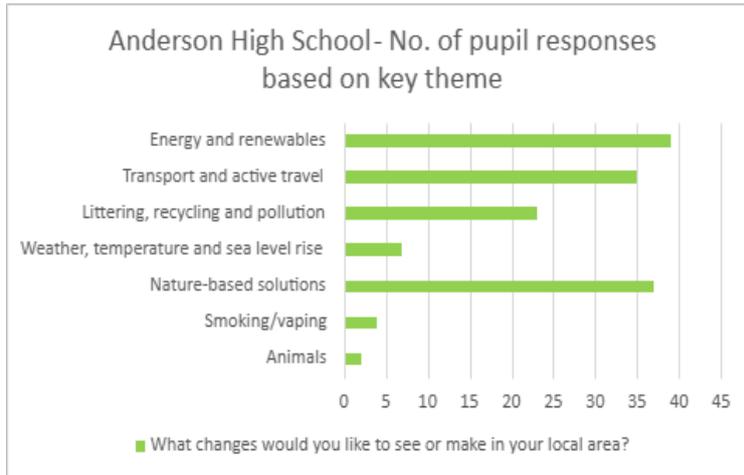
West Summary

Nature-based solutions scored highest across all west mainland Shetland schools. Pupils highlighted interest in more green areas and parks, outdoor activities, they were keen to plant more trees and flowers and suggested “**everyone plant 19 trees.**” Growing their own local produce, spending time outside and working in the poly tunnel together was a common interest.

Transport and active travel were the second highest theme from young people across all three schools expressing interest in more buses at better times so that less people need to travel independently, having bike lock ups at bus stops, increased paths for walking and cycling.

5.2.5 Central Schools





Central Summary

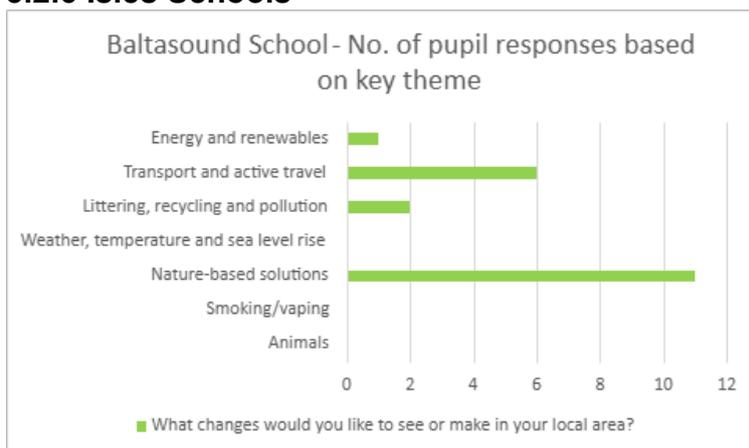
Nature-based solutions became a top priority across all central schools. Pupils discussed changes in their local area including growing more trees, flowers and plants. Growing and sourcing their own local grown produce, having green outdoor spaces and working in the polytunnel and greenhouses were important. Outside clubs, sports and activities featured heavily in their answers. More parks, flower parks and outdoor spaces were key.

There was a wider variety of answers featured across the central schools, possibly due to higher class numbers or central location. Sound and Anderson High School were two of the only schools to mention how preventing smoking and vaping in their local area was important to them.

Littering, recycling and pollution were more frequently mentioned at central schools with answers around more bins being available, regular recycling, preventing littering, hosting litter pick-ups and beach cleans. Suggestions were raised about having more voluntary litter pick up clubs or more events like Da Voar Redd Up. Answers included “I feel angry at the people who litter when there is a bin nearby” and the importance of “cleaning up beaches to stop litter going in the sea” and wildlife getting trapped in the litter.

Energy and renewables scored the highest area of importance for the Anderson High School with answers around renewable energy and technology to help tackle climate change in their local area. Notes included change of fuel use and types, tackling power outages, energy prices, electric vehicles, and different types of renewable energy.

5.2.6 Isles Schools



Isles Summary

In the isles nature-based solutions was the most popular solution to tackle climate change in their area, followed by transport. Answers included increased local food production, more time outdoors, planting more trees and helping in the polytunnels. The transport conversations included discussions around electric vehicles and car sharing, more buses available to the mainland and tunnels.

5.2.7 Overall Summary

The information and data collected, gathered and analysed from the School Climate Roadshows is key to understanding how young people feel about climate change and what improvements they would like to make to their local areas. This informs the council on what is important to young people on tackling climate change, what can be considered going forward or included in decision making, strategy and policy creation.

The standout themes:

- Nature based solutions
- Active travel and transport

Other highlighted themes:

- Energy and renewables
- Littering and recycling

5.3 Feedback Survey Responses (7/13 participating schools completed the feedback survey)

5.3.1 Qualitative Feedback

What went well and were the highlights of the School Climate Roadshows?

- “I think having people who were able to answer tricky questions about climate change without worrying pupils was great. One pupil said he liked answering questions. One pupil enjoyed the part with the beach balls. They liked hearing how climate change has affected Shetland. They also enjoyed speaking into the microphones.”
- “The presenter was brilliant.”
- “Opportunity to learn about local contexts, e.g. referring to local bus service in our area.”
- “Active Learning.”
- “Giving the students an opportunity for discussion and having a number of short activities which helped keep them engaged.”
- “Was all good highlight group activity.”
- “Interactive games and activities to explain concepts.”

What can we do to improve the School Climate Roadshows next year?

- “It was a fine length-pupils maintained interest. Maybe more on how climate change affects Shetland but that was covered, and you don't want to freak them out.”
- “Make it longer and take it outside.”
- “Perhaps more interactive learning to ensure high levels of engagement. We feel that the children didn't learn much more as they already knew. Class discussions were tricky due to low numbers, perhaps more prompts. It felt like a long session where children were not necessarily engaged and interested.”

- “Think carefully about making the activities accessible for all - mention drawing or writing when brainstorming so all can access. Use dyslexia friendly fonts. Look at the Second Level outcomes related to this topic when planning activities.”
- “Perhaps consider extending the sessions to last longer as it was a lot of content to whizz through in 40-50mins. Could consider sharing a task for schools to complete in advance of the visit or follow up activities that can be completed in school to build on the work from the session.”
- “Keep up the good work different facts and figures. More info on reusing/recycling.”
- “More games and activities as well as direct input.”

Any other feedback?

- “Pupils are very keen to enter the competition.”
- “There should be sweeties.”
- “Feel the content was fully understood or connected to the children's lives. Some activities made little to no impact on children's learning. We would be interested in another visit, should activities and content be more engaging. It was good there were links to local contexts.”
- “Thank you.”
- “Super.”
- “Thank you - our children really engaged with the topic and your presentation gave us stimulus to continue doing our own research.”

5.3.2 Quantitative Feedback

1. Did the class enjoy the School Climate Roadshows?

[More details](#)



2. How engaging were the School Climate Roadshows?

[More details](#)



3. How well does the School Climate Roadshows align with the curriculum?

[More details](#)



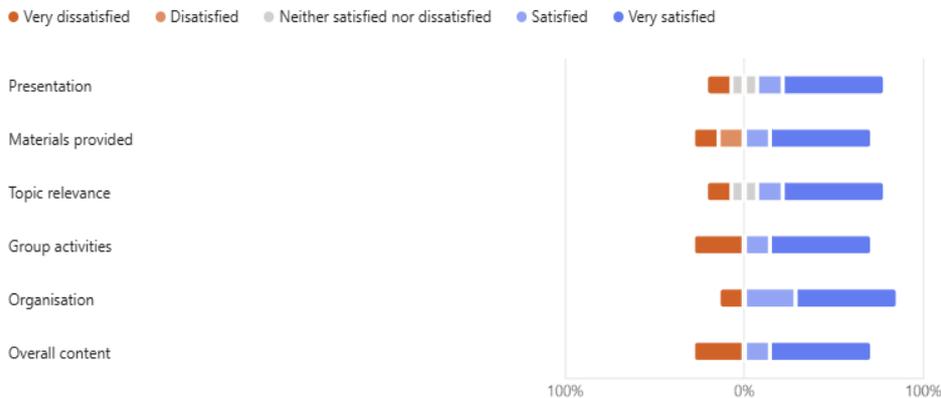
6. Would the school like to participate in the School Climate Roadshows again next year?

[More details](#)



7. How satisfied were you with the following aspects of the School Climate Roadshows?

[More details](#)



The feedback surveys from schools have been informative and allows the roadshows team to make improvements and changes to the project for future. It allows the project to develop, build and grow, aligning to the needs of the schools, Learning for Sustainability and the Curriculum for Excellence.

Feedback Statements

Director of Children’s Services, Samantha Flaws:

“The School Climate Roadshow was a resounding success in Shetland’s schools—engaging, energetic, and deeply inspiring. Pupils embraced creativity, collaborated enthusiastically, and gained valuable knowledge about climate issues. Most importantly, they were left empowered and motivated to take meaningful climate action within their communities.”

Depute Head Teacher – Sound Primary School, Margaret Birrell:

“Pupils at Sound Primary School were delighted to have been given the opportunity to engage with the School Climate Roadshow Team. This topic is very relevant and to be able to work in partnership with our community provides meaningful experiences that

support pupils to be invested in local development and change. As a result of the School Climate Roadshow Workshops our pupils are better equipped to understand the impact of climate change and their role in being responsible citizens and ambassadors of our future.”

“Pupils report that they enjoyed engaging with the School Climate Roadshow workshops, particularly designing posters and writing short stories and poems.”

6 Conclusion

The engagement, interest and success of the School Climate Roadshow project is evident. From young people submitting Climate Change Creative Competition entries to participating in and enjoying the workshops, games, activities, talks and quiz. Their learning was evident at the end of session with a recap quiz which allowed them to reflect on what they had learnt. The three creative project outputs: book, film and art piece highlighted the work of the young people and their concerns about climate change. This gave young people a platform and opportunity to express their opinions and have their voices heard.

Working with schools and the Shetland Youth Voice group, in the community, has been rewarding and beneficial. It is crucial to engage with the community on climate change matters, raise awareness and speak to young people who are the future and will inherit climate problems. Adding the School Climate Roadshows showcase to the Shetland Climate Festival encouraged public interest, uptake and attendance to the Shetland Climate Festival. The public were intrigued to see what the schools had been working on.

The following recommendations and approvals are sought, as referenced in the project manager’s report:

1. Approval sought to continue the delivery of the School Climate Roadshows across Shetland; north, east, south, west, central mainland and isles raising awareness of climate change in the community.
2. Agree to change the scope of the age groups for the project: include primary five classes and remove secondary two classes.
3. Work in partnership with the Shetland Youth Voice project (12-25) to engage regularly with the secondary age group.
4. Continue sending a teacher project information pack to schools ahead of the School Climate Roadshow delivery. Including a pack of three items: pre-visit briefing or research note, climate change team presentation and a post-visit follow up task.
5. Continue the same interactive format and fifty-minute time slot for sessions to coincide with lesson periods and school break times.
6. Investigate if an opt-out consent process could be adopted.
7. Investigate if smaller schools with smaller classes would like to join to inspire more engagement and participation levels.

The School Climate Roadshows will continue to develop and grow, in line with new climate change policies, strategies, research and articles to ensure up to date and relevant content is delivered to schools. Continuous communications with departments such as legal, quality improvement, youth and children’s services are recommended to ensure high quality School Climate Roadshow delivery at the appropriate level for the classes.

Feedback surveys will continue to be conducted and sent to schools to allow room for improvement and to build on lessons learned. This will allow the standard of delivery to increase.

Finally, analysing the information and data provided from young people allows a better understanding of what is important to them. The findings can shape creation and startup of new projects and allows consideration of young people's views for future strategy and policy development.

6 Appendices

Appendix 1 – “Climate Change from a Young Person’s Perspective Book”

Council website link: <https://www.shetland.gov.uk/downloads/download/2839/climate-change-from-a-young-persons-perspective>



Final Digital Book File
- Climate Change from

Appendix 2 – Member’s Seminar Speech from Shetland Youth Voice



Shetland Youth Voice
- Kali’s Transport Spee

Climate Presentation – Kali, Secretary of Shetland Youth Voice and Chair of the Transport Committee

As I’m sure you’re all aware, transport has a massive impact on climate change! Transport is used daily by almost everyone in Shetland, specifically living so remote we constantly use transport as a means to connect with others and the mainland. But again, as I’m sure you all know transport is a massive contributor to carbon emissions. So, with this in mind, all of us across Shetland need to be mindful and try to minimise our carbon footprint. So, today I’m going to discuss our current transport options in Shetland and improvements that could be made to help Shetland to reduce their impact on climate change.

The main focus of my presentation will be about the current bus service in Shetland. Buses are a fantastic mode of transport since you can transport about 50 people using only one vehicle, this can take on average about 30-35 cars off the road (since statistically most people drive alone). Most young people are keen to use the bus services offered, especially since it’s free and gives us an increased freedom. But not all young people are using buses? Instead, many rely on friends and family to drive them. But, if young people want to use buses, but aren’t, there must be something going wrong. There must be something that means many young people don’t feel that the current bus service is accessible and convenient for them.

From our summit hosted back in January, we identified some of the key challenges that young people face when attempting to use buses, and why many opt for the less environmentally friendly options.

- One of our most spoken about issues was their frequency. Bus timetables are not created with young people’s schedules in mind, this is evident when you highlight the fact that many bus routes have a gap between 5:00pm and 9:10pm and no buses (or very limited amounts) on a Sunday.
- After school and on the weekends is when young people want to hang out with their friends and participate in extra-curriculars, but this is heavily limited due to the infrequency of buses. For example, if a young person wants to participate in a weekday sport, if they choose the environmentally friendly option, they may have to wait for hours, alone, in town, miss their dinner, and get home past 9:00pm. But if they choose to just get picked up by a parent, they finish their sport and get picked up immediately.
- A 7:00pm bus to Sandwick has been trialled, which I myself have heard masses of positive feedback about. Even having one more bus a day has had a clear increase in bus usage amongst young people.

- It might not even be about increasing the amount of bus routes per day but instead altering the pre-existing ones to ensure that the most people possible are benefitting and opting for the service.
- Young people also expressed how buses can feel very scary and unsafe. There is often drunk people on or around buses. This is specifically the case at The Viking Bus Station and those near the street as there are many pubs and the nightclub close by. So again, imagine this. Not only have you waited in town, for hours, hungry and tired, you now have to stand waiting around drunk adults, in the dark, who are making you feel uncomfortable.
- A third issue that was highlighted was buses reliability. If the bus service isn't reliable, young people may not opt into using them. In many cases, it was discussed that buses again and again drive past bus stops with no regard to people waiting. Many young people explained that even when signalling a bus down, going as far to use a torch to make themselves clear, buses consistently drive past. This makes it almost impossible for young people to use the bus service, because even when they attempt to, they often simply cannot.
- So, imagine this, you've finished your after school sport, you're hungry and tired, but decide to wait until the 9:10pm bus, you finally see it coming but despite your best efforts it drives straight past you. So you now have to phone your parents and wait for them to come and pick you up anyway. Even having that happen once, is enough for a young person to be deterred from attempting to use the service again.
- For buses to feel accessible and easy, they should stop at each location, no matter if they think there is no one there, as especially in winter, as it can be very hard to tell.
- A final main issue with the current bus service is the lack of feeder buses. Many young people expressed that they did not feel there was good communication around them and that there was far too few. There was clear topic of discussion around how many young people did not know when the feeders were or were not running.
- It was also highlighted that when feeders are not running young people either had to walk very long journeys home or again still had to rely on a parent to pick them up.
- So thinking back again. Imagine after that wait, you do actually manage to get on the bus this time, but when you get off at your nearest stop, there is no feeder bus, so you now have a 45 minute walk, in the dark, meaning you only get home past 10:00pm.

So tell me, with all of this in mind, would you be thinking about the most environmentally friendly option? Or would you just get a run home? Because I know exactly which option I'm choosing. Beginning to solve these issues would make young people feel so much more enthusiastic about using our bus services and would help massively to reducing Shetland's carbon footprint, because as stated earlier, young people are keen to use buses. Many are very concerned about climate change, but when they don't feel there is any realistic options to reduce their carbon footprint, they become inclined to use less environmentally friendly options.

As much as buses is one of the large topics spoken about, I believe its important to also discuss inter-island transport. The constant use of ferries has a massive impact on our environment due to the large amounts of petrol that is used. It has been highlighted that many young people would be really keen for there to be discussions around creating tunnels so those on the isles can easily connect with the mainland. This could be very helpful as it means buses can transport people from the isles all the way to town without having to use polluting ferries. This is a fantastic option because people would have no choice other than to use this environmentally friendly option, and would likely be thrilled with the option as it is much more convenient for travel.