

School Climate Roadshows 2026

End Project Report



END PROJECT REPORT

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PROJECT DOCUMENTATION



END PROJECT REPORT

Project: The project aimed to deliver School Climate Roadshows and raise climate change awareness in primary and secondary schools (P5-S1) across Shetland, aligned to the Scottish Government's Curriculum for Excellence and Learning for Sustainability.

The four project objectives:

1. Raise climate change awareness in the community.
2. Empower young people to take climate action, express their local concerns and have their voices heard.
3. Collect information and insights from young people to inform decision-making and strategies.
4. Spark climate conversations through youth engagement.

The four project outputs:

1. **Climate Yarns Video** – create a Climate Yarns: School Climate Roadshows edition video to add to the Council's suite of Climate Yarns videos.
2. **Schools' Creative Showcase** – each school can create a climate art piece to exhibit at the Shetland Climate Festival 2026.
3. **Youth Expressive Arts Workshop** – set up a youth climate workshop linking with the Shetland Youth Voice and a local creative group to deliver a Youth Expressive Arts Workshop at the Shetland Climate Festival 2026.
4. **Project Report** – production of a detailed end project report evaluating the project, objectives, outputs, successes and lessons learned.

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PRINCE2

Author: Anne Maver, Senior Climate Change Officer - responsible for assembling the Project Initiation Document and Project Manager

Owner: Anne Maver, Senior Climate Change Officer

Client: Primary and secondary schools (P5-S1)

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2 Project Manager's Report

2.1 Summary

The School Climate Roadshows were successfully delivered across thirteen different schools in Shetland this year including primary and secondary school classes P5-S1. Both years of delivery saw thirteen schools sign up to participate. There were a couple of rescheduled School Climate Roadshows this year primarily due to adverse weather conditions and illness. All rearranged sessions were completed on an alternative date.

Successful delivery was completed in almost all geographical locations apart from the east of Shetland this year, where there were no signups. Information was collected during workshops to represent young people's views on tackling climate change in their local areas.

Key themes emerging from the project included:

- Circular economy
- Energy and renewables
- Active travel and transport
- Natural environment

2.2 Primary Engagement

Primary school classes (P5-7) were well engaged, asked questions and thoroughly enjoyed the ocean acidification and sea level rise experiments using fossils, shells and vinegar. They were enthusiastic and participated in all aspects of the sessions: the presentation, activities, videos, discussions, quiz and workshop. This is the ideal age range for delivery where maximum engagement levels and enthusiasm are demonstrated with a genuine interest in climate. It is recommended to continue with this group as the target audience for future School Climate Roadshows. The interactive sessions containing a mix of elements works well, with a particular interest or focus on the experiments, learning activities and a round-up quiz at the end of the session to reflect on learning.

2.3 Secondary Engagement

The scope this year changed from S1-2 to S1 only, after learned lessons from last year. It is recommended to no longer proceed with the offering to secondary classes in future. Despite the S1 group participating in the sessions, raising interesting points and with the new added debate element, it was recognised that the secondary classes did not share the same enthusiasm and interest that the primary classes did. After two years of secondary school engagement the project team feel it is appropriate to direct time, effort and resource to the primary pupils.

With the Climate Change Team's continued engagement and involvement with the Shetland Youth Voice (12-25 age group) it is believed this is the best method to continue engaging with the secondary pupils going forward. The team will retain partnership working with Youth Services on this. The team invited Shetland Youth Voice to participate in the Shetland Climate Festival, delivering a speech and attend Shetland Youth Voice Summit invites.

2.4 Project Successes

Pupils enjoyed having visitors at their school to discuss climate change, host activities and experiments. Climate change officers were on hand to provide further information on climate science, put climate change in the local context and answer questions. The team enjoyed being out in the community raising climate change awareness and hearing directly from pupils.

The roadshow sessions were planned well and mostly delivered on time, despite a couple of sessions being rescheduled due to adverse weather and illness. The project team accommodated delivery on alternate dates and times. The 50-minute sessions worked well with lesson periods and around break times. It is recommended to continue this format in future. The interactive mix of the presentation, video, activities, workshop and quiz kept classes engaged, interested and is key to further success. The team were able to take a vast topic and break it down into a fun and interactive learning session – addressing climate change in a way that was meaningful and understandable for young people.

Creating new content and activities is essential for the roadshows to present new and interesting information each year. The project team suggest having a changing theme year-on-year to enhance the roadshows, encompass new information and innovative ideas. The inclusion of many elements; activities, discussions and a creative task as part of the roadshows links into making a new school showcase each year for exhibition at the Shetland Climate Festival. This connects climate change to other school subjects, such as expressive arts and literature to enhance learning and ensures climate change is meaningful for young people.

The four project outputs:

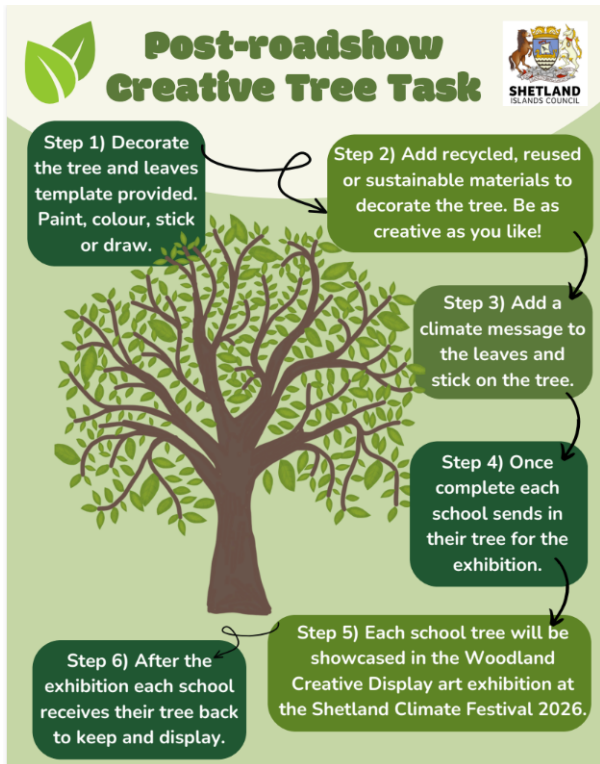
1. Climate Yarns Video



The School Climate Roadshows Climate Yarns is available to watch on the Council's YouTube page: <https://www.youtube.com/watch?v=ckaVdPD4Pzw>

2. Schools Creative Showcase

Each participating school was provided with a tree art template to design and decorate a climate promise tree with their climate messages, sustainable and recycled materials. Examples below:



3. Youth Expressive Arts Workshop

Shetland Youth Voice was invited to the Shetland Climate Festival to deliver a speech about young people and climate change. The group delivered an empowering presentation and asked the audience to provide a range of questions for them to explore and answer. They later addressed these issues at their Nature and Environment Summit with the rest of their peers.

4. Project Report

The School Climate Roadshows end project report is available to the public on the SIC website under Climate Change and the School Climate Roadshows project page at:

[School Climate Roadshows – Shetland Islands Council](#)

2.5 Learned Lessons

Reflecting on this year's School Climate Roadshows and putting into practice what was learnt from last year's project; sending out the presentation materials and tasks to schools well in advance of visits allowed for easier connectivity to screens for the presentations and less technical issues on the day.

The scope of the secondary age group delivery changed from both S1-2 to S1 after notable reduced engagement from older pupils last year. A different format was trialled this year for S1 to see if this would boost participation and interest. A new debate element was introduced which encouraged pupils to think about a Just Transition, encouraging group discussions and points of view. However, it was difficult to encourage all pupils to participate, fully enjoy and interact with the sessions. In terms of project team time, effort and resource it is not fully worthwhile to continue with delivery to secondary schools. The Climate Change Team already engage with the Shetland Youth Voice (12-25 age group), and this is the best method and format to work with older youth groups.

The children enjoyed the experiments, discussions, videos, workshop and quiz at the end of the session. We learned the more interactive activities and tasks set, the more enjoyment and enthusiasm the pupils had, which reinforced their knowledge and understanding of climate change. In future, it is recommended to follow a similar approach and include plenty of interesting elements such as the videos, activities and workshop. The pupils liked being left a task to complete for the Shetland Climate Festival where they could be creative, this also allowed them to reflect on learned lessons from the visit and create something meaningful.

After discussions within the project team and reflecting on the School Climate Roadshows project, changing and focusing on a new theme for the roadshow's year-on-year will be beneficial to ensure that something new and exciting is delivered each year. This will help to keep the children engaged and learning something different from the visits each time. Year one focused on the carbon cycle and carbon footprint, year two focused on sea level rise and ocean acidification, and the proposal for year three is to focus on biodiversity and nature.

The timing of the roadshows take place in terms 3 and 4 which includes winter travel when the conditions are variable, project team wellbeing and driving safety is paramount. To avoid disruption in future, isles visits could be booked closer to spring/summer months in the hope that weather will be less disruptive. Rearrangement of sessions due to outbreaks of illness is important to avoid spread of illness and infection.

Learning from last year's roadshows, a more strategic approach was taken to selecting a couple of schools to feature in the Climate Yarns roadshows video this year. This avoided sending out parental/guardian consent forms to every school participating in the roadshows for filming and photography consent. This made the process easier and allowed collection of consent for a select number of schools featuring in the video.

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 and offer to primary classes only. The target audience is P5-7 but is not strictly limited to this if younger composite classes are included.
3. **Continue to work in partnership with Shetland Youth Voice** (12-25 age group) engaging with youth groups and working together with Youth Services.
4. **Continue project pack creation for teachers** ahead of the roadshows beginning with a project pack of three items: pre-visit briefing or research notes, climate change team presentation and post-visit follow up task.
5. **Continue with the same interactive format**, the fifty-minute time slot works well for sessions to coincide with lesson periods and school break times.
6. **Propose a changing theme year-on-year** to ensure something new and different is presented each year to the schools.
7. **Use information and insights** gained from young people to inform Council projects and decision making. The learnings from year one resulted in implementation of biodiversity projects.
8. **Distribute recycling bins** to schools and implement a recycling competition to encourage behaviour change and recycling uptake from schools because of year two learnings.

3 Review of Project's Objectives

3.1 The four project objectives:

1. Raise climate change awareness in the community.
2. Empower young people to take climate action, express their local concerns and have their voices heard.
3. Collect information and insights from young people to inform decision-making and strategies.
4. Spark climate conversations through youth engagement.

3.2 Time

Highlighted in the project plan below are the completed project outputs.

Project Plan													
Tasks	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Jul-26	Aug-26	Sep-26	Oct-26
1st draft of PID													
Revisions to PID													
Project Board Meeting													
Email roadshow offer to schools and plan initial roadshow dates/times													
Roadshow dates/times are set and materials/equipment prepared													
School Climate Roadshows													
Roadshows data collection and analysis													
Feedback surveys													
Film Climate Yarns video									Output 1				
Schools creative showcase entries										School Holidays		Output 2	
Prepare youth expressive arts workshop												Output 3	
Prepare 1st draft of end project report													
Revisions to end project report													
Shetland Climate Festival												EVENT	
Submit final end project report												Output 4	

3.3 Cost

The table below summarises the costs of this year's School Climate Roadshows project. The main cost was for the design, printing and procurement of the tree art templates for schools to decorate for the Shetland Climate Festival 2026 art exhibition. It was anticipated that ESB funding would cover this but unfortunately sponsorship was withdrawn and the cost was covered from the Climate Festival budget.

Item	Cost	Cost (incl. VAT)	Detail
Filming	£0.00	£0.00	Filming was completed in-house by the Communications Officer.
Climate promise tree art templates for schools (Qty. 20)	£684.00	£820.80	Tree art templates created for the school climate roadshows project and the Shetland Climate Festival art exhibition.
Box of 4 A3 reams of paper	£0.00	£0.00	Leftover paper supplies from the previous year for the workshop sessions.
Felt tip colouring pens	£0.00	£0.00	Leftover pen supplies from last year. Felt tip colouring pens for the pupils to write and draw with for the workshop sessions.
Vinegar	£2.00	£2.00	For the shells in vinegar experiments to demonstrate ocean acidification and the shells disintegrating in acidic solution.
Total	£686.00	£822.80	Total project spend.

Surplus materials i.e. paper and pens will be used again for the next School Climate Roadshows workshop sessions.

3.4 Quality

Good quality School Climate Roadshow sessions were prepared and delivered including interactive elements: activities, experiments and workshops. The young people and teachers enjoyed the different elements capturing attention – they especially liked the experiments with shells, fossils and vinegar solutions that demonstrated what happens during ocean acidification.

Two project team members presented on the day, which allowed them to take responsibility for different aspects of the session:

- Introductions and hosting the presentation
- Facilitating discussions, taking questions and answers, and explaining information
- Presenting and demonstrating experiments, providing instructions and guidance
- Distributing equipment and materials for the activities
- Taking feedback, supporting class task work and ideas

Multiple class sessions were often delivered in one day. To ensure high quality is maintained and for logistics it was helpful for two staff members to deliver the roadshows to support presentation delivery, tasks, conversations and activities. Maintaining this format in future will ensure successful delivery, classes feel supported and guided throughout the sessions.

The presentation materials including videos, and activities were created in house by the Climate Change Team. This will be continuously reviewed and updated to provide new and engaging information on climate change by different theme year-on-year. The benefits of the Climate Change Team producing their own materials:

- Up to date with the latest climate change policies, strategies, research and news to provide relevant information and content.
- Control over development and design of presentation content, information and activities.
- Can tailor the presentation to focus on different key themes year-on-year.
- Presentations can be adapted to suit the local needs and interests of the schools.
- Connects with other projects i.e. 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, to gather a fair representation, range of information and data from different school locations in Shetland. This format works well and should remain the same going ahead.

The project was delivered to P5-7, and S1 classes. Reflecting on the lessons learned from the project, S1 engagement was limited and pupils were less keen to participate in the roadshows. Focus should shift towards the upper primary classes where sessions were very successful. The children were enthusiastic and keen to participate. It is recommended to change the scope of the project to focus on P5-7 and remove the secondary school delivery. The engagement with Shetland Youth Voice is a more suitable platform to reach this age group.

3.6 Benefits

3.6.1. Raising climate change awareness in the community.

The School Climate Roadshows reached thirteen schools this year. All classes who participated are now further aware of climate change, specifically sea level rise, ocean acidification and the albedo affect. Pupils are better equipped and more likely to influence their peers and families to act and change their behaviour on climate change and take positive action.

3.6.2. Empower young people to take climate action, express their local concerns and have their voices heard.

Young people are further aware of the changing climate and the consequences this has on our sea life which impacts on Shetland coastlines, sea and creatures. After completing the roadshows pupils were positively empowered to create their own climate promises and decorate a climate promise tree for the woodland walk art exhibition at the Shetland Climate Festival.

3.6.3. Collect information and insights from young people to inform decision-making and strategies.

The roadshows have been valuable for collecting information and insights from young people during the workshop time. Key themes and concerns have been collected and analysed to inform decision making and feed into other projects. This year the pupils expressed interest in the circular economy and participating in more recycling schemes which has informed us to create a school recycling competition to increase recycling uptake in schools.

3.6.4. Spark climate conversations through youth engagement.

The climate team continue to work in partnership with the Shetland Youth Voice group ensuring the climate conversation continues. Shetland Youth Voice highlighted that one of their three priority action areas this year is nature and environment. The climate team were invited to participate in and deliver a workshop at this year's SYV Summit.

Shetland Youth Voice attended and delivered their own presentation at this year's Shetland Climate Festival where they asked for audience participation in their questions and answers around climate change. They will link and connect the two sessions to address climate issues from the young person's perspective.

3.7 Risk

The risk register was created and maintained for the lifetime of the project. The risks were identified in the below table, and appropriate actions were taken when necessary to reduce the effects of them. A couple of sessions were rescheduled during periods of adverse weather, poor travel conditions and ferry cancellations. This ensured project team wellbeing and safety, without risking the need to travel in poor weather conditions.

The expected budget changed midway through the project due to the withdrawal of ESB funding. All work for the project was then delivered and covered by the climate change budget. All deliverable deadlines were met on time and to plan with no delays. In hindsight a factor not included in the risk register this year, which was included the previous year, was a biological risk – to cover outbreaks of illness, which led to a rescheduled roadshow.

Risk Plan												
Grid: Record - View: Default List												
Risk Ref	Risk type	Details	Triggers	Consequences	Current Likelihood	Current Risk Impact	Current Risk Rating	Target Risk Probability	Target Risk Impact	Target Risk Profile	Target Risk Rating	
NLZ0080010	Travel	Travel to schools across Shetland on the School Climate Roadshows project. Consider appropriate weather conditions and travel requirements before travelling. Assess the risks, weather and time. Consider if the vehicle is suitable for travel, in good working condition and if the weather conditions are suitable for travelling in the vehicle.	Poor weather conditions such as heavy rainfall, wind severity, snow or icy road conditions. Mechanical issues with the vehicle.	Road accident - risk of vehicle collision or breakdown. Risk may impact upon colleagues who are car sharing and/or members of the public sharing the road.	Unlikely	Significant	6	Unlikely	Minor	Low	4	
NLZ0080011	Budget control failure	Going over budget for the project.	Overspend.	Failure to deliver project.	Unlikely	Minor	4	Unlikely	Insignificant	Low	2	
NLZ0080012	Deadlines - failure to meet	Failure to meet project deadlines due to time slippage and resource availability.	Time slippage, lack of resources and time.	Failure to meet deadlines.	Possible	Minor	6	Unlikely	Insignificant	Low	2	
NLZ0080013	Staff number/skills shortage	Lack of staff resources to fulfil School Climate Roadshows.	Staff unavailable to participate in the School Climate Roadshows project due to workloads or conflicting priorities.	Missed workshop delivery, cancellations and rearrangements.	Unlikely	Significant	6	Unlikely	Minor	Low	4	

4 Review of Team Performance

4.1 Team Performance

The project team worked hard to deliver the School Climate Roadshows on time and to a good standard. They were motivated, enthusiastic and upbeat. In the post-roadshow feedback survey completed by the teachers, the presenters were commended for being engaging speakers with a relaxed and positive approach. One piece of feedback highlighted the staff's good work, "the staff were great with them and took time to interact and answer all questions and clearly explain things to them." This feedback was rewarding for the project team's continuous efforts, they enjoyed being out raising awareness in the community, and pupils thanked them for their visits. As the team left the schools, they could hear the children's cheery enthusiasm discussing the experiments, activities, and lessons learned.

Organising and planning the roadshows well in advance allowed schools to be prepared for visitors, book the roadshows into their busy term schedules and this worked well for project team

members to allow for planning around other projects. The project team managed well juggling the roadshows delivery around other projects and priorities. Materials were prepared, collated and provided in advance of the roadshow's delivery to ensure all ran smoothly and efficiently for both the team and the school visits. In the event one team member could no longer make a booked in roadshow, another team member was substituted in to help complete the delivery, everyone worked well to support each other deliver the project.

5 Review of School Climate Roadshows Data

5.1 High Level Summary

This year's workshop question asked the pupils "*how can we tackle climate change in Shetland?*" The most popular answers were around the circular economy theme. Followed by energy and renewables, active travel and transport and the natural environment.

Circular Economy

Key answers included:

- Increase recycling, have more bins and bring points
- Have more litter pickups and beach cleans like the Voar Redd Up and more promotion
- Stop littering, don't throw waste in the sea, have more bins and signs to not litter
- Reduce plastic use and recycle more plastics
- Do more recycling in schools
- Don't buy things if you don't need to, re-use, donate, use second hand items
- Use more than once and don't waste
- Use charity shops and swap shops
- Use local shops, eateries and produce
- Reduce food waste, have more communal compost bins and use the compost for the school polytunnel
- Less packaging, use more reusable or biodegradable bags and have alternatives to single use plastics
- Get the Cunningsburgh Glass Plant working again and use glass bottles for milk instead
- More bottle refill stations

Energy and Renewables:

Key answers included:

- Use more renewable energy sources:
 - Windmills and wind turbines (mixed views of less/more windmills and build at sea)
 - Solar power and solar panels
 - Wave power
 - Tidal power, energy and turbines
 - Use different materials instead of fuel like food renewable energies
- We should not give energy to the rest of UK and keep to ourselves – wind farm power to us and cheaper electricity
- Remove the pylons
- Have more EV chargers and drop charging port prices
- Grants to insulate homes and more insulation in homes

- Turn the heating down, get thermometers in every house, close doors when heating on and use more layers like blankets and hoodies instead of heating and fire
- Use less water, waste less and shorter shower times
- Use less or no AI, and less data/Wi-Fi use
- Turn off devices/lights when not in use and unplug chargers
- Burn less and stop using fossil fuels
- Use less machinery, gas plants, and greenhouse gases

Active Travel and Transport

Key answers included:

- Walk, cycle, wheel or scoot to school if you can
- Try not to use cars for short distances if you don't need to and walk
- Use public transport more and make it cheaper
- Use electric cars, buses and vehicles
- Decrease the price of electric vehicles
- Choose more electrics over fossil fuel use for transport
- Stop diesel cars, use boats, planes and ferries less
- Play outside more
- Cancel cruise ships
- Reduce your carbon footprint

Natural Environment:

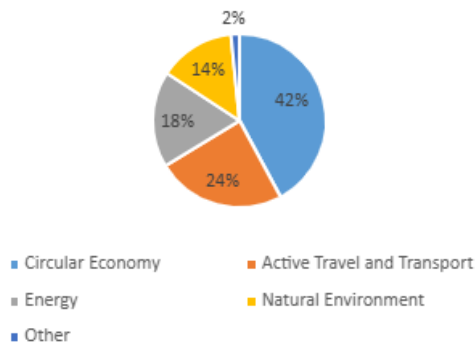
Key answers included:

- Plant and grow more trees, flowers, vegetables and plants, use polytunnels and polycrubs
- Prevent deforestation: stop cutting and knocking down trees
- Offer people free plants/seeds to plant and have more community gardens
- Find a way to build windmills that is good for the environment
- Restore peatlands and discourage digging up peat
- Make promotional posters to encourage people to do things, grown-ups aren't getting the education about climate change that bairns are, educate the adults!
- Talk to the community about it
- Cut down air pollution: stop smoking and vaping
- Grow and eat locally sourced food and produce, buy food at local shops, and don't order food with a big carbon footprint
- Save the bees, protect the animals, don't destroy their habitats and take care of them
- Stop polluting the sea, don't put oil or rubbish in the ocean, re-grow coral and clean the beaches more
- Help the planet, save the planet, keep the earth clean, be kind and nicer to earth – celebrate National Earth Day!

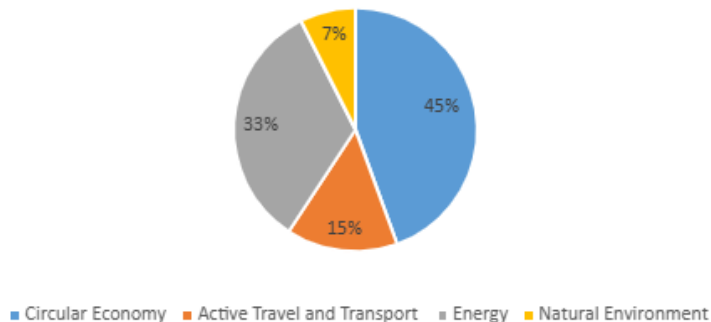
5.2 Full School Workshop Analysis

5.2.1 North Schools

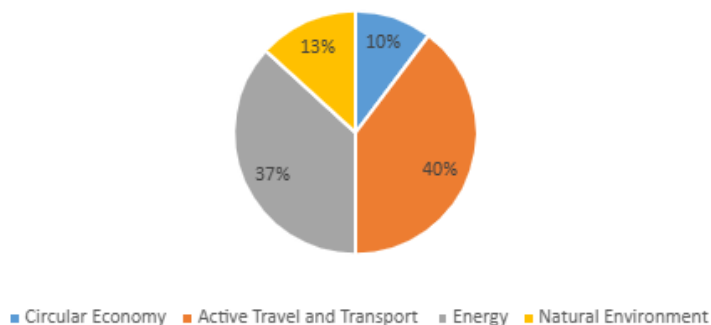
Brae - How can we tackle Climate Change in Shetland?



Urafirth - How can we tackle Climate Change in Shetland?



Mossbank - How can we tackle Climate Change in Shetland?



North Summary

In Brae and Urafirth the leading priority area for helping tackle climate change in Shetland was the circular economy. Emphasis was placed on more recycling, introducing more recycling bins and bring points, preventing littering, doing more litter pickups and beach cleans to help keep the environment clean and tidy. In Mossbank answers were more focussed on renewable energy, particularly solar power and panels on roofs as well as turning off lights when not in use to curb electricity wastage.

Other main points from the north region included retaining wind farm power within the isles, potentially having less/smaller windmills or building them at sea. There were ideas around increasing EV charging points and dropping the price charged to encourage a higher uptake.

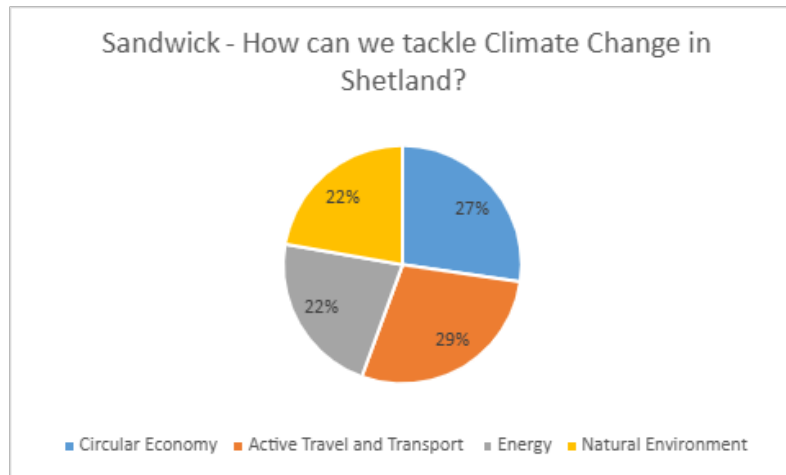
Answers also included replacing fossil fuel run vehicles with electric, maximising public transport use and increasing active travel leading to a reduction in carbon footprint.

5.2.2 East Schools

East Summary

This year there were no signups from schools in the east region of Shetland. Next year the team will try to advertise and promote this more to the east schools.

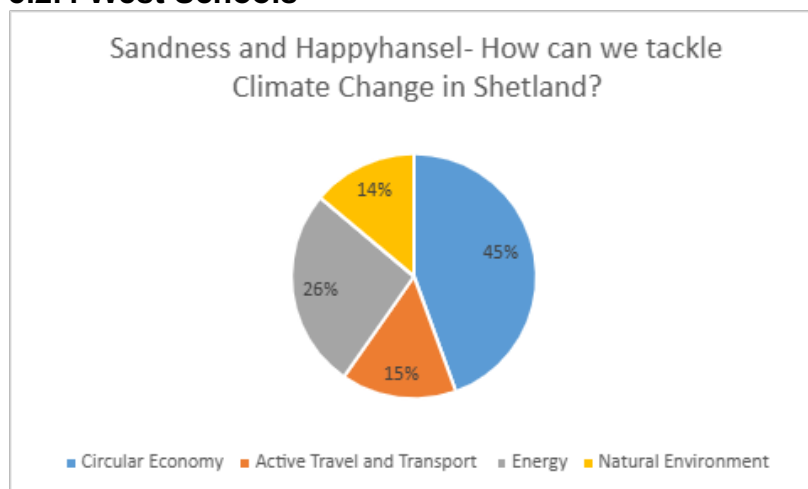
5.2.3 South Schools



South Summary

In Sandwick answers were much more evenly spread across four key themes: circular economy, active travel and transport, energy and the natural environment. Answers regularly mentioned walking, wheeling and cycling to school instead of taking the car. There was a keen interest in encouraging active travel where possible. Notable care and concern from the pupils for their natural environment; including saving the bees, protecting animals and planting more flowers, trees and vegetables.

5.2.4 West Schools

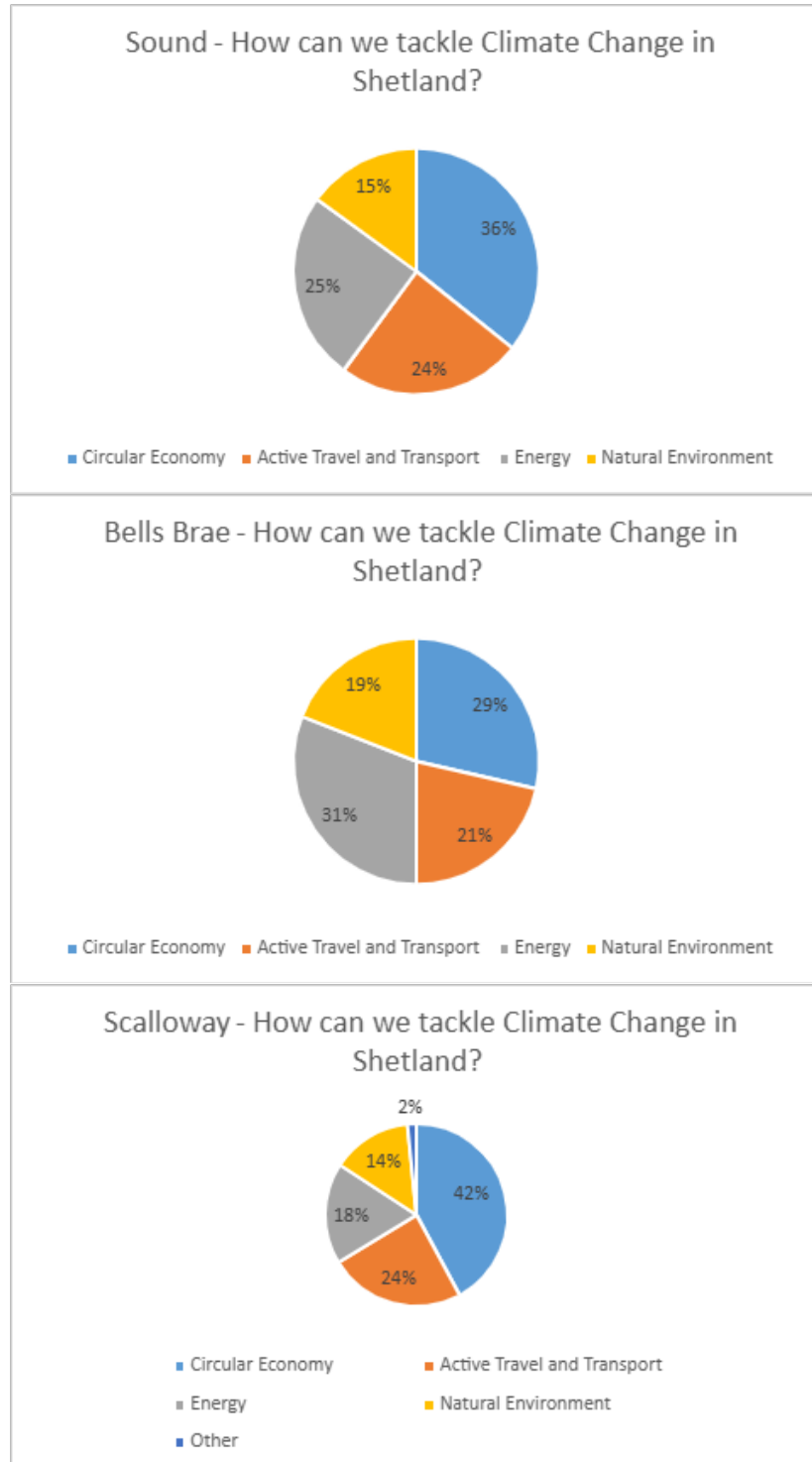


West Summary

The circular economy was a key area of concern for both Sandness and Happyhansel schools. Answers included going to swap shops and charity shops, trying not to buy brand new things, use second hand and only buy if you need. Don't waste things, reuse old clothing and toys, use our

local shops and donate items. It was evident that there was a keen interest in reducing, reusing and recycling to be more environmentally friendly and reduce waste.

5.2.5 Central Schools



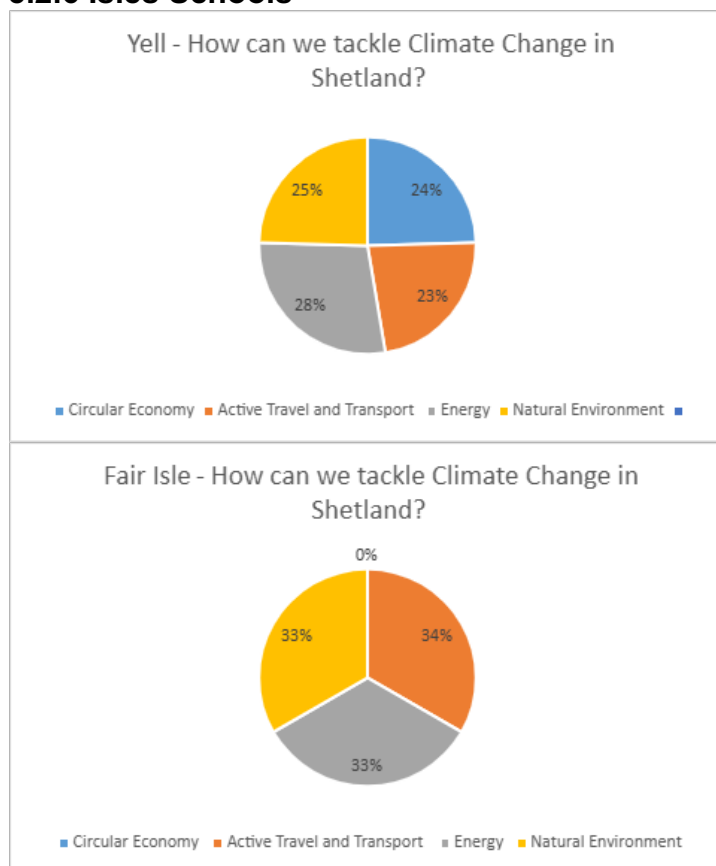
Central Summary

In Sound and Bells Brae schools, tackling climate change focussed more on the circular economy and energy. Answers included recycling and reusing more, putting waste in the recycling bins i.e. plastics, cans, card and paper. Preventing littering, cleaning up the beaches and having more litter pickups like the Voar Redd Up. Using our local shops, produce and charity shops to help.

Energy came up as a popular theme too with discussions surrounding; different types of renewable energy, wasting less electricity and water, and burning fewer fossil fuels. AI and data use came up in conversations where pupils felt we should stop using AI. New energy ideas were highlighted such as gutter energy (using mini propellers on gutters using heavy rainfall to our advantage) and food renewable energy (a different material source to use instead of fossil fuels).

In Scalloway the main key theme was the circular economy; “dunna chuck bruck”, stopping littering, having more Voar Redd Ups, reusing and recycling what can be recycled. Trying not to use single use plastics, using paper straws and less plastic. Active travel and transport were also popular where using buses, bikes and walking were important to the pupils instead of using the car. Electric cars and vehicles were highlighted as good alternatives to fossil fuel driven vehicles. “Drive less” and “ride bikes not cars” were common thoughts.

5.2.6 Isles Schools



Isles Summary

Opinions across the isles were balanced across the four key themes with a slight increased concern about energy. This included suggestions for more insulation and grants for homes, cheaper electricity, and more use of renewables; solar, tidal and wind turbines. Restoring peatlands and stopping digging up peat were key concerns as well as planting more trees, veg and flowers.

5.2.7 Overall Summary

The information collected and analysed from the School Climate Roadshows workshops are key to understanding how young people want to tackle climate change and what they want to focus on. This informs the Council on what is important to young people regarding climate change and is useful information to carry forward and include in decision making, strategies and projects.

The standout themes:

- Circular economy
- Energy and renewables

Other highlighted themes:

- Active travel and transport
- Natural environment

To address the pupils interest in recycling and put their solutions into action on tackling climate change, the climate team are **proposing a School Recycling Competition**; to encourage schools to recycle more and increase the uptake of recycling. The Council can provide the recycling bins and distribute them to the schools. The Climate team can run the competition and support the schools to complete the task. This helps to support young people to complete positive climate action.

5.3 Feedback Survey Responses (11/13 participating schools completed the feedback survey)**5.3.1 Qualitative Feedback****What went well and were the highlights of the School Climate Roadshows?**

- “Class enjoyed the Q&A aspect, lots of knowledge and enthusiasm. Videos were engaging too, short and to the point.”
- “The fossil experiment with vinegar and water. Also, the water and ice experiments. The facts were interesting too.”
- “They really liked the experiments but found the discussion interesting – even though they said it was sad”
- “The pupils loved the experiments”
- “Pupils really enjoyed being able to share their previous knowledge and enjoyed the experiments”
- The pupils really enjoyed the fossil experiment. Elliot and Anne were both really engaging speakers.”
- “The experiment”
- “The children really enjoyed the interactive activities.”
- “Varying the input with speaking, videos, questioning the class and experiments”
- “The pace was good and the pupils enjoyed the experiments and videos. Most pupils were clearly engaged and demonstrated this through the verbal answers and written ideas they gave.”

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

- “Try less text on slides (small writing & tricky for pupils with dyslexia to read), try talk then movement then talk, possibly use more visuals”
- “Have examples of things that can be recycled on hand. You could have a task where they sort into two sets, recyclable or not.”
- “More opportunity for groups to do experiments. Or create a poster just something hands on or getting them moving.”
- “How to make the quiz interactive”

- "Same again!"
- "More hands-on activities"
- "It would be great to have some follow up resources that we could use to recap learning"
- "It was fine. It was good to get figures."
- "Maybe have it in the school hall with different interactive learning activities that all the children can participate in."
- "Primary pupils could do with a bit more explanation of key concepts and a little more time spent on this. The experiment about ocean acidification was good, but we teach the bairns about controlling variables and since the object in each beaker was different each time that made for a more confusing experiments & results."

Any other feedback?

- "Activities/ experiments - pupils were very excited about but didn't see the outcome of the experiment - maybe try an experiment with an instant reaction (pictures on the board alluded to a huge experiment)"
- "It suited our topic perfectly as we are studying Oceans. I also like the tree that we will complete for September."
- "Really engaging presentation and the children learned a lot. Thank you."
- "Pupils found it interesting that St Ninian's Isle would be under the sea if sea levels continue to rise!"
- "The children enjoyed the discussion and presentation. The staff were great with them and took time to interact and answer all questions and clearly explain things to them. Maybe having a brainstorm activity to see what the children know would be a good focus point to begin with. A quiz is also a great idea to round up. The children usually love a quiz. That could be a whole group interactive activity at the end. Well done though you all did a great job and I look forward to another Climate Roadshow. Thanks."
- "The presenters were very relaxed, positive and approachable."

5.3.2 Quantitative Feedback

1. Did the class enjoy the School Climate Roadshows?



2. How engaging were the School Climate Roadshows?



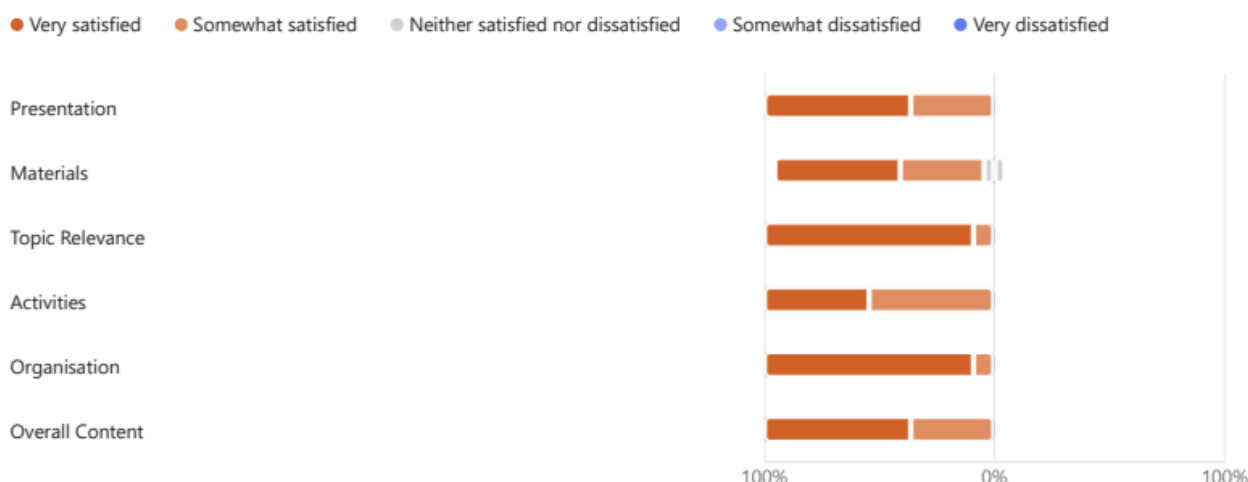
3. How well does the School Climate Roadshows align with the curriculum?



6. Would you like to participate in the School Climate Roadshows again?



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



The feedback from schools is crucial to help the project team understand how best to deliver the School Climate Roadshows going forward and how to make improvements to create an even better experience and take lessons learned into consideration.

6 Conclusion

Year two of the School Climate Roadshows has been a great success, evident from the primary class children interacting and enjoying the presentation and activities, the positive post-roadshow feedback forms from the teachers, the art exhibition displaying the children's climate action messages at the Shetland Climate Festival and Climate Yarns video.

The roadshows have been valuable for boosting climate change awareness in schools and learning was clear from the end of session recap quiz where the children answered questions well reflecting on the day's session and what they had learnt. This demonstrated they had expanded their knowledge and understanding of climate change.

Delivering the roadshows in schools has been rewarding and important for engaging with the community on climate change. It is crucial to speak to young people about climate change as they will inherit today's and future climate problems.

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

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 and offer to primary classes only. The target audience is P5-7 but is not strictly limited to this if younger composite classes are included.
3. **Continue to work in partnership with Shetland Youth Voice** (12-25 age group) engaging with youth groups and working together with Youth Services.

4. **Continue project pack creation for teachers** ahead of the roadshows beginning with a project pack of three items: pre-visit briefing or research notes, climate change team presentation and post-visit follow up task.
5. **Continue with the same interactive format**, the fifty-minute time slot works well for sessions to coincide with lesson periods and school break times.
6. **Propose a changing theme year-on-year** to ensure something new and different is presented each year to the schools.
7. **Use information and insights** gained from young people to inform Council projects and decision making. The learnings from year one resulted in implementation of biodiversity projects.
8. **Distribute recycling bins** to schools and implement a recycling competition to encourage behaviour change and recycling uptake from schools because of year two learnings.

The School Climate Roadshows continues to progress and develop. The team wish to proceed to create a yearly changing theme with new activities and information. It is proposed that next year's theme is based on nature and environment.

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 – Creative Tree Task

[Post-roadshow Creative Tree Task \(1\).pdf](#)

Appendix 2 – Teacher Information Pack of 3

[Teacher Information Pack of 3.pdf](#)