

Ways to Protect the Environment



Date	Thursday 2 July 2026	Time	10am-12pm
Attendees	• Elaine & Rich Blagden +Maggie! (Taleblazers) • Hannah Worthington (Our Patch/Community Growing Lab) • Janet Moate (Youth Justice Service) • Mags Brazendale (ASR Project/People's Parkfield) • Ivy Hodgson-Hunt • Johanna Morrell & Rebekah Daws		
Agenda	• Watch the People's Emergency Briefing Film together • Discuss how to support young people to engage with it		
Summary			

Overall Conclusion

There was unanimous agreement that the film should be shown to young people and community audiences, but that it should never be shown as a standalone activity. Participants felt strongly that the film must be accompanied by opportunities for discussion, emotional support, local action, and ongoing engagement.

The dominant message from the group was:

"Show the film and support follow-up environmental action."

Participants felt the film raises urgent issues that people have a right to know about and that withholding it would be counterproductive. The discussion repeatedly returned to the need to move beyond awareness-raising and towards empowering young people and communities to take meaningful action.

Response to the Film

The film generated strong emotional reactions, including anger, frustration, concern, hope and motivation.

Several participants reflected on feeling angry that climate science and warnings have been available for decades, yet misinformation and inaction continue to delay meaningful change. There was frustration that many people remain unaware of the scale of the issue, despite evidence being available for many years.

Others highlighted that many people are not disengaged because they do not care, but because they are focused on day-to-day survival, family responsibilities, work and other pressures. The group recognised the importance of meeting people where they are and providing opportunities for learning and engagement without judgement.

Showing the Film to Young People

The group broadly agreed that the film is appropriate for young people aged 12+, with parental guidance and clear information provided beforehand.

Discussion points included:

- Concerns about occasional swearing in the film.
- Recognition that the language is relatively minor compared with the seriousness of the climate issues being discussed.
- Agreement that a censored version could be used where appropriate, but that language should not distract from the film's core message.
- Recognition that many young people are already exposed to stronger language and more challenging content online.

The greater concern was not the content itself but the length of the film, with participants noting that many young people may struggle to remain engaged for the full running time.

Suggested adaptations included:

- Showing the film in two parts.
- Building in a natural break or "half-time".
- Creating facilitated discussions and activities around the screening.
- Positioning screenings as family events where appropriate.

Need for Action and Support

A central theme throughout the discussion was that showing the film creates a responsibility to support people afterwards.

Participants stressed that:

- Young people should not be left feeling overwhelmed or solely responsible for

solving climate issues.

- Screenings should include opportunities to discuss emotions and concerns.
- Support should be available for climate anxiety, eco-anxiety and feelings of helplessness.
- Parents, carers and families may also need support and resources to help continue conversations at home.

There was strong support for involving mental health and wellbeing partners alongside any screenings or follow-up activities.

Imagination Stations as the Key Response

The group strongly supported using Imagination Stations as the primary mechanism for follow-up engagement.

The project already plans to:

- Connect young people with local experts and organisations.
- Provide practical opportunities to take action.
- Explore solutions rather than focusing solely on problems.
- Enable young people to influence local decision-making.
- Create pathways into environmental volunteering, campaigning and community projects.

Local partners already involved set to explore themes including:

- Biodiversity and wildlife.
- Sustainable transport.
- Community preparedness and resilience.
- Flood prevention and adaptation.
- Nature restoration.
- Local environmental campaigning.

Representation and Role Models

Several participants felt that young people were underrepresented within the film itself.

Discussion highlighted that:

- Most featured public figures and celebrities belonged to older generations.
- Young people benefit from seeing people they can relate to.
- Local role models may be more powerful than national celebrities.

Examples were given of individuals and organisations already leading environmental

work across Torbay who could inspire and mentor young people.

The group felt local voices and local stories could make climate action feel more relevant and achievable.

Engaging Young People Who Are Not Already Interested

This was identified as one of the biggest challenges.

Participants recognised that:

- Some young people are already passionate about climate issues and eager to engage.
- Others are largely disengaged and focused on school, friendships and everyday life.
- Some families actively consume misinformation or deny climate change.
- Traditional environmental messaging often fails to reach those who are not already interested.

There was agreement that:

- Engagement must be gradual and accessible.
- Climate conversations may need to begin through wider interests, activities and opportunities.
- Local and tangible examples are more effective than abstract global messages.
- Opportunities often create engagement rather than the other way around.

A key question remained:

How do we reach the young people who currently do not see climate issues as relevant to them?

Local Relevance Matters

Participants felt strongly that local examples are more likely to motivate young people than distant global stories.

Examples discussed included:

- Flooding at Watcombe Primary School.
- Community flood preparedness work.
- Local wildlife and conservation projects.
- Environmental organisations already operating in Torbay.

The group felt young people are more likely to engage when they can clearly see:

- How climate change affects their community.
- What actions can be taken locally.
- How they can contribute directly.

Young People Creating Their Own Film

The idea of supporting young people to create their own climate film received positive support.

Benefits identified included:

- Providing a platform for young voices.
- Giving ownership of the issue to young people.
- Creating locally relevant content.
- Developing leadership and communication skills.

However, participants stressed that this should be viewed as one element of a wider strategy rather than a complete solution.

It was recognised that such projects are most likely to attract young people who are already engaged, and additional approaches will still be needed to reach less engaged audiences.

Long-Term Commitment and Funding

Participants expressed concern about creating momentum and then being unable to sustain it.

Key points included:

- Young people need confidence that support and opportunities will continue.
- Short-term projects risk creating disappointment if funding ends quickly.
- Meaningful engagement requires a long-term commitment.
- Building a movement is more important than delivering isolated activities.

The discussion highlighted the importance of securing ongoing funding and developing sustainable structures for participation.

Decisions Reached

The group agreed that:

1. The film should be shown following the recommended age guidance is approximately 12+, with parental discretion.
2. The film should be accompanied by activities and action opportunities.

3. Consideration should be given to showing the film in parts.
4. Emotional support and wellbeing provision should be built in.
5. Imagination Stations should be the primary follow-up mechanism.
6. Local stories, role models and examples should be central to engagement.

Actions	Owner
Feedback discussion and recommendations to the Steering Group	Jo
Share outcomes with LocalMotion	Jo
Add Mags & Ivy to the email group/list	Rebekah

Agreed Actions

- Jo to feedback the discussion and recommendations to the Steering Group.
- Jo to feedback the discussion to Local Motion (LM).
- Explore involving mental health and therapy partners to support participants.
- Convene young people to discuss priorities and decide future actions.
- Explore LM as a long-term funding partner.
- Investigate Lottery and related funding opportunities.
- Explore creative and nature-based activities alongside screenings.
- Consider development of a youth-focused climate film and youth-led content.
- Add Mags to the Environment group.
- Add Ivy to relevant communications and discussions.