



*Pack it up, Pack it in*

SYP's 2019-20 National Campaign

**Consultation Activity Pack**

September 2019

## Introduction

*Pack it up, Pack it in* is the Scottish Youth Parliament's 2019-20 national campaign.

This campaign will concentrate on **reducing pollution levels which contribute to climate change**.

We will do this by focusing on the themes of **reducing single-use packaging and waste, and improving recycling in Scotland**.

The aim of this campaign is:

**To empower young people to speak out and take action to reduce pollution levels in Scotland.**

**We will do this by:**

1. Identifying young people's views on single-use packaging, waste, and recycling in Scotland.
2. Making recommendations and calling for the changes young people want to see in relation to single-use packaging, waste and recycling in Scotland.
3. Taking action to reduce the single-use packaging and waste, and to improve recycling in Scotland.

**The consultation phase:**

The consultation phase of the campaign aims to find out young people's views and suggestions for reducing single-use packaging and waste, and improving recycling in Scotland. This phase will run from 12<sup>th</sup> September until 8<sup>th</sup> November 2019.

We will be collecting young people's views in two ways:

1. An **online survey** is available at <https://bit.ly/2lvDfZp> - please share and promote this survey as much as you can!
2. Through **local consultation workshop sessions**, which you can run in your area or with your national voluntary organisation. This pack contains a range of activities you can choose from to help you plan and deliver your workshops!

If you have any issues or questions about this pack, please contact Nicola Bell, SYP's Participation and Elections Officer: [nicola.b@syp.org.uk](mailto:nicola.b@syp.org.uk).

If you have any questions about the campaign, please contact Rosy Burgess, SYP's Events and Campaigns Officer: [rosy.b@syp.org.uk](mailto:rosy.b@syp.org.uk).

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## Top Tips

**Be inclusive!** When running a consultation workshop, make sure it is as inclusive as possible. Speak to youth workers or teachers before your session to find out if there are any additional support needs you should be aware of as a facilitator, and amend your session plan accordingly.

**'Don't know? That's OK!'** It is completely fine for participants to be unsure how to answer a question. As a facilitator, you are there to guide them through the survey or activities. Writing down 'I don't know' as a response is fine to do, and as facilitator you should make this clear to all participants.

**Resources!** The aim of this pack is to create activities that are as paperless as possible! Try to be as creative as you can with the activities and resources needed. If you are planning to run lots of sessions, it may be worth laminating some of your resources to use again and again. Speak to your Support Worker, teachers, or youth workers to find out what resources already exist!

**Online!** If you are planning to share the online survey link (<https://bit.ly/2lvDfZp>) or to use a [Mentimeter](#) activity, please make sure that you check using phones is suitable (particularly in schools that may have specific rules of mobile use in class!) It is a good idea to have a 'plan B' in case technical problems arise - even just facilitating group discussions of the questions!

**Record your responses!** This pack includes a record sheet to keep note of the responses from your session. If you are running any interactive activities such as walking debates, you may be able to take photographs. You must ask permission of all participants and make clear that these will only be used for data collection purposes.

**Keep constituents up to date!** After your workshop, ask participants to follow @OfficialSYP to keep up to date on the campaign and the results of the consultation!

**SYP and Me!** Remember that running workshops with your constituents is a great activity to log in *SYP and Me*.

**Tweet!** Share the work you are doing via Twitter - we want to know what sessions you are running and how they went!

Check out SYP's Consultation Guide for more advice: <https://bit.ly/2kEYAPS>.

## Staying Safe

As an MSYP, you will meet with lots of people, and it is important to keep yourself and the people you're working with safe. Here are a few tips to help you do this:

- Treat everyone with respect, and set an example you would want everyone to follow.
- Tell your Support Worker when you're going to be running a session, and make sure there is another adult in the room when you are working with other young people.
- Respect young people's right to personal privacy.
- Provide opportunities for young people to talk about concerns they might have.
- Encourage young people to feel comfortable to point out attitudes or behaviours they don't like; don't be bystanders!
- Remember you are in a position of trust, and avoid situations that may put that at risk.
- Be cautious, particularly when talking about or dealing with sensitive issues.
- Be aware that someone else might misinterpret your actions or words, no matter how well-intentioned they may be.

# Consultation Workshop Activities

This section includes a range of different interactive activities you can use when planning a consultation workshop with your constituents. There are some template session plans on pages 11-13, which you can use or adapt for different lengths of session, or for different ages or abilities. There is also a Word Bank on page 14 to help with some of the trickier words.

Some of the activities in this pack are dependent on the resources available, for example using show me boards to reduce paper, or having a projector and screen available for [Mentimeter](#). If you are keen to do these activities, ask teachers or youth workers before your session what resources are available for you to make use of!

## Icebreakers

These activities are a great way to get participants thinking about the campaign themes, and to help them feel relaxed at the start of a longer session. You don't need to record any of the discussions from these activities, but you can make a note of any interesting comments!

### *This... Or This!*

**Timing:** 5 minutes

**Resources:** Recyclable items - if you're not sure what can be recycled, there are lots of helpful charts online!

The purpose of this activity is to introduce participants to the campaign themes in a fun and interactive way.

Split participants into small groups. Give each group a basic recyclable item e.g. an egg box, cereal box, newspaper (you will have to source these - please remember to recycle them after your session!) Shout out a scenario and each group must create something from their item. For example, something to take to school, something to use in the house, something you would take camping etc. Make sure there is only a limited amount of time to create this (20-30 seconds) to keep this activity engaging.

When the time is up, ask each group to show their creation!

### *Word Association*

**Timing:** 5 minutes

**Resources:** [optional] [Mentimeter](#), laptop with internet access and projector, mobile phones

The purpose of this activity is to find out how young people feel about recycling and establish a baseline of knowledge with the group.

Using Mentimeter, or as a group discussion, ask participants '*What is the first word that comes into your head when you think of pollution?*' (with Mentimeter, this could create a word cloud).

**NOTE:** please download the Mentimeter results and send them to Rosy at [rosy.b@syp.org.uk](mailto:rosy.b@syp.org.uk) after your workshop!

### ***Bin it to win it!***

**Timing:** 5 minutes

**Resources:** Recyclable and non-recyclable items or reusable cards showing pictures of recyclable and non-recyclable items - if you're not sure what can be recycled, there are lots of helpful charts online!

The purpose of this activity is to have participants test their own knowledge of what items can and cannot be recycled in a fun, interactive way!

Bring along a selection of items (you could also have reusable cards with items listed on them instead) and ask participants to sort these into what can and cannot be recycled. You could have things like tin foil (which can be) and cling film (which cannot).

You could also make this a competition and include a timer tool to keep this task engaging!

## **Consultation Activities**

These activities link closely to the *Pack it up, Pack it in* survey. Young people's discussions and responses to these activities will help us to explore some of the campaign themes in more detail, so it is really important that you keep a record of the discussions and send these to Rosy at [rosy.b@syp.org.uk](mailto:rosy.b@syp.org.uk) to make sure they're included in the campaign report and recommendations!

### ***Outline of a young person (Links to survey questions 7 and 8)***

**Timing:** 10 minutes

**Resources:** flipchart paper, pens

**Recording:** *After each group has completed this activity, take a photo of (or scan) each group's pictures, and email the pictures to Rosy at [rosy.b@syp.org.uk](mailto:rosy.b@syp.org.uk).*

The purpose of this activity is to find out how litter affects young people.

Split participants into small groups and ask them to draw the outline of a young person (if you can do this on show me boards, this will save on paper) and ask them to note down around the outline how litter affects young people.

On the inside of their person outline, ask them to write down what could be done to reduce the amount of litter in their area.

Another interactive way would be to have one volunteer in each group stand as the 'model young person' and have the rest of the group write ideas down on post it notes and stick to the volunteer. After a few minutes, ask the groups to explain their points. *[To record this activity, collect in all the post it notes and type up the responses.]*

### ***Walking debates (Links to survey question 10)***

**Timing:** 10-15 minutes

**Resources:** [optional] signs saying 'support' and 'oppose', blutak

**Recording:** *See page 17 for the recording sheet for this activity.*

The purpose of this activity is to find out how young people feel about banning certain products made out of plastic (e.g. coffee cups, takeaway containers, egg boxes etc.)

Have all participants stand in the middle of the room, with one side clearly labelled 'Support' and the other 'Oppose'. Read out different products, and participants must decide whether they support or oppose a plastic ban, and move to the side of the room accordingly. If they 'don't know', participants can stay in the middle of the room.

After each item, write down how many people moved to 'support', how many moved to 'oppose', and how many stayed in the middle ('don't know').

You could also allow time for discussion and perhaps some debate by listening to why people feel the way they do. Note down the reasons why people say they feel the way they do on the recording sheet.

[You could also use walking debates to avoid using flipchart paper for the 'sticky dots' activity on page 8, using the corners of the room to represent the different levels of importance.]

### ***Mentimeter***

**Timing:** 10-15 minutes

**Resources:** [Mentimeter](#), laptop with internet access and projector, mobile phones

**Recording:** *After the session, download a pdf of the Mentimeter responses, and email them to Rosy at [rosy.b@syp.org.uk](mailto:rosy.b@syp.org.uk).*

Mentimeter can be used as an interactive and paperless way of consulting young people, especially with the open ended survey questions:

- How does litter affect young people in your community? (*survey question 7*)
- What could be done to reduce the amount of litter in your area? (*survey question 8*)
- Who should be most responsible for reducing the amount of litter in Scotland? (*survey question 9*)
- Are there any other packaging items that you believe are damaging to the environment? (*survey question 12*)
- What would encourage you to use environmentally friendly packaging (e.g. drink bottles, takeaway cups) more often? (*survey question 14*)
- What would help you understand how you could make a difference to the environment? (*survey question 21*)

You can sign up for a free Mentimeter account [here](#). Please be aware that free accounts can only create two slides per presentation, so it may be useful to create more than one presentation, or focus on two open-ended questions in this activity.

### Sticky Dots (Links to survey question 13)

**Timing:** 10-15 minutes

**Resources:** flipchart paper and sticky dots or pens, blutak

**Recording:** See page 18 for the recording sheet for this activity.

On flipchart paper, draw out the table below, and have participants use sticky dots to respond to each statement. If you don't have sticky dots, you could ask them to draw a tick in the column that best reflects how they feel for each statement.

After everyone has voted, have a discussion about the different types of packaging - what is most important, and why? Does the type of packaging influence anyone to buy or not buy a product - why?

	Very important	Quite important	Not very important	Not at all important	Don't know
Packaging that is affordable.					
Packaging that is recyclable.					
Packaging that is reusable.					
Products that don't over-package.					
Compostable / biodegradable packaging.					
Packaging made from renewable resources.					
Easy to separate different materials for disposal.					

### Complete this sentence

**Timing:** 10 minutes

**Resources:** small whiteboards (or laminated A4 sheets), erasable whiteboard markers

**Recording:** See page 19 for the recording sheet for this activity.

Using white boards (show me boards), read out a sentence (see below) and ask young people to complete it, writing their answers down on the white boards before showing their response

- 'Litter could be reduced in my local area by...' (survey question 8)
- 'I would use environmentally packaging more often if...' (survey question 14)
- 'I recycle because...' OR 'I don't recycle because...' (survey questions 17 / 18)
- 'I would recycle more if...' (survey question 20)

### ***Silent discussions***

**Timing:** 15-20 minutes

**Resources:** flipchart paper, pens, timer

**Recording:** *See page 20 for the recording sheet for this activity.*

The purpose of this activity is to give participants time to discuss the open-ended survey questions in more depth, and to do so in a group setting - in silence! Moving around during the session will keep this consultation engaging.

Write the following questions on individual pieces of flipchart, and put each question on a different table or stick them on the wall with blutak:

- How does litter affect young people in your community? (*survey question 7*)
- What could be done to reduce the amount of litter in your area? (*survey question 8*)
- Who should be most responsible for reducing the amount of litter in Scotland? (*survey question 9*)
- What would encourage you to use environmentally friendly packaging (e.g. drink bottles, takeaway cups) more often? (*survey question 14*)
- What would help you understand how you could make a difference to the environment? (*survey question 21*)

Explain that participants are going to discuss each of these questions in silence - they have 15 minutes to walk around the room and look at each of the questions in turn. They should write down any thoughts or ideas they have about the question on the relevant piece of flipchart paper. They can also respond to other people's comments with their own thoughts.

Participants should try to look at and comment on each of the questions.

### ***Mini interviews***

**Timing:** 15 minutes

**Resources:** one copy of the recording sheet for each pair, pens

**Recording:** *See page 21 for the recording sheet for this activity.*

Ask participants to 'interview' each other on the consultation questions, using the recording sheet to take a note of the key points. While the discussions are going on, listen in and take notes in your own record sheet. After about ten minutes, ask some interviewers/ interviewees to feed back to the whole group (if they are comfortable to share their views).

### **Sorting Task (Links to survey questions 17 and 18)**

**Timing:** 10 minutes

**Resources:** Sorting cards (see page 15)

**Recording:** After each group has sorted the cards, take a photo of each group's cards in the sorted order, and email the photos to Rosy at [rosy.b@syp.org.uk](mailto:rosy.b@syp.org.uk).

The purpose of this activity is to have participants think about why they do or do not recycle.

In the 'Recycle' section of the survey, participants are asked to choose a statement which best describes how much they recycle. Depending on their response, they are then asked either what motivates them or why they do not recycle.

As a sorting task, you could print out the different options (laminating these resources would be a good way of reusing these again and again), and ask participants to sort them into two categories: statements that relate to them, e.g. what motivates them to recycle; and statements that do not, e.g. not an issue for that young person.

When they've sorted their cards, they could then sort their 'motivation' pile in order of what motivates them most to least.

As young people are carrying out this task, walk round and ask them to explain their answers.

## Sample Session Plans

These session plans can be used as a template depending on the session you are running, whether it be a 20-minute tutor time class, or a one-hour slot with a local youth group.

Your aim should be for as many of your constituents as possible to complete the consultation, but also remember that these sessions are a great way to collect more in-depth responses, especially with the open ended survey questions!

### Only have 20 minutes? Use this session plan:

<u>Time</u>	<u>Activity</u>	<u>Resources</u>
<i>Before the session</i>	Prepare the <i>Silent discussions</i> flipcharts	
5 minutes	Introduce yourself - your name, who you represent, and a brief overview of SYP.  Explain why you're running this session and give a very short overview of the campaign.	<i>You could make a PowerPoint slide, but this isn't essential</i>
15 minutes	Carry out the <i>Silent discussions</i> activity (see page 9).  Alternatively, you could simply ask participants to complete the online survey and then if there is any extra time, have a whole group discussion on a couple of open ended questions.	Flipchart paper Pens/ Markers  Survey link - <a href="https://bit.ly/2lvDfZp">https://bit.ly/2lvDfZp</a> Mobile phones or tablets / ipads
<i>At the end of the session</i>	Thank your participants!  Please encourage everyone to spread the word about the online survey and follow @OfficialSYP on twitter to keep up to date with the campaign!	
<i>After the session</i>	Take photographs of each of the flipchart sheets so you have a record.  Type up the answers from the flipchart sheets and email them to Rosy at <a href="mailto:rosy.b@syp.org.uk">rosy.b@syp.org.uk</a> no later than Friday 8 <sup>th</sup> November 2019. You could also attach the photos of the flipchart sheets.  Please also let Rosy know how many young people took part in your session!	

## Only have 50 minutes? Give this session plan a go:

<u>Time</u>	<u>Activity</u>	<u>Resources</u>
<i>Before the session</i>	Create a <a href="#">Mentimeter</a> survey and log in so you are ready to use it when you move on to that activity.  Create the flipchart sheet for the <i>Sticky dots</i> activity.	
5 minutes	Introduce yourself - your name, who you represent, and a brief overview of SYP.  Explain why you're running this session and give a very short overview of the campaign.	<i>You could make a PowerPoint slide, but this isn't essential</i>
10 minutes	Carry out the <i>Outline of a young person</i> activity (see page 6).	flipchart paper, pens
15 minutes	Carry out the <i>Mentimeter</i> activity (see page 7).	Computer and projector/screen, mentimeter login. Participants will need mobile phones or tablets.
10 minutes	Carry out the <i>Walking debates</i> activity (see page 7). Make sure there is enough space for everyone to move around and to make it clear what each side represents.	[optional] signs saying 'support' and 'oppose', blutak
10 minutes	Carry out the <i>Sticky dots</i> activity (see page 8).	flipchart paper and sticky dots or pens, blutak
<i>At the end of the session</i>	Thank your participants!  Please encourage everyone to spread the word about the online survey and follow @OfficialSYP on twitter to keep up to date with the campaign!	
<i>After the session</i>	Take photographs of each of the flipchart sheets so you have a record.  Download your Mentimeter responses.  Type up the numbers from the walking debates and answers from the flipchart sheets, and email them to Rosy at <a href="mailto:rosy.b@syp.org.uk">rosy.b@syp.org.uk</a> no later than Friday 8 <sup>th</sup> November 2019. Don't forget to attach your Mentimeter responses and your flipchart photos!  Please also let Rosy know how many young people took part in your session!	

## Plenty of time? Try this session plan:

<u>Time</u>	<u>Activity</u>	<u>Resources</u>
<i>Before the session</i>	<p>Collect recyclable materials and make sure they are clean (eg, plastic bottles, egg cartons, cardboard boxes, newspapers, etc)</p> <p>Create a <a href="#">Mentimeter</a> survey and log in so you are ready to use it when you move on to that activity.</p> <p>Print the <i>Mini interviews</i> recording sheets, OR prepare the <i>Silent discussions</i> flipcharts.</p>	
5 minutes	<p>Introduce yourself - your name, who you represent, and a brief overview of SYP.</p> <p>Explain why you're running this session and give a very short overview of the campaign.</p>	<i>You could make a PowerPoint slide, but this isn't essential</i>
10 minutes	Carry out the <i>This... Or This!</i> Icebreaker (see page 5).	Recyclable materials.
10 minutes	Carry out the <i>Outline of a young person</i> activity (see page 6).	flipchart paper, pens
10 minutes	Carry out the <i>Mentimeter</i> activity (see page 7).	Computer and projector/screen, mentimeter login. Participants will need mobile phones or tablets.
15 minutes	Carry out the <i>Walking debates</i> activity (see page 7). Make sure there is enough space for everyone to move around, and to make it clear what each side represents.	[optional] signs saying 'support' and 'oppose', blutak
15 minutes	Carry out the <i>Mini interviews</i> activity (see page 9) OR the <i>Silent discussions</i> activity (see page 9).	one copy of the recording sheet for each pair, OR flipchart sheets, pens
10 minutes	Carry out the <i>Sorting task</i> activity (see page 10).	Laminated sorting cards
<i>At the end of the session</i>	<p>Thank your participants!</p> <p>Please encourage everyone to spread the word about the online survey and follow @OfficialSYP on twitter to keep up to date with the campaign!</p>	
<i>After the session</i>	<p>Take photographs of each of the flipchart sheets and the sorting task activity so you have a record.</p> <p>Download your Mentimeter responses.</p> <p>Type up the numbers from the walking debates and answers from the flipchart sheets / mini interviews, and email them to Rosy at <a href="mailto:rosy.b@syp.org.uk">rosy.b@syp.org.uk</a> no later than Friday 8<sup>th</sup> November 2019. Don't forget to attach the Mentimeter responses and your photos!</p> <p>Please also let Rosy know how many young people took part in your session!</p>	

## Word Bank

This word bank is useful for you to have on hand in case any participants are unsure of words or phrases used in the consultation.

If you have the resources and permission, write these words up on a whiteboard, or flipchart paper, for young people to refer to throughout the session.

**Biodegradable:** Able to decay naturally and in a way that is not harmful to the environment.

**Incinerated:** Destroy (especially waste material) by burning.

**Sustainable Living:** A lifestyle that attempts to reduce an individual's or society's use of the Earth's natural resources and personal resources.

**Recycling:** The process of collecting and changing waste (eg, paper, glass, plastic) so that it can be used again.

**Recycling centres:** Collection points that are run by Local Councils, where local people can dispose of their waste in the correct way.

**Renewable resources:** A renewable resource is a resource which can be used again and again and be replaced naturally. Renewable energy almost never runs out, for example solar energy is powered by heat from the sun.

**Reusable:** Able to be used again or more than once.

## Consultation Resources

*Sorting Task (page 10)*

Q: Which of the following, if any, motivates you to recycle?	If you do not recycle, why don't you recycle?
It reduces the amount of litter going to landfill or to be incinerated.	I don't know if recycling can be collected from my house or in my area.
It saves space in my waste bin or in my home.	No-one I know recycles.
It is good for the environment.	I don't know what can or can't be recycled.
It's the right thing to do.	I always forget.
It is good for children and future generations.	Recycling is messy / dirty.
I feel guilty if I don't recycle.	I'm not interested.
It is easy and doesn't take any extra effort.	I can't be bothered.
My family does it.	I don't have enough time.
It makes me feel part of a wider effort.	I don't believe in the environmental benefits of recycling.
It sends a signal to other people.	No benefit to me.
Being nagged by others.	I've never thought about it.

## Recording Sheets

Print a copy of these sheets and take them to your consultation workshop to help you record young people's responses and suggestions. Please make sure you send a copy of all of your record sheets to Rosy at [rosy.b@syp.org.uk](mailto:rosy.b@syp.org.uk) by **Friday 8<sup>th</sup> November 2019** to make sure your responses are included in the final report!

### *Who's in the group?*

It is really helpful for us to know some information about the young people in our consultation workshops so we can include these demographics in the final consultation report. Please fill in this table and send it to Rosy along with your workshop notes!

What date did your workshop take place?					
How many young people were in the workshop?					
What local authority or national voluntary organisation did the workshop take place in?					
How many young people of each age were in the workshop?	12-14:	15-17:	18-20:		
	21-23:	24-26:			
Which activities did you do? <i>(please circle all that apply)</i>	This... Or This!		Sticky dots		
	Word association		Complete this sentence		
	Bin it to win it		Silent discussions		
	Outline of a young person		Mini interviews		
	Walking Debate		Sorting task		
	Mentimeter				
How would you rate the activities in this pack? <i>(please circle one)</i>	Terrible	Poor	OK	Good	Excellent
Do you have any comments about this consultation pack to help us make it even better in the future?					

### Walking debates (Links to survey question 10)

Write down how many people moved to 'support', how many moved to 'oppose', and how many stayed in the middle ('don't know').

	Support	Oppose	Don't know
Disposable coffee cups			
Takeaway containers			
Drinking straws			
Egg boxes			
Yoghurt pots			
Plastic bags for fresh produce and pastries			
Condiment sachets (eg, ketchup, mayonnaise etc)			
Film lids (eg, from ready meals)			
Sweet wrappers			
Cereal box liners			
Cotton buds			
Crisp packets			
Wet wipes			
Bubble wrap			
Cling film			
Sanitary products (eg, tampons, pads, etc)			

What reasons did participants give for supporting a ban?

What reasons did participants give for opposing a ban?

Are there any other packaging items young people believe are damaging to the environment?

### Sticky Dots (Links to survey question 13)

Write down how many people put a sticky dot (or a tick) in each box:

	Very important	Quite important	Not very important	Not at all important	Don't know
Packaging that is affordable.					
Packaging that is recyclable.					
Packaging that is reusable.					
Products that don't overpackage.					
Compostable / biodegradable packaging.					
Packaging made from renewable resources.					
Easy to separate different materials for disposal.					

**Write a note of any key discussion points:**

What is most important, and why? Does everyone agree?

Does the type of packaging influence anyone to buy or not buy a product - why?

### **Complete this sentence**

Make a note of young people's responses to each of the statements. If a few people say the same thing, you could just write it down once and make a note of how many people said it.

(hint: You could take a photo of the whiteboards after each question and fill in this sheet after the session to save time. Make sure you have photo permission if you include people in your photos, and delete the pictures after you've made a note of the responses).

<b>Statements</b>	<b>Participant responses</b>
'Litter could be reduced in my local area by...' <i>(survey Q8)</i>	
'I would use environmentally packaging more often if...' <i>(survey Q14)</i>	
'I recycle because...' <i>(survey Q17)</i>	
'I don't recycle because...' <i>(survey Q18)</i>	
'I would recycle more if...' <i>(survey Q20)</i>	

### ***Silent discussions***

After your session, type up all of the responses from the flipchart into this table.

<p>How does litter affect young people in your community? <i>(survey Q7)</i></p>	
<p>What could be done to reduce the amount of litter in your area? <i>(survey Q8)</i></p>	
<p>Who should be most responsible for reducing the amount of litter in Scotland? <i>(survey Q9)</i></p>	
<p>What would encourage you to use environmentally friendly packaging more often? <i>(survey Q14)</i></p>	
<p>What would help you understand how you could make a difference to the environment? <i>(survey Q21)</i></p>	

## Mini Interviews

Ask your partner the following questions, and note down their responses

Question	Partner 1	Partner 2
How does litter affect young people in your area?  <i>(survey Q7)</i>		
What could be done to reduce the amount of litter in your area?  <i>(survey Q8)</i>		
How important is recycling to you? Why?  <i>(survey Q15)</i>		
What would encourage you to start recycling, or to recycle more?  <i>(survey Q20)</i>		
What would help you understand how you could make a difference to the environment?  <i>(survey Q21)</i>		

# Good luck!

Twitter: @OfficialSYP

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