

Budehaven School Mini-Jury

November 2023



Acknowledgments

Thank you to the Bude Climate Partnership for their support throughout the process, particularly Cal Irish, Kate Stark, and Rob Uhlig.

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Finally, we would like to thank all commentators, and all the members of Bude Area Community Jury and the Budehaven School Mini-Jury, without whom this project would not have been possible.

About Shared Future

We are a community interest company working across the UK. Our aim is to provide an excellent service that makes a difference to communities and individuals and works towards a fairer, more equal society. Our mission is to move those we engage with towards greater individual and collective authority and autonomy, by supporting their ability to act wisely, confidently and in community with others. Since setting up Shared Future in 2009, we've built a team of experienced practitioners with a diverse range of skills. We work together on worthwhile and stimulating projects that reflect our personal values.

About Bude Climate Partnership

Bude Climate Partnership is an alliance of environmental, community and democratic organisations working together to develop positive community-led climate change responses throughout the wider Bude area in north Cornwall. It is funded by the National Lottery Community Fund for a five-year programme from January 2023 to build climate resilience by reducing climate impacts and carbon emissions across the Bude area. BCP's Resilient Bude programme comprises six projects: Sustainable Tourism; Energy Efficiency; Library of Things; Community Growing; Community Storytelling; and the Shoreline project of which this report on the Bude Area Community Jury is a part. For further information: www.budeclimate.org

About the authors

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Introduction

This report documents the work of the Budehaven School Mini-Jury, which ran in tandem with the Bude Area Community Jury, and was made possible by Bude Climate Partnership, with the support of the National Lottery. The Budehaven School Mini-Jury was facilitated by Shared Future, and took place in November 2023.

Climate change is a complex, global, and increasingly urgent issue. No one is immune to its impacts, but some will suffer more than others. This must be considered in any attempt to find and implement solutions. The challenge is how to adopt long term thinking, ensure buy-in from a broad base of the population, and meaningfully include and empower those who will be most affected by climate change.

The Budehaven School Mini-Jury empowered young people to determine their school's and communities' response to climate change by convening a representative sample of the school population to discuss what climate change is and what would be a suitable response to it at the school and in the local area.

The Mini-Jury is an example of a deliberative process. As the name suggests, it is smaller (both in duration and number of participants) than a Citizens' Jury. This report explains the process followed to deliver the jury as well as the conclusions of the jury in their own words through a series of recommendations.

In October 2023, students at Budehaven Community School were asked to draw a raffle ticket during their weekly assembly. Out of 1,014 students, 40 students would receive a ticket that would give them a chance of being selected for the Mini-Jury. 24 students were then selected and invited, according to the demographic makeup of the school.

The resultant Jury consisted of 18 young people, aged 11-16. They met for a total of 12 hours (3 half days) beginning on Friday 3rd of November. During this time, Mini-Jury members heard from 7 'expert' commentators, and shared their own lived expertise.

The Mini-Jury developed 18 recommendations for the Budehaven Community School and the wider community to take action on climate change and other environmental issues.

Background

Located on the north coast of Cornwall, Bude has a population of around 8,000 people. It has a mixed economy, based on tourism, agriculture, and services.

Bude has a long history of flooding from a number of sources, including storm surges and overflow from the Bude canal, the River Neet, and other small watercourses. It has recently been identified by the Environment Agency as [the most sensitive location in the UK to sea level rise](#).

Climate change-induced sea level rise threatens the way of life of those who live or work on the seafront. It is also a challenge for legislators, who need to respond in a manner that is both economically feasible and takes into account the experiences, hopes, and concerns of those affected when deciding appropriate trade-offs.

The Budehaven Youth Mini-Jury was commissioned by Bude Climate Partnership with National Lottery funding. It recognises that young people have a stake in the future and should have a say in the policies that will affect them and their generation, and that they may bring fresh perspectives and creativity to the problems that they will face.

What is a Citizens' Jury?

The Budehaven School Mini-Jury is one of an increasing number of 'deliberative' or participatory processes (more commonly known as citizens' juries or citizens' assemblies) aiming to meaningfully engage with citizens on how to address the climate emergency.

Similar to the larger, adult-oriented deliberative processes, the Budehaven School Mini-Jury reflects the diversity of the school population. This brings several advantages, particularly when dealing with an issue such as climate change and sea level rise.

Firstly, it means the process is adept at addressing 'wicked problems': complex, interconnected issues which are not easily solved, often due to the implications for certain demographics. Climate change has been termed a 'super wicked problem', in that it also has a time limit for resolution.

Secondly, it ensures that those who are not normally part of the decision making process are able to harness their position to voice their concerns, ideas, and lived experiences, to ensure greater buy-in and co-ownership of policy. This is key to ensuring effective policy for the long term.

Citizens Assemblies (which tend to be larger than citizens' juries) have been used across the UK, at both a national and regional level to understand how we should respond to climate change. [Climate Assembly UK](#) was commissioned by six select committees of the House of Commons. In 2021 the [Scottish Climate](#) Assembly completed its work and similar processes have been held [throughout Europe](#), including in Spain, Austria, Germany, Denmark and Finland.

At the municipal or local level, citizens' juries have become a cornerstone of inclusive climate policymaking. As examples across [Leeds](#), [Kendal](#), [Warwick](#), [Copeland](#), Furness, [Southwark](#), [Lancaster](#), [North of Tyne](#), (organised by Shared Future) [Oxford](#), [Camden](#), [Newham](#) have shown, such juries can create a mandate for politicians to take action on climate change, creating legitimacy through in-depth deliberations and impartial facilitation. The guide '[Climate assemblies and juries: a people powered response to the climate emergency](#)' looks at these issues in more depth (Shared Future, 2020) and a [set of standards](#) aimed at developing good practice have been established.

Citizens' Juries and Young People

The UK, like many other developed countries, has an ageing population and a growing generational divide. Older voters now outnumber the young, and this is increasingly reflected in policy priorities. Yet it is young people who will live with the consequences of climate change.

Citizens' Juries and Assemblies are increasingly recognised as an important tool to give young people a voice on such issues, develop their own solutions, build civic skills and confidence, and influence the opinions of adults and the wider public.

In Scotland, the Scottish Climate Assembly drew on the work of 100 children from some 100 schools in its deliberations. More recently, the [Children and Young People's Assembly on Biodiversity Loss](#) invited 35 young people aged 7-17 from across Ireland to discuss action, following [Ireland's Citizens' Assembly on Biodiversity Loss](#). Parallel adult and young people's processes are increasingly common. In Copeland, [young people](#) were invited to present their work to the Copeland People's Panel on Climate Change.

The Budehaven School Mini-Jury is the first in England to have taken place within a school. It is a 'miniature' jury, in that it was a shorter process than a traditional jury. Nevertheless, it demonstrates desire and potential for young people to shape the policies and practices of their school.



BUDEHAVEN SCHOOL MINI-JURY

In November 2023, 18 members of Budehaven Community School (11 to 16):

- Heard from and challenged 7 expert commentators
- Developed 18 recommendations
- Presented their recommendations to the Bude Area Community Jury and responded to their questions

How was the Budehaven School Mini-Jury selected?

A defining characteristic of citizens’ juries and assemblies is the selection process. A jury’s legitimacy can be partially attributed to the fact that every citizen has an equal opportunity to take part. This is sometimes called sortition, or a ‘civic lottery’.

A process of ‘random stratified sampling’ was used. A member of the Mini-Jury organising team attended the morning assembly for each year group (7-11). Members from each year group were then asked to draw raffle tickets from a hat. 40 young people (8 from each year group) received a yellow ticket, and had a chance to be invited to the Mini Youth Jury.

From the 40 young people that were selected during the assembly, 24 were invited to take part. A target number of 20 participants was agreed upon by Shared Future and Budehaven Community School, and this would allow for some ‘drop-off’ due to mock exams and other factors. The final mini-jury had 18 participants.

Recruitment targets and actual recruitment

	Recruitment target based on available statistics	Selected Participants
Gender	Male: 50% Female: 50%	Male: 50% Female: 50%
Pupil Premium	23%	25%
Year Group	Year 7: 20% Year 8: 20% Year 9: 20% Year 10: 20% Year 11: 20%	Year 7: 20.83% Year 8: 20.83% Year 9: 20.83% Year 10: 20.83% Year 11: 16.66%
Ethnicity	White: 93% BAME: 4% No Information: 3%	White: 100% BAME: 0% No Information: 0%
SEN	16%	16.6%

Jury Sessions

Day 1: Introduction and What is Climate Change?

In the first session, we aimed to create a relaxed atmosphere where the young people felt able to share and recognise that their voices, experiences, and opinions would be valued. To begin, the headteacher was asked to share a message with the young jury. As he was unable to attend, this was delivered by a member of the facilitation team:

“I am really sorry that I am not in school today, but I wanted to send you all a message on this important day. We are completely behind what you are all doing with the Bude Climate Partnership and the discussions and decisions you make within your work here are hugely important, not locally, but across the world. We are pioneers in this project; everything you do will be used as part of a template for schools across the UK. As a school community, we will respect the decisions you make and will support you in all you do. Well done for being part of this!”

After a brief introduction, we began with a gentle icebreaker activity. Each participant was asked to share their name and one thing about themselves (a special interest, favourite hobby, or skill).

Group guidelines

To help the youth jury work together effectively, we ran a quick exercise to explore the essential ingredients of effective group work.

The youth jurors were asked to line up in order of age, with the youngest at one end and oldest at the opposite end. The jury members were then divided into three equal groups and a facilitator.

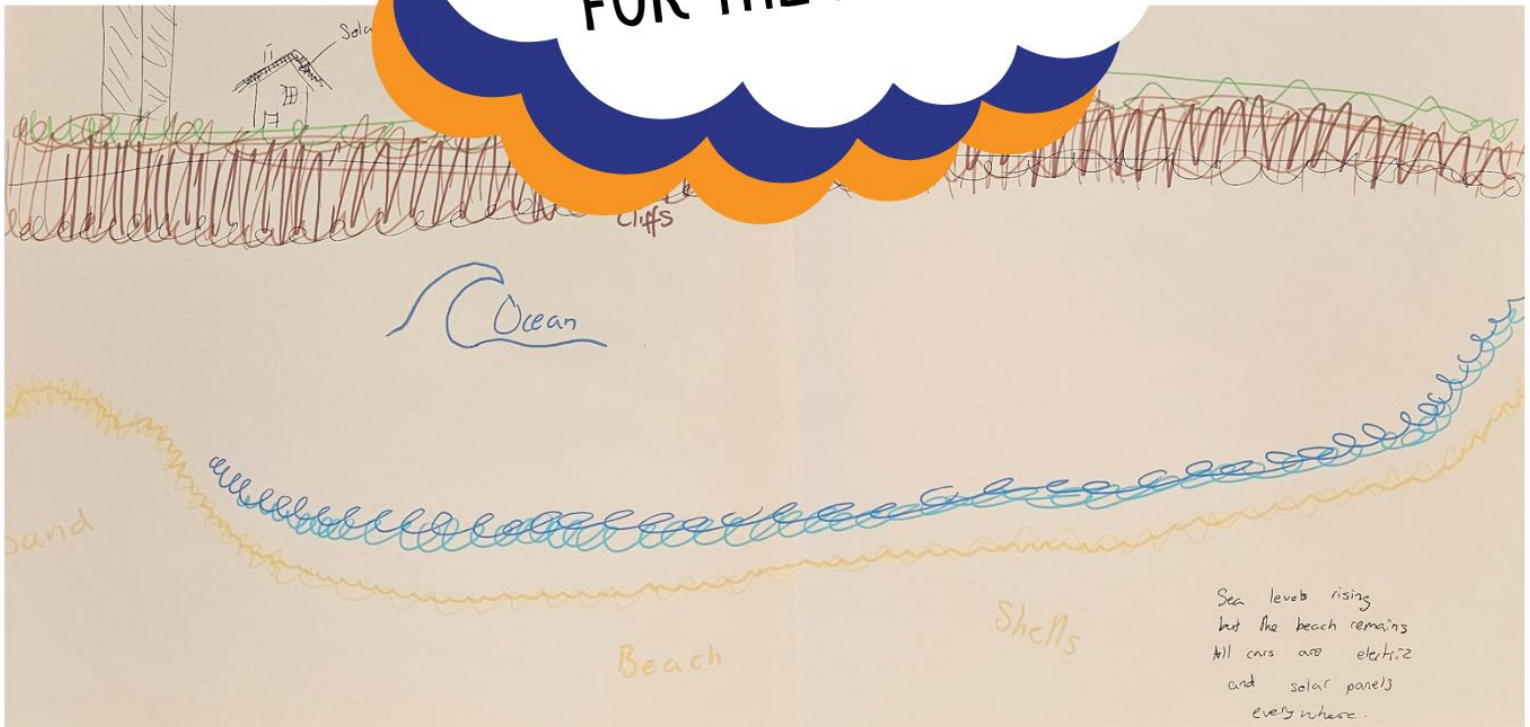
Participants were asked to reflect on lessons or activities where they felt they have been able to work together effectively. We then asked individual participants to write down ‘one thing that you think needs to happen so it makes it easier for us all to be able to take part in the sessions’. Each person was then asked to share this with others in their group. Within each group, a list was compiled. This was later shared with the larger group to agree on a set of ‘guidelines’ for working together.

Our visions for the future

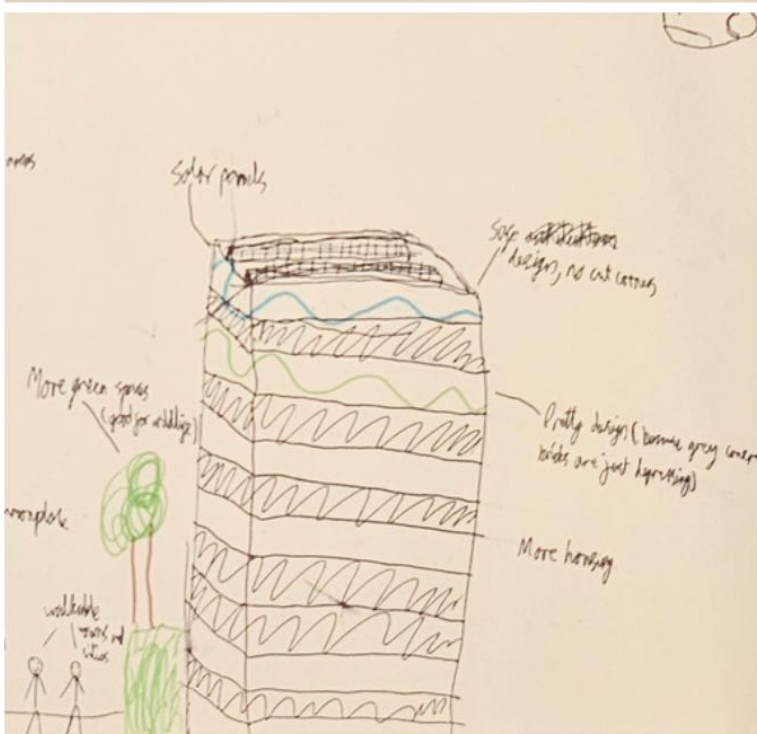
In the next exercise, we asked each group to draw their vision for the future. Each group was encouraged to imagine what life could be like in a ‘positive, thriving, happy future’. This would help the Mini-Jury to think about what needs to happen to make that future a reality. Some of the images they drew can be found on the following page.



YOUTH VISIONS FOR THE FUTURE...



Sea levels rising but the beach remains
 all cars are electric
 and solar panels
 everywhere..





Eighteen members of the Budehaven Community School Mini-Jury listened to and questioned Dr Tiago de Melo Cartaxo on global climate change initiatives.

How is Bude contributing to climate change?

This exercise explored where Bude's greenhouse gases come from. Working in small groups, mini-Jury members matched photographs to statistics relating to carbon emissions. They were asked, as a group, to explain why they made the decisions they did. This prompted conversations about the sources of emissions in the wider Bude area. Professor Mark Baldwin and Dr Tiago de Melo Cartaxo were on-hand to provide information as required.



Young people were asked to match photographs of potential emissions sources to the correct statistics to start a conversation about emissions in Bude.

"We want the jury to know..."

"While the majority of people could do more for the climate crisis, a lot of the problems could be solved quicker if the government and the very wealthy took more action, including major companies. Also, build more green spaces in suburban areas"

"Hi, I'm a 13 year old. I think you should pick up litter and not drive too much"

"Everyone on a fishing boat should have a diver to save seals that get stuck in the fishing nets and other creatures too"

"My message to you is: We need more green areas that are left wild for plants and animals to thrive. It would look good in our communities and be beneficial for the wildlife and the air"

"My message to you is that I would like to think about climate change because it affects the environment"

"Less school days because there is carbon in the air from our cars"

Day 2: Emissions, Pollution, and Our Actions

On the second day, Mini-Jury members considered what a 'typical' school day looks like for each of them and which parts of that day generates carbon dioxide emissions.

Everyday emissions

Working in two groups, the Mini-Jury members mapped their days from when they woke up (turning on the light etc.) to when they went to sleep. Whenever an activity created carbon dioxide emissions, Jury members wrote a post-it note and placed it next to the activity.

How bad are bananas?

The Youth Mini-Jury played the "How Bad are Bananas" game to understand the carbon footprints of everyday things. In the game, players compare two or three cards with different items – for instance, a glass of water and a bottle of water. They then considered which was better for the environment and produced the least emissions. The activity encouraged debate and for the young people to explain the reasons behind their thinking.

Day 2, Commentator Slot 1: What Can Be Done?

To gain a greater understanding of 'what can be done', the Mini-Jury heard from two commentators:

- [Skye Neville](#): Young Campaigner, Kids Against Plastic Tat
- [Martin Dorey](#): Founder, 2 Minute Foundation

After hearing from Skye Neville, Mini-Jury members were given the opportunity to ask any questions and take note of anything they thought would be important for writing recommendations.

2 Minute Classroom Clean

After the break, the Mini-Jury did a short activity with commentator Martin Dorey . During the break, the classroom was filled with rubbish. The group was asked to do a two-minute clean up activity to show what a difference two minutes can make!

Day 2, Commentator Slot 2: School Action On Climate Change

The second commentator slot focused on what schools and their pupils could do to address climate change. The mini-Jury heard from two commentators:

- Phillipa Purchase, Friends of the Earth, School's Climate Action Plan
- [Suzanne Gibbon](#), Ashden, Let's Go Zero

The Mini-Jury broke off into three small groups to talk about what they had heard and then to write questions for the commentators. These would then be asked in a large group Q&A session.

Messages from the Bude Area Community Jury

After receiving messages from the Mini-Jury, the Bude Area Community Jury decided to write some messages in response. The facilitators read these out before the end of the session.

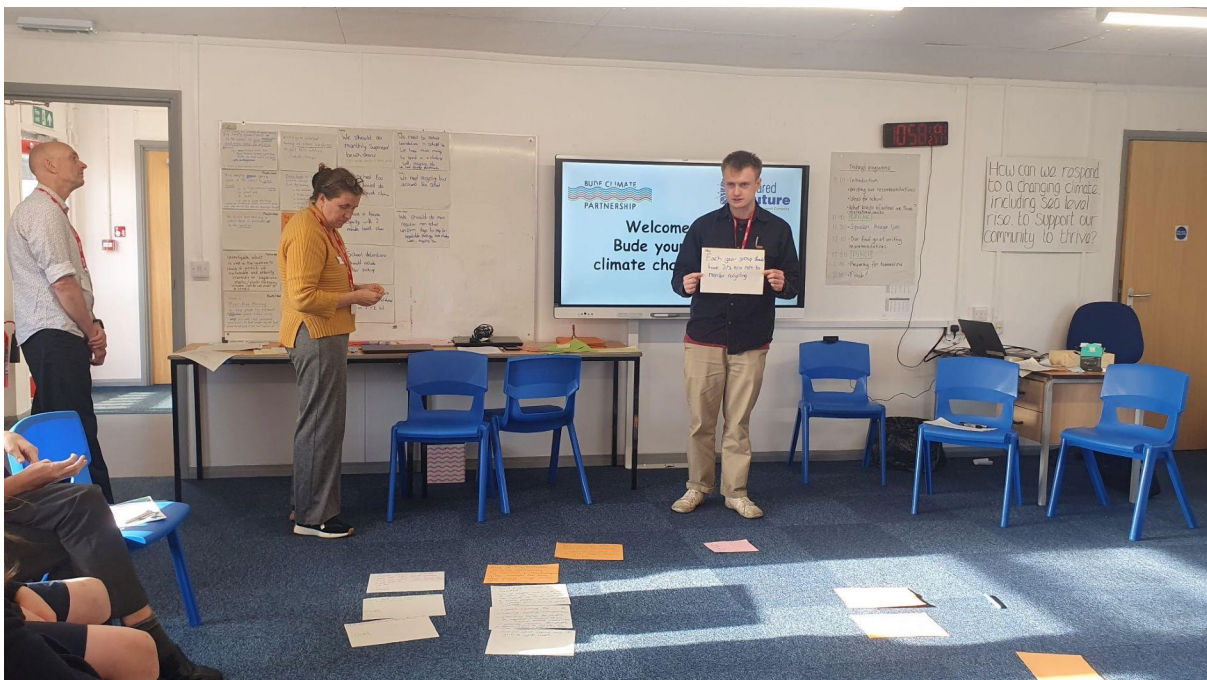
Day 3: Recommendation Writing

Youth Mini-Jury Recommendations

In the final session, the Youth Mini-Jury reflected on the work that they had done over the past month to produce a list of recommendations.

On the morning of the final session, the Mini-Jury dedicated some time to thinking about the different actions that they, their communities, and their schools could take to address climate change and a range of other environmental issues.

In small groups, the young people were encouraged to think about different types of actions (a) raising awareness b) campaigning c) going green d) raising money) to stimulate further thinking. These were fed back to the larger group.



Reading out the draft recommendations in a larger group

Day 3, Commentator Slot 1: Kids Against Plastic

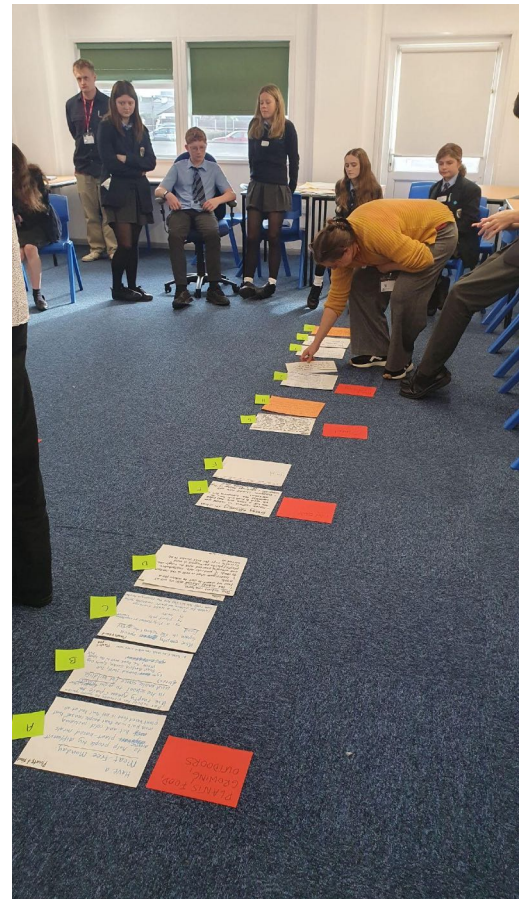
While the final recommendations were being organised and counted, the mini-Jury heard from a second commentator from Kids Against Plastic.

- [Inaaya](#) Ijaz, Chief Voice Officer, Kids Against Plastic

In small groups, the Mini-Jury wrote questions to be asked as part of the large group Q&A.

Prioritising the recommendations

Eighteen recommendations were drafted in total. Each young person ranked their top seven recommendations from the list, according to how important they felt they would be in addressing climate and environmental issues. Each recommendation that appeared in the top 7 was awarded 1 point. The scores were tallied, and the recommendations ranked accordingly. These are detailed in the following section.



Certificates

In recognition of the important work of the Mini-Jury, everyone involved was awarded a certificate of achievement from the headteacher.



Meeting with the Bude Area Community Jury

Six Youth Mini-Jury Members attended the final day of the Bude Area Community Jury to share their recommendations and their hopes for Bude. They then discussed their recommendations in smaller groups and answered questions from the Community Jury.



Recommendations

The Budehaven Mini Youth Jury developed 18 recommendations to be implemented in school and in the Bude community.

Each member of the youth jury was asked to rank their 'top 7' recommendations that they felt would have the most impact in addressing the climate and environmental crisis. The recommendations were then ranked according to the most votes. The following recommendations are provided in rank order, beginning with the most important.

Rank	Score	ID	Recommendation
1	13	A	We must help clean our beaches this can be done through: <ul style="list-style-type: none">● monthly supervised beach cleans from school (give house points).● Regular eco-club beach clean.● Supporting the two-minute beach clean
=2	10	B	Energy efficiency in school: <ul style="list-style-type: none">● Some rooms in school are too hot and some are too cold. We need to find out how to equalise the temperature in all rooms.● Everyone should turn off computers and electrical things if they aren't being used.
=2	10	C	Raise funds for tackling climate change e.g. for growing food by having: <ul style="list-style-type: none">● No uniform day.● Bake sales.● Talent show.● Events and competitions.● Bring a pound.● Fashion show.● Selling reusable cups and soft drinks.

- Reduce vandalism in school to free up repair money to spend on other things.
- Reducing waste and reducing recycling will also save money because the school has to pay to get rid of it

- =2 10 D The school canteen:**
- The school should ask us what food we want to reduce food waste.
 - Investigate what is sold in the canteen to check if products are sustainable and ethically sourced and no single use plastic/plastic packaging is used. Reusable cups for soft drinks to be served in
- =5 8 E Our school has virtually no green space; there is so much concrete and little colour. **Use empty green space in the school to grow flowers and other plants** and make space for wildlife (e.g. bees),**
- for example behind JWH, The Pearl Bamford Garden, Sports Day pitch, the bank next to the sports hall.
- =5 8 F Don't drive to school if not needed!**
- Lots of people walk to school or come on the bus but we need to find out how to help people who drive to walk, get a bus or cycle instead.
- Support cycling by:**
- having cycling competitions.
 - Providing help for people to repair and maintain their bikes, (cheap or free).
 - Provide lessons for people to learn how to cycle on the roads and find out safe routes.
 - Find out what would help girls to cycle more.
- =5 8 G We need to raise awareness of environmental impact of **vapes**, which litter our beach and school**
- =8 7 H Investigate whether having **no school uniforms** might help address climate change**

- =8** **7** **I** We need less **single use cups** with plastic lids.
- 10** **6** **J** We need somewhere to **donate second-hand uniforms and PE kit**.
- =11** **5** **K** Have a '**Meat Free Monday**' to help people try different diverse plant-based meals hot and cold including more fruit so that people can see that plant-based food is not that bad at all.
- =11** **5** **L** Use empty green space in the school to **grow food**.
- For example a polytunnel or something similar, plant pots, beds, use a water drainage system for watering our plants connecting gutters to roofs, this will also help stop flooding in the school
- 13** **4** **M** We need **recycling bins** around the school.
- Each year group should have two or three eco-reps to monitor recycling.
- Food waste could be recycled by composting
- =14** **3** **N** Only go long distances if it is necessary. **Try to use public transport** if it's available and think about climate change before you travel.
- =14** **3** **O** Be careful about **what you buy** and think about what went into making it and how it got to the shop
- =14** **3** **P** Tell more people about the **dirt bike track in Stratton**.
- Organise a group visit to show people what is there as an encouragement to be active and not on devices
- 17** **2** **Q** **Organise a school group(s)**, to drive these ideas forward. It must be fun and interesting and at a good time with a clear aim and rewards
- 18** **1** **R** Find out if the school can **buy electricity that comes from wind or solar power companies** if they're not expensive

