

FACING THE FUTURE: STRATEGIES FOR TACKLING CLIMATE CHANGE

by:

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The classroom had a strange atmosphere of silence. The TV was showing an interactive map which displays melting glaciers along with rising sea levels and changing weather patterns. It was a disastrous truth the planet hit through climate crisis. Then the students were tasked with giving examples of ways to reduce carbon footprint in their community. Climate education once was a small start to understanding how people could alter the climate. Now, it is just a pass-through to the ultimate aim - to transform the world.

The truth is that climate change has become the most persistent world problem in this time, which only reflects the necessity for a common approach among all the stakeholders (the education system included). Thus, the educational bodies are liable to these future generations' rights and to be ethical, and responsible and to duly inform them in order to have a great chance of recovery. The skills of teachers in embedding climate education into the curriculum and the organization of environmental stewardship culture empower their students to go for self-activities and be change agents. It is about the teaching approach which is increasingly centered on innovation to tackle the climate problem, as well as the awareness methodology that means a critically learned way of thinking and how students are motivated to take action.

To create awareness about the environment, climate change education should be included in school curricula. The students will be able to examine more deeply into the scientific, social, and economic dimensions of the crisis by combining the climate-related topics with the curriculum of science, geography, and social studies.

Teaching is more than a matter of imparting facts only, and climate education should encourage children to develop skills that involve questioning, analyzing, and problem-solving. Teachers can also set an example for students and guide them to be curious about climate change issues and develop solutions as a result of the implementation of inquiry-based learning. A good example of this is when students are asked to come up with ways to reduce the school's carbon footprint, such as switching to renewable energy sources or recycling.

One of the most crucial aspects of climate education is the capability of empowering children to address the issue. Pupils may be given the chance to take part in sustainability endeavors such as clean-up days in the community and energy-saving courses, as well as tree-planting days, which are organized by schools. Such exercises introduce students to the idea of making their own decisions and being in charge which in turn creates a sense of ownership and also raises awareness of awareness. The advocacy program can be communicated through non-traditional means by high schoolers strengthened by the use of digital tools and venues. Students can for instance, be able to share climate projects together with peers from different countries or use social environmental networks to increase climate issue knowledge. Together with the materials, teachers can provide these students with advice and suggestions about persuasive argumentation and communication skills, which definitely help in implementing the programs effectively.

As a final note, the only way to make it through the future was to build up resilience, creativity, and team work apart from filling students' brains with knowledge. Inspiring a generation to think critically, create fearlessly, and to take full controlled action of their own, guaranteed climate change addressed education at the forefront of the green movement. Despite this, the problem remained the question being: will the empowerment maximize thereof happen soon enough as to reverse the trend? The

solution was in both what students learned in class and how they used those skills when they were not in school.

References:

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