

Educating Adolescents for Climate Change: A Healthier Future For**Tomorrow**Taneja, Shubhangi¹, and Khatreja, Kanchan²¹Research Scholar, Department of Education, K.R. Mangalam University, Gurgaon, Haryana²Assistant Professor, Department of Education, K.R. Mangalam University, Gurgaon, Haryana**Abstract**

Climate change is a major concern for today's era as global warming continues to increase. People are working hard to improve climate conditions by implementing various strategies. The paper talks about the need for education for climate change as adolescents are young youths they must be aware of the current situation. The impact of COP (Conference of Parties) and SDGs (Sustainable Development Goals) has been discussed in the paper, as well as their role in combating climate change. Lastly, implications have been discussed as to how educators and policymakers can add climate change as a subject in the curriculum.

Keywords: Climate change, adolescents, COP, SDG's

INTRODUCTION:

Climate change refers to the shifts in temperature due to sun activity or volcanic eruption but after 1800 human activity is the main reason for the increase in temperature by 1 degree Celsius (COP-26, 2022). Not only for tropical lands but for the Himalayas the temperature was noted to increase by 1.5 degree Celsius around 2012 which affects the flow of rivers and rainfall in India (Zeeshan, 2021). Climate literacy is significant for adolescents as they enhance their attitude and willingness towards climate change and its sustainability.

Impact of COP:

The conference of the parties is the highest decision-making body of the United Nations Framework Convention on Climate Change (UNFCCC) and the primary multilateral forum for international climate policy (Stiftung, 2024). 198 signatory countries are part of this and promise to assess the reasons for climate change in their country and try to solve the situation. The goals

of UN COP are to achieve net zero carbon emissions and ban unnecessary practices that can harm the climate and they try to generate funds from various countries and agencies to cope with climate change (Kumar, 2023). COP-29 was conducted in Baku from 11th November to 22nd November 2024 and the main agenda was to increase collective funding for climate change which earlier was only \$100 billion (Simavi, 2024). COP 29 agenda was that every country must submit their target goals for climate change by 2035 and the report of the previous targets achieved.

Impact of SDGs:

Sustainable development goals involve a more complex framework related to addressing various issues all over the globe. Before 2000 UN introduced Millennium Development goals which included poverty and hunger-like issues (UNDP, 2000). But after 2015 SDGs were introduced which include 17 goals in which SDG 13 talks about climate change and SDG 7 talks about clean energy. These goals were helping the countries in combating the worst situation of climate change and attain the goal of net zero carbon emissions.

NEED OF THE STUDY:

Adolescents are an important phase of our nation these young minds if trained in the right direction can help us generate various creative ideas to solve the problem. One of the studies it has proven that schools and students are proven to work for climate change issues (Nepraš, 2022). The objective of the study is to highlight the importance of climate change and how adolescents are an important part of society and there is a need to include climate change issues in daily classrooms.

METHODOLOGY:

The study involves a very simple methodology of searching out more papers from various databases Google Scholar, ERIC, and Pub- Med with a search strategy of words using “Educating adolescents for climate change”, “Climate change” and “perception of adolescents related to climate change”.

RESULTS:

After the complete analysis of the paper results were analysed according to the objective of the paper. Education is a necessary tool in which we create a better living being but the Indian education system mostly focuses on academic subjects, but now there is a call to aware our students for climate change.

- Role of teacher:

Teachers serve students directly by formally teaching students. As a teacher try to relate different subjects' knowledge with climate and environment so that adolescents can feel a behavioural change in them.

- **Role of pedagogy:**

Pedagogical strategies help a lot in reversing the issue as we can incorporate group activities, quizzes, and debates on special days like Vanmohatsava., Earth Day, and much more to aware our young minds (Nepal, 2022).

- **Role of student:**

Students should be seen as active researchers, artists, and social workers we can work with them to bring change in society not only at home but globally (Cutter, 2018).

CONCLUSION:

Climate change is an emerging issue of today's era that needs continuous effort to control its effects. Adolescents being the future leaders can take these global challenges seriously in combating the situation. Climate change is not taken as only a point of discussion it's an emerging field of practice in which research and innovation should be encouraged so that we can rapidly change our environmental situations (Cutter, 2018). The roles of frameworks like COP and SDGs are crucial in providing direction and resources to combat climate change. COP initiatives, such as the focus on net-zero carbon emissions and global funding commitments, serve as a roadmap for national and local efforts (Sifting, 2024; Somali, 2024). Similarly, SDGs, particularly SDG 13 and SDG 7, emphasize climate action and clean energy as global priorities (UNDP, 2000). Aligning educational strategies with these international goals can create a climate-conscious generation ready to lead sustainable change. The findings suggest that educators, policymakers, and students themselves have important roles in creating a climate awareness generation.

IMPLICATIONS:

The study reveals several key implications for education and policy:

- ◆ **Teacher training**

Teachers should be trained with high-quality content and pedagogy techniques so that they can be blended in their approach to delivering the lessons and create awareness in students about global warming, volcanic eruptions, and more current topics (Stevenson, 2018).

- ◆ **Curriculum design:**

Climate change must be included as a subject in the curriculum primarily focusing on adolescents. The curriculum must be interdisciplinary in approach and must involve the integration of climate topics with every subject (Stevenson, 2018).

◆ Student empowerment:

Students must recognize them as artists and caretakers of the environment and acknowledge themselves as changing agents. They must start a club that can address the environmental issues and include members in these clubs which can enhance the beauty of our planet.

◆ Policy Initiatives:

Schools can collaborate with local NGOs to generate funding for the eradication of problems related to climate change, and parents and other community members can contribute to reinforcing the importance of climate change (Drumm, 2023).

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