



Types of people and organisations involved in climate

Educators

Educators - teachers, professors and others help to **introduce the topic** to students, and are **the bridge for the information to cross from scientists and researchers**.

Their role is to present and inspire; this task is not easy and it is essential to appreciate their role and the importance they have in the system.

The role of educators is such that they **need to understand climate change**, take the **data and findings** from scientists and **present them to the students** in ways they can understand it better. In doing this, they should **stay neutral** and not be biased.

They should teach students **how and where to find reliable information** in order that the students can develop their own opinions based on facts.

This is not an easy task to do, so educators need to engage with scientists and scientific information to **better understand and present the data**.

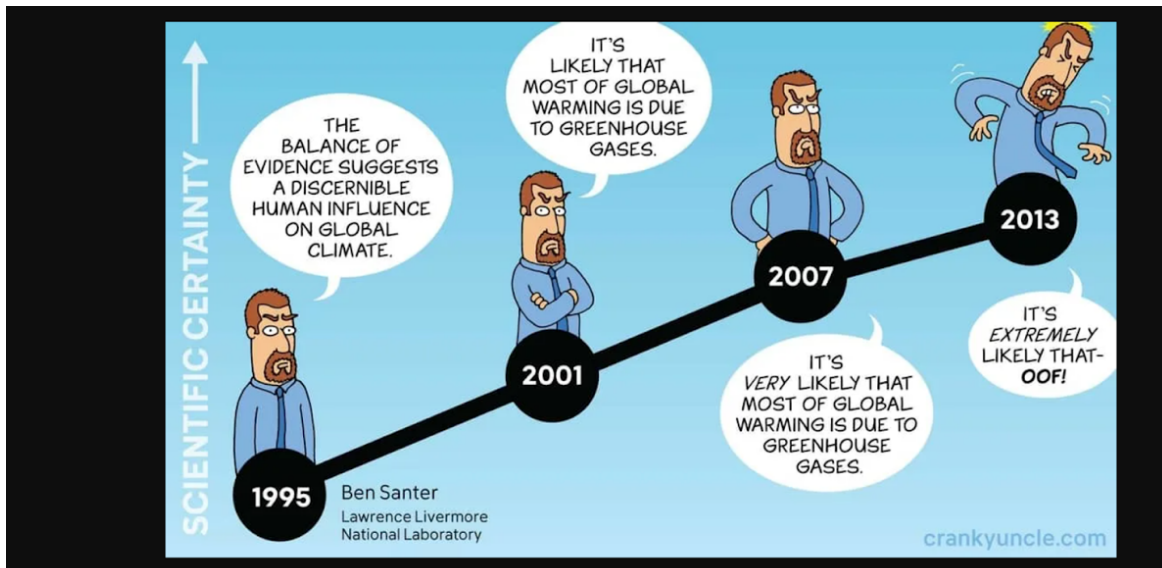
By engaging with governments, NGOs and the media, teachers are able to follow up on the climate actions in the region and establish their own priorities.

Scientists

Climate scientists should play an essential role in education.

Connection with educators need to be made in order for students to understand the data better. They have stated that as they are doing the research, sometimes the results are either only available to the scientific community, or it is hard for ones outside of it to grasp the concept. This is where teachers and scientists need to meet halfway and lead one another in order for students to understand the matter properly.

One of the ideas that may come in handy is organising a meet-up with a scientist; the activity can be for students to make a “newspaper” and do an interview with the scientist. This activity can be a part of an interdisciplinary lesson as well, since English teachers may assist in writing articles; art teachers do the cover of the magazine, and math teachers assist with plotting and understanding graphs. Detailed activity will be stated at the very end of the lesson.



Representation of the impact of climate change scientists

Source: <https://skepticalscience.com/print.php?n=5222>

Due to the nature of this topic, it is vital to teach students about which resources are credible and how to recognise them. By doing so, students will be able to do independent research in order to understand the topic better. Development and nourishment of critical thinking are essential in tackling climate change, and it is needed to be included in the approach.

NGOs and Government

Though teachers may be seen as the first in line when it comes to climate change, support from organisations plays an important role in assisting with teaching and giving students activities. Firstly, national guidelines are there to be followed, and students can analyse them and even compare regulations in different countries. Many government bodies do have training, events and similar and can be a good resource when planning outdoor activities.

NGOs in most cases have more of an impact due to the fact that they do have specific projects in which they are involved and these can be followed up with students as well. Cooperation with both is beneficial since by being involved in activities students have a sense of achievement. In addition, most of the activities battle with direct consequences of climate change, such as the destruction of habitats by pollution. Seeing the direct impact and being able to do something about it will help students further understand the topic.



Source: <https://www.soste.fi/en/the-role-of-social-and-health-ngos-in-enhancing-climate-responsibility-in-finland/>

Conclusion

In conclusion, cooperation with the authorities may be very beneficial and can work both ways, so it is essential to seek opportunities and include students in all available activities, as well as being able to suggest some to be done in local communities. Examples of good practice can be very useful; to other teachers and educators.

There are many ways governments combat climate change, and in most cases alongside teaching and teaching as many people as possible, different state laws and taxes may be in order for the emissions to be reduced. One of the first countries to introduce a tax on carbon emissions was Sweden, and even though many assumed it would lead to a reduction of GDP, it actually led to a significant increase.

Limitations of emission do exist on both national and international levels and these make sure that companies reduce emission of greenhouse gases to an extent agreed upon. The most recent was the Paris Agreement which has been signed by many countries and by signing they have pledged to reduce emissions and even get to zero by 2060.

Climate change brings worse weather and an increase in natural disasters, so protocols on national and international levels have been updated, in terms of making sure all areas that may be affected are well-trained and aware of the danger as well as prepared for possible disasters.

Changes in the climate change approach may and do affect the economy, so countries need to juggle the risks and benefits, and due to big losses by the companies so the implementation may take longer than expected.