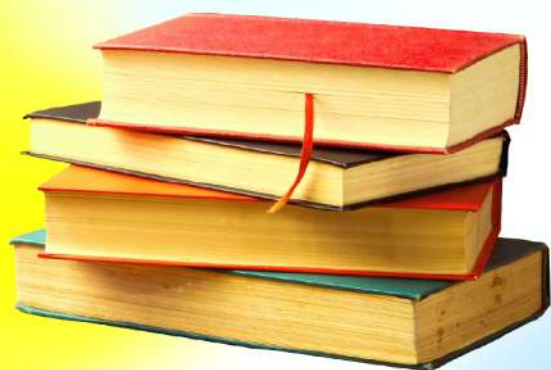


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AM I A CLIMATE OF CLIMATE? - PERSONAL MOTIVATION THROUGH CLIMATE LITERACY

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Introduction:

Climate variation has a great influence on the Earth's biotic and organic systems. These changes have led to the advent of environmental threats to human health as it causes extreme weather conditions, ozone depletion, increased danger of forest fires, loss of biodiversity, stresses to ecosystem and the global spread of infectious diseases.

Global climate change impacts on human and natural systems are predicted to be severe in future. Policy makers, government, industry, commerce and society together, play indispensable roles in preventing hazardous climate changes but the most important role is that of the individuals. We have to explore possibilities to bring about behavioral changes so that we don't destroy nature and bring about harmful change in the climate. Motivation for voluntary mitigation is needed to perceive the threats and severity of climate change or climate variability impacts and to prevent them. Thus, a initiative of self-analysis about our vice from a healthy perspective will motivate behaviour change through climate literacy.

Climate Literacy:

Climate Literacy or Climate Science Literacy refers to the understanding of human influences on climate and the impacts of climate on human life. A clear knowledge, understanding and application of the do's and don'ts of conserving the climate must be imbibed at an early age. Taking care of the environment should become habitual. This could be brought about only if this literacy starts from primary level and be a part of education till higher studies. An individual who is climate literate will have the following characteristics:

- knows the principles of climate system and climatic changes
- could assess scientifically reliable info about climate
- analyses, reflects and communicates to the society, about climate and climatic changes
- will bear responsibility and be able to make accountable decisions with regard to one's behaviour that may affect climate.
- would care for the globe and have sense to leave a supportive and safe environment for the next generation.

The objective of climate literacy is to educate the causes and effects of human-induced climate change. The 2014 National Climate Assessment states that Global climate is altering and this is apparent across a wide range of studies. The global warming of the past 50 years is primarily due to human activities. This is an undeniable fact and before taking effort to make the world perfect we have to look into ourselves and make ourselves perfect.

Am I a Clymate?

An exponential rise in population and increased fuel consumption have been the main causes for ruining the nature's routine. Humans are the primary force of spoiling or preventing nature. We are capable to make or break the symphony with nature. Of course, this is a composite issue with political, socio-economic, scientific and emotional dimensions, but individual realization and responsibility is the most important criteria in the present scenario.

Human actions, chiefly the combustion of fossil fuels, are varying the climate system. Human-driven vagaries in land use such as deforestation due to urbanization and shifts in livelihood patterns also alter the climate. Emissions from burning forests, heat effects caused by industrialization and changes in the natural cycles have set an alarm to look into the problem with utmost sincerity. As the prime problems of global climate change is human, the answers are also within the human realm. Transparency about the reasons for climate changes permits effective solutions to be established and employed.

Unintentionally, contemporary life-style has made us a CLY of the climate to steal or seize its wellness. In an open forum we talk much about the hazards of depleting natural resources but in reality, we won't recognize ourselves as a partner of this theft of nature happening at every moment. A critical self-analysis is needed and we have to revise and reflect upon our behaviour and identify where we go wrong and correct it. As in a scientific study we need not frame an inventory and respond to it, instead we could set ourselves an surveillance to list out our own faults.

Here is a list of a few easy things we can do right now to help fight climate change. Changes in the way we live our life whether big and small could help us diminish our personal carbon footprint and also inspire policy makers to act for the good of the planet. This could be a lead point for a great leap.

- Do your bit to accelerate the move to renewable sources and green power.
- Consuming organic foods are not only healthier but growing them also protects the environment and the climate.
- Avoid plastic wherever you can.

- Sharing is caring. Sharing reduces production in the name of wide consumption.
- Avoid purchasing electronic devices that you don't need and thereby shrink your carbon footprint.
- Don't be a source or cause of emission into the atmosphere.
- Consider social, ethical and ecological aspects in any investment you make.
- Adapt yourselves to the environment and don't bend the environment for your comfort. For example, when it comes to protecting the climate, the humble pedal-powered bicycle could be your choice.
- Protect our forests and plant more trees. Gift your child a sapling on their special occasions.
- Promote the rights of indigenous people and be a social activist to raise your voice whenever there arises a calamity to climate.
- Be committed to climate protection. Make well-versed choices as a consumer and as a citizen.
- Like the "Fridays for Future" movement, get into action as we have to do more than the very little that has been done.

There is urgency of taking punitive measures now if we are to stand for halting the most distressing consequences of climate change. The issue of climate change is not too vast for individual actions to really make a difference. It is never late to start our changes within.

Incorporation in Curriculum:

The target people who have to be made aware of the fact that humans are altering the climate, are the student community. They are the most powerful group who could form and reform the whole world. The best ground to educate them is incorporating environmental education in the curriculum at all possible levels, primary to secondary and also in higher education.

This concept may be painful to students due to feelings of guilt or genuine lack of scientific understanding. Moreover, prognoses of the effects of climate change on our society can frighten, overwhelm or discourage young minds. This can result in resistance to learning. Henceforth, educators should introduce the concept with substantial scaffolding that establishes the foundations of the process of science, the underlying principles of climate changes and a reliance on the strong scientific research that enhances this education.

Climate and energy-related scientific facts may be complicated or technically challenging and

at times, sensitive. When individuals begin to understand nature and scale the problems associated with climate and our life, they want to know "What can I do?". With genuine options and opportunities to address the challenges, learners of all ages can seize being a cly-mate of climate.

Personal Motivation:

In what way we act to make others become saviours of climate or nature, it will not be a life-long endeavour unless they are intrinsically motivated to do so. Motivation is the kick that will keep one moving forward, make us feel that we are living a wholesome life and it is the driving force that will push us to achieve our goal in life.

Familiarize primary kids to climatic conditions. Middle school students will be familiar with climate changes known from the media, family or at school. Develop their understanding of how human activities cause climate changes. High school educators can help their students understand the connections between human activities and the climate system in a historical or sociological perspective. The undergraduate level students can be provided with opportunities to apply their understanding in a social context through self-designed activities.

Students pursuing Higher Education could examine datasets and illustrate the anthropogenic contributions to climate change. By having students work directly with the data and models, students can discover their own conclusions about the linkages. Introduction to research could be made a part and parcel of their life and education and thus they are personally motivated to identify whether the themselves are robbing the climate.

Conclusion:

Life affects the climate system and in turn, the climate dictates life. Climatic conditions help to shape several ecosystems and habitats around the world. A specific climate can be a boon to one species and a bane to another. As the climate changes, ecosystem is devastated. Gradual shifts in the climate happens and it is harmful and an injustice to life to bring about an abrupt drift due to the mishaps caused by us due to our selfish motive. So, it is our responsibility to be accountable for the activities of humankind. We ourselves must not be a reason to ruin nature and climate. Personal motivation has to bloom within every individual to save the nature for a prosperous future.

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