



## **Climate changes-What are the possible solutions?**

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In this year, my school agreed to the Educational National Event “Week UNESCO DESS 2016-Education to the sustainable development”. The proposal theme was “Climate changes-What can our cities do?” In November 2016 conferences, discussions, animations were organized in three second classrooms with 46 students of 16 age in total. During these activities, developed with the help of the curriculum teachers, the theme of the climate changes has been treated, in particular in the Mediterranean area with different evidences; one of them was the danger of the loss of the resources and biodiversity as concrete example. Then opinions, reflections were picked up on what solutions could be start up to limit the causes of the climate changes.

All the work had the aim to sensitize the new generations to the problems and to stimulate a critical and responsible attitude in the sphere of the sustainable development. The opinions with the solutions were picked up and analysed. Results were the following: 15 students suggested as solution, to limit the use of the cars that consume hydrocarbons and to introduce electric cars in the big cities; to limit also the use of the electric energy in the houses and cities; 14 students thought it was important to project new technologies without hydrocarbons; 7 students suggested to develop more the renewable energies less polluting; 3 students thought it was important to manage better the waste with the recycle; 3 students suggested to increase the trees in the forest; 2 students thought it was important to form and to inform all the citizens of the Planet; 1 student suggested that world political leaders had to propose the solutions; 1 student thought it was important to use food produced locally.

From that, is clear that the students are conscious of the solutions taken by the political leaders on the environment, but they also consider important the action of the single person that if observed by everyone can lead to a general improvement. Students solutions with higher range, as to limit the hydrocarbons cars and to project new technologies, probably have appeared because they live in an overcrowded city with intense road traffic. They perceive at the emotive level a trouble, a vexation in this situation.

At this moment we think to realize a “brochure” with all the solutions as best practices more practicable by a single person, a sort of a “Vademecum” to be responsible citizens of the Planet in our time. In conclusion we believe this experience is also a didactic practice that permits to develop Science’s curriculum giving back protagonists the students that can develop skills and competences for the solutions of the problems today and tomorrow.