

ABSTRACT

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ABSTRACT

As the world is approaching global warming of 1.5 °C above pre-industrial levels, more atrocious consequences of climate change are projected to occur in the future. Consequently, it is today's adolescents who will encounter the grand consequences of climate change. Therefore, nurturing adolescents that are well-informed, emotionally engaged, and motivated to take actions for combating climate change may be pivotal. Climate change education has a role in not only raising awareness, but also promoting behaviour change for climate change mitigation and adaptation. However, what kind of climate change education is suitable for whom? Requiring a learner-centred approach, tailoring climate change education requires comprehensive understanding of the audience and their preconditions. In Japan where climate change education has yet to be recognised as a field of environmental education, understanding climate change conceptions possessed by early adolescents is critical for a better design and more impactful implementation of climate change education. This exploratory study aims to investigate climate change conceptions among Japanese early adolescents from the perspective of cognition, affective, and conative dimensions. Questionnaire surveys were conducted targeting 423 students aged 12–14 in three public junior high schools located in Kashiwa City and Oita City. Findings suggest that majority of Japanese early adolescents belong to groups that exhibit lower levels of cognition, affect, and conation in relation to climate change. The relationships among those dimensions were found to be positive and bidirectional. Moreover, several misconceptions about climate change and effectiveness of its solutions were identified among the sample.

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