

2. Coping Strategies

How do you cope with these emotions?

Emotion-focused

I try to think of something else

Problem-focused

I talk with my family, friends, & fellow students about what we can do

Meaning-focused

Meaningful steps forward are being made by others



2. Coping Strategies

Causes and reasons for using/not using coping strategies

(Van Harskamp et al., submitted)

Meaning-focused

Ranging from

I think many people are already doing enough about it, for instance with solar panels (s02)

To

At the moment, I do not think it is going in the right direction, it is a bit of a forgotten theme, after Greta Thunberg it was a thing, but now, we are just carrying on, it has stopped (s05)

De-emphasizing

Ranging from

Yes, agree, even if it is, it is probably in something like 100 years or so, not that I will notice anything about it (s04)

To

Well, it happens before our very eyes, it is a bit delusional to say nothing is happening at the moment (s05)

Problem-focused

Ranging from

Sometimes I call a friend because it is so bad, I get a little emotional, and I think, I'm doing my best, I can't do more (s05)

To

I think it is a little bit beyond my power, of course, if everybody does it, it would work better, but I do not have an idea what I would have to do (s06)

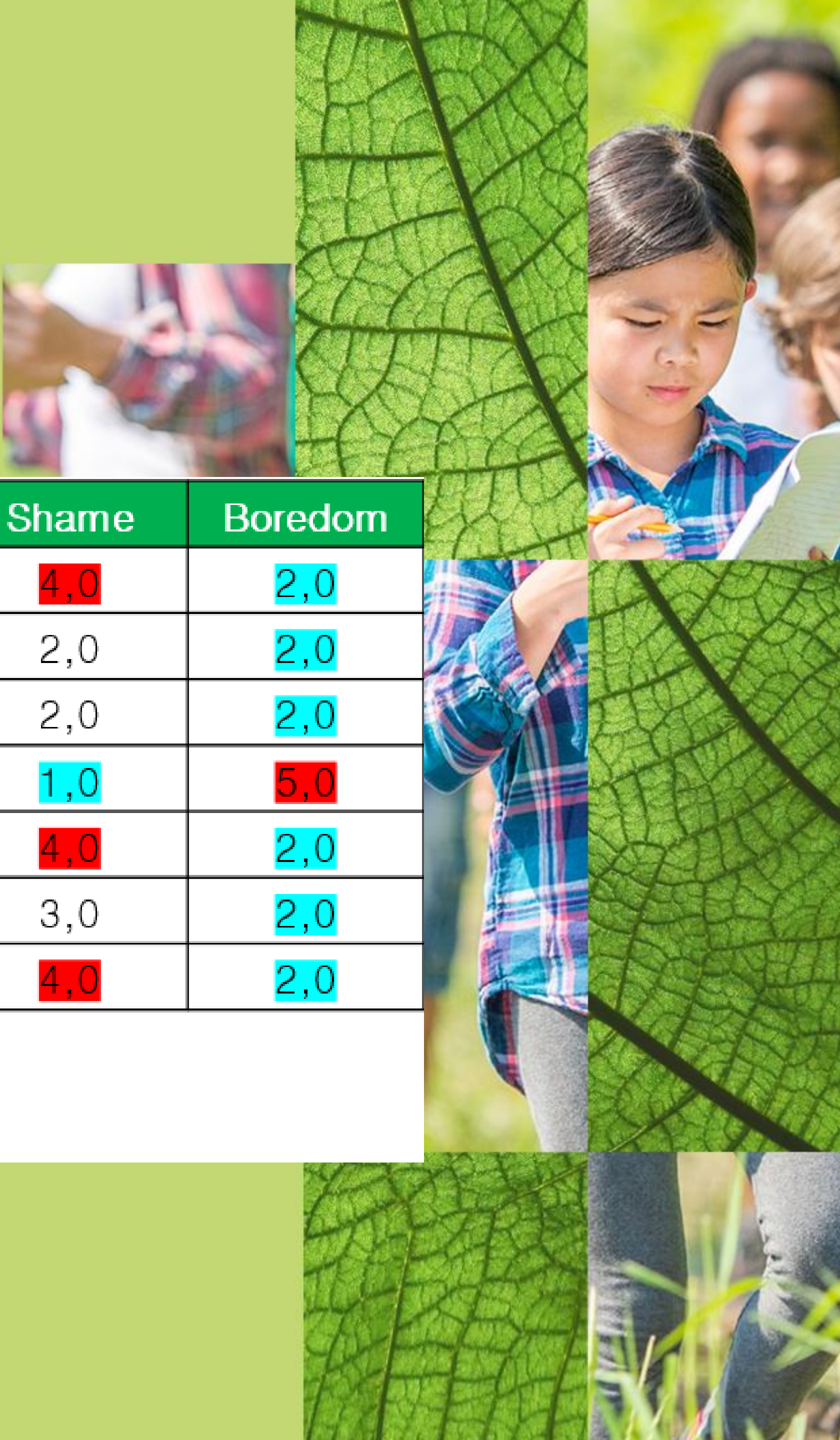


2. Coping Strategies

Coping strategies & emotions at the same time

(Van Harskamp et al., submitted)

Student	Meaning	De-emph	Problem	Hope	Worry	Guilt	Shame	Boredom
01	3,5	1,5	4,0	3,0	4,0	2,5	4,0	2,0
02	3,0	2,0	4,0	3,0	4,0	3,5	2,0	2,0
03	3,0	2,0	4,0	4,0	2,0	3,0	2,0	2,0
04	3,0	3,5	2,0	3,0	2,0	2,0	1,0	5,0
05	2,5	2,0	4,0	2,0	4,0	4,0	4,0	2,0
06	4,0	2,0	3,0	4,0	3,0	2,0	3,0	2,0
07	3,5	2,0	4,0	4,0	3,0	4,0	4,0	2,0
Completely disagreeDisagreeNeutralAgreeCompletely agree 12345								



2. Coping Strategies

Questions for us:

- What role do these coping strategies have in education?
- Should teachers try to generate specific strategies?
- Should teachers make room for strategies in their teaching?
- What is the role of peer-pressure in emotional responses to climate change of students?
- What is the role of parents/guardians in all of this?

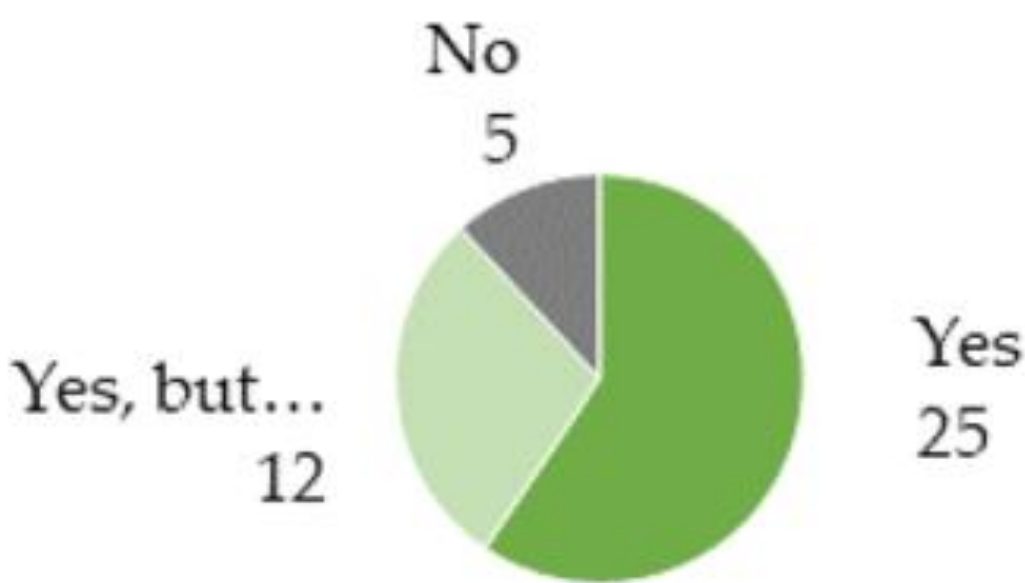


3. Aim of Climate Change Education

Interview study with 42 lower secondary students in the Netherlands

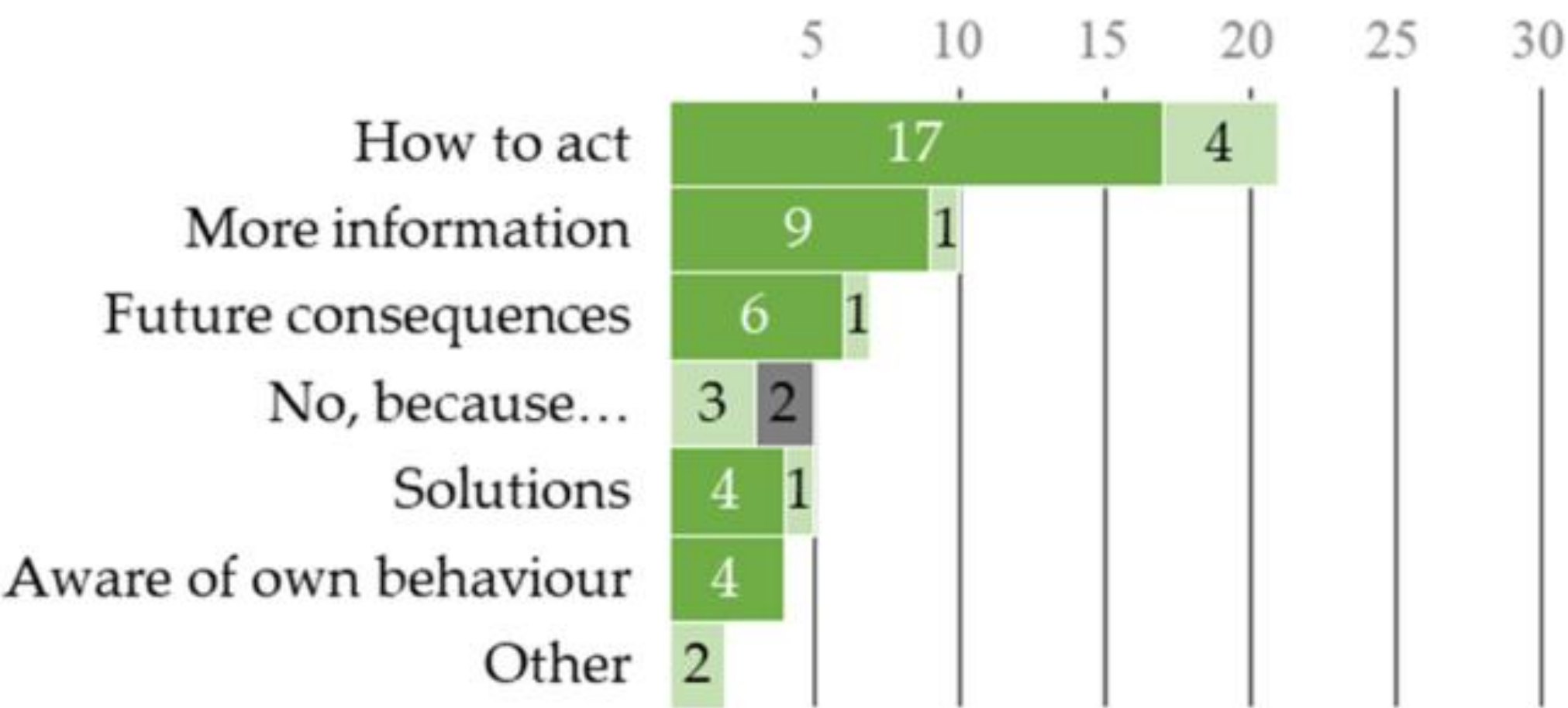
"I would probably think it is interesting to learn more about it, but it should then be things like **how do you help with it**, not things that you already know, because **we kind of know most of the things already**, because we hear things about it of course, so yeah [...] how you can help or **how you can help other people to help.**" (Student 38)

Would you like to learn more about the environment?



Categories per student: 1.3

Could you explain why/what?, N=42



Three aims

- Provide information
 - Knowledge transfer
- Provide socialisation
 - Teaching 'correct' behaviour

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?? Change students' behaviour ??

Three aims

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Mediating between advocacy and freedom of thought: narrative approaches to a tension in sustainability education

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ABSTRACT
When sustainability is on the agenda, school and education are often assigned a key societal role in providing relevant knowledge and values. However, sustainability advocacy could be problematic when considered against parents' and children's formal rights to freedom of thought/belief, creating an ethical tension for teachers. We suggest that classrooms should be pedagogical interspaces and then argue for a narrative ethics approach focusing on utopian visions of sustainable society, without compromising individual agency. Imaginary futures, like fiction, offer to students knowledge of the possibilities to see and preparation for possible scenarios. Narratives also constitute contexts where the individual can expand their perspective, where it may be important to let conflicting narratives clash, allowing for enlarged thought generated in democratic iterations. They also allow students to move between the individual and the planet, from past to the future, and from the human to the more-than-human.

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?? Change students' behaviour ??

Three aims

- Provide information
 - Knowledge transfer
- Provide socialisation
 - Teaching 'correct' behaviour
- Provide opportunities for personal development and well-being
 - Action Competence
 - Emotional coping

Action Competence

Action

- behaviour
- voluntary
- goal oriented: e.g. sustainability = ACiSD;
pro-climate behaviour = CAC

Competence

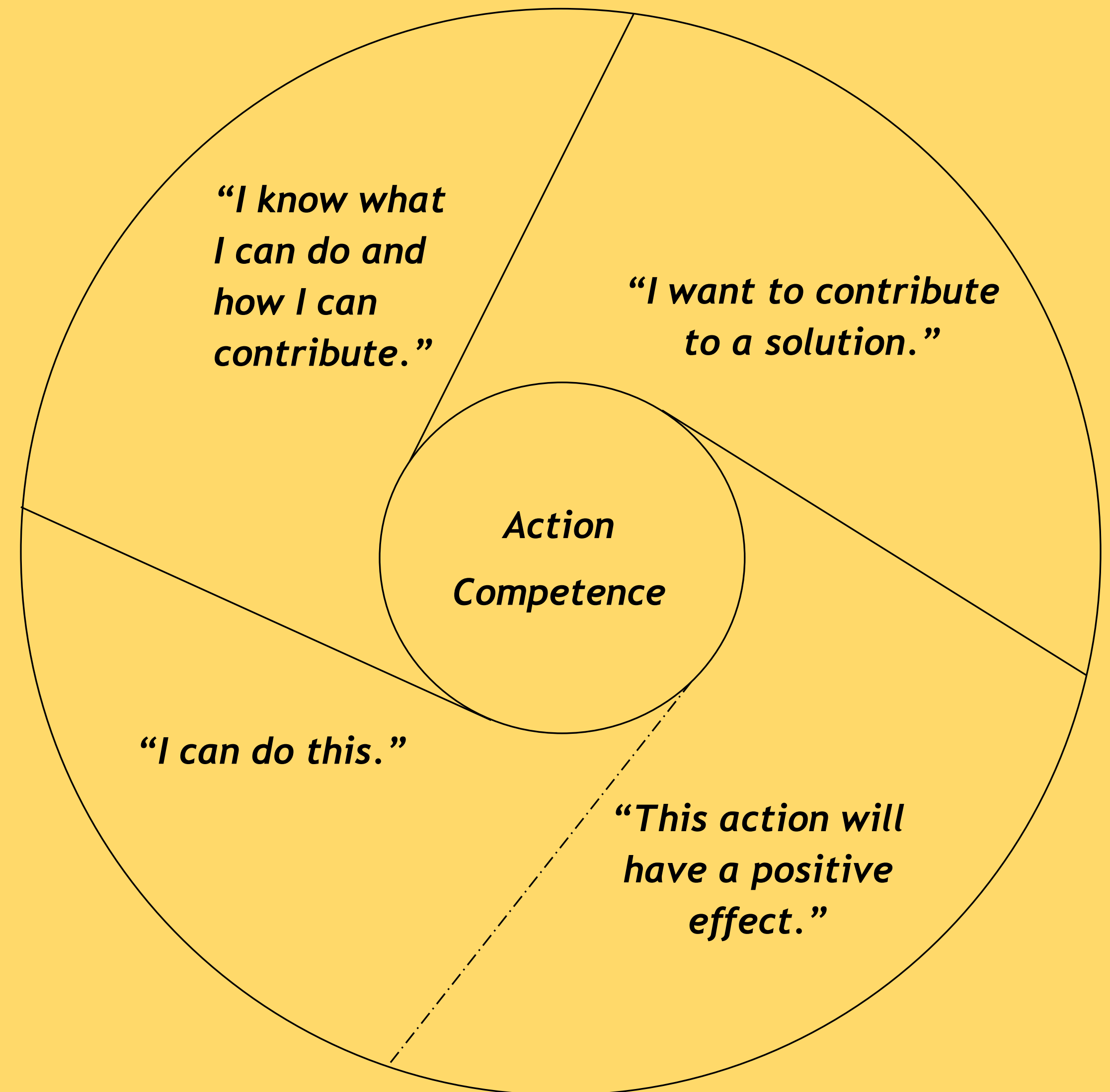
Knowledge
&
Skills



Willingness:
Passion & Commitment

Confidence in
Own Capacities

Confidence in
Impact of Action



Turning concern into action

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