

Reflecting on My International Experience with myclimate in Cambridge, UK

This summer, I had the opportunity to volunteer with myclimate, a leading climate protection organisation, through a summer school programme in Cambridge, UK. Although Cambridge is in the UK, the experience felt deeply international because of the cultural diversity that the summer school had. The project brought together people from different backgrounds, both in terms of nationality and culture, and exposed me to new educational practices and sustainability values that I might not have encountered otherwise.

Working with myclimate gave me a unique insight into how climate education could be creatively adapted. By adopting the Myclimate's approach, which emphasises action-oriented learning and ties closely with the United Nations Sustainable Development Goals, I helped design creative activities such as menu design, second-hand markets, and even a "trashion show." These weren't just fun projects but they were ways to bridge climate science with everyday life, making sustainability tangible and relatable for students.

One of the most eye-opening parts of the experience was seeing how students interpreted sustainability in their own ways. For example, the "reduced plants" corner at the second-hand market wasn't part of our original lesson plan and it was initiated by students themselves. They wanted to bring attention to sustainable consumption by selling unwanted plants, encouraging their peers to rescue and reuse rather than throw away. This simple but powerful idea highlighted how different cultural values can influence how young people approach climate action.

Planning and delivering a lesson on sustainable eating habits also pushed me to reflect on how food culture is connected to environmental responsibility. Students created their own menus, designed around reducing food waste and lowering carbon footprints. Through their menu designs, I saw not only creativity but also how children from different backgrounds incorporate their own food traditions into sustainable choices. It made me think about the importance of respecting and including cultural diversity when discussing global issues like climate change.

The "trashion show" was another highlight. Students collected trash and transformed it into fashion pieces. While the concept was fun and playful, it also carried a serious message about consumerism, overproduction, and waste. As I walked the runway wearing student-designed outfits made from discarded materials, I realised that climate action often starts with small shifts in how we think, speak, and act within our communities.

One key takeaway from this international experience was the importance of adaptability. Teaching in a culturally diverse classroom required me to be open-minded, patient, and flexible. Students learned in different ways, communicated in different ways, and were motivated by different things. As a volunteer, this journey has been an educational one for me and taught me that climate education is not a one-size-fits-all approach. It must be shaped by the local context, cultural values, and creativity of the people involved. My time with myclimate in Cambridge reminded me that while climate change is a global challenge, solutions can be as local and personal as a student-led plant stall or a handmade dress from discarded materials.