



Canadians' Perspectives on Climate Change & Education

Manitoba Knowledge
Mobilization Session

Post-Session Report



Learning for a
Sustainable Future

LSF

Why host a Knowledge Mobilization Session?

“Mobilizing research into action is important, complex, and there is a major need for more effective knowledge mobilization within and beyond education.”

*Quote and information below from:
The Sustainability and Education Policy Network (SEPN)
<https://sepn.ca/knowledge-mobilization/>*

- Knowledge mobilization (KM) - research into action - is important, complex, and there is a major need for more effective KM within and beyond education.
- KM is more about engagement and learning, than dissemination and transfer
- KM reflects the concerns, interests, and needs of all audiences

Purpose of the Survey

*“Education is a critical agent in
addressing the issue of climate change.”*

United Nations

The purpose of LSF’s survey *Canadians’ Perspectives on Climate Change & Education: 2022* was to assess Canadians’ knowledge, understanding and perceptions of climate change and its risks, and to explore views on climate change education, in order to provide recommendations to move Canada toward resiliency and adaptability for climate impacts today and in the future.

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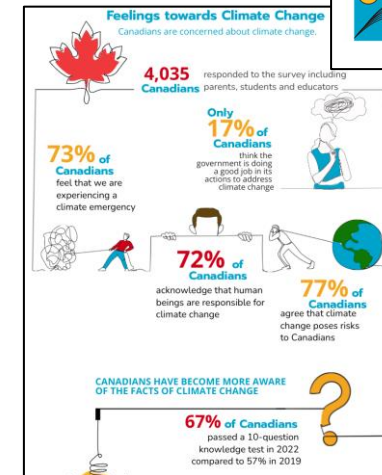
- Current Reality of Climate Change Education
- Sector Action Planning
- Action Pledges

Survey Results: Reports and Infographics

www.LSF-LST.ca/research-policy/survey/

The highlights of the results for this presentation on *Canadians' Perspectives on Climate Change & Education: 2022* were obtained from the following sources:

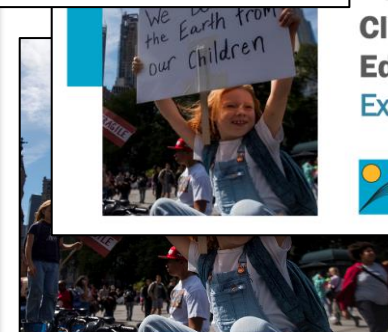
1. Manitoba Provincial Report
2. Executive Summary
3. Infographics
4. Full National Report



Canadians' Perspectives on Climate Change & Education: 2022
Manitoba Provincial Report



Canadians' Perspectives on Climate Change & Education: 2022
Executive Summary



Canadians' Perspectives on Climate Change & Education: 2022



Survey Background

Why Conduct this Survey?

- There are a number of surveys on Canadian perspectives on climate change but few on Canadian perspectives on climate change education

Survey Participant Groups

- The survey aimed to understand the views from across all regions of Canada from four groups:
 - general public
 - parents
 - students (7-12/cégep)
 - educators (K-12/cégep teachers, P/VPs, curriculum leads, etc.)

Survey Composition

- Contained questions from the original 2019 survey (conducted by LSF, Leger & Lakehead University) for comparison purposes
- Added new questions on current, salient issues related to climate change:
 - mental health
 - Indigenous knowledge
 - impacts of COVID-19
 - youth engagement

Survey Methods

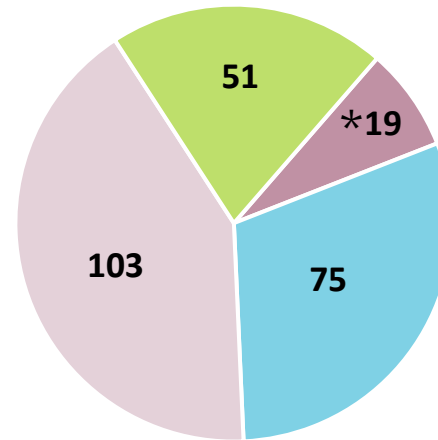
Data Collection and Analysis

- Leger provided data collection using their online survey panel.
 - A total of 4,035 Canadians responded, which provided a robust sample size on which to base the national reporting.
 - This was a significant increase from 2019 (2,191 respondents), with better representation from all regions across Canada.
- In addition, 2,461 open-link responses were collected by LSF with support from numerous partners.
 - The data from the open-link 'educator' respondent groups in MB, SK and ATL was utilized in the provincial reports, due to insufficient sample sizes from Leger-panel educator data.

Survey Methods

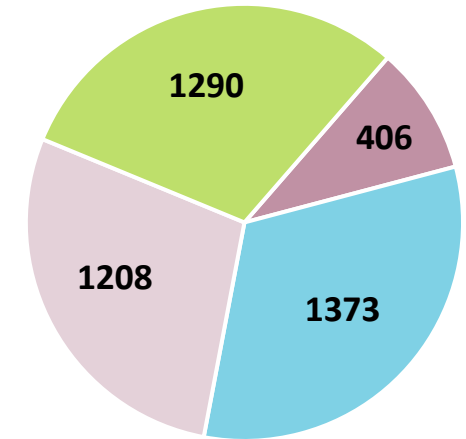
Demographics

Manitoba Respondent Groups

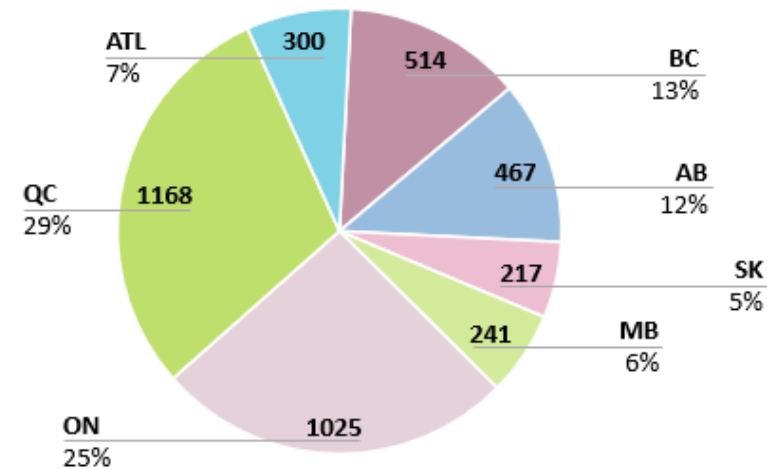


National Respondent Groups

- Educator
- Parent
- Student
- General Public



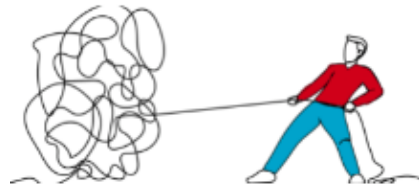
National Respondents by Province/Region



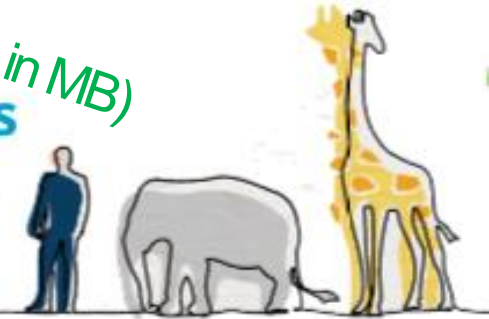
* A sample size of 19 educators was insufficient for data analysis, thus for this report, open-link data of 257 MB educator responses were used.

Overall, the great majority (81%) of Canadians (78% in MB) are certain that climate change is happening, and they are concerned:

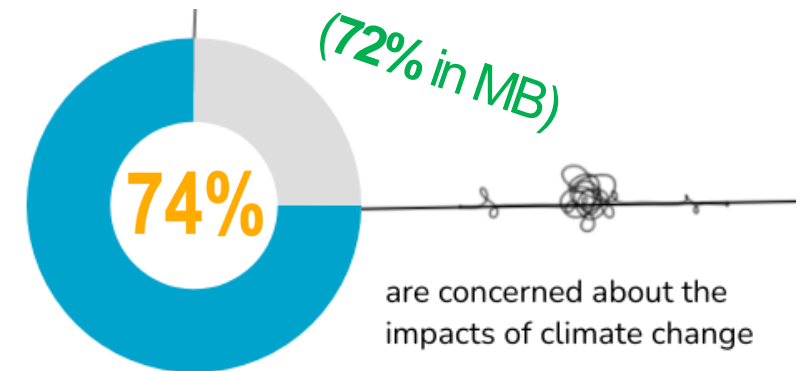
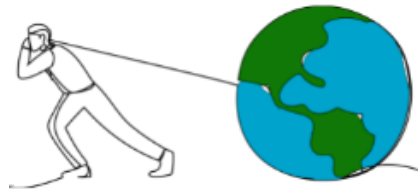
73% (78% in MB) of Canadians feel that we are experiencing a climate emergency



82% (79% in MB) of Canadians feel that people have failed to care for the planet



(78% in MB) **77%** of Canadians agree that climate change poses risks to Canadians



Key Survey Findings

- ▷ Knowledge
- ▷ Impacts
- ▷ Actions

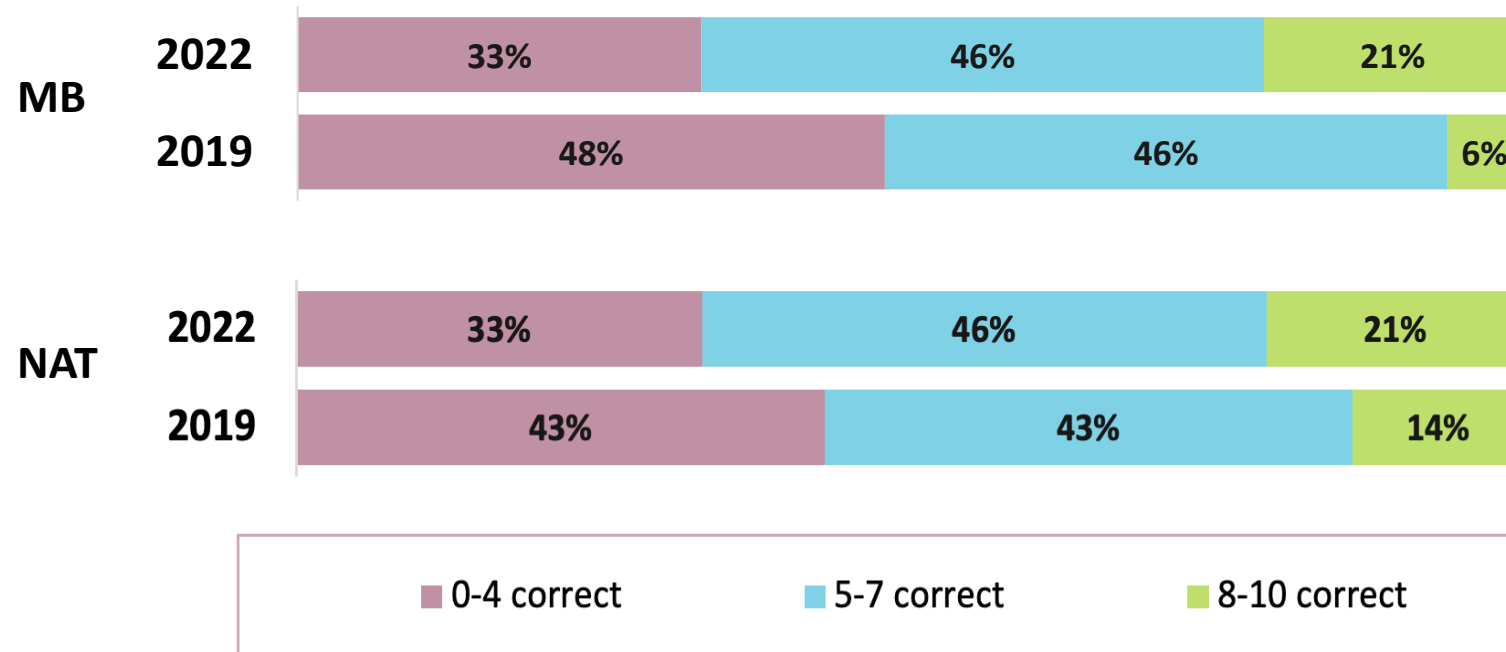


Canadians are becoming more knowledgeable about climate change

Based on the ten-question knowledge quiz in the survey:

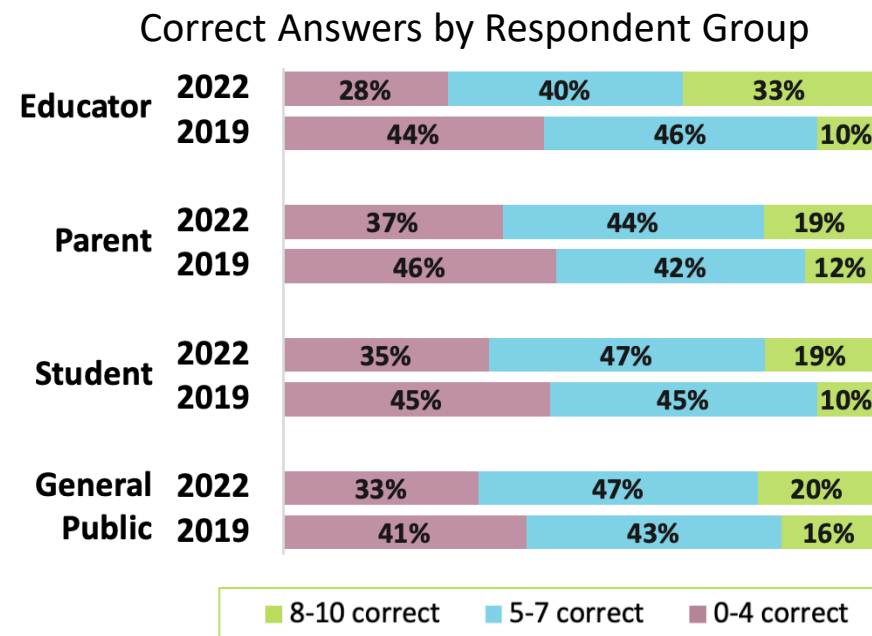
67% in MB passed in 2022 vs **52%** in 2019

Total Correct Knowledge Questions 2022 vs 2019



Respondents' knowledge about climate change

In 2022, significantly more **educators** nationally answered 8-10 knowledge questions correctly than in 2019 and had the highest pass rate (73%). **Parents** had the lowest pass rate (63%).



Regionally:

- **QC** maintained the highest pass rate (74%)
- While **AB** and **SK** greatly improved since 2019 (+20 % and +24% respectively) their scores remain lower than the rest of Canada (60% each).

Canadians still need to further improve their knowledge about climate change

Just over half (55%) of Canadians in 2022 answered correctly, that carbon dioxide and other greenhouse gases are the primary cause of climate change, vs 49% in 2019.

Province	Carbon Dioxide and other greenhouse gases (<i>correct</i>)		
	2019	2022	(+/-)
BC	52%	58%	+6
AB	44%	48%	+4
SK	34%	52%	+18
MB	49%	60%	+11
ON	48%	52%	+4
QC	55%	64%	+9
Atl.	49%	46%	-3

While MB and all other regions (except for ATL) showed gains in their understanding of the cause of climate change, there is room for further improvement.

There remains a gap in Canadians' perceptions of their knowledge about climate change

55%

Over half of Canadians feel well-informed about climate change.

21%

But less than one quarter correctly answered 8-10 quiz questions.

The good news is that 80% of Canadians want more information

Students are the group wanting information the most (85%).

- Regionally, QC (85%) and SK (84%) want the most information
- MB is the same as the national average at 80%
- BC (77%) and AB (76%) residents want the least.

Trusted Sources

Most Canadians (68%) (59% in MB), trust information given by scientists and academics, compared to government sources (23%) (24% in MB).

Age is a big factor in determining where Canadians get their climate change information

Sources of Information	Educators	Parents	Students	General Public
Television news programs	56%	44%	31%	54%
Newspaper and/or online news websites	56%	50%	33%	48%
Documentaries or movies	44%	44%	34%	42%
NET Social Media (Youtube, Facebook, Instagram, TikTok, and Twitter)	35%	36%	51%	33%
Conversations with friends and family	33%	34%	43%	34%
Radio news programs	32%	23%	13%	22%

Canadians' firm understanding that humans are responsible for climate change remains the same as in 2019

Canadians' views that **humans are causing climate change** has remained virtually unchanged.

70% in 2019

72% in 2022

Many Canadians also continue to be concerned that “humans could reduce climate change, but **it’s unclear whether we will do what’s needed**”.

45% in 2019

44% in 2022

Advances in technology since 2019 have not changed Canadians perspectives as few agree that “new technologies can solve climate change **without** individuals having to make big changes in their lives”.

28% in 2019

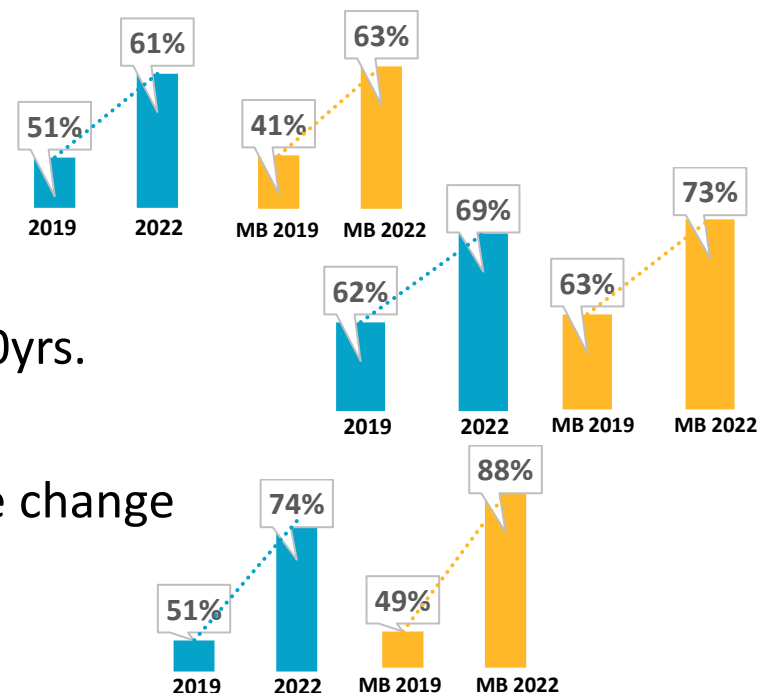
28% in 2022

Note: While students remained the most optimistic about new technologies (32%), the percentage had decreased since 2019 (38%).

Canadians' awareness of the significant impacts of climate change on Canada is growing

More Canadians believe :

- Climate change will harm coastal communities a great deal.
- Climate change is already harming, or will cause harm in 5-10yrs.
- Canada, as an arctic nation, is particularly affected by climate change

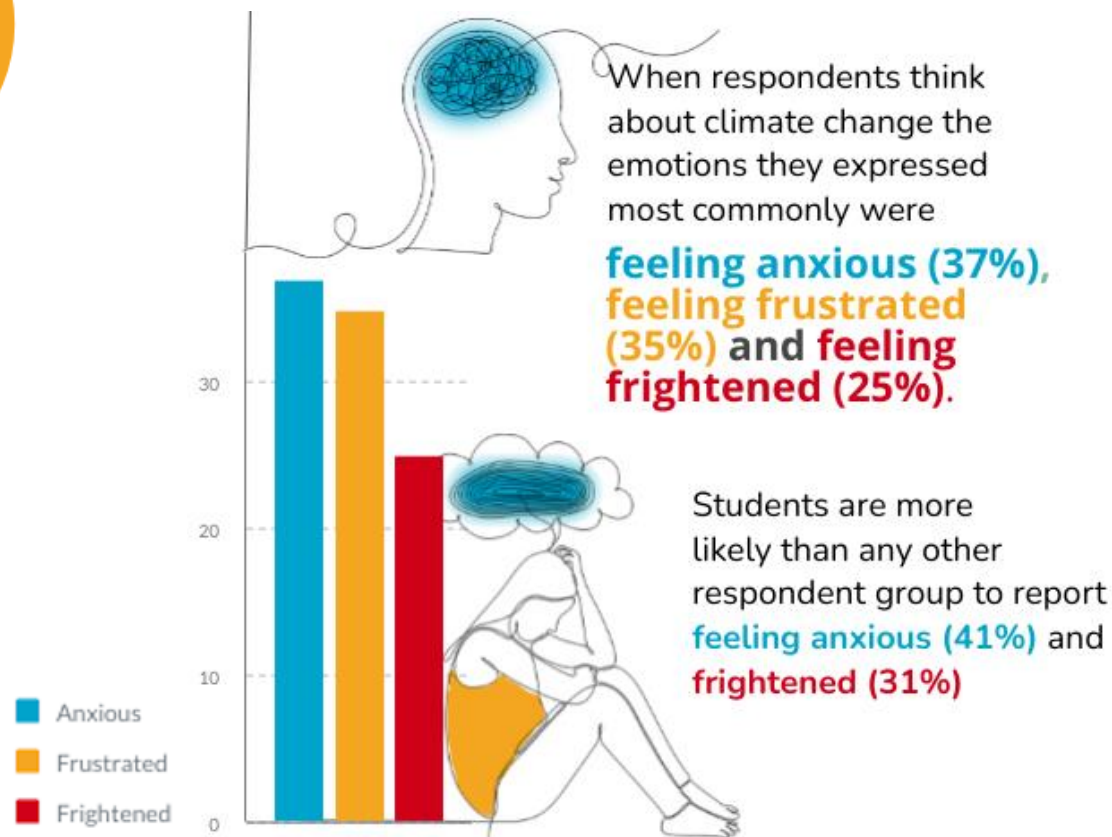
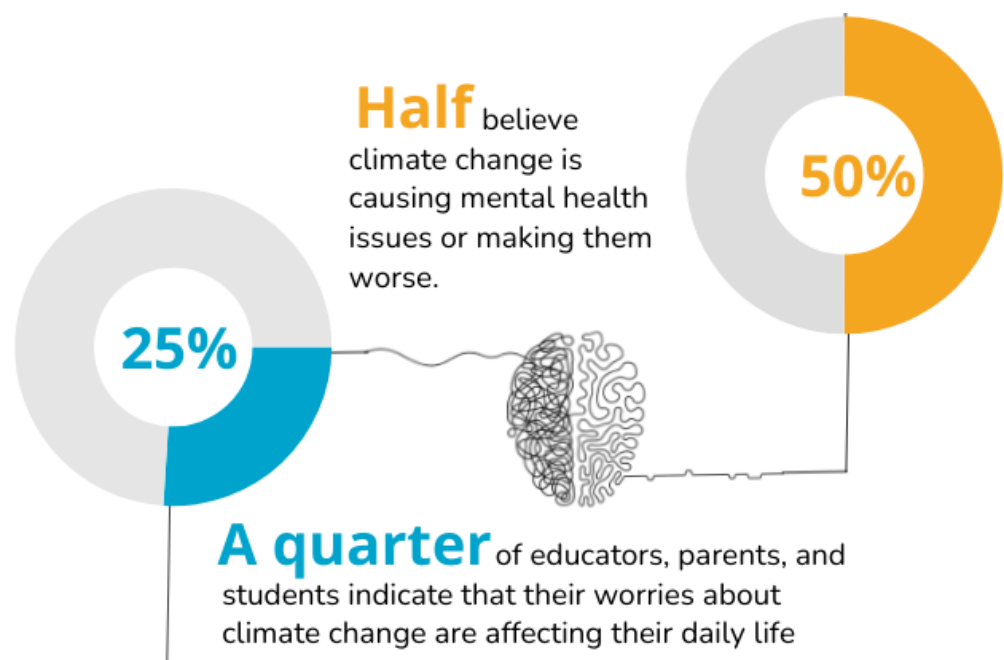


Regionally, there are differences in perceptions on how climate change is already causing and making glacier and sea ice melt, and making extreme weather or temperature events worse in Canada.

Percent Agree by Province/Region in 2022

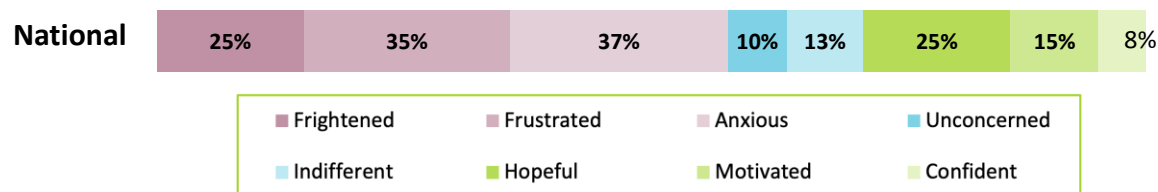
	BC	AB	SK	MB	ON	QC	ATL
Glacier and sea ice melt	86%	78%	83%	86%	85%	88%	83%
Extreme weather events	80%	69%	69%	79%	82%	83%	83%
Extreme temperatures	82%	69%	74%	77%	77%	79%	74%

Canadians feel that climate change is impacting mental health and well-being

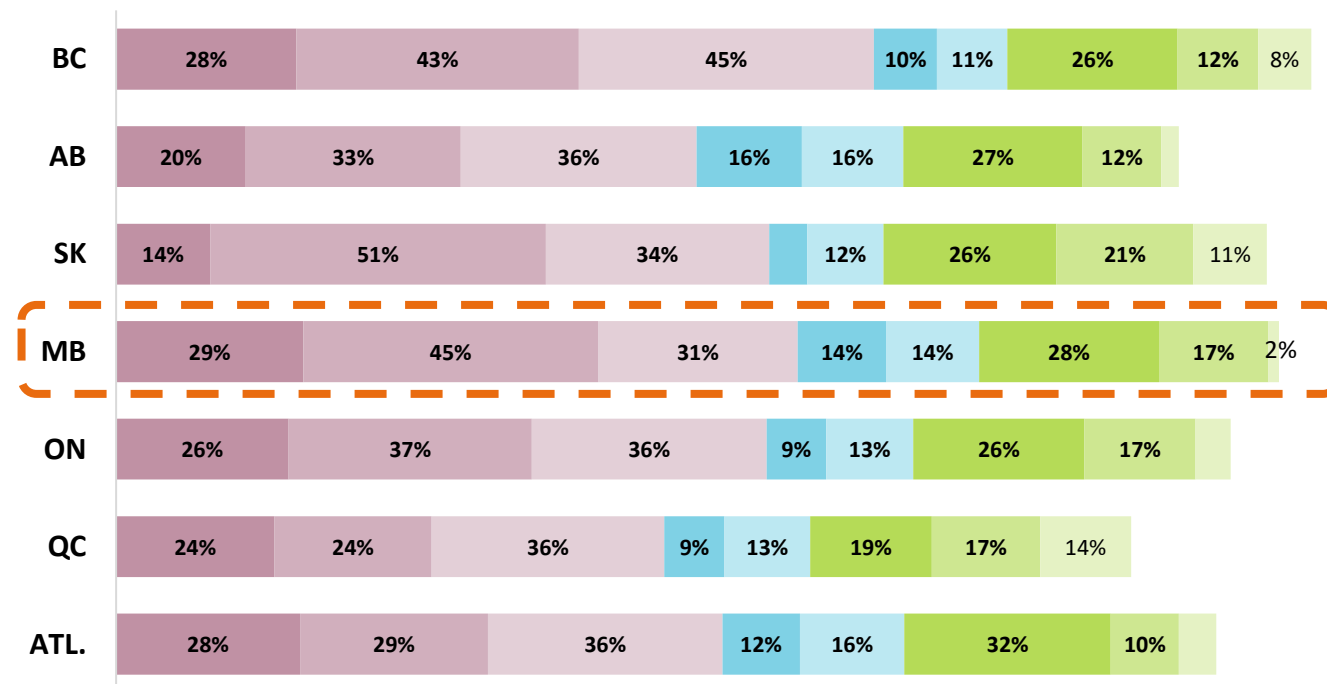


Manitobans feel that climate change is impacting mental health and well-being

Feelings on Climate Change - Nationally



Feelings on Climate Change – Province/Region



- MB vs nationally were more likely to indicate feeling frustrated (45% vs. 35%).
- Fewer in MB feel confident (2% vs. 8% nationally).
- Regionally, MB were the most frightened about climate change (29%) and had the second highest reported frustration (45%).
- MB had the lowest anxiety (31%), vs BC (45%, highest)

Canadians are taking action to reduce climate change

69% of Canadians take action to reduce their personal greenhouse gas emissions.



76%
Maintained proper
recycling measures



57%
Reduced Food
Waste



52%
Bought locally



44%
Indicate driving less by
walking or biking more



25%
Voted for a party or
politician due to their
position on climate change

72% of Canadians would change “some” or “a lot” in their life (at school, work or home) to help reduce the effects of climate change. Educators were significantly more willing to change (83%), as were residents of QC (79%). MB (59%) showed the least willingness.

Canadians overwhelmingly believe government is not doing enough

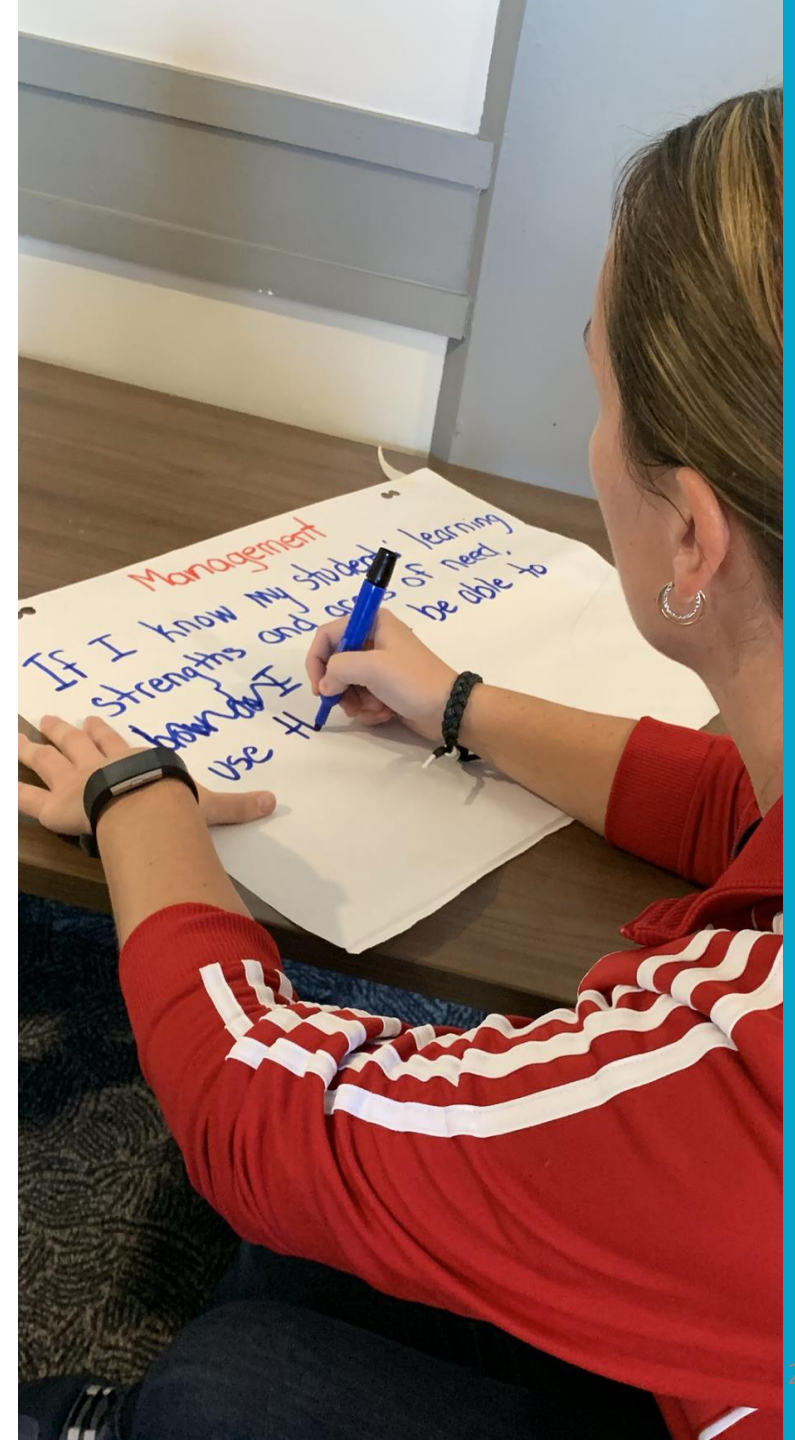
78% of Canadians nationally, and 73% in MB, indicated that, while personal actions are important, systemic change is needed to address climate change.

Only 17% agree nationally, and even fewer in MB (13%), that the government is doing a good job in their actions to address climate change.

Key Survey Findings *continued*

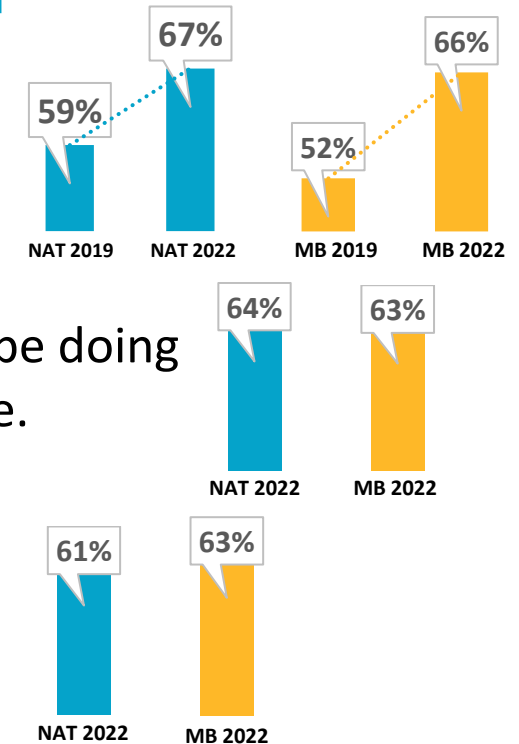
▶ **Perspectives on Climate Change Education**

- From the viewpoint of Canadians
- From the viewpoint of educators



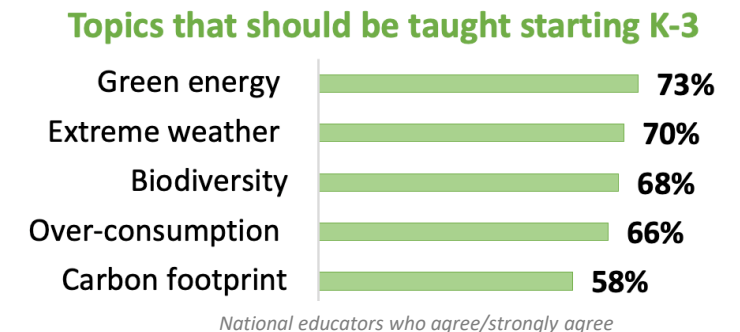
Climate change education must be prioritized

- Canadians increasingly think climate change education should be a high priority
- Many Canadians believe that the education system should be doing “a lot more” to educate young people about climate change.
- Many Canadians feel climate change education should be the role of all teachers.



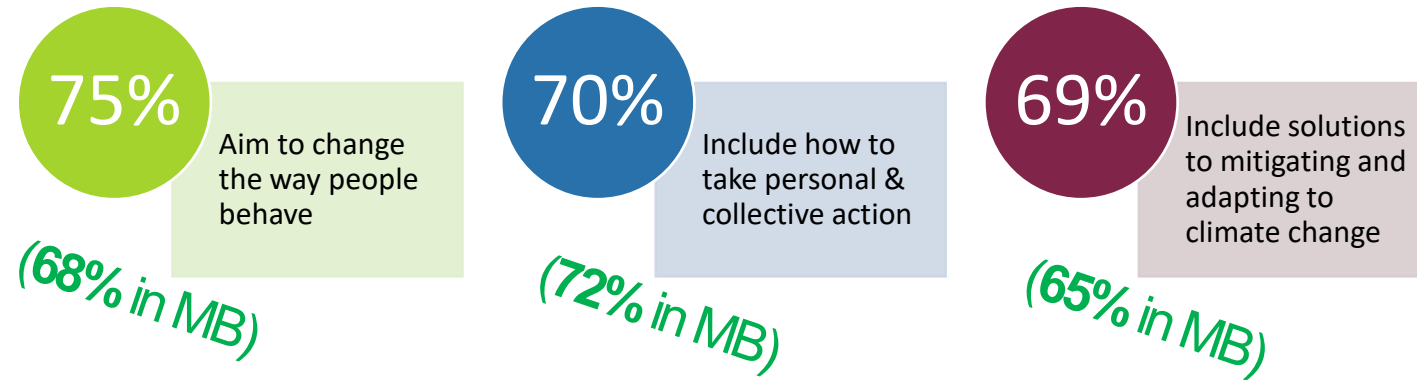
Teaching climate change in the early grades

Most felt climate change topics should be taught early, as only very few (nationally 15%; MB 14%) felt that climate change was too complex to be taught in the younger grades.

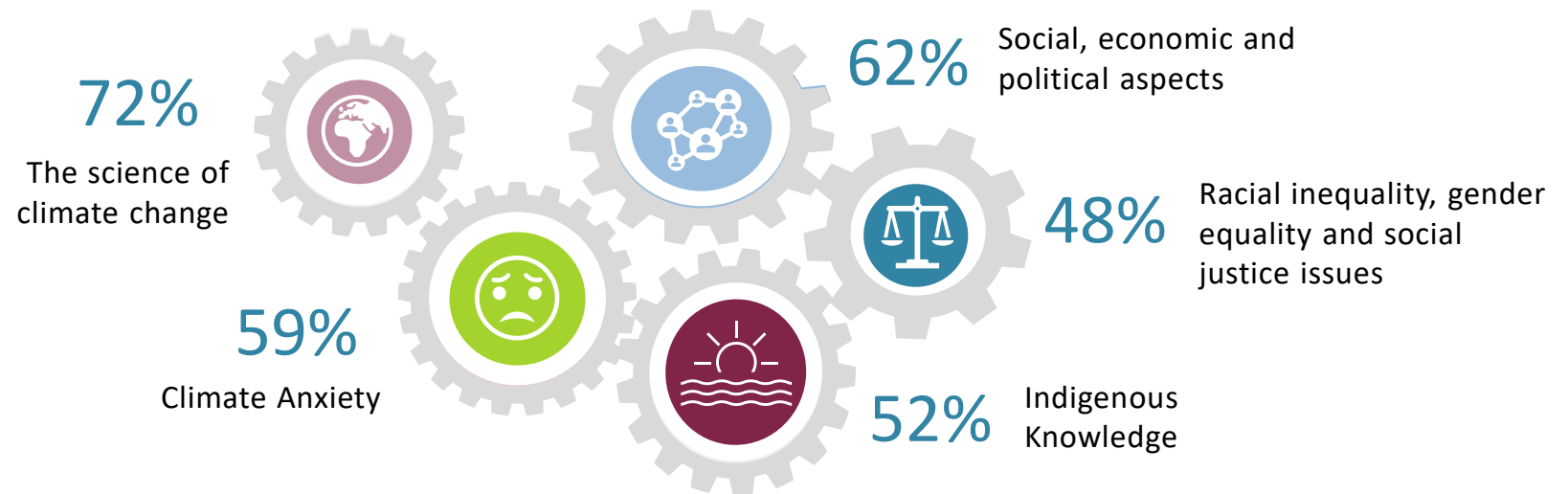


Climate change education must address numerous, diverse topics

When teaching climate education in schools most Canadians agree that climate change education should:



Canadians feel that climate change education should address:



(Results for the above were similar in MB)

From the viewpoint of students

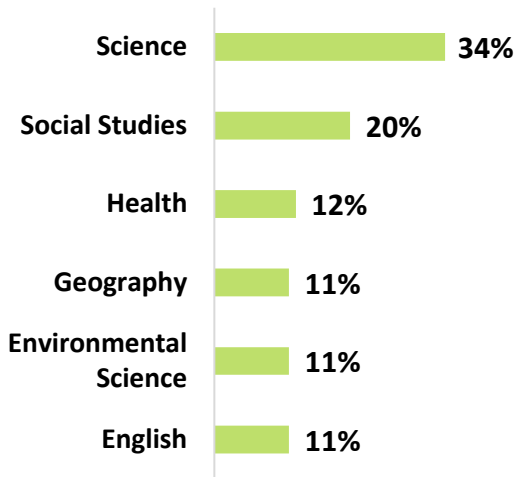
Students across Canada were asked the open-response question: “If you could decide what you would learn in school about climate change, what would you tell your teacher?”

Top 5 answers:

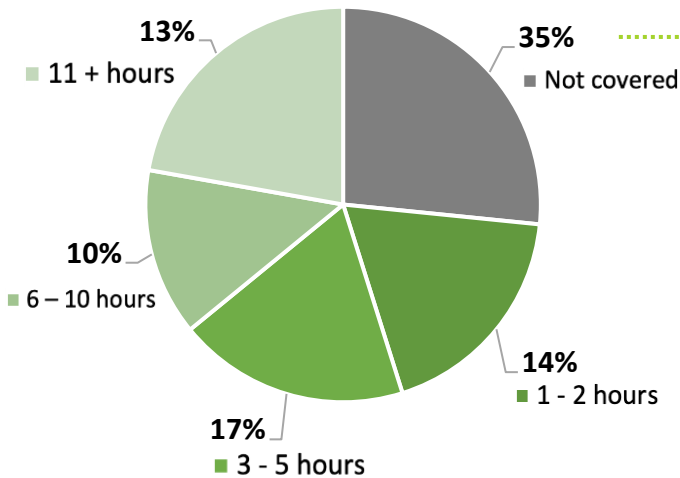
- 1 Offer solutions to the problem
- 2 Explain scientific evidence
- 3 Empower individuals so they can make a difference
- 4 Highlight consequences of actions
- 5 More education in order to increase awareness

Teachers and climate change education: Nationally, where taught, how much time spent, and what topics?

Courses Taught that Address Climate Change



Hours in a Year/Semester Spent Covering Climate Change



35% of educators in 2022 did not cover climate change compared to 57% in 2019. However, the actual number of hours dedicated to climate change topics remains low.

When I teach about climate change...	BC	AB	ON	QC	ATL*	SK*	MB*
I encourage students to take action as part of their learning	45%	30%	60%	50%	66%	66%	66%
I include solutions to climate change	40%	26%	42%	41%	56%	59%	58%
I primarily focus on teaching climate change science	25%	27%	38%	32%	42%	59%	36%
I include the social, economic & political elements of climate change	31%	28%	30%	29%	35%	38%	35%
I emphasize aspects of ethics and social justice within climate change	25%	16%	27%	22%	32%	34%	39%
I teach students strategies to cope with emotions that arise	12%	18%	24%	15%	19%	28%	23%
I include Indigenous traditional knowledge about climate change	13%	26%	20%	11%	19%	48%	29%

* MB, SK and ATL educator data are from open-link survey due to insufficient Leger panel numbers. Provincial data has been grouped according to the method of sampling in the tables in this section for comparison purposes.

Supports that teachers need to address climate change

Only one-third of educators feel that they have the **knowledge and skills** needed to teach climate change.

32% in 2019

34% in 2022

A growing majority need **professional development** to learn about how to effectively teach this complex topic.

50% in 2019

64% in 2022

More teachers feel they don't have sufficient **time within the course /grade** to teach climate change.

39% in 2019

50% in 2022

Educators are looking for additional supports including:

56%

Climate change
resources

49%

Updated curriculum
documents that
contain climate
change topics

37%

Appropriate
instructional strategies
including how to
extend classroom
learning outdoors

36%

A school wide
culture that
promotes climate
change education

More Educators need to encourage students to take action

Despite the importance of active, experiential learning in sustainability education to mitigate anxiety and empower students, only 51% of Canadian educators (xx% of ON, BC, AB, % QC educators), encourage students to take action as part of their learning.

Educators most frequently engage students in the following types of action:



65%

To make lifestyle or consumer choices



64%

To educate and inform others



43%

To undertake eco-projects

Regionally, there are differences in taking action in schools

	BC	AB	ON	QC		ATL*	SK*	MB*
Making Lifestyle/Consumer Choices	71%	39%	70%	65%		76%	76%	82%
Educating & Informing	65%	48%	65%	65%		74%	86%	77%
Eco-Projects	37%	34%	46%	45%		56%	69%	62%
Engaging in Political/Legislative Action	24%	16%	24%	18%		24%	31%	34%
Peaceful Dissent	13%	11%	26%	14%		24%	31%	30%
Raising Funds	25%	13%	25%	10%		15%	10%	29%

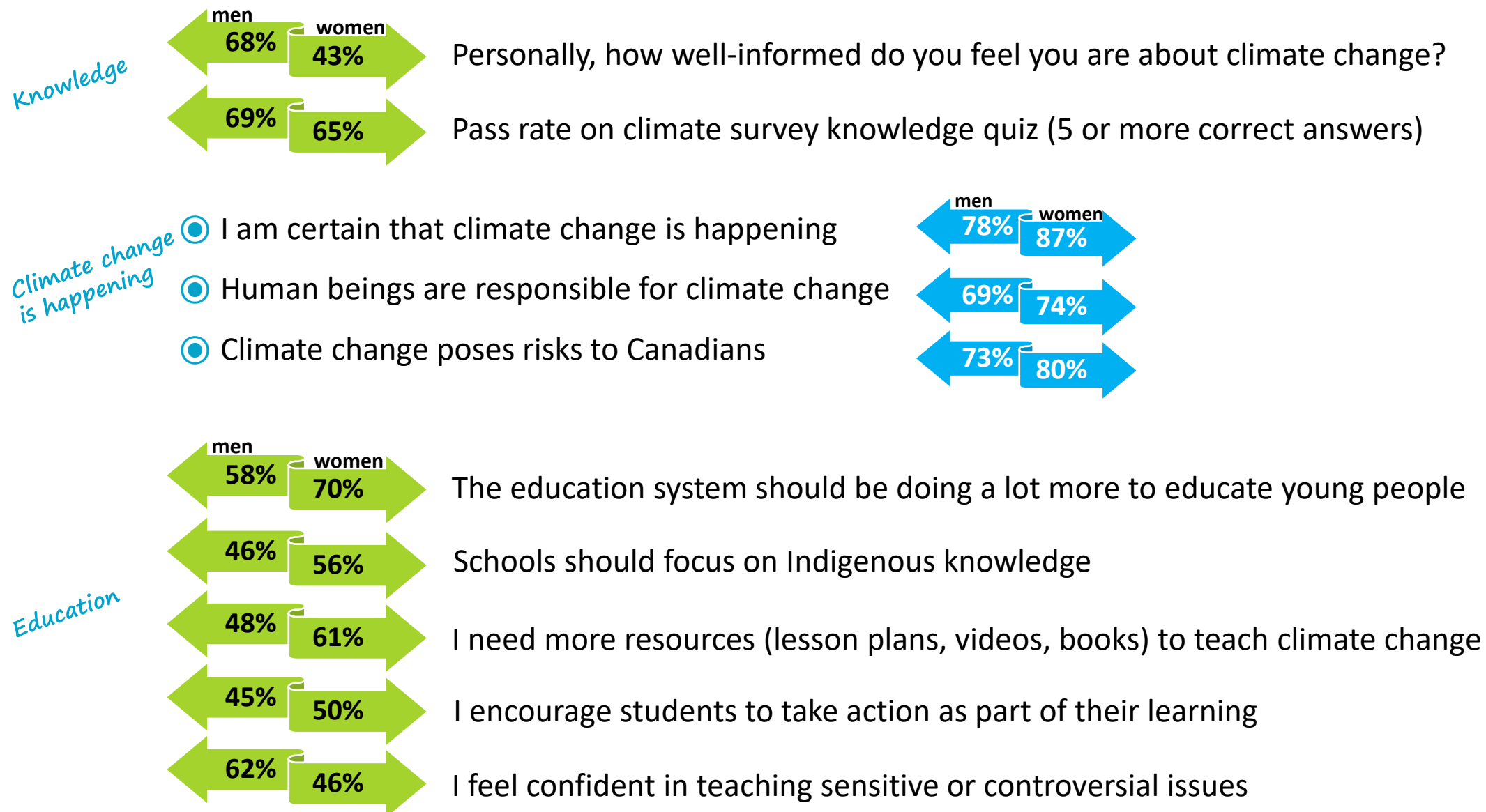
* MB, SK and ATL educator data are from open-link survey

Final Perceptions

- ▷ Gender Differences
- ▷ Pandemic Influences
- ▷ Youth Empowerment



Climate change perceptions by gender



NOTE: Non-binary demographic represented 1% of the sample and therefore did not undergo statistical analysis.

How have Canadians' views on climate change changed due to the pandemic?



Lessons from COVID-19 have influenced perspectives and increased awareness.

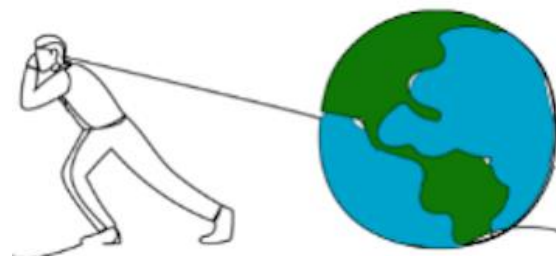
68% of Canadians *(71% in MB)*

agree the pandemic has helped them to recognize the importance of science to provide society with essential facts & evidence-based knowledge.



(58% in MB)

60% felt more concerned about climate change, having seen the denial expressed by many when faced with an acute global threat.



(71% in MB)

74% realize that no matter where we are in the world, we are all interconnected.



Canadians are inspired by youth

69% of Canadians (**67% in MB**) think the work and voices of young people can inspire important climate action.

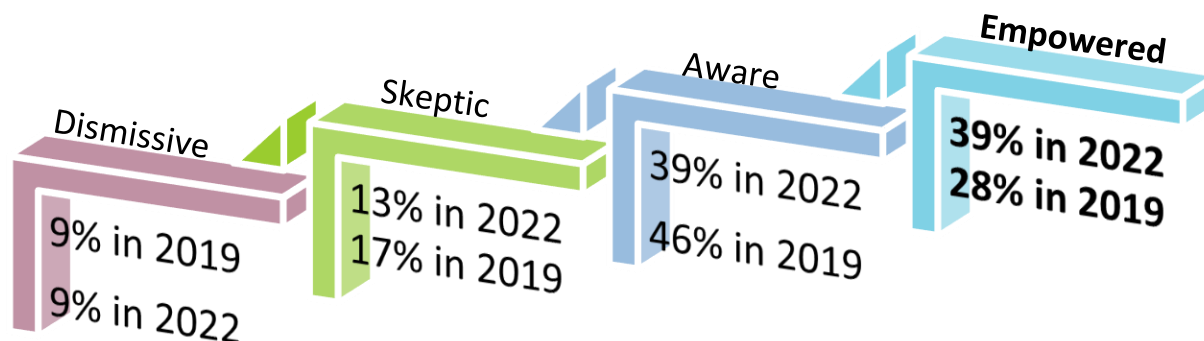
Not surprisingly, educators (**76%**) feel the most strongly about the inspiration provided by youth, (**only include % ON, BC, AB, QC**)

"Educators need to focus on HOPE. We need to foster feelings of hope in our youth in order to empower future climate activists." (survey respondent)

Canadian students showed growth in the 'Ladder of Engagement'

The ladder of engagement sorts individuals' answers into four audiences: dismissive, skeptics, aware, and empowered.

Three of the four groups (educators, parents and general public), showed little change since 2019. However, in 2022, the percentage of students feeling "empowered" increased significantly, meaning more students felt that: Human-caused climate change is happening, AND there are things we can do to change it.



Students are significantly more "empowered" in 2022 compared to 2019.



Knowledge Mobilization Session Takeaways

The following slides synthesize the discussions and contributions of the Manitobans who joined LSF on March 1, 2023 for a Virtual Knowledge Mobilization Session. Participants who attended the session represented a wide variety of stakeholder groups.

During the session attendees were asked to participate in three, interactive activities. The results capture insights on the current reality of climate change education, priority actions, and next steps.

Note: The comments included in the following summary are direct contributions of the Manitoba stakeholders who participated in the March 1 KMS and do not necessarily reflect the views of LSF.

Current Reality of Climate Education

In order to get a better picture of the current reality of climate change education in Manitoba, participants of the Knowledge Mobilization session responded to the following question:

What do you feel is **helping** or **hindering** you in your efforts to promote climate change education – both formal and informal?

The results of this 'sticky note' brainstorm activity have been synthesized on the following slides.

THEMES on what is **HELPING** to promote climate change education. *(Results of the group brainstorm)*

Supportive Colleagues

Supportive colleagues

Staff interest

Desire from teachers to engage with climate change ed across the curriculum

Create professional development materials or course

Desire by teachers to team and cover cross curricular content

Role models: colleagues showing leadership, hearing about student led initiatives, etc.

Curriculum & Funding

The new MB curriculum

Increase in funding/resources for teachers

Access to contribute to curriculum

Increase in accessible age-appropriate materials

Access to a prov ESD grant

Global competencies

Youth Empowerment

Student engagement

Youth actions and voices

Youth activism

Increased interests in the youth for upcycling everyday items.

Government support for hearing from youth e.g. today's announcement on the Youth Advisory Council

Opportunity to design programs that incorporate these elements

Increased Awareness

Increase in awareness of connection between human rights/basic needs and the environment

Increased awareness of sustainability and the SDGs

Greater awareness

Genuine desire from people to improve their actions

Seeing people protest like the 2019 climate action at leg

Vastly increased acceptance of a climate change reality; the daily news

Indigenous Knowledge

Traditional teachings from my culture

Listening to Elders listening to young people

Increase in Indigenous voices

Supports from elders and personal readings and LSF resources and contacts who support

Resources

Researching about the topic and learning through different programs, conferences, or events about climate change

Access to education opportunities (webinars like this)

There are lots of local and national organizations providing good resources in this area.

Easy access to Resources on the internet

THEMES on what is **HINDERING** efforts to promote climate change education. *(Results of the group brainstorm)*

Socio-Emotional

Eco-anxiety

Students feeling like the issues do not directly pertain to them

Youth feeling overwhelmed by the topic, climate change as a whole is intimidating.

Feeling like an island in my school

Not being taken seriously whenever I would talk about it with others

Not feeling confident in my own knowledge and capabilities to educate others

Demands on Teachers

Teacher stress and burnout

Multiple demands on education - what role can /should others play in this

Lack of resources to teach students how to influence those with the power to make systemic change (there is a risk when we put the burden of solving the climate crisis on children who have little power)

Subject silos - we need transdisciplinary curricula

So many pressures and expectations put onto teachers' shoulders. Fatigue, stress, feeling overwhelmed...

Level of engagement varies teacher to teacher and school to school

Misinformation

Understanding what medium to present information

Low trust in science

Mis and disinformation

We need to not simplify this, it is complex and we need to treat it as such

Burying of information

Individualization of problems that can be traced to large corporations

Political Influences

Government funding and support

Credibility of government

Lack of political motivation/will

Conservatives

Government and politicians lying to citizens

Funding/time to write grants to implement action projects related to sustainability at the school level

Barriers to Understanding

Having to un-do previous thoughts (e.g., thinning ozone)

People are not sure how to engage the Indigenous views on this in an authentic manner

Lack of trust in information sources, financial barriers, political affiliations creating a barrier to acceptance/understanding

Deniers

Polarization of view points

Economic mythologies

Access to external programs and resources

Sector Action Planning



Participants were divided into breakout rooms according to their sector, to collaborate on the following question: ***What should your sector specifically be doing to support climate change education?***

Individuals were given time to brainstorm and jot down ideas before discussing as a small group which actions should be identified as “**priority actions**”.

The six sectors represented in Manitoba were:

- **Youth/Students**
- **NGOs**
- **Educators**
- **Businesses/Foundation**s
- **Government**
- **Academics**

The following slides illustrate the priority actions determined by each sector including supporting ideas and additional details related to these actions.

Youth/Student: Priority Actions

Priority 1:

Becoming more involved in the community.

- Participating in activities with grassroots organizations that focus on environmental advocacy.
- Making students aware of opportunities to use their voice, such as attending rallies, speaking to politicians, etc. (ally to youth advocates).
- Sending letters/phone calls to MP, mayor, environment minister - directly talk to politicians

Priority 2:

Using social media to share ideas and information.

- Reposting headlines from reliable news sources, educating our networks, increasing awareness
- Supporting student groups that are already taking action, amplifying their work, sharing their ideas more broadly (other schools, media, etc)

Priority 3:

Help drive the learning in classrooms.

- Integrate climate change education earlier on and incorporate more into the curriculum
- Educate students on everyday sustainable practices such as the current trend of thrifting. Make climate change a behaviour, not a curriculum unit
- Normalize the issue in everyday scenarios, not as its own separate topic

Additional Priorities:

- Better communication and clarity on solutions from media, parents and government leaders
- Helping out in school community - anything with a climate agenda - doesn't necessarily have to be labelled as "eco"

NGOs: Priority Actions

Priority 1:

Share and amplify knowledge and understanding.



- Encourage collaboration amongst organizations to share scientific research, minimize duplication, broaden networks and create a stronger voice for advocacy.
- Collaborate with other organizations to employ their expertise and knowledge.
- Share the actions and achievements of other organizations to inspire greater social impact within communities.

Priority 2:

Create high-quality resources and content.



- Respond to gaps in knowledge, education and advocacy for climate change for educators, parents and the general public
- Create knowledge products that are specific to Manitoba/the Prairie region and that are accessible to educators.
- Give a platform to share student research and action plan projects with the community

Priority 3:

Professional Learning Opportunities.



- Professional learning opportunities should be provided to help teachers incorporate climate change education into the classroom in tandem with increased classroom support and resources.
- Partner with School Divisions to include Climate Change in the Curriculum from K to 12.
- Listen to Indigenous Peoples

Additional Priorities:

- Highlight intersectionality - these issues impact different groups in different ways and some have the ability/access to take certain action
- Walk the walk: ask the question: *do our processes at our organizations follow recommendations?*

Educators: Priority Actions

Priority 1:

Incorporate more ESD and Climate Change Education into Manitoba's curriculum.



- Leverage Manitoba's new curriculum framework and the global competencies to drive climate change and ESD learning from K-12.
- Update curriculum to ensure that climate change is a priority across the subject areas.
- Provide more financial support and transparency for ESD related initiatives in schools.

Priority 2:

Work with partners as early as possible.



- Work with parents and community members to garner their support and expertise.
- Access experts who support the work & create opportunities for students to have voice and agency in their education.
- Provide more PD/partnerships between schools and educators to enhance the teaching of climate change/sustainability.

Priority 3:

Help teachers connect climate change and ESD ideas to the existing curriculum.



- Provide students (and teachers) with the tools and knowledge that they need to make change now and as they get older.
- Create opportunities for teachers in the field to share the expertise and knowledge that exists in the system.
- Make it clear that climate change is part of what we are already doing, not "another" thing for schools to do.

Additional Priorities:

- Start this education early, preschool or kindergarten programs and involve parents in the process
- Participate in activities with grassroots organizations that focus on environmental advocacy.

Business/Foundation: Priority Actions

Priority 1:

Coordination and communication among groups that provide resources.



- Establish collaborations between organizations
- Enhance support for teacher and student resources.

Priority 2:

Engaging more donors and funders.



- Make more funding available by engaging more donors and funders.
- Garner more support for programming.

Government: Priority Actions

Priority 1:

Incorporate climate change education into new competency-based curriculum



- Incorporate Indigenous and land-based knowledge into the curriculum.
- Develop curriculum from science the government trusts and is verified.
- We can ensure that accurate information about climate change, as well as sustainable development, is/are part of our provincial curriculum.

Priority 2:

Better communication of the government's climate change actions to the public.



- Employing different strategies to engage wider audiences to climate change issues.
- Use more youth-friendly means of engagement including using social media.
- Provide accessible information which accurately reflects the best scientific information available, updated as there are changes.

Priority 3:

Focus on non-formal education and climate action.



- Increase funding in climate change action projects.
- Explore proposals made by youth themselves, listen and react - don't engage youth to "check a box" but actually listen and respond.
- Develop knowledge products for dissemination in traditional media and social media to all of society

Additional Priorities:

- Collaborate between departments for wide implementation of information and awareness programs.
- Understand the gap in knowledge of how individual actions match up to GHG emissions and how to prepare for a changing climate

Academics: Priority Actions

Priority 1:

Employ a transdisciplinary model to climate change education.



- Sustainability should be considered as cross-disciplinary and can be integrated across curriculums, teaching and research.
- Talk about learning in more robust ways, including emotional and spiritual perspectives, and placing it in the more than “human world”.

Priority 2:

Integrate Indigenous perspectives.



- Make the links explicit between Indigenous knowledge and climate change education.
- Mobilize Indigenous knowledge and support elder protocol on campus (for events, knowledge keepers presentations, for respect, compensation).

Priority 3:

Institutional Change.



- Work with faculty to add sustainability in more courses and integrating these principles across curriculums.
- Model new pedagogies and support students in class and through practicums with tangible skills
- More agreement on teacher education on climate change and the issues that should be prioritized.

Additional Priorities:

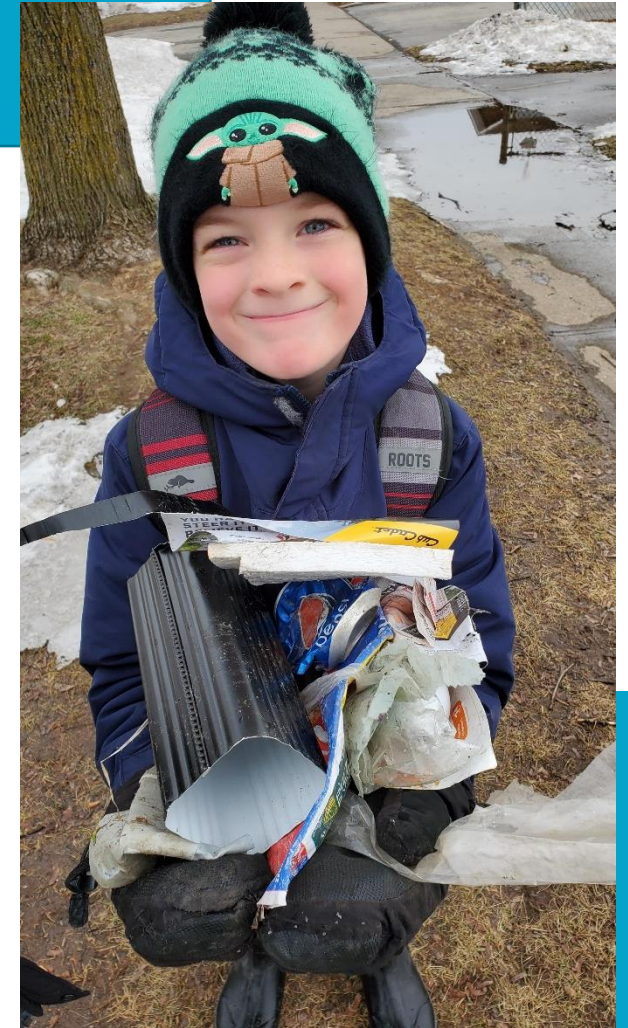
- Work with school divisions to develop professional learning.
- Connect teachers who are developing climate education curriculum & pedagogy.

Concluding Thoughts

Climate change mitigation and adaption will require **education**, support, and action at all levels of Canadian society.

The results of the climate change survey emphasized the need for enhanced climate change education to reduce climate change knowledge gaps, to support our educators, to empower our youth, and ultimately work towards the positive outcome of active citizenship for all Canadians.

How can you support these goals?



Action Pledges

At the conclusion of the Manitoba Knowledge Mobilization Session, participants pledged to take an action to enhance climate change education.

Some of the actions include:

Support youth actions, show up!

Continue to share my own knowledge about climate change and educate myself more about this topic.

Document learning for parents to make it visible for everyone.

Continue to network, listen, amplify and advocate through development of climate change programming.

Work with youth to figure out ways for government to better engage & communicate on climate

Provide teachers with the tools they need to be comfortable teaching about climate change!

Advancing climate change education requires commitment and collaboration from all sectors. Thank you to the Manitoba education, government, business, NGO, academia, and youth representatives who joined us to discuss this important work, and who pledged to take-action on this issue.

Climate Change Resources for educators - shared by participants

	Resource Name	Website link
1	LSF Resources for Rethinking (database of over 1,700 teacher-reviewed, curriculum-based resources)	https://lsf-lst.ca/resources/database-resources-for-rethinking/
2	LSF Classroom Climate Guides “Empowering Learners in a Warming World” (K-2, Gr 3-6, Gr 7-12) (Guides with inquiry-based lessons, active learning strategies, and resources)	https://lsf-lst.ca/resources/empowering-learners-in-a-warming-world/
3	LSF Green Jobs Video Series (10 interviews done by high school students with climate change adaptation experts)	https://lsf-lst.ca/resources/green-jobs/
4	Manitoba Council for International Cooperation (MCIC): Educator and Youth Lesson Plans	https://www.mcic.ca/educators-and-youth/lesson-plans-and-resources
5	MCIC: Climate Justice Classroom Workshop	https://www.mcic.ca/educators-and-youth/lesson-plans-and-resources#document-8
6	VIDEO (FRE): Desmarais, M.-É., Sims, L. et Rocque, R. (2020, août). Aider les élèves à faire face à l'écoanxiété : 11 stratégies à mettre en œuvre [vidéo]. Loom.	https://www.loom.com/share/e2fa6daec23f45058303b0f68974f994
7	VIDEO (ENG): Desmarais, M.-É., Sims, L. et Rocque, R. (2020, août). Helping students cope with eco anxiety: 11 strategies educators can use [vidéo]. Loom.	https://www.loom.com/share/c3808b71512a4bf8a90765570df00fca
8	Climate Atlas of Canada (Combines climate science, mapping, and storytelling to inspire awareness and action)	https://climateatlas.ca/
9	Project Drawdown (An extensive resource for climate solutions)	https://drawdown.org/
10	GreenLearning (education resources about energy, climate change and green economy).	https://greenlearning.ca/resources
11	Earth Rangers (working to transform children's concerns about the environment into positive action)	https://www.earthrangers.com/EN/CA/

For full climate change survey results, visit:

Canadians' Perspectives on Climate Change & Education

www.LSF-LST.ca/research-policy/survey/

Contact information

Pamela Schwartzberg

President and CEO Learning for a Sustainable Future

cc-survey@LSF-LST.ca

1 877 250 8202

www.LSF-LST.ca



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