



# Canadians' Perspectives on Climate Change & Education

## Atlantic Region Knowledge Mobilization Session

### Post Session Report



Learning for a  
Sustainable Future

# LSF

# Welcome to our 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

*We are happy that you could join us!*

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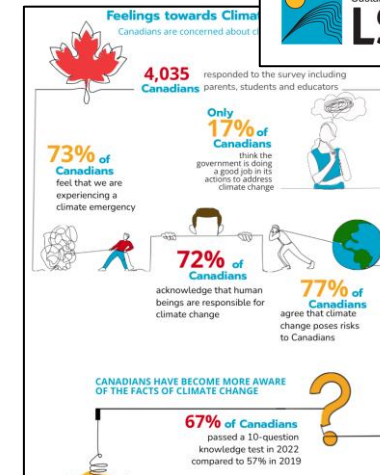
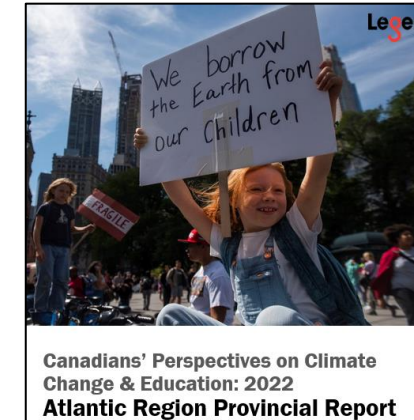
- Current Reality of Climate Change Education
- Sector Action Planning
- Action Pledges

# Survey Results: Reports and Infographics

[www.LSF-LST.ca/research-policy/survey/](http://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. Atlantic Provincial Report
2. Executive Summary
3. Infographics
4. Full National 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

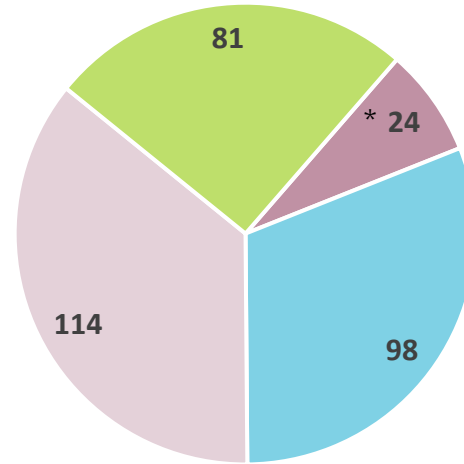
# Data Collection and Analysis

- 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.

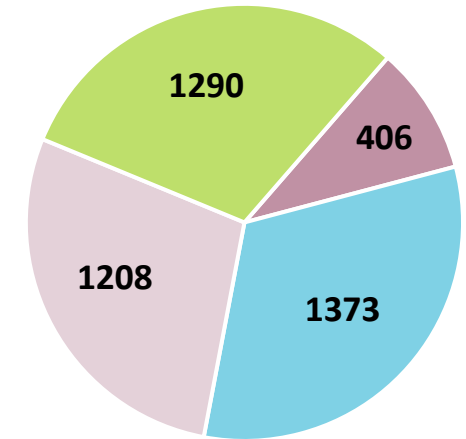
## Survey Methods

# Demographics

## Atlantic Respondent Groups

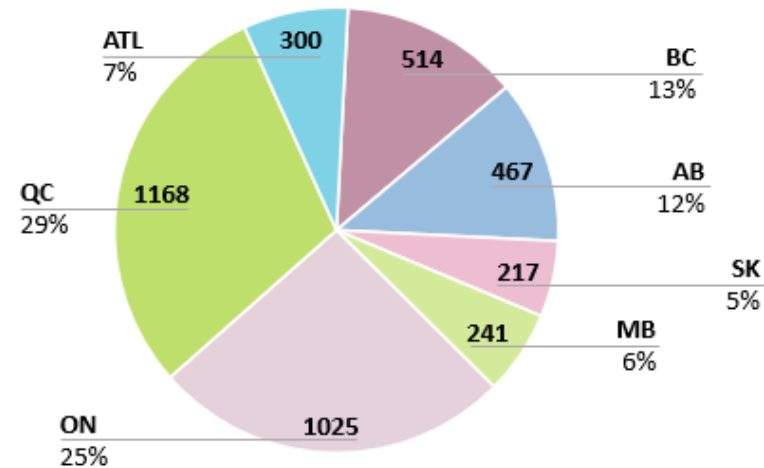


## National Respondent Groups



- Educator
- Parent
- Student
- General Public

## National Respondents by Province/Region



\* A sample size of 24 educators was insufficient for data analysis, thus for this report, open-link data of 219 ATL educator responses were used.

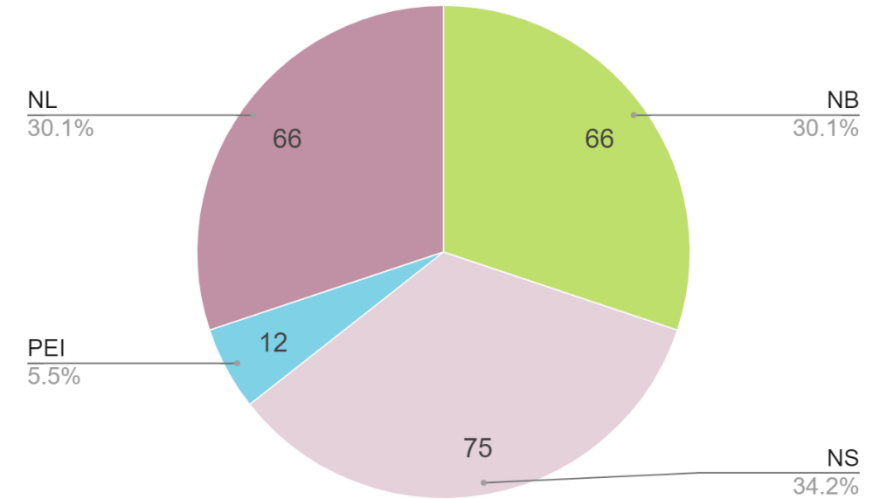


## Survey Methods

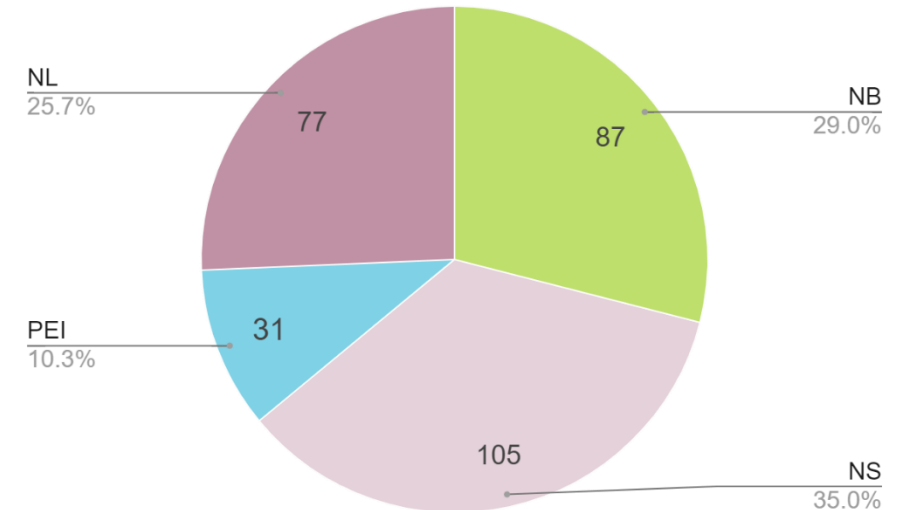
\* A sample size of 24 educators was insufficient for data analysis, thus for this report, open-link data of 219 ATL educator responses were used.

# Demographics *(continued)*

## Atlantic Respondents by Province

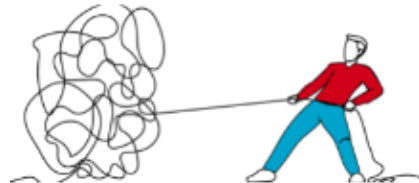


## Atlantic Educators (Open Link)



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

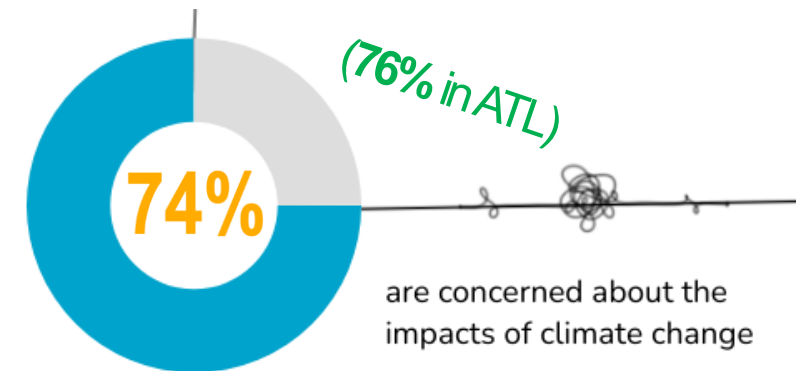
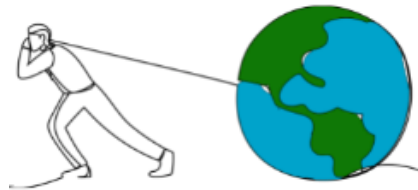
**73%** (67% in ATL) of Canadians feel that we are experiencing a climate emergency



**82%** (80% in ATL) of Canadians feel that people have failed to care for the planet



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



# Key Survey Findings

- ▷ Knowledge
- ▷ Impacts
- ▷ Actions

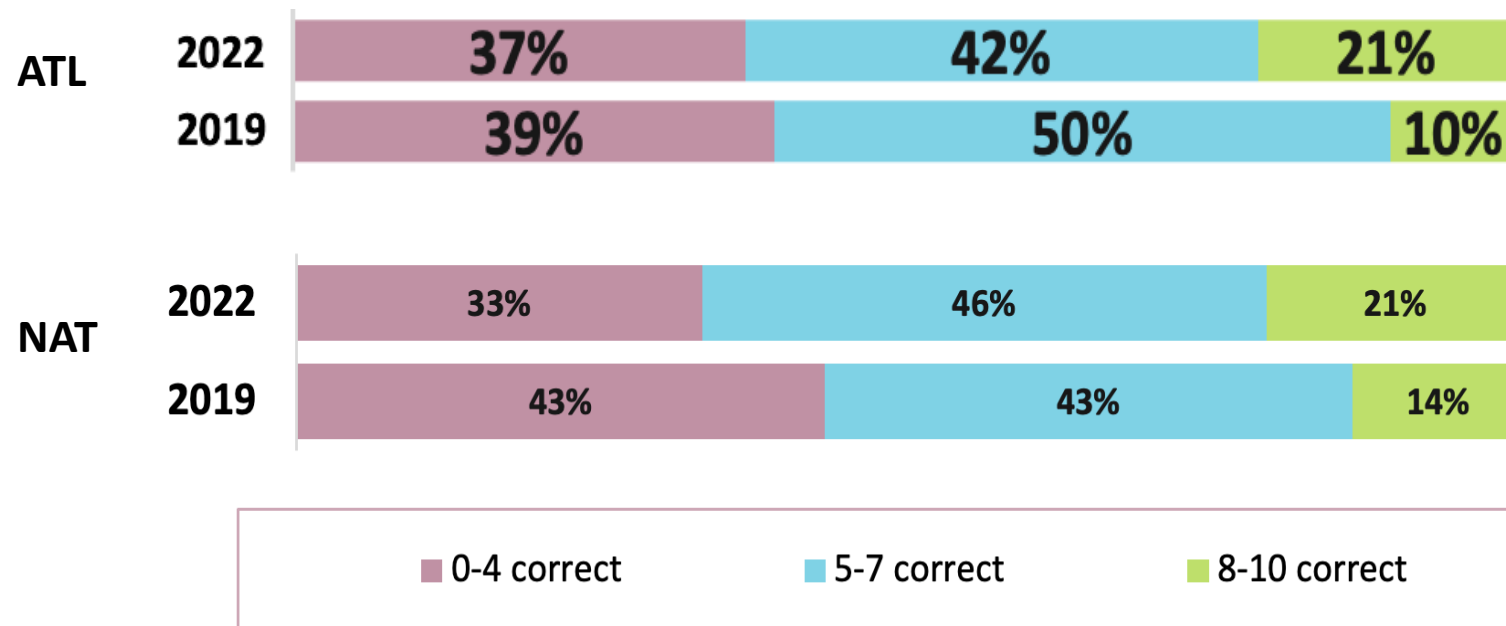


# Canadians are becoming more knowledgeable about climate change

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

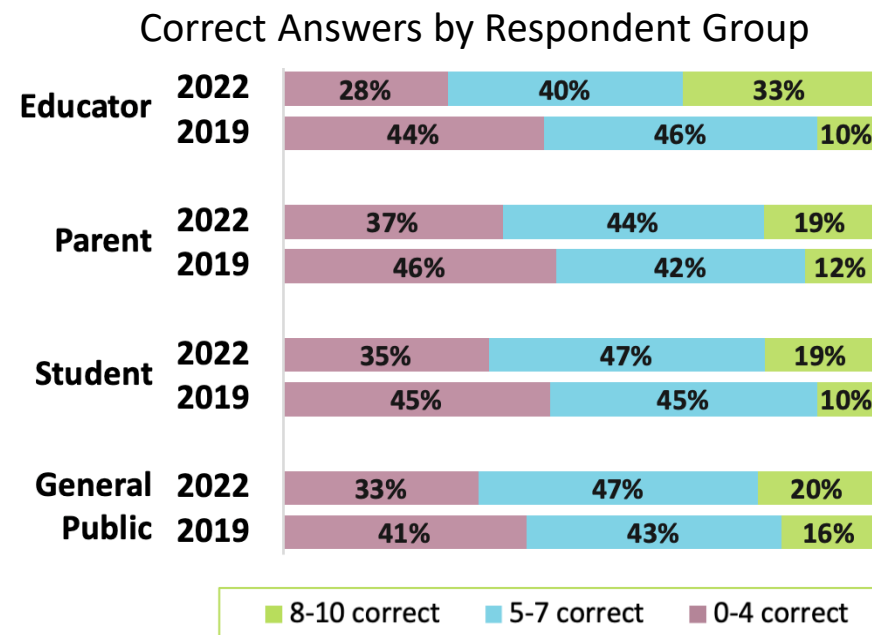
**63%** in ATL passed in 2022 vs **60%** in 2019

## 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

Most regions showed marginal gains in their understanding of the cause of climate change, however understanding in **ATL** went slightly down (-3). Across the board 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
- ATL is similar to the national average at 81%
- BC (77%) and AB (76%) residents want the least.

## Trusted Sources

Most Canadians (68%) (66% in ATL), trust information given by scientists and academics, compared to government sources (23%) (21% in ATL).

## 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

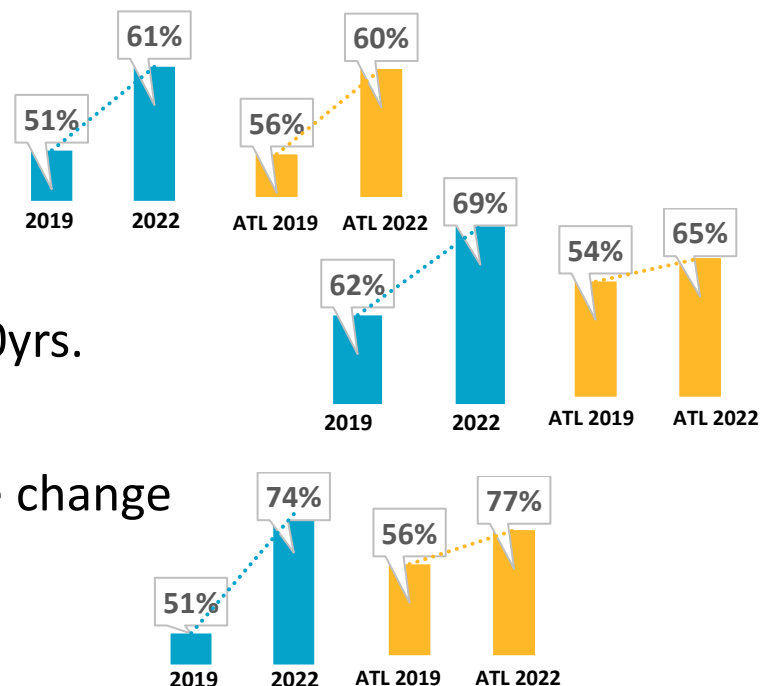
28% in 2022

*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

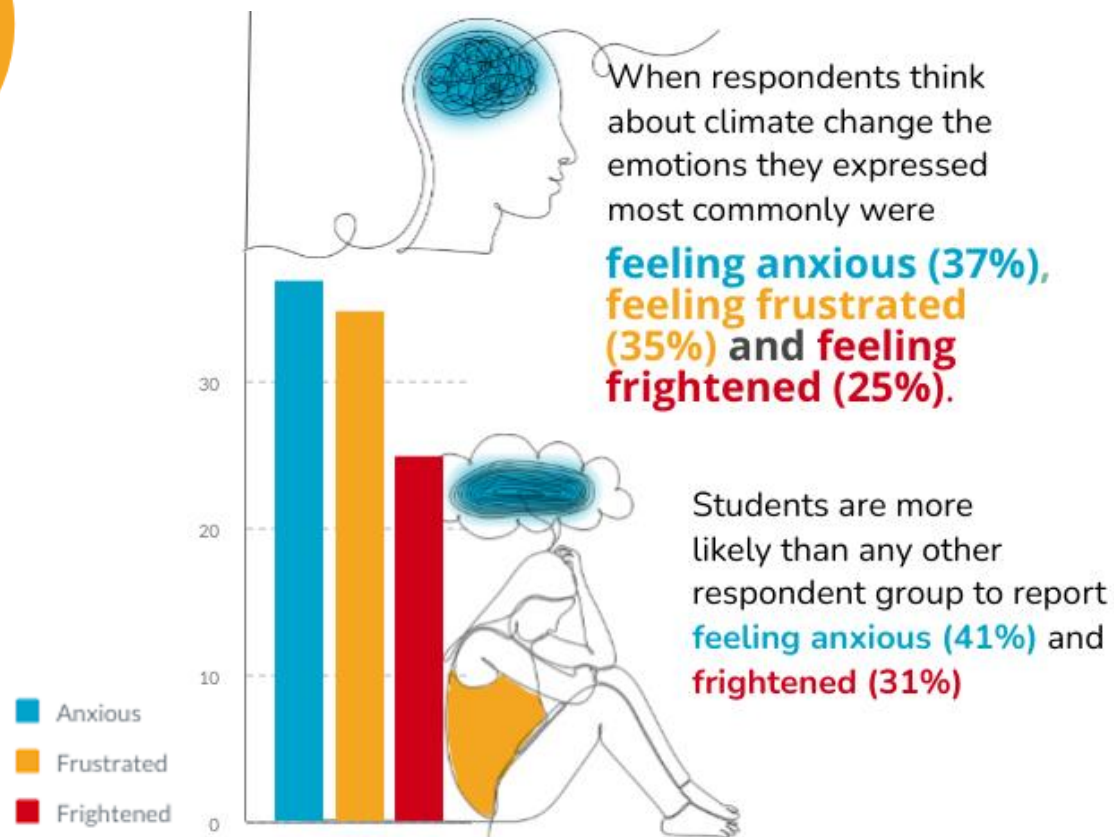
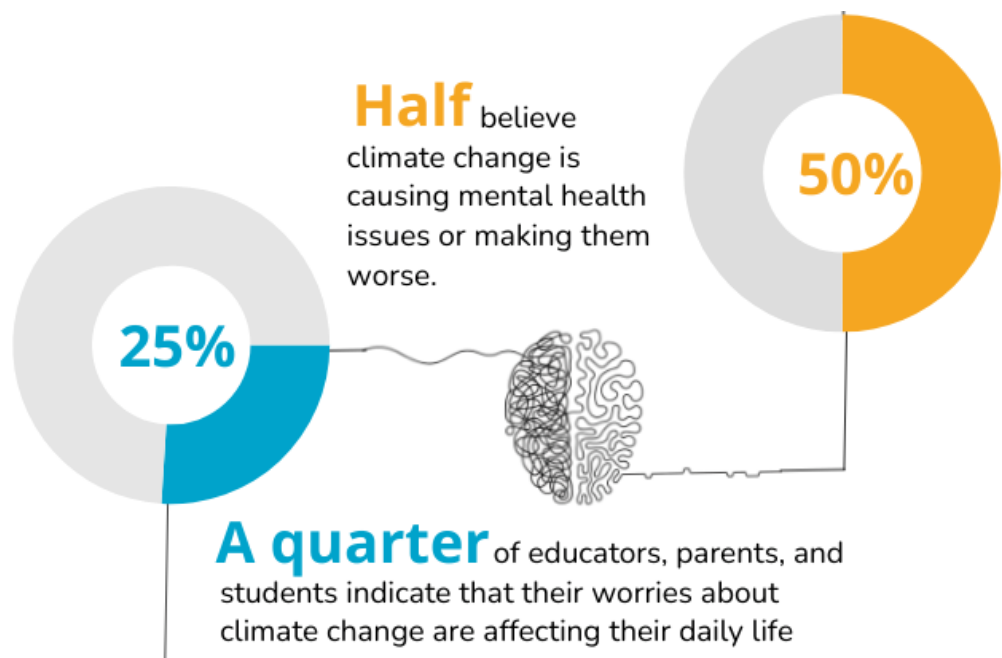


**Regionally**, there are differences in perceptions on how climate change is already causing and making glacier and sea ice melt, and making extreme weather or temperature events worse in Canada.

Percent Agree by Province/Region in 2022

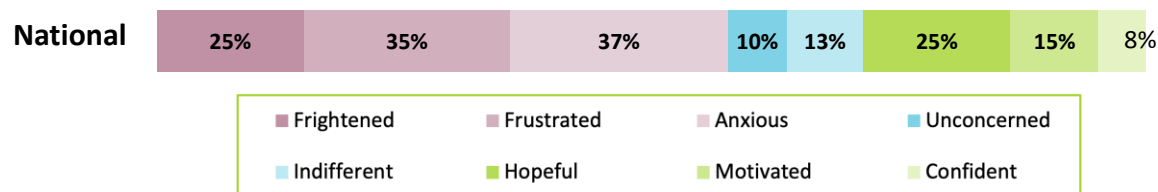
	BC	AB	SK	MB	ON	QC	ATL
Glacier and sea ice melt	86%	78%	83%	86%	85%	88%	83%
Extreme weather events	80%	69%	69%	79%	82%	83%	83%
Extreme temperatures	82%	69%	74%	77%	77%	79%	74%

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

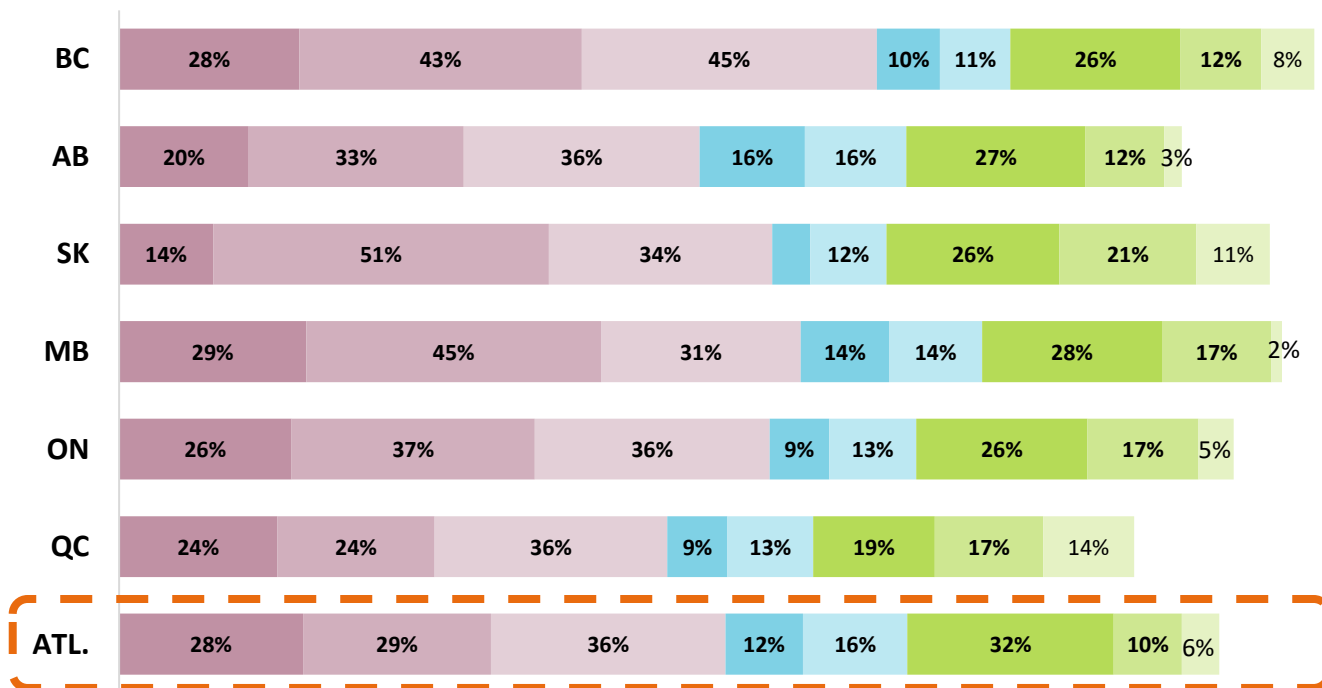


# Atlantic Canadians feel that climate change is impacting mental health and well-being

## Feelings on Climate Change - Nationally



## Feelings on Climate Change – Province/Region



- More respondents in ATL mention they feel hopeful compared to respondents nationally (32% vs. 25%).
- Less respondents in ATL mention feeling frustrated (29%) compared to those nationally (35%).
- Respondents in ATL were the most hopeful among all the other provinces (32%) and were the second most likely to report feeling frightened (28%).
- ATL had the lowest reported motivation (10%), vs SK (21%, 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%). ATL (71%) showed similar willingness to the national average.

## Canadians overwhelmingly believe government is not doing enough

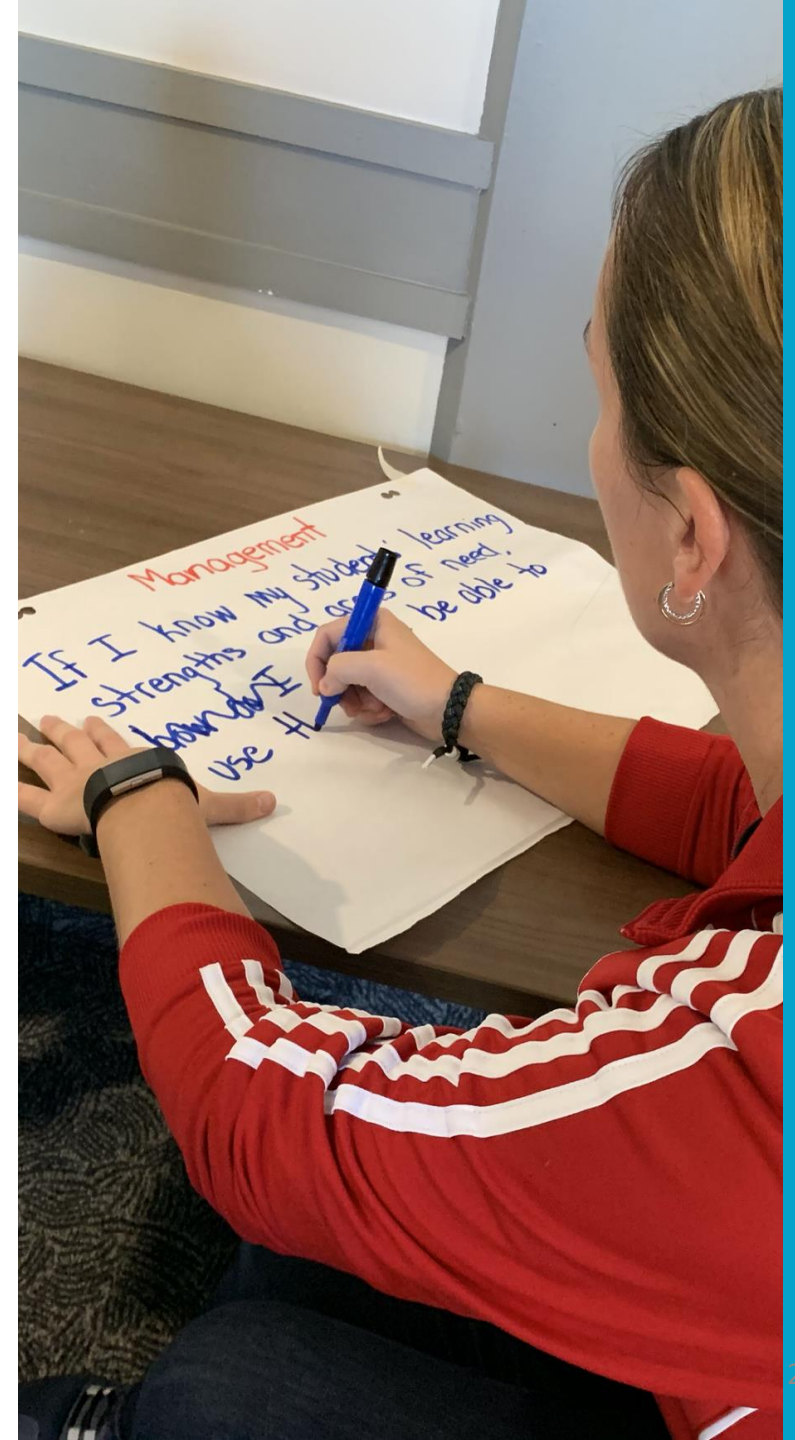
78% of Canadians nationally, and 78% in ATL, indicated that, while personal actions are important, systemic change is needed to address climate change.

Only 17% agree nationally, and the same percentage in ATL, that the government is doing a good job in their actions to address climate change.

## Key Survey Findings *continued*

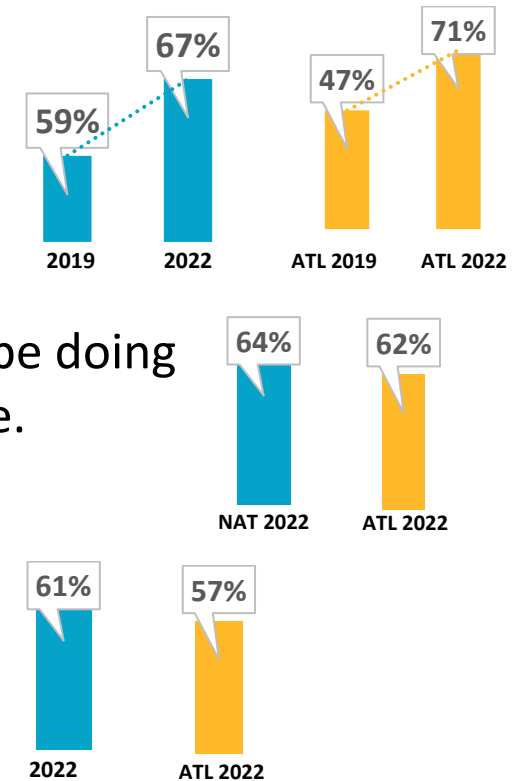
### ▶ **Perspectives on Climate Change Education**

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



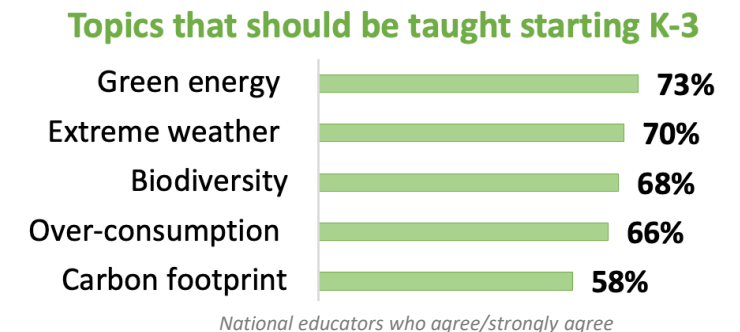
## Climate change education must be prioritized

- 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.



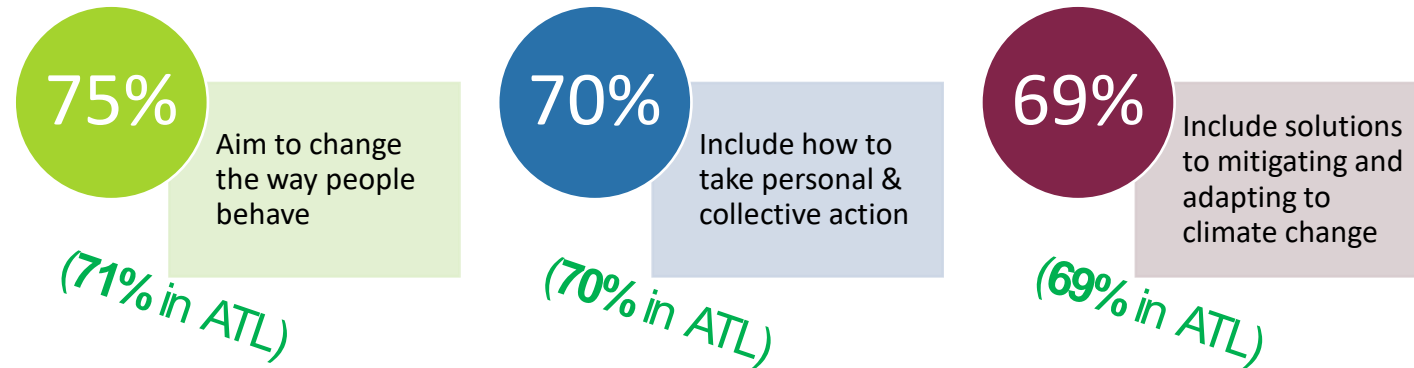
## Teaching climate change in the early grades

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

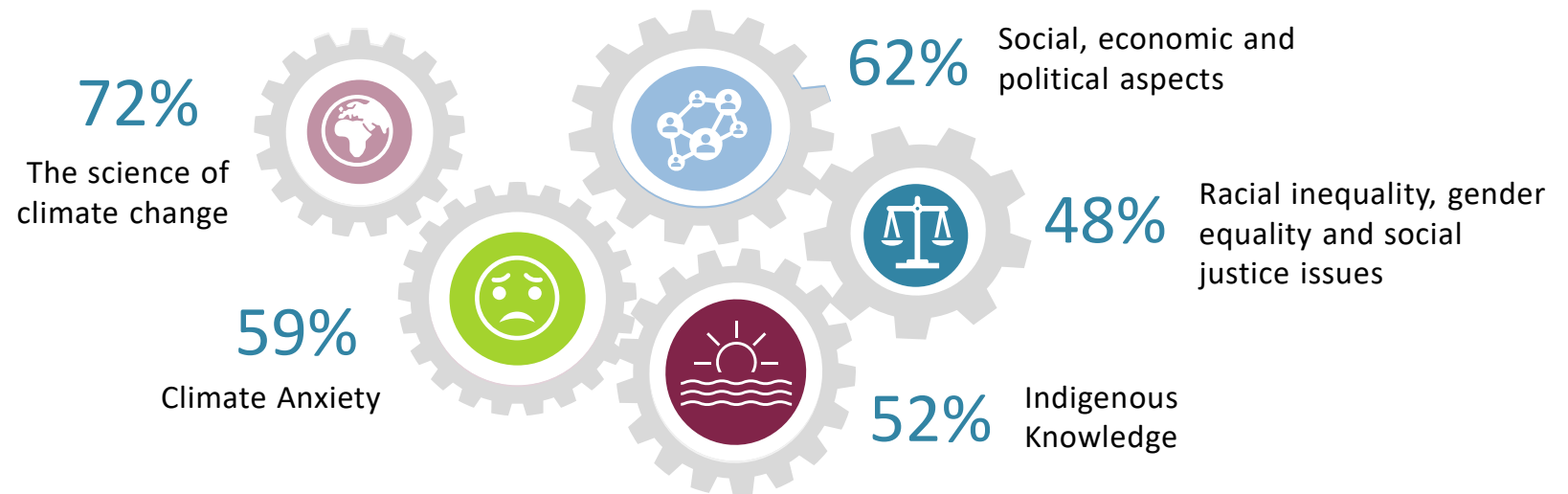


## Climate change education must address numerous, diverse topics

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 ATL)



## From the viewpoint of students

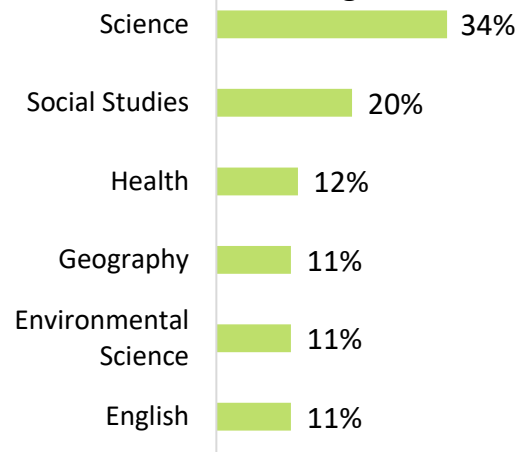
Students across Canada were asked the open-response question: “If you could decide what you would learn in school about climate change, what would you tell your teacher?”

Top 5 answers:

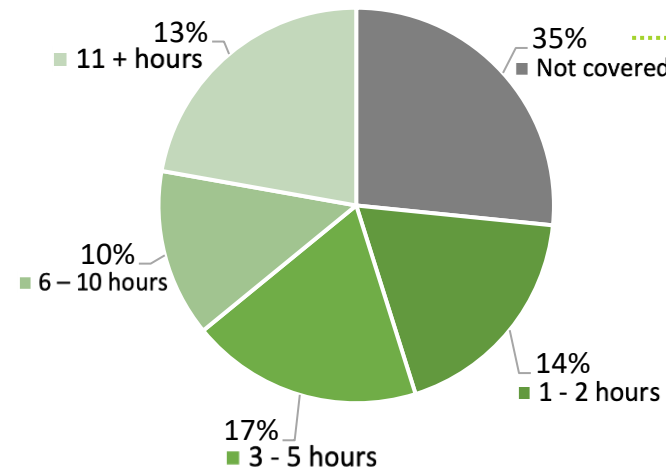
- 1 Offer solutions to the problem
- 2 Explain scientific evidence
- 3 Empower individuals so they can make a difference
- 4 Highlight consequences of actions
- 5 More education in order to increase awareness

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

Courses Taught that Address Climate Change



Hours in a School 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 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%

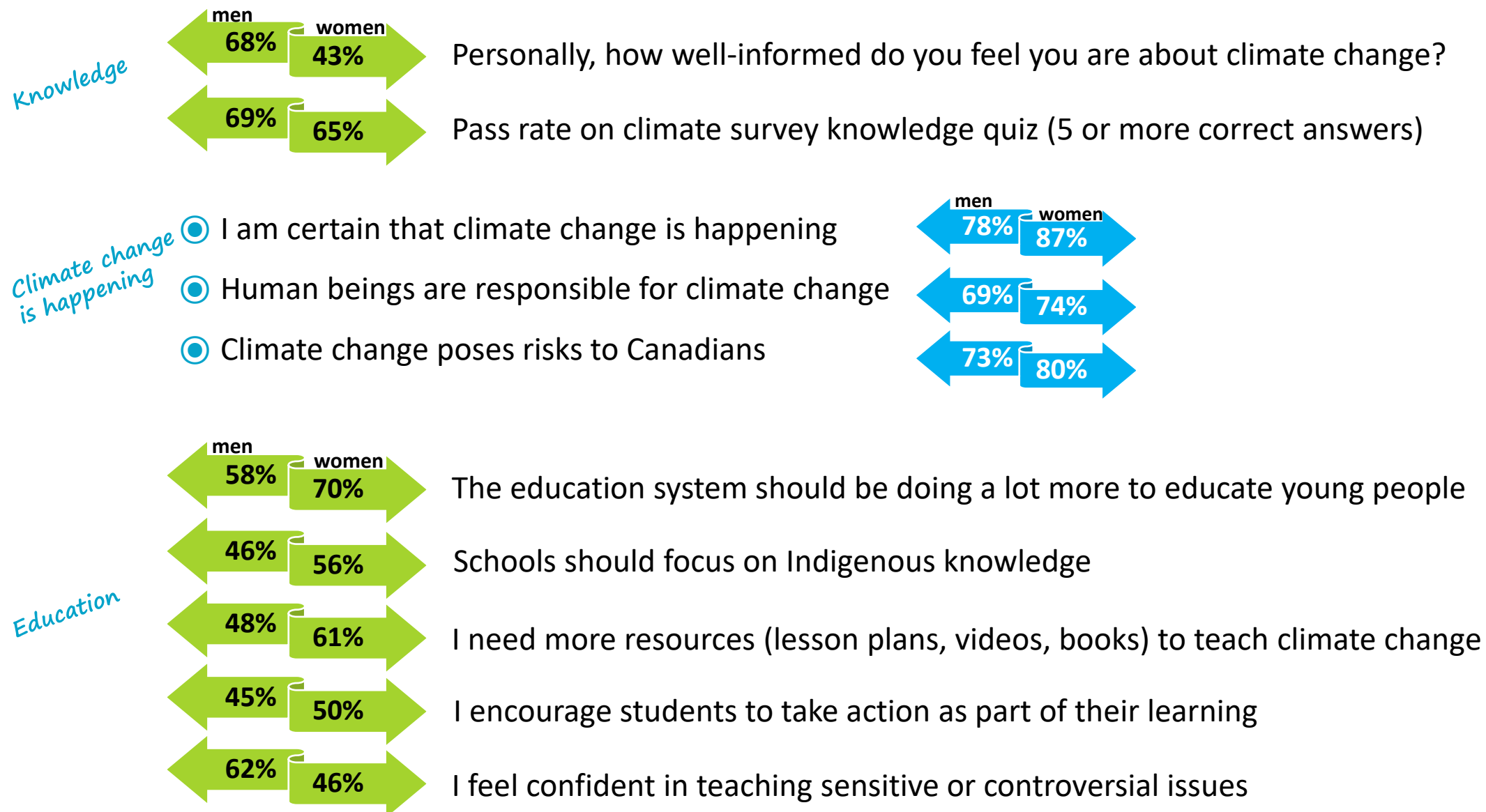
\* MB, SK and ATL educator data are from open-link survey

# 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.

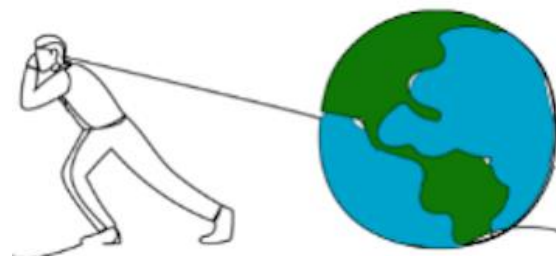
**68%** of Canadians <sup>(71% in ATL)</sup>

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



<sup>(59% in ATL)</sup>

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



<sup>(71% in ATL)</sup>  
**74%** realize that no matter where we are in the world, we are all interconnected.



## Canadians are inspired by youth

**69%** of Canadians (**72% in ATL**) think the work and voices of young people can inspire important climate action.

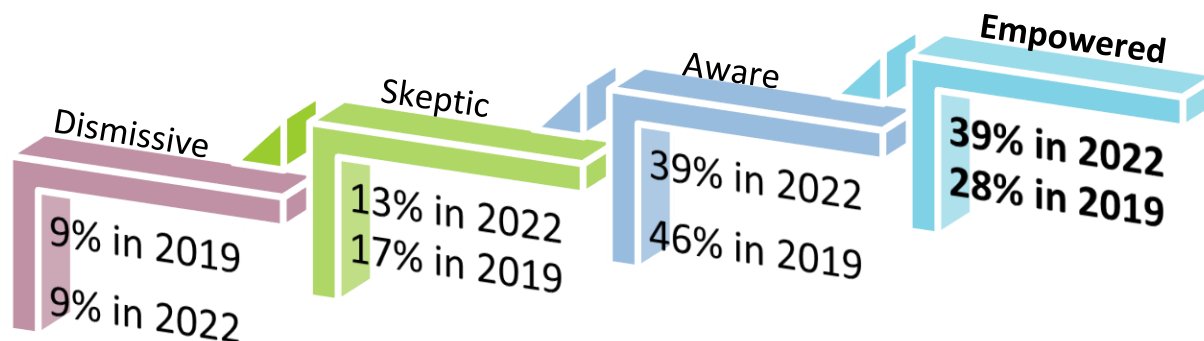
Not surprisingly, educators (**76%**) feel the most strongly about the inspiration provided by youth, **ATL students had the lowest level of agreement (62%)**.

*"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 Atlantic Canadians who joined LSF on March 29, 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 Atlantic stakeholders who participated in the March 29 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 the Atlantic provinces, 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)*

## Partnerships

Partnerships and available funds.

Partnerships with outside agencies and organizations

Lots of agencies willing to help.

Partnering with school based programs

Partnering with other engaged organizations

The amount of programs that are available

Partnerships at all levels - community, provincial, national

Partnerships with outside agencies and groups

Local partnerships with schools, districts and government

Nonprofits working with educators! Incredible work being done

Outreach partners

## Resources & Data

Access to quality resources, local connections and experts.

Quality resources

Access to funding and resources

Reliable, accessible resources

Appropriate resources

Innovative ideas

Access to latest data and stories

## Support & passion from colleagues

Support from colleagues and the environmental education community

Good level of educator uptake particularly in lower grades

Enthusiasm from peers

Interest and support from educators and Dept of Education

Supportive colleagues

TEACHERS!!

Engaged members of the educational community

Working with others who are concerned just like me

Passionate people

## Student voice & action examples

Student choice & voice

Educating youth on how climate change is affecting us/ going to continue to affect us and what youth can do to combat it

Giving small-scale changes each person can make in their everyday lives

Development of land-based and hands on learning; offer solutions to climate issues

Alignment with outdoor learning

Remaining action focused

Local context for these challenging conversations - making it place based and tangible to youth and their educators

Social media

## Curriculum connections

A strong curriculum that supports the conversation and admin that supports the climate as a lens through which to educate.

Included outcomes in provincial science curriculum

Curriculum outcomes focused on climate change

Easily integrated into multiple curriculum areas

New Curriculum with more flexibility

Engaging teaching methods and activities

## Coordinated Educational Approach

EECD Climate Change Coordinated role

Relationships at EECD

## Funding

Remove the cost barrier of participation in programming

FUNDING

Available funding and support

Access to funding for school initiative

Interest from provincial gov't on climate action

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

## Limited staff and/or professional learning

Limited staff to create programs and resources

Limited Professional Learning days for teachers

Shortages in the region regarding substitute teachers to support Professional Learning initiatives

Lack of Professional Learning days for continuing teacher education

Substitute teacher shortages making Professional Learning days nearly impossible

## Competing Priorities

Competing priorities in the Department.

Teachers are exhausted, and expected to figure out how to change their curriculum on their own without compensation

Restrictions in what can be done

Lack of funding for staff of nonprofits doing amazing work with educators

Continued funding - receiving funding one year at a time hinders the success and quality of programs and offerings

Lacking willingness to act from Higher ups.

## Curriculum Barriers

Involves so many subject areas so it is difficult when you are teaching one area (needs lots of time, but should use time from all areas)

Limited time to cover the curriculum

Current curriculum which does not address climate science across all subject areas as well as lack of resources

Climate information needs to be included in every subject and not only sciences

Lack of current curriculum materials

Too many curriculum outcomes to cover in a year, hard to find time for this in certain content areas (e.g. math)

Need more environment content in university curricula for education students

Climate Change not being taught outside of Science class.

## Finding & navigating relevant information

Climate change terminology / acronyms - so technical topic

Challenge finding equivalent or high quality french resources

Access to info on localized climate impacts

Variation of information and sources of climate education with difficulty to measure success

Information is constantly changing, so it is tough to stay current.

Sensitivity and inequality of climate change topics

## Lack of buy-in from teachers

Climate change not being taught so much in classes

Sometimes other teachers are helpful other times its hard to get them on board

Lack of uptake from high school teachers

Teachers who don't really know what is going on

Limiting climate change discussions to science class instead of having collaborative interdisciplinary approach

## Lack of engagement and lack of strategies to engage students

Working with students that don't really care about the climate change. They will just drag you down

Feeling that you can't get all students to take it seriously

## Systemic & societal barriers

How to promote systematic changes

Climate education being funded by extractive industries advocating for personal small action rather than large societal changes that we really need

Continued reliance on fossil fuels in everyday life.

Red tape

Lack of interest or understanding from students or peers

Inability to think of and design ways to engage younger children (K to 3) with climate science education



# 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 five sectors represented in the Atlantic were:

- Youth/Students
- NGOs
- Teachers/School Boards
- Education Organizations/Academia
- Government

*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:

Encourage others to take action against climate change

- Encourage peers to get involved and take individual/small-scale action
- Take advantage of the school community to work together with others
- Educate our communities on the effects of climate change, and how we can make changes as individuals

## Priority 2:

Ensure climate change education is embedded across the curriculum

- Push for climate change education in schools and within the curriculum
- Intertwine climate change within other courses, not just science
- Focus on climate change anxiety in students because it could affect their perspectives on climate change

## Priority 3:

Educate the next generation on the impact of climate change

- Make climate education fun and exciting to help students want to be more involved
- Focus on changes youth can make locally, in our schools, our families, and our households, rather than big solutions
- Talk about climate change at school and amongst our peers

## Additional Priorities:

- Stop schools from using plastic cutlery

# NGOs: Priority Actions

## Priority 1: Support Teachers



- Encourage Ministries of Education to continue expanding environmental education related outcomes
- Work alongside teachers, providing professional learning opportunities and resources to ensure they feel more confident teaching on climate and environmental topics
- Model the delivery of hands-on engaging programs
- Ensure equitable access to programming

## Priority 2: Build Partnerships and Collaboration



- Collaborate, make connections and share resources to reduce competition and duplication
- Build networks between organizations to strengthen capacity and reach as many people as possible
- Maintain current and accurate content that is connected to place
- Connect teachers and youth with environmental experts and current research/ knowledge
- Empower parents' understanding of climate and climate action

## Priority 3: Support Youth



- Encourage youth action and a solutions based approach
- Bring engaging resources and action projects to the classroom
- Promote more open, empathetic conversations towards differing opinions on climate change
- Learn what youth want to learn and how do they want to learn
- Promote mentoring, info and tools for green careers
- Provide resources, experiences, and funding for climate & environmental learning and action

### Additional Priorities:

- Advocate for more consistent funding and higher wages for ENGOS
- Provide technical and scientific information, tools, approaches and pilot projects that can be understood by the general population

# Teacher/School Board: Priority Actions

## Priority 1:

### Encourage system support



- Encourage Ministries to integrate climate change into all subjects during curriculum renewal
- Encourage school boards/provinces to develop/provide trusted resources for teachers
- Encourage all teachers to target the SDG goals in their classroom and plan cross curricular projects
- Incorporate climate/environment learning into PD sessions for teachers
- Engage parents and families

## Priority 2:

### Engage students



- Make classroom time to talk about the issues
- Listen to students ideas and input
- Encourage students to take small steps in the local community to make a difference
- Encourage students to stay current with news stories and provide time for reading and discussion
- Help students realize that just because we don't understand or see the problem(s) does not mean it doesn't exist (here and/or in another region)

## Priority 3:

### Work with colleagues and local community groups



- Support each other (teacher-teacher)
- Share knowledge and resources with colleagues; coplan lessons
- Engage community members
- Establish educational partnerships with outside agencies and organizations to support in class learning
- Build interest over years to allow students to see the impacts of their actions



# Education Organizations/Academia: Priority Actions

## Priority 1:

Teach climate change as a pan-curricular issue in teacher education



- Integrate climate change into compulsory courses across programming to demo how it is a pan-curricular issue
- Connect the dots between science, social, political health, and action
- Provide supports in making connections between climate change and current curriculum

## Priority 2:

Focus teacher education on solutions, especially collective action (over individual)



- Support learning about how to offer hopeful perspectives to students
- Develop experiential learning materials for teachers
- Help go further than individual responses/actions to climate change

## Priority 3:

Provide training for practicing teachers



- Universities to disseminate knowledge for free on how to integrate climate change into subjects
- Help teachers with curricula development to include CC
- Connect teachers with organizations that can support learning in their classrooms
- Courses that connect climate change and social justice issues

## Additional Priorities:

- Developing university policies that support climate change solutions
- Seeking support and guidance from local Indigenous organizations and knowledge keepers

# Government: Priority Actions

## Priority 1:

### Engage external partners



- Form meaningful relationships with key stakeholders and Indigenous bodies, recognizing their knowledge and resources, to support the delivery of educational programming
- Create materials that bridge the gap between formal and informal learning
- Communicate clearly and effectively with external partners and all levels of education
- Ensure clarity for accessing resources or funding for innovative education
- Provide funding

## Priority 2:

### Include more climate change in curriculum



- Identify interdisciplinary climate entry points into existing curricula
- Integrate climate change into the process of new curriculum renewal process, especially at the K-6 level
- Undertake a scope and sequence/ scorecard of provincial curriculums to compare and encourage improvement
- Develop policies and actions to address mental health/wellbeing due to climate change among youth
- Dedicated Climate Change coordinator within education department
- Develop mechanisms for measuring results of climate change education nationally

## Priority 3:

### Provide educators with professional learning



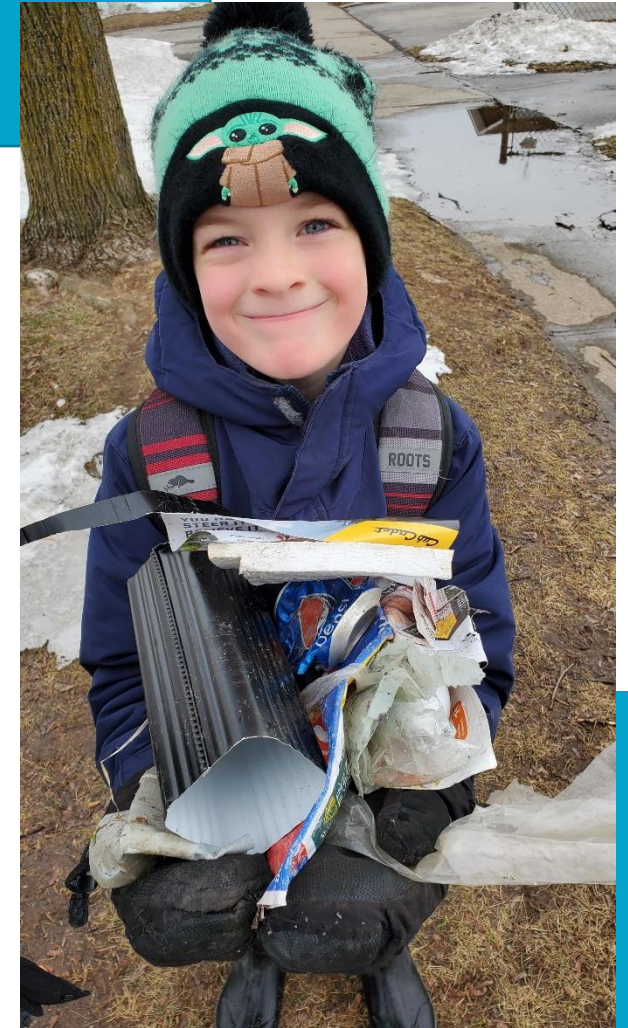
- Provide Ministry and districts-led professional learning to engage educators on climate change
- Create targets for educational staff training
- Develop resources that are aligned with curriculum outcome
- Provide continuous climate change “101” sessions for educators
- Provide climate change Professional learning during mandated PL days

# 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.

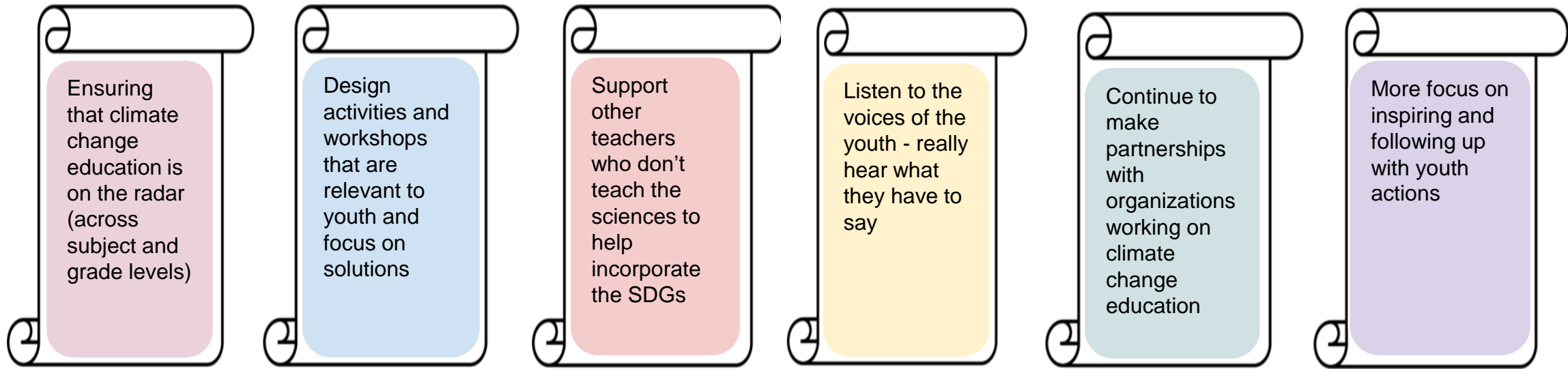
*How can you support these goals?*



## Action Pledges

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

**Some of the actions include:**



Advancing climate change education requires commitment and collaboration from all sectors. Thank you to the Atlantic 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	<b>LSF Resources for Rethinking</b> (database of over 1,700 teacher-reviewed, curriculum-based resources)	<a href="https://lsf-lst.ca/resources/database-resources-for-rethinking/">https://lsf-lst.ca/resources/database-resources-for-rethinking/</a>
2	<b>LSF Classroom Climate Guides “Empowering Learners in a Warming World”</b> (K-2, Gr 3-6; Gr 7-12)	<a href="https://lsf-lst.ca/resources/empowering-learners-in-a-warming-world/">https://lsf-lst.ca/resources/empowering-learners-in-a-warming-world/</a>
3	<b>LSF Green Jobs Videos:</b> Adapting to our Changing Climate (gr. 9-12)	<a href="https://lsf-lst.ca/resources/green-jobs/">https://lsf-lst.ca/resources/green-jobs/</a>
4	YouCAN/TuPEUX Initiative - Youth Climate Action Now - Atlantic Canadian partnership	<a href="https://youcan-tupeux.ca/">https://youcan-tupeux.ca/</a>
5	<b>Clean Foundations Education and Engagement Initiatives</b> - Professional Learning, Workshops and Action Funding	PL - <a href="https://cleanfoundation.ca/education-and-engagement/professional-learning/">https://cleanfoundation.ca/education-and-engagement/professional-learning/</a> Workshops - <a href="https://cleanfoundation.ca/education-and-engagement/youth-programming/">https://cleanfoundation.ca/education-and-engagement/youth-programming/</a> Action Grants - <a href="https://cleanfoundation.ca/education-and-engagement/funding-opportunities/">https://cleanfoundation.ca/education-and-engagement/funding-opportunities/</a>
6	Ecology Action Center Website	<a href="http://www.ecologyaction.ca">www.ecologyaction.ca</a>
7	Discussion Paper on Outdoor Learning (NB) - students learn EVERYTHING better outside, and it is healthier and builds connection to the environment - why would they want to protect something they are not connected to?	<a href="https://nben.ca/en/sea-documents.html?download=5780:giving-our-children-an-experiential-edge-a-discussion-paper-on-outdoor-learning-in-new-brunswick-september-20-2022">https://nben.ca/en/sea-documents.html?download=5780:giving-our-children-an-experiential-edge-a-discussion-paper-on-outdoor-learning-in-new-brunswick-september-20-2022</a>
8	<b>Earth Rangers</b> Eco-Anxiety to Eco-Action Micro-credential	<a href="https://homeroom.earthrangers.com/eco-anxiety-in-children-micro-credential/">https://homeroom.earthrangers.com/eco-anxiety-in-children-micro-credential/</a>
9	<b>Conservation Corps Newfoundland &amp; Labrador</b>	<a href="https://www.ccnl.ca/">https://www.ccnl.ca/</a>
10	<b>Earth Rangers</b> Homeroom	<a href="https://homeroom.earthrangers.com/">https://homeroom.earthrangers.com/</a>

# Climate Change Resources for educators (shared by participants)

	Resource Name	Website link
11	<b>Database of environmental organizations</b> , mentors, and field trips available in NB	<a href="https://db.nben.ca/earthed">https://db.nben.ca/earthed</a>
12	<b>Climate Change Educators Community Hub - resources, calendar, and more</b>	<a href="https://climateeducation.nben.ca/">https://climateeducation.nben.ca/</a>
13	<b>Sustainability Education Alliance:</b> many webinars and resources plus upcoming events in NB	<a href="https://nben.ca/en/groups-in-action/sustainability-education-alliance-of-new-brunswick">https://nben.ca/en/groups-in-action/sustainability-education-alliance-of-new-brunswick</a>
14	<b>Statistics Canada</b> has a lot of interesting infographics relating to climate change and environmental awareness	<a href="https://www144.statcan.gc.ca/sdg-odd/goal-objectif13-eng.htm">https://www144.statcan.gc.ca/sdg-odd/goal-objectif13-eng.htm</a>
15	<b>CoPEH-Canada:</b> Teaching resources for Ecosystem approaches to health	<a href="https://copeh-canada.org/en/teaching-manual.html">https://copeh-canada.org/en/teaching-manual.html</a>
16	<b>GreenLearning Canada Foundation</b> - free resources on energy transition, climate change and green economy for educators	<a href="https://greenlearning.ca/">https://greenlearning.ca/</a>
17	<b>Climate Change Atlas of Canada</b> - (Interactive climate change map of Canada, great for geography teachers)	<a href="ClimateAtlas.ca">ClimateAtlas.ca</a>
18	<b>Project Drawdown</b> (An extensive resource for climate solutions)	<a href="https://drawdown.org">https://drawdown.org</a>
19	<b>Sustainability and Education Policy Network (SEPN)</b> - an international network of researchers and organizations advancing sustainability in education policy and practice (look for their report: <a href="#">Responding to Climate Change: A Primer for K-12 Education</a> )	<a href="https://sepn.ca/">https://sepn.ca/</a>
20	<b>Sustainable Development Goals</b> – Resources/Activities page and information on each of the 17 goals	<a href="https://www.un.org/sustainabledevelopment/student-resources/">https://www.un.org/sustainabledevelopment/student-resources/</a>



For full climate change survey results, visit:

**Canadians' Perspectives on Climate Change & Education**

[www.LSF-LST.ca/research-policy/survey/](http://www.LSF-LST.ca/research-policy/survey/)

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This project was undertaken with the financial  
support of the Government of Canada

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