



Canadians' Perspectives on Climate Change & Education:

Youth Knowledge
Mobilization Session
Post-Session Report

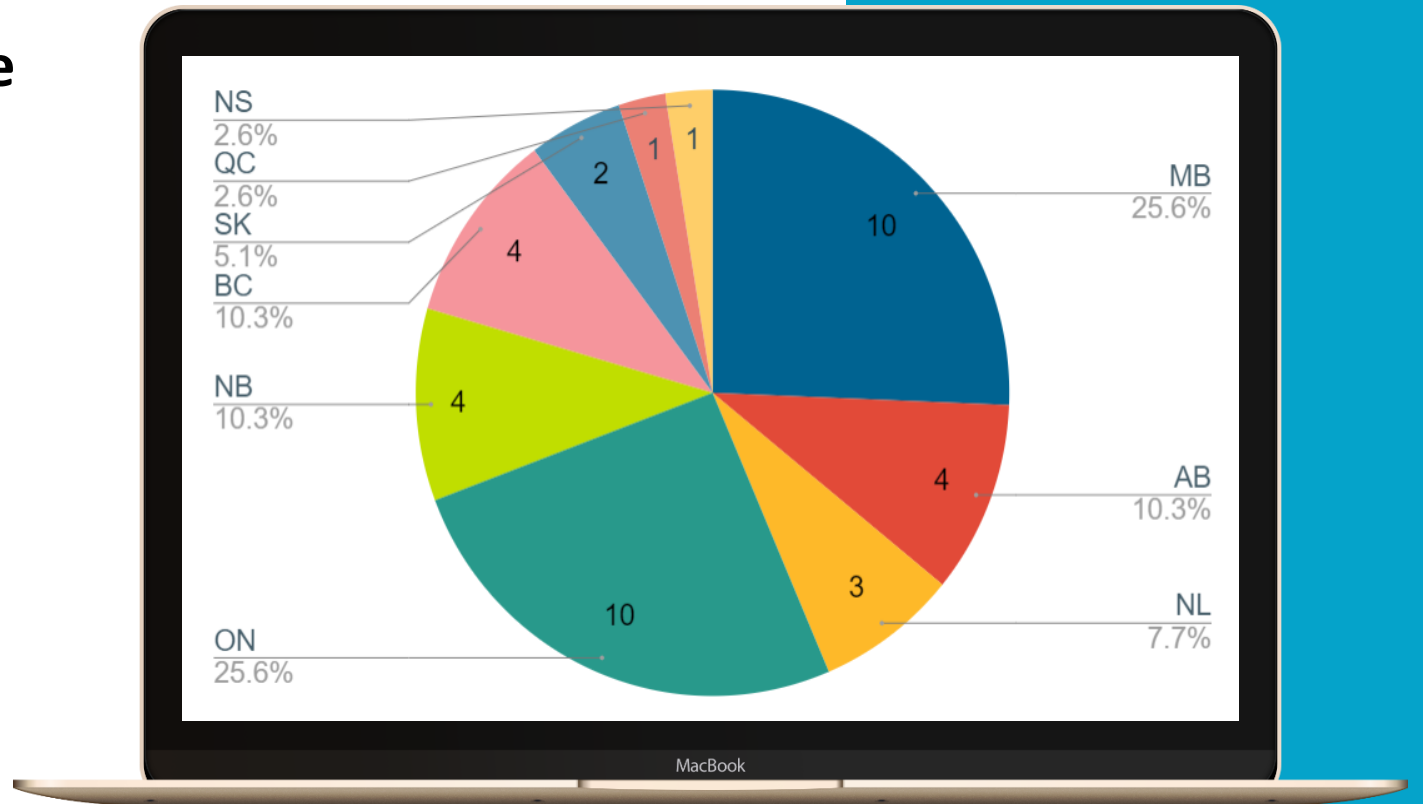


Learning for a
Sustainable Future

LSF

Knowledge Mobilization Session Participants

- Passionate students from **nine provinces across Canada**
- **Grades 9-12**
- Representatives from:
 - Eco clubs
 - Youth groups
 - Environmental teams
 - Student leaders
 - & more!



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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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 Composition

- Contained questions from LSF's original 2019 baseline 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

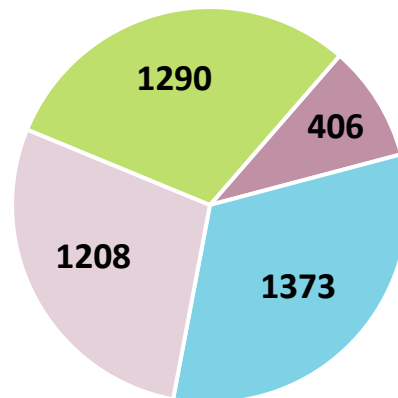
Survey Methods

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.

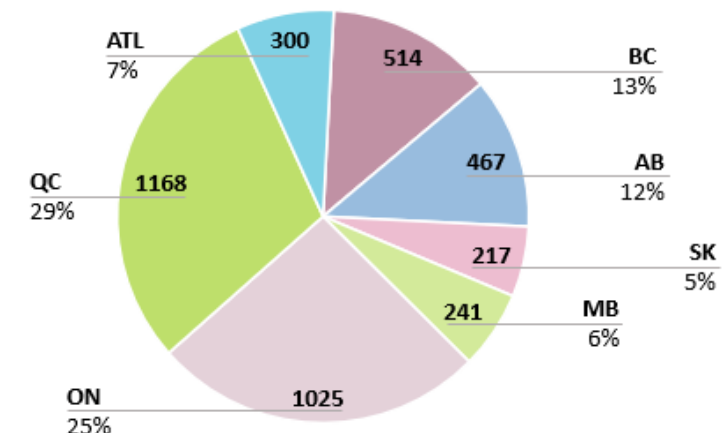
Demographics

National Respondent Groups



■ Educator ■ Parent ■ Student ■ General Public

National Respondents by Province/Region



Overall, the great majority (81%) of Canadians (82% of students) are certain that climate change is happening, and they are concerned:

73% of
Canadians

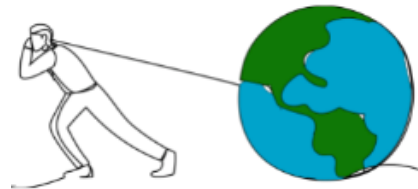
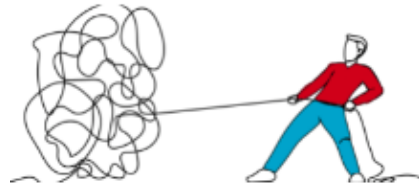
feel that we are
experiencing a
climate emergency

72% of
students

82% of Canadians

feel that people have failed
to care for the planet

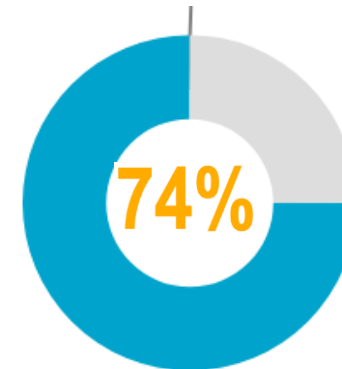
83% of
students



77% of
students

77% of
Canadians
agree that climate
change poses risks
to Canadians

75% of
students



are concerned about the
impacts of climate change

Key Survey Findings

- ▷ Knowledge
- ▷ Impacts
- ▷ Actions

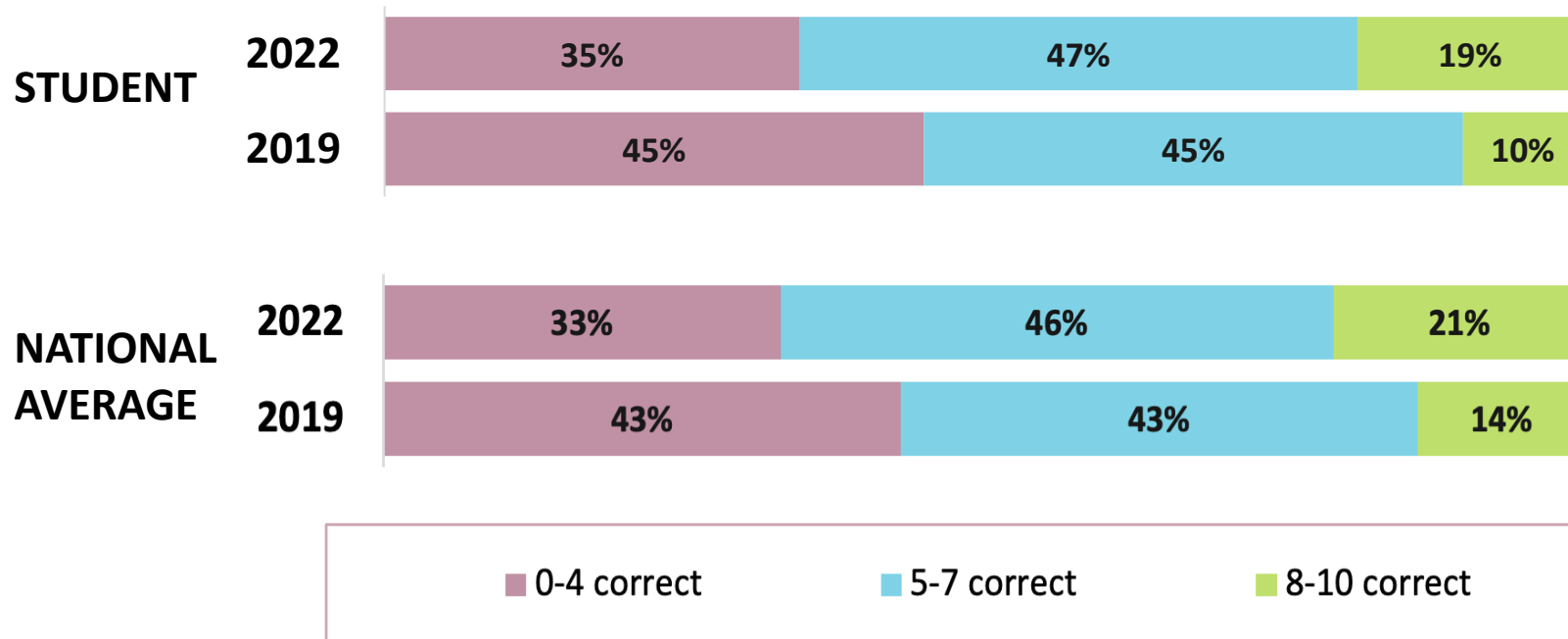


Canadians are becoming more knowledgeable about climate change

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

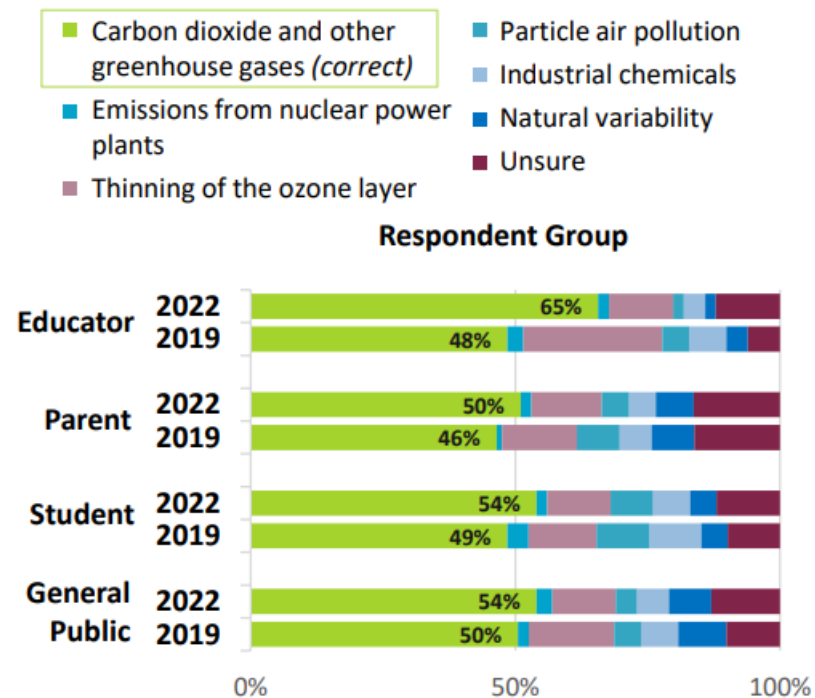
66% of students passed in 2022 vs **55%** in 2019

Total Correct Knowledge Questions 2022 vs 2019



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.



While **students** (and all other respondent groups) 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.

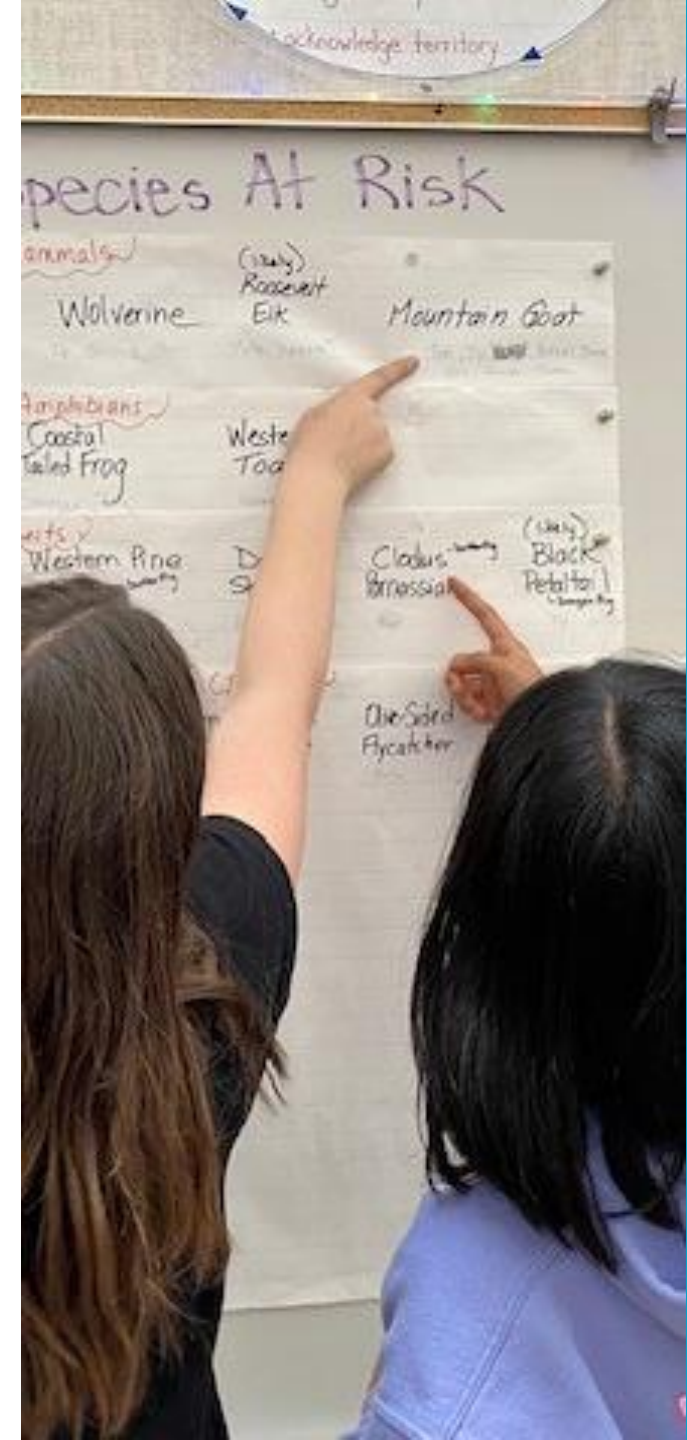
21% But less than one quarter correctly answered 8-10 quiz questions.

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

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

Trusted Sources

Most Canadians (**68%**) (**69% of students**), trust information given by scientists and academics, compared to government sources (**23%**) (**21% of students**).



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

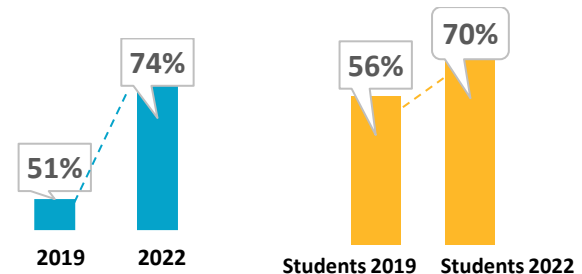
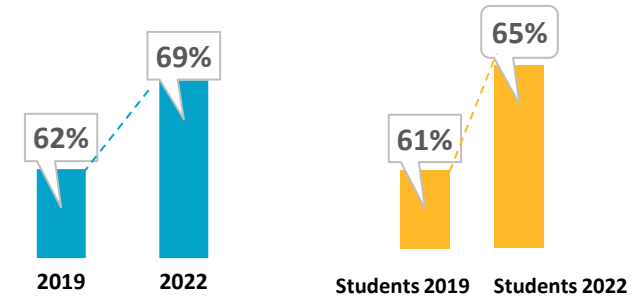
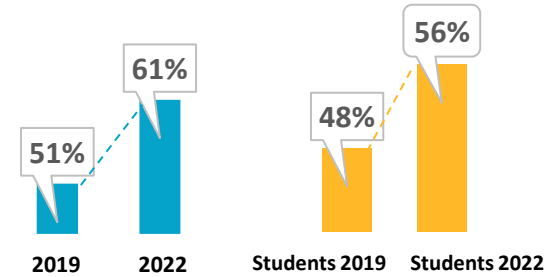
28% in 2022

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

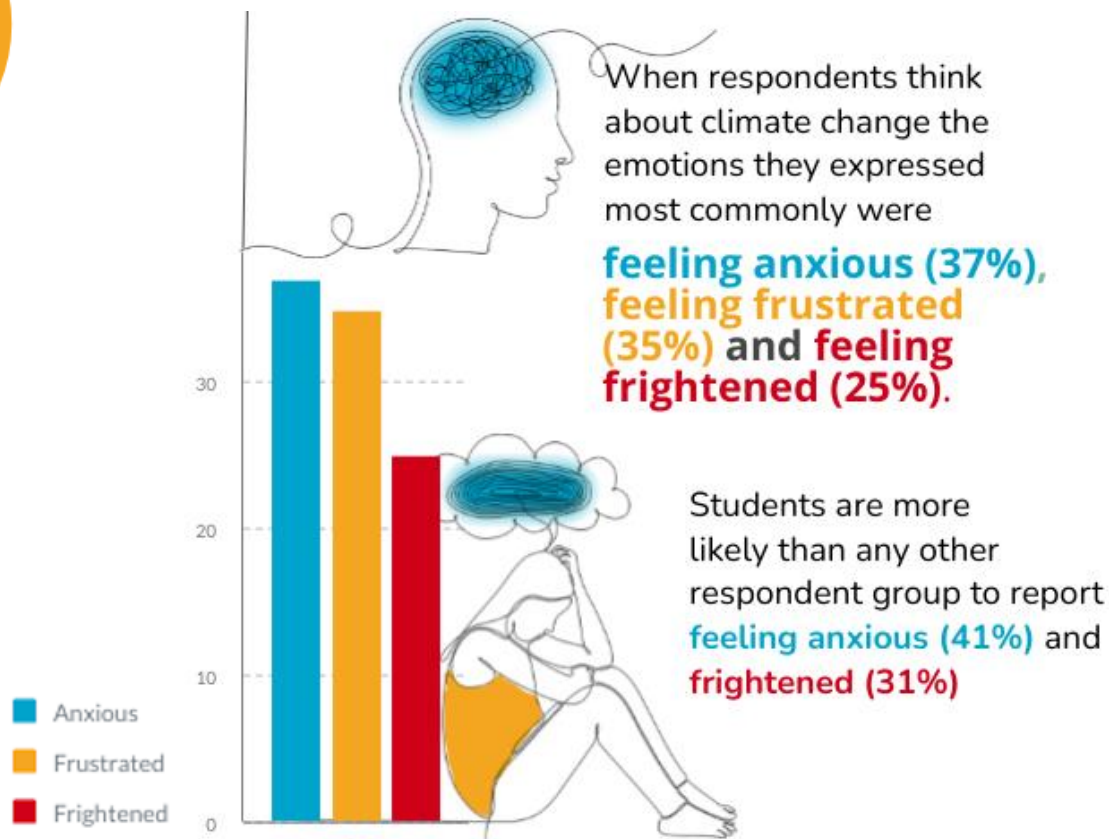
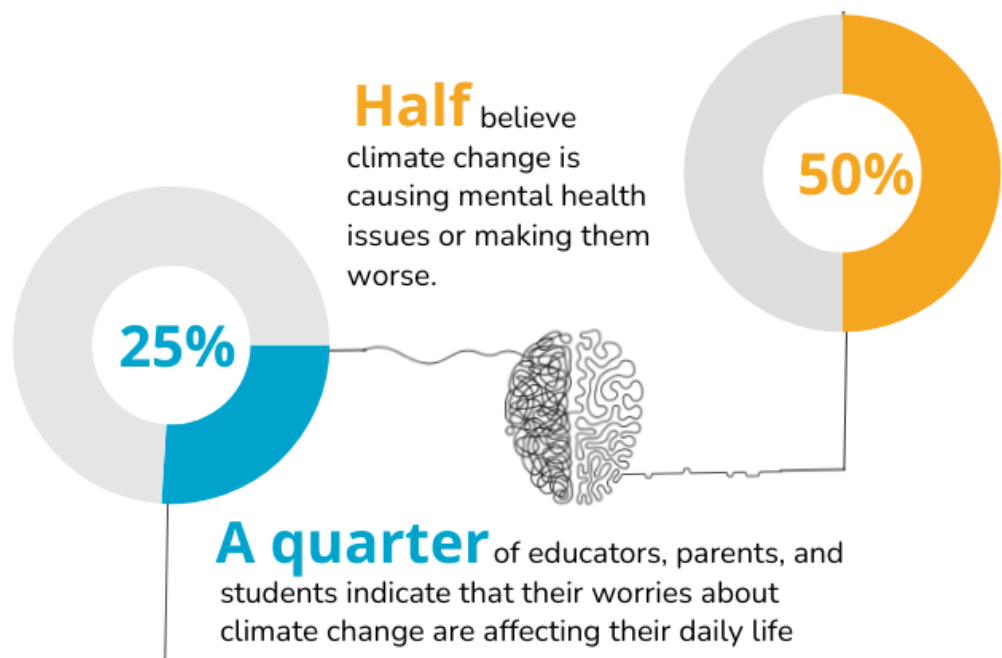
Canadians' awareness of the significant impacts of climate change on Canada is growing

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

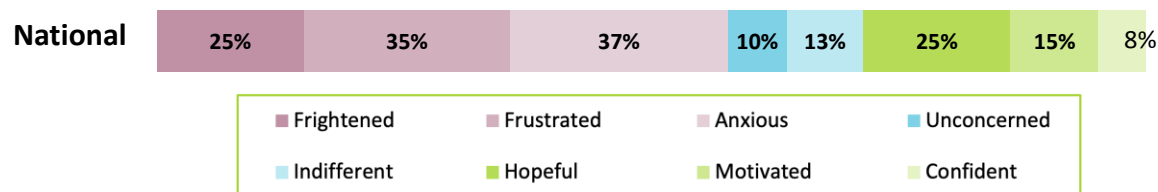


Canadians feel that climate change is impacting mental health and well-being

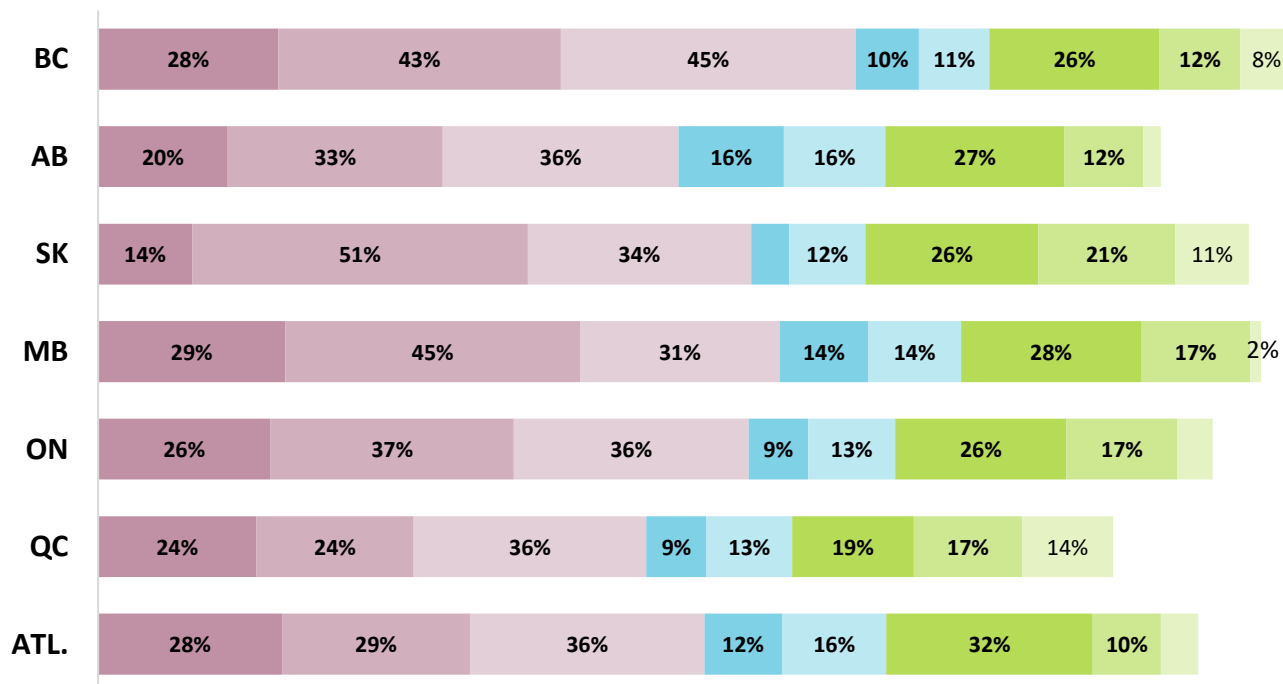


Canadians feel that climate change is impacting mental health and well-being

Feelings on Climate Change - Nationally



Feelings on Climate Change – Province/Region



- Anxiety (37%) was the top response, followed by feeling frustrated (35%)
- One-quarter of all respondents are feeling hopeful (25%)
- Few respondents are feeling confident (8%) or unconcerned (10%)
- SK respondents were most likely to feel frustrated (51%)
- Residents in BC had the highest combined negative feelings while those in AB and QC had the lowest.
- QC (14%) respondents were significantly more likely to feel confident.

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



41%

Talked with someone about climate change

72% of Canadians, and **68%** of students would change “some” or “a lot” in their life (at school, work or home) to help reduce the effects of climate change.



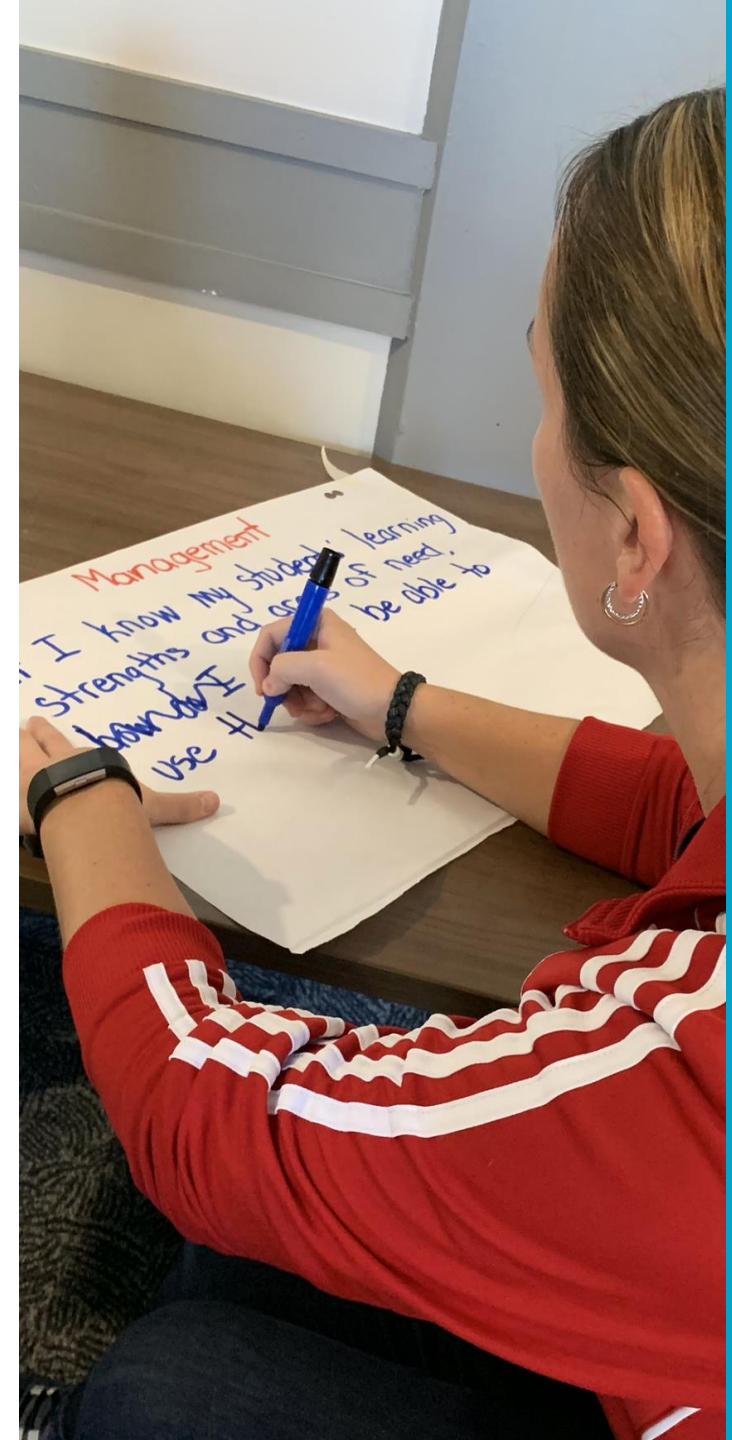
Canadians overwhelmingly believe government is not doing enough

78% of Canadians nationally, and 77% of students, indicated that, while personal actions are important, systemic change is needed to address climate change.

Only 17% agree nationally, and even fewer students (14%), that the government is doing a good job in their actions to address climate change.

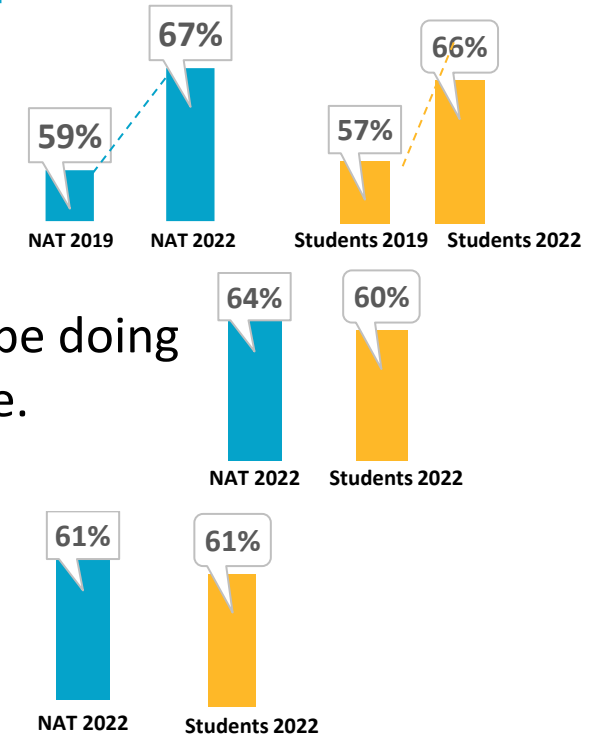
Key Survey Findings *continued*

- ▶ **Perspectives on Climate Change Education**
 - From the viewpoint of Canadians
 - From the viewpoint of educators



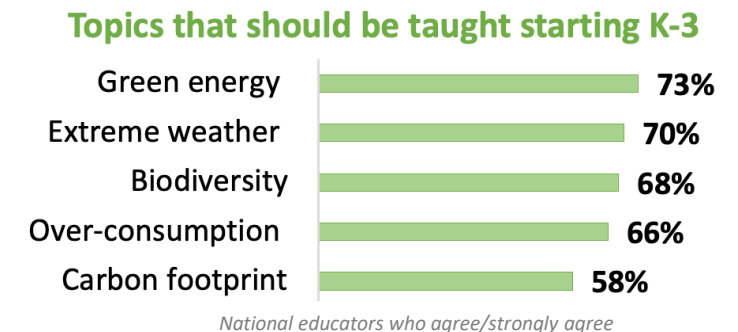
Climate change education must be prioritized

- 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%; **students 16%**) felt that climate change was too complex to be taught in the younger grades.

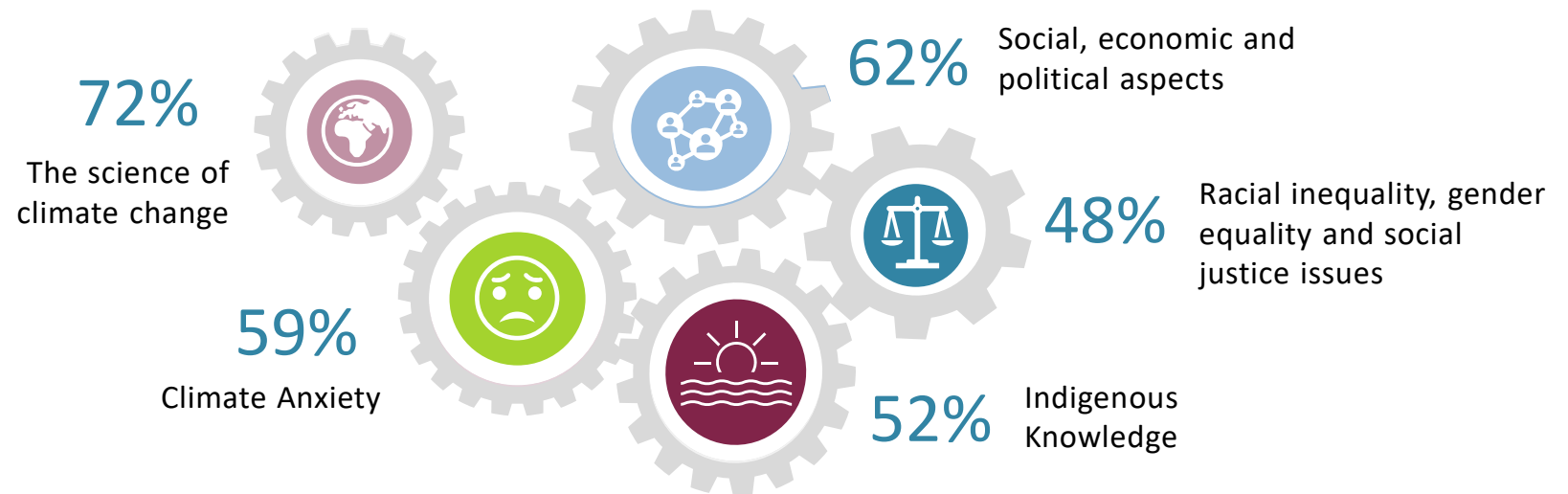


Climate change education must address numerous, diverse topics

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



Canadians feel that climate change education should address:



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:

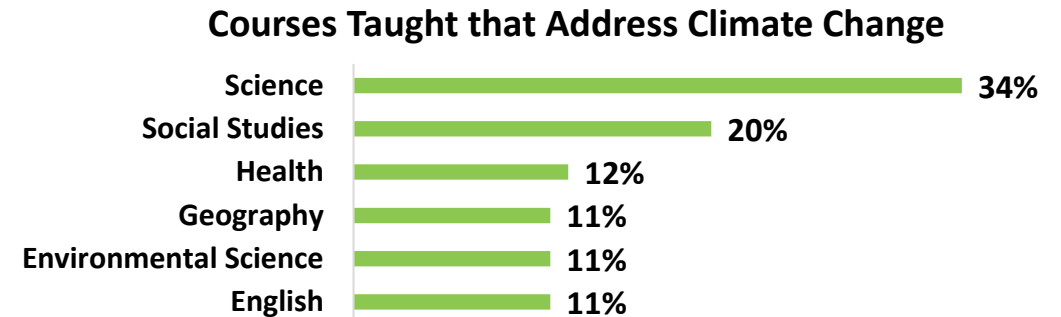
- 1 Offer solutions to the problem
- 2 Explain scientific evidence
- 3 Empower individuals so they can make a difference
- 4 Highlight consequences of actions
- 5 More education in order to increase awareness

Teachers and climate change education

Climate change is not being taught

35% Over one-third of educators **do not report covering climate change in their classes**

When it is, it's mostly limited to science class



Why is that?

Teachers feel unprepared and stressed for time

32% → 34%
2019 2022 Only one-third of educators feel that they have the **knowledge and skills** needed to teach climate change.

39% → 50%
2019 2022 More teachers feel they don't have sufficient **time within the course /grade** to teach climate change.

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

- ▶ Pandemic Influences
- ▶ Youth Empowerment



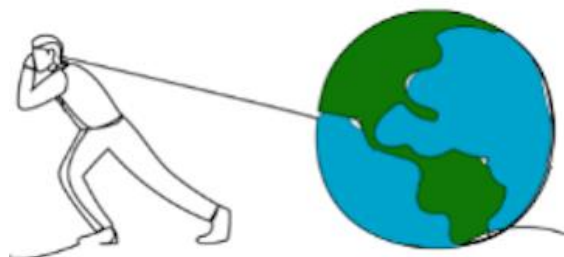
How have Canadians' views on climate change changed due to the pandemic?



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

57% of students

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



66% of students

68% of Canadians agree the pandemic has helped them to recognize the importance of science to provide society with essential facts & evidence-based knowledge.



72% of students

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



Canadians are inspired by youth

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

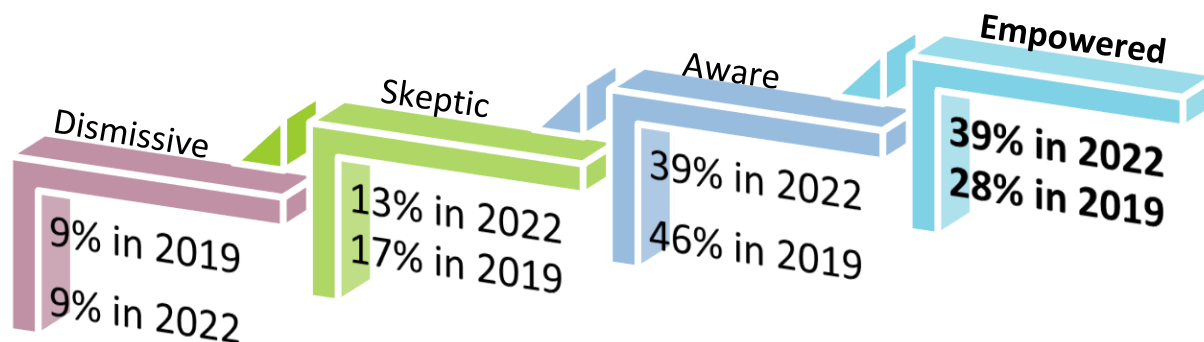
Not surprisingly, educators (**76%**) feel the most strongly about the inspiration provided by youth.

"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 Youth who joined LSF on April 19, 2023 for a Virtual Knowledge Mobilization Session. Participants who attended the session represented a variety of provinces and grades (9-12) from across Canada.

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 youth who participated in the April 19 Knowledge Mobilization Session and do not necessarily reflect the views of LSF.



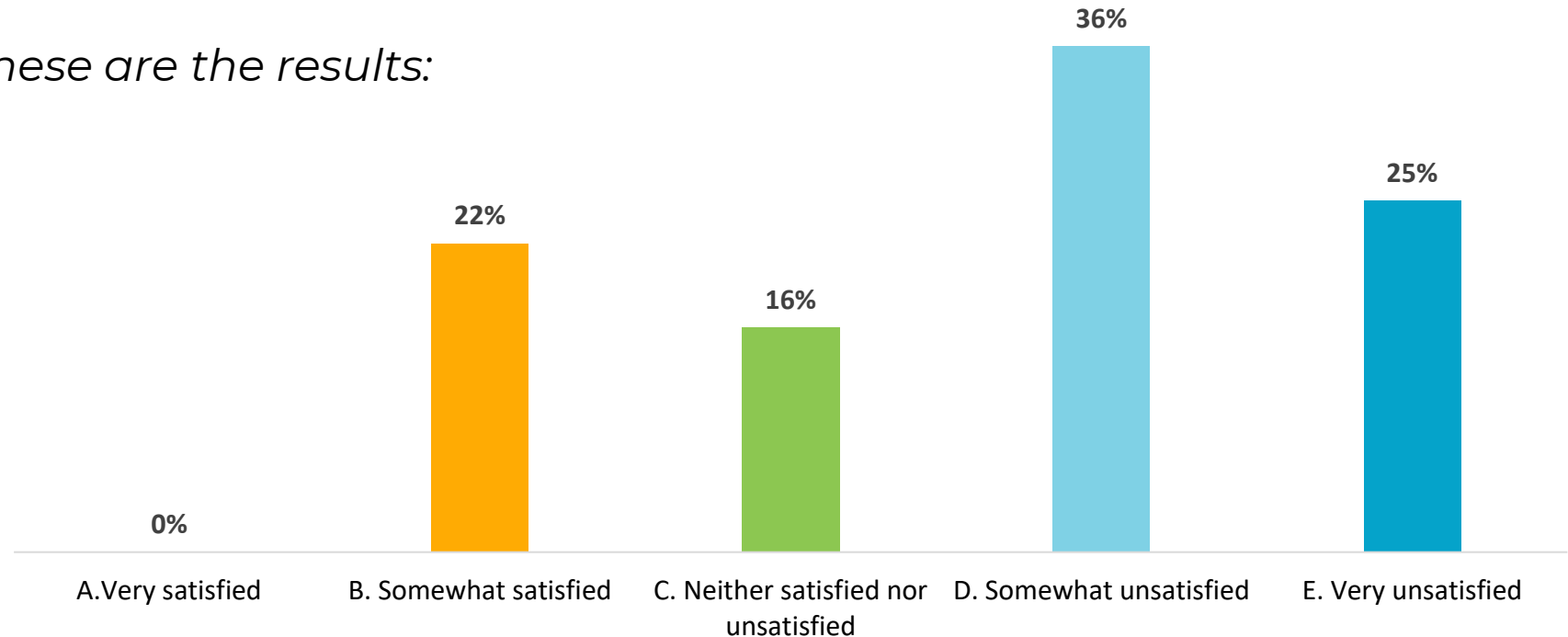
Participant Contribution Summary

1. Poll Results
2. Current Reality
3. Action Planning
4. Reflection

POLL: SATISFACTION WITH CLIMATE EDUCATION AT SCHOOL

During the April 19th virtual knowledge mobilization session, we asked the question: *How satisfied are you with the climate change education you receive at school?*

These are the results:



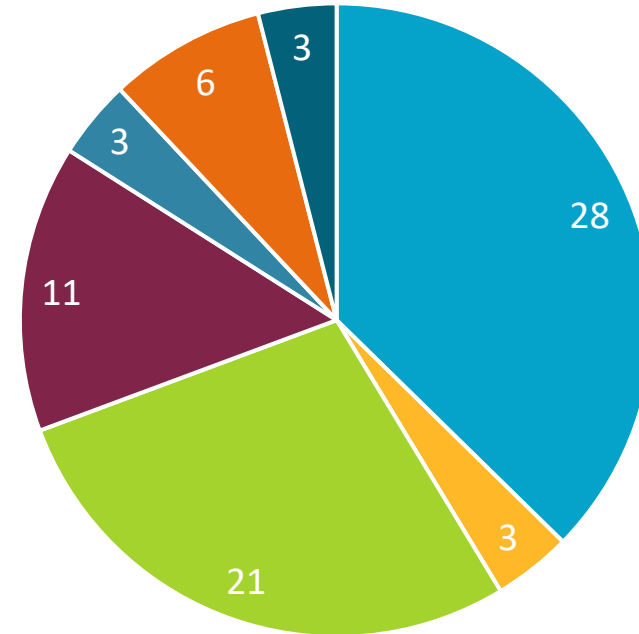
61% of the 32 students **are unsatisfied with the climate change education they receive at school**, and **0%** reported being very satisfied.

POLL: CLIMATE EDUCATION IN SCHOOLING CAREER SO FAR

During the April 19th session, we posed the following question to youth:

Throughout your K-12 schooling, have you received instruction on any of the following in class? Select all that apply.

Students selected from the following list, the topics that they have received instruction on so far in their schooling career.



- The science of climate change
- I have not received instruction on any of the above topics
- Solutions to climate change
- Social, economic & political elements of climate change
- Strategies to cope with emotions that arise about climate change
- Ethics and social justice aspects within climate change
- Indigenous traditional knowledge about climate change

CURRENT REALITY: TAKING ACTION ON CLIMATE CHANGE

In order to get a better picture of the current reality for youth taking action on climate change, participants of the Knowledge Mobilization session responded to the following question:

What do you feel is **helping** or **hindering** you in your efforts to take action on climate change?

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



THEMES on what is **HELPING** you in your efforts to address climate change. *(Results of the group brainstorm)*

Teacher & classroom investment

Teachers that care about the topic.

Projects vs test & memorization to learn about climate change.

More opportunities in school, like student action group and people with the same values and education on this topic.

Teachers and peers at school who share the same values about the environment.

Having support from teachers and students who are interested in helping to address this problem and will support if I take the lead in initiating change.

Having adults take action and share issues about climate change.

I have learned more about climate change over my high school years so far and I have become more empowered to make a difference.

Taking classes that are related to climate and the environment to widen my knowledge and help me gain new ideas.

Older adult activists have been very helpful in helping me take action my school's eco club, specifically my head teachers have been helpful outside organizations as well.

Public awareness & research

Learning more from environmental groups and the internet and being able to educate my school community on these topics through different activities.

Supported research about what individuals can do to reduce their carbon footprint.

Watching the news and being aware that it is happening.

The smoky & polluted skies of certain parts of the world (e.g., China) to the issue.

The fact that the world as we know it will end in a matter of years if we don't take care of the planet.

UN's report from early 2022 saying that there are 8-10 yrs to stop the climate crisis. Doing service projects and volunteering to help

Environmental clubs & school-initiated activities

Being part of a group that is invested in helping the school become more aware of climate change, being with other people reaching for the same goal motivate me to spread the message.

More opportunities in school, like student action group and people with the same values and education on this topic

I was able to be a part of my school's environmental group and make a difference.

My school has a climate club where we engage in addressing climate change not just as a school, but as a whole community.

I was able to be a part of my school's environmental group and make a difference.

Support from fellow club members at school.

People at school who share the same views. Assemblies in school.

Groups and clubs that are directed to help climate change.

Community opportunities/ supportive adults

I am able to interview/participate with people who advocate climate change/alternative and renewable resources.

Joining organizations to help w/ action like Fridays For Future or AYLEE.

Adults or other students who make it accessible to join things like this meetings. I often don't know how to help without being given opportunities,

Climate activist are a big thing that is helping me understand.

Youth groups because you get to be around people who share the same values as you.

Discussing with higher education faculty members and starting student led grassroots initiatives to spread awareness about the complex interconnectedness between climate change and other problems such as the climate apartheid or the implications of climate change on agriculture

Guidance and support from fellow activists in the community.

Lots of different funding opportunities for youth projects are now available

Connecting with outdoors/hope

Keeping hope, hearing all of the scary facts of our future is stressful. But having hope that our generation will persevere keeps me going.

Spending time outdoors helps me understand what were protecting.

Seeing how beautiful the world is, then researching and understanding the effects our lifestyles have on it.

Social media/information sharing

More awareness, due to the increase in popularity of social media platforms.

Increase in popularity of social media platforms has led to more people to know and learn about climate change in the way they can understand :)

Student council, social media and other resources that allow me to spread my voice without having to feel afraid.

The shift to online meetings and methods of information sharing have also made activism more accessible for me.

More information about climate change being shared on social media.

THEMES on what is **HINDERING** you in your efforts to address climate change. *(Results of the group brainstorm)*

Age bias/ feeling powerless

Still not an adult yet, so I also don't see having a lot of power.

Lack of power because I am a child.

Being viewed as less knowledgeable than an adult

Youth voices tend to be ignored

Some people don't take youth seriously and don't think they have as much power as they do

At my age it is hard to make a big difference so it's really the small changes that can.

Not being taken seriously and feeling like your voice is not worth that time adult thinking we are naive

No one listening to us when we say we don't want to live in a system that will hinder our future.

Apathy/burnout

Going to school where people do not see the climate crisis the same way I do.

The lack of engagement from others (youth and adults) people would rather ignore the problem then deal with the emotions that come up when facing the climate crisis

Working with groups of people that are just burnt out from everything and very self-centered.

Some students participate in climate action activities for a day but then forget about it the next day

The lack of people that support the movement

Apathy among students/youth

Not knowing where to start.

Lack of resources/ opportunities

Lack of funding also prevents any real action in the community.

Not enough time to discuss these problems in school, lack of long-term engagement from community

Lack of authoritative support and enabling access to certain resources like peaceful ways to protest an action we don't feel is right.

Lack of opportunities/ not accessible.

Lack of funds, help and resources

Not having any climate or environmental groups at my school.

Lack of resources. There are little resources available to students in addressing climate change.

Lack of climate education in schools, and not having any climate related class options to take.

Political association/ systemic barriers

Complicated policy and "red tape" barriers.

Political identities being attached to climate justice

School administration, lack of organization between the youth, politics, and capitalism.

The feeling of being trapped in a system that we have no escape from.

Many state officials only taking notice of adults rather than minors on their opinions about climate change.

Lack of response/ involvement from my MPP

School administration and district policies are against climate change initiatives

Personal barriers

Lots of change in routine that I don't like (e.g., I eat lots of meat, including beef, as I like it, but beef is particularly non-environmentally friendly)

My own busy schedule (mainly school, but also have health issues that hinder my ability to do things).

Lack of knowledge/ willingness to learn

Lack of knowledge/ different levels of understanding among peers: difficult to have meaningful conversations.

Where I live. I live in a rural conservative area.

Lack of knowledge from science courses.

My school nor my community is very environmental or eco friendly forward.

The amount of people who don't realize the effects of climate change

Thinking that technology will change our position

Lack of awareness with teachers, students, and parents. Even with your efforts to talk about issues related to climate change, students say they don't care or that its an exaggeration.

Consumerism

The fact that big organizations only care about money.

The lack of eco-friendly consumerism.

Many things that are more climate friendly are too expensive. There are lots of things that I can't change in my life

Feelings of hopelessness

Feeling hopeless because of all the harm that big corporations are doing.

Lack of support and feeling lost.

Feeling alone in my efforts, not having enough support, feeling depressed from environmental stress factors.

The thought of whether the little things I do make a difference



ACTION PLANNING

Participants were divided into breakout rooms to collaborate on the following question: **What do students and youth advocates need others to do to support them?**

Youth were encouraged to think about this question specifically in terms of three groups of people:

- **Classmates and fellow youth**
- **Teachers and schools**
- **Adults and decision makers**

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



What do you need **classmates and fellow youth** to do to support you to take climate action?

The following slides provide a summary of the priority actions and supporting ideas that 6 groups of youth attending the Knowledge Mobilization Session brainstormed to answer the question: *what do you need classmates and fellow youth to do to support you to take climate action?*

“Making climate action more accessible and reducing the narrative that it’s “radical” can help students who would have otherwise avoided it, join the cause”

“Supporting and participating in sustainable measures at school. Amplify student voices in the community.”

“Be willing to listen to ideas and have critical conversations about what we as youth can do.”

What do you need classmates and fellow youth to do to support you to take climate action?

Priority 1:

Listen to each other's ideas, come together, create a unified group for support. *We shouldn't be putting our peers down because they are taking action (we shouldn't feel fearful).*

- Be open minded and listen and learn from your peers rather than turning down ideas.
- Create and join student groups to spread awareness, create more climate initiatives within schools, and take these issues more seriously.
- Be willing to make sacrifices and recognize this is an issue that needs priority and stop attaching political identities to this issue.
- Support people who are trying to make change. Don't give in to fear.
- Pay attention and care about the climate crisis for more than just a few moments.
- Withhold judgement and bullying against those with strong opinions about the climate crisis. We are doing the best we can to make a difference.

Priority 2:

Take the small actions that may be slightly harder/ less convenient (not using plastic cutlery). Powerful if done by many.

- Help students understand that climate change IS a problem THAT HARMS THE PLANET & tell them about solutions to it.
- Need others to understand that climate change is real.
- Get other youth to be less concerned with themselves and more aware that they need to do their part.
- Need others to have concern about it and want to take action.
- Understand that this is an issue for now and that we need proper education in order to tackle this crisis in time.

Priority 3:

Encourage a shift in mindset when discussing climate change - shift to be more open-minded.

- This will allow students and other youth to learn new things about climate change
- Engagement
- Have a non-judgmental group of people who are willing to give it the same effort and hard work as everyone else
- Be willing to make an effort regarding climate crisis/ education.
- Peers being interested and not judging you for taking action

What do you need classmates and fellow youth to do to support you to take climate action?

Priority 4:

Be open to learning, willing to listen, engage with the issue. Youth should be role models to others (ripple effect)

- Learn more about climate change and take an action. e.g., using reusable water bottles, bags, alternate transportation etc.
- Be a good role model for the future generations.
- Participate, be open to discussions about climate change.
- Support activities and presentations and try to have an impact in the school.
- Get better educated and be less judgmental of people for caring for the planet.
- Listen to ideas and have critical conversations.
- Encourage people to take action.
- Educate more on climate change and what we as youth can do and how we can make a difference.

Priority 5:

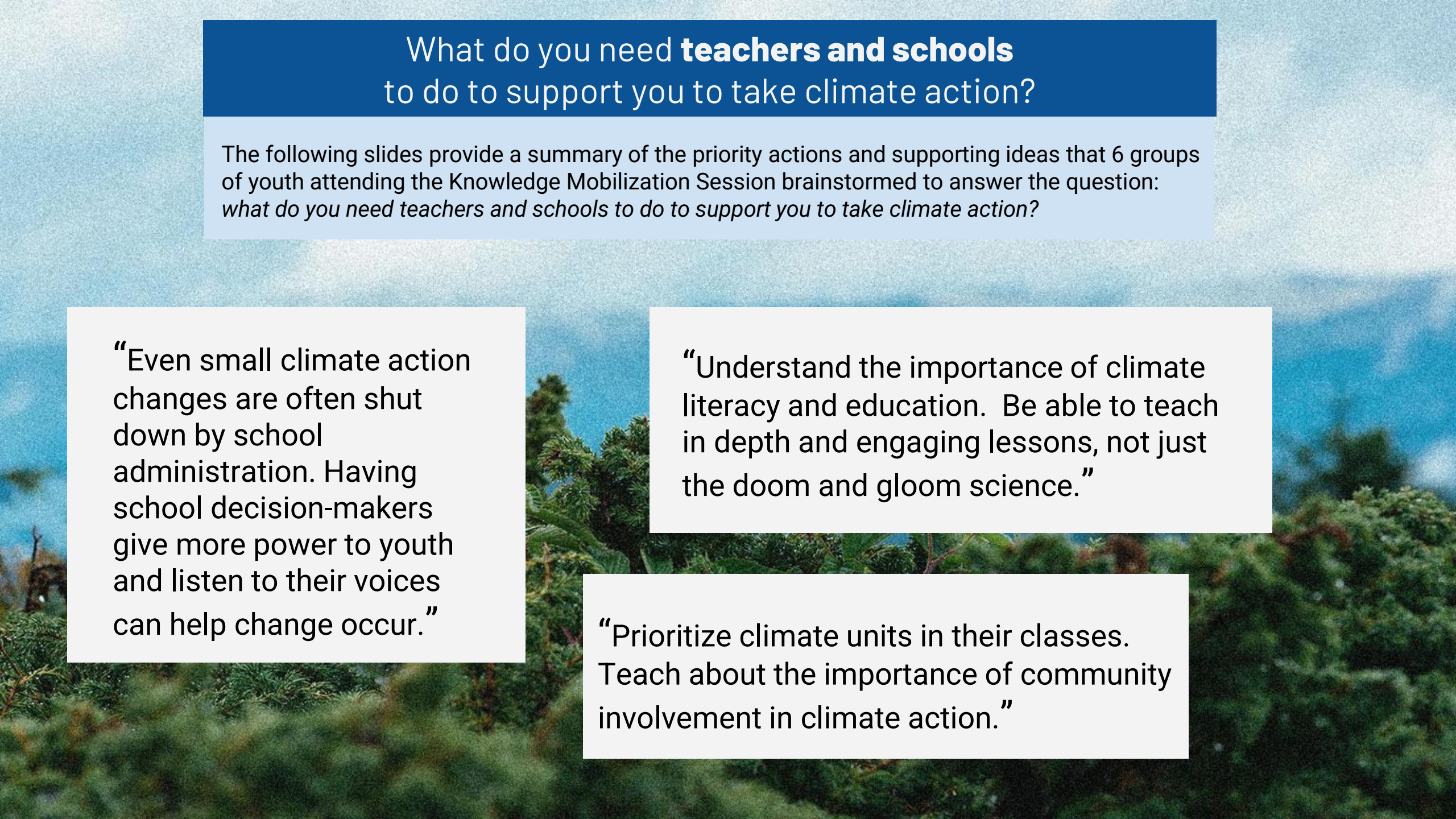
Uplift, support & participate in the actions that are happening at your school, encourage students to take a more active rather than passive approach

- Support and participate in sustainable measures at school, amplify student voices in the community
- Often, advocating about climate change is seen as excessive or intimidating. Make climate action more accessible and reduce the narrative that it's "radical" can help students who would have otherwise avoided it, join the cause
- Classmates should be engaged all year vs. just when we host certain activities.
- Have a positive and almost realistic approach and attitude towards climate change. Often youth and teens like us neglect this topic and just consider it a random issue of the world.

Priority 6:

Create a safe space where youth can engage (e.g., reach out to teachers, engage in school and community activities, encourage each other to take action)

- Take more interest in climate action, be willing to change their lifestyles.
- We need more support and less judgement when we support something like climate change.
- Engagement from fellow classmates all year, as well as communication to teachers and decision makers.
- Help with environmental initiatives. Even if it is something small!!
- Take action by doing small things such as recycling, picking up trash, and going green.
- A safe space where I am not judged for being too "radical".



What do you need **teachers and schools** to do to support you to take climate action?

The following slides provide a summary of the priority actions and supporting ideas that 6 groups of youth attending the Knowledge Mobilization Session brainstormed to answer the question: *what do you need teachers and schools to do to support you to take climate action?*

“Even small climate action changes are often shut down by school administration. Having school decision-makers give more power to youth and listen to their voices can help change occur.”

“Understand the importance of climate literacy and education. Be able to teach in depth and engaging lessons, not just the doom and gloom science.”

“Prioritize climate units in their classes. Teach about the importance of community involvement in climate action.”

What do you need **teachers and school boards** to do to support you to take climate action?

Priority 1:

Educate themselves enough to teach the students, (ensure they have the resources).
Disconnect climate action from politics so we can teach it in greater detail in school

- Value our opinions and take them seriously. Listen to our thoughts without judgement.
- Stop being afraid of what they will be labelled for helping students (rebel against the system).
- Support students who want to start and run clubs and eco projects.
- Take the time to educate themselves enough to teach us about the current climate issues.
- Help educate children and support them when they try to make change.
- Teach about climate change even in classes that aren't directly related to climate. (Many schools especially in rural areas don't have access to these types of classes).
- Not acceptable to have teachers who are climate deniers (to be in a position of power and to preach this agenda).
- Disconnect climate from politics.

Priority 2:

Administration needs to follow through with what is being taught and prioritize sustainable practices (E.g. garbage company hired does not properly recycle/ compost even if it's done within the school).

- Take some of the burden! Letting climate action not only fall on students but on adults too - especially when it comes to green policy within schools/corporations.
- Ways for them to collaborate with others to improve climate action (e.g., making the schools more environmentally-friendly with solar power).
- Teachers and schools need to be supportive of young climate leaders and give them the opportunity to shine. School life can get hectic, but teachers need to be there for students, and a pillar of strength to rely on.
- Educate in a way that empowers youth instead of scaring them. Showcase the cause, consequence, and preventive and reparative actions we can take.

Priority 3:

Ensure messaging of climate change is consistent across national curriculum to eliminate discrepancies.
Make sure that all students have a basic understanding of the science and social impacts of climate change.

- Invite experts to visit schools to communicate the climate change science.
- More teacher training!
- Understand the importance of climate literacy and education, be able to teach in depth and engaging lessons about not just the doom and gloom science. E.g., what can be done, what is being done, how to make our voices heard, etc.
- Stress the importance of acting and create opportunities to do so.
- Stop phrasing things to be agreeable - e.g., "some scientists believe".
- Incorporate eco-friendly but also affordable supplies for school (stopping the waste).
- Consistent and comprehensive climate education. no mixed messages. support for student-led action, particularly climate strikes.

What do you need **teachers and school boards** to do to support you to take climate action?

Priority 4:

More time dedicated to climate change in all classes and start education younger. Support of action projects students want to pursue.

- Educating the students about the realistic effects of climate change and how they can help eliminate it.
- All my teachers are enthusiastic about climate change education and should just keep doing what they're doing.
- Some lessons can be repetitive and very bleak, it would be great to make them more hopeful and relevant.
- Teach about climate change in more subjects.
- Schools having more opportunities to act (e.g., school garden).
- Be motivated to lead discussions about climate change, make it relevant to the curriculum.
- Have a period dedicated to be actively involved in climate action (E.g., lessons on the subject, Socratic seminars, trips to help in community events).

Priority 5:

Including climate change in classrooms and exemplifying and being a role model as well

- Access to resources, such as funding and educational materials.
- Teachers and schools should be teaching ways to counteract the impact of climate change—not just the science behind it.
- Share actions we can take to help the environment, not only the facts. Create opportunities for students to learn.
- Teachers can perhaps teach more about climate change instead of doing a week worth of knowledge and allow us to share that knowledge with other classes or lower grades.
- Implementing even small climate action changes are often shut down by school administration. Having school decision makers give more power to youth and listen to their voices can help change occur.

Priority 6:

Teachers need to spread awareness and educate the youth about climate change. Schools also need to prioritize teaching the importance of climate action.

- Support clubs, classes, students and youth.
- More overall awareness and opportunities brought by adults (e.g., guidance counselor volunteer opportunities, clubs or news).
- Prioritize climate units in their classes.
- Teach about the importance of community involvement in climate action.
- More awareness and education about the effects about climate change.



What do you need **adults and decision makers** to do to support you to take climate action?

The following slides provide a summary of the priority actions and supporting ideas that 6 groups of youth attending the Knowledge Mobilization Session brainstormed to answer the question: *what do you need adults and decision makers to do to support you to take climate action?*

“The most effective ways to dampen the impacts of climate change is through the support of powerful institutions.”

“We need your positive support. We are the people of tomorrow and we need decisions made in our favour.”

“Include climate classes and support smaller and more sustainable businesses and resources.”

What do you need **adults and decision makers** to do to support you to take climate action?

Priority 1:

Be willing to be uncomfortable. Realize that youth are taking action because they never could, so take accountability and realize the impact that they have.

- Realize some things will make them uncomfortable / require sacrifices.
- Listen to us (youth)!
- Be open minded when listening to kids rather than already thinking our ideas are childish.
- Realize that they are the reason of this outcome: kids are mad at adults so now they need to work with us.
- Understand that while we need to all do our part, large organizations taking action will be much more beneficial on a larger scale.
- Hear the perspectives of youth and respect them.
- Not focus on the money that can be made by the things that they are doing, they have to consider how their choices will affect others and the world.

Priority 2:

Change the curriculum and incorporate more climate change content within different subjects. Nations coming together to work on this issue.

- Large amounts of funding allocated to this rather than other less crucial areas such as space research.
- Accurate findings and action reports being made available to the public.
- Laws prohibiting certain elements that make the environment worse (e.g., lower amount of water by measuring how much is being used a day in an app that's readily available, higher prices of foods harmful to the environment).
- Government and decision makers need to start thinking long-term. Long term means prioritizing the health of our climate long term and not just short-term profits or the next election cycle.
- Clear, accessible resources on how to take action, statistics etc.
- Policies that force people to do the right thing rather than just encouraging it.

Priority 3:

Take more time to listen to youth and incorporate their ideas to avoid "youth-washing." Enable youths to take part in decision-making.

- Eco-friendly packaging and products.
- Listen to what youth have to say and implement our suggestions (No youth washing).
- Include climate education in school curriculums so teachers can find that time to teach their students about this topic.
- Keep a positive mindset regarding the potential for youth contributions. Facilitate youth involvement in decision-making and initiatives (i.e.: not scheduling things during school hours).
- Implement composting systems in different provinces that don't have access to it.
- Be mentally supportive and motivating.
- Be someone they can talk to.

What do you need **adults and decision makers** to do to support you to take climate action?

Priority 4:

Parents: Push family to create eco-friendly habits in household. **Businesses:** Reduce carbon footprint, reduce utilization of fossil fuels, embrace renewable energy, such as solar panels, geothermal, hydropower, wind

- Government: provide more awareness about climate change in the local area, make recycling bins and compost bins more accessible to the general public.
- Community: Engage in collective action as a community so that the government sees the urgency in people.
- Lots of adults aren't educated on climate change as much as youth so they don't think it's a big issue.
- The Government should emphasize the significance on climate change and lead the adults to try reducing their carbon footprint.
- Adults should start paying attention to the world around them, take action, as well as educating their kids.
- Do more within your means!
- Businesses lack of action and detrimental actions makes me lose a lot of hope because if they don't change, we are screwed.

Priority 5:

School administration and other power structures including governments need to support (financially and otherwise) tangible climate initiatives. Climate change is just as important as mental health

- Politicians should advocate for policies and laws that support sustainability.
- Parents should encourage talk about climate change and talk to their children about climate change and its impact as it can inspire and motivate them.
- Listen and empower all voices.
- Make resources and education accessible for all.
- The most effective ways to dampen the harm of climate change need the support of powerful institutions.
- Governments should take the effort to discuss and implement more climate-conscious policies.
- These important decision makers should listen with open minds and be willing to allow us to try and make change.

Priority 6:

Adults need to take positive action making sure that news about the climate crisis is not all negative and focus more on empowerment

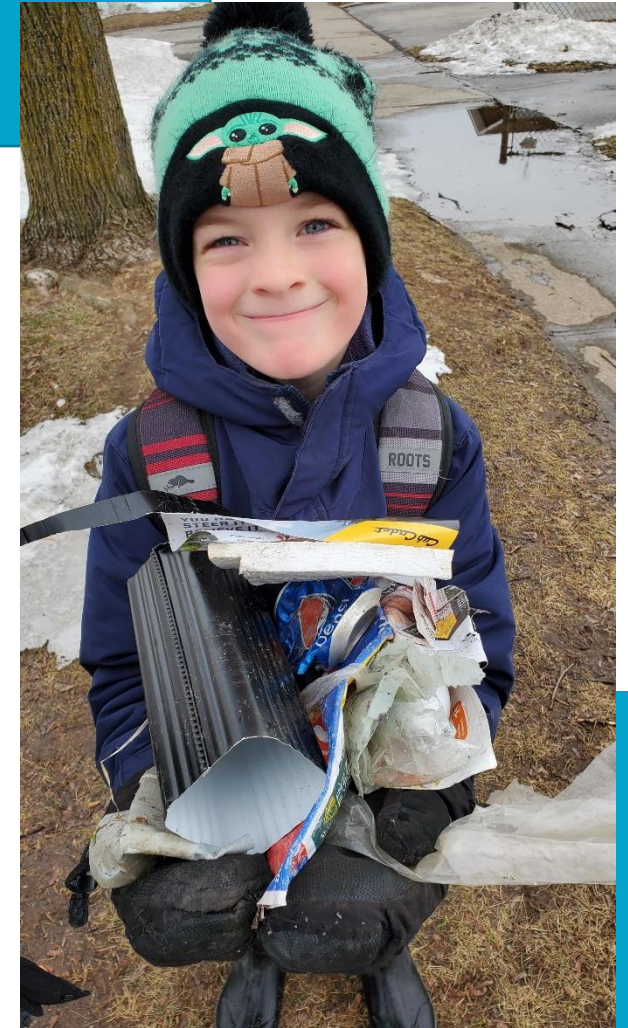
- We need your positive support in our futures, we are the people of tomorrow and we need decisions made in our favour.
- Include climate classes and support smaller and more sustainable businesses and resources.
- Amplify youth voices either locally or on a bigger scale.
- Provincial Government: Make climate units part of the curriculum in every class.
- Depoliticize climate action.
- Adults, provincial officials, and the government could do more about climate change.
- Get involved! There are a lot of things businesses can do to make a difference and get the community involved as well.

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?

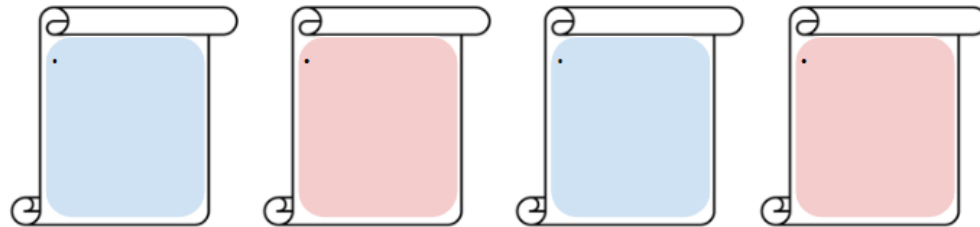
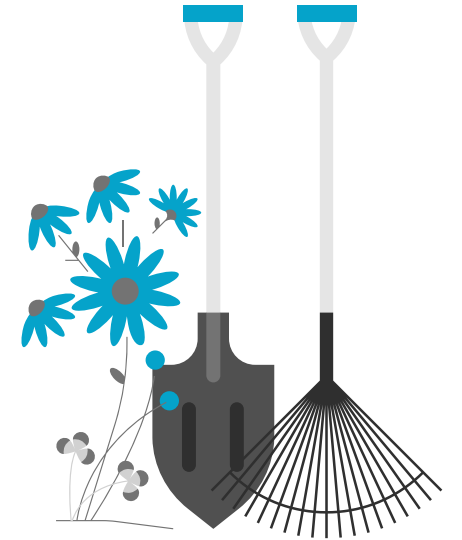


SESSION TAKEAWAY: ACTION PLEDGES

At the end of the session, youth were asked:

Based on your learning today, **how does today's session and this climate change report inspire you to change anything in your school or community?**

The following slides are a collection of inspiring actions that the 32 students who attended the Knowledge Mobilization Session pledged to change in their lives.



Pledge to Take Action!

The following are inspirational goals shared by participants at the end of the youth knowledge mobilization session.

I will do a presentation to my school community on climate action & ways to combat it.

I'll inform my family members and those around me what I've learned today to spread awareness.

I will take action at my own school. I will inform other peers of ways they can take action.

I will write an article about what I've learned so that it can be accessible to everyone interested.

I will speak up in my community and at school, to inspire others & give them a newfound hope and passion for the environment.

Write a letter to the mayor(with the eco club)and share the concern about accessible recycling and composting bins.

I'll try to combat ignorance/ misinformation among my peers. If they won't help, they can at least not spread lies.

I pledge to take action to educate my classmates about the climate crisis.

I will spread awareness and take action to support climate change.

I will reach out to some of my teachers and ask about integrating climate change topics.

To find a program or opportunity that will allow me to help work in the fight against climate change!

I will take action to consume thoughtfully and invest in eco-friendly solutions.

I will engage in meaningful conversations with fellow youth about the climate crisis.

I will try my best to motivate and inspire my peers about climate change.

Do the research and further reduce my waste and carbon impact. I pledge to help educate younger students about climate change and what we can do to help prevent it.

I will do my part and push myself to give my school the climate knowledge of the outcome of are actions if this continues.

Involve more youth in climate initiatives.

I will focus on educating those around me and trying to empower them to take action instead of just expecting them to do so.

Pledge to Take Action!

The following are inspirational goals shared by participants at the end of the youth knowledge mobilization session.

Tell people I've been too lazy to talk about enviro club & climate change to get their opinions on the environment.

I promise to keep fighting and raise my voice against people who pass on misinformation to the younger students and to help them understand the real problem.

Propose projects/ activities to initiate in class & volunteer in community events.

Bring a climate initiative to the youth organization in my school this year!

Keep doing whatever I can, even if it may seem small (ie. composting, using more environmentally friendly things).

I am reaffirmed to continue on and try my best with climate change education.

I would like to organize a climate education day at my school.

Keep convincing peers to take action.

I will do my part and take action, spread word, and reduce my carbon footprint and encourage the people around me to do the same!

I will help bring awareness to people about the climate crisis.

Share what I have learned with my classes and even those who believe in the change.

Talk to the science department at my school about prioritizing climate curriculum in future classes.

Talk what I learnt over with both my science teacher and environmental club teacher so that we can take action together.

Encourage others to get involved with eco-initiatives and learn about climate action.

Continue to spread awareness and information about and take action in my school.

I will continue to encourage climate action throughout the entirety of the school year in my school.

Continue to spread and support sustainable measures in my school and greater city.

Talk to friends, family, neighbours and share my knowledge with everyone on what they can do.

Climate Change Resources *(contributed by youth participants)*

	Resource Name	Link/Description
	<i>Websites</i>	
1	<i>Team seas/Team Trees</i>	https://teamseas.org/ / https://teamtrees.org/
2	<i>Green Jobs: Adapting to our Changing Climate Video Series</i>	https://lsf-lst.ca/resources/green-jobs/
3	Dr Renewable	Radio show
4	Sustainable Future Schools (whole school approach to incorporating the SDGs)	https://lsf-lst.ca/programs/sustainable-future-schools/
5	For Our Grandchildren	https://forourgrandchildren.ca
6	UK Climate Education Bill	Climate Education Bill
7	CliMate bot	https://davidsuzuki.org/climate-conversation-coach/
	<i>Radio Shows</i>	
8	Dr Renewable	Radio show
	<i>Documentaries</i>	
9	<i>Breaking Boundaries</i> , Johann Rockstrom and David Attenborough	Documentary
10	<i>A Life on Our Planet</i> , David Attenborough	Book/Documentary

Climate Change Resources *(contributed by youth participants)*

	Resource Name	Link/Description
	<i>Books</i>	
11	<i>Saving Us</i> by Katharine Hayhoe	Book
12	<i>From What Is to What If</i> by Rob Hopkins (power of imagination in tackling climate change)	Book
13	<i>Braiding Sweetgrass</i> by Robin Wall Kimmerer	Book
14	<i>Regeneration</i> by Paul Hawken	Book
15	<i>Hope Matters</i> by Elin Kelsey	Book
16	<i>Future on Fire: Capitalism and the Politics of Climate Change</i> by David Camfield	Book
17	<i>Commanding Hope</i> by Thomas Homer-Dixon	Book
18	<i>The Last Generation - How Nature Will Take Her Revenge For Climate Change</i> by Fred Pearce	Book
19	<i>The Climate Book</i> , Greta Thunberg	Book
20	The Uninhabitable Earth - David Wallace Welles	Book
21	<i>The Future We Choose: Surviving the Climate Crisis</i> by Christiana Figueres and Tom Rivett-Carnac	Book
22	<i>Our Iceberg is Melting</i> by John Kotter	Book
23	<i>The Book of Hope</i> by Jane Goodall	Book

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. Executive Summary
2. Infographics
3. Full National Report
4. Provincial/Regional Reports
 - Manitoba
 - Ontario
 - Alberta
 - Atlantic Region
 - British Columbia
 - Saskatchewan
 - Quebec



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For full climate change survey results, visit:
Canadians' Perspectives on Climate Change & Education
www.LSF-LST.ca/research-policy/survey/



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