

Canadians' Perspectives on Climate Change & Education Saskatchewan Knowledge **Mobilization Session Post-Session Report**



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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



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 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:

feel that we

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





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:
 - o general public
 - o parents
 - o 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:
 - o mental health
 - Indigenous knowledge
 - o 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.

Demographics



* A sample size of 13 educators was insufficient for data analysis, thus for this report, open-link data of 39 SK educator responses were used.



Initial Findings

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



feel that we are experiencing a climate emergency









Key Survey Findings

▷ Knowledge

- Impacts
- Actions



Canadians are becoming more knowledgeable about climate change

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

60% in SK passed in 2022 vs 36% 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%). Correct Answers by Respondent Group



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.

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

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

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

- 55% Over half of Canadians feel well-informed about climate change.
- 21% But less than one quarter correctly answered 8-10 quiz questions.

The good news is that 80% of Canadians want more information Students are the group wanting information the most (85%).

- Regionally, QC (85%) and SK (84%) want the most information
- BC (77%) and AB (76%) residents want the least.

Trusted Sources

Most Canadians (68%) (72% in SK), trust information given by scientists and academics, compared to government sources (23%) (14% in SK).

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% |

Key Findings: Impacts

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 61%

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

37% 51% 69% 2022 SK 2019 SK 2022 53% SK 2019 2019 2022 SK 2022



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.

| | 0 | <u> </u> | | 0 | | | |
|--------------------------|-----|----------|-----|-----|-----|-----|-----|
| | BC | AB | SK | МВ | 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% |
| | | | | | | | |

2019

Percent Agree by Province/Region in 2022

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



Residents of Saskatchewan feel that climate change is impacting mental health and well-being

Feelings on Climate Change - Nationally

| National | 25 | 6% | 35% | | 37% | 10 | % | 13% | 2 | 5% | 15% | 8% |
|----------|----|------------|------------|----------|-----|-------|------|-----|------------|----------|-------|----|
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Feelings on Climate Change – Province/Region



- SK vs nationally were more likely to indicate feeling frustrated (51% vs. 35%).
- Fewer in SK feel frightened (14% vs. 25% nationally).

- Regionally, SK were the most frustrated about climate change (51%) but had the lowest reported fear (14%).
- SK had the highest hope (21%) compared to other provinces



Key Findings: Action

Canadians are taking action to reduce climate change

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



72% of Canadians and 73% of residents of SK would change "some" or "a lot" in their life (at school, work or home) to help reduce the effects of climate change. Educators were significantly more willing to change (83%), as were residents of QC (79%). MB (59%) showed the least willingness.

Canadians overwhelmingly believe government is not doing enough

78% of Canadians nationally, and 82% in SK, indicated that, while personal actions are important, systemic change is needed to address climate change.

Only 17% agree nationally, and even fewer in SK (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%, more in SK, 21%) felt that climate change was too complex to be taught in the younger grades.

Topics that should be taught starting K-3

SK 2022



National educators who agree/strongly agree

ng NAT 2022 SK 2022

61%

NAT 2022



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 SK)

From the viewpoint of students

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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:

Offer solutions to the problem

Explain scientific evidence

Empower individuals so they can make a difference

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?



| 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:



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:





64% To educate and inform others



43% To undertake eco-projects

Regionally, there are differences in taking action in schools

| | ВС | 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

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Final Perceptions

Gender Differences

Pandemic Influences

Youth Empowerment



Climate change perceptions by gender



Personally, how well-informed do you feel you are about climate change?

Pass rate on climate survey knowledge quiz (5 or more correct answers)

- I am certain that climate change is happening Climate change (is happening \bigcirc
 - Human beings are responsible for climate change
 - Climate change poses risks to Canadians





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



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

68% of ^{(73% in SK} Canadians

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



(55% in SK) 60% felt more concerned about climate change, having seen the denial expressed by many when faced with an acute global threat.





Canadians are inspired by youth

69% of Canadians (63% in SK) 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.







Knowledge Mobilization Session Takeaways

The following slides synthesize the discussions and contributions of the Saskatchewan participants who joined LSF on April 26, 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 Saskatchewan stakeholders who participated in the April 26th Knowledge Mobilization Session 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 Saskatchewan, 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) | | | | | | |
|--|---|--|--|---|---|--|
| Student engagement | Education & resources | Increased awareness | Embedded in schools | Community support | Passion & reflection | |
| Youth voices. | Educating myself on best practices. | Real life adverse impacts here in SK especially with agriculture | The support of colleagues and school system leaders to enact | Support from other groups. | My passion about the issue. | |
| Encouraging students to share their voices and creating personal connections and | More local information is available. | f come care about | climate change education. | Community. | Passion and solutions-based | |
| highlighting their lived experiences relating to their concerns about climate change. | There is a lot of great information that is already synthesized into "bite sized" information. | A lot of people care about these the climate crisis, but aren't sure where to beginbut there's concern and awareness. That people know about the 2030 and 2050 goals. | Able to have it as part of new curriculum - example: Agriculture Production. | Community partners like Saskatchewan Environmental Society, | thinking around climate change and our ability to take action together. | |
| Students are interested. | Kimmerer's book Braiding Sweetgrass about Reciprocity | | Curriculum. | Meewasin, city YXE and SEPN. New gallery at work. | What helps me personally is personal time alone in nature. | |
| Students is helping. | Resources that clearly state the issue and ways to resolve them. | Unfortunately, growing incidents of climate-induced disaster make people seem more inclined to work to be | | | | |
| to challenge established thinking. | There are helpful documentaries, like "Breaking Boundaries" by Attenborough & Rockström. | and what can be done. | | | | |
| | Information available that is easy to understand and share with the kids. The limitation is | Increased interest from public (youth), visible impacts, personal passion and interest, opportunity to engage in a more | | | | |
| | how to present that information in a more engaging way. | hands-on experion | | | | |

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

Competing priorities Politics/Religion Misinformation & Lack of awareness & Limited time at school disinformation momentum Horticultural reliance on peat Current high school assessment Limited class time to cover this moss. Politics. It is difficult to Misinformation & culture and requirements. People don't connect their actions, topic properly. have students work on planting disinformation. lifestyle and votes (supports for projects, that use peat. policy) to the problem. Colleagues feel paralysis. Not enough work time to People tend to still be Our government not supporting Lack of community momentum in develop new programming. complacent. They are aware but Climate action does not send a pushing for action. not feeling it is an emergency or Lack of support within the good message. education system. that they need to act. University Educators: say we don't have time. Exhausted Difficulty figuring out how to The political reality of the Combating "climate doomism." already from pandemic etc. teach about this in a short province. Misinformation & information period of time. overwhelm around climate People feeling like this is a change. political issue. It is a reality not No one knows about the 17 SDGs. Chronic underfunding of public political. education- the will is there, but Negative media coverage of resources are too thin. Carbon Tax. The political, social and cultural power of the oil industry and its Lack of structured spaces to influence on environmental policy educate about climate change in in this province. the provincial curriculum and general lack of awareness about sustainable development and Strong opposition to science from the UN SDGs that enable global religious groups. collaboration.



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 sector groups represented in Saskatchewan were:

- NGOs (2 Groups)
- Educators, 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.

NGOs Group 1: Priority Actions

Priority 1:

Accessible and inclusive communication and messaging.

- Messaging that respects a diversity of ways of knowing and doing including Indigenous ecological knowledge.
- Provide scientific and policy-based expertise (to the public and to educational institutions, teachers, etc.)
- Acknowledge differences between urban/rural knowledge base and ideologies. Life experience is as valuable as academic experience, etc.
- Communication across sectors (e.g., NGOs, business, municipalities, gov't, crown corps, etc.)

Priority 2:

Break down silos across sectors and within sectors to work towards the same goal.

- Bring diverse groups of people together to work on common solutions (and climate awareness, etc.)
- Work closer with schools and teachers and support them with materials or information about climate change.
- Open spaces for conversation with similar and different sectors about collective climate change education resources.
- Engineers and Architects have wealth of knowledge rebuilding decarbonization but somehow, we are not sharing and not getting to the table to offer affordable doable solutions.

Priority 3:

Use UN SDGs as a platform for decision making.

- If you have a challenge before you, look at the SDGs to set you up for sustainable development for success.
- Grants need to respect culture and social values rather than brushing canada with one homogenous brush.
- Engineers are working in silos and need to respect SDG #17 partnerships and work with energy providers and government to build community trust with strong communication and direction for climate change action.

Additional Priorities:

- Provide an online network for students to join with qualified teachers to ask and answer questions.
- Develop easy, hands-on, transformational lesson plans and other tools to assist with knowledge mobilization and dissemination.

NGOs Group 2: Priority Actions

Priority 1:

NGOs should use their expertise to help teachers to weave climate change into their curriculum. Take a load off teachers.

- Develop and share tools for educators like the Climate Reality training will help build enthusiasm and confidence.
- Connect with schools to lead programming. Need to have enough training to do this effectively and quickly because teachers are often "fitting it in" a busy schedule.
- Make the curriculum connections for teachers so they can spend time working with NGOs.
- Offer funds to provide more resources to teachers (especially in person presentations & workshops).

Priority 2:

Finding ways to ensure there is enough focus on climate change and action.

- Provide tools and skills for students to take civic action on climate change.
- Connect kids with nature curiosity, wonder, appreciation.
- More popular and adult-focused climate education campaign - many of our policymakers are too old to have had any climate education (and sometimes it shows!).
- Climate change should be multidisciplinary, connect different subjects with climate including science, health, art.
- Develop and disseminate tools and skills for eco-action.

Priority 3:

Empower and support youth

- Empower youth to make changes that they decide to make.
- Youth forums for climate education.
- Teach kids that they can make a difference through small changes.
- Support and encourage youth voice and empowerment. Let them determine how to take action on climate change in their communities in a place-based way.
- Provide support for climate grief and anxiety, especially around climate doomism.

Additional Priorities:

• Target rural communities.

• Connect, collaborate and support other NGOs

Government: Priority Actions

Priority 1: Share information and educate the public.

- Ensure data/information is easily accessible.
- Share information on provincial climate actions via website.
- Provide information to public inquiries regarding climate change initiatives/issues/ progress.
- Educate the Ministry of Environment branches via Enviro-Talks to inform work being done on climate change.

Priority 2:

Make formal education a priority.

- Add climate change to curricula including new Social Studies curricula currently under review.
- Provide resources on climate change designed to be used by teachers of specific curricula in schools.

Priority 3:

Provide opportunities for handson, engaging action projects.

- Utilize natural classrooms, environmental projects or programs that could involve students or public.
- Create more opportunities for action projects or experiences with students/public.
- Build on the science and assist with the delivery on action related projects.

Additional Priorities:

• Increase strigencies on high GHG emitting sectors to help reach Canadian goals.

Academia/Teachers/Education Orgs

Priority 1: Offer teacher training/resources/programming

- Enhance training provided by different spheres of society (govt, peers, businesses, academia, NGO).
- More resources/programming for teachers including opportunities for experiential learning.
- Implement climate change education policy at the school board level that supports teachers, student, and admin, and provides accountability.
- Develop outdoor ed opportunities and space at ALL schools.
- Show how climate change can be integrated across subject areas so not seen as a stand alone.

Priority 2:

More reliable climate change information

- More "Non-Formal" educationpublic access to info/awareness/ participation.
- More information on climate change mitigation techniques and actions, both technological and nature-based, and the effectiveness of both, as comparisons. Information shared through PD's etc.
- Education about transformative technologies that reduce carbon impacts and incentivize local production (e.g.. equipment sharing in local communities and on campuses).

Priority 3:

Identify SDG content in credentialing for students and educators

- Make SDG content post-secondarywide, flagging SDG-related content in all course outlines.
- Create a institution wide bank of student activities where students can share own actions.
- Include climate in more elective courses at the post-secondary level.
- Model biodiversity and sustainable infrastructure.
- More emphasis in teacher's college about learning in your community. (Place-based learning).

Additional Priorities:

- Opportunity for advancement and recognition of teachers that excel in climate change education.
- Collaboration with local partners with a focus on Climate Justice.

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 Saskatchewan 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 Saskatchewan education, government, NGO, and academia representatives who joined us to discuss this important work, and who pledged to take-action on this issue.

Climate Change Resources for educators - shared by participants

| | Resource Name | Website link |
|---|---|--|
| 1 | LSF Resources for Rethinking (database of over 1,700 teacher-reviewed, curriculum-based resources) | https://lsf-lst.ca/resources/database-resources-for-rethinking/ |
| 2 | LSF Classroom Climate Guides "<i>Empowering Learners in a Warming World</i>" (K-2, Gr 3-6, Gr 7-12) (Guides with inquiry-based lessons, active learning strategies, and resources) | https://lsf-lst.ca/resources/empowering-learners-in-a-warming-world/ |
| 3 | LSF Green Jobs Video Series (10 interviews done by high school students with climate change adaptation experts) | https://lsf-lst.ca/resources/green-jobs/ |
| 4 | Climate Interactive (using En-Roads) | http://www.climateinteractive.org |
| 5 | Digital library (free) - Monitoring and Evaluating Climate Communication and Education | www.mecce.ca/digital-library |
| | | https://environmentalsociety.ca/resources/teachers/dcs-resources/ |
| 6 | Saskatchewan Environmental Society lesson plans | |
| 7 | Naturehood Field Trips to Last Mountain Bird Observatory and Wascana Migratory Bird Sanctuary - Nature Saskatchewan | naturesask.ca |
| 8 | Crude Lessons (research with teachers about climate change education in SK) | https://policyalternatives.ca/publications/reports/crude-lessons |
| 9 | EcoSchools - eco action-oriented resources | ecoschools.ca |

Climate Change Resources for educators - shared by participants

| | Resource Name | Website link |
|---|---|---|
| 1 | Doughnut Economics (I've taught an entire grade 9 science year based on this model) | https://www.kateraworth.com/doughnut/ |
| 2 | Biomimicry Youth Design Challenge | https://youthchallenge.biomimicry.org/ |
| 3 | Project Drawdown (An extensive resource for climate solutions) | https://drawdown.org |
| 4 | Sustainable Development Goals – Resources/Activities page and information on each of the 17 goals | https://www.un.org/sustainabledevelopment/student-resources/ |
| 5 | GreenLearning Canada Foundation - free resources on energy transition, climate change and green economy for educators | https://greenlearning.ca/ |
| 6 | Sustainability and Education Policy Network (SEPN) - an international network of researchers and organizations advancing sustainability in education policy and practice (look for their report: <u>Responding to Climate Change: A Primer for K-12 Education</u>) | https://sepn.ca/ |
| 7 | OSDG is a free, open-source tool that assigns SDG labels to your input. | https://osdg.ai/ |
| 8 | Why Communication is critical to tackling the climate crisis | http://www.katharinehayhoe.com/2021/02/17/why-communication-is- critical-to-tackling-the-climate-crisis/ |

Thank you for participating!

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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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