

FROM AWARENESS TO ACTION: CANADIANS ON CLIMATE CHANGE AND EDUCATION

2025 Survey Results

ATLANTIC REGION REPORT



LSF
Learning for a
Sustainable Future



Learning for a Sustainable Future (LSF)



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- Canadian charity founded in 1991
- Bilingual (EN/FR)
- Our mission is to promote—through education—the knowledge, skills, values, perspectives and practices essential to a sustainable future
- Working at all levels of the education system: students, teachers, administrators, boards, governments, etc.

Overview

From Awareness to Action: Canadians on Climate Change and Education is the third national survey from Learning for a Sustainable Future (LSF), building on findings from 2019 and 2022 to track shifts in public attitudes and climate education across Canada in 2025. This report provides a summary of the key findings with a focus on the Atlantic Region.

SURVEY HIGHLIGHTS:

A Pan-Canadian Snapshot

This report reflects the views of 4,228 Canadians, including students, educators, parents, and the general public from every province and a subset of the Territories, offering a broad and inclusive perspective on climate change education.

Tracking Change Over Time

Using selected data from 2019, 2022, and 2025, the survey highlights evolving perceptions, priorities, and opportunities to strengthen climate learning across Canadian schools.

Expanding the Conversation

New, timely questions were added to the 2025 survey to further explore public confidence in the education system, augment student voice on their expectations for climate action in schools, highlight supports requested by teachers, and illustrate growing concerns around misinformation and disinformation.

From Awareness to Action

The report moves beyond measuring awareness. It offers insight into what's currently happening in classrooms and identifies key areas where schools can deepen their climate education efforts and empower meaningful action.

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Recruitment Procedures

An online survey in both English and French, consisting of short and long answer questions on climate change and education, was conducted for LSF through Leger's LEO panel.

Leger panelists received an email invitation to complete the survey with a unique link for each respondent

4,228 Canadians participated between October 9 and November 29, 2024. This report highlights the results from the Atlantic Region, where 557 residents took the survey.

The data are weighted by age, gender and province (based on 2021 Statistics Canada proportions) to ensure that data are representative of the Canadian public and reflective of Canadian opinion.

Population Segmentation

For this survey, the following populations were identified:

- **Educators** – includes public and private school teachers in formal *K-12 education systems, educational assistants, department heads, curriculum leads and curriculum consultants working for school boards, vice-principals, principals, district leaders/school administrators, and former educators.
- **Parents** – includes parents of students in K-12 education system
- **Students** – includes current students from grades 7 to 12 in the formal education system
- **Members of the general public** – includes members of the general public who do not identify as educators, students, or parents.

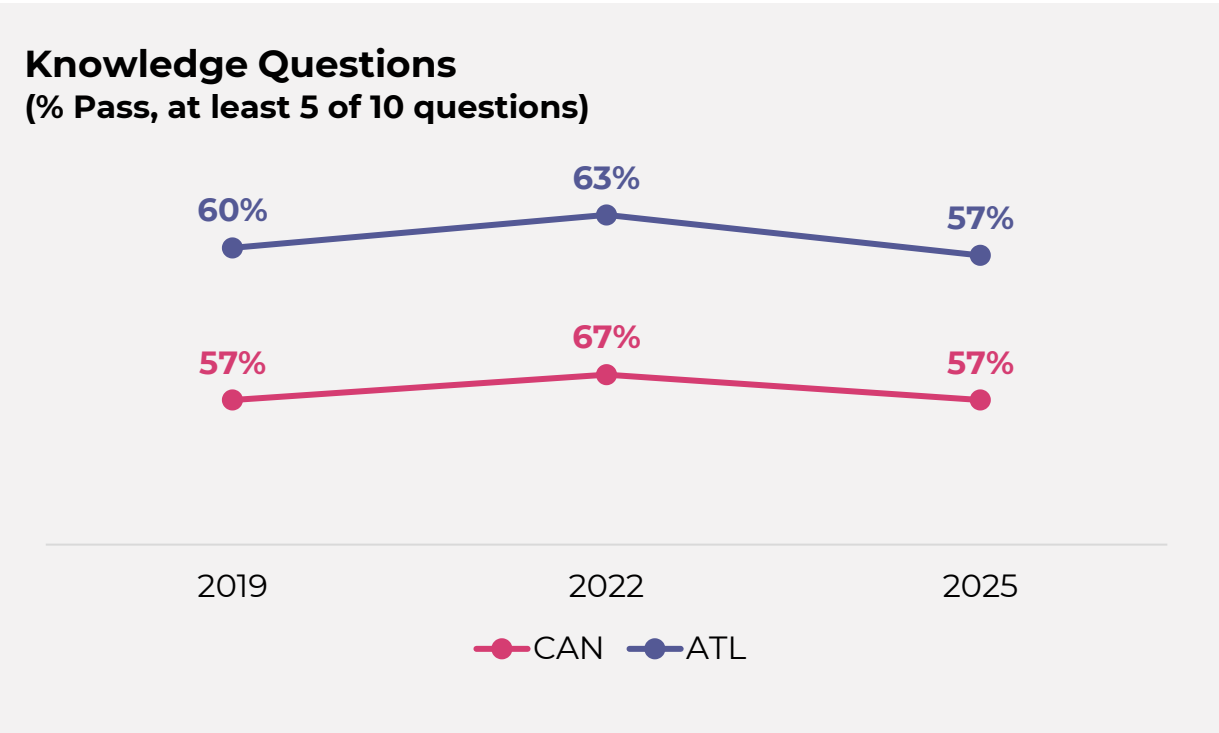
*K-12 education includes CÉGEP in Quebec

Survey Results Knowledge Questions

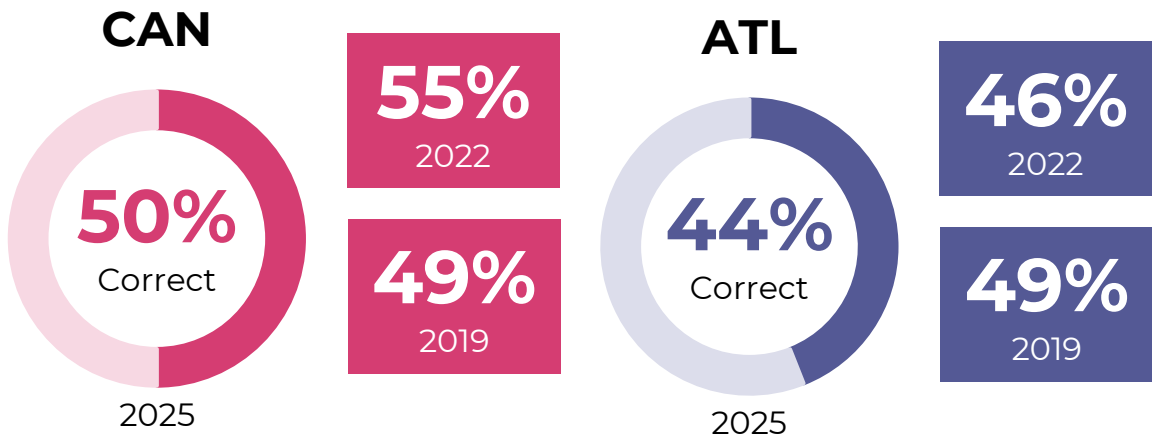
Survey Report

Atlantic Canadians demonstrate similar knowledge of climate change compared to the Canadian average. Notable gaps are apparent in their understanding of its causes and impacts, highlighting the need for continued improvement

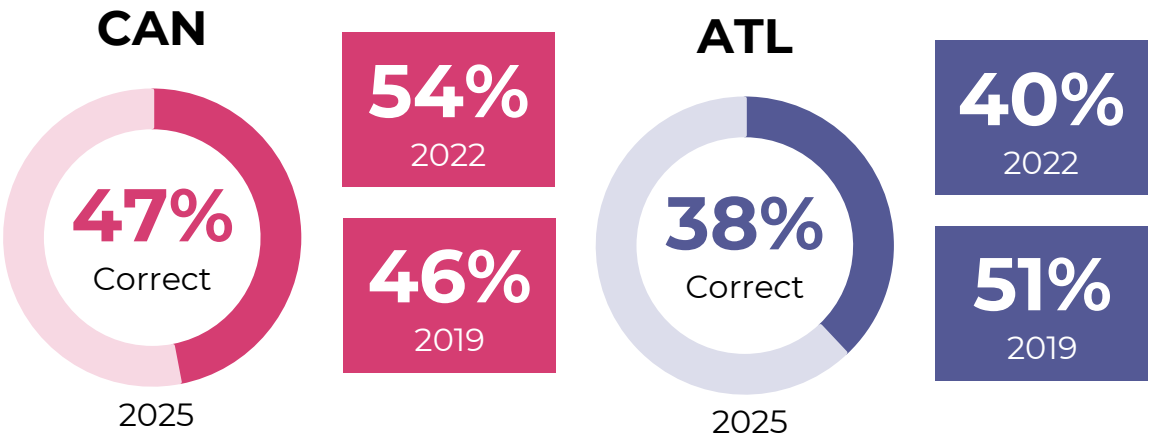
When it comes to knowledge on climate change, Atlantic Canadians are aligned with Canadians in overall knowledge of climate change. Fewer Atlantic Canadians know climate change is caused by carbon dioxide and greenhouse gases, and mostly by human activities, both which continue a downward trend from 2019 and 2022.



**Percentage of correct answers to the survey question:
Climate change is caused by carbon dioxide
and other greenhouse gases.**

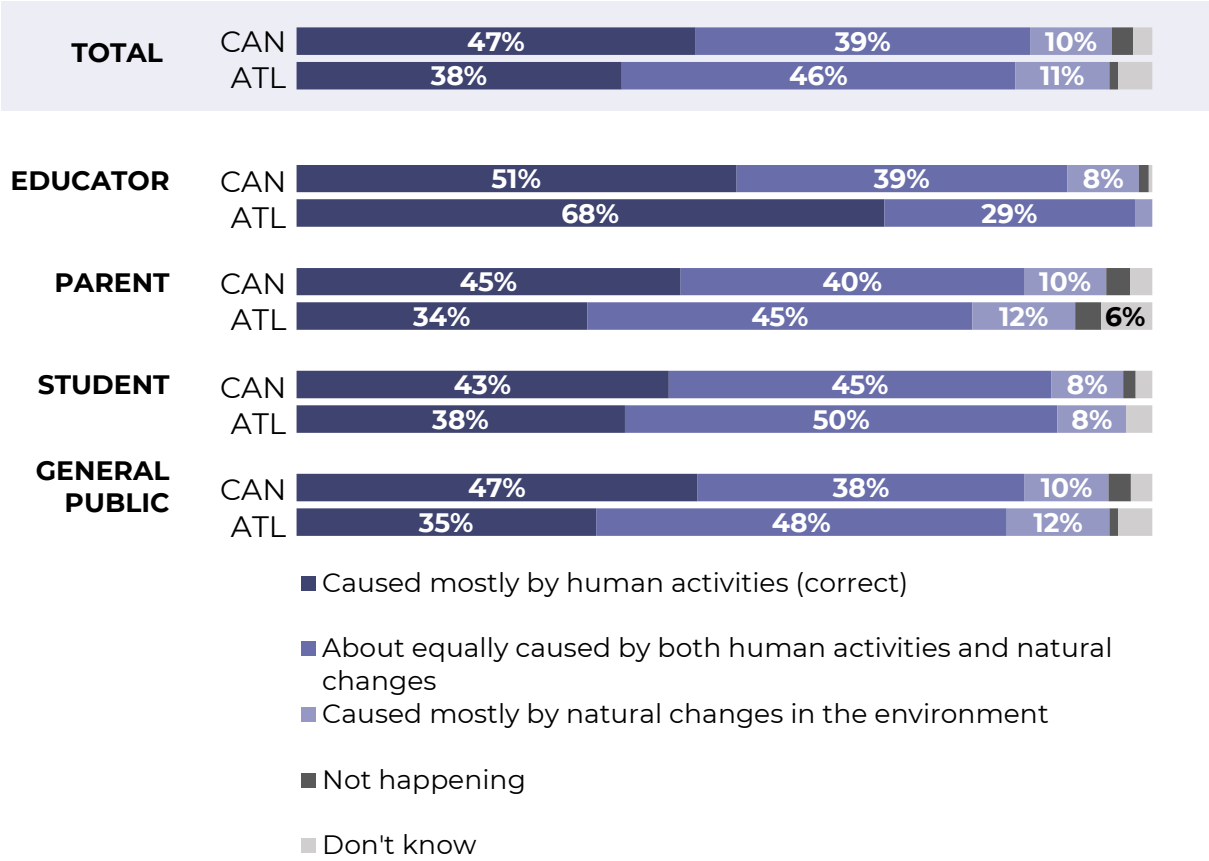


Climate change is caused mostly by human activities



38% of Atlantic Canadians are correct in their belief that climate change is caused mostly by human activities, lower than the rate among Canadians overall (47%). However, 68% of Atlantic educators answered correctly compared to 51% of Canadian educators.

Total Results by Respondent Group

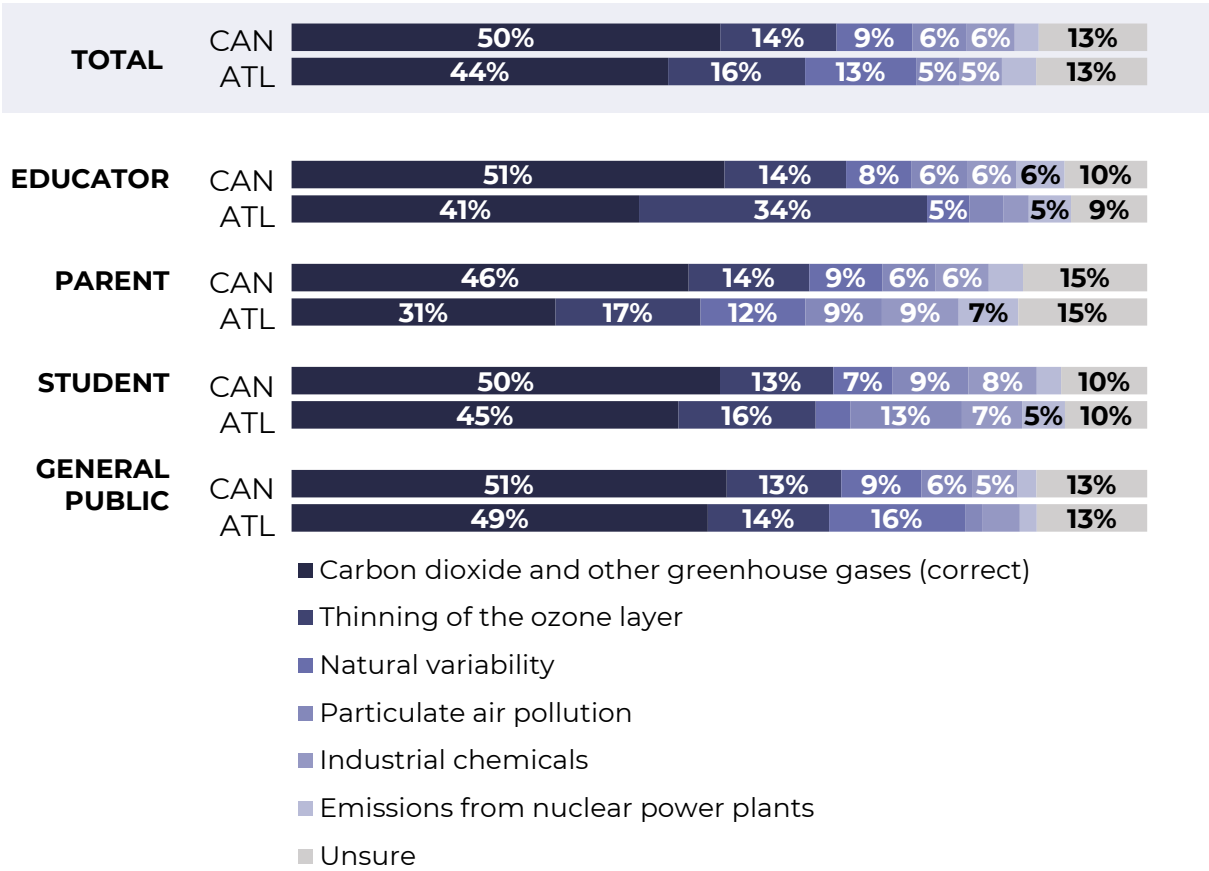


Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
	n= 4,228	538	506	294	291	1,037	899	557	106
Caused mostly by human activities (correct)	47%	47%	37%	31%	44%	48%	54%	38%	55%
About equally caused by both human activities and natural changes	39%	36%	41%	42%	38%	41%	35%	46%	31%
Caused mostly by natural changes in the environment	10%	12%	14%	18%	10%	8%	7%	11%	9%
Not happening	2%	2%	6%	6%	4%	2%	1%	1%	1%
Don't know	2%	3%	2%	3%	4%	2%	2%	4%	3%

44% of Atlantic Canadians believe that climate change is caused by carbon dioxide and other greenhouse gases, lower than the rate among Canadians overall (50%). Only 41% of Atlantic educators correctly answered this question as compared to 51% of Canadian educators.

Total Results by Respondent Group

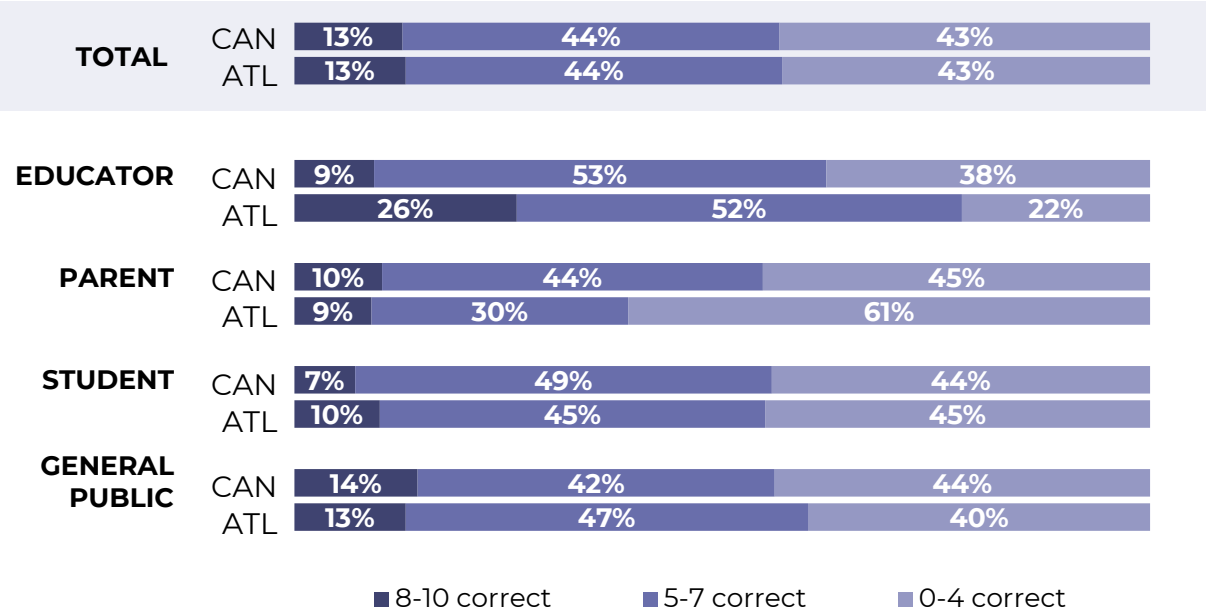


Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
	n= 4,228	538	506	294	291	1,037	899	557	106
Carbon dioxide and other greenhouse gases (correct)	50%	50%	39%	38%	36%	52%	58%	44%	46%
Thinning of the ozone layer	14%	14%	15%	15%	13%	14%	12%	16%	10%
Natural variability	9%	11%	16%	20%	11%	7%	5%	13%	8%
Particulate air pollution	6%	8%	8%	8%	8%	6%	6%	5%	13%
Industrial chemicals	6%	5%	5%	5%	10%	5%	6%	5%	6%
Emissions from nuclear power plants	3%	1%	3%	1%	1%	4%	2%	4%	3%
Unsure	13%	12%	14%	14%	21%	12%	11%	13%	14%

57% of Atlantic Canadians received a passing grade (5 or more knowledge questions correct out of 10), the same as the Canadian average. 26% of Atlantic educators scored 8-10 correct compared to only 9% of Canadian educators while 61% of Atlantic parents failed the knowledge quiz compared to 45% of Canadian parents.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
	n= 4,228	538	506	294	291	1,037	899	557	106
8-10 correct	13%	10%	11%	11%	5%	14%	15%	13%	15%
5-7 correct	44%	47%	37%	22%	46%	42%	51%	44%	41%
0-4 correct	43%	43%	53%	66%	49%	44%	34%	43%	44%

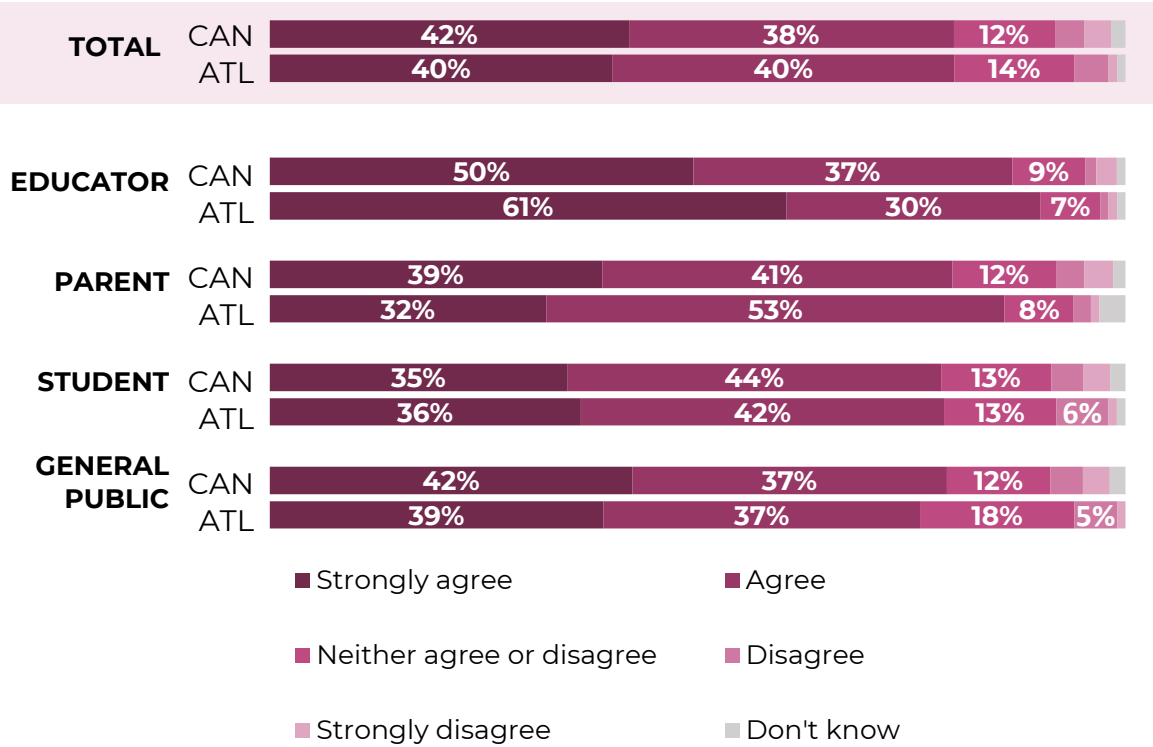
Survey Results Perceptions of Climate Change

Survey Report

Most Atlantic Canadians believe we have not done enough to care for the planet and are willing to make lifestyle changes to address climate change. Over half report personally experiencing climate change effects. Concern remains high and negative emotions such as anxiety and frustration are common. Trust in government action remains low, consistent with national trends.

80% of Atlantic Canadians agree that people have failed to care for the planet, aligned with the rate among all Canadians. 61% of Atlantic educators strongly agree compared to 50% of Canadian educators.

Total Results by Respondent Group



Province/Region

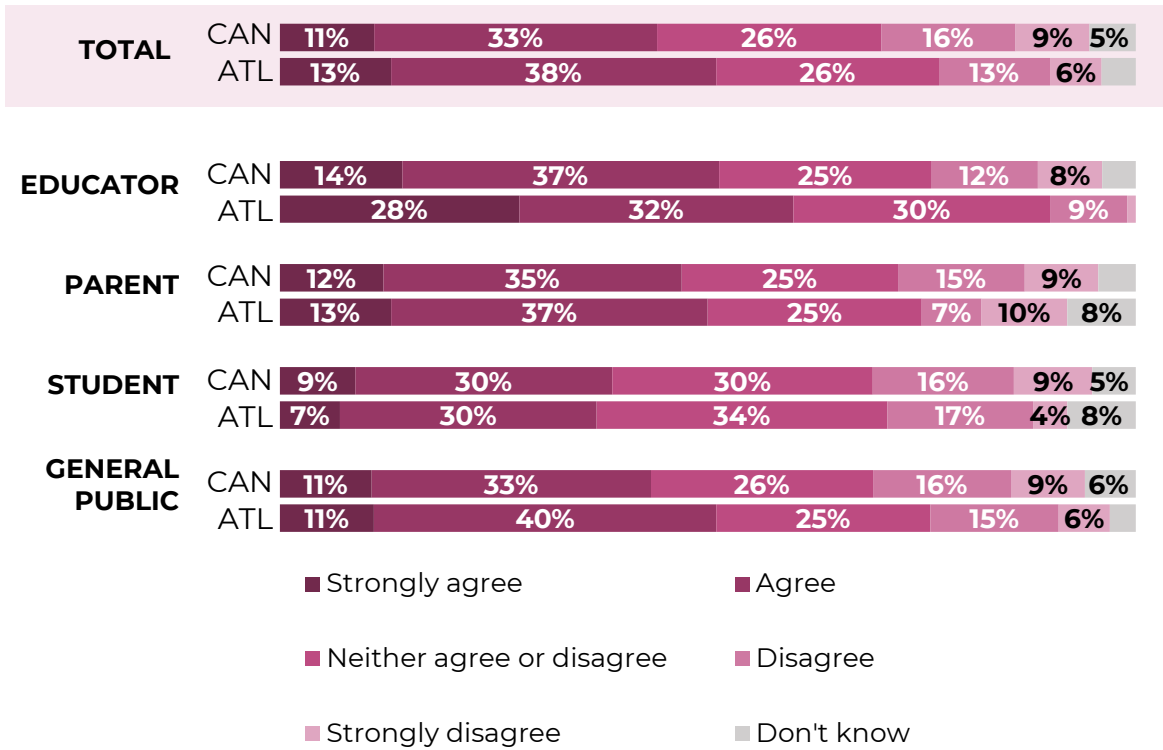
	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
	n= 4,228	538	506	294	291	1,037	899	557	106
Strongly agree	42%	36%	37%	30%	32%	44%	49%	40%	39%
Agree	38%	42%	33%	34%	47%	38%	36%	40%	39%
Neither agree or disagree	12%	14%	16%	20%	12%	11%	8%	14%	7%
Disagree	3%	3%	7%	6%	5%	3%	2%	4%	4%
Strongly disagree	3%	4%	4%	8%	2%	3%	3%	1%	8%
Don't know	2%	1%	2%	3%	2%	1%	2%	1%	2%

I have personally experienced the effects of climate change.

Perceptions of Climate Change

Just over half (51%) of Atlantic Canadians agree that they have personally experienced the effects of climate change, slightly higher than the rate among Canadians overall (44%). 60% of Atlantic educators agree.

Total Results by Respondent Group



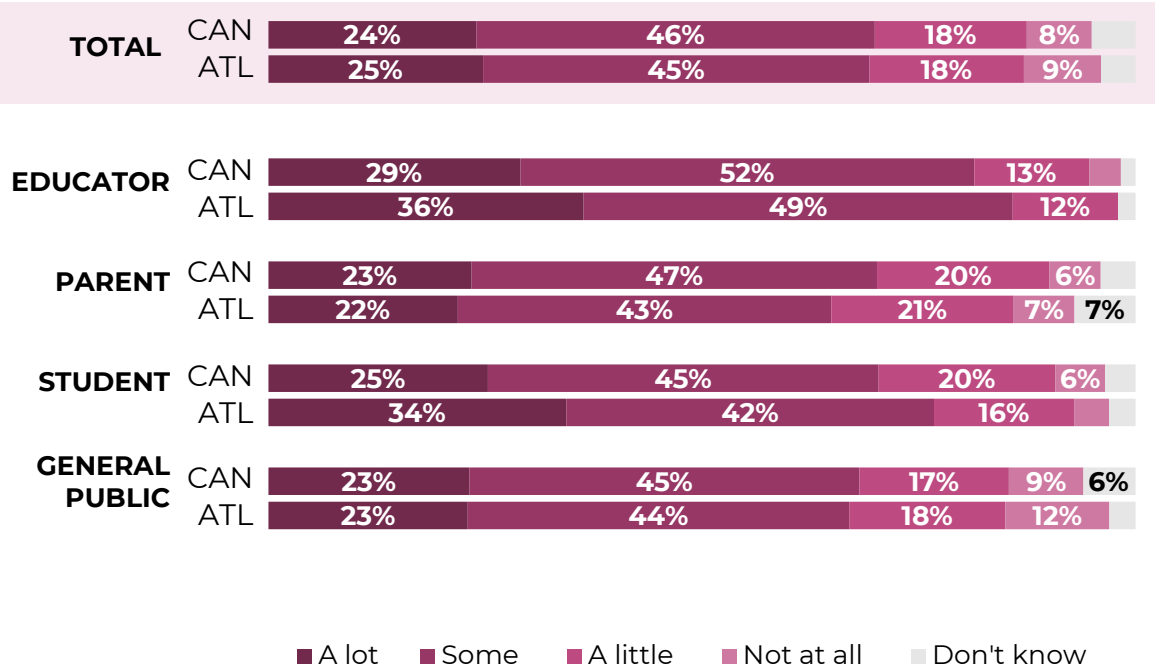
Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
	n= 4,228	538	506	294	291	1,037	899	557	106
Strongly agree	11%	14%	11%	9%	7%	12%	9%	13%	27%
Agree	33%	35%	39%	28%	32%	33%	27%	38%	44%
Neither agree or disagree	26%	24%	22%	29%	28%	27%	27%	26%	11%
Disagree	16%	11%	11%	17%	17%	15%	23%	13%	7%
Strongly disagree	9%	9%	11%	15%	10%	8%	9%	6%	2%
Don't know	5%	7%	5%	3%	7%	5%	5%	4%	9%

In the next few years, how much would you be willing to change in your life (at school, work or home) to help reduce the effects of climate change?

A large majority (87%) of Atlantic Canadians are willing to change their life at least a little to help reduce the effects of climate change, in line with the rate among Canadians overall (87%).

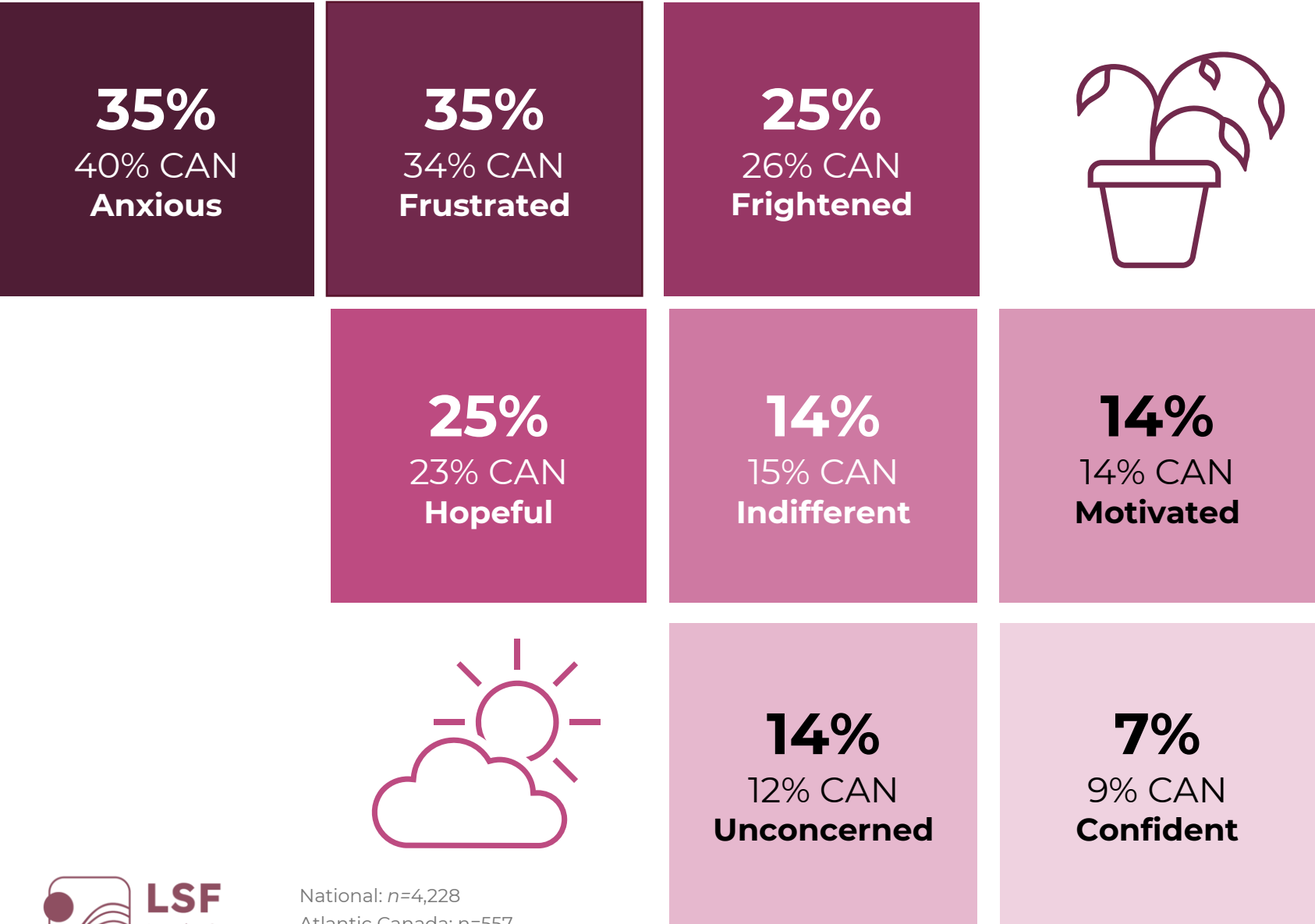
Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
	n= 4,228	538	506	294	291	1,037	899	557	106
A lot	24%	23%	18%	18%	16%	26%	27%	25%	31%
Some	46%	42%	41%	38%	44%	46%	53%	45%	53%
A little	18%	22%	23%	28%	19%	17%	12%	18%	9%
Not at all	8%	5%	11%	7%	12%	8%	6%	9%	2%
Don't know	5%	8%	7%	9%	9%	4%	3%	4%	4%

When you think about climate change, what main emotions or feelings arise?

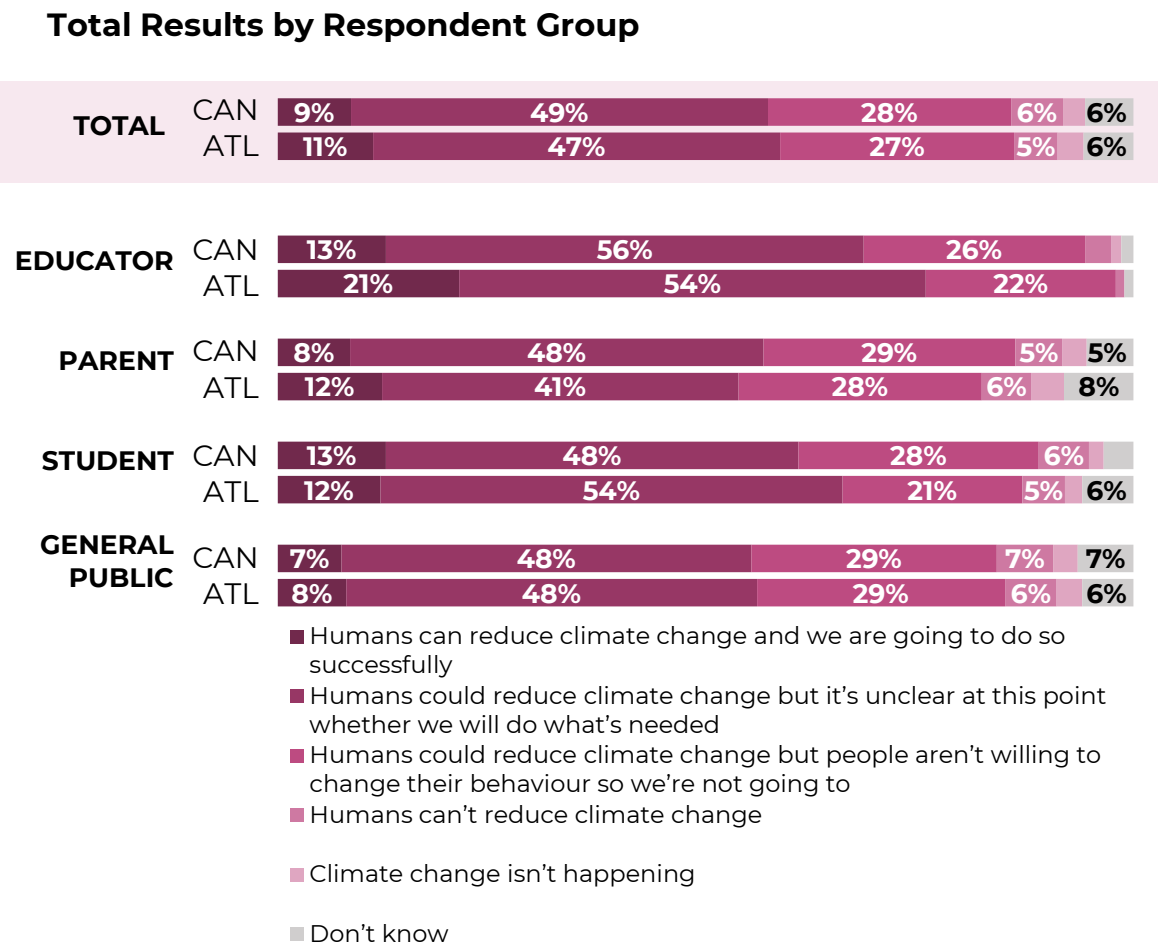


Atlantic Canadians have a variety of emotions surrounding climate change, but tend to be more negative, including emotions such as being anxious, frustrated or frightened. Still, one-quarter (25%) of Atlantic Canadians are hopeful.

Atlantic educators report feeling more hopeful (35% vs 28%) and more motivated (29% vs 19%) when compared to the average for all Canadian educators. More Atlantic students are anxious (53% vs. 41%), and frightened (36% vs. 27%) than the Canadian average.

% Selected			Respondent Group							
	Total		Educator		Parent		Student		General Public	
	CAN	ATL	CAN	ATL	CAN	ATL	CAN	ATL	CAN	ATL
	n= 4,228	557	782	153	1,283	165	1,053	122	1,369	144
Anxious	40%	35%	43%	40%	39%	32%	41%	53%	39%	33%
Frustrated	34%	35%	31%	36%	33%	32%	30%	34%	36%	36%
Frightened	26%	25%	29%	30%	28%	25%	27%	36%	25%	23%
Hopeful	23%	25%	28%	35%	24%	30%	25%	29%	22%	21%
Indifferent	15%	14%	9%	6%	16%	16%	16%	8%	16%	16%
Motivated	14%	14%	19%	29%	15%	16%	14%	12%	13%	10%
Unconcerned	12%	14%	9%	3%	11%	16%	11%	9%	12%	15%
Confident	9%	7%	13%	25%	6%	4%	9%	12%	9%	5%

Few (11%) Atlantic Canadians believe that humans can and will reduce climate change, while over half (47%) believe humans could reduce climate change, but it is unclear if we will do what is needed.



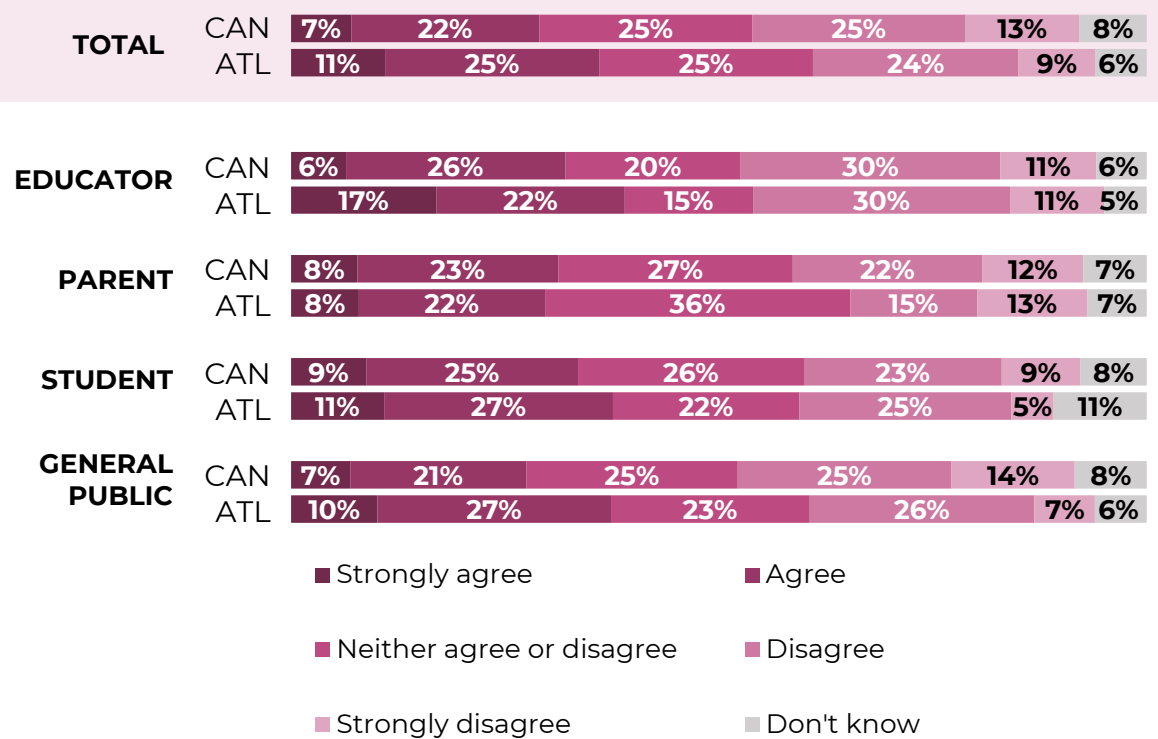
Province/Region	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
	n= 4,228	538	506	294	291	1,037	899	557	106
Humans can reduce climate change and we are going to do so successfully	9%	8%	10%	7%	7%	9%	7%	11%	9%
Humans could reduce climate change but it's unclear at this point whether we will do what's needed	49%	52%	46%	48%	50%	49%	48%	47%	49%
Humans could reduce climate change but people aren't willing to change their behaviour so we're not going to	28%	25%	24%	25%	22%	29%	34%	27%	28%
Humans can't reduce climate change	6%	7%	10%	10%	5%	5%	5%	5%	6%
Climate change isn't happening	3%	2%	4%	3%	5%	2%	3%	3%	1%
Don't know	6%	6%	6%	7%	10%	6%	4%	6%	7%

New technologies can solve climate change without individuals having to make big changes in their lives.

Perceptions of Climate Change

Atlantic Canadians have mixed views as to whether they think new technologies can solve climate change, with those who agree (36%) slightly outnumbering those who disagree (33%). Results are aligned with Canadians overall (29% and 33% respectively).

Total Results by Respondent Group



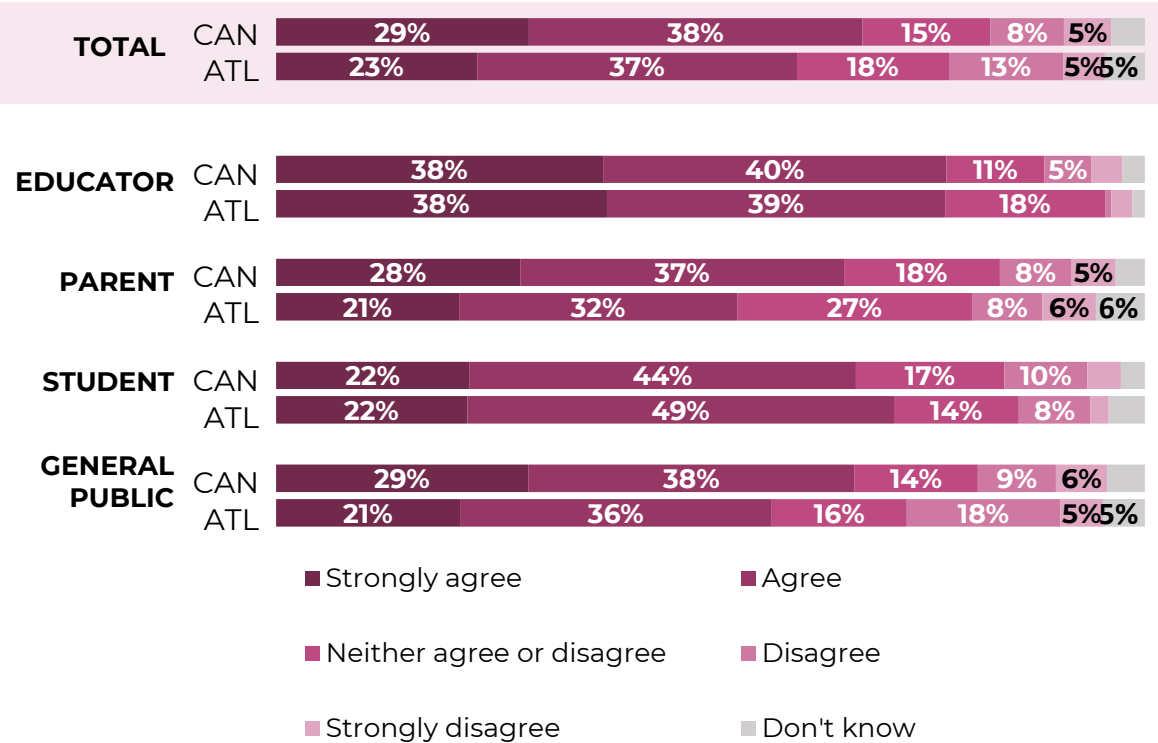
Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
	n= 4,228	538	506	294	291	1,037	899	557	106
Strongly agree	7%	5%	8%	6%	7%	8%	6%	11%	7%
Agree	22%	23%	23%	19%	21%	25%	16%	25%	28%
Neither agree or disagree	25%	26%	27%	25%	28%	24%	24%	25%	28%
Disagree	25%	25%	27%	31%	18%	23%	27%	24%	20%
Strongly disagree	13%	12%	8%	11%	13%	12%	21%	9%	14%
Don't know	8%	9%	7%	8%	14%	9%	6%	6%	3%

To what extent do you agree or disagree with the following statement?
“We are experiencing a climate emergency.”

60% of Atlantic Canadians agree that we are experiencing a climate emergency, compared to 67% of Canadians. Over three quarters (77%) of Atlantic educators agree while only 53% of Atlantic parents agree.

Total Results by Respondent Group



Province/Region

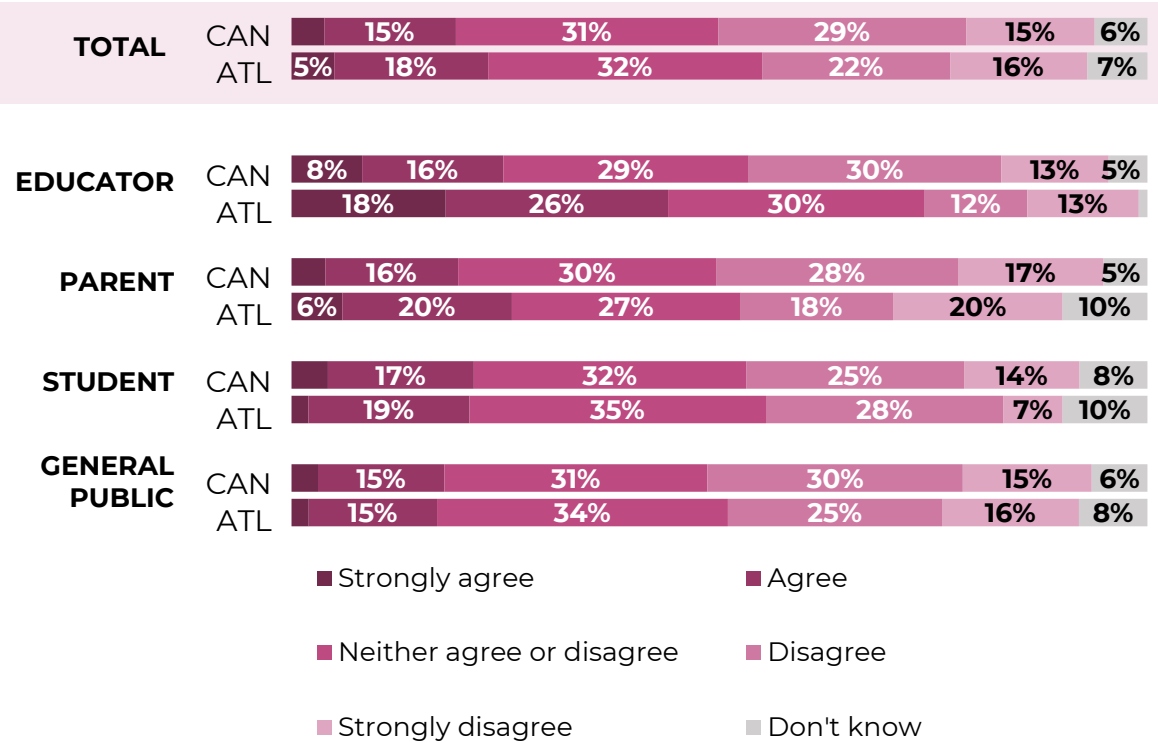
	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
	n= 4,228	538	506	294	291	1,037	899	557	106
Strongly agree	29%	31%	17%	20%	17%	27%	41%	23%	38%
Agree	38%	33%	31%	32%	38%	43%	39%	37%	30%
Neither agree or disagree	15%	15%	22%	22%	13%	14%	11%	18%	24%
Disagree	8%	12%	11%	11%	12%	8%	4%	13%	3%
Strongly disagree	5%	5%	12%	11%	8%	4%	3%	5%	2%
Don't know	4%	4%	6%	4%	10%	3%	2%	5%	3%

The government is not doing a good job in their actions to address climate change.

Perceptions of Climate Change

23% of Atlantic Canadians agree that the government is doing a good job in their actions to address climate change, as compared to Canadian residents (17%). Atlantic educators are most agreeable at 44%.

Total Results by Respondent Group



Province/Region

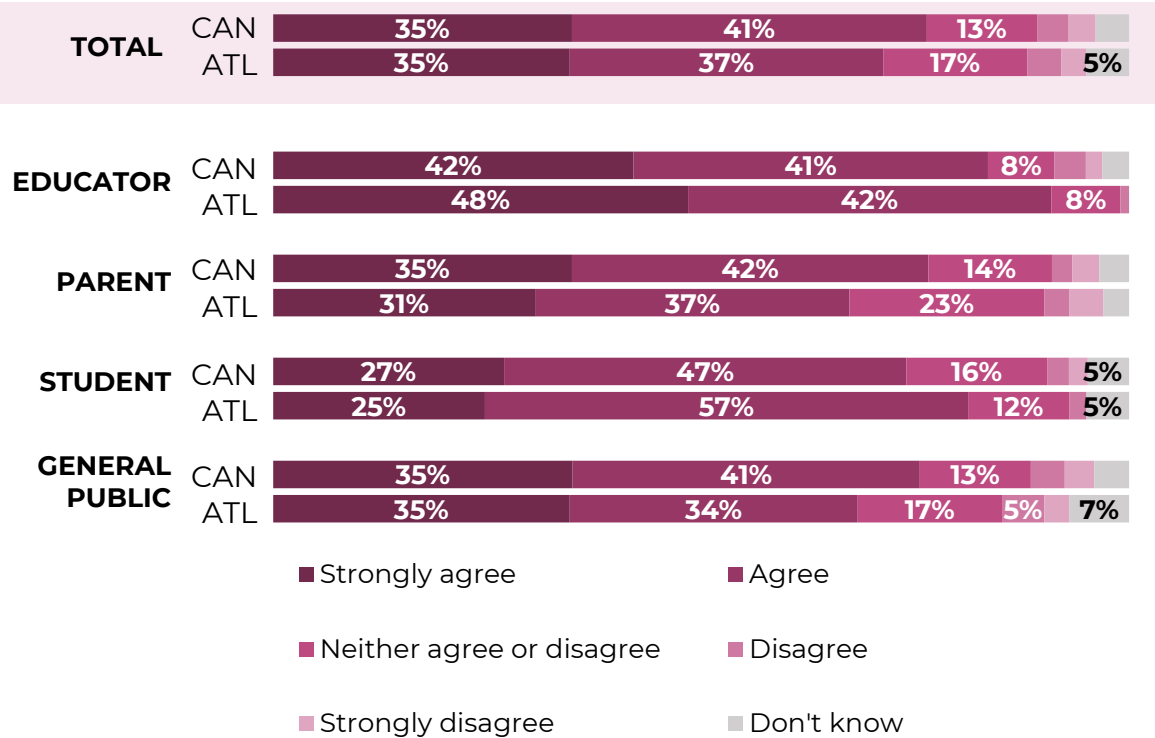
	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
	n= 4,228	538	506	294	291	1,037	899	557	106
Strongly agree	4%	2%	3%	4%	3%	5%	3%	5%	6%
Agree	15%	14%	12%	13%	14%	18%	14%	18%	12%
Neither agree or disagree	31%	35%	25%	28%	34%	29%	32%	32%	25%
Disagree	29%	28%	30%	24%	23%	29%	33%	22%	18%
Strongly disagree	15%	13%	23%	22%	12%	14%	12%	16%	31%
Don't know	6%	7%	7%	8%	14%	5%	5%	7%	8%

Personal actions are important, but systemic change is required to address climate challenges.

Perceptions of Climate Change

72% of Atlantic Canadians agree that while personal actions are important, systemic change is required to address climate challenges, similar to the rate among Canadians overall (76%). A significant number of Atlantic educators (90%) and Atlantic students (82%) agree that systemic change is required.

Total Results by Respondent Group

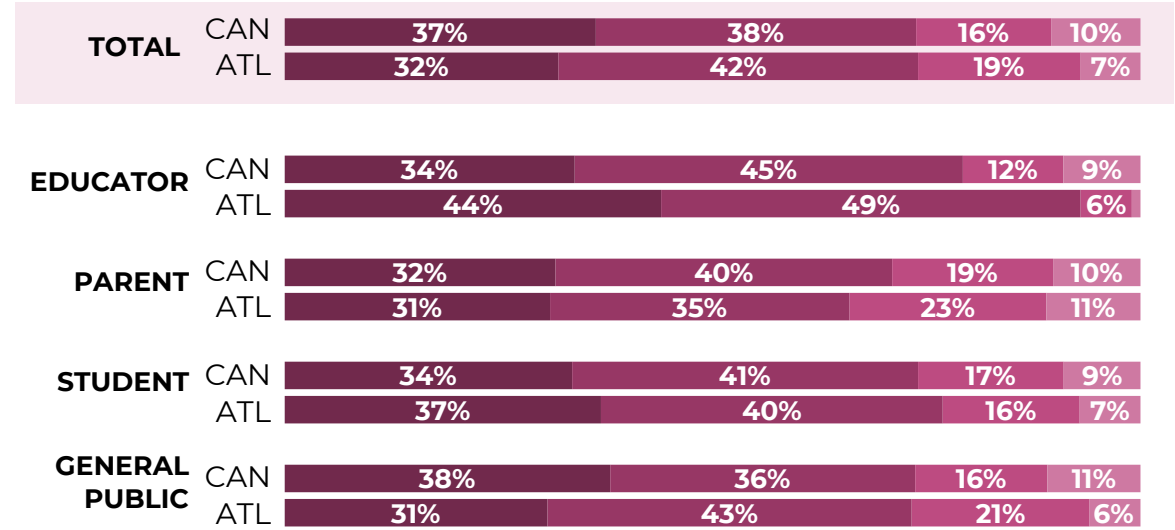


Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
	n= 4,228	538	506	294	291	1,037	899	557	106
Strongly agree	35%	38%	29%	24%	23%	34%	41%	35%	37%
Agree	41%	37%	41%	37%	41%	46%	39%	37%	42%
Neither agree or disagree	13%	12%	16%	19%	21%	12%	11%	17%	7%
Disagree	4%	5%	5%	8%	4%	3%	3%	4%	5%
Strongly disagree	3%	4%	5%	4%	3%	3%	3%	3%	3%
Don't know	4%	5%	4%	8%	8%	3%	4%	5%	7%

Most Atlantic Canadians are ‘Empowered’ (32%) or ‘Aware’ (42%) regarding climate change, while slightly more are ‘Skeptics’ (19%) compared to the Canadian average (16%). Atlantic educators are the most ‘Empowered’ (44%) and ‘Aware’ (49%) compared to other respondent groups.

Total Results by Respondent Group



■ Empowered ■ Aware ■ Skeptics ■ Dismissive

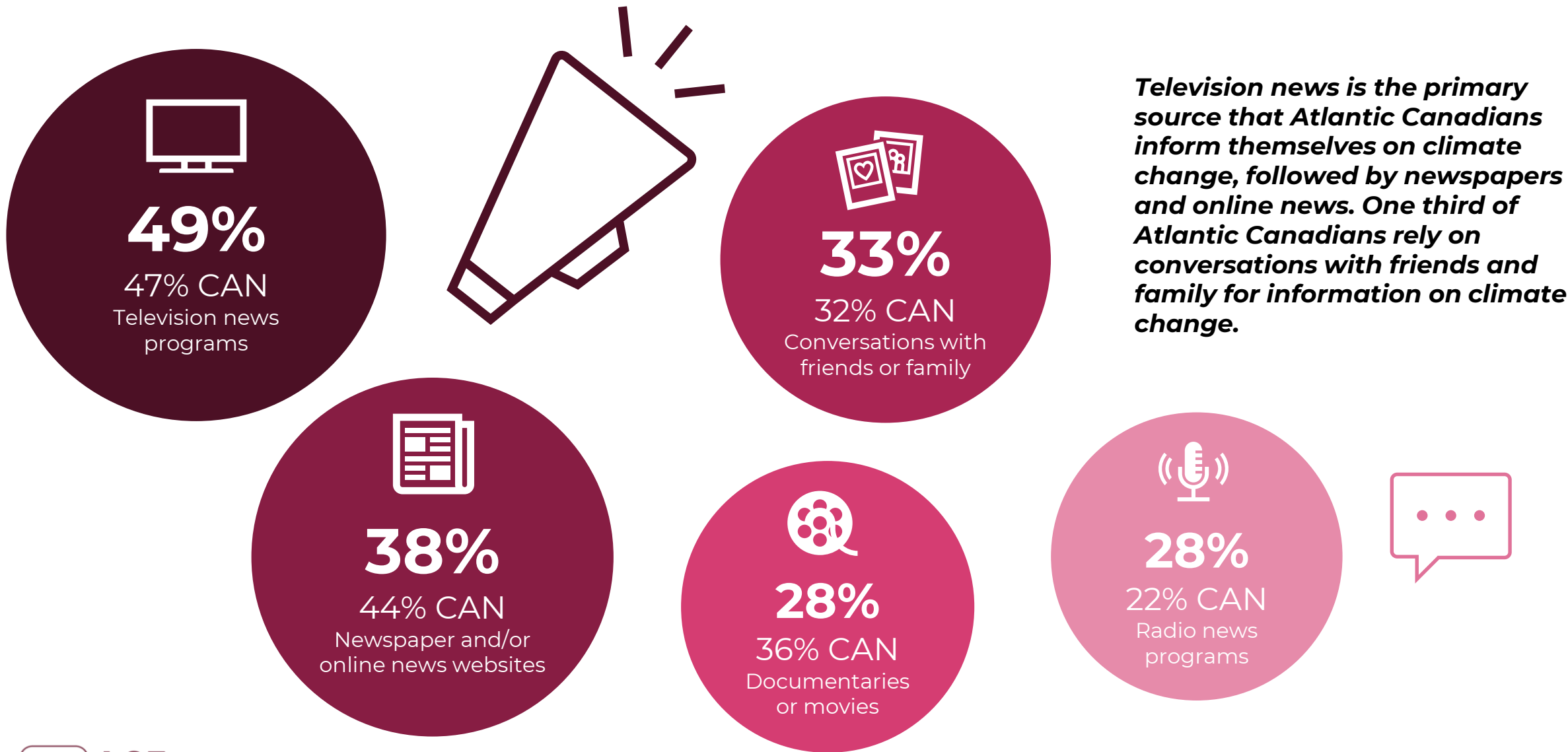
Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
	n= 4,228	538	506	294	291	1,037	899	557	106
Empowered	37%	36%	26%	22%	37%	36%	46%	32%	27%
Aware	38%	35%	38%	33%	27%	40%	37%	42%	47%
Skeptics	16%	17%	24%	30%	21%	15%	9%	19%	16%
Dismissive	10%	13%	14%	18%	15%	9%	9%	7%	12%

Survey Results Climate Change Information

Survey Report

Understanding where Atlantic Canadians seek climate change information – and which sources different demographics trust – is essential for developing effective communication strategies and education efforts. As misinformation continues to spread, identifying trusted messengers and preferred channels can help ensure that climate education reaches target audiences, especially young people, in ways that are both credible and relevant.



Which of the following do you use to inform yourself about climate change?

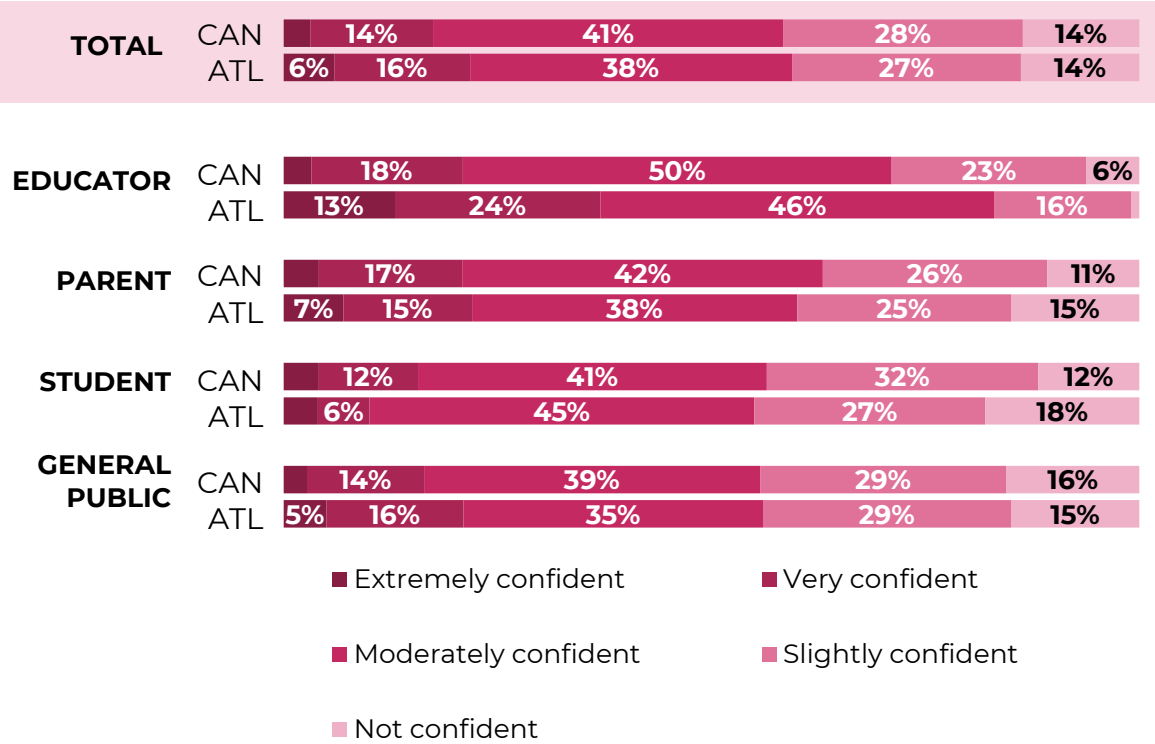
When examining sources of information more deeply by respondent groups, Atlantic educators are more likely to rely on television news (53%) or newspaper and online news websites (54%) while students rely on YouTube (44%), documentaries/movies (41%) and conversations with friends and family (40%).

% Selected	Respondent Group									
	Total		Educator		Parent		Student		General Public	
	CAN	ATL	CAN	ATL	CAN	ATL	CAN	ATL	CAN	ATL
n=	4,228	557	782	153	1,283	165	1,053	122	1,369	144
Television news programs	46%	49%	50%	53%	39%	38%	32%	35%	49%	54%
Newspaper and/or online news websites	44%	38%	49%	54%	43%	33%	22%	18%	45%	39%
Documentaries or movies	36%	28%	41%	34%	39%	29%	29%	41%	36%	26%
Conversations with friends and family	32%	33%	38%	37%	32%	37%	41%	40%	30%	30%
Radio news programs	22%	28%	29%	32%	21%	21%	10%	12%	23%	31%
YouTube	22%	23%	23%	39%	24%	14%	36%	44%	19%	21%
Academic journals	13%	10%	23%	22%	15%	12%	7%	8%	12%	7%
Facebook	13%	16%	21%	25%	18%	11%	14%	14%	11%	16%
Books	12%	11%	17%	27%	13%	8%	15%	14%	11%	9%

How confident are you that you can tell the difference between real and fake climate change information?

22% of Atlantic Canadians are extremely or very confident that they can tell the difference between real and fake climate change information, slightly higher than the rate among Canadians overall (17%). Atlantic educators are the most confident and Atlantic students are the least confident.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
	n= 4,228	538	506	294	291	1,037	899	557	106
Extremely confident	3%	4%	3%	5%	2%	3%	2%	6%	5%
Very confident	14%	14%	12%	10%	10%	13%	20%	16%	16%
Moderately confident	41%	34%	40%	39%	33%	38%	53%	38%	41%
Slightly confident	28%	34%	29%	29%	25%	31%	20%	27%	32%
Not confident	14%	15%	16%	17%	29%	16%	5%	14%	7%

Survey Results Climate Change Education

Survey Report

Climate change education in the Atlantic is seen as important but insufficient. There's growing recognition that schools need to do more. There's a clear need to deepen and expand climate change education topics, focusing not only on the science, but also on solutions, taking action, and critical thinking.



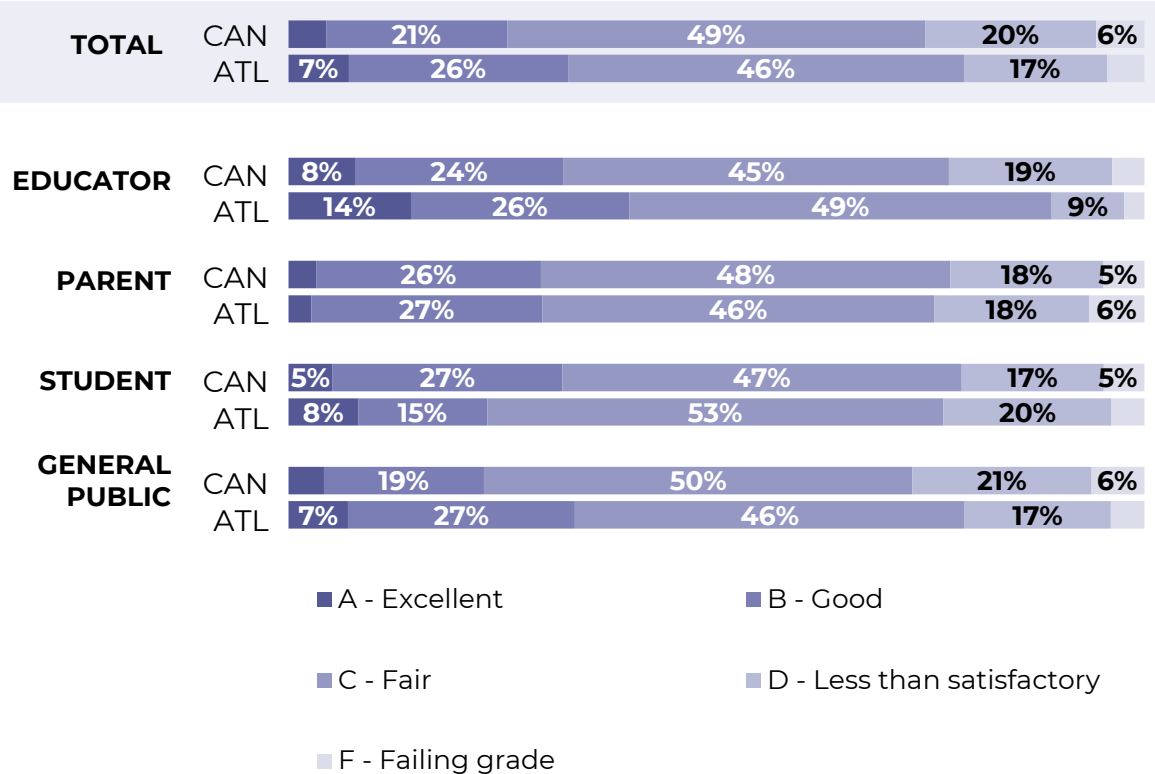
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What overall grade would you give schools in preparing students to understand and address climate change?

Climate Change Education

While most Atlantic Canadians feel schools are falling short in preparing students to understand and respond to climate change, a larger number would award an A or B grade (33%) as compared to Canadian residents (25%). 40% of Atlantic educators would award an A or B while only 23% of students agree with that grade.

Total Results by Respondent Group



Province/Region

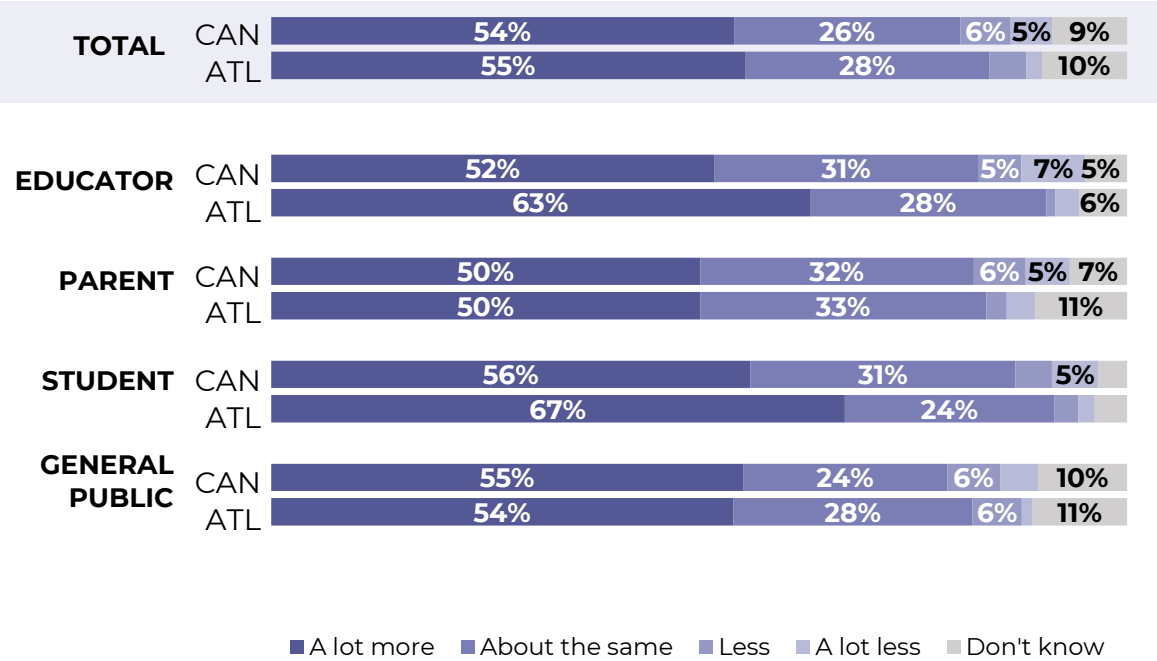
	NAT	BC	AB	SK	MB	ON	QC	ATL	TER
	n= 4,228	538	506	294	291	1,037	899	557	106
A - Excellent	4%	4%	4%	6%	7%	4%	4%	7%	5%
B - Good	21%	20%	18%	17%	16%	22%	21%	26%	30%
C - Fair	49%	47%	50%	54%	55%	48%	49%	46%	47%
D - Less than satisfactory	20%	24%	24%	17%	13%	19%	20%	17%	17%
F - Failing grade	6%	5%	3%	6%	8%	6%	6%	4%	1%

Do you think the education system should be doing more, less, or about the same as now to educate young people about climate change?

Climate Change Education

Over half (55%) of Atlantic Canadians feel the education system should be doing a lot more to educate young people about climate change, similar to the rate among Canadians overall (54%). 63% of Atlantic teachers and 67% of Atlantic students agree.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
	n= 4,228	538	506	294	291	1,037	899	557	106
A lot more	54%	50%	42%	37%	45%	56%	63%	55%	59%
About the same	26%	27%	30%	38%	29%	26%	22%	28%	29%
Less	6%	7%	12%	9%	11%	4%	4%	4%	3%
A lot less	5%	6%	5%	6%	3%	5%	5%	2%	1%
Don't know	9%	10%	11%	10%	12%	9%	5%	10%	7%

Atlantic Canadians agree that climate change education needs to teach students to be critical thinkers (80%), should change the way people behave (71%) and should be a high priority for schooling (65%). Atlantic educators think climate change education should be a high priority for schooling (84%) and should be the role of all teachers (77%).

% Agree (Agree/Strongly Agree)			Respondent Group							
	Total		Educator		Parent		Student		General Public	
	CAN	ATL	CAN	ATL	CAN	ATL	CAN	ATL	CAN	ATL
	n= 4,228	557	782	153	1,283	165	1,053	122	1,369	144
Climate change education needs to teach students to be critical thinkers in order to counteract misinformation found on social media and other sources.	79%	80%	86%	92%	76%	72%	77%	80%	79%	80%
Climate change education should aim to change the way people behave.	70%	71%	75%	83%	69%	68%	71%	78%	70%	68%
Climate change education should be a high priority for schooling.	62%	65%	68%	84%	59%	59%	61%	72%	61%	63%
Climate change education should be the role of all teachers.	56%	56%	66%	77%	56%	57%	59%	63%	54%	50%
The topic of climate change is too complex and should not be discussed in younger grades.	20%	21%	25%	28%	21%	25%	20%	23%	20%	18%
It is not the role of schools to teach students about climate change.	18%	18%	22%	20%	20%	26%	19%	21%	16%	14%

Atlantic Canadians have similar perceptions to Canadians overall on climate change education, with slightly more support for making climate change education a high priority for schooling.

% Agree (Agree/Strongly Agree)	Province/Region								
	CAN Total	BC	AB	SK	MB	ON	QC	ATL	TER
n=	4,228	538	506	294	291	1,037	899	557	106
Climate change education needs to teach students to be critical thinkers in order to counteract misinformation found on social media and other sources.	79%	79%	79%	71%	73%	79%	82%	80%	71%
Climate change education should aim to change the way people behave.	70%	66%	58%	61%	60%	73%	78%	71%	70%
Climate change education should be a high priority for schooling.	62%	58%	52%	50%	46%	66%	64%	65%	64%
Climate change education should be the role of all teachers.	56%	55%	46%	48%	43%	58%	61%	56%	56%
The topic of climate change is too complex and should not be discussed in younger grades.	20%	15%	29%	29%	30%	22%	14%	21%	16%
It is not the role of schools to teach students about climate change.	18%	18%	16%	21%	26%	19%	14%	18%	19%

To what extent do you agree or disagree that climate change should be addressed in younger grades - Kindergarten to Grade 3, through the following topics?

When it comes to teaching younger (K-3) grades about climate change, Atlantic educators agree that topics including green energy (86%), biodiversity (83%), over-consumption (79%), and the carbon footprint of food/agriculture (77%) are the most important, all rated the highest among educators in all provinces. Addressing eco-anxiety (57%) was also important relative to educators in other provinces.

Educators (% Agree/Strongly Agree)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	782	65	74	41*	55	173	198	153
Green energy	77%	73%	62%	75%	66%	82%	75%	86%
Biodiversity/habitat loss	75%	67%	71%	80%	67%	79%	71%	83%
Over-consumption	75%	72%	70%	70%	66%	76%	77%	79%
Extreme weather	68%	80%	58%	76%	67%	70%	63%	75%
Carbon footprint of food/agriculture	62%	67%	62%	69%	61%	67%	51%	77%
Threats to physical health	58%	55%	53%	68%	45%	60%	54%	67%
Social justice and racial inequities	49%	56%	30%	57%	40%	53%	45%	56%
Eco-anxiety/threats to mental health	42%	43%	34%	47%	44%	48%	31%	57%
Peaceful dissent/protests	36%	27%	26%	46%	25%	41%	34%	38%

Atlantic students most often report ‘sometimes’ (45%) or ‘rarely’ (38%) discussing climate change in their classes, while few report doing so ‘always’ (1%) or ‘often’ (10%). More Atlantic students rarely discuss climate change in classes (38%) relative to Canadian students overall (33%).

K-12 Students (% Selected)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	1,053	151	156	100	100	210	208	122
Always	1%	1%	2%	1%	1%	1%	-	1%
Often	9%	8%	10%	10%	10%	12%	4%	10%
Sometimes	48%	55%	52%	47%	40%	47%	47%	45%
Rarely	33%	30%	27%	32%	42%	33%	36%	38%
Never	9%	7%	10%	10%	7%	7%	14%	6%

How many hours over a course/school year would you typically spend on covering topics related to climate change in your classroom?

Climate Change Education

Atlantic teachers are more likely to spend less than 10 hours (54%) than upwards of 10 hours (24%) within a course or school year on topics related to climate change, with the highest proportion spending 3-5 hours (22%). Only 13% do not cover climate change topics at all (not covered or not applicable), lower than the rate among Canadian educators overall (21%).

K-12 Teachers and Faculty of Education Instructors (% Selected)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	611	45*	50*	31*	52	126	159	135
1 - 2 hours	15%	16%	24%	8%	13%	8%	19%	20%
3 - 5 hours	20%	15%	15%	22%	19%	24%	17%	22%
6 – 10 hours	16%	27%	23%	18%	17%	13%	14%	12%
11 – 15 hours	6%	15%	6%	3%	5%	5%	3%	8%
16 – 20 hours	10%	2%	3%	1%	1%	20%	3%	7%
21 – 30 hours	1%	1%	-	5%	3%	<1%	1%	6%
31 – 40 hours	2%	-	4%	-	-	3%	-	2%
More than 40 hours	1%	-	2%	2%	-	1%	-	2%
Don't know	9%	5%	11%	28%	14%	6%	9%	9%
Not covered/Not applicable	21%	19%	10%	13%	29%	18%	34%	13%

Survey Results What do Educators Say?

Survey Report

Atlantic educators received significant professional development and feel more confident in their knowledge and skills to teach climate change as compared to other Canadian educators. Key barriers include limited time, uncertainty about effective teaching strategies, and concern about parental support. A significant proportion of teachers feel well supported by their principal or school board.

What degree of formal professional development on teaching climate change have you received?

What do Educators Say?

Atlantic educators report receiving various levels of professional development on teaching climate change, with 14% receiving extensive support and 25% receiving considerable support as compared to Canadian educators (7% and 18% respectively). Only 22% have received no professional development on teaching climate change relative to Canadian educators overall (37%).

Current Educators (% Selected)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	681	56	61	35*	54	147	172	143
Extensive	7%	1%	1%	8%	8%	10%	7%	14%
Considerable	18%	12%	32%	32%	17%	13%	17%	25%
Moderate	17%	37%	4%	27%	18%	21%	7%	16%
Limited	21%	21%	38%	16%	28%	16%	20%	23%
None	37%	28%	24%	16%	29%	40%	49%	22%

To what extent do you agree (or disagree) with the following statements about climate change education?

What do Educators Say?

67% of Atlantic educators note a lack of time, and 58% sometimes feel unsure of the appropriate instructional strategies. That said, 64% of Atlantic educators feel they have the knowledge and skills needed to teach climate change, much higher than Canadian teachers overall (47%). However, 59% would like to include climate change education but feel parents might not be supportive, compared to 35% nationally.

K-12 Teachers and Faculty of Education Instructors (% Agree/Strongly Agree)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	677	45*	50	37*	52	126	159	135
I feel that a lack of time within course/grade to teach the topic of climate change is a significant barrier.	66%	63%	86%	78%	50%	66%	58%	67%
I sometimes feel unsure that I know the appropriate instructional strategies to teach this complex topic.	50%	47%	44%	60%	51%	54%	41%	58%
I feel I have the knowledge and skills needed to teach climate change.	47%	53%	45%	55%	55%	51%	27%	64%
I would like to include climate change education but feel parents might not be supportive.	35%	40%	39%	55%	36%	31%	25%	59%

How supported by your principal and your board do you feel in teaching climate change?

What do Educators Say?

Over half (51%) of Atlantic teachers feel extremely or very supported by their principal and board in teaching climate change, well above the rate among Canadian teachers overall (22%).

K-12 Teachers (% Selected)		CAN	BC	AB	SK	MB	ON	QC	ATL
	n=	568	44*	47*	29*	50	110	152	132
Extremely Supported		5%	3%	2%	7%	1%	3%	2%	18%
Very Supported		17%	20%	10%	15%	30%	19%	8%	33%
Moderately Supported		27%	47%	22%	27%	27%	21%	26%	26%
Slightly Supported		26%	16%	38%	40%	19%	29%	27%	16%
Not Supported		25%	14%	29%	10%	23%	28%	36%	7%

Survey Results Next Steps in Supporting Climate Change Education

Survey Report

Atlantic students show strong interest in learning about climate change, particularly solutions, and teachers employ a variety of strategies to engage them. Atlantic Canadians see opportunities to strengthen climate education through enhanced professional development, more student-led initiatives, flexible curriculum approaches and increased funding for climate change education programs and resources.

Students - If you could decide what you would learn in school about climate change, what would you tell your teacher?

Next Steps

When it comes to climate change education, Atlantic students are most interested in learning solutions to the problem (37%) and educating people/raising awareness (20%).

K-12 Students (% Mentioned)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	594	98	88	61	62	117	88	77
Offer solutions to the problem / How to reduce your carbon footprint (e.g. alternate transportation, less pollution)	35%	40%	40%	41%	39%	36%	20%	37%
Explain scientific evidence of what cause climate change / Facts	22%	21%	23%	26%	26%	23%	20%	14%
Make people aware of their actions / Consequences of actions	11%	14%	5%	11%	14%	12%	10%	7%
Educate people more / Awareness (general)	8%	9%	5%	13%	4%	6%	6%	20%
Empower individuals so they feel they can make a difference	4%	12%	1%	-	4%	3%	2%	8%
Controversial issues should be kept out of classrooms	4%	5%	8%	-	5%	2%	4%	-
Recycling programs	4%	-	1%	-	2%	2%	12%	2%
Talk more / Discussions	3%	4%	-	3%	2%	3%	3%	3%
Other	6%	6%	3%	8%	4%	7%	7%	5%
Nothing / Satisfied with things currently	3%	2%	2%	-	-	4%	4%	1%

Educators respond to each of the following statements, as they apply to their classes.

Next Steps

Atlantic teachers use a variety of methods in teaching climate change, such as encouraging students to take action (57%) and teaching critical media literacy (51%). More Atlantic teachers include indigenous traditional knowledge (42%) than Canadian teachers overall (32%).

K-12 Teachers and
Faculty of Education Instructors
(% A moderate amount/A great amount)

	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	611	45*	50	31*	52	126	159	135
I encourage students to take action as part of their learning.	60%	56%	68%	68%	39%	66%	54%	57%
I include solutions to climate change.	49%	58%	51%	64%	36%	52%	45%	50%
I teach critical media literacy so students can make the distinction between fact and opinion.	48%	52%	61%	45%	34%	53%	36%	51%
I emphasize aspects of ethics and social justice within climate change impacts.	32%	31%	26%	34%	25%	36%	28%	36%
I include Indigenous traditional knowledge about climate change.	32%	16%	13%	43%	27%	51%	9%	42%

*Use caution when interpreting results due to low sample size (n<50). Groups with <30 respondents not shown due to small sample size. Territories included in total but not reported due to insufficient sample.

What changes would you suggest to improve climate change education?

Next Steps

To improve climate change education, Atlantic Canadians would like to see support for student-led climate action projects and activities (44%) and more flexibility in curriculum to allow for climate change topics (44%). 63% of Atlantic educators would like professional development and 58% would like to see mandatory climate change curriculum to be taught in all grades.

% Selected			Respondent Group							
	Total		Educator		Parent		Student		General Public	
	CAN	ATL	CAN	ATL	CAN	ATL	CAN	ATL	CAN	ATL
n=	4,228	557	782	153	1,283	165	1,053	122	1,369	144
Support for student-led climate action projects and activities	45%	44%	49%	58%	41%	36%	45%	44%	46%	43%
More flexibility in curriculum to allow for climate change topics	42%	44%	40%	48%	39%	38%	41%	46%	43%	45%
Professional development for teachers on climate change	39%	42%	47%	63%	33%	40%	35%	48%	40%	38%
Mandatory climate change curriculum to be taught in all grades	38%	39%	39%	58%	34%	36%	37%	39%	39%	36%
Incorporation of climate change education in teacher preparation programs	38%	37%	44%	62%	36%	33%	35%	48%	38%	32%
Stronger collaboration between schools, parents and community organizations	36%	37%	37%	41%	34%	32%	37%	49%	36%	35%
Increased funding for climate change education programs and resources	35%	42%	42%	51%	34%	42%	37%	49%	35%	41%
Promote pathways for sustainability and climate-related careers	35%	34%	37%	47%	34%	38%	33%	39%	35%	30%

What changes would you suggest to improve climate change education?

Next Steps

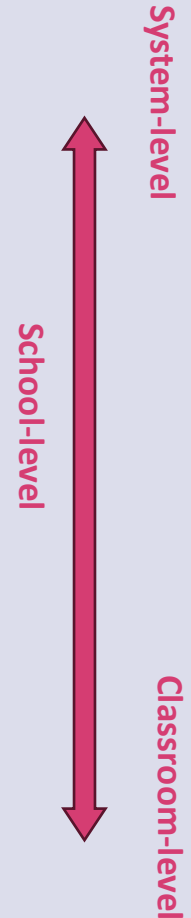
Atlantic Canadians are mostly aligned with Canadians overall when it comes to suggestions to improve climate change education. That said, they are slightly more likely to suggest increased funding for climate change education programs and resources (42% vs. 35%).

% Selected	Province/Region								
	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	4,228	538	506	294	291	1,037	899	557	106
Support for student-led climate action projects and activities	45%	53%	36%	29%	44%	45%	48%	44%	48%
More flexibility in curriculum to allow for climate change topics	42%	45%	38%	31%	42%	42%	42%	44%	51%
Professional development for teachers on climate change	39%	38%	37%	35%	35%	40%	39%	42%	52%
Mandatory climate change curriculum to be taught in all grades	38%	38%	29%	35%	31%	43%	35%	39%	48%
Incorporation of climate change education in teacher preparation programs	38%	43%	33%	33%	26%	37%	41%	37%	40%
Stronger collaboration between schools, parents and community organizations	36%	38%	33%	32%	33%	36%	35%	37%	48%
Increased funding for climate change education programs and resources	35%	34%	31%	31%	32%	40%	30%	42%	42%
Promote pathways for sustainability and climate-related careers	35%	37%	37%	31%	37%	37%	29%	34%	38%

From Awareness to Action

Key Action Items to Improve Climate Change Education in Schools:

- **Integrate climate change across the curriculum** and give teachers greater flexibility to integrate climate change topics into existing curriculum.
- **Expand Professional Development**, including pre-service teachers
- **Invest in more resources** for teachers, as well as **enhanced strategies to teach complex** topics such as helping students identify and address misinformation, linking climate change to social inequities and racial injustice, and effectively teaching controversial or political topics.
- **Foster a School-Wide Culture of Climate Learning** - Teachers are calling for stronger leadership that values climate change education.
- **Increase classroom time on climate change topics** and focus on **solutions and student-led climate action projects** to increase real-world learning and empowerment.
- **Teaching critical thinking and media literacy** has never been more urgent – Canadians don't feel confident identifying false climate change information, and highly support teaching students to evaluate conflicting information.



Respondent Profile

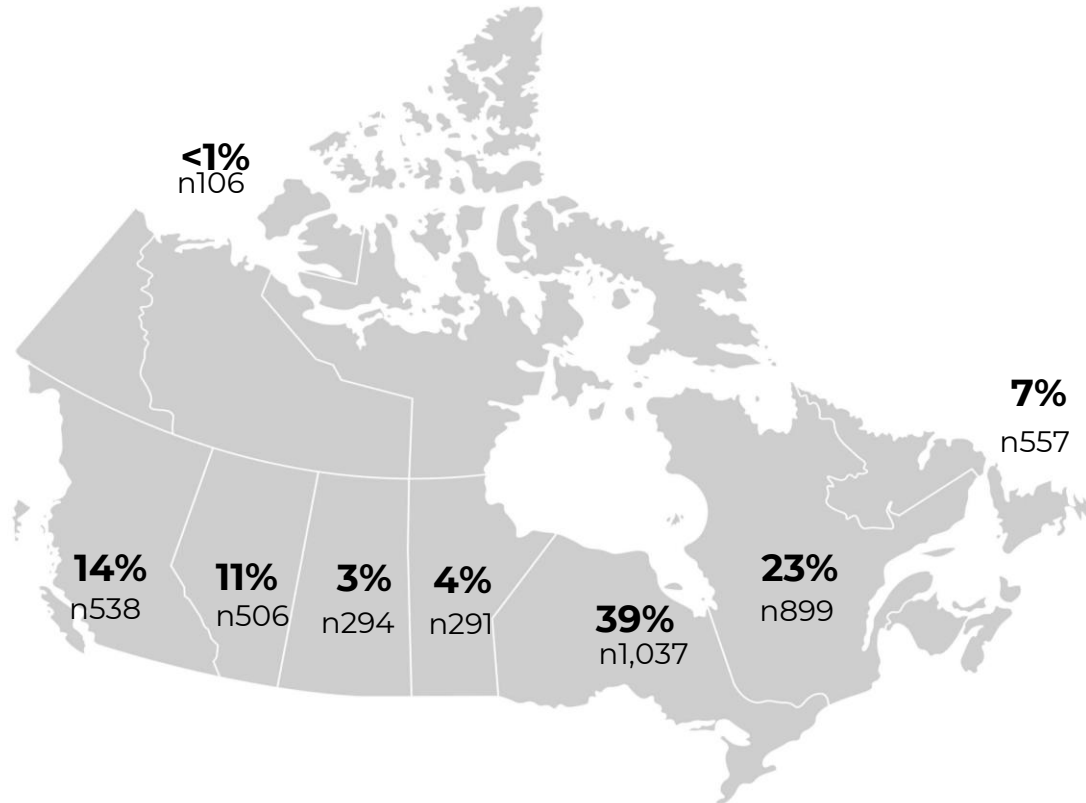
Survey Report



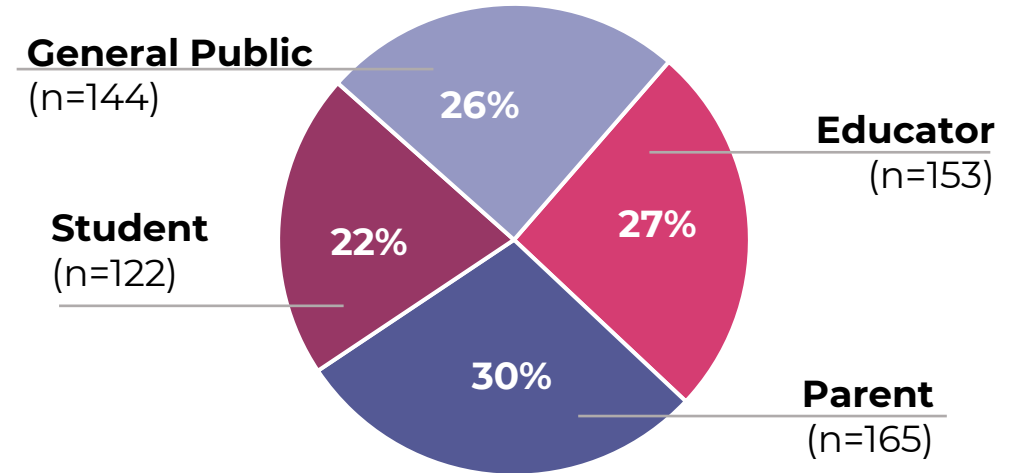
LSF
Learning for a
Sustainable Future

Respondent Profile

Province/Region



Respondent Group – Atlantic Provinces



Atlantic Provinces

Nova Scotia	n=151
New Brunswick	n=146
Newfoundland	n=140
Prince Edward Island	n=120

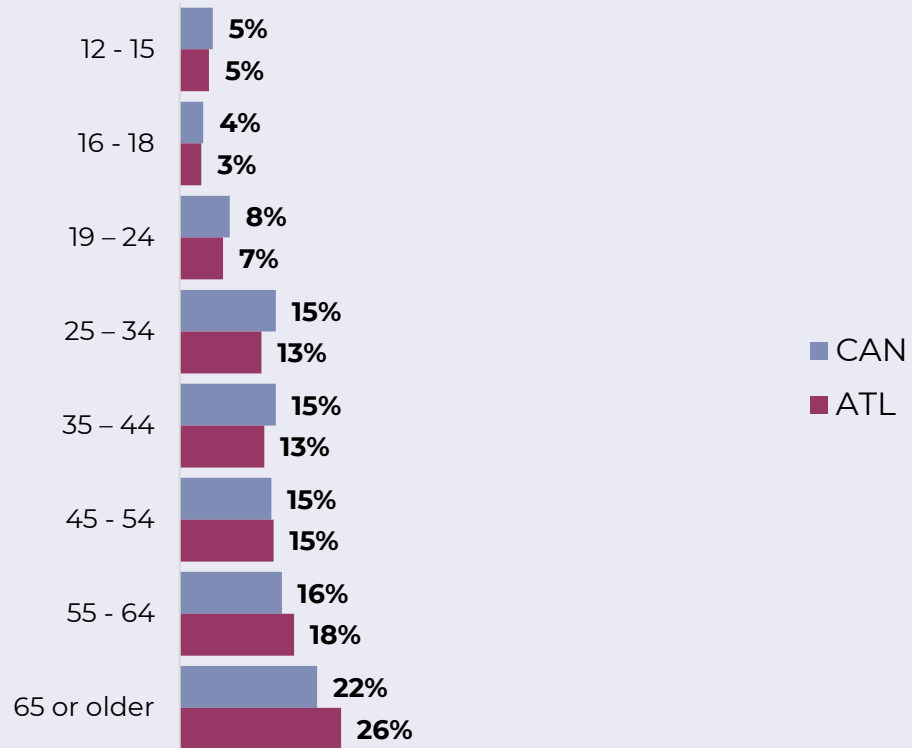
National

Educator	18% (n=782)
Parent	30% (n=1,283)
Student	25% (n=1,053)
General Public	32% (n=1,369)

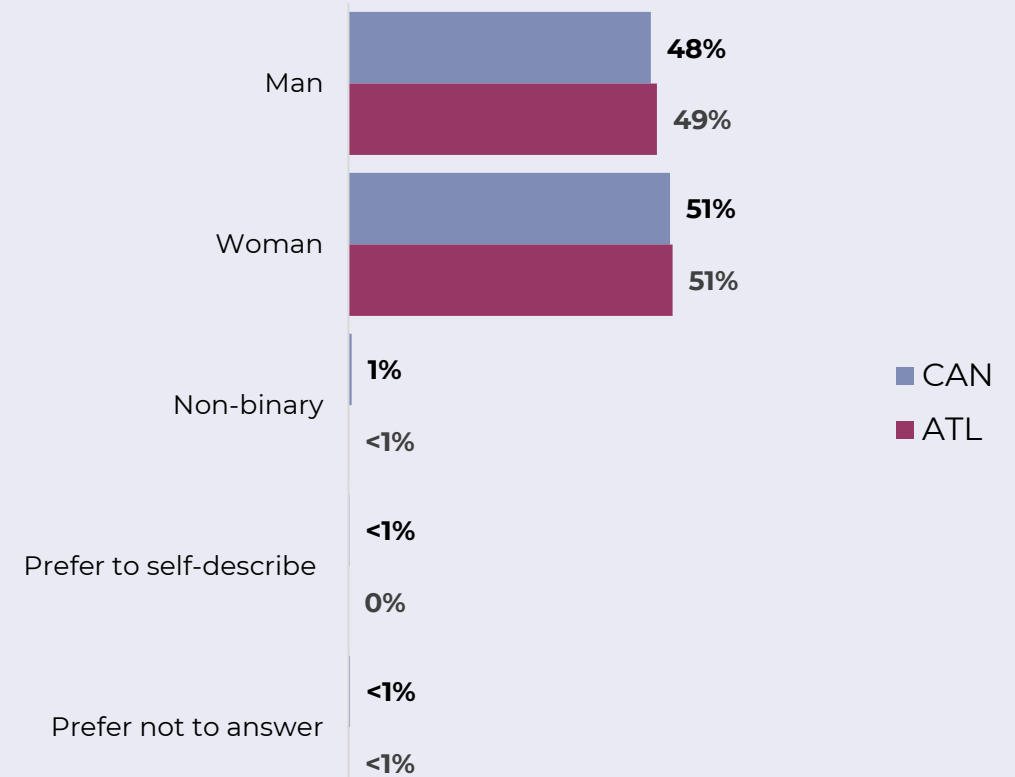


Respondent Profile

Age

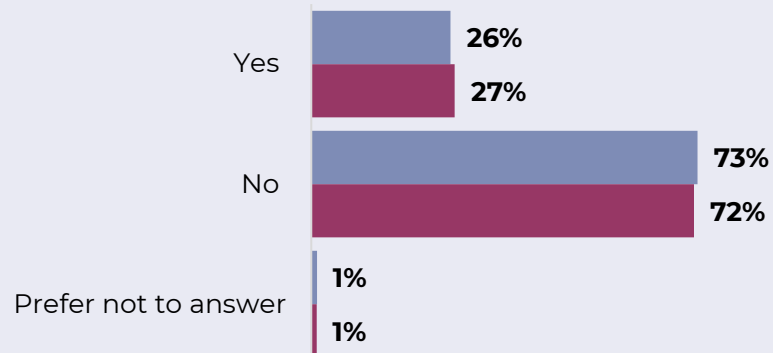


Gender

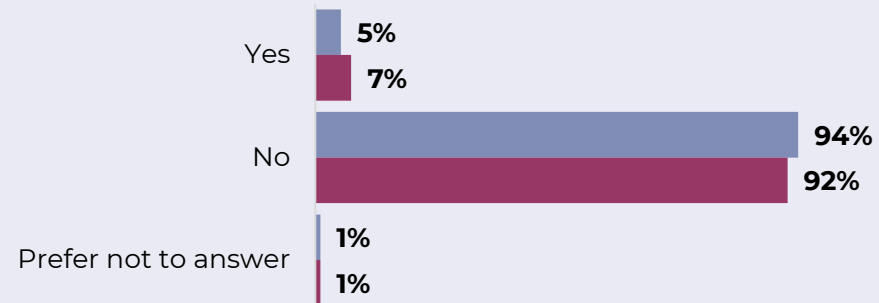


Respondent Profile

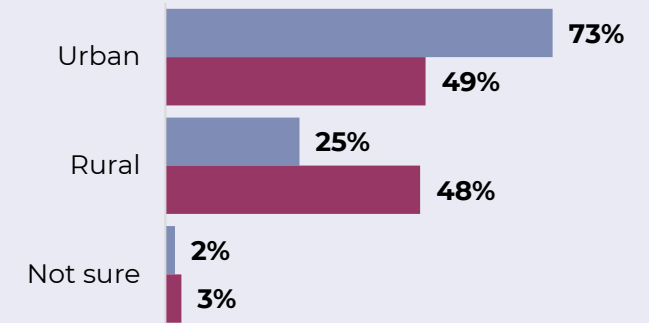
Children in Household



Identify as Indigenous



Area



■ CAN
■ ATL





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