

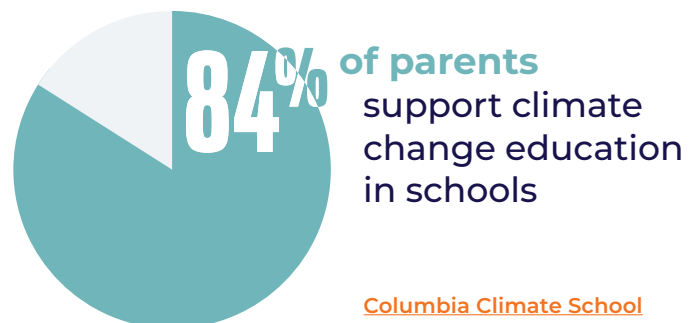
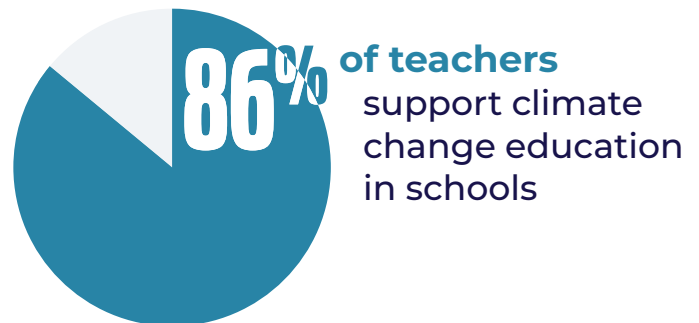
THE CASE FOR CLIMATE EDUCATION

There is an urgent need to provide all students with the knowledge and skills they need to support climate justice and well being, thrive in the green economy, and develop sustainable behaviors.

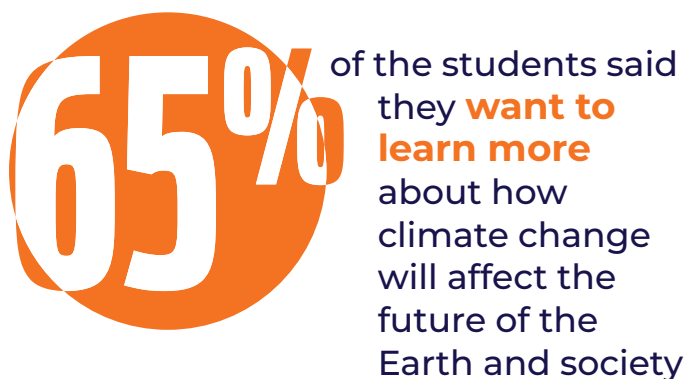
THE CURRENT STATE OF CLIMATE EDUCATION

- New Jersey is the only state with mandatory K-12 climate education curriculum and an office of climate education.
- Washington and California have incorporated climate education standards into their curricula.
- New York, Virginia, Colorado, and Maryland all have pending legislation supporting climate education.

The **Next Generation Science Standards** (NGSS), adopted by 20 states and the District of Columbia, include aspects of climate education. However, these standards do not provide students with an interdisciplinary understanding of the causes, solutions, and impacts of the climate crisis.



DO STUDENTS WANT TO LEARN MORE ABOUT CLIMATE CHANGE?



[Education Week](#)

CLIMATE JUSTICE, EQUITY, AND WELL BEING

- A survey of young people ages 16 to 25 from 10 countries, found that **more than half felt sadness, anxiety, anger, and guilt** about climate change.
- Directly discussing climate change and using Social Emotional Learning to explore **coping strategies can help young people increase positive emotions** on the subject.
- Comprehensive climate education will expand a student's understanding of climate justice and equity through an analysis of how climate change disproportionately impacts women, marginalized communities, and indigenous people.

THE GREEN ECONOMY

- The **rising demand for green skills** requires governments and schools to act now to ensure green jobs will be filled in the future to help the world achieve net zero by 2050.
- **Children start to make decisions about potential career paths** at a young age. We need to provide all young people with the knowledge and skills they need to benefit from this economic revolution.
- The transition to a net zero emissions environment by 2050 **will create new industries worth \$10.3 trillion to the global economy** creating a massive market for green goods and services.
- According to the World Economic Forum, employers estimate that **four in ten workers will need to be reskilled** for the for the green jobs of the future.

59% of those who learned about climate change in school **have taken action** to address it

44% of those who did not learn about climate change in school **have taken action** to address it

[Columbia Climate School](#)



NEARLY HALF OF YOUNG PEOPLE FELT THEY DID NOT HAVE THE RIGHT SKILLS FOR A SUCCESSFUL CAREER IN THE GREEN ECONOMY

[World Economic Forum](#)

GREEN MUSCLE MEMORY

EARTHDAY.ORG created the term green muscle memory to describe learned behaviors that become instinctive, that move us toward net-zero carbon emissions and occur with little conscious effort.

- Climate Education leads to meaningful behavioral changes. According to one study, if 16% of secondary school students around the world, in middle and high-income countries, studied climate change, it **would result in cutting almost 19 gigatons of CO2** by 2050.
- Students who took climate action in the past year were more than **twice as likely to be interested in taking further action**.
- Students completing a one-year university-level course on climate change **exhibited a significant and lasting reduction in individual carbon emissions**, with an estimated decrease of approximately 2.86 tons of CO2 per year per student.

HOW TO ADVANCE CLIMATE EDUCATION

- Teacher training, in the form of guides, workshops, and local conferences, should demonstrate how to incorporate climate education into all subject areas.
- State officials should introduce legislation that develops mandatory K-12 climate education in their state and create an office of climate education to manage its implementation and evaluation.
- Leaders in government, business, and education should identify and promote the mutually beneficial outcomes of climate education, including green skills and green technology, and provide the funds to implement climate education.
- Districts, teachers, parents, and students should call on their state representatives, state superintendents, and governors to support climate education in their state.

In the end we will conserve only what we love; we will love only what we understand; and we will understand only what we are taught.

— [Baba Dioum](#), Senegalese forestry engineer

