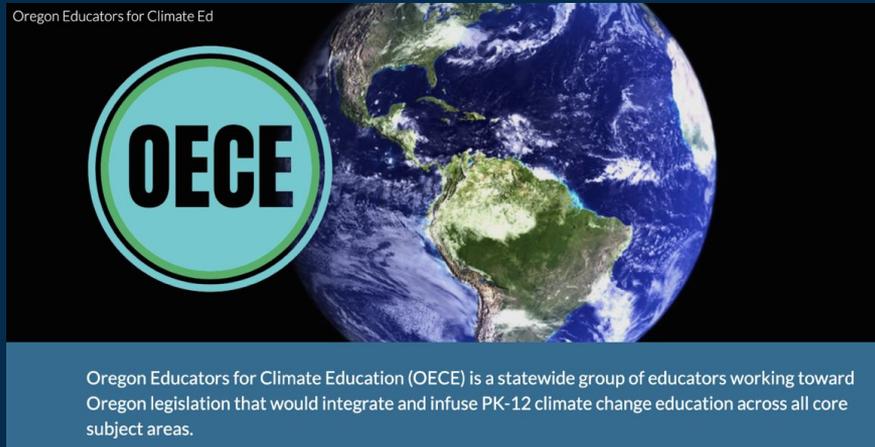


SB 854 Comprehensive Climate Education

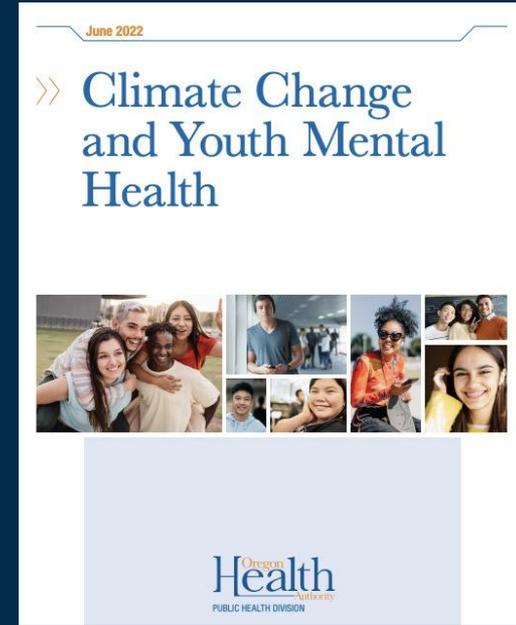
Presented by Steering Committee Members
from the Oregon Educators for Climate Education



Oregon Health Authority June 2022 report

Oregon youth feel

- Anxiety, frustration, despair, hopelessness about climate change
- Dismissed by older generations
- Angry that not enough is being done to protect their future



OHA report, June 2022.

<https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/1e4212.pdf>

US Students want schools to step up

Students Want Climate Change Education. Most Teachers Don't Get Enough Training

Teens Are Struggling With Climate

EdW

American Kids Aren't Learning About Climate Change

Italian students will soon be required to learn about global warming. American kids? Not so much.



Teens Are Struggling With Climate Anxiety. Schools Haven't Caught Up Yet

By Madeline Will — December 07, 2022 · 12 min read

The New York Times

As Students Clamor for More on Climate Change, Portland Heeds the Call



MARCH 6, 2023

In The News

Portland equity director resigns Radicchio revolution Water rights battle Northwest ke

THINK OUT LOUD

Oregon youth demand action on climate change



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NPR SHOP

DONATE

NEWS CULTURE MUSIC PODCASTS & SHOWS SEARCH

EDUCATION



Most Teachers Don't Teach Climate Change; 4 In 5 Parents Wish They Did

Home / Other Sciences / Education



DECEMBER 30, 2019

Students want climate change lessons. Schools aren't ready

by Sonali Kohli

Recent national surveys on climate education

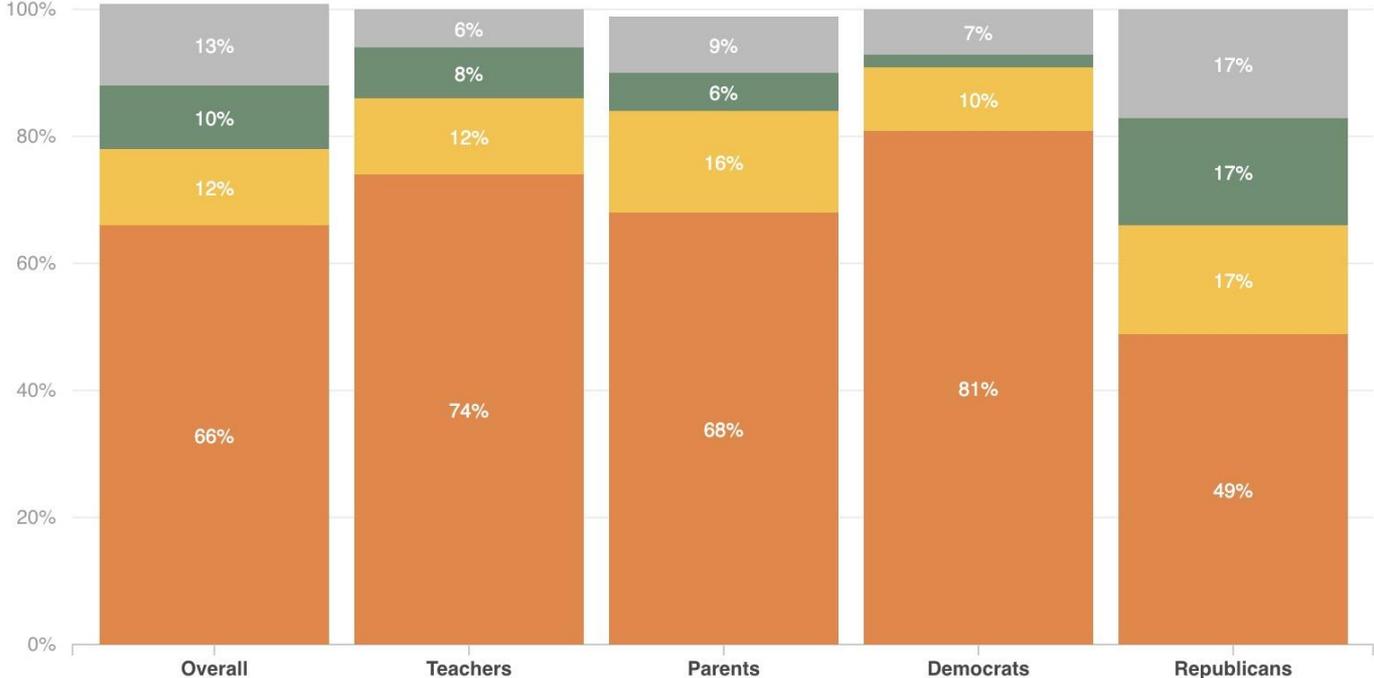
- Vast majority of parents support teaching of climate change (NPR/IPSOS 2019)
- Vast majority of administrators & teachers feel climate education is schools' responsibility (NAAEE 2022)

Barriers for teachers:

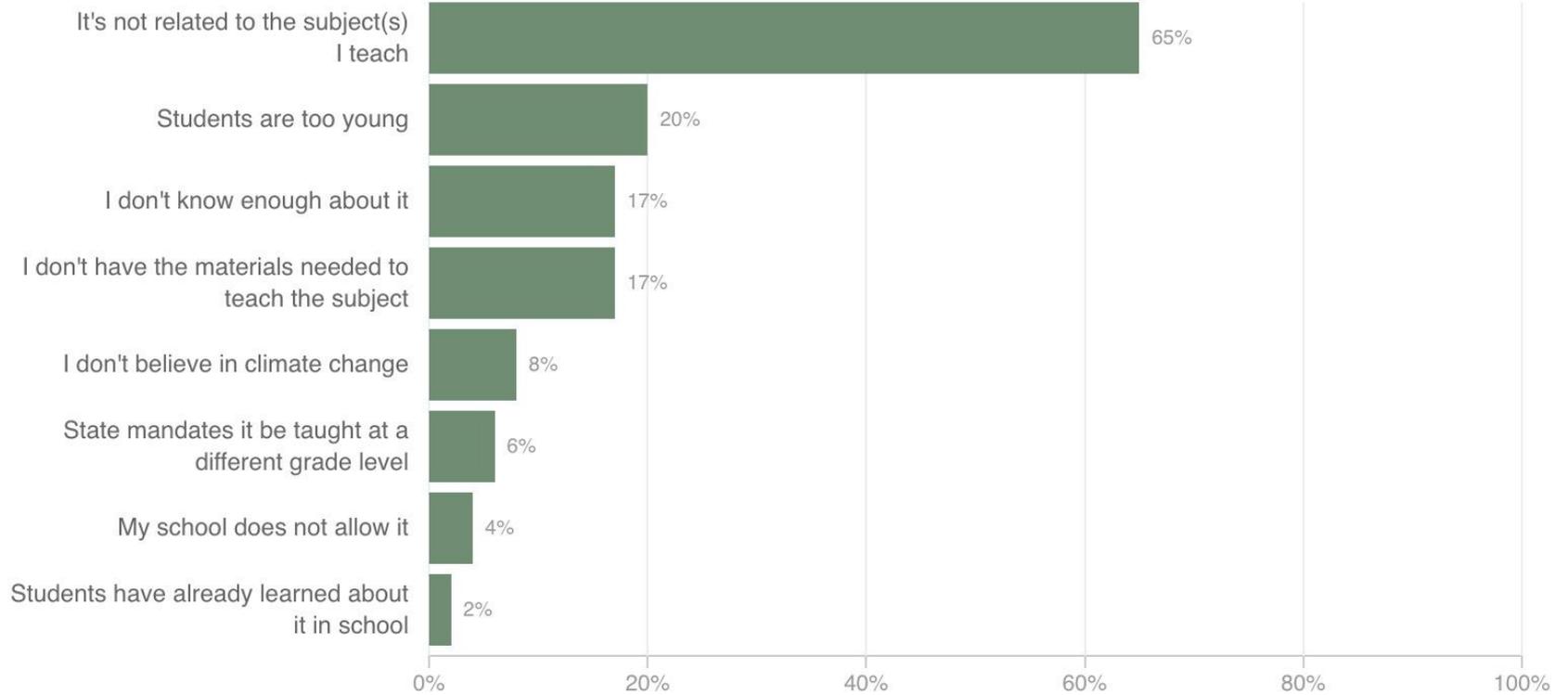
- aren't aware how climate relates to their subject, (NAAEE 2022; NPR/IPSOS 2019)
- fear parent, education policy-maker, or administrator complaints (NAAEE 2022)
- need access to training on climate education and high quality climate teaching resources ((EdWeek Research 2022; NAAEE 2022)

Should Climate Change Be Taught In School?

- Schools should teach about climate change and its impacts on our environment, economy and society
- Schools should teach that climate change exists, but not the potential impacts
- Schools should not teach anything about climate change
- Don't know



Reasons Teachers Don't Teach Climate Change



March 2019 NPR/Ipsos Poll

1,007 US adults; 505 teachers

Climate Education efforts in other states

New Jersey

- K-12, all disciplines
- Climate education incorporated in state standards

Connecticut

- Legislative mandate for 5-12, starting 2023
- Partnership with Dept of Env protection

Climate Change Education: New Jersey Student Learning Standards

Climate Change Education by Grade Band



Sample Interdisciplinary Connections



Guardian

ir-funded

The
Guardian

ion

Sport

Culture

Lifestyle

More v

Universities Students

'Face it head on': Connecticut makes climate change studies compulsory

Climate Education efforts in other states

Washington

- 2017 K-12 Science budget proviso
- Connects teachers with environmental orgs
- U Washington partner

California

- Collaboration b/t UCs, CSUs, K-12 schools
- Pre-service teacher education
- In-service teacher PD
- K-12 lessons and support



In response to student voices across Oregon

The Register-Guard

4J teachers, students come together to create climate change curriculum

Jordyn Brown jbrown@registerguard.com

Published 4:00 a.m. PT Feb. 3, 2020 | Updated 9:54 a.m. PT Feb. 2, 2020



- ◆ 4J Climate Change Summit (Jan 2020)
- ◆ Presentations at ODE and Council of State Science Supervisors (2020, 2021)
- ◆ Well-illustrated by the City Club of Eugene - Student Leadership in Climate Education (2022)

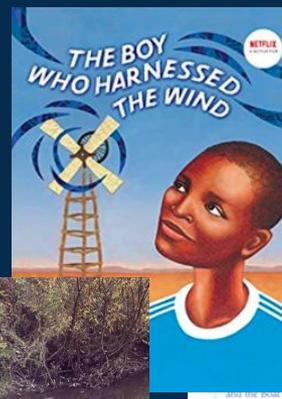
How was the Bill drafted?

- **Crowd-sourced by educators and students across Oregon**
- **Modeled after:**
 - SB 13 (Tribal History | Shared History / Indigenous Studies)
 - SB 664 (Genocide/Holocaust Studies)
- **Place-based, integrated across subjects**
- **Solution-oriented, hope-inspiring, age appropriate**



What does integrated Climate Education look like?

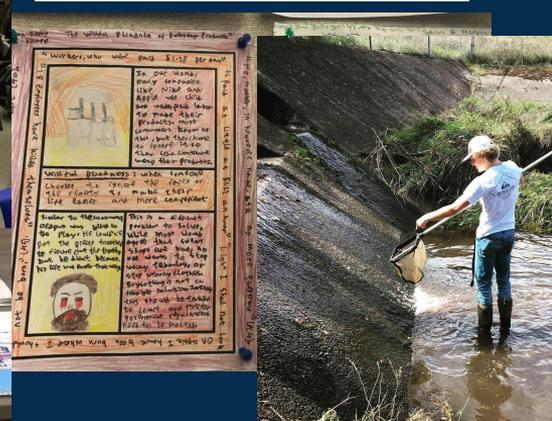
- Informational Reading
- ELA Integration
- Mathematical Modeling & Data Analysis
- CTE and Career Pathways
 - Community Resilience
 - Stewardship
 - Innovative Economic Solutions
 - Natural Resource Management
 - Public Health



Unit 2
Informational Reading, Writing, & Research
in One Science Topic

Grade-Level Rigor: Use mini-lessons and shared/close reading of complex cross-genre texts to teach Science content and reading, writing, and vocabulary.

Core Text(s)

This block contains a collage of educational materials. At the top, it lists 'Unit 2: Informational Reading, Writing, & Research in One Science Topic' with a note on 'Grade-Level Rigor'. Below this are several book covers, including 'Ecosystems' and 'Wetlands'. The bottom of the block is labeled 'Core Text(s)'.

Intro to the Learning Concepts

- As LCs are integrated into standards, different subject areas and grade levels will integrate differently
 - ODE can complete this as part of their regular standards updates

LC Examples:

Equip students with the knowledge, tools and skills to address psychological and mental health challenges associated with ongoing changes to the climate and natural resource availability.

Explore ways to build resilience in communities, and societal systems and practices, in response to climate change.

Inform students about historic and contemporary Indigenous practices and principles for approaching environmental sustainability and ecological knowledge.

Further Logistics & Considerations

- **OECE's Current Version of the Bill** (12/20/22)
 - “all subject areas”
 - no SIA funding penalty for non-compliance
 - additional core learning concepts
- Bill's implementation & related professional development would be aided by future funding, to be identified later
 - e.g., CAT Tax, Inflation Reduction Act, or future acts of the Oregon Congress or Educator Advancement Council

Oregon Climate Lessons Hub

Examples of
Open Resource
Teacher Created
Lessons

Oregon Specific
Example

SUBJECT TO CLIMATE Search for resources Explore Blog About Us Donate Register Login

Resource Database > Climate Change Lessons By Teachers > Water Is Life: Living in Reciprocity With Local Waterways (Past, Present, and Future) [Option #2]



108

Water Is Life: Living in Reciprocity With Local Waterways (Past, Present, and Future) [Option #2]

Created By Teacher: [Marie Middleton](#) | Last Updated: Mar 9, 2023 | [Ask a Question](#)
☆ [No reviews yet](#)
Oregon Educators for Climate Education

Synopsis

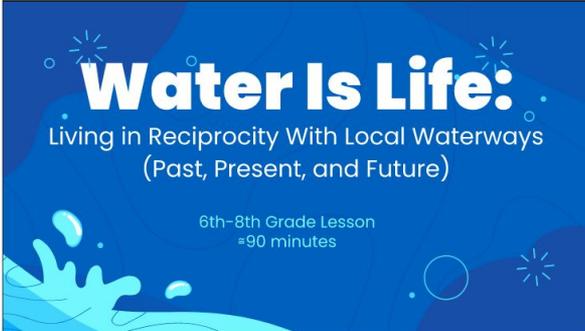
In this lesson, students learn about the importance of water to Indigenous Peoples and the need to protect water today.

Step 1 - Inquire: Students describe their personal experiences with local waterways.

Step 2 - Investigate: Students investigate the importance of water to the Indigenous Peoples of the Americas, reflect on the need to live in reciprocity with rivers, and explore ways to be water protectors.

Step 3 - Inspire: Students create a One-Pager to demonstrate their learning and explain how they can ally with the Indigenous Peoples of Oregon to protect local waterways.

Accompanying Teaching Materials



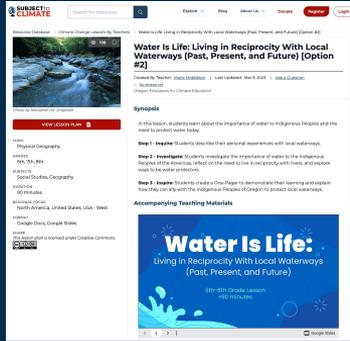
Water Is Life:
Living in Reciprocity With Local Waterways
(Past, Present, and Future)

6th-8th Grade Lesson
=90 minutes

Google Slides

OECE Support and Media

Video about OR Climate Hub



In the news

Eugene Weekly (*Educating for the Climate*)

OPB (*Oregon Teachers, Students Lead Push for Sweeping Expansion of Climate Change Curriculum*)

The New York Times (*Many States Omit Climate Education. These Teachers Are Trying to Slip It In*)

The Oregonian (*A Climate Education Bill, Spearheaded by Teachers and Students*)

Endorsements

- Oregon Educators Association (OEA)
- Beyond Toxics
- Gray Family Foundation
- Oregon Jewish Museum and Center for Holocaust Education
- Oregon Council of Social Studies
- Center for Geography Education in Oregon
- Educational Equity Now
- Oregon Sierra Club

EVERYTHING
is at
STAKE

RISE



THE ENCLOSURE
IS A
LOCAL ISSUE
BY [unclear]

5G is Disaster
for
Climate
Justice



In response to student voices across Oregon

Students Spoke, Teachers Listened

- Climate Education Summit
- Students asking for climate change in all subjects, grade levels

By Teachers, For Teachers

- Teachers on the steering committee
- Cognizant of teacher workload
- Teacher led workshops

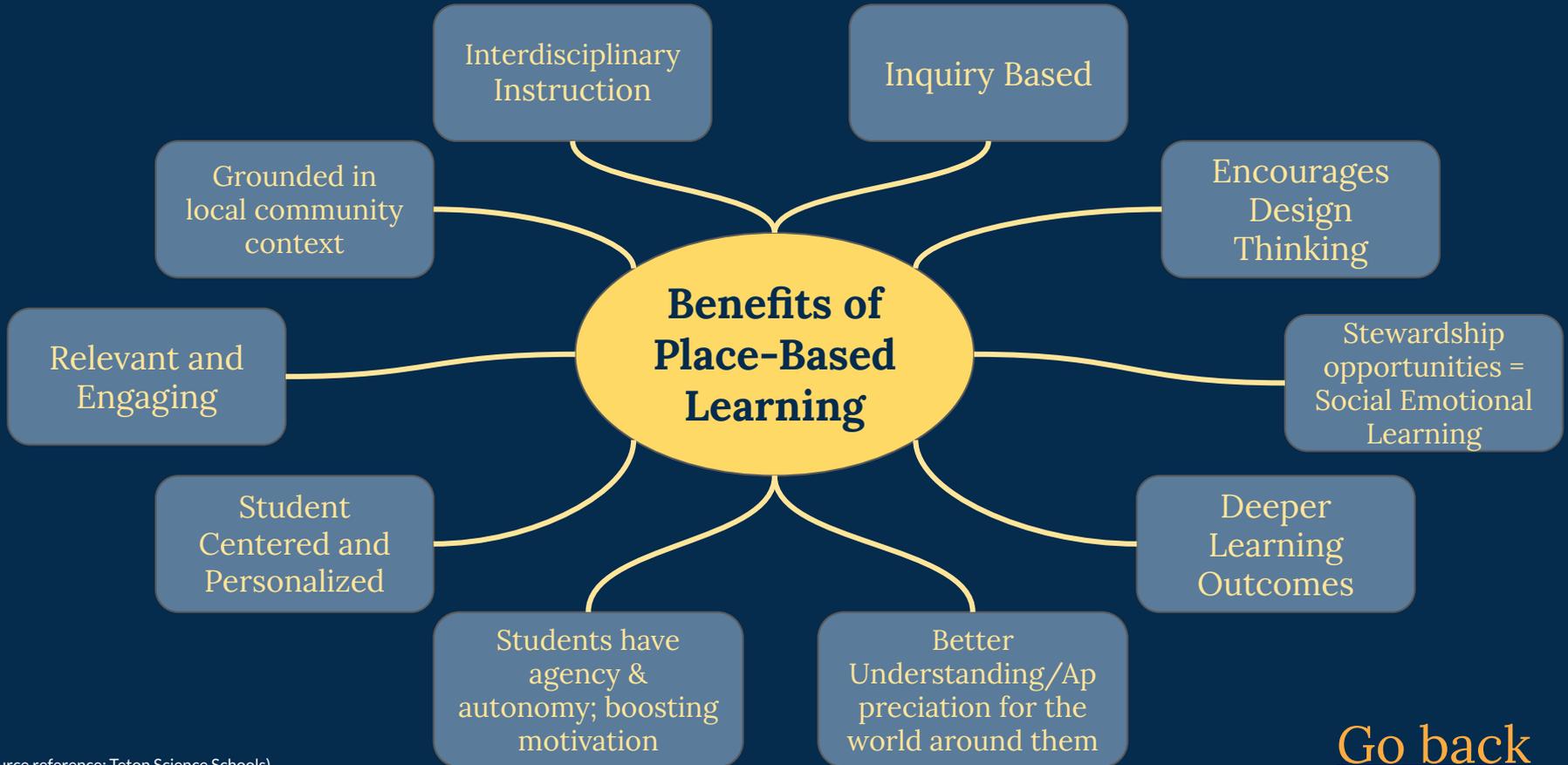
Comprehensive, Integrated

- K-12, All Subjects
- Utilize existing PD Structures
- Learning in context; Place-based

Hope Inspired, Forward Thinking

- Solution Oriented
- Community Resilience
- Careers and economies based on innovation

Relevance and Community Resilience



Key Questions

Examples of Open Resource Teacher Created Lessons Oregon Specific Example

Will this make more work for teachers?

No. Instead of “more work,” it’s more a matter of reframing what already gets taught. There are ongoing shifts in standards and legislation in all subjects areas. Teachers, with guidance and tools from their school districts, regional education service districts, and the Oregon Department of Education, will be equipped to make local connections to climate change topics.

How is it different from NGSS?

Climate Change Education is more than just the Science. It involves policy, community impacts, health, math modeling and data analysis. SB 854 will bolster and amplify NGSS, teaching students how their regions of Oregon are affected by climate change, exploring adaptations/solutions that preserve the Oregon way of life, building resilient, sustainable, profitable economies.

Will this require new K-12 standards

No. Modifications to current standards or additional standards would be required. In most cases, key concepts like “sustainability” and “climate change” can be integrated into current standards as examples, topics, or themes for classroom teachers to explore.

How will teacher training happen?

Integration with existing professional development provided annually to teachers and is within all districts’ budgets. With ODE guidance, ESDs, STEM Hubs, RENs, etc partner with agencies to provide the necessary PD. Possible, existing sources to explore: **CAT tax**, Federal grants (Inflation Reduction Act), CTE funding, NPO grants, Oregon Lottery.

