

Oregon House Committee on Education

Dear Chair Neron, Vice Chairs Dobson and McIntire, and Committee Members,

I'm writing to express my strong support for HB 3365, which seeks to enhance climate resilience literacy.

Climate change is already a lived reality for children and youths, especially those living in underserved communities. [Studies](#) show that this generation will live through more climate impacts—experiencing more droughts, floods, heat waves, and other climate extremes. However, [gaps exist](#) in preparing this generation to tackle and live through this ecological change. Teachers and students play a crucial role in building climate literacy and enabling the collective leadership needed for young people to take meaningful climate action within their communities. -[Diplomatic Courier](#)

Expecting to address climate change solely through government and industry solutions without also ensuring that this generation of citizens are climate-literate would be irresponsible and dangerous.

[A climate literate populace](#) is one of the most powerful tools we have to drive the demand for sustainable goods and services, thereby influencing both corporate behavior and government policy. Students today recognize this reality. [They see climate change as](#) an existential crisis yet feel unprepared, unheard, and without agency. Many do not trust that the government and industry will act in their best interests. But if we provide students with the knowledge and critical thinking skills to understand the intersection of climate, economy, culture, and policy, they will be able to re-mold industry through informed consumer choices, entrepreneurship, and advocacy.

The proposed bill emphasizes integrating age-appropriate, place-based, interdisciplinary climate education into existing academic content standards across subjects, enhancing the relevance and engagement of core subjects without compromising their integrity. Teaching math, science, history, economics, literature, and the arts through the lens of climate resilience and solutions makes learning more relevant. A study by the [Alliance for Climate Education](#) demonstrated that after participating in their climate education program, students showed a 27% increase in climate science knowledge, with over one-third becoming more engaged in climate issues. This underscores the importance of climate literacy in empowering individuals to take action.

Transdisciplinary approaches to climate education connect real-world issues to classroom learning, fostering critical thinking, civic engagement, and workforce readiness for the growing green economy. Whether students become scientists, policymakers, engineers, or

business leaders—and all are consumers—their ability to navigate the complexities of climate and economy will be key to creating a sustainable and thriving future.

HB 3365 is not just about climate literacy—it is about economic and civic empowerment. A generation of climate-literate consumers and professionals will shape industry, influence policy, and accelerate the transition to a sustainable economy. I urge you to support HB 3365 and ensure that Oregon's students have the education they need to become informed leaders, innovators, and decision-makers in the critical decades ahead.

Lastly, HB 3365 does not create a new curriculum or any mandates for teachers. It simply gives teachers of all subjects legal permission, and encouragement to give students multiple perspectives on local and global climate topics making learning more interesting and relevant.

Thank you for your consideration and your commitment to Oregon's future.

Sincerely'

Darin G. Henry

Steering Committee:

[Oregon Educators for Climate Education](#)