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I started working on my first climate change project in January 1989. For 25 years I simulated land ecosystems like forests and grasslands. We were the first team to simulate wildfires as a result of global warming. For 10 years I made those results and the climate projections we used available to the general public by designing interactive web sites. In 2017 I moved back to the university to start teaching younger generations, sharing my knowledge about climate impacts models and projected climate change effects. The last 4 years I have taken to France groups of undergraduates from the Honors College to explore climate change effects on agriculture and urbanization. I was very surprised to find out those young students had little to no background on climate change. Their understanding of how and why climate models have been designed is extremely limited. Visiting the World Meteorological Organization at the United Nations last summer, I was shocked to realize so few of the students had even heard of the IPCC. Most of the climate science we published seem to have passed them by. Every year, students tell us **they** are surprised to discover a country where all the people they meet know climate change is real, a country where strategies to limit its worst consequences are being developed. It is heartwarming to hear students with farming backgrounds planning to bring home new knowledge about how French farmers they met are adopting novel methods to adapt to global warming and extreme events. They come back enthusiastic because they have realized solutions exist. They could learn so much more from this trip if they had already learnt about the challenges their own communities are likely to face. Oregon has many similarities to France such as large farming communities and a vibrant wine industry. Our young students are likely to be the effective agents of change that help maintain sustainable agriculture in our state. Improving early on their basic understanding of the challenges we face through a solid K-12 education in climate change science would help decrease their sense of defeat when faced with dramatic headlines and enhance their capacity to envision a healthy future that they know they

could contribute to shape. Thank you Chair Neron and members of the House Education committee for the opportunity to speak today in support of HB3365.