

Teaching the Future

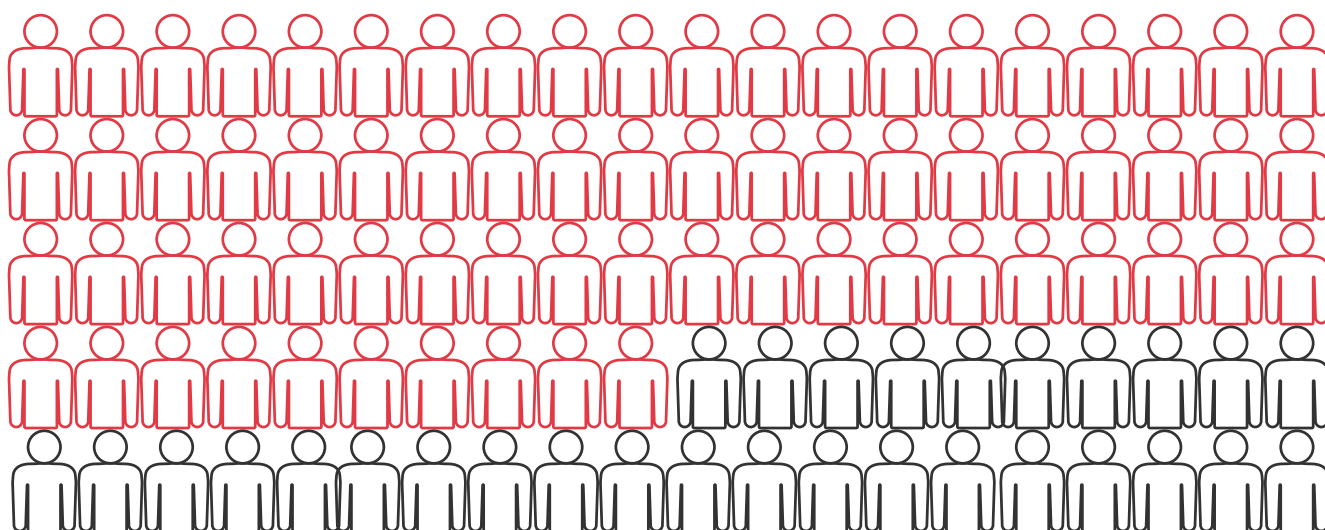
**Research with UK teachers on
the current state and future of
climate education**

TEACH THE FUTURE

The big question:

70%

of teachers feel they **have not** received adequate training to educate students on climate change, its implications for the environment and societies around the world, and how these implications can be addressed.



"We all need to understand diversity and the importance which climate change has within our society, so should we all be able to be comfortable speaking about the climate and the importance of certain choices and actions...I believe that teachers of any subject should receive training to help them guide and inform as well as promote students to take more ownership."



Physical education teacher, Secondary school

[Source: Teacher Tapp, February 2021, sample of 7,682 UK teachers and Teach the Future research | Full research at teachthefuture.uk/teacher-research]

Climate education in-depth:

92% of teachers are concerned about climate change



90% of teachers agree climate change education should be compulsory in schools



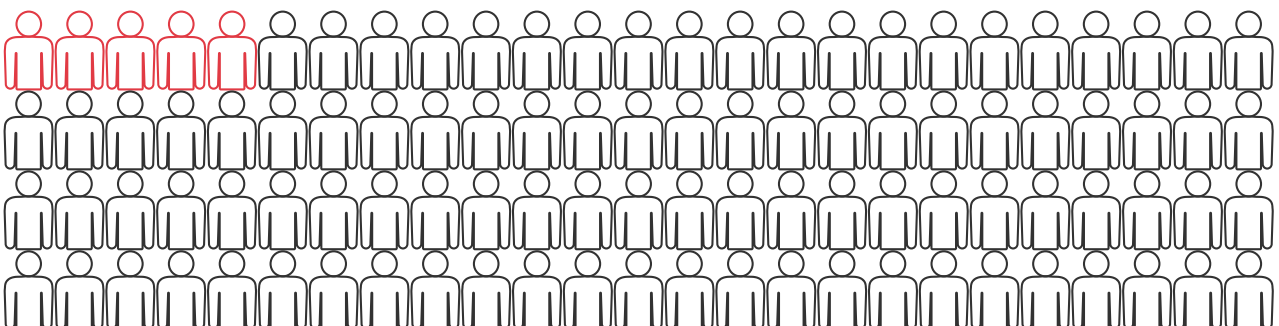
41% say climate change is rarely or never mentioned in their schools



17% say climate change is mentioned in core subjects other than science and geography



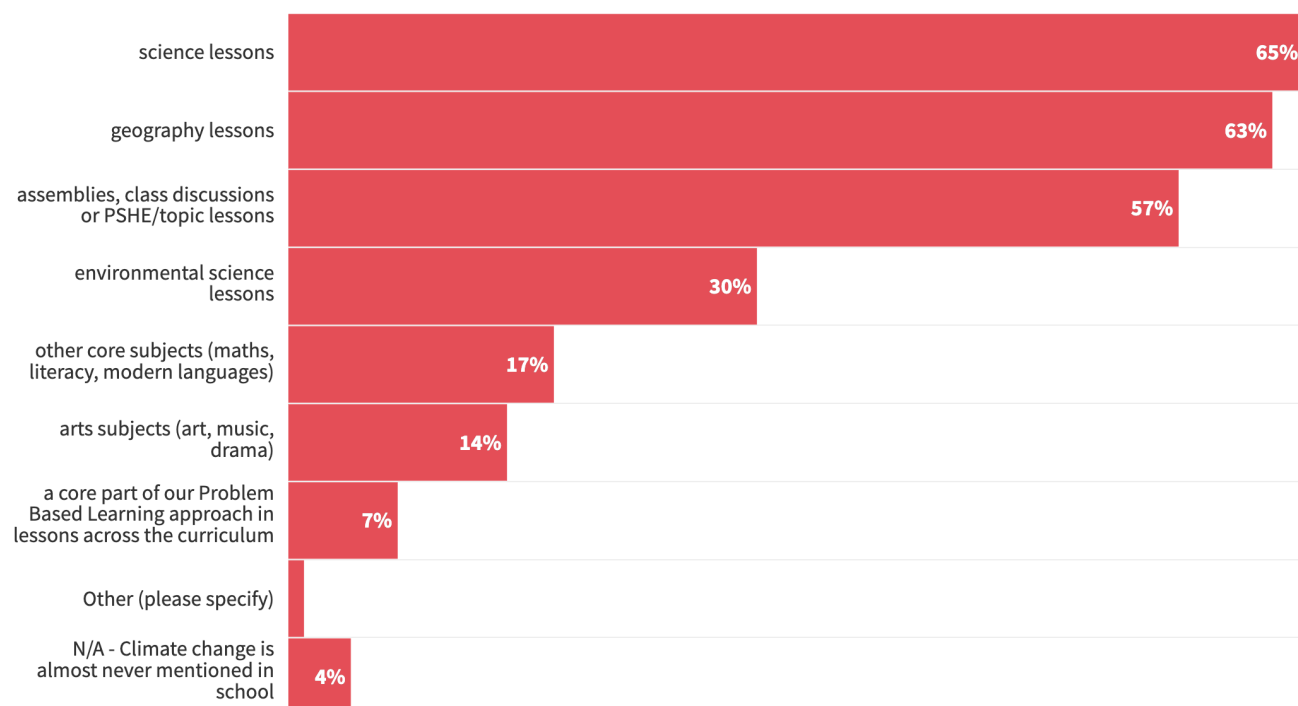
5% of teachers say climate change is integral to many different aspects of the curriculum and teaching in their school



Current climate education:

Out of schools where climate change is currently mentioned, it is primarily limited to science lessons (65%), and geography lessons (63%).

Climate change is mentioned in...



"At present awareness of the importance of the issue in classrooms is too often limited to Geography and Science. School-wide initiatives must become the norm. Young people should be educated in sustainable buildings by informed adults who are the example for young people to follow."

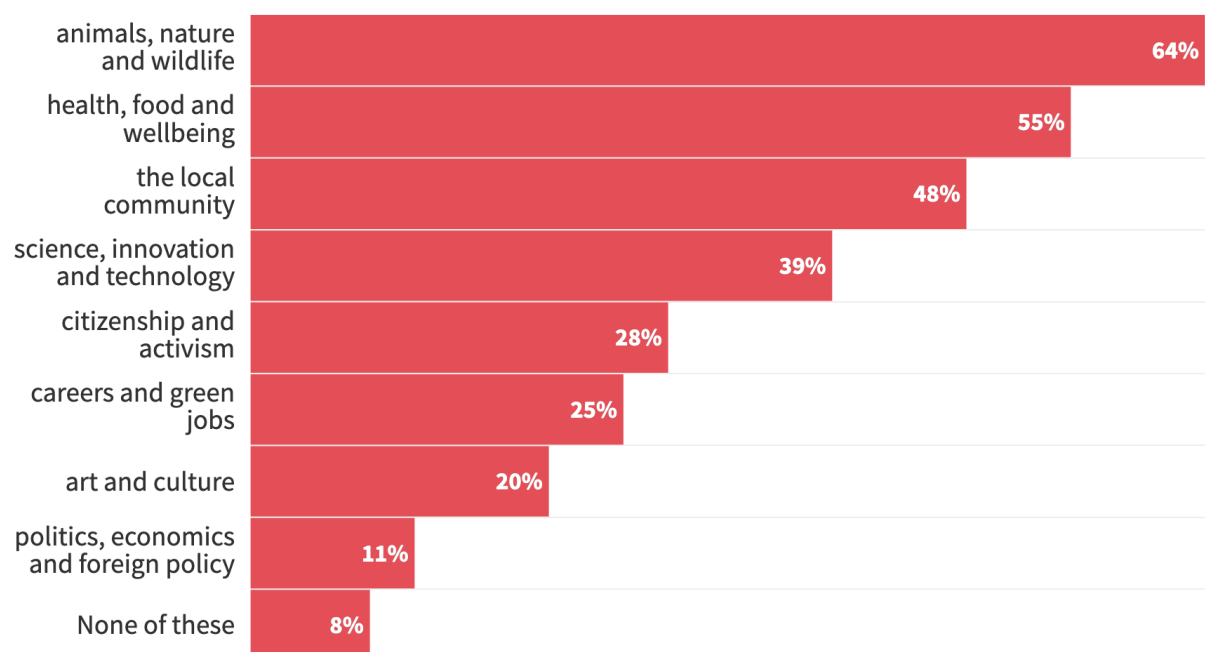
Charlotte Cavallaro, Geography Teacher, Gryphon School

[Source: Opinium, 26th Oct – 4th Nov 2020, sample of 503 UK teachers
Full research at teachthefuture.uk/teacher-research]

Embedding climate change:

Thinking about framing climate change to interest their pupils, teachers say this could be done in terms of animals, nature and wildlife (65%), and health, food and wellbeing (55%).

Framing climate change in relation to...



"I believe it is critical that climate change is a common thread through the curriculum. Not just in science and geography but in Food Science, RE, Maths, English and Art. Therefore, climate education for teachers is essential so they have the confidence to broach the subject accurately, avoid the pitfalls and support their students sensitively."

Dr Meryl Batchelder, Science Teacher, Corbridge Middle School

[Source: Opinium, 26th Oct – 4th Nov 2020, sample of 503 UK teachers
Full research at teachthefuture.uk/teacher-research]

Teach the Future's recommendations:

Currently, climate change is only consistently mentioned in science or geography lessons (page 4). We need to move away from this framing as the climate crisis will affect all aspects of people's lives. Linking it to citizenship, green jobs, politics and local communities is essential to ensuring students are adequately prepared for their futures.

However, a majority of teachers say they couldn't do that in a way that would seem most interesting to students (page 5). To fully embed climate within the curriculum we need all teachers to be trained to talk about the climate crisis in a way that's relevant to their subject and their students' lives.

"This is the world they are growing up in and they will inherit the challenges that comes with that world. Being educated early on the issues and the solutions gives them a better understanding of the reality of those issues, but also empowers them to get involved with current solutions."



Mrs Hale, Geography Teacher, Ivybridge Community College