



Climate Literacy Efforts in Berkeley

Briefing to the Environment and
Climate Commission
June 22, 2022



Agenda

What is Climate Literacy

BUSD's commitment to Climate Literacy

Statewide Budget Request

Opportunities for the ECC

Sierra Club California defines Climate Literacy as

1. The causes of climate change;
2. Its potential for harm;
3. What is required to avoid significant climate destabilization;
4. Actions needed to ensure a livable future; and
5. The key people and institutions involved in those actions.

In other words: Sustained, Interdisciplinary, and Solutions-focused

Why Climate Literacy?

It's not consistently taught



EDUCATION

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

April 22, 2019 · 5:00 AM ET
Heard on Morning Edition

Although most states have classroom standards that at least mention human-caused climate change, most teachers aren't actually talking about climate change in their classrooms.

It changes behavior

PLOS ONE

RESEARCH ARTICLE

The role of climate change education on individual lifetime carbon emissions

Eugene C. Cordero^{1*}, Diana Centeno¹, Anne Marie Todd²

1 Department of Meteorology and Climate Science, San José State University, San José, California, United States of America, **2** Department of Communication Studies, San José State University, San José, California, United States of America

~20% reduction

ronmental decisions (i.e., type of car to buy, food choices) that they attributed at least in part to experiences gained in the course. Furthermore, our carbon footprint analysis suggests that for the average course graduate, these decisions reduced their individual carbon emissions by 2.86 tons of CO₂ per year. Surveys and focus group interviews identify that course graduates have developed a strong personal connection to climate change solutions, and

It's overdue

THE LANCET
Planetary Health

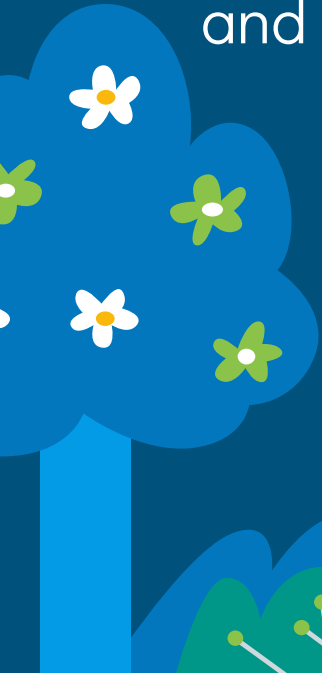
A 2021 Global Survey of youth found

More than 45% of respondents said their feelings about climate change negatively affected their daily life and functioning, and many reported a high number of negative thoughts about climate change (eg, 75% said that they think the future is frightening and 83% said that they think people have failed to take care of the planet).

Climate anxiety and distress were correlated with perceived inadequate government response and associated feelings of betrayal.

“When it comes to climate change, we have to take the fear and redirect it in a productive way. We have to take action, and we can’t be stuck because we’re afraid.”

– Bill Nye



BUSD's Commitment to Climate Literacy

Nov '21: BUSD Passes Climate Literacy Resolution



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Nonprofit news
Free for all, funded by readers

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AFFORDABLE HOUSING: Berkeley looks to buy, not just build | WATCH: FalconCam

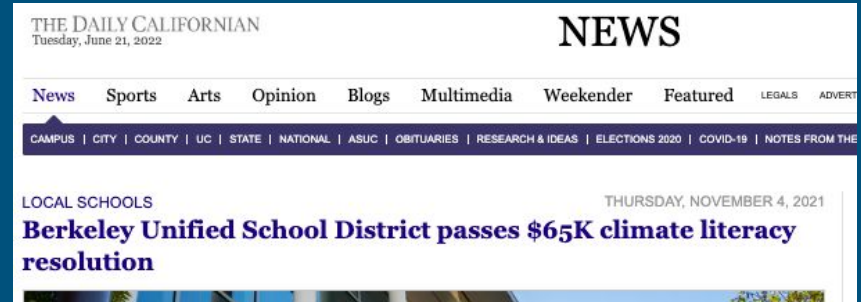
SCHOOLS

31 

By Ally Markovich,
Nov. 12, 2021, 4:58 p.m.

Unlikely team drives Berkeley's first-of-its-kind climate literacy resolution

A teenager, a retired teacher, a Berkeley parent, and a School Board member banded together to make BUSD one of the first school districts in the country to commit to climate education.



THE DAILY CALIFORNIAN
Tuesday, June 21, 2022

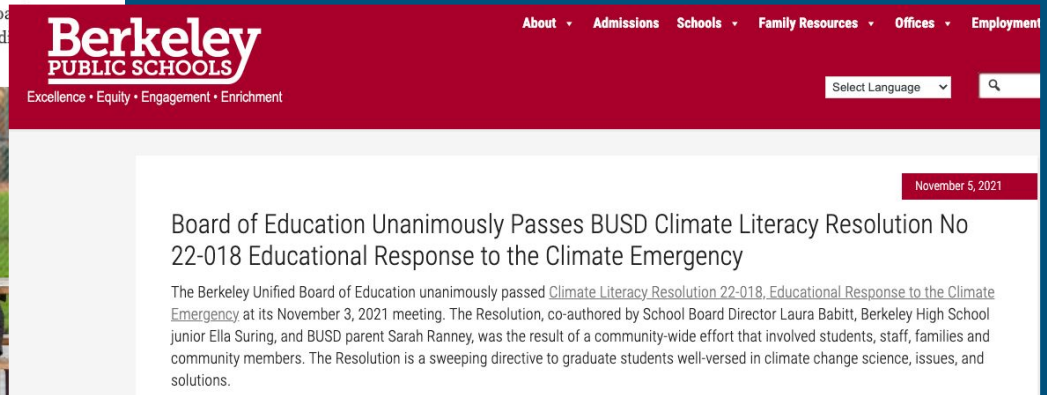
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LOCAL SCHOOLS THURSDAY, NOVEMBER 4, 2021

Berkeley Unified School District passes \$65K climate literacy resolution



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November 5, 2021

Board of Education Unanimously Passes BUSD Climate Literacy Resolution No 22-018 Educational Response to the Climate Emergency

The Berkeley Unified Board of Education unanimously passed [Climate Literacy Resolution 22-018, Educational Response to the Climate Emergency](#) at its November 3, 2021 meeting. The Resolution, co-authored by School Board Director Laura Babitt, Berkeley High School junior Ella Suring, and BUSD parent Sarah Ranney, was the result of a community-wide effort that involved students, staff, families and community members. The Resolution is a sweeping directive to graduate students well-versed in climate change science, issues, and solutions.

BUSD's definition of Climate Literacy is:

- 1 scientific understanding of the cause and effect of climate change
- 2 learning the historical/political context of environmental justice
- 3 youth empowerment: building leadership
- 4 advocacy: teaching communication skills for advocating for change
- 5 hands-on, community-based events and projects to mitigate climate change

BUSD Climate Literacy Resolution

The resolution commits to:

- “Graduating students who are well versed in climate change science, issues, & solutions and environmental justice as a civil rights issue
- **By June 15th, 2023**, creation of a professional development plan for the implementation of this curriculum.”
- *Pay teachers for their work*

California Budget Request

Statewide Budget Request for Climate Literacy

Fund and Implement Climate Literacy for California's K-12 Students

Dear Budget Leadership:

The Sixth Assessment Report by the United Nations' Intergovernmental Panel on Climate Change warns that climate change has reached a "code red for humanity." Warming temperatures and increasing extreme weather threaten our health, air, water, food, shelter, and economic security, posing an existential threat to humanity. The disruption from wildfires, drought, floods, and high heat days, which are already increasing in frequency and intensity, makes it clear that California must face the reality of climate change with a wide range of solutions. We call on the State of California to make a \$200MM investment in K-12 climate literacy, commensurate with the \$15B spent yearly on school buildings and maintenance, as a critical aspect of confronting the destabilizing climate.

Statewide Budget Request for Climate Literacy

Public letter of support urges members of the State Legislature, State Board of Education, the State Superintendent of Public Instruction, and the California Department of Education to collaborate on a multi-pronged effort to execute a climate literacy implementation strategy focused on solutions and scaled to meet the climate emergency:

1. Provide \$40MM for leadership at the state level
2. Provide \$60MM for direction and support at the county level
3. Provide \$100MM for District implementation and integration

Full text at <http://tinyurl.com/CA4ClimateLiteracy>

Supporting Organizations



Supporting Organizations



Next Steps

Opportunities for ECC

Maintain open lines of communication with BUSD Climate Literacy Working Group

Engage students in Vision 2050, Electrification Strategy, and other city projects through Project-based learning

Refer Sign-on letter to Council to support statewide climate literacy budget request

Thank You

The background is a solid dark blue. At the top, there are two white, stylized clouds. On the left and right sides, there are stylized trees with blue trunks and blue or green foliage, interspersed with small white and green flowers. At the bottom, there are stylized bushes in shades of blue and green, some with small white and green flowers.

Rebecca Franke, Helen Fitzmaurice, Ernest Pacheco, and the members
of the Sierra Club Climate Literacy Committee

OUSD's OTACA and ECCL teams

Ten Strands

The founding members of the BUSD Climate Literacy Working Group:
Ella Suring, BHS student, Aryn Faur, Ellen McClure, Jacqueline Omania,
Bethany Lourie, Neelam Patil, Sarah Ranney, and Martha Cain

Laura Babitt, BUSD Board Sponsor