2025

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Learning for a Sustainable Future

FROM AWARENESS TO ACTION: CANADIANS ON CLIMATE CHANGE AND EDUCATION

EXECUTIVE SUMMARY

Overview

From Awareness to Action: Canadians on Climate Change and Education is the third national survey from Learning for a Sustainable Future (LSF), building on findings from 2019 and 2022 to track shifts in public attitudes and climate education across Canada in 2025. This report provides an executive summary of the comprehensive findings.

SURVEY HIGHLIGHTS:

A Pan-Canadian Snapshot

This report reflects the views of 4,228 Canadians, including students, educators, parents, and the general public from every province and a subset of the Territories, offering a broad and inclusive perspective on climate change education.

Tracking Change Over Time

Using selected data from 2019, 2022, and 2025, the survey highlights evolving perceptions, priorities, and opportunities to strengthen climate learning across Canadian schools.

Expanding the Conversation

New, timely questions were added to the 2025 survey to further explore public confidence in the education system, augment student voice on their expectations for climate action in schools, highlight supports requested by teachers, and illustrate growing concerns around misinformation and disinformation.

From Awareness to Action

The report moves beyond measuring awareness. It offers insight into what's currently happening in classrooms and identifies key areas where schools can deepen their climate education efforts and empower meaningful action.

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For a comprehensive account of survey findings please refer to the full report: *From Awareness to Action: Canadians on Climate Change and Education*
Access it at: LSF-LST.ca/research-policy/survey-2025/

Table of Contents

Findings – At a Glance

The Good News

A strong majority of Canadians (80%) believe climate change is real, and 87% are willing to change their lifestyles to help reduce its effects. There is widespread support for integrating climate education into schools, with 62% saying it should be a high priority. Teachers are showing progress too: 47% now feel prepared to teach climate change, up from 34% in 2022. Educators are dedicating more time to climate-related topics than in 2022, with 51% now spending 1–10 hours per year, up from 43% previously. More teachers now include action projects, solutions, media literacy, and strategies to cope with emotions in their lessons. Students are eager to learn more, especially about solutions and how to take meaningful action.

The Not So Good News

80% of Canadians feel that people have failed to care for the planet and anxiety (40%), and frustration (34%) are the most dominant emotions associated with climate change. Climate knowledge is declining, with fewer people correctly identifying human activity and increases in greenhouse gases as the main cause. Climate skepticism is rising: 23% now believe the seriousness of climate change is exaggerated, up from 18% in 2022. Confidence in the government remains low as only 19% of Canadians believe the government is effectively addressing climate change.
Despite growing awareness, only 25% of Canadians give schools an A or B for climate education, and nearly half rate it as merely “fair.” Educators need more support as teachers still face major barriers. Most lack time, support, and professional development – and only 9% of students say climate change is discussed often in class.

Key Findings – Climate Change Perceptions

Climate Change Knowledge Gaps

Understanding is slipping: Canadians' knowledge of the causes of climate change has decreased in the past few years. Results from the knowledge quiz slipped from a 67% pass rate in 2022 to 57% in 2025. Only 47% of Canadians correctly identify human activity as the main cause of climate change (down from 54% in 2022). Additionally, only 50% of Canadians (down from 55% in 2022) understand that it is caused by carbon dioxide and other greenhouse gases.

Low confidence in spotting misinformation and growing skepticism: Only 17% of Canadians feel confident distinguishing real from fake climate info. In addition, 23% of Canadians now think the seriousness of climate change is exaggerated, up from 18% in 2022. Unsurprisingly 79% agree that climate education should focus on critical thinking skills to help students evaluate conflicting information.

Canadian's Perceptions of Climate Change

Strong beliefs and willingness to act: 80% of Canadians believe climate change is real and 67% feel we are experiencing a climate emergency. 87% are ready to change their lifestyle.

Heightened emotions: 80% of Canadians feel that people have failed to care for the planet. Anxiety (40%), and frustration (34%) are the most dominant emotions associated with climate change.

Lack of confidence in the government: Fewer than 20% of Canadians believe the government is effectively addressing climate change (19%), reflecting widespread dissatisfaction. However, the overwhelming majority (76%) recognize that systemic change is essential to tackling climate challenges.

Key Findings – Climate Change Education

Climate Change Education in Schools

Schools are underperforming and Canadians want more: Only 25% of Canadians give schools an ‘A’ or ‘B grade for climate change education. Yet, 62% say climate change should be a high priority in schools (down from 67% in 2022), and 56% believe all teachers should be involved (down from 61% in 2022).

Growing educator confidence: 47% of teachers feel prepared to teach climate change (up from 39% in 2022), and 72% feel that elementary students (grade K-3) are developmentally ready to learn about climate change and its impacts, including green energy (77%), biodiversity (75%) over-consumption (75%) and extreme weather (68%). Overall, more teachers are engaging students in a variety of activities regarding climate change, including engaging in eco-projects (54% in 2025 vs 45% in 2022), political action (39% in 2025 vs 22% in 2022), peaceful dissent (37% in 2025 vs 22% in 2022), and raising funds (32% in 2025 vs 20% in 2022).

Gaps remain: 42% of educators never or rarely teach topics related to climate change. Of those teachers who teach climate change, 51% spend less than ten hours within a course or school year on topics related to climate change. Educators still lack support as most teachers report having limited (21%) or no (37%) training. Other barriers include lack of time (66%) and limited support from school leadership (only 22% feel supported)

Key Findings – The Path Forward

The path forward has never been straightforward – climate change has always been a complex, nuanced problem. But today's added layers must now also address the troubling trends shown in the survey results of declining knowledge and growing reliance on social media, as well as increasing skepticism and a sense of disempowerment. This underscores the urgent need to address the impacts of misinformation, political polarization, and the influence of negative emotions on attitudes and behaviours. Now more than ever, it is time to invest in climate education that builds critical thinking, fosters hope, and empowers individuals – especially young people – to take informed, meaningful action.

The Path Forward

What are students asking for? Students want more climate change education overall. Only 9% say climate change is discussed often in class. Students want more focus on solutions, action, and empowerment.

What are teachers asking for? Teachers need more time (66%), professional learning opportunities (60%), resources (51%), strategies to help students identify and address misinformation (42%), curriculum (39%), and a school culture that values climate education (39%).

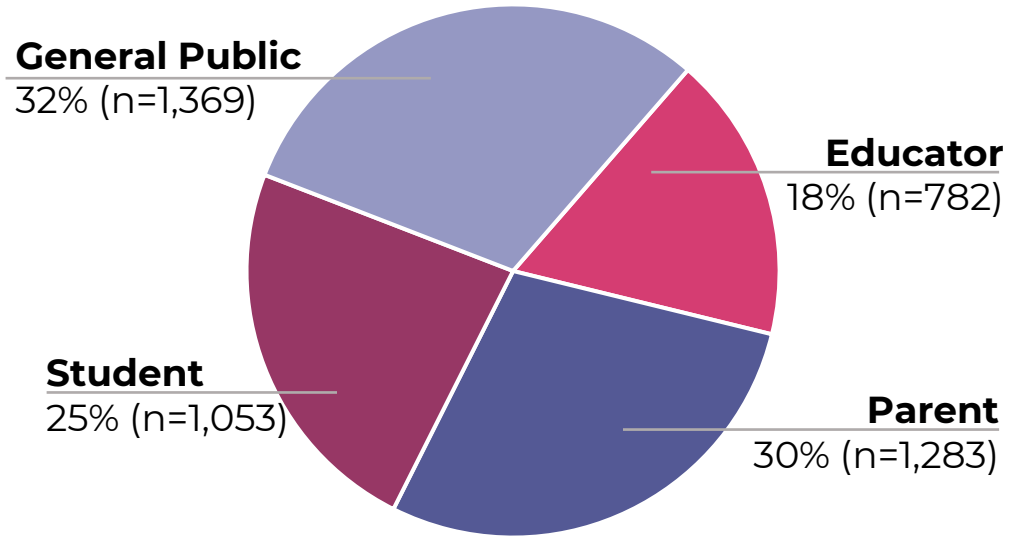
What are Canadians asking for? Top overall improvements suggested are: support for student-led projects (45%), curriculum flexibility (42%), climate change education in teacher education programs (38%) and collaboration between schools, parents, and the community (36%).

Methods and Participant Demographics

Recruitment Procedures

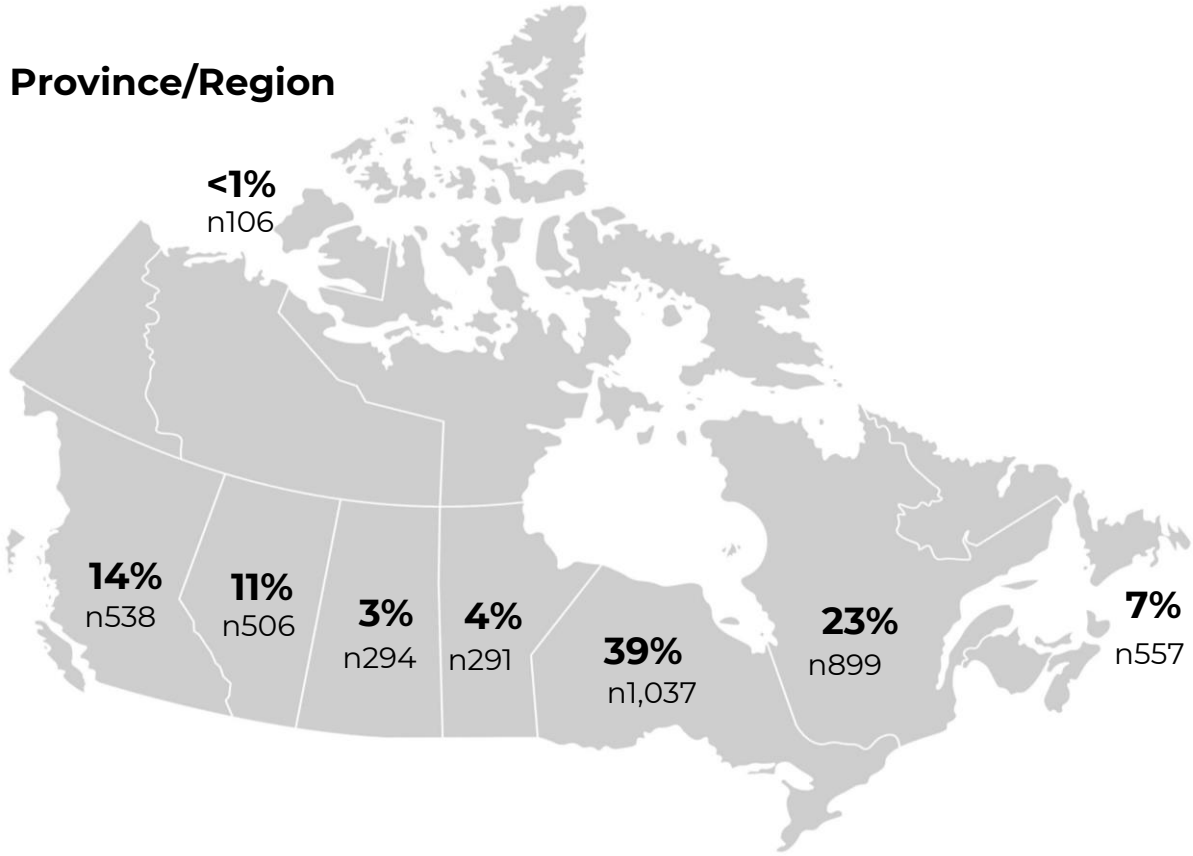
An online survey consisting of short and long answer questions on climate change education in both English and French was conducted through Leger's LEO panel. 4,228 Canadians participated between October 9 and November 29, 2024.

Population Segmentation



- **Educators** – teachers and other educators in K-12/CEGEP
- **Parents** – of students in K-12/CEGEP
- **Students** – from grades 7 to 12/CEGEP
- **Members of the general public** – other

Province/Region

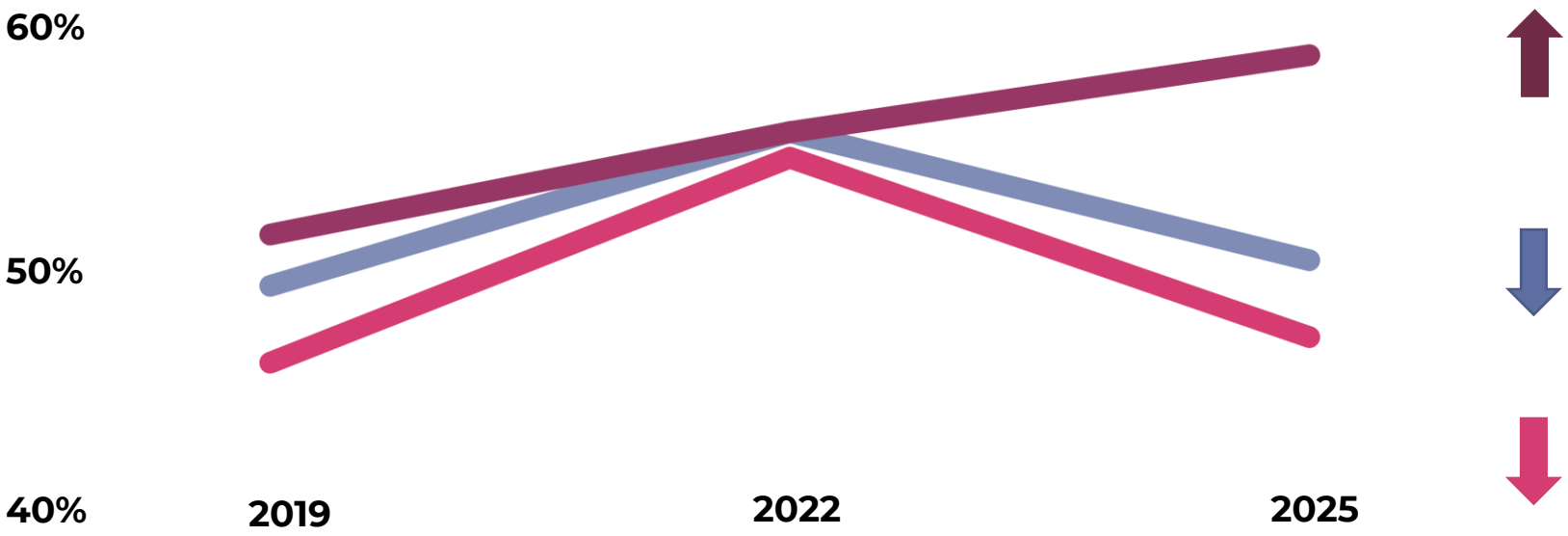


What do Canadians Know About Climate Change?

Knowledge gaps remain in Canadians' understanding of climate change causes and impacts. This is evident in knowledge test scores. Few respondents correctly identified human activities or greenhouse gas emissions as the primary drivers of climate change.

Demonstration of Climate Knowledge vs. 'Feeling Informed'

Climate Change Knowledge



Personally, how well-informed do you feel you are about climate change?

Do you think climate change is caused by carbon dioxide and other greenhouse gases?

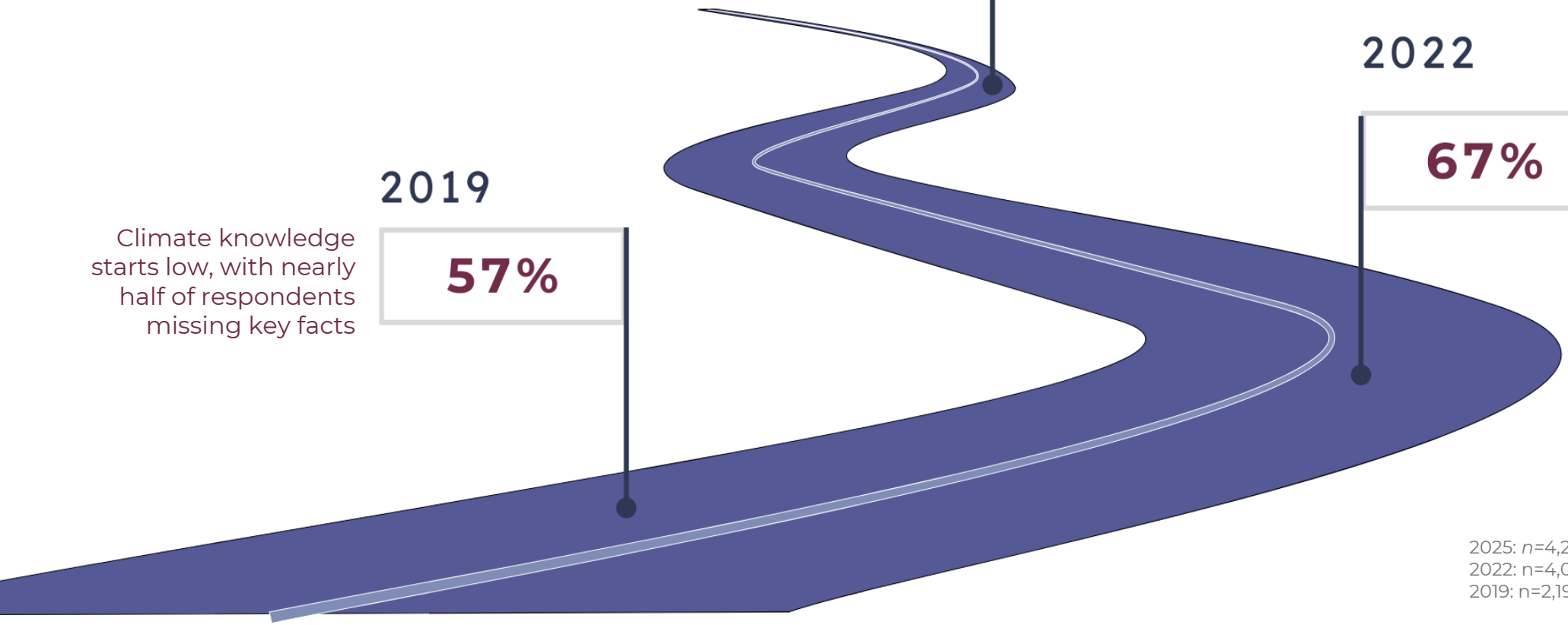
Do you think climate change is caused mostly by human activities?

Canadians' knowledge of the causes of climate change has decreased in the past few years**, and yet more people feel 'informed' than previous years.** The most common misconception is still that climate change is caused by a hole in the ozone layer vs. greenhouse gas emissions. 47% of people understand that climate change is caused by human activities (decreased from 54% in 2022), and 50% (decreased from 55%) understand that it is caused by carbon dioxide and other greenhouse gases.

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)

Knowledge Over Time

Canadians' average **pass rate of 5/10 on a climate quiz** highlights progress and persistent gaps. Public understanding isn't on a steady upward path. Events like extreme weather, policy shifts, and economic pressures can drive spikes or setbacks. Competing priorities and misinformation further impact progress, emphasizing the need for ongoing, adaptable climate education.



2025: *n*=4,228
2022: n=4,035
2019: n=2,191

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What do Canadians Think About Climate Change?

Most Canadians acknowledge that climate change is happening and recognize people's failure to care for the planet. Many report firsthand experiences with its effects. This has remained consistent since 2022 and is an inspiring and motivating takeaway from this survey. Emotional responses to climate change range, with many experiencing concerning, negative emotions.

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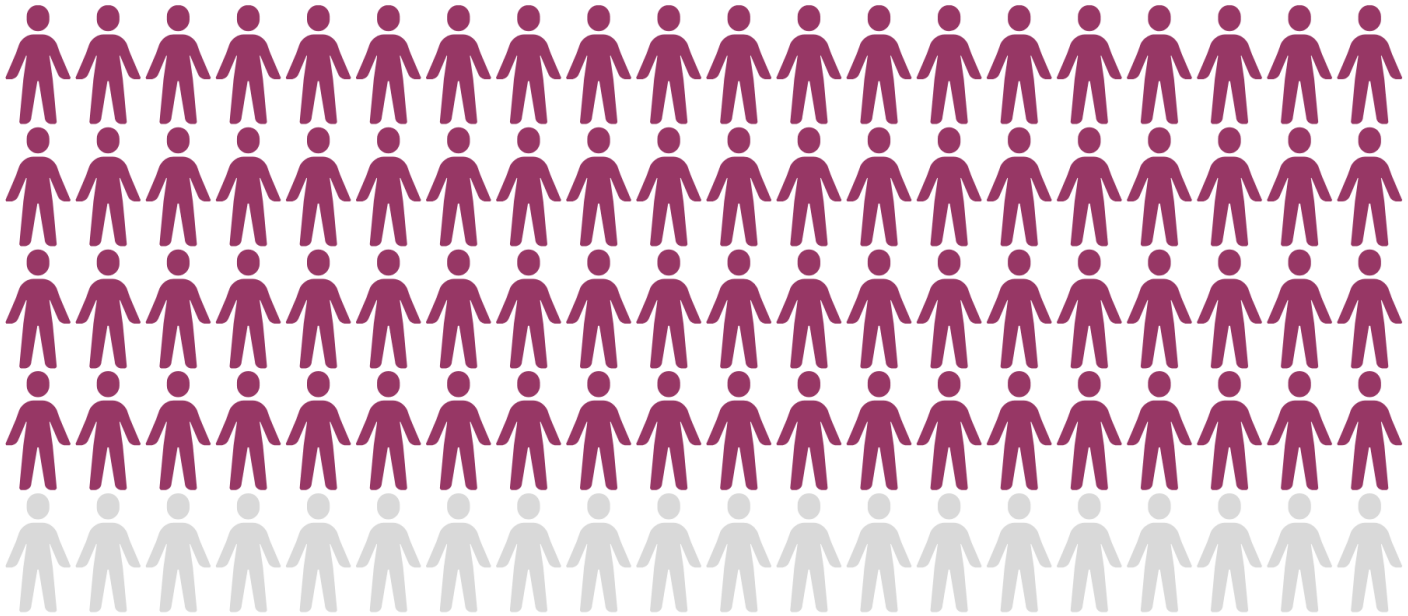

80% of Canadians

are **certain climate change is happening**

and

agree that **people have failed to care for the planet**

As of 2025, four out of five Canadians express certainty that climate change is a reality and acknowledge that efforts to protect the planet have been insufficient. This growing awareness provides important impetus for demanding stronger climate policies, greater institutional accountability, and increased support for education and community-based action. It also presents a critical opportunity to engage Canadians more deeply - particularly through education, advocacy, and local environmental initiatives

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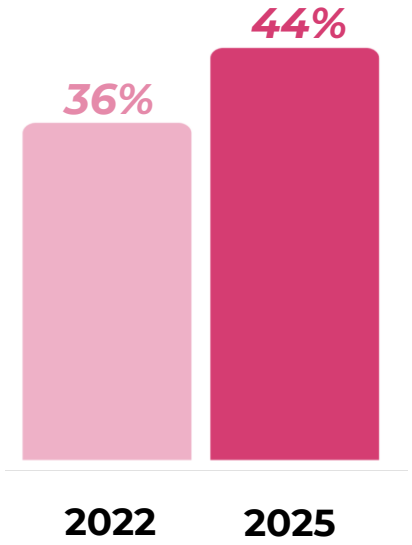
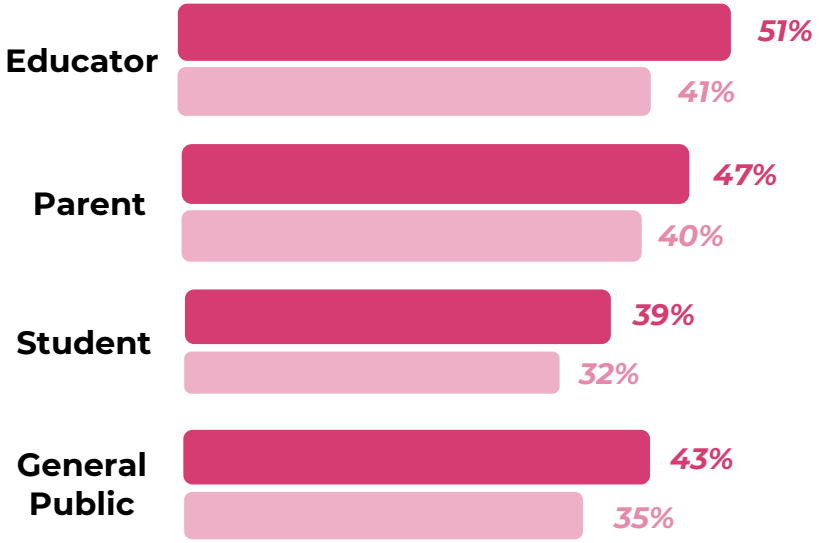
National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)

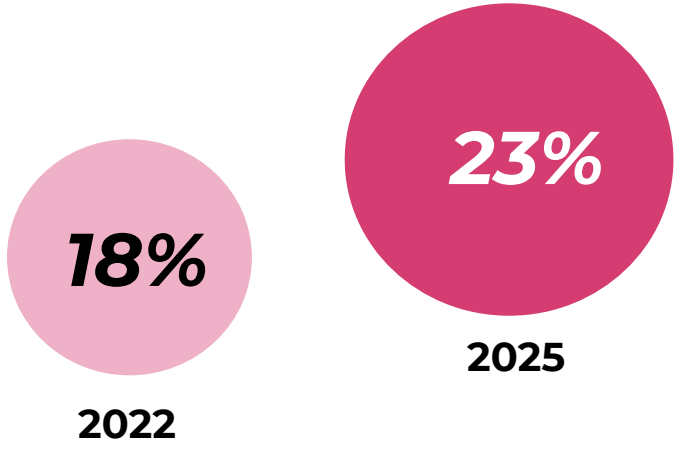
I have personally experienced the effects of climate change.

More Canadians agree that they have personally experienced the effects of climate change in 2025, rising 8 percentage points since 2022.





Paradoxically, the number of Canadians that agree that the seriousness of climate change is exaggerated increased from 18% in 2022 to 23% in 2025.



While more Canadians report having personally experienced the effects of climate change, this trend does not necessarily lead to increased engagement with climate action. Paradoxically, a growing number of Canadians now believe that the seriousness of climate change is exaggerated, rising from 18% in 2022 to 23% in 2025. This contradiction highlights the need for further research into the effects of misinformation, political polarization, and the role that negative emotions may play in shaping attitudes and behaviours.

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Respondent Group
2025: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
2022: n=4,035 (Educator=414, Parent=1,373, Student=1,208, General Public=1,290)

Emotions & Feelings Associated with Climate Change

40% Anxious

34% Frustrated

26% Frightened

23% Hopeful

15% Indifferent

14% Motivated

12% Unconcerned

9% Confident

Climate change is continuing to have a big impact on Canadians' mental health and well-being. Eco-emotions need to be responded to and addressed, especially among students. Negative emotions such as **anxiety (40%)**, **frustration (34%)**, and **fear (26%)** are the most dominant.

While positive emotions like hope, motivation, and confidence are present, they are significantly overshadowed. This highlights the urgent need for supportive environments where students can process their climate-emotions and be empowered to take meaningful climate action.

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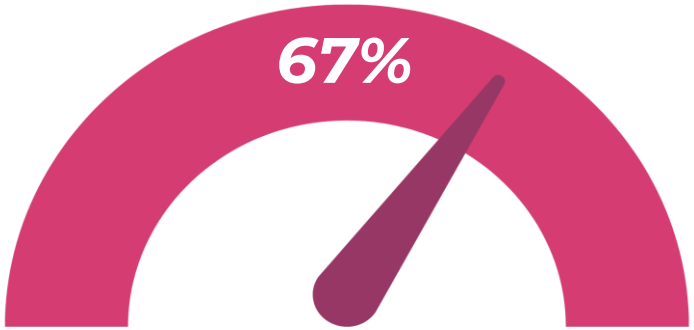
Canadians' Perception of a Climate Emergency & Willingness to Change Their Lives

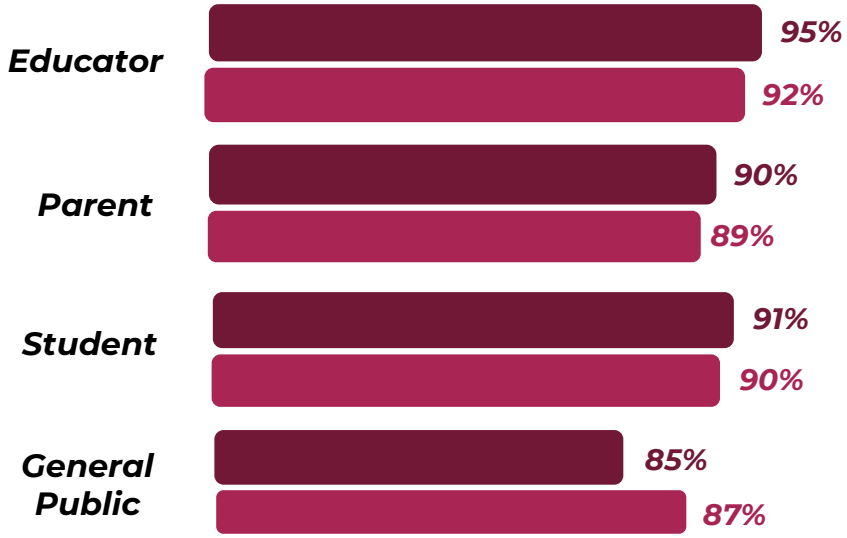
Perceptions About Climate Change

Nearly seven-in-ten (67%) Canadians agree that we are experiencing a climate emergency.



Canadians are overwhelmingly willing to change their life to reduce the effects of climate change. This has remained consistent since 2022 and is an inspiring and motivating takeaway from this survey to contrast the negative emotional toll and personal impacts that is shown in the data.

A large majority (87%) of Canadians would be willing to change their life to help reduce the effects of climate change, consistent with 2022 (88%).



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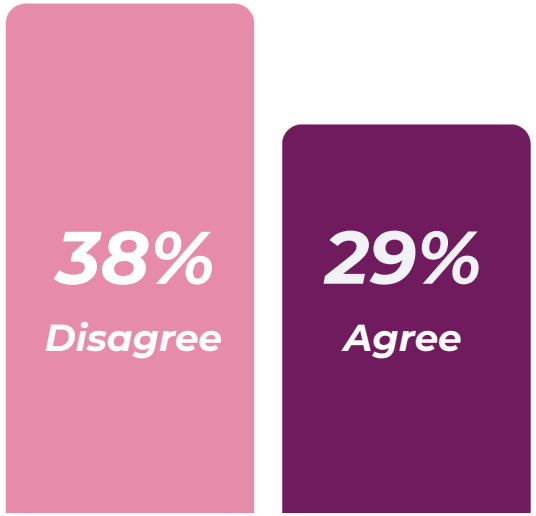
Actions Are Important

While taking action on climate change remains a priority for many, there is uncertainty about whether we can achieve the level of change required. The data reflect a clear skepticism about relying on technology alone: only 29% of Canadians agree that new technologies can solve climate change without individuals making significant lifestyle changes, while 38% actively disagree. This suggests a growing recognition that climate change, caused by human activity, cannot be solved solely through innovation. Technological advances may support the transition, but lasting impact will require meaningful shifts in human behaviour and collective action.

Will Technology Alone Solve Climate Change?



Will humans change their lives enough to make a difference?

49%

While nearly half (49%) believe humans could reduce climate change, but it is unclear if we will do what is needed.

9%

Few (9%) Canadians believe that humans can and will reduce climate change.

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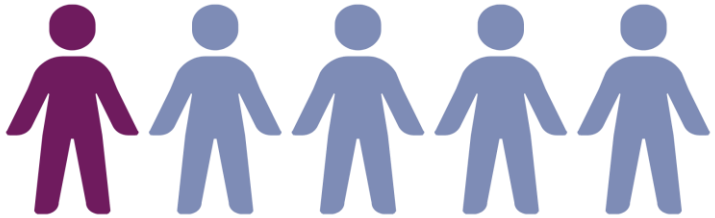
National: *n*=4,228

More effective systemic change is needed



Less than 1 in 5

Canadians agree that the government is doing a good job in their actions to address climate change. However...

Over 3 in 4

Canadians agree that while personal actions are important, systemic change is required to address climate challenges.

Fewer than 20% of Canadians believe the government is effectively addressing climate change (19%), reflecting widespread dissatisfaction with current policies and actions. However, the overwhelming majority (76%) still recognize that systemic change is essential to tackling climate challenges, indicating strong support for broader structural shifts despite limited confidence in government leadership.

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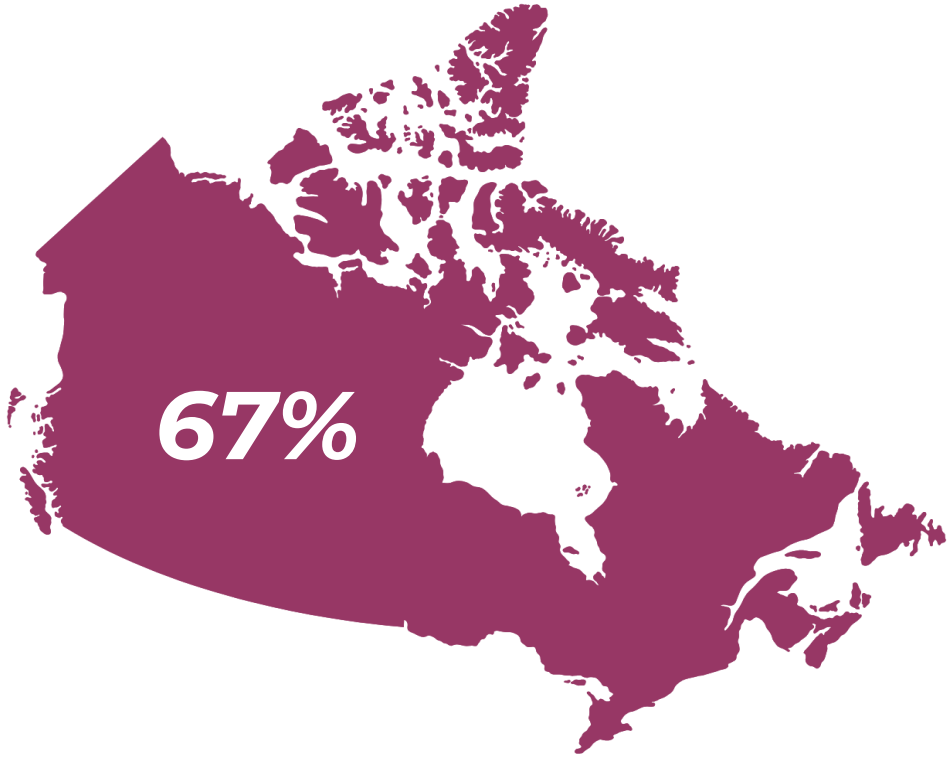
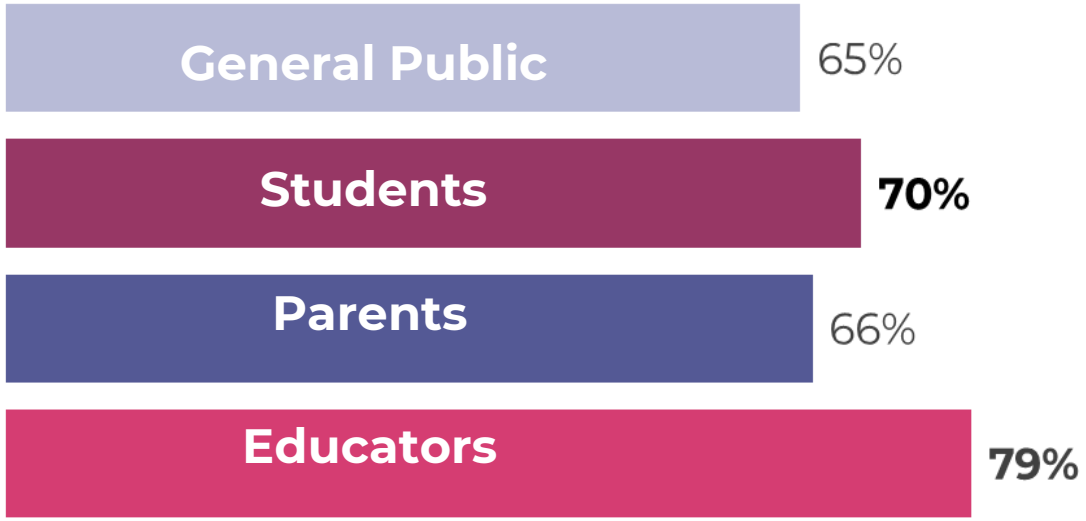
The work and voices of young people can inspire important climate action.

Over two-thirds (67%) of Canadians believe that the work and voices of young people can inspire important climate action. This view was held most strongly by educators (79%) and students themselves (70%). However, caution must be taken when interpreting these results. While young people are powerful catalysts for change, the burden of solving the climate crisis cannot rest on their shoulders. It is essential that older generations take responsibility and step up to take meaningful action and help bring to life the ideas and solutions proposed by younger generations.





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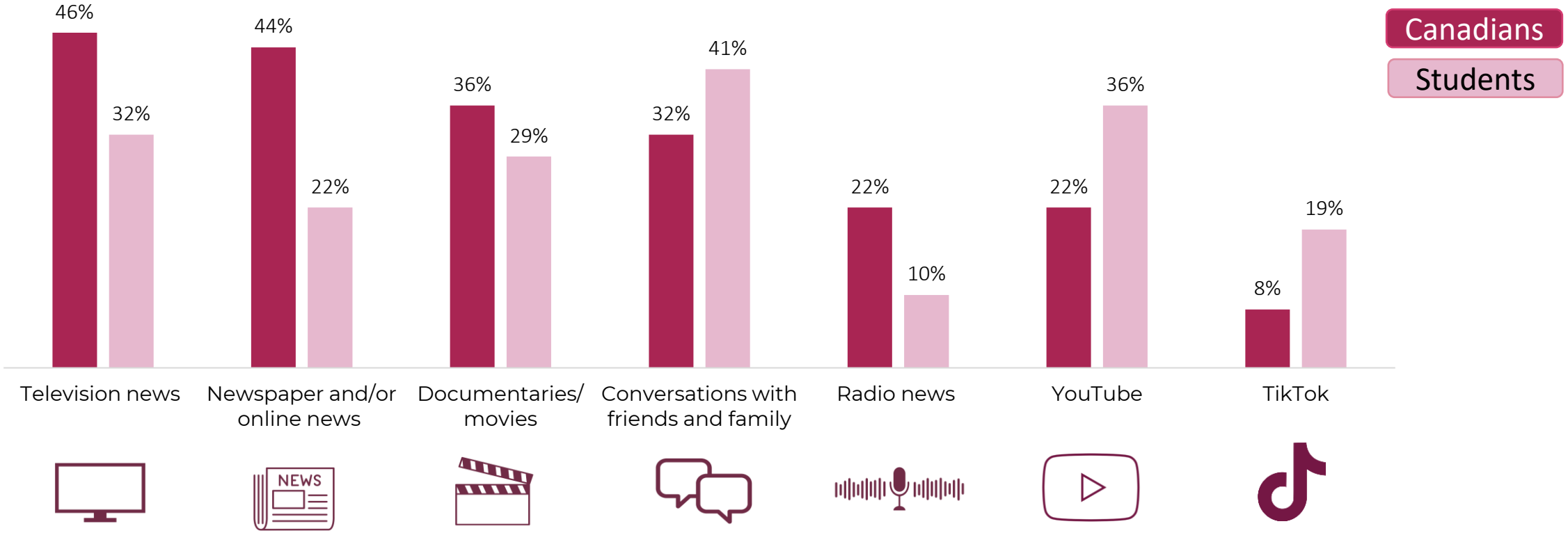
Climate Information: Sources & Trust

Understanding where Canadians seek climate change information – and which sources different demographics trust – is essential for developing effective communication strategies and education efforts. As misinformation continues to spread, identifying trusted messengers and preferred channels can help ensure that climate education reaches target audiences, especially young people, in ways that are both credible and relevant.

Which sources Canadians use to inform themselves about climate change

Canadians use a variety of sources to inform themselves about climate change, primarily through the news, either by television (46%) or newspapers/online news sites (44%). Students differ significantly from adults when it comes to traditional written news (22% vs. 44%), YouTube (36% vs. 22%) and TikTok (19% vs. 8%). This data highlights the importance of understanding how young people access and process information about climate change, emphasizing the need to ensure that accurate, reliable content is available on the platforms they use most. It also calls for targeted education on media literacy to help them critically evaluate the information they encounter.



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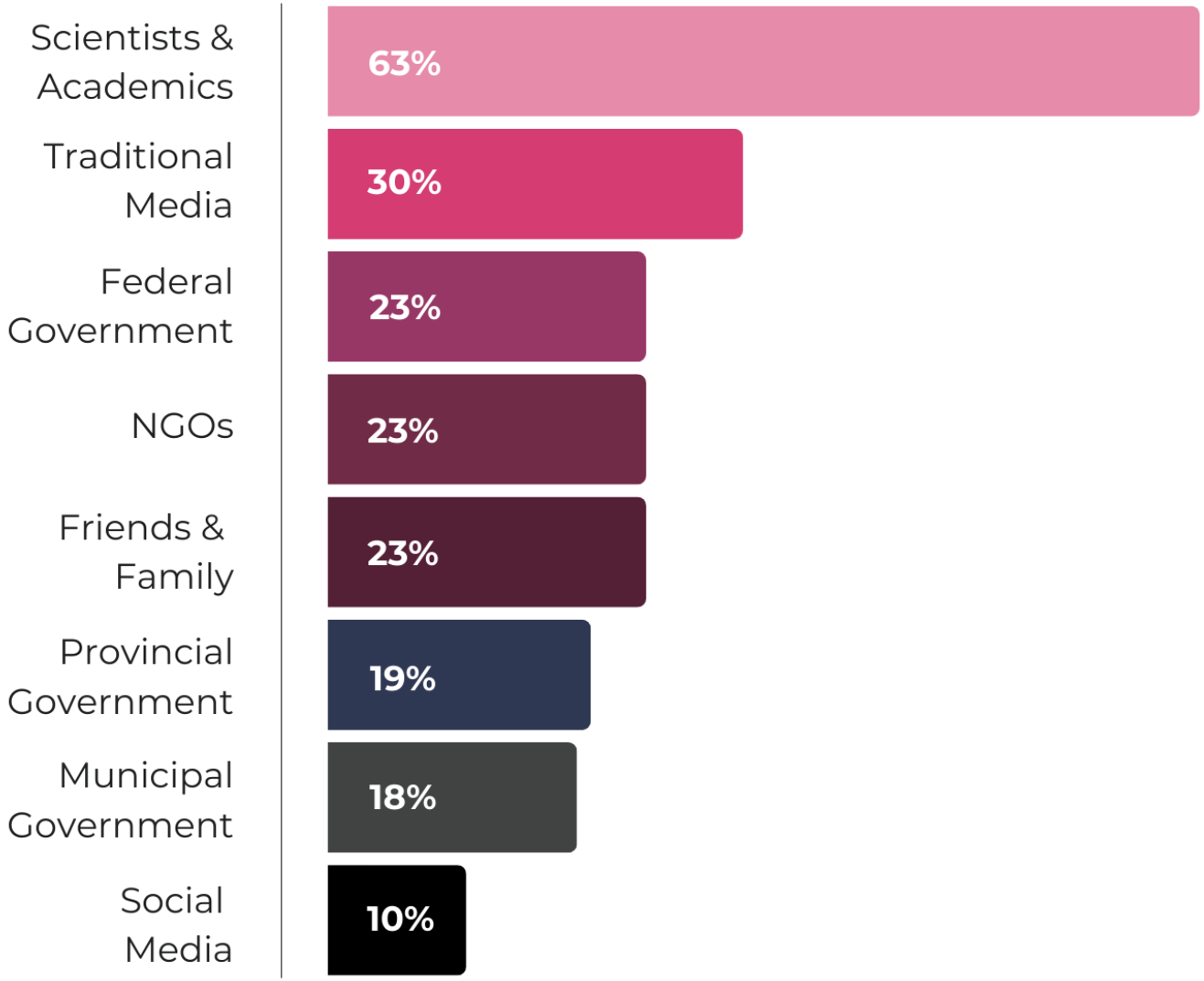
Responses 4% or less not labelled in chart.

How much do Canadians trust what different sources say about climate change?

Trust in scientists & academics remains the highest across all groups.

Canadians primarily trust what scientists and academics say about climate change (63%) with few other sources seeing as much support.



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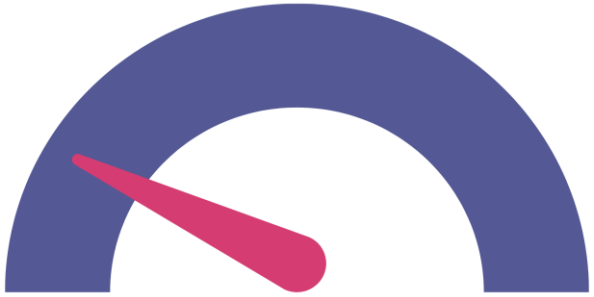
Confidence gap in identifying climate misinformation

Climate Information



Only 17% of Canadians

are confident that they can tell the difference between real and fake climate change information.

While the majority of Canadians,

an impressive 79%, agree that climate change education needs to teach students to be critical thinkers in order to counteract misinformation.

Many Canadians struggle to differentiate between real and false climate information, with only 17% expressing confidence in their ability to do so. This challenge reflects a growing global phenomenon, as misinformation and disinformation about climate change continue to spread. In response, 79% of Canadians agree that climate education should emphasize critical thinking to help students navigate conflicting information. This would help to build resilience against false narratives and better equip students to credibly engage with climate issues.

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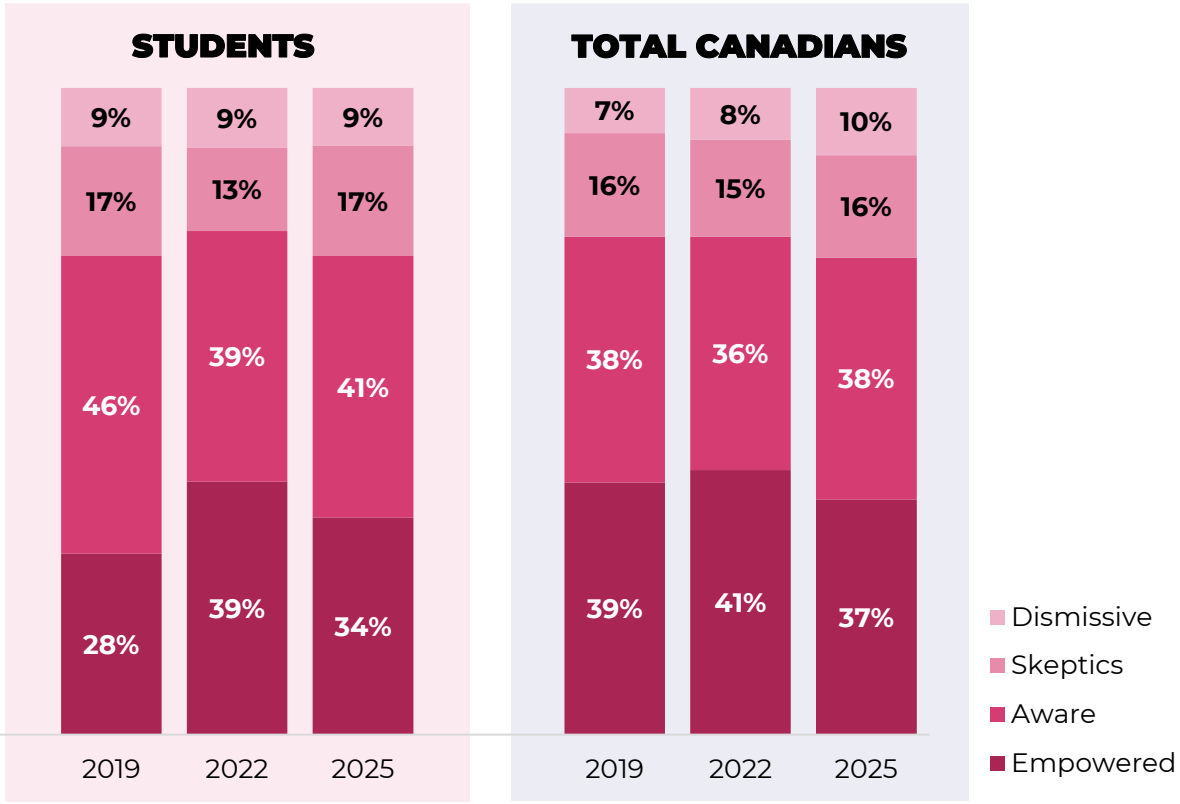
How engaged are Canadians?

Most Canadians are either empowered (37%) or aware (38%) surrounding climate change, while fewer are skeptics (16%) or dismissive (10%).

Change Over Time: Students vs. Total Canadians



Province/Region (2025)

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
	n= 4,228	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Empowered	**37%**	36%	26%	22%	37%	36%	46%	32%	27%
Aware	**38%**	35%	38%	33%	27%	40%	37%	42%	47%
Skeptics	**16%**	17%	24%	30%	21%	15%	9%	19%	16%
Dismissive	**10%**	13%	14%	18%	15%	9%	9%	7%	12%

Note: Engagement categories are from EcoAnalytics who has tracked Canadian climate opinion through its Canadian Ladder of Engagement since 2016. They identify four key audiences: Dismissives, who deny climate change; Skeptics, who doubt or are unsure of human causes; Aware individuals, who accept it but feel powerless; and Empowered individuals, who believe in both the problem and the potential for action.

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Climate Change Education: Where Do Canadians Stand?

Climate change education in Canada is seen as necessary but insufficient. There's growing recognition that schools need to do more to prepare students with the knowledge and skills to navigate uncertain times. Support for climate education remains strong but this is still not consistently reflected in classrooms. There's a clear need to deepen and expand climate education, focusing not only on the science, but also on solutions, taking action, and critical thinking.

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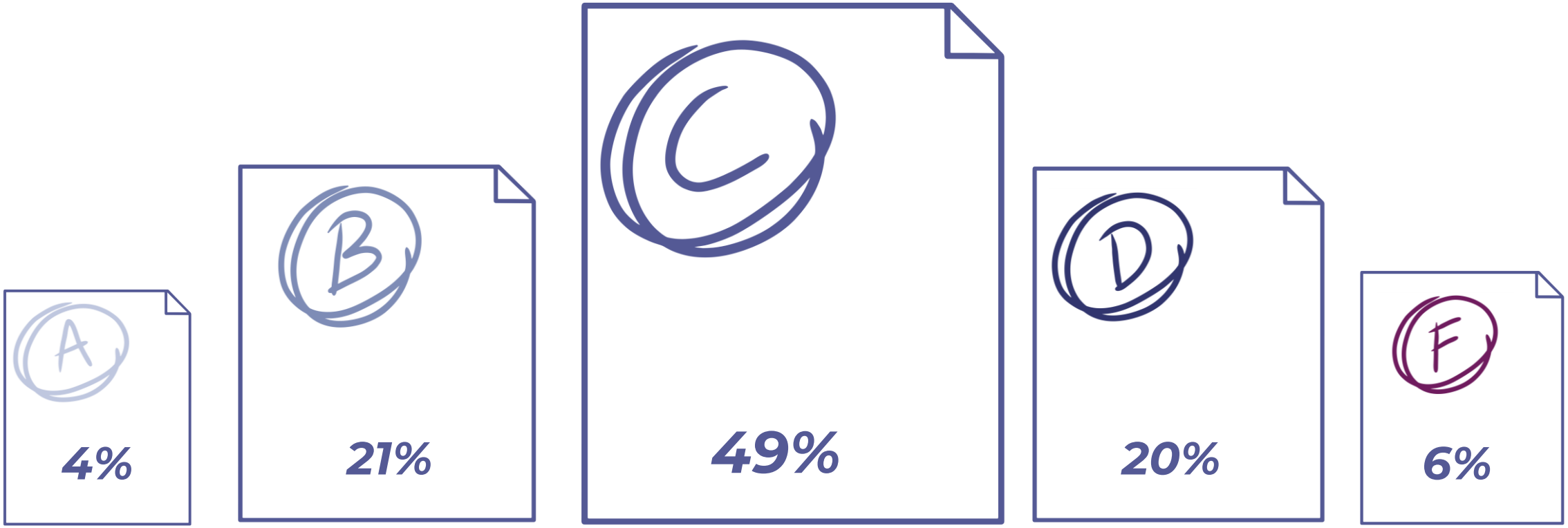
Canadians give schools low grades on climate change education

Most Canadians feel schools are falling short in preparing students to understand and respond to climate change. Only 25% would award an A or B grade, while nearly half offer a 'C – Fair,' signaling that there's significant room for improvement in how climate change education is delivered.



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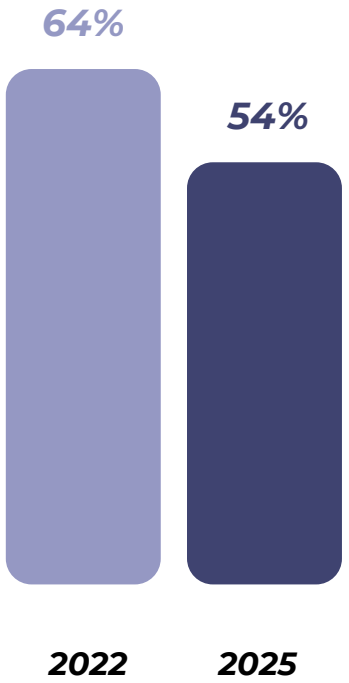
Responses 4% or less not labelled in chart.

Public Support for Climate Education: 2022 vs. 2025



More than half (54%) of Canadians feel the education system should be doing a lot more to educate young people about climate change.

Over three-in-five (62%) Canadians agree that climate change education should be a high priority for schooling.

Over half (56%) of Canadians agree that climate change education should be the role of all teachers.

While agreement that the education system should do a lot more has declined slightly since 2022 (from 64% to 54%), this shift may reflect either perceived progress or growing apathy towards climate education.

Still, strong majorities continue to support climate change education as a high priority (62%) and believe it should be the responsibility of all teachers (56%). This suggests ongoing support for strengthening climate change education and broadening its scope across the educational system.

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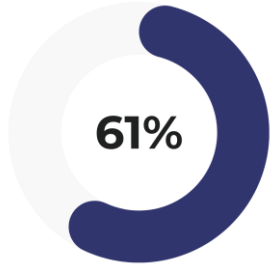
Expanding the Scope of Climate Education in K–12

Most Canadians believe K–12 education should place greater emphasis on climate change, particularly climate science, actionable solutions, and adaptation strategies. Many also support covering its social, economic, and political aspects, and a significant number acknowledge the importance of Indigenous knowledge or links to broader social justice issues like racial and gender equality.

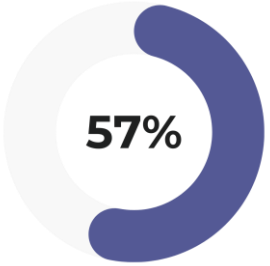
The science behind climate change

How to take individual/personal climate action

How to take collective climate action in the school and community

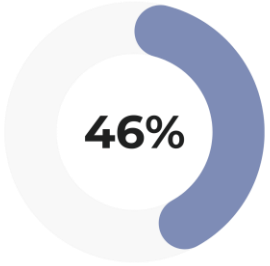


The solutions to mitigating and adapting to the effects of climate change



The social, economic, & political elements of climate change

How to address anxiety and other emotions brought about by climate change



Indigenous traditional knowledge related to climate change

The connection between climate change and racial inequality, gender equality, and social justice issues with students

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National: *n*=4,228

Inside Schools: Where do Educators Stand?

Teachers are feeling more prepared to teach climate change than they were a few years ago, signaling progress. However, many still lack the professional development and support needed to confidently integrate it. Systemic barriers continue to hold back broader implementation. There is a shift toward a more interdisciplinary and action-oriented approach.

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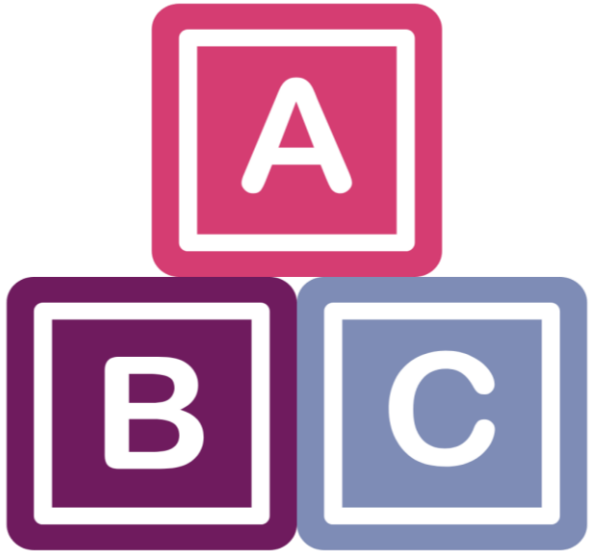
Canadians are supportive of teaching climate change in younger grades

72% ***of educators feel that elementary school students are developmentally ready to learn about climate change and its impacts.***

22% ***over one-in-five, feel that students can start as early as junior kindergarten / kindergarten.***

20% ***of Canadians who answered the survey, agree that the topic of climate change is too complex and should not be discussed in younger grades.***



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National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)

Despite some gains, more time needs to be spent teaching and learning about climate change in classrooms

There is a broad response from teachers highlighting the importance of introducing climate education early, building a strong foundation for awareness and critical thinking from the start. However, according to the perspectives coming from inside the classroom (teachers themselves), climate change is not addressed very often in classrooms across Canada.

In 2025, 20% of teachers do not cover climate change in any subject that they teach compared to 32% in 2022.

While more teachers are teaching climate change in 2025, most are still only spending between 1-10 hours in a course or school year (51% up from 43% in 2022)

National, K-12/CÉGEP Teachers and Faculty of Education Instructors:, excluding Not Applicable / Don't Know *n=504*

Teaching Climate Change: Challenges for Educators

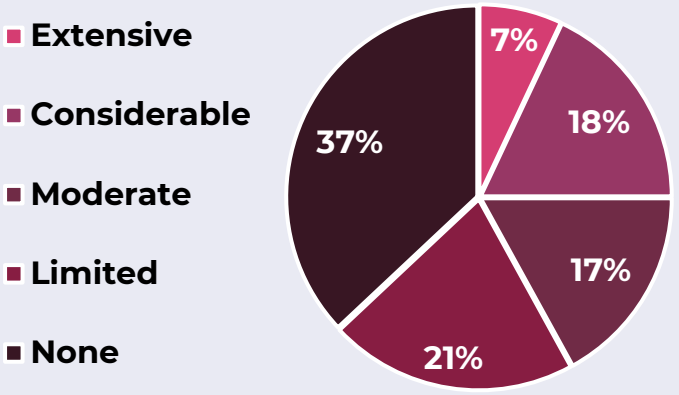
In terms of existing challenges, **lack of support** and **preparedness with knowledge & skills** rise to the top. Current educators in Canada have had mixed experience with professional development on teaching climate change.

Support

Only one-in-five (22%) teachers feel supported by their principal and board in teaching climate change, while nearly half (49%) do not.

National, Current Teacher: *n*=568

Professional Development



When asked: "What degree of formal professional development on teaching climate change have you received?", most teachers report having limited (21%) or none (37%). Few (7%) educators report having extensive professional development on teaching climate change.

National, Current Educator *n*=681

Knowledge and Skills

More teachers in 2025 feel they have the knowledge and skills to teach climate change (47%) as compared to 2022 (39%). While this shows significant progress, over half of teachers still do not feel confident.

National, K-12/CÉGEP Teachers and Faculty of Education Instructors: 2025: *n=611, 2022: n=314*

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Educator perspectives on obstacles to overcome

Educators face key challenges in integrating climate change into the classroom, including uncertainty about effective teaching strategies, limited time in the curriculum and concerns about parental support. Addressing these barriers is essential to strengthening climate education.

2025		2022
66%	*teachers feel that a lack of time within course/year to teach the topic of climate change is a significant barrier*	50%
60%	*would like to include climate change education but need professional development to feel better able to do so*	65%
35%	*feel that parents might not be supportive*	24%

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National, K-12/CÉGEP Teachers and Faculty of Education Instructors: 2025: *n=611, 2022: n=314*

How Teachers Engage Students in Climate Change Education

Teaching Climate Change

When teaching climate change, three-in-five (60%) teachers encourage students to take action as part of their learning. Nearly half of teachers also include solutions to climate change (49%) and critical media literacy (48%).

K-12/CEGEP Teachers and Faculty of Education Instructors (% A moderate amount/A great amount)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	*611*	*45**	*50*	*31**	*52*	*126*	*159*	*135*
I encourage students to take action as part of their learning.	**60%**	56%	68%	68%	39%	66%	54%	57%
I include solutions to climate change.	**49%**	58%	51%	64%	36%	52%	45%	50%
I teach critical media literacy so students can make the distinction between fact and opinion.	**48%**	52%	61%	45%	34%	53%	36%	51%
I primarily focus on teaching climate change science.	**41%**	34%	42%	47%	36%	46%	35%	42%
I teach students strategies to cope with emotions that arise when learning about climate change.	**38%**	32%	37%	50%	26%	51%	19%	40%
I emphasize aspects of ethics and social justice within climate change impacts.	**32%**	31%	26%	34%	25%	36%	28%	36%
I include Indigenous traditional knowledge about climate change.	**32%**	16%	13%	43%	27%	51%	9%	42%

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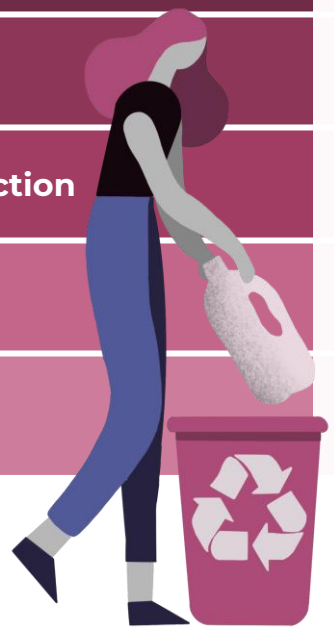
National, K-12/CÉGEP Teachers and Faculty of Education Instructors: *n=611*
*Use caution when interpreting results due to low sample size (n<50). Territories included in total but not reported due to insufficient sample. .

In class, teachers engage their students in a variety of types of actions to address climate change

Overall, more teachers are engaging students in a variety of activities regarding climate change in 2025 than in 2022, including engaging in political action, peaceful dissent and raising funds.

	2025	2022
n=	611	314
Educating & Informing	**70%**	63%
Making Lifestyle/Consumer Choices	**65%**	66%
Eco-Projects	**54%**	45%
Engaging in Political/Legislative Action	**39%**	22%
Peaceful Dissent	**37%**	22%
Raising Funds	**32%**	20%



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National, K-12/CÉGEP Teachers and Faculty of Education Instructors: 2025: *n=611, 2022: n=314*

Executive Summary

Climate Education: The Path Forward

Climate change remains a topic that is not consistently addressed in classrooms, even as students express a strong desire for more education—especially focused on solutions and meaningful action. To improve climate change education, Canadians point to the need for more support for student-led action projects and greater flexibility in the curriculum to integrate climate topics. Supporting teachers with professional development, resources, and a school culture that values climate learning is essential to ensuring they have the tools and confidence to guide students in becoming informed, empowered, and ready to contribute to a more sustainable future.

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Suggestions to improve climate change education

To improve climate change education, Canadians would like to see support for student-led climate action projects and activities (45%) and more flexibility in curriculum to allow for climate change topics (42%).

		Respondent Group				Province/Region							
% Selected	CAN Total	Educator	Parent	Student	General Public	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*782*	*1,283*	*1,053*	*1,369*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Support for student-led climate action projects	**45%**	49%	41%	45%	46%	53%	36%	29%	44%	45%	48%	44%	48%
More flexibility in curriculum for teachers to teach climate change	**42%**	40%	39%	41%	43%	45%	38%	31%	42%	42%	42%	44%	51%
Professional development	**39%**	47%	33%	35%	40%	38%	37%	35%	35%	40%	39%	42%	52%
Mandatory climate change curriculum (K-12)	**38%**	39%	34%	37%	39%	38%	29%	35%	31%	43%	35%	39%	48%
Climate change education in teacher preparation programs	**38%**	44%	36%	35%	38%	43%	33%	33%	26%	37%	41%	37%	40%
Collaboration between schools, parents & community	**36%**	37%	34%	37%	36%	38%	33%	32%	33%	36%	35%	37%	48%

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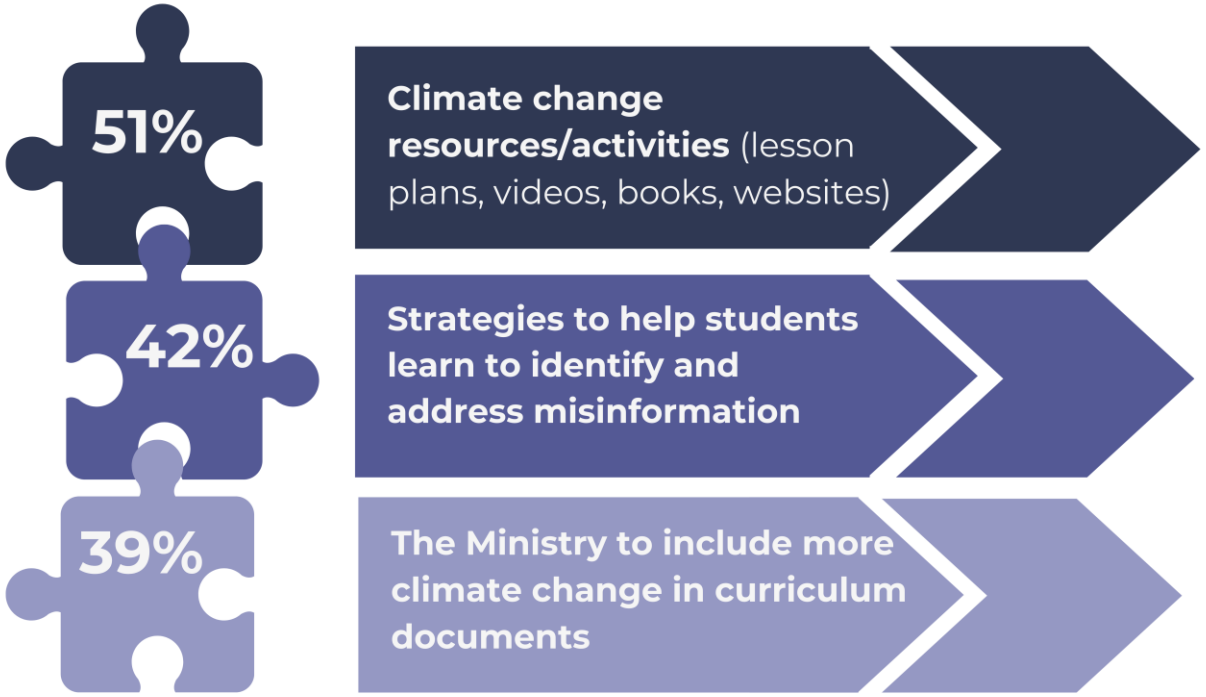
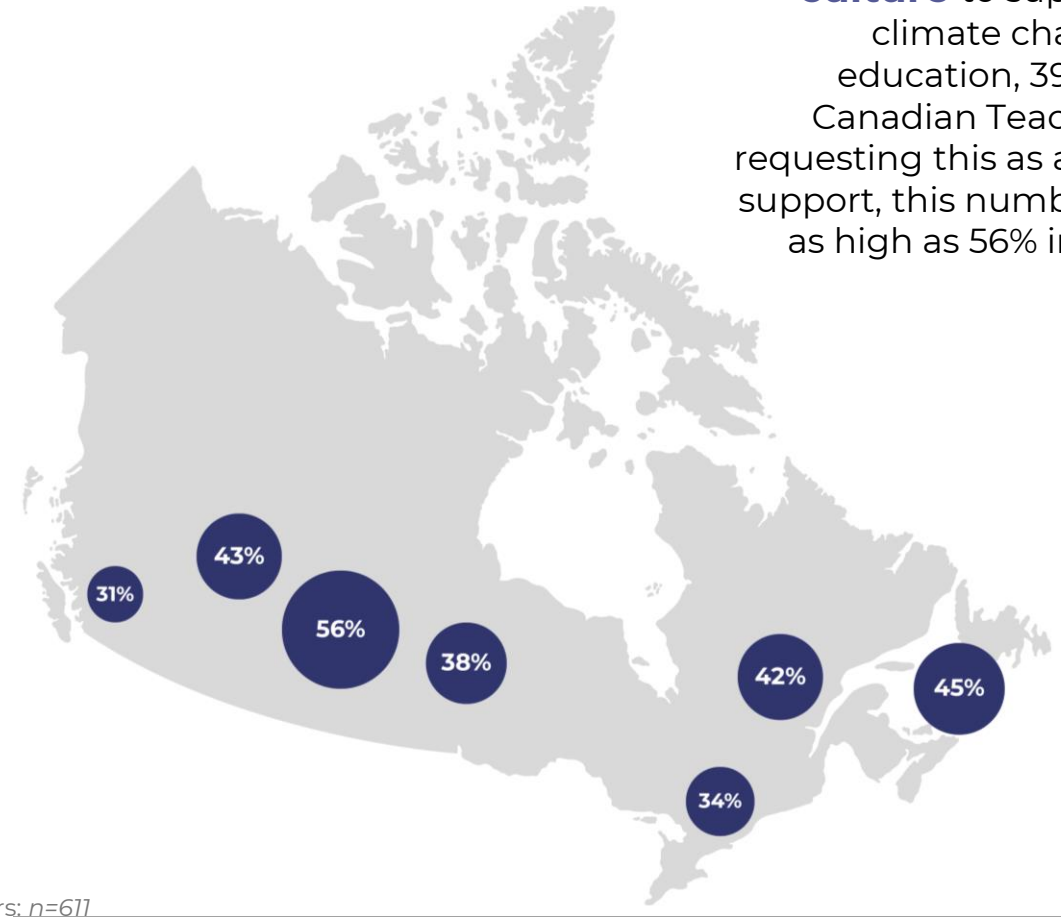
National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)

Teachers are requesting key supports to be able to teach climate change



The most frequently requested support remains **resource and activities**, followed by strategies to **help students learn to identify and address misinformation.** From a systemic perspective, **39% of teachers are requesting for the subject matter to be written into curriculum documents.** This would signal clear support within the provincial education system.

Teachers across Canada are increasingly looking for a **school-wide culture** to support climate change education, 39% of Canadian Teachers requesting this as a key support, this number is as high as 56% in SK.



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National, K-12/CÉGEP Teachers and Faculty of Education Instructors; *n=611*

Increased emphasis on climate change content needed

Climate change needs to be discussed more frequently in Canadian classrooms, as **only 9% of students report that it comes up often**. Students in Quebec and Manitoba are most likely to report "never" or "rarely" covering it in their classrooms.

Students are most likely to report sometimes (48%) or rarely (33%) discussing climate change in their classes.

	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	*1,053*	*151*	*156*	*100*	*100*	*210*	*208*	*122*
Always	**1%**	1%	2%	1%	1%	1%	-	1%
Often	**9%**	8%	10%	10%	10%	12%	4%	10%
Sometimes	**48%**	55%	52%	47%	40%	47%	47%	45%
Rarely	**33%**	30%	27%	32%	42%	33%	36%	38%
Never	**9%**	7%	10%	10%	7%	7%	14%	6%

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National, Students (K-12/CÉGEP): *n=1,053*
Territories included in national total but not reported due to insufficient sample.

What students what to learn – a message to their teachers

Students want climate change education that is solution-focused, grounded in science, and personally empowering – emphasizing both the consequences of inaction and the potential for meaningful change. They are calling for open discussion, a deeper understanding of human impact, and opportunities to take action to make a meaningful difference.

A sampling of 7-12 Students collective responses to the open-response question

- **Spend more class time talking about solutions**
- **Explain scientific evidence of causes of climate change**
- **Highlight the consequences of our actions**
- **More class discussions – amplifying student voice**
- **Empower individuals so they feel they can make a difference**
- **Overall, more education offered on climate change**

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National, Students (K-12/CÉGEP) excluding Don't Know and No Answer: *n=594*

From Awareness to Action

Key Action Items to Improve Climate Change Education in Schools

- **Integrate climate change across the curriculum** and give teachers greater flexibility to integrate climate change topics into existing curriculum.
- **Expand Professional Development**, including pre-service teachers
- **Invest in more more resources** for teachers, as well as **enhanced strategies to teach complex** topics such as helping students identify and address misinformation, linking climate change to social inequities and racial injustice, and effectively teaching controversial or political topics.
- **Foster a School-Wide Culture of Climate Learning** - Teachers are calling for stronger leadership that values climate change education.
- **Increase classroom time on climate change topics** and focus on **solutions and student-led climate action projects** to increase real-world learning and empowerment.
- **Teaching critical thinking and media literacy** has never been more urgent – Canadians don't feel confident identifying false climate change information, and highly support teaching students to evaluate conflicting information.

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