

118TH CONGRESS
1st Session

H. RES. ____

Supporting the teaching of climate education in schools.

IN THE HOUSE OF REPRESENTATIVES

March, x, 2023

Ms. Lee of California (for herself, XYZ) submitted the following resolution; which was referred to the Committee on Education and Labor

RESOLUTION

Supporting the teaching of climate change in schools.

Whereas to respond meaningfully to our rapidly changing climate, youth must be educated about the causes, ongoing effects, and current and potential solutions for the changing climate;

Whereas confronting the challenges of a changing climate requires bipartisan effort focused on educating and empowering future generations;

Whereas the impacts of climate-related disasters threaten the physical and mental safety of students by keeping them out of school, damaging infrastructure, and exacerbating Adverse Childhood Experiences;

Whereas in 2021, the National Association of School Psychologists¹ passed a resolution declaring that climate change negatively impacts the mental health of youth and asserts that climate education as a key factor to support student agency, self-efficacy, and resilience;

Whereas climate change disproportionately affects the fundamental rights of children to a climate system capable of sustaining human life, which is preservative of fundamental rights, including the rights to life, liberty, property, and education;

Whereas, failing to provide climate education to all students in our nation worsens an existing education gap and limits career opportunities, exacerbating the impact of environmental pollution, redlining, and sacrifice zones;

¹ [NASP Resolution Supporting Efforts to Reduce the Harmful Effects of Climate Change on Children and Youth](#)

Whereas, K-12 climate education has widespread support²: according to a recent NPR survey, 84 percent of parents with children under 18, and 86 percent of teachers in the United States support climate education;

Whereas, according to a 2021 national Yale Climate Communications survey, “teaching about global warming” is one of three most supported climate policy solutions, with 77% of respondents in support;

Whereas, research suggests that implementing climate education at a national scale can reduce emissions at the same magnitude as solar panels and electric vehicles;

Whereas, investments in high school vocational trade and job training programs are critical in preparing the next generation to quickly engage in the estimated nine million renewable energy, clean infrastructure, and environmental restoration jobs by 2032;

Whereas, according to the U.S. Department of Energy 2022 Employment Report Fact Sheet, “renewable energy added the most new jobs in the electricity generation sector from 2020 to 2021;”

Whereas, according to the U.S. Bureau of Labor Statistics, two of the three fastest-growing jobs are in the renewable energy sector and these job openings are outpacing the number of workers qualified to fill them;

Whereas, in order to deploy climate solutions at the necessary pace according to the best available science, the United States must engage the education sector at the school district, state, and federal levels;

Resolved, That the House of Representatives—

- (1) supports the integration of interdisciplinary, solution-based climate education curriculum into K-12 schools in all states and Washington D.C and will fund the implementation of climate education curricula and opportunities;
- (2) encourages the Department of Education to work alongside states and school districts to define and implement comprehensive, interdisciplinary climate education standards, according to the best available science;
- (3) calls on the Department of Education to support research that measures the impacts of climate education on student behavior;
- (4) Affirms that climate education should be compatible with various learning styles in order to provide equitable access to all students;
- (5) local and regional school boards to implement place-based, solution-oriented, and developmentally-appropriate climate education in all grade levels and multiple subject areas;
- (6) encourages climate education curriculum to address climate-induced trauma, acknowledging the growing impact of climate change on youth mental health;

² [NPR: Most Teachers Don't Teach Climate Change: 4 In 5 Parents Wish They Did](#)

- (7) commits to taking immediate action to advance climate education in the United States by providing funding and support for teacher education, professional development, and the creation of national climate education curricula and teaching standards;
- (8) encourages the incorporation of climate change education as a critical component of the United States' National Climate Action Plan as a quantifiable means of emissions reduction and as an essential leverage point for scaling climate solutions and promoting resilience in local communities;

(9) calls for the formation of a Office of Climate Literacy and Career Development and a Climate Education Task Force in the Department of Education in order to support school districts in implementing climate education and creating vocational programs to educate and prepare students for renewable energy, transportation, and regenerative agricultural careers;

(10) supports the efforts of states and school boards to require climate education in curricular guidelines and affirms the rights of parents to advocate for the well-being of their children and the planet;

(11) encourages policymakers, states, districts, and schools to work with students, teachers, and climate scientists when developing and implementing climate education programs in order to reflect the voices of young people and educators.