



# TRENDS OVER FIVE YEARS OF CLIMETIME

**1** EACH YEAR, 88-99% of TEACHERS SAID THEY WOULD INCORPORATE CLIMATE SCIENCE INTO THEIR CLASSROOMS AFTER ATTENDING TRAINING



**2** CLIMETIME IS RECOMMENDED BY NEARLY EVERY TEACHER PARTICIPANT!

ClimeTime was recommended by:

- 99% of teachers in 2023
- 100% of teachers in 2022
- 97% of teachers in 2021

**3** EVERY YEAR SINCE 2020, TEACHERS PERCEIVED FEWER BARRIERS TO TEACHING OUTSIDE

Weather and behavior management often remain a concern, but 79% reported decreased barriers overall and 100% reported increased confidence in 2023.

**4** TEACHERS DESIRE TO INCORPORATE INDIGENOUS WAYS OF KNOWING INTO CLASSROOM INSTRUCTION

In 2021, 67% wanted to learn more, and in 2022, more was added to the course. In 2022 and 2023, 93-94% planned to incorporate Indigenous ways of knowing into their teaching, and in 2023, 20% specifically named this component as their biggest takeaway.

**5** 100% OF TEACHERS PLAN TO USE THE OUTDOORS IN THEIR LESSONS AFTER CLIMETIME



**6** TEACHERS FEEL MORE COMFORTABLE THAN EVER CONNECTING WITH LOCAL COMMUNITY ORGANIZATIONS

In 2022, 84% of educators reported feeling more comfortable after taking the 201 course which featured facilitators from local organizations. The average of the previous 3 years was 61%. By 2023, teachers were specifically asking for more of these connections!

**7** CHANGE IN REPORTED FEELINGS ABOUT CLIMATE CHANGE BEFORE & AFTER TRAINING:

DISCOURAGED → INSPIRED  
SAD → UPLIFTED  
ANXIOUS → EXCITED  
CONFUSED → MOTIVATED

## IN TEACHERS' WORDS:

"I am so positively impacted by collaboration from the Indigenous community and the educators of NSEA, Wild Whatcom, RE-Sources, Common Threads, and more! The fact that all these people are working together to present this information increases the validity."



"This training re-invigorates me and helps me think creatively!"

"We must stay engaged beyond getting our STEM credits--our planet depends on it."

## Now what? Next steps

To build on the past successes of ClimeTime, we propose:

- Continue to prioritize historically underserved schools.
- Provide grade band-specific resources teachers can integrate with their curricula in a classroom or outdoor setting.
- Provide more time for teachers to collaborate with their peers to exchange ideas and strategically plan for instruction.
- Continue to incorporate Indigenous ways of knowing and provide more opportunities for cultural connections with our local tribes.
- Continue to draw on the expertise of all our community partners.

