



## **Climate literacy for upper primary teachers**

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The topic of climate change appears frequently in the media but the scientific information is often misinterpreted by journalists and misunderstood by the public. Wide-spread denial of anthropogenic climate change competes with the data reported by climate scientists. Peer-reviewed articles are written in scientific language which is not easy to understand. We designed a three years course for upper primary school in order to improve the climate literacy of the population. Our study seeks to develop a climate education course which could be easily accepted by the current educational system. Traditional subjects have limited number of lessons per week and compulsory curricula cannot be reduced. Climate education can be performed during these lessons but it requires agreement and very good collaboration of several teachers. We designed our climate curriculum as systematic three year course. The curriculum was tested at pilot upper primary school as a voluntary subject with time allotment one hour a week. For formal education we prefer to have a special subject dedicated to climate education. We suggest that effective climate education should be selective. It is better for the society to have one climate literate politician than one climate literate carpenter. Of course every individual has the human right of climate literacy. But in the limited time we have, it is not a realistic goal to achieve climate literacy for all. Our approach seeks to select prestigious primary and secondary schools which are likely to recruit future decision makers, managers of institutions and companies, journalists and teachers. These schools ought to be provided with programs of systematic climate education. If the society had climate literate leaders, journalists and teachers, the public would receive relevant information from them. All teachers should become climate literate at least at a basic level. First of all, we need programs to educate future teachers at faculties of education. Implementation of climate education at faculties of education requires close collaboration with the departments of Geography, Physics, Biology and others. These departments could provide courses for all students of pedagogy. In order to educate the future generations in bases of climate sciences we need climate literate teachers. Does their knowledge and perception of climate change differ from the public? Several surveys have been published showing critically low climate literacy of the public in Europe and USA. We conducted a survey investigating upper primary teachers' knowledge of climate change in the Czech republic. At the presentation we also share the results of our survey.