

February 23, 2022
MN House of Representatives
Chair Ruth Richardson



Dear Education Policy Committee members,

Please find enclosed letters of support from students, educators, and community members in favor of HF 550 Climate Justice Education Bill.

1. Cate Stacy, Rochester student
2. Laura Sunnarborg, Mound student
3. Josh Leonard, Stillwater educator
4. Buff Grace, Stillwater parent
5. Cyrus Butler, Mahtomedi educator
6. Kathryn Iverson, Edina grandmother
7. Jothsna Harris, Woodbury parent
8. Matthew Floding, Minneapolis clergyperson
9. Libby Kramer, Minneapolis student
10. Patience Caso, Minneapolis education professional
11. Charles Lyon, Minneapolis parent
12. Claire Ramadan, St. Paul student
13. Hannah Pierson, St. Paul educator and parent
14. Finn Zwank, St. Paul student
15. Randy Snyder, St. Paul educator
16. Angela Wroblewski, St. Paul educator
17. Stephanie Harris, St. Paul educator
18. Jaya Bird, St. Paul student
19. Sharon Jerzyk, St. Paul educator
20. Luna Scorzelli, St. Paul community member
21. Tia Theisen, St. Paul educator
22. Hailey Imholte, St. Paul student
23. Erin Rogers, St. Paul educator
24. Terese Fuentes, St. Paul educator
25. Lorraine Seath, St. Paul educator
26. Jenny Markert, St. Paul educator
27. Thomas Lucy, St. Paul parent and educator
28. Silja Earl-Torniainen, St. Paul student
29. Zora Vorhes, student
30. Carol Grady, educator
31. Joey Hitchcock, student
32. Chris Heeter, The Wild Institute
33. Chris Conry, 100% Campaign

Climate Justice Education Bill Testimony

1 message

Cate Stacy <c8stacy@gmail.com>
To: sarah@climategen.org

Tue, Feb 22, 2022 at 10:44 AM

To the Chair and Committee Members,

My name is Cate Stacy and I am a High School student from Rochester Minnesota writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

Climate Change can no longer be ignored. Its devastating effects are real and they're occurring now. I speak for most others when I say that I've experienced some of these consequences firsthand. The shorelines I walked across with my family as a child have flooded and eroded. Inconsistent, warmer, less snowy winters have created barriers for my Nordic Ski Team. Severe weather has increased in frequency and severity, devastating communities.

I've grown anxious about my future and those of future generations. As I sat through lectures in my U.S. History class, I wondered why we spend so much time studying the past and none preparing for our future. It's imperative that Youth are educated about Climate Change and taught to problem solve, because this crisis will dominate our future. Students with limited time and resources do not have access to information about climate justice, which is why teaching this in school is so important. When we are equipped with accurate information, we can effectively and equitably create and implement solutions.

Providing education about Climate Change and its impacts is also consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education."

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. This was third to only providing funds to research renewables and implement tax rebates for residents with solar or electric vehicles.

The Climate Justice Education Bill is unique because it is one of the only youth-led and written bills in Minnesota. Youth are most affected by the climate crisis. We care about the planet and our futures, which is why we are eager to learn about climate justice. We are passionate about learning things that are relevant to our lives, which alleviates the burden teachers feel to have to motivate their students.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666).

Thank you,
Cate Stacy

To the Chair and Committee Members,

My name is Laura Sunnarborg and I am a student from Mound Westonka writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

At my small, suburban high school, we spend about 1 week in 9th grade physical science talking about climate change and that's it. During this week, we don't learn about the actual human impacts of climate change, more about the technologies and various forms of renewable energy. These are definitely super important to learn about too, but climate justice should be at the forefront since it impacts so many people. I am personally very passionate about climate education and climate justice because I know, scientifically speaking, it is the issue that will affect the most people the most significantly in the next century and beyond. For that reason, students should be taught to understand the climate crisis and climate justice surrounding it.

As I rush from class to class in my school, there is no opportunity for me to discuss the evident effects of the climate crisis that I see with my own eyes. I have witnessed firsthand droughts, floods, crop failure, and poor air quality impacts across Minnesota. These effects are especially harmful for BIPOC and low-income communities, and for people with disabilities. We know the climate crisis is at the root of these issues.

It feels frustrating that my school, which is supposed to prepare me for my future, fails to teach me about the crisis that will undoubtedly affect my future. Students need to learn how to equitably address the climate crisis to protect future generations. Students with limited time and resources do not have access to information about climate justice, which is why teaching this in school is so important. When we are equipped with accurate information, we can effectively and equitably create and implement solutions.

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I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Laura Sunnarborg

To the Chair and Committee Members,

My name is *Josh Leonard* and I am a *Science Teacher* from *Stillwater, MN* writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

I care about climate change because I want to retire, and rely on my savings in my retirement plans based in a Roth IRA and a 403(b). In other words, my retirement rests in the success of the stock market, just like millions of other Minnesotans. Climate Change left unchecked will destabilize the markets, eroding the savings of my retirement, and the retirements of many people my age (mid 40's) and younger. What will global climate look like when I am old, another 40 years from now? How will the elderly fare in a globally unstable climate? I am not optimistic, nor should you be. We will need today's children to take care of us in our 80's and 90's. If you value retirement, and expect Minnesotans to enjoy our 'golden years,' please consider ***acting to prepare our future generations for climate change.***

More importantly, I have children. Two wonderful boys ages 7 and 10 who have successfully navigated 2 years of COVID. One has always wanted to be an engineer, and the other wants to be a geologist when they grow up. They deserve a future where they do not have to navigate cascading climate disasters. They deserve to enjoy a future that is at least as stable and as prosperous as what you and I enjoy today. The American Dream of surpassing your parent's generation seems unattainable in the face of unchecked Climate Change. I am hoping my children's generation will enjoy a life that is at least equal to the stability that we have enjoyed. This is only possible if ***you act to prepare students for climate change.***

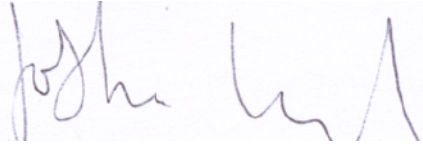
We need our schools to prepare students for the future that will be increasingly shaped by the climate crisis. Students need to learn how to equitably address the climate crisis to navigate impacts all around us and to lead solutions that protect future generations. When our schools are equipped with accurate information, we can effectively and equitably implement solutions led by the most impacted communities and support students to thrive in a changing future.

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. Providing education about Climate Change and its impacts is consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education." This education is necessary to meet our state's goals to address climate change and our need to build a just and sustainable future for all Minnesotans.

The Climate Justice Education Bill is unique as one of the only youth-led and written bills in Minnesota, based on surveying of students and educators to develop model curriculum. Youth are most affected by the climate crisis and are eager to learn about climate justice to be part of the solution. This bill will help educators access accurate and intersectional tools to effectively

teach climate in their classrooms across subject areas. Schools are the center of our communities where we must engage in climate solutions needed to build a sustainable and equitable future.

Please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

A handwritten signature in blue ink, appearing to read "Josh Leonard", on a light blue background.

Josh Leonard
703 4th St N
Stillwater, MN
55082

Letter supporting Climate Justice Education Bill

2 messages

Buff Grace <grace.buff@gmail.com>
To: sarah@climategen.org

Tue, Feb 22, 2022 at 3:59 PM

To the Chair and Committee Members,

My name is Buff Grace and I am a parent from Stillwater writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

My children graduated Stillwater schools in 2020 and 2021. They both took AP Environmental Science during their high school studies. I was surprised that not a single one of their courses engaged the science or issue of climate change, but I was absolutely dumbfounded that an AP level course in Environmental Science would not address this. When I approached the teacher about this gap, he said that state standards and curricula did not include climate change. Astounding.

How can any K-12 curricula claim to prepare students for life on our planet without some engagement with the science and consequences of climate change, which are more common every year and impacting all Minnesotans? Basic climate science is confirmed by all meteorologists and nearly 100% of the global scientific community and is confirmed by internal documents of fossil fuel corporations as far back as 1982. The United Nations IPCC has raised increasing alarm over the last two decades with its strongest, most dire warnings coming out in the fall of 2021. The entire planet and life as humans have known it for millennia is unraveling.

It took generations to create this crisis. It will take generations to rebalance it. Our response must include educating our children who will increase and continue to heal the planet.

We need our schools to prepare students for the future that will be increasingly shaped by the climate crisis. Students need to learn how to equitably address the climate crisis to navigate impacts all around us and to lead solutions that protect future generations. When our schools are equipped with accurate information, we can effectively and equitably implement solutions led by the most impacted communities and support students to thrive in a changing future.

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. Providing education about Climate Change and its impacts is consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education." This education is necessary to meet our state's goals to address climate change and our need to build a just and sustainable future for all Minnesotans.

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climate crisis and are eager to learn about climate justice to be part of the solution. This bill will help educators access accurate and intersectional tools to effectively teach climate in their classrooms across subject areas. Schools are the center of our communities where we must engage in climate solutions needed to build a sustainable and equitable future.

Please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Buff Grace

Sarah Goodspeed <sarah@climategen.org>
To: Buff Grace <grace.buff@gmail.com>

Tue, Feb 22, 2022 at 5:06 PM

Thank you so much Buff!! I will send this to the committee administrator for tomorrow's hearing!

Best,
Sarah

[Quoted text hidden]

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Sarah Goodspeed ([she/her](#))
Senior Youth and Policy Manager
Climate Generation

2801 21st Ave S., Suite 110, Minneapolis, MN 55407
Occupied Dakota homeland and Anishinaabe territory
612-278-7147 (w) | 612-227-5265 (c)

[website](#) | [twitter](#) | [facebook](#)



Empowering individuals and their communities to engage in solutions to climate change.

To the Chair and Committee Members,

My name is Cyrus Butler, and I am a teacher from Saint Paul writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

Climate change is a defining issue of our time - if we do not resolve it, we will have no place to live on this planet. We have seen the impact of climate change in Minnesota with shorter, warmer winters, and more severe weather events. I believe there is no solution to climate change without education, so that is why I am supporting educating all Minnesotan students about Climate Justice.

We are all eyewitnesses to the climate crisis impacting communities across Minnesota. I have witnessed firsthand droughts, floods, crop failure, and poor air quality impacts across Minnesota. These effects are especially harmful for BIPOC and low-income communities, and for people with disabilities. We know the climate crisis is at the root of these issues.

We need our schools to prepare students for the future that will be increasingly shaped by the climate crisis. Students need to learn how to equitably address the climate crisis to navigate impacts all around us and to lead solutions that protect future generations. When our schools are equipped with accurate information, we can effectively and equitably implement solutions led by the most impacted communities and support students to thrive in a changing future.

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. Providing education about Climate Change and its impacts is consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education." This education is necessary to meet our state's goals to address climate change and our need to build a just and sustainable future for all Minnesotans.

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Please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Cyrus Butler

To the Chair and Committee Members,

My name is Kathryn Iverson and I am a grandmother from Edina writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

To support our young people who are clearly seeing the impacts of climate change, we must allow classroom discussions and education that will address the climate crisis.

We are all eyewitness to the climate crisis impacting communities across Minnesota. I have witnessed firsthand droughts, floods, crop failure, and poor air quality impacts across Minnesota. These effects are especially harmful for BIPOC and low-income communities, and for people with disabilities. We know the climate crisis is at the root of these issues.

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Please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Kathryn J. Iverson

To the Chair and Committee Members,

My name is Jothsna Harris and I am a resident and parent from Woodbury writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

As a mother, I want my children to learn about climate change in school so that they are prepared for a world where they will experience the impacts of climate change, and in their careers and lives feel compelled to be part of solutions and shape a better world as to future leaders.

We are all eyewitness to the climate crisis impacting communities across Minnesota. I have witnessed firsthand droughts, floods, crop failure, and poor air quality impacts across Minnesota. These effects are especially harmful for BIPOC and low-income communities, and for people with disabilities. We know the climate crisis is at the root of these issues.

We need our schools to prepare students for the future that will be increasingly shaped by the climate crisis. Students need to learn how to equitably address the climate crisis to navigate impacts all around us and to lead solutions that protect future generations. When our schools are equipped with accurate information, we can effectively and equitably implement solutions led by the most impacted communities and support students to thrive in a changing future.

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Please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Jothsna Harris

My name is Matthew Floding and I am a clergyperson writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

I understand as an important mandate in my faith tradition that we humans have been given a stewardship relationship to the earth and all its creatures. To paraphrase Paul Wellstone, “We all flourish when we all flourish.”

I have witnessed firsthand droughts, floods, crop failure, and poor air quality impacts across Minnesota. These effects are especially harmful for BIPOC and low-income communities, and for people with disabilities. We know the climate crisis is at the root of these issues.

As a senior adult, I firmly believe that students need to learn how to equitably address the climate crisis to protect future generations. Students with limited time and resources do not have access to information about climate justice, which is why teaching this in school is so important. When they are equipped with accurate information, we together can effectively and equitably create and implement solutions.

Providing education about Climate Change and its impacts is also consistent with Governor Walz’s Due North Education Plan which prioritizes funding a “21st Century Education.”

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. This was third to only providing funds to research renewables and implement tax rebates for residents with solar or electric vehicles.

The Climate Justice Education Bill is unique because it is one of the only youth-led and written bills in Minnesota. Youth are most affected by the climate crisis. They care about the planet and our futures, which is why they are eager to learn about climate justice. They are passionate about learning things that are relevant to their lives, which alleviates the burden teachers feel to have to motivate their students.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Matthew Floding
4300 W River Pkwy, #438
Minneapolis, MN 55406

To the Chair and Committee Members,

My name is Libby Kramer and I am a young person writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

Throughout my education in Minnesota I have seen an appalling lack of climate education. In school we are supposed to prepare for our futures while blatantly avoiding the issue that will directly shape our future, and our present. The climate crisis is no longer an issue we can save for future generations and the children whose entire lives will be shaped by climate change are the ones in our schools right now. We have a right to know what we are up against.

I have not only felt frustrated with the lack of science based education about the climate crisis, I have also felt disappointment in the lack of climate justice education. This crisis affects people in oppressed communities more and students need to learn about the equitable ways that we can create solutions to climate change. When we are equipped with accurate information, we can effectively and equitably create and implement solutions.

Providing education about Climate Change and its impacts is also consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education."

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. This was third to only providing funds to research renewables and implement tax rebates for residents with solar or electric vehicles.

The Climate Justice Education Bill is unique because it is one of the only youth-led and written bills in Minnesota. Youth are most affected by the climate crisis. We care about the planet and our futures, which is why we are eager to learn about climate justice. We are passionate about learning things that are relevant to our lives, which alleviates the burden teachers feel to have to motivate their students.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Libby Kramer

February 22, 2022

Dear Chair and Committee Members,

My name is Patience Caso and I am an environmental education program manager professionally and have worked in the environmental field for over 20 years. As someone who grew up in Minnesota with virtually no environmental or social justice education until college, I am writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

We are all eyewitness to the climate crisis impacting communities across Minnesota. In my lifetime, I have witnessed more severe droughts, flooding, strange winters, and increasingly poor air quality impacts across Minnesota. These effects are especially harmful for Black, Indigenous, and people of color, low-income residents, and people with disabilities.

Something really important to me is the impact of environmental pollution and climate change on people and animals. The devastation families feel when they lose family members or their pets due to weather disasters, which are exacerbated by continued climate change, is almost incomprehensible. Lives are uprooted and some face insurmountable obstacles to recovery from these disasters.

It's too late to stop climate change, but passing HF550/SF666 now can help combat and mitigate the problems associated with climate change. We have to prepare and adapt. Climate justice education helps prepare and protect future generations.

When our schools are equipped to deliver climate justice education, we can effectively and equitably implement solutions led by the most impacted communities and support students to thrive in a changing future.

I am not alone. A majority of Minnesotans believe schools should teach about global warming. Providing education about Climate Change and its impacts is consistent with the Governor's Due North Education Plan which prioritizes funding a "21st Century Education."

The Climate Justice Education Bill is unique as one of the only youth-led and written bills at the Minnesota legislature right now. Youth understand the urgency of the climate crisis and are eager to learn about climate justice to be part of the solution. This bill will help educators access the tools they need to effectively teach climate in their classrooms across subject areas. Schools are an important venue to educate and engage youth in learning about and implementing the climate solutions we need to build a sustainable and equitable future.

HF550/SF666 will help Minnesota meet our state's goals to address climate change and our need to build a just and sustainable future for all Minnesotans.

Please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Patience Caso
Minneapolis, MN

Climate Justice Education Bill (HF 550/SF 666)

1 message

Charles Lyon <pietown@aol.com>
Reply-To: Charles Lyon <pietown@aol.com>
To: "sarah@climategen.org" <sarah@climategen.org>

Tue, Feb 22, 2022 at 8:59 PM

To the Chair and Committee Members,

My name is Charles Lyon and I am a resident from Minneapolis, MN writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

As a father and grandfather I am deeply concerned about the future of the planet. Climate change is real and happening faster than predicted. We need to educate our young people about the reality, so together we can fight the entrenched corporations that continue to pollute and spread misinformation.

We are all eyewitness to the climate crisis impacting communities across Minnesota. I have witnessed firsthand droughts, floods, crop failure, and poor air quality impacts across Minnesota. These effects are especially harmful for BIPOC and low-income communities, and for people with disabilities. We know the climate crisis is at the root of these issues.

We need our schools to prepare students for the future that will be increasingly shaped by the climate crisis. Students need to learn how to equitably address the climate crisis to navigate impacts all around us and to lead solutions that protect future generations. When our schools are equipped with accurate information, we can effectively and equitably implement solutions led by the most impacted communities and support students to thrive in a changing future.

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Please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Charles Lyon

Climate Justice Education Bill

2 messages

Claire Ramadan <claireramadan1@gmail.com>
To: sarah@climategen.org

Mon, Feb 21, 2022 at 8:24 PM

My name is Claire Ramadan and I am a student at Highland Park Senior High writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

As I rush from class to class in my school, there is no opportunity for me to discuss the evident effects of the climate crisis that I see with my own eyes. I have witnessed firsthand droughts, floods, crop failure, and poor air quality impacts across Minnesota. These effects are especially harmful for BIPOC and low-income communities, and for people with disabilities. We know the climate crisis is at the root of these issues.

It feels frustrating that my school, which is supposed to prepare me for my future, fails to teach me about the crisis that will undoubtedly affect my future. Students need to learn how to equitably address the climate crisis to protect future generations. Students with limited time and resources do not have access to information about climate justice, which is why teaching this in school is so important. When we are equipped with accurate information, we can effectively and equitably create and implement solutions.

Providing education about Climate Change and its impacts is also consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education."

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The Climate Justice Education Bill is unique because it is one of the only youth-led and written bills in Minnesota. Youth are most affected by the climate crisis. We care about the planet and our futures, which is why we are eager to learn about climate justice. We are passionate about learning things that are relevant to our lives, which alleviates the burden teachers feel to have to motivate their students.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

—Claire Ramadan

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Claire Ramadan
claireramadan1@gmail.com
(651) 756-9165

Sarah Goodspeed <sarah@climategen.org>
To: Claire Ramadan <claireramadan1@gmail.com>

Mon, Feb 21, 2022 at 10:21 PM

Thank you Claire!! I will share this with the committee for Wednesdays hearing!!

[Quoted text hidden]

Climate Justice Education Bill (HF 550/SF 666)

2 messages

Hannah Pierson <hannah.pierson@spps.org>
To: "sarah@climategen.org" <sarah@climategen.org>

Tue, Feb 22, 2022 at 9:59 AM

My name is Hannah Pierson and I am a St. Paul Schools Educator, Parent and Community Member writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

I love nature and I am so grateful for all of the amazing blessings that it provides for me. I want my children and grandchildren to be able to canoe through the Boundary Waters, enjoy playing in a leaf pile in the fall, and be able to eat healthy food. I want them to learn about the realities of climate change in school so that they can be activists in their communities, working to make changes to protect the planet.

Providing education about Climate Change and its impacts is also consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education." The Climate Justice Education Bill is unique because it is one of the only youth-led and written bills in Minnesota. Youth are most affected by the climate crisis. I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Hannah RC Pierson

**Hannah Pierson** (she, her, hers)

Academic Parent Teacher Teams & SPPS On-Call Interpreter Coordinator, Office of Family Engagement and Community Partnerships

Saint Paul Public Schools • 360 Colborne St (4th Floor), Saint Paul, MN 55102

Office: 651-744-2289 • Fax: 651-221-1488

spps.org/engagement

Sarah Goodspeed <sarah@climategen.org>
To: Hannah Pierson <hannah.pierson@spps.org>

Tue, Feb 22, 2022 at 10:16 AM

Thank you Hannah! I'll send this to the committee administrator for tomorrow's hearing!

CJ Education Bill Testimony

1 message

Finn Zwank <finnzwank@gmail.com>
To: sarah@climategen.org

Tue, Feb 22, 2022 at 10:21 AM

To the Chair and Committee Members,

My name is Finn Zwank and I am a student in favor of the Climate Justice Education Bill (HF 550/SF 666).

Climate change and, more importantly, climate justice have been almost entirely absent from my education. We see the impacts of this crisis all around us and, yet, it feels as if this system has *chosen* to neglect teaching us about it. This does not make me feel angry, rather, it makes me feel disappointed. The students of this world and the students of generations to come need to learn about this issue and its range of effects spanning every state, country, and continent. If we can be provided the relevant tools and information, we can create and execute solutions that will protect *our* future and the future of those to come. What is more, the implementation of climate justice into Minnesota's K-12 education system falls under Walz's Due North Education Plan as it is a prime example of so-called *21st Century Education*.

Although I myself have not contributed to the writing of this bill, I am thoroughly impressed and moved by the youth who have put in the work of creating its foundation. I hope you, as a chair member, understand that they would not be doing this if they did not feel the imminent threat of these issues. We are the most affected, we are the most passionate, and we are the most willing to learn about and take action on climate change and climate justice. I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you for taking the time out of your day to hear these testimonies.

Best,

Finn Zwank, a senior at Highland Park High School and a resident of Saint Paul.

My Copy of the letter for the Climate Bill...

2 messages

Randy Snyder <randy.snyder@spps.org>

Tue, Feb 22, 2022 at 10:08 AM

To: "sarah@climategen.org" <sarah@climategen.org>

<https://docs.google.com/document/d/1z2TNZbWVsn1mdfZxEneKXpZkgudQ0MmHkhpHGlyQh1Y/edit>

In case you can't open the link on GDocs for some reason here is my adjusted version of the letter...

To the Chair and Committee Members,

My name is Randy Snyder. I am a School Social Worker and Teacher writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

As an education professional, I support students speaking their truth about what they want and need from their schools. The letters being submitted to this committee contain the sentiment of many of the young people that I serve in St Paul Public Schools. It is also in alignment with my own views on Climate Education. The Legislature needs to act with a sense of urgency to ensure that this curriculum is front and center in classrooms NOW.

Providing education about Climate Change and its impacts is also consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education."

According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. This was third to only providing funds to research renewables and implement tax rebates for residents with solar or electric vehicles.

The Climate Justice Education Bill is unique because it is one of the only youth-led and written bills in Minnesota. Youth are most affected by the climate crisis. It is my view that the youth supporting this legislation are LEADERS. They are learning and advocating for a better world for all of us, young and old. THIS is the type of youth leadership we should be encouraging and validating. It is what we say we want from our young people. Let's support that with action now.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Randy Snyder,
MSW/LICSW - School Social Worker
St Paul Public Schools

Randy Snyder

School Social Worker- MSW/LICSW

Journeys Secondary School 90 Western Ave S, St Paul, MN 55102

Office: 651-744-1518 • Google Voice: 612-548--4928 Fax: 651-744-1901

(no subject)

2 messages

Angela Wroblewski <angela.wroblewski@spps.org>
To: "sarah@climategen.org" <sarah@climategen.org>

Tue, Feb 22, 2022 at 10:01 AM

To the Chair and Committee Members,

My name is Angie and I am a Science educator in St Paul Public Schools writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

I have been a science teacher for the last decade. One of the small efforts I have tried to contribute to my classes is current events within STEM learning. I have worked hard to include many things as STEM is always changing and developing but know that climate influences so many more things than I can teach as just one educator. I need more resources to impact my students to help them learn about the effects of climate on droughts, floods, crop failure, and poor air quality impacts across Minnesota. These effects are especially harmful for BIPOC and low-income communities, and for people with disabilities. We know the climate crisis is at the root of these issues. When we are equipped with accurate information, we can effectively and equitably create and implement solutions.

Providing education about Climate Change and its impacts is also consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education."

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. This was third to only providing funds to research renewables and implement tax rebates for residents with solar or electric vehicles.

The Climate Justice Education Bill is unique because it is one of the only youth-led and written bills in Minnesota. Youth are most affected by the climate crisis. We care about the planet and our futures, which is why we are eager to learn about climate justice. We are passionate about learning things that are relevant to our lives, which alleviates the burden teachers feel to have to motivate their students.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Angela Killeen

**Angie Killeen (She, Her, Hers)**

Science teacher, Eastern Heights Elementary

Saint Paul Public Schools • 2001 Margaret Street, St Paul, MN, 55119**Google Voice Call or Text :612-888-5649** School Office: 651-293-8870

In-Building Classroom: 651-744-8256

spps.org

Dear Committee Chairs,

My name is Stephanie Harris. I am a mother and a teacher writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

I am obviously quite invested in the future of our nation and our planet and care deeply about conserving fresh air, water, and land for our children and future generations. I do not feel that enough is being done to educate our children as to the changes that we have witnessed in climate in our lifetimes and the impacts those changes have on their health and well-being.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666).

Thank you,

Stephanie Harris, PhD
Chemistry Teacher
Washington Technology Magnet School
Saint Paul Public Schools

Climate Justice Education Bill

1 message

Jaya Bird <jbird002@stpaul.k12.mn.us>
To: sarah@climategen.org

Tue, Feb 22, 2022 at 9:42 AM

My name is Jaya Bird and I am a student writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

As I rush from class to class in my school, there is no opportunity for me to discuss the evident effects of the climate crisis that I see with my own eyes. I have witnessed firsthand droughts, floods, crop failure, and poor air quality impacts across Minnesota. These effects are especially harmful for BIPOC and low-income communities, and for people with disabilities. We know the climate crisis is at the root of these issues.

It feels frustrating that my school, which is supposed to prepare me for my future, fails to teach me about the crisis that will undoubtedly affect my future. Students need to learn how to equitably address the climate crisis to protect future generations. Students with limited time and resources do not have access to information about climate justice, which is why teaching this in school is so important. When we are equipped with accurate information, we can effectively and equitably create and implement solutions.

Providing education about Climate Change and its impacts is also consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education."

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. This was third to only providing funds to research renewables and implement tax rebates for residents with solar or electric vehicles.

The Climate Justice Education Bill is unique because it is one of the only youth-led and written bills in Minnesota. Youth are most affected by the climate crisis. We care about the planet and our futures, which is why we are eager to learn about climate justice. We are passionate about learning things that are relevant to our lives, which alleviates the burden teachers feel to have to motivate their students.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666).

Thank you,
Jaya

To the Chair and Committee Members,

My name is Sharon Jerzyk and I am a high school teacher writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

The goal of secondary education is to prepare young people to become productive citizens in their communities, and that preparation includes an understanding of the current issues surrounding climate change. Where else will our future leaders gain knowledge and passion for this critical topic if not in our schools?

I teach at one of the poorest schools in the metropolitan area. My students face many inequities, including the disparaging effects of climate change in their communities. The Climate Justice Education Bill will ensure that my students are made aware of the issues and empower them to take action to address the problem, leading to much needed change.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Sharon Jerzyk

My testimony - a student from Highland Park Senior High

1 message

Luna Scorzelli <lscorzelli001@stpaul.k12.mn.us>
To: sarah@climategen.org

Tue, Feb 22, 2022 at 10:33 AM

My name is Luna Scorzelli and I am a Highland Park environmental advocate (writing in favor of the Climate Justice Education Bill (HF 550/SF 666)).

I care about climate change because I worry about the health and safety of our communities, oceans, farms, and forests - specifically food access and sustainable farming/fishing. Throughout my fourteen years of schooling, I have learned hardly nothing about its effects and what we can't do to prevent the negative impacts of OUR OWN actions.

As I rush from class to class in my school, there is no opportunity for me to discuss the evident effects of the climate crisis that I see with my own eyes. I have witnessed firsthand droughts, floods, crop failure, and poor air quality impacts across Minnesota. These effects are especially harmful for BIPOC and low-income communities, and for people with disabilities. We know the climate crisis is at the root of these issues.

It feels frustrating that my school, which is supposed to prepare me for my future, fails to teach me about the crisis that will undoubtedly affect my future. Students need to learn how to equitably address the climate crisis to protect future generations. Students with limited time and resources do not have access to information about climate justice, which is why teaching this in school is so important. When we are equipped with accurate information, we can effectively and equitably create and implement solutions.

Providing education about Climate Change and its impacts is also consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education."

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. This was third to only providing funds to research renewables and implement tax rebates for residents with solar or electric vehicles.

The Climate Justice Education Bill is unique because it is one of the only youth-led and written bills in Minnesota. Youth are most affected by the climate crisis. We care about the planet and our futures, which is why we are eager to learn about climate justice. We are passionate about learning things that are relevant to our lives, which alleviates the burden teachers feel to have to motivate their students.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Luna

Sent from my iPad

To the Chair and Committee Members,

My name is Tia Theisen and I am an educator writing in favor of the Climate Justice Education Bill (HF 550/SF 666). I believe it is incredibly important for students to have opportunities to study climate justice in schools, as our youth are the ones who are most affected by climate change and its impacts. Right now, our students do not currently have sufficient opportunities to learn about climate justice, and this bill would help change that.

I grew up in Minneapolis and have lived in Minnesota for 26 years. I have both witnessed and learned about droughts, floods, crop failure, and poor air quality impacts across Minnesota. In my short lifetime, I have also noticed changes in the seasons and weather patterns. I have witnessed the construction of Line 3 in northern Minnesota, which increases pollution in Minnesota, violates treaty rights, and jeopardizes many ecosystems and the Mississippi River watershed.

The impacts of climate change are especially harmful for people who identify as BIPOC, for low-income communities, and for people with disabilities. Climate justice is deeply intertwined with racial justice, and it is imperative that students are given many opportunities to study and analyze it in school.

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. This was third to only providing funds to research renewables and implement tax rebates for residents with solar or electric vehicles.

The Climate Justice Education Bill is unique because it is one of the only youth-led and written bills in Minnesota. Our youth are most affected by the climate crisis, and care deeply about the planet and our futures. For these reasons, our youth are eager to learn about climate justice.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Sincerely,

Tia Theisen

To the Chair and Committee Members,

My name is Hailey Imholte and I am a teen and highschool student writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

Climate change is an ever growing issue that is currently harming and only worsening a large amount of the community and the future of my generation and generations to come. I am concerned about these severe impacts of droughts, floods, crop failure and poor air quality across minnesota. These horrible effects are impacting BIPOC and low income communities, and people with disabilities. It is evident that the climate crisis is a large factor of these issues. These communities are a majority at my high school yet no discussion or education has arised about any of this.

It feels frustrating that my school, which is supposed to prepare me for my future, fails to teach me about the crisis that will undoubtedly affect my future. Students need to learn how to equitably address the climate crisis to protect future generations. Students with limited time and resources do not have access to information about climate justice, which is why teaching this in school is so important. When we are equipped with accurate information, we can effectively and equitably create and implement solutions.

Providing education about Climate Change and its impacts is also consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education."

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. This was third to only providing funds to research renewables and implement tax rebates for residents with solar or electric vehicles.

The Climate Justice Education Bill is unique because it is one of the only youth-led and written bills in Minnesota. Youth are most affected by the climate crisis. We care about the planet and our futures, which is why we are eager to learn about climate justice. We are passionate about learning things that are relevant to our lives, which alleviates the burden teachers feel to have to motivate their students.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Hailey Imholte

Support for Climate Justice Education Bill

1 message

Erin Rogers <erin.rogers@spps.org>

Tue, Feb 22, 2022 at 9:02 AM

To: "sarah@climategen.org" <sarah@climategen.org>

To the Chair and Committee Members,

My name is Erin Rogers, and I am an educator writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

As an educator concerned with the future for my students, it frustrates me to know that many students are still under- or uneducated about climate change and the real impacts it can and will have on their lives as they enter the world as adults. There are few opportunities for me to discuss the evident effects of the climate crisis that I see with my own eyes. I have witnessed firsthand droughts, floods, crop failure, and poor air quality impacts across Minnesota. These effects are especially harmful for BIPOC and low-income communities, and for people with disabilities- all populations I work with on a daily basis. We know the climate crisis is at the root of these issues.

It feels frustrating that my school, which is supposed to prepare students for the future, fails to teach them about the crisis that will undoubtedly affect their futures. Students need to learn how to equitably address the climate crisis to protect future generations. Students with limited time and resources do not have access to information about climate justice, which is why teaching this in school is so important. When we are equipped with accurate information, we can effectively and equitably create and implement solutions.

Providing education about Climate Change and its impacts is also consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education."

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. This was third to only providing funds to research renewables and implement tax rebates for residents with solar or electric vehicles.

The Climate Justice Education Bill is unique because it is one of the only youth-led and written bills in Minnesota. Youth are most affected by the climate crisis. These students care deeply about the planet and our futures, which is why they are eager to learn about climate justice. Students are passionate about learning things that are relevant to their lives, which alleviates the burden of educators to motivate their students.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Erin Rogers



Erin Rogers (she/her)

Special Education Teacher

Saint Paul Public Schools

Jie Ming Mandarin Immersion Academy | Capitol Hill Gifted and Talented Magnet

Google Voice: (612) 568-8252 • Jie Ming: 651-744-4770 ext. 46092 • Capitol Hill: 651-325-

Climate Justice Education Bill (HF 550/SF 666)

1 message

Terese Fuentes <terese.fuentes@spps.org>

Tue, Feb 22, 2022 at 12:08 PM

To: "sarah@climategen.org" <sarah@climategen.org>

To the Chair and Committee Members,

My name is Terese Fuentes, and I am a science educator writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

Here in St. Paul, we are having an E-Learning day due to extreme weather. It may not seem such a big deal for our strong Minnesota grit, but in Texas, temperatures dipped into the 20s in Austin a few weeks ago. This is unprecedented. Daily weather is a direct effect of climate change and dynamic weather conditions have an impact on our everyday lives. For even high-functioning individuals, a severe weather day is hard enough. Can you imagine how a dramatic weather issue could complicate the lives of people with disabilities? Can you imagine how a severe weather day may impact low-income families working in the most difficult jobs. Many people need public transportation, work long laborious hours, and are exposed to harsh living and working conditions. The root of these hardships are extreme changes in climate which complicate daily life.

It is time we focus on teaching our children about the rapidly changing climate. MN science standards had only a handful of environmental focuses such as, natural resources, identifying renewable and non-renewable resources, methods of water use and the impact of that use, and what happens when an ecosystem is changed such as invasive species. Up until now, learning about the impact humans have had on our precious earth did not even begin until about 4th grade. Not only is climate change an ethical issue, but it is also surely going to impact every person's future in some way. We can better everyone's future by making legislative changes now.

As an educator, I am frustrated that I still have not seen legislation to teach climate justice for all. Students need to learn how to equitably address the climate crisis to protect future generations. We needed this education back in the 70s when places like the Cuyahoga river in northeastern Ohio caught fire because of industrial waste. In the 80s scientists discovered that the ozone layer had a hole in it. In the 90s there were countless oil spills in the world's oceans. Today we are at the precipice of many species' extinctions and exhaustion of fossil fuels. Climate justice education is putting the learning into a school curriculum. Do our young learners even know some of our damaging history? Our most recent pandemic taught us the value of being in school for children. School is a necessary part of our social, emotional, and economic balance. Families and their students have limited time and resources to access information about climate justice. Educators will be able to equip students with accurate, equitable information. When student learners are equipped with accurate information, they will effectively and equitably create and implement solutions. The irony of this bill is that it is a youth-led bill.

Providing education about Climate Change and its impacts is also consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education." The Climate Justice Education Bill is unique because it is one of the only youth-led and written bills in Minnesota. We care about the planet and our

futures. Students are passionate about learning things that are relevant to their lives. Climate justice is their future.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666).

Thank you.

Terese Fuentes



Terese Fuentes

Science, Paul and Sheila Wellstone Elementary

Saint Paul Public Schools • 1041 Marion St., St. Paul, MN, 55117

Office: 651-290-8354

spps.org



Climate Justice Education Bill

1 message

Lori Seath <lori.seath@spps.org>

Tue, Feb 22, 2022 at 1:02 PM

To: "sarah@climategen.org" <sarah@climategen.org>

To the Chair and Committee Members,

My name is Lorraine Seath and I am an educator writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

I am concerned about droughts, floods, crop failure, and poor air quality impacts across Minnesota. I have noticed changes in the climate within my lifetime. These effects are especially harmful for BIPOC and low-income communities, and for people with disabilities. This particularly concerns me as a teacher of students with special education disabilities. The climate crisis is at the root of these issues.

Providing education about Climate Change and its impacts is also consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education."

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Lorraine Seath

**Lorraine Seath**

Special Education Teacher, Como Elementary

Saint Paul Public Schools

780 Wheelock Parkway West, St. Paul, MN, 55117-4039

Office: 651.744.2387 • Fax: 651.293.8828

Google Voice/text: 612.486.2727

spps.org

Never separate the life you lead from the words you speak- Paul Wellstone

Climate Justice Education Bill - IN SUPPORT

1 message

Jenny Markert <jmarkert@c-dh.org>

Tue, Feb 22, 2022 at 10:58 PM

To: sarah@climategen.org, Jenny Markert <jmarkert@c-dh.org>

To the Chair and Committee Members,

My name is Jenny Markert and I am a teacher in St. Paul writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

I currently teach a Climate and Culture class, but there is no curriculum and the students are hungry for this education and more importantly NEED IT to help sustain future generations of life on our planet. Education is the way forward!

We are all aware of climate crisis impacting communities across Minnesota. I have witnessed firsthand droughts, floods, crop failure, and poor air quality impacts across Minnesota. These effects are especially harmful for BIPOC and low-income communities, and for people with disabilities. Climate crisis is at the root of these issues.

We need our schools to prepare students for the future that will be increasingly shaped by the climate crisis. Students need to learn how to equitably address the climate crisis to navigate impacts all around us and to lead solutions that protect future generations. When our schools are equipped with accurate information, we can effectively and equitably implement solutions led by the most impacted communities and support students to thrive in a changing future.

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. Providing education about Climate Change and its impacts is consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education." This education is necessary to meet our state's goals to address climate change and our need to build a just and sustainable future for all Minnesotans.

The Climate Justice Education Bill is unique as one of the only youth-led and written bills in Minnesota, based on surveying of students and educators to develop model curriculum. Youth are most affected by the climate crisis and are eager to learn about climate justice to be part of the solution. This bill will help educators access accurate and intersectional tools to effectively teach climate in their classrooms across subject areas. Schools are the center of our communities where we must engage in climate solutions needed to build a sustainable and equitable future.

Please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Jenny Markert

--

she/her

English Teacher

Cretin-Derham Hall

550 South Albert Street

St. Paul, MN 55116

Main Office: 651-690-2443

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support statement for Climate Justice Education Bill

1 message

Thomas Lucy <thomas.lucy@spps.org>

Tue, Feb 22, 2022 at 9:45 PM

To: "sarah@climategen.org" <sarah@climategen.org>

Cc: Kathleen Bacigalupi <kbacigalupi002@stpaul.k12.mn.us>

Hello. My name is Tom Lucy, and I am writing in support of the Climate Justice Education Bill (HF 550/SF666). With that being said, I would like to share why this Bill is important and why it should be to all.

Every generation in history has faced unique and difficult challenges. As a parent, I like to think my children can avoid some of the more painful challenges, but I know that is not the case. While all generations take on their own challenges this current generation and those to follow face a path more uncertain and dangerous than arguably any before throughout history. That challenge, of course, is the climate crisis.

For a group who is facing such massive issue, you would expect that they are being intensely prepared for these challenges by the adults around them. In addition, you would anticipate that the entire society around them has mobilized to act aggressively to defeat this omnipresent threat. Unfortunately, that is not the case.

As a parent, and educator and an adult I feel it is my duty to support and guide those younger than me on how to create a better life and society. Therefore, in response to the earlier comments I appalled in how little my generation has done to prepare our youth for how to adapt to the challenges of climate change and hopefully beat it if possible. I would like to think that this tepid mobilization by my generation to prepare our youth to adapt and thrive in a world with a changing climate will ramp up on its own. However, I doubt that is the case. Therefore, we need to accelerate our efforts to fight climate change AND to prepare our children for the challenges attached. I believe that the Climate Justice Education Bill is one helpful tool we can use in that effort.

Climate change is an unprecedented threat to our children and grandchildren. In addition to our attempts to mitigate this threat we must also teach our children how to prepare for the challenges they will face. In doing that, we will give them the best chance possible in creating a world where climate justice is a reality.

Thank you.

Thomas Lucy
SPPS Social Worker
SPFE Climate Action Team
Saint Paul Resident 55108

Thomas Lucy, LICSW (he/him/his)

Social Worker/District Behavior Coach, OSS/Journeys

Saint Paul Public Schools • 90 Western Ave. S, Saint Paul, MN. 55102



Cell: 651-503-4065 •
spps.org



Climate Justice Education Bill

1 message

Silja Earl-Torniainen <searltorniainen001@stpaul.k12.mn.us>
To: sarah@climategen.org

Tue, Feb 22, 2022 at 6:49 PM

My name is Silja and I am a student writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

I care about climate change because all my favorite activities are only accessible through thriving nature. For example my sport and passion is Nordic skiing which is only possible with cold and snowy winters which have been lacking in Minnesota recently. I have been going to school for so many years, and I've never had the opportunity to learn about climate change, even though it is heavily impacting mine and others lives.

As I rush from class to class in my school, there is no opportunity for me to discuss the evident effects of the climate crisis that I see with my own eyes. I have witnessed firsthand droughts, floods, crop failure, and poor air quality impacts across Minnesota. These effects are especially harmful for BIPOC and low-income communities, and for people with disabilities. We know the climate crisis is at the root of these issues.

It feels frustrating that my school, which is supposed to prepare me for my future, fails to teach me about the crisis that will undoubtedly affect my future. Students need to learn how to equitably address the climate crisis to protect future generations. Students with limited time and resources do not have access to information about climate justice, which is why teaching this in school is so important. When we are equipped with accurate information, we can effectively and equitably create and implement solutions.

Providing education about Climate Change and its impacts is also consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education."

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. This was third to only providing funds to research renewables and implement tax rebates for residents with solar or electric vehicles.

The Climate Justice Education Bill is unique because it is one of the only youth-led and written bills in Minnesota. Youth are most affected by the climate crisis. We care about the planet and our futures, which is why we are eager to learn about climate justice. We are passionate about learning things that are relevant to our lives, which alleviates the burden teachers feel to have to motivate their students.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

-Silja

To the Chair and Committee Members,

My name is Zora Vorhes and I am a student writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

One of the constant anxieties in my life is the climate crisis. Ever since I learned of climate change in elementary school I have been so worried about what could happen to our wonderful earth. Living in California for most of elementary and middle school I witnessed first hand droughts and crop failure. Living in Minnesota I have seen floods and extreme air quality across the state. These effects are especially harmful for BIPOC and low-income communities, and for those with disabilities. The climate crisis is at the root of these issues.

It is so frustrating to go to school everyday and have little to no education regarding the climate crisis and climate justice. My education should prepare me for my future, and time after time it has failed to teach my peers and I about the climate crisis. This crisis will undoubtedly affect my future. As a student, I need to learn how to equitably address the climate crisis to protect future generations. So many people from older generations have shared their regret in not doing more to stop climate change from happening. I am busy everyday with homework, extracurricular activities, and more that I don't have the time to get more information about climate justice. Many students also have limited time and resources which causes limited access to information on climate justice. This is why teaching about these topics in school is so important to our generation and future generations' futures. When we are equipped with accurate information, we can effectively and equitably create and implement solutions.

Providing education about Climate Change and its impacts is also consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education."

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. This was third to only providing funds to research renewables and implement tax rebates for residents with solar or electric vehicles.

The Climate Justice Education Bill is unique because it is one of the only youth-led and written bills in Minnesota. Youth are most affected by the climate crisis. It is so important to implement bills written by people from my generation if they will end up affecting our education. We care about the planet and our futures, which is why we are eager to learn about climate justice. We are passionate about learning things that are relevant to our lives, which alleviates the burden teachers feel to have to motivate their students.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.
Zora Vorhes

To the Chair and Committee Members,

My name is Carol Grady and I am a nurse educator writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

I was fortunate as child growing up in Minnesota to attend camp up and spend summers in our north country. My camp experience ignited a love of the outdoors and an appreciation of our forests, lakes and wetlands. One of the first rules of camping I was taught is to leave a site cleaner than when you found it. Alas, we adults are failing in this basic premise! Instead of trying to tackle climate change and face the realities it presents, we continue to debate its existence or minimize the problem. Our children, however, are faced with a monumental existential challenge and we owe it to them to provide the keys for understanding the issues around climate change and the means to start thinking about how to overcome it.

Students currently have no opportunity to discuss the evident effects of the climate crisis, despite being firsthand witnesses to its effects. In this last summer alone they have lived through droughts, floods, crop failure, and poor air quality impacts across Minnesota. These effects are harmful for all people but they are especially harmful for BIPOC and low-income communities, and for people with disabilities. These communities often bear the brunt of climate change due to their locations and lack of resources.

Students need to learn how to equitably address the climate crisis to protect future generations. Students also need access to information about climate justice. People need to be equipped with accurate information so they can effectively and equitably create and implement solutions. Hence, the need for this type of education and curriculum. Providing education about Climate Change and its impacts is also consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education."

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. This was third to only providing funds to research renewables and implement tax rebates for residents with solar or electric vehicles.

The Climate Justice Education Bill is unique because it is one of the only youth-led and written bills in Minnesota. Youth are most affected by the climate crisis. They care about the Earth and their futures are tied to a healthy planet. They are eager to learn about climate justice. We owe it to youth, the stewards of our future, to educate them about the realities of climate change and racial justice, so they can start to envision the solutions that will lead us out of this crisis.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

Carol Grady, Licensed School Nurse

To the Chair and Committee Members,

My name is Joey Hitchcock and I am a young queer person writing in favor of the Climate Justice Education Bill (HF 550/SF 666).

I care about climate change since Earth is the only planet like it in our solar system and it's out home. I first learned about climate change when I was 5 years old and I did a project about polar bears. As I grew up I never heard about climate change in school again till I was 11. Climate change is a real problem that everyone can help to mitigate.

As I rush from class to class in my school, there is no opportunity for me to discuss the evident effects of the climate crisis that I see with my own eyes. I have witnessed firsthand droughts, floods, crop failure, and poor air quality impacts across Minnesota. These effects are especially harmful for BIPOC and low-income communities, and for people with disabilities. We know the climate crisis is at the root of these issues.

It feels frustrating that my school, which is supposed to prepare me for my future, fails to teach me about the crisis that will undoubtedly affect my future. Students need to learn how to equitably address the climate crisis to protect future generations. Students with limited time and resources do not have access to information about climate justice, which is why teaching this in school is so important. When we are equipped with accurate information, we can effectively and equitably create and implement solutions.

Providing education about Climate Change and its impacts is also consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education."

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. This was third to only providing funds to research renewables and implement tax rebates for residents with solar or electric vehicles.

The Climate Justice Education Bill is unique because it is one of the only youth-led and written bills in Minnesota. Youth are most affected by the climate crisis. We care about the planet and our futures, which is why we are eager to learn about climate justice. We are passionate about learning things that are relevant to our lives, which alleviates the burden teachers feel to have to motivate their students.

I ask that you please support the Climate Justice Education Bill (HF 550/SF 666). Thank you.

_____*Joey Hitchcock*_____

To the Chair and Committee Members,

I rarely take the time to write. You know all of the busy excuses I could say, but this bill stops me in my tracks in order to send my strongest endorsement in favor of the Climate Justice Education Bill (HF 550/SF 666). And I hope it stops you in your very busy tracks as well.

My name is Chris Heeter. I have been a wilderness guide for 33 years, running my own business, The Wild Institute (www.thewildinstitute.com), since 2001. I live in Bloomington, where I heat my home with wood, have a very large organic garden, am part of a community solar farm, and try to keep making changes in terms of sustainability and preserving resources. And...it's not nearly enough. What is upon us in terms of climate change will not be impacted by individuals acting independently.

I know you know this. We need to take on this climate crisis in much much bigger, collective ways. For the good of everyone and everything that calls this planet home, we can't afford to do anything less than everything possible.

An essential component of making this kind of change and impact is to educate our children, and let them educate us. In this case, this bill that is before you is youth-led and written, based on surveying of students and educators to develop model curriculum. Think about that for a moment. Our youth are asking/demanding more knowledge. They know we need to look squarely at what we adults sometimes would rather not see.

Youth are most affected by the climate crisis and are eager to learn about climate justice to be part of the solution. This bill will help educators access accurate and intersectional tools to effectively teach climate in their classrooms across subject areas. Schools are the center of our communities where we must engage in climate solutions needed to build a sustainable and equitable future.

It's a fair ask—our youth want information and time and space to help be part of the solution. The least we can do is say Yes and offer them tools and information and support as we all reckon with the devastating impacts of climate change.

We are all eyewitness to the climate crisis impacting communities across Minnesota. In wilderness areas, it is overwhelmingly evident. From droughts and floods and massive storms, to increased fire populations, species moving north, bumping other species out of the territory. Indeed even trees have changed—boreal forests are losing ground as temperatures rise. There are so many examples, I could fill pages.

In domesticated lands, it is no better, crop failure and poor air quality impacts are felt across Minnesota. These effects are especially harmful for BIPOC and low-income communities, and for people with disabilities. We know the climate crisis is at the root of these issues.

We need our schools to prepare students for the future that will be increasingly shaped by the climate crisis. Students need to learn how to equitably address the climate crisis to navigate impacts all around us and to lead solutions that protect future generations. When our schools are

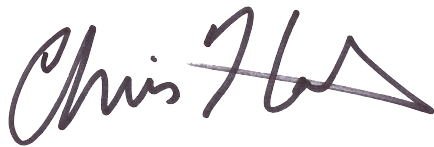
equipped with accurate information, we can effectively and equitably implement solutions led by the most impacted communities and support students to thrive in a changing future.

I am not alone. According to the Yale Climate Opinion Maps, in 2019, 78% of Minnesotans believed schools should teach about global warming. Providing education about Climate Change and its impacts is consistent with Governor Walz's Due North Education Plan which prioritizes funding a "21st Century Education." This education is necessary to meet our state's goals to address climate change and our need to build a just and sustainable future for all Minnesotans.

The Climate Justice Education Bill is unique as one of the only youth-led and written bills in Minnesota, based on surveying of students and educators to develop model curriculum. Youth are most affected by the climate crisis and are eager to learn about climate justice to be part of the solution. This bill will help educators access accurate and intersectional tools to effectively teach climate in their classrooms across subject areas. Schools are the center of our communities where we must engage in climate solutions needed to build a sustainable and equitable future.

So please, support the Climate Justice Education Bill (HF 550/SF 666), like your life and the lives of young people depend on it. Because they do.

Thank you.

A handwritten signature in dark ink, reading "Chris Heeter". The signature is fluid and cursive, with a large, stylized "H" and a long, sweeping underline.

Chris Heeter
chris@thewildinstitute.com



100% Campaign

705 Raymond Ave. - Suite 100

Saint Paul, MN 55114

www.100percentmn.org

February 22, 2022

Chair Richardson, Rep. Jordan, Rep. Frazier, and Members of the Committee,

We are writing to express our support for HF 550 (Jordan) and HF 3434 (Frazier).

As a campaign focused on advancing equitable climate policies, we know that big challenges need big solutions. However, we also recognize that big solutions need a big tent. We need Minnesotans across race and gender, across geography and income to understand that they belong in an equitable clean energy future. More importantly, we need all Minnesotans, Black, brown, and white, Indigenous and immigrant, to see that they belong in our state, that **we're all Minnesotans**.

For this, **we need to ensure that all students receive a comprehensive and accurate education in both history and science**. Since before we were a federal territory, our state has been home to Indigenous Minnesotans, new Americans, and those born in the United States. Likewise, the lived experiences of Minnesotans have varied based on our race, gender, sexual orientation, faith, wealth, and where we live. Some of our history has been marked by profound injustice. Other parts are deeply inspiring. Though it's a complex history, it's our shared history. It's a history that we can learn from together.

Likewise, **studying climate science is a way for us to prepare for our shared future**. Every Minnesotan is already being impacted by climate change, but we're all experiencing it differently. For some of us, the impact is more extreme weather. For others, it's health impacts. For some, it's changes to the land they work or visit or own. We can only take on these challenges squarely if we study them, understanding their causes and imagining their solutions.

House File 550 would provide support and guidance for schools to be able to educate their students about climate justice. This bill, created with students themselves, is a step in the right direction. It would set up an age-appropriate curriculum that centers science and contextualizes climate change impacts.

House File 3434 would create a one semester-long ethnic studies requirement for Minnesota high school students. To design the course requirement, the bill proposes the robust engagement of students, parents, educators, and community members via a new Ethnic Studies Task Force to be led by the Minnesota Department of Education. It also appropriates the funds the state and school districts can use to assess the need for, plan, implement, and evaluate the requirement in each district.

Taken together, **House File 550 and House File 3434 would better prepare Minnesota's students for the complex challenges we all face**.

Thank you for your time and consideration,

A handwritten signature in black ink, appearing to read 'Conry', with a long, sweeping horizontal stroke extending to the right.

Chris Conry
Campaign Director
100% Campaign
705 Raymond Ave. - Suite 100
Saint Paul, MN 55114