

For Immediate Release: Emmy winning investigative journalist Katie Worth returning home to speak at Chico State

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Colusa Hall 100

CSU Chico Campus

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Why are so many American children learning so much misinformation about climate change?

Investigative reporter Katie Worth reviewed scores of textbooks, built a 50-state database, and traveled to a dozen communities to talk to children and teachers about what is being taught, and found a red-blue divide in climate education. More than one-third of young adults believe that climate change is not man-made, and science instructors are being contradicted by history teachers who tell children not to worry about it. Who has tried to influence what children learn, and how successful have they been?

Worth connects the dots on oil corporations, state legislatures, school boards, libertarian thinktanks, conservative lobbyists, and textbook publishers, all of whom have learned from the fight over evolution and tobacco, and are now sowing uncertainty, confusion, and distrust about climate science, with the result that four in five Americans today don't think there is a scientific consensus on global warming. In the words of a top climate educator, "We are the only country in the world that has had a multi-decade, multi-billion dollar deny-delay-confuse campaign." *Miseducation* is the alarming story of how climate denialism was implanted in millions of school children.

Katie Worth is an Emmy and Edward R. Murrow Award-winning investigative journalist. From 2015 to 2021, she worked for the PBS series FRONTLINE on enterprise investigations and multimedia stories about science and politics. Her work has appeared in *Scientific American*, *National Geographic*, *Slate*, *The Wall Street Journal*, and was included in *The Best American Science and Nature Writing 2016*. <https://www.katiworth.com/>

Worth grew up in Chico, California, just a few miles from Paradise, site of the most destructive fire in CA history. During her reporting for *Miseducation*, she returned to her old middle school to find that climate change is being taught there as the subject of an unresolved scientific dispute, not a proven reality.

"I'd like for [this book] to have an impact. And I'd like for people to read it and be surprised and start asking questions about what's happening in their kids' schools and in their state legislature. There's a way that this is niche, climate education. But there's another way that it's extremely topical, like these kids. Kids are the people with the most at stake in the climate crisis. They have been born into a century that will be defined by this crisis. And they deserve to understand the world that they're entering in. They also are needed to help create solutions. They should be taught about this. If there can be collective action taken to improve what kids learn in school and how prepared kids are to become decision-making adults, I think it could be really impactful." – Katie Worth [<https://nexuspmg.com/bigger-than-us-166/>]

Miseducation: How Climate Change Is Taught in America by Katie Worth (2021)

<https://www.chicoer.com/2021/12/14/author-seeks-climate-change-curriculum-the-biblio-file/>

A recent article by Katie Worth

“Deflect, Delay, Defer”: Decade of Pacific Gas & Electric Wildfire Safety Pushback Preceded Disasters <https://www.pbs.org/wgbh/frontline/article/pge-california-wildfire-safety-pushback/>

Katie Worth’s visit is part of the CSU Faculty Learning Community on Teaching Climate Change and Resilience, and is sponsored by the Office of Faculty Development and the Department of Geography and Planning.