



Education
International

climate DISinformation

survival kit



a quick guide to help you
tell fact from fiction

#Teach4ThePlanet



climate DISinformation

survival kit

Don't believe everything you hear about climate change.

Climate change deniers, the fossil fuel industry, politicians and many other groups who profit from polluting the planet are spreading lies to make you believe climate change isn't happening or that it isn't dangerous.

Here's a quick guide to help you tell fact from fiction.



Education
International

MIS vs DIS

information information

Misinformation: *False or inaccurate information spread without intent to deceive.*

Example: *“Recycle every day and you’ll stop climate change.”*

Recycling helps reduce waste, but it won’t stop climate change. Industry is the main cause of climate change and the system that must be reformed to stop the climate emergency.

Disinformation: *Intentional creation and spread of false information to deceive or manipulate.*

Example: *“Teaching kids about climate change in school is unnecessary.”*

Climate education equips young people with essential skills for mitigation, adaptation, and future green jobs. It prepares them for the challenges they will face.



How does climate **dis**information work online?

Step 1: *Someone posts a misleading claim that triggers fear, outrage, or curiosity.*

Step 2: *People comment and share it fast without fact-checking.*

Step 3: *When many people engage with the post, social media algorithms show it to even more people. The purpose is to keep users on the platform so that they see ads that make money for the platform.*



Common tactics used to spread **dis**information include

Cherry-picking data: *Selective use of data to mislead the public about trends in climate science.*

Fake experts: *People who lack qualifications in climate science spread false claims.*

False balance: *Giving equal weight to fringe views alongside the broad scientific consensus, making it seem that there is significant debate. There is none.*

Conspiracy theories: *Claims that scientists and governments are “hiding the truth” or manipulating data, without evidence.*



Common tactics used to spread **dis**information include (1/4)

Cherry-picking data: *Selective use of data to mislead the public about trends in climate science.*

Example: *“CO₂ is only 0.04% of the atmosphere, it’s such a small amount, it doesn’t matter!”*

It isolates one fact (the small percentage) without the full context -> Yes, CO₂ is just 0.04% of the atmosphere, but that tiny amount is exactly what traps heat and keeps our planet warm. It’s like adding a small amount of chili to a dish, it still changes everything.



Common tactics used to spread **dis**information include (2/4)

Fake experts: *People who lack qualifications in climate science spread false claims.*

Example: *Dr. John Clauser, a Nobel Prize-winning physicist, claims there's no climate crisis.*

Using someone's fame or title in one field to discredit science in another
-> Yes, John Clauser is a Nobel laureate, but in **quantum physics**, **not climate science**. He has no published research in this field.



Common tactics used to spread **dis**information include (3/4)

False balance: *Giving equal weight to fringe views alongside the broad scientific consensus, making it seem that there is significant debate. There is none.*

Example: *A TV show discusses whether climate change is a real threat or just a natural cycle inviting a climate scientist and a climate sceptic with no scientific background.*

A scientist with years of research is put on the same level as someone with no expertise. Equal airtime \neq equal credibility -> **97% of climate scientists agree on climate change being real and driven by humans.** The debate should reflect the weight of scientific evidence.



Common tactics used to spread **dis**information include (4/4)

Conspiracy theories: *Claims that scientists and governments are “hiding the truth” or manipulating data, without evidence.*

Example: *“The 2023 wildfires in Canada were intentionally started by the government.”*

No evidence supports the claim, it's designed to fuel mistrust and distract from real issues -> The 2023 wildfires in Canada were intensified by climate change due to hotter, drier conditions that make wildfires more likely and more extreme.



Here are some key steps to take when you come across any new information:

Check the source. Is it a reliable source, such as a scientific organisation, or is it a biased source, such as a politician?

Analyse the language and tone. Does the message exaggerate or use words that trigger your emotions such as "*hoax*," "*scam*," or "*conspiracy*"?

Check the images. Have they been edited or taken out of context?

Verify with multiple sources or through fact-checking websites.

Reflect on your own bias. Are you sharing this because it's based on facts, or just because it aligns with your personal views?



This is what you can do when you recognise climate disinformation:

Report it. *Most social media platforms have a report button. Use it!*

Avoid engaging. *Don't comment or share. Interacting only gives the disinformation more visibility.*

Share the truth. *Spread accurate information online and offline to your community.*

Keep an open mind. *Be aware of your biases and get your facts from a variety of trusted sources.*



Take action!

Climate **dis**information spreads fast, but **you can be faster!**

This Earth Day 2025, **fight** disinformation with climate education! Here's how:

Share this post to help others recognise climate disinformation!

Demand quality climate education for all. **Sign** the Teach for the Planet Manifesto!

Join the global union movement and stand up for climate justice! **Call** on your government to deliver decisive climate action and a just transition.

#Teach4ThePlanet



climate **DIS**information
survival kit



Education International
Internationale de l'Éducation
Internacional de la Educación
Bildungsinternationale