



The
Oxford
Education
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WEBINAR

Understanding and resisting the fossil fuel industry in the science and geography curriculum



Date
12 Feb



Time
4.15pm - 5.30pm



Location
Online

REGISTER



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Officer at Oxford Net Zero

Fossil Fuel Industry Influence



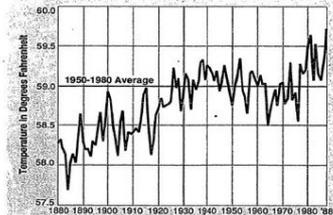
Fossil fuel industry influence is aimed at:

- maintaining our dependence on fossil fuels
- muddying public understanding of the harms of fossil fuels to health & climate
- obstructing government action

Fossil Fuel Industry Influence: A Brief History



Global Warming Has Begun, Expert Tells Senate



Global Warming: Greenhouse Effect?

Average global temperatures through the first five months of 1988. As a baseline, scientists use the global average from 1950 to 1980.

Source: James E. Hansen and Sergo Lebedeff

The New York Times/June 24, 1988

Sharp Cut in Burning of Fossil Fuels Is Urged to Battle Shift in Climate

By PHILIP SHABECOFF

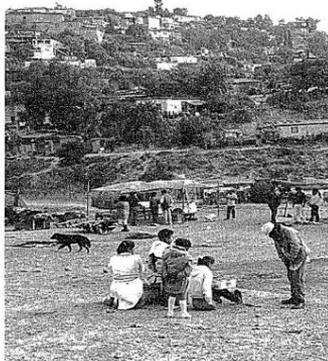
Special to The New York Times

WASHINGTON, June 23 — The earth has been warmer in the first five months of this year than in any comparable period since measurements began 130 years ago, and the higher temperatures can now be attributed to a long-expected global warming trend linked to pollution, a space agency scientist reported today.

Until now, scientists have been cautious about attributing rising global temperatures of recent years to the predicted global warming caused by pollutants in the atmosphere, known as the "greenhouse effect." But today Dr. James E. Hansen of the National Aeronautics and Space Administration told a Congressional committee that it was 90 percent certain that the warming trend was not a natural variation but was caused by a buildup of carbon dioxide and other artificial gases in the atmosphere.

An Impact Lasting Centuries

Dr. Hansen, a leading expert on climate change, said in an interview that there was no "magic number" that showed when the greenhouse effect was actually starting to cause changes in climate and weather. But he added,



Cañon Zapata in Tijuana, Mexico, the busiest illegal crossing point.

IMMIGRATION LAW IS FAILING TO CUT FLOW FROM MEXICO

ECONOMIC FACTORS CITED

Illegal Entries Are on the Rise as More Come From Large Cities and Stay Longer

By LARRY ROHTER

Special to The New York Times

TIJUANA, Mexico, June 18 — The 1986 immigration law is failing to stem the illegal flow of Mexicans into the United States and may be creating new problems on both sides of the border by distorting traditional immigration patterns, Mexican and American researchers say.

Studies by immigration specialists at the College of the Northern Border in Tijuana and the Center for United States-Mexican Studies at the University of California, San Diego, indicate that the number of Mexicans illegally seeking work in the United States has actually increased in recent months.

The data also show that these illegal immigrants are staying in the United States longer, are increasingly arriving in family groups and are coming in growing numbers from parts of Mexico that have not used many migrants in

Drought Raising Food Prices; Inflation Effect Seems Minor

By ROBERT D. HERSEY Jr.



James Hansen testifying in front of the U.S. Senate in the 1980s.

Dr. James Hansen testifying before the US Congress, June 23, 1988.

- **1988:** Climate change hits the news: Dr. James Hansen Congressional testimony.
- UN Intergovernmental Panel on Climate Change established.
- **1989:** American Petroleum Institute and fossil fuel companies establish Global Climate Coalition to oppose government action.
- **1997:** Kyoto Protocol Adopted
- **1998:** Coalition drafts "Global Climate Science Communications Plan"



Internal Memo 1998 American Petroleum Institute

Victory Will Be Achieved When

- Average citizens "understand" (recognize) uncertainties in climate science; recognition of uncertainties becomes part of the "conventional wisdom"
- Media "understands" (recognizes) uncertainties in climate science.
- Media coverage reflects balance on climate science and recognition of the validity of viewpoints that challenge the current "conventional wisdom"
- Industry senior leadership understands uncertainties in climate science, making them stronger ambassadors to those who shape climate policy
- Those promoting the Kyoto treaty on the basis of extant science appear to be out of touch with reality.

Current Reality

Unless "climate change" becomes a non-issue, meaning that the Kyoto proposal is defeated and there are no further initiatives to thwart the threat of climate change, there may be no moment when we can declare victory for our efforts. It will be necessary to establish measurements for the science effort to track progress toward achieving the goal and strategic success.

Internal Memo from 1998 American Petroleum Institute Global Climate Science Communications Team Action Plan

<https://www.documentcloud.org/documents/2840903-1998-API-Global-Climate-Science-Communications/>

Internal Memo 1998 American Petroleum Institute Plans for Education

7

- Organize under the GCSDC a "Science Education Task Group" that will serve as the point of outreach to the National Science Teachers Association (NSTA) and other influential science education organizations. Work with NSTA to develop school materials that present a credible, balanced picture of climate science for use in classrooms nationwide.
- Distribute educational materials directly to schools and through grassroots organizations of climate science partners (companies, organizations that participate in this effort).

Internal Memo from
1998 American
Petroleum Institute
Global Climate
Science
Communications
Team Action Plan

[https://www.docume
ntcloud.org/documen
ts/2840903-1998-API
-Global-Climate-Scie
nce-Communications
/](https://www.documentcloud.org/documents/2840903-1998-API-Global-Climate-Science-Communications/)

The Fossil Fuel Industry Knew

In Their Own Words: The Dirty Dozen Documents of Big Oil's Secret Climate Knowledge

· LIKELY IMPACTS:

1° C RISE (2005): BARELY NOTICEABLE

2.5° C RISE (2038): MAJOR ECONOMIC CONSEQUENCES, STRONG REGIONAL DEPENDENCE

5° C RISE (2067): GLOBALLY CATASTROPHIC EFFECTS

A slide from John Laurmann's presentation to the American Petroleum Institute's climate change task force in 1980, warning of globally catastrophic effects from continued fossil fuel use.

<https://theconversation.com/what-big-oil-knew-about-climate-change-in-its-own-words>

Big Oil and Big Tobacco Playbook

"What does the button say, Daddy?"



All men and women assembled throughout the armed services of the United States are entitled to wear this button.



ACTUALLY, SON, it doesn't really say anything. There's no inscription buttoned on its face. But in another, larger sense that simple little gilt button in the lapel of your dad's jacket says a world of things.

It says a service well done for our country... for freedom and humanity the whole world over. It says that America, every American, is proud of the wearer... he is your dad, or any one of the 13,000,000 men and women who, like him, served in the armed forces.

It says that America will not forget their service—but will strive always to make sure that their service was not in vain.

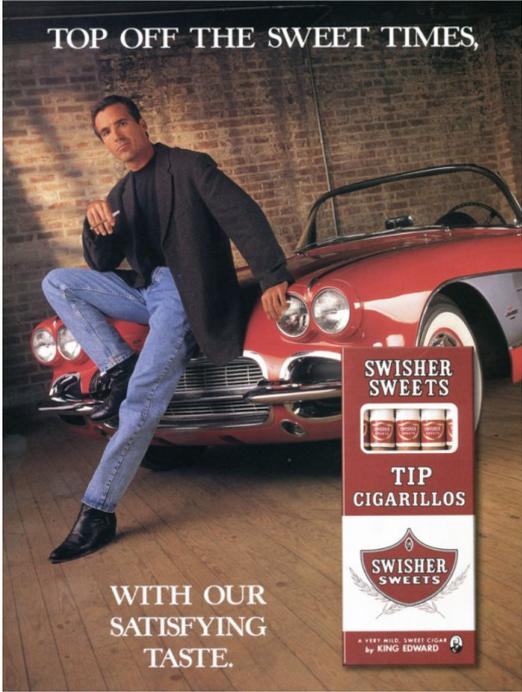
The makers of Camel cigarettes publish this in tribute to the men and women of the armed services, and pledge that as they go on to find victory they have first call on Camels.



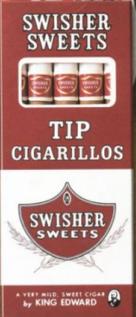
The Service First **Camels**

Army, Navy, Marine, and Coast Guard—wherever they go in their uniforms of the war, they have first call on Camels!

TOP OFF THE SWEET TIMES,



SWISHER SWEETS
TIP CIGARILLOS



WITH OUR SATISFYING TASTE.

• 100% MILD, SWEET CIGAR by KING EDWARD

NOTED THROAT SPECIALISTS REPORT ON 30-DAY TEST OF CAMEL SMOKERS —

NOT ONE SINGLE CASE OF THROAT IRRITATION
due to smoking
CAMELS!

Yes, these were the findings of noted throat specialists after a total of 2,470 weekly examinations of the throats of hundreds of men and women who smoked Camels for 30 consecutive days.



Make the 30-Day Mildness Test in your "T-Zone!"

There's nothing like convincing yourself. Smoke Camels for the next 30 days. Let your "T-Zone" do the reporting for you. See how Camel flavor appeals to your taste. See how Camel mildness agrees with your throat. See if you don't make Camels your brand!



ACROSS THE DINNER TABLE, across the nation—wherever smokers turn the talk to cigarettes—Camels get the nod. Thousands upon thousands pass the word around. "Smoke Camels for 30 days and see how mild a cigarette can be!"



"THE 30-DAY TEST STEERED ME into something new in smoking pleasure," says auto-racing champion Bill Holland. "Camels are mild... they're a great smoke!"

Start your own 30-Day Camel Mildness Test Today!

Tobacco ads: association with national values & identity; lifestyle ads; ads that deny/obscure health harms

<https://tobacco.stanford.edu/cigarettes/cultural-icons/motorcycles-racing/>

We wouldn't allow the tobacco industry to sponsor health education.

We shouldn't allow the fossil fuel industry to sponsor environment and climate change education.

OIL GIANT FUNDS COMPUTER GAME THAT PROMOTES FOSSIL FUELS TO SCHOOLCHILDREN

The online game is targeted at pupils as young as seven



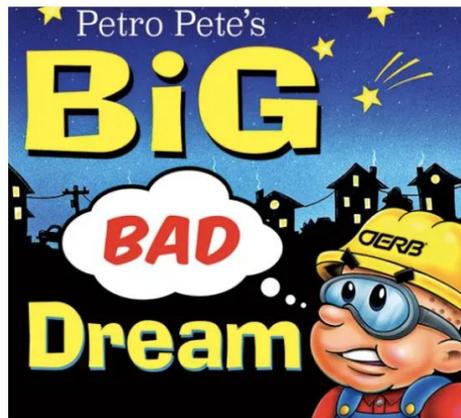


This article is more than 8 years old

Pipeline to the classroom: how big oil promotes fossil fuels to America's children

Documents show how tightly woven group of pro-industry organizations target impressionable schoolchildren and teachers desperate for resources

By Jie Jenny Zou



Petro Pete's Adventure – Big
Bad Dream

Click to read

Guardian (2017) - **Petro pete** wakes up with no toothbrush or road to drive on because oil is gone! What will he do?

<https://oerbhomerom.com/digital-books/>

Why Are Oil-and-Gas Companies Developing Lesson Plans for Teachers?

The fossil fuel industry has long understood the power of the school system in shaping perceptions around climate change

BY AINSLIE CRUICKSHANK

ILLUSTRATION BY SPENCER ASHLEY

Updated 13:58, Aug. 26, 2022 | Published 11:18, Aug. 26, 2022

This article was published over a year ago. Some information may no longer be current.

Walrus (2022) - Fortis BC provides lesson plans showing that **natural gas is the cleanest energy form** and urging students to track their personal use

New report decries fossil fuel industry influence in climate education

Classroom resources are being fully or partially funded by fossil fuel companies

Jessica Wong · CBC News · Posted: Feb 22, 2025 4:00 AM EST | Last Updated: March 6



The oil industry in our schools: From Petro Pete to science capital in the age of climate crisis

Accepted for publication in *Environmental Education Research*

Stuart Tannock, UCL Institute of Education

January 2020

Fossil fuel corporations play a significant role in promoting their interests in schools and other educational institutions, a practice that has recently been labelled as ‘petro-pedagogy.’ But this role goes beyond the production of the pro-petroleum and anti-science corporate propaganda that tends to attract the most critical attention. In this article, I present a case study of the involvement of BP, one of the world’s largest fossil fuel corporations, in primary and secondary education in the United Kingdom. As practiced by BP, petro-pedagogy constitutes a core part of a corporate education reform network that, for the past decade, has focused on promoting a neoliberal model of STEM education in schools around the world. This model, based on corporate and capitalist interests, poses a significant threat to our collective efforts to tackle the global climate crisis.

Keywords: climate crisis, corporate education reform, fossil fuel industry, petro-pedagogy, science capital, STEM education

Saskpower celebrating natural gas as cleaner option without addressing need for complete decarbonisation (Eaton & Day, 2020)

BPs environmental curriculum “you can’t get to nature without gasoline or cars” (Tannock, 2020, p. 476)

Petro-pedagogy features

1. Removing politics and power
2. Treat industry as helpful partners
3. Fossil fuels are portrayed as unequivocally necessary
4. Technological advancements over systems change
5. Personal actions as a primary solution

Geography Vol 111 Part 1 Spring 2026 © Geography 2026

Recognising and addressing petro-pedagogy in the geography classroom



Photo: Pamela Lico/Shutterstock.com

Spotlight On...

Recognising and addressing petro-pedagogy in the geography classroom

Travis T. Fuchs

Introduction

Climate change represents one of the defining challenges of our time, with energy usage a prominent feature in accelerating or mitigating future harm (Hassan et al., 2024). Not only do renewable energy sources – such as wind, solar, geothermal, hydro and biomass – offer alternatives to carbon-heavy fossil fuels, such as coal, oil and natural gas, they are also seen as pivotal in substantially reshaping our relationship with the environment and economy (Holmes et al., 2022). In 2024, global renewable energy capacity increased by 15.1%, accounting for approximately 40% of the world's total energy capacity (World Economic Forum, 2024). Moreover, solar and wind technologies have become cheaper than fossil fuel alternatives in most markets (International Renewable Energy Agency, 2025).



Petro-pedagogy features

1. Removing politics and power
2. Treat industry as helpful partners
3. Fossil fuels are portrayed as unequivocally necessary
4. Technological advancements over systems change
5. Personal actions as a primary solution

Feature

One-Sentence Definition

Removing Politics and Power

Climate change is presented as a technical, scientific, or lifestyle problem while avoiding discussion of corporate power, political obstruction, economic systems, or structural inequality.

Victory Will Be Achieved When

- Average citizens "understand" (recognize) uncertainties in climate science; recognition of uncertainties becomes part of the "conventional wisdom"
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- Those promoting the Kyoto treaty on the basis of extant science appear to be out of touch with reality.

Current Reality

Unless "climate change" becomes a non-issue, meaning that the Kyoto proposal is defeated and there are no further initiatives to thwart the threat of climate change, there may be no moment when we can declare victory for our efforts. It will be necessary to establish measurements for the science effort to track progress toward achieving the goal and strategic success.

Feature	One-Sentence Definition	What to Look For	Why This Is Harmful
<p>Removing Politics and Power</p>	<p>Climate change is presented as a technical, scientific, or lifestyle problem while avoiding discussion of corporate power, political obstruction, economic systems, or structural inequality.</p>	<ul style="list-style-type: none"> ✓ Science focused on "how" not "who benefits" ✓ Extraction as neutral technical process ✓ "Complexity" avoiding moral clarity ✓ Career education without examining industry influence ✓ Missing: words like capitalism, lobbying, corporate power, obstruction, colonialism ✓ Missing: Who profits? Who blocks policy? Who decides? 	<p>Makes power invisible: Students can't understand WHY we're in crisis despite knowing the science for 50+ years.</p> <p>Produces passive citizens: Learn HOW carbon capture works but not WHO decided to fund it instead of renewables, or WHY companies have more influence than scientists.</p> <p>Naturalizes systems: Students accept capitalism and corporate power as unchangeable—exactly what fossil fuel companies need to continue operating.</p>

Petro-pedagogy features

1. Removing politics and power
2. Treat industry as helpful partners
3. Fossil fuels are portrayed as unequivocally necessary
4. Technological advancements over systems change
5. Personal actions as a primary solution

Jot down some initial thoughts about this feature.

- What resonates with you?
- Do you see it in your day to day?
- In your classes?

We will return them at the end.

Petro-pedagogy features

1. Removing politics and power
- 2. Treat industry as helpful partners**
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Feature

One-Sentence Definition

Treating Industry as Helpful Partner

Fossil fuel companies are presented as necessary stakeholders, responsible innovators, or educational partners whose perspectives deserve equal consideration alongside climate science and affected communities.

Eight more UK universities cut recruitment ties with fossil fuel industry



Feature	One-Sentence Definition	What to Look For	Why This Is Harmful
<p>Treating Industry as Helpful Partner</p>	<p>Fossil fuel companies are presented as necessary stakeholders, responsible innovators, or educational partners whose perspectives deserve equal consideration alongside climate science and affected communities.</p>	<ul style="list-style-type: none"> ✓ Industry reps as guest speakers ✓ "Balanced perspective" requirements ✓ Corporate Social Responsibility (CSR) case studies - showcasing company community projects, partnerships, donations ✓ "In partnership with..." language ✓ "All stakeholders have valid concerns" 	<p>False equivalence: Creates equal status between corporate interests and planetary survival.</p> <p>Erases whose voices matter: Future generations, more-than-human species, frontline communities, and the atmosphere get no "seat at the table."</p> <p>Ignores obstruction: Industry has spent decades blocking climate action—like inviting tobacco companies to teach health class.</p>

Petro-pedagogy features

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Petro-pedagogy features

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Feature

One-Sentence Definition

Fossil Fuels Portrayed as Necessary

Modern life is presented as fundamentally dependent on fossil fuels, making continued extraction seem inevitable, natural, or impossible to change.



YOUR CHILDREN'S TOYS



YOUR CHILD'S CAR SEAT



YOUR CHILD'S CRAYONS



MEDICAL SUPPLY PACKAGING



YOUR TOOTHBRUSH



JACKET, PANTS & SHIRT



YOUR BACKPACK



YOUR KETTLE



YOUR COMPUTER



YOUR CELL PHONE



COSMETICS



BICYCLE

Oil and gas products are all around us

MORE SHOULD BE MADE USING CANADIAN ENERGY



YOUR SIDING



YOUR CARPETS, RUGS OR MATS



INTERIOR OF YOUR CAR



THE EXTERIOR OF YOUR CAR



YOUR WINDOWS



MOST FLOORING



ALL YOUR CORDS



YOUR COUCH



YOUR STOVE



YOUR FRIDGE

Feature	One-Sentence Definition	What to Look For	Why This Is Harmful
Fossil Fuels Portrayed as Necessary	<p>Modern life is presented as fundamentally dependent on fossil fuels, making continued extraction seem inevitable, natural, or impossible to change.</p>	<ul style="list-style-type: none"> ✓ "Imagine life without oil" activities ✓ Emphasis on products containing hydrocarbons ✓ Economic dependency narratives ✓ Renewables as inadequate/intermittent ✓ "Essential to modern life" language ✓ "Built modern civilization" framing 	<p>Obscures the impacts: Treats ecocide as inevitable advancement.</p> <p>Erases that dependency was constructed: Political decisions, lobbying, and suppression of alternatives (electric cars existed in 1900!).</p> <p>Forecloses imagination: Students can't envision different futures; treats climate destruction as unavoidable.</p>

Petro-pedagogy features

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2. Treat industry as helpful partners
- 3. Fossil fuels are portrayed as unequivocally necessary**
4. Technological advancements over systems change
5. Personal actions as a primary solution

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Petro-pedagogy features

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Feature

One-Sentence Definition

Technological Fixes Over System Change

Environmental problems can be solved through better technology, corporate innovation, and regulations without challenging fossil fuel production or our economic system.

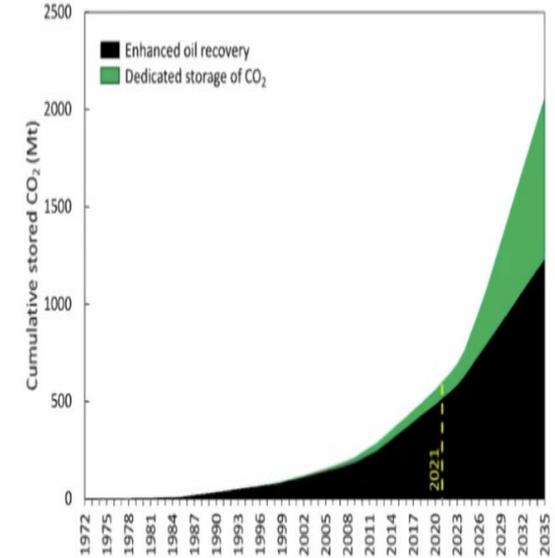
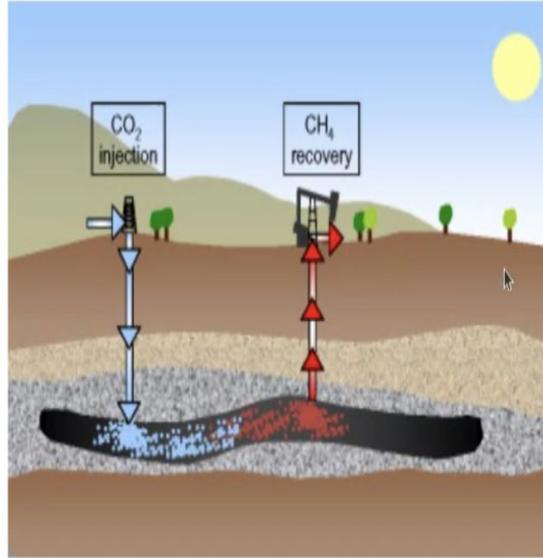


Figure 3. Historic and planned future (to 2035) partitioning of CCS (corrected)

Mazzotti, Pini, Storti, 2008. "Enhanced coalbed methane recovery". *J. Supercrit. Fluids*

Martin-Roberts et al, 2021. "Carbon capture and storage at the end of a lost decade" *One Earth*

environment"

Feature	One-Sentence Definition	What to Look For	Why This Is Harmful
<p>Technological Fixes Over System Change</p>	<p>Environmental problems can be solved through better technology, corporate innovation, and regulations without challenging fossil fuel production or our economic system.</p>	<ul style="list-style-type: none"> ✓ Carbon Capture and Storage (CCS) as main solution - technology that captures CO₂ from smokestacks and stores it underground ✓ Efficiency improvements emphasized ✓ Regulations ensure "responsibility" ✓ Innovation showcases ✓ "Responsible resource development" ✓ "Balancing economy and environment" 	<p>Delays necessary transition: Keeps extraction going while promising future fixes.</p> <p>CCS is expensive and unproven at scale: Distracts from solutions we already have (renewables). Same money in renewables prevents emissions rather than trying to capture them.</p> <p>Improving a dying system: Like improving fuel efficiency of a bus driving off a cliff.</p>



This can appear anti-technology.

On the contrary, the goal is **not to eliminate all discussion of technology**—renewable energy infrastructure, battery storage, and heat pumps are essential for transition—but rather to **distinguish** between technologies that **enable** fossil fuel continuation (like carbon capture serving enhanced oil recovery) versus technologies that enable **genuine transition** away from fossil fuels.

Petro-pedagogy features

1. Removing politics and power
2. Treat industry as helpful partners
3. Fossil fuels are portrayed as unequivocally necessary
4. Technological advancements over systems change
5. Personal actions as a primary solution

Jot down some initial thoughts about this feature.

- What resonates with you?
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We will return them at the end.

Petro-pedagogy features

1. Removing politics and power
2. Treat industry as helpful partners
3. Fossil fuels are portrayed as unequivocally necessary
4. Technological advancements over systems change
5. **Personal actions as a primary solution**

Feature	One-Sentence Definition	
Personal Actions as Primary Solution	Climate change is framed as the sum of individual consumption choices, so solutions focus on personal behavior changes rather than challenging corporate production or demanding policy change.	

Feature	One-Sentence Definition	What to Look For	Why This Is Harmful
<p>Personal Actions as Primary Solution</p>	<p>Climate change is framed as the sum of individual consumption choices, so solutions focus on personal behavior changes rather than challenging corporate production or demanding policy change.</p>	<ul style="list-style-type: none"> ✓ Carbon footprint calculators ✓ Focus on showers/devices /transportation ✓ Conservation competitions ✓ Efficiency kits (LED bulbs, timers) ✓ "Your carbon footprint" language ✓ "What can YOU do?" framing 	<p>BP propaganda strategy: Deliberately shifts blame from 100 companies (71% of emissions since 1988) onto individuals, especially children (here)</p> <p>Induces guilt while protecting causes: No amount of short showers stops extraction. Creates climate anxiety in youth while companies keep profiting.</p> <p>Blames victims: Implies those suffering most (Global South, low-income) must solve it through "choices" when they contributed least.</p>

Petro-pedagogy features

1. Removing politics and power
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BREAK OUTS

Activities for students

Activities for teachers

Activities for teachers

Navigate to this site: <https://sites.google.com/view/petro-pedagogy-pd/home>

- The analysis chart highlights features of petro-pedagogy
- Fictitious resources show pretend curriculum documents
 - Read through the first resource and consider:
 - Do the materials exhibit any features of petro-pedagogy?
 - Volunteer scribe to collect responses in the following slides

Activities for teachers

Resource	Features present	What about this resource resonated for you?
Energy solutions lab: Carbon capture innovation	Technological fix Industry as partners Removing politics and power	The message that tech will save us; we don't need any other changes. It's all about the pros, ignored the hidden costs /risks.
Energy literacy: Mapping a resource economy		
Persuasive writing: Taking a stand on energy issues Hydrocarbons	Fossil fuels are necessary	Hydrocarbons are presented only in positive terms. Need to ask who benefits, bring in the justice framing. Forecloses the possibility of alternative futures / alternatives. The assumption that we have to continue to extract fossil fuels and this is OK.
Your carbon footprint challenge		

Activities for teachers

Resource	Features present	What about this resource resonated for you?
Energy solutions lab: Carbon capture innovation		
Energy literacy: Mapping a resource economy		
Persuasive writing: Taking a stand on energy issues		
Your carbon footprint challenge		
Energy dialogues: Forum theatre		

Activities for students: Identifying greenwashing cases



The 3 Categories of Greenwashing



Omissions, distortions and denial - The Three Categories of Greenwashing. The Institute of Ethical Advertising.

HSBC's Net Zero ads



**Climate
change
doesn't do
borders.**

Neither do rising sea levels.
That's why HSBC is aiming
to provide up to \$1 trillion
in financing and investment
globally to help our clients
transition to net zero.

Search [HSBC Sustainability](#)

 **HSBC UK** | Opening up a world of opportunity

HSBC's Net Zero ads



HSBC HELPED OIL AND GAS INDUSTRY RAISE \$47BN DESPITE NET-ZERO PLEDGE

The bank's work for businesses expanding production of fossil fuels is a stark contrast to its climate change promises



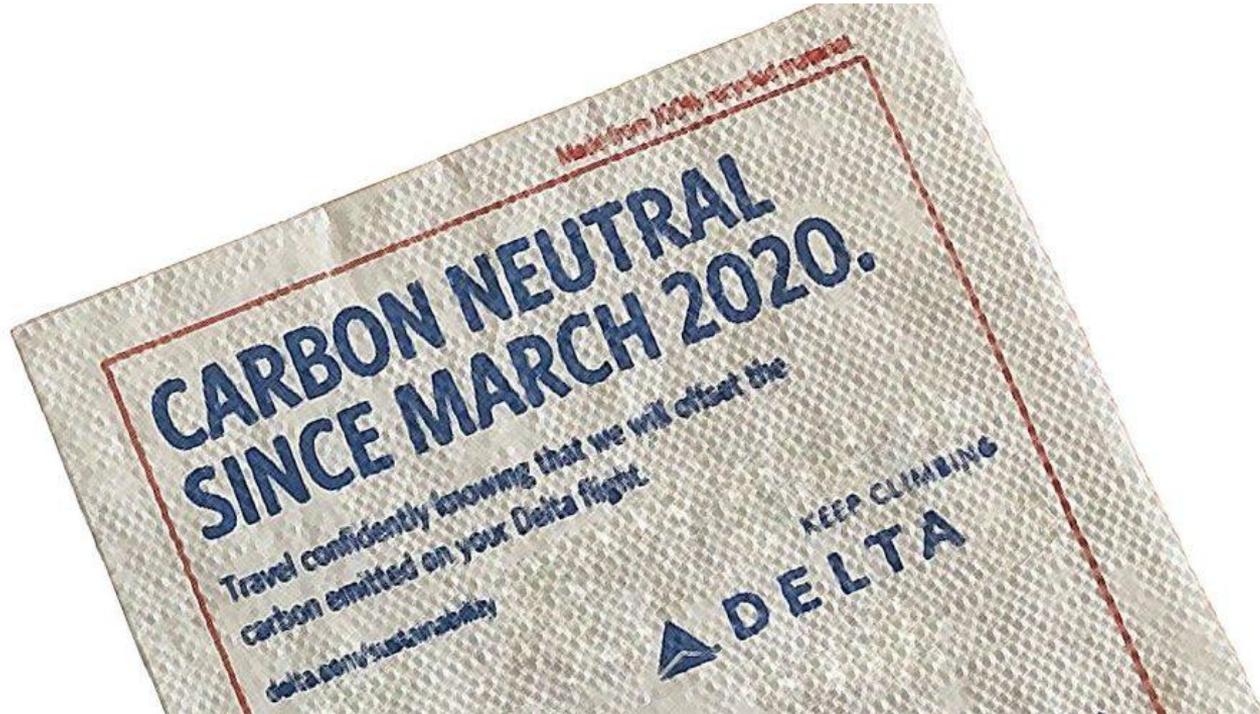
HSBC UK | Opening up a world of opportunity

The 3 Categories of Greenwashing



Omissions, distortions and denial - The Three Categories of Greenwashing. The Institute of Ethical Advertising.

Delta Airlines: Carbon neutrality claims



Delta Airlines: Carbon neutrality claims

The class-action lawsuit says Delta's carbon neutrality claim is demonstrably false as it heavily relies on junk offsets that do nothing to counteract the climate crisis. It alleges that customers would have purchased Delta tickets believing they had no impact on the environment and many would not have bought them without the carbon neutrality claim.

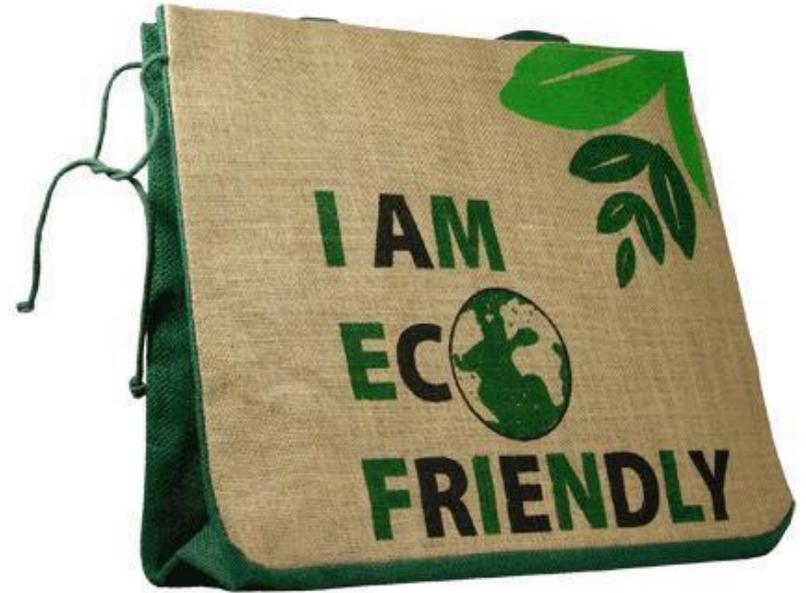
The case argues that there is a market premium for green products and that Delta has profited from a misleading environmental claim. It cites scientific and journalistic evidence that there are deep flaws with carbon credits from the unregulated voluntary market that Delta has purchased for its environmental claims.

The 3 Categories of Greenwashing



Omissions, distortions and denial - The Three Categories of Greenwashing. The Institute of Ethical Advertising.

“Eco Friendly” products



Sponsored



SUPERDRY
www.superdry.com/

Superdry® - Superdry: Sustainable Style

Unlock a wardrobe that combines style and sustainability – shop now and elevate your look.

“Eco Friendly” products



The Advertising Standards Authority (ASA) identified three adverts from the retailers promising customers "sustainable materials", "sustainable style" and "sustainable clothing".

The UK's advertising code states that the basis of claims about environmental sustainability must be clear and "supported by a high level of substantiation".



www.superdry.com/

Superdry® - Superdry: Sustainable Style

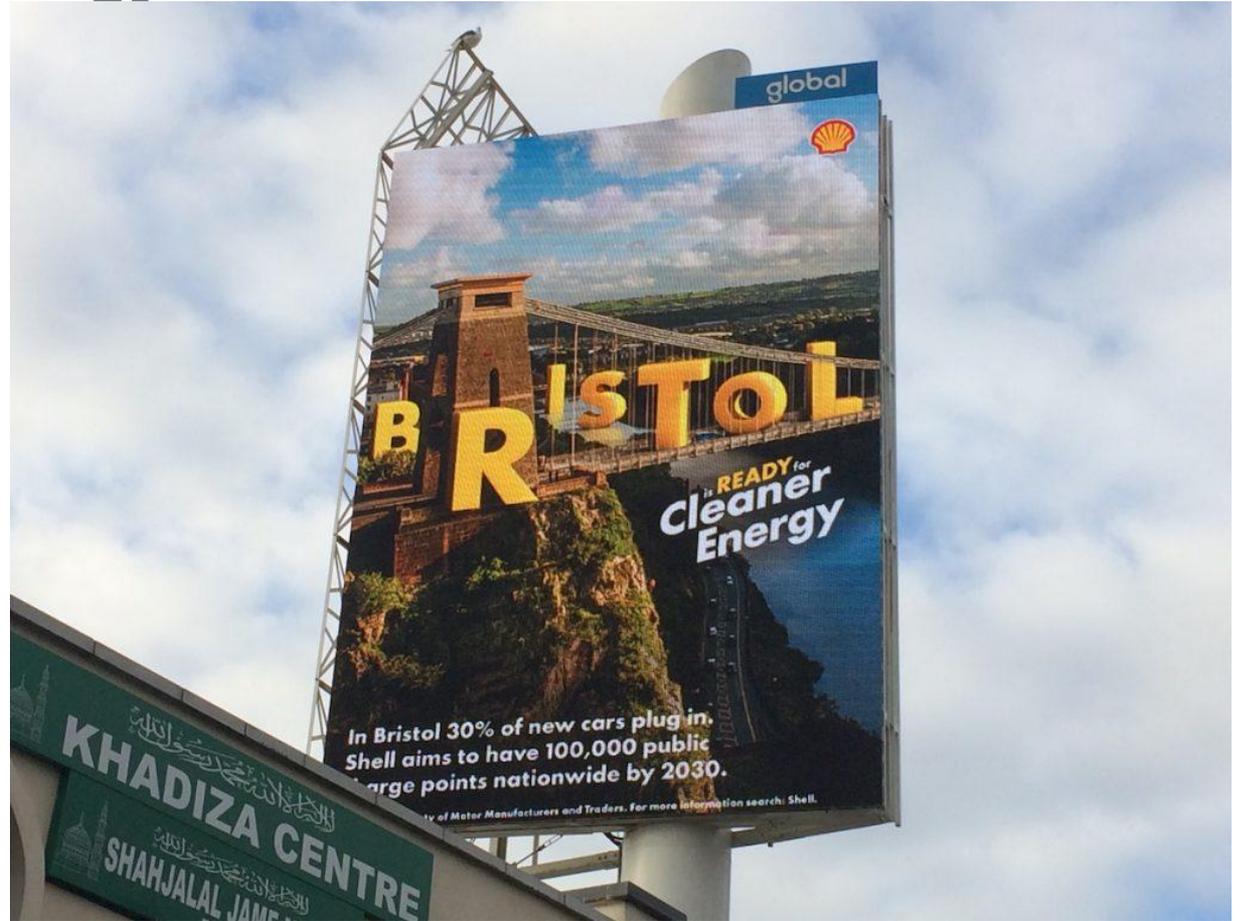
Unlock a wardrobe that combines style and sustainability – shop now and elevate your look.

The 3 Categories of Greenwashing



Omissions, distortions and denial - The Three Categories of Greenwashing. The Institute of Ethical Advertising.

Shell's Cleaner Energy ads



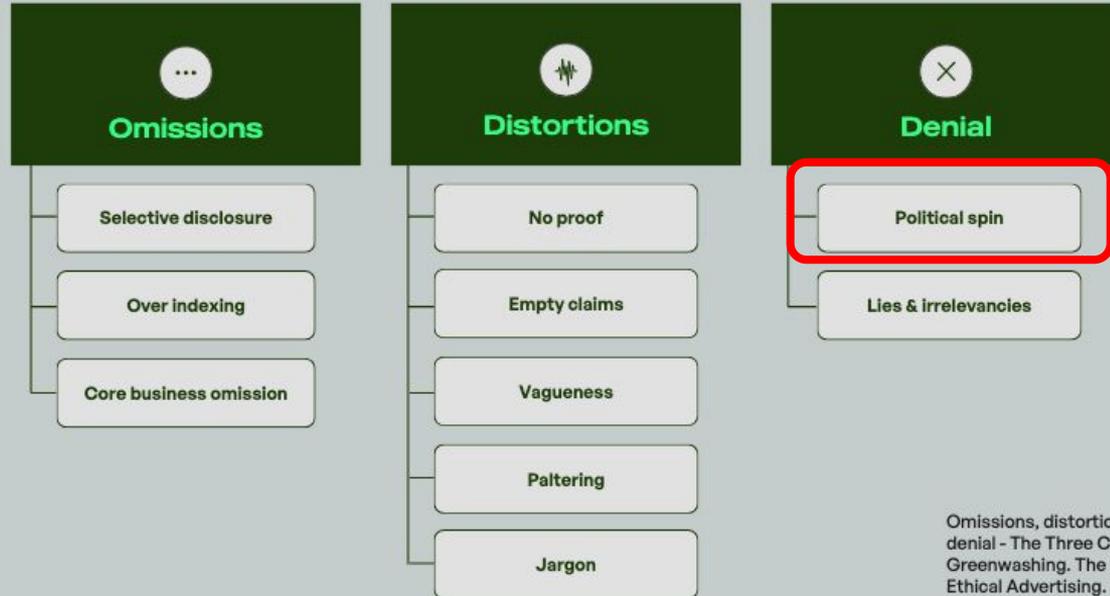
Shell's Cleaner Energy ads



Revealed: BP and Shell back anti-climate lobby groups despite pledges

Climate Policy Engagement Overview: Shell appears to be strategically engaged on climate change policies, showing top-line support for emission reduction targets, carbon pricing and for the decarbonization of transport. However, it continues to advocate for policies to advance fossil fuel production and consumption, particularly fossil gas. It also retains membership to industry associations that engage negatively on climate change policies.

The 3 Categories of Greenwashing



Omissions, distortions and denial - The Three Categories of Greenwashing. The Institute of Ethical Advertising.

Coming together

- Perspectives from the breakout groups?
- Consider:
 - How do you see the features of petro-pedagogy unfolding in your educative context?
 - What are the limitations and challenges we should be aware of?



The
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Oxford Education Deanery Climate & Nature Collaborative 2026

A three-day professional development series for school teachers convening leading experts and practitioners, intended to be transformational for your teaching.



Date
11-13 June



Location
Dept of
Education



Time
9am - 5pm



REGISTER



**Dr Travis
Fuchs**



**Dr Alison
Kitson**



Sarah Lloyd



**Phoebe
Mortimer**



**Dr Megan
Murray-Pepper**



**Dr Kim
Polgreen**



**Dr Steven
Puttick**



The
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Education
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WEBINAR

Using school grounds to support curriculum learning, and skills development in secondary schools



Date
14 April



Time
4:30pm - 7pm



Location
The Cherwell School

REGISTER



Dr Kim Polgreen

Honorary Norham Fellow,
University of Oxford

WEBINAR

Gamifying climate change education



Date
26 February



Time
2pm - 3pm



Location
Online

REGISTER



Bill Finnegan

Sustainability Education and Research Manager,
University of Oxford



Drew Jones

Executive Director/Co-
Founder of Climate
Interactive



Emma Fieldhouse

Director of Future We Want



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WEBINAR

Understanding and resisting the fossil fuel industry in the science and geography curriculum



Date
12 Feb



Time
4.15pm - 5.30pm



Location
Online

REGISTER



Travis Fuchs

Honorary Norham Fellow



Anne Keary

Researcher



Alexis McGivern

Head of Stakeholder
Engagement and Research
Fellow at Oxford Net Zero



Clarissa Salmon

Stakeholder Engagement
Officer at Oxford Net Zero

References

Fuchs, T.T. (2026). Recognising and addressing petro-pedagogy in the geography classroom. *Geography*.

Keary, A. and Chestnut, J. (2025) *Polluting education: The influence of fossil fuels on children's education in Canada*. Canadian Association of Physicians for the Environment and For Our Kids. Available at:
https://assets.nationbuilder.com/forourkids/pages/2782/attachments/original/1744132410/PollutingEducation_FullReport_Final-compressed.pdf?1744132410.

Roser-Renouf, C., Maibach, E., & Leiserowitz, A. (2020). Communication for a sustainable climate. In D. M. Konisky (Ed.), *Handbook of U.S. Environmental Policy* (pp. 342-356). Edward Elgar Publishing. <https://doi.org/10.4337/9781788972840.00034>

Roser-Renouf et al. (2020) five key beliefs:

1. It's warming
2. It's us
3. We're sure
4. It's bad
5. We can address it

<https://drilled.media/news/petroganda-narratives>

Fossil fuel industry messaging:

1. It's **not** warming
2. It's **you**
3. We're **not** sure
4. It's **fine**
5. **Only you** can address it

Climate Action Beliefs

It's Warming



It's Us



We're Sure



VS.

We're Not Sure



It's Bad



It's Fine



We Can Fix It



Only You
Can Fix It



Fossil Fuel Industry Messaging



It's Not Warming

It's You



We're Not Sure



It's Fine



Only You
Can Fix It



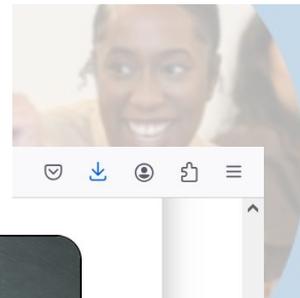
Climate Action Beliefs

- ✓ It's Warming
- ✓ It's Us
- ✓ We're Sure
- ✓ It's Bad
- ✓ We Can Address It

Fossil Fuel Industry Messaging

- ✗ It's Not Warming
- ✗ It's You
- ✗ We're Not Sure
- ✗ It's Fine
- ✗ Only You Can Address It

Deanery Online Learning



https://www.education.ox.ac.uk/oxford-education-deanery/online-learning/



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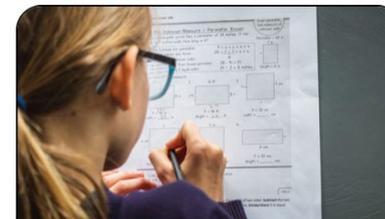
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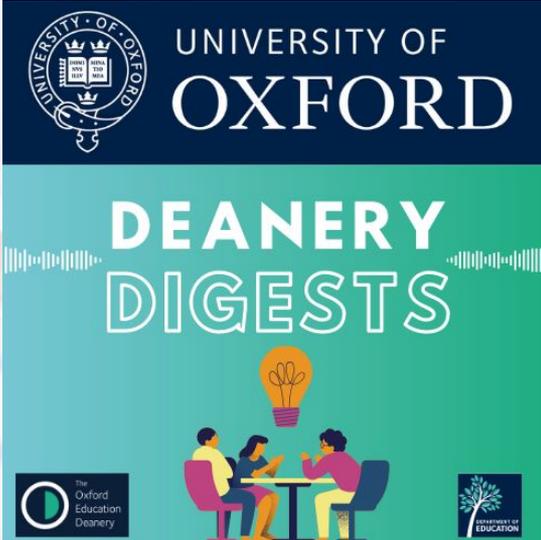
PISA Performance In England, Wales And Northern Ireland In 2022

Based on three open-access reports: Ingram, J.; Stiff, J., Cadwallader S., Lee, G. & Kayton, H (2023) PISA 2022: National Report for England; Ingram, J.; Stiff, J., Cadwallader S., Lee, G. & Kayton, H (2023) PISA 2022: National Report for Northern Ireland; Ingram, J.; Stiff, J., Cadwallader S., Lee, G. & Kayton, H (2023) PISA 2022: National Report for Wales

DIGEST

Adapting Fostering Effective Early Learning (FEEL) Intervention To Improve Outcomes For Pre-School Children In Shenzhen, China

Based on: Huang, R., Siraj, I. & Melhuish, E. (2024). Promoting effective teaching and learning through a professional development program: a randomized controlled trial



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SHARED RESOURCES: GENERATIVE AI FOR EDUCATION

A collection of resources to review and better understand Generative AI.



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Oxford Education Deanery Sustainability Team

The Project

[The Oxford Education Deanery's](#) Sustainability Team works with students, teachers, schools, and university departments in integrating nature, climate, and sustainability goals in all aspects of school, teacher and professional education.

Over the last three years, the team has produced 12 events and several educative materials.

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Who we are



What we do



Research Team



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External Team



Phoebe Mortimer