**Title:**Intergenerational learning: Can younger generations help us work towards a more sustainable future?

**Abstract:** As issues associated with environmental degradation grow increasingly complex, the need for a citizenry prepared to address them cannot be overstated. Unfortunately, ideologically polarized contexts render environmental education and communication efforts challenging or ineffective among US adults. Promisingly, however, recent research suggests that adolescents are more capable than adults of separating facts from their ideological contexts when forming perceptions on complex topics such as climate change. Novel communication and education strategies that leverage children’s unique perspectives may provide an opportunity to make inroads with adults where climate change communication efforts have previously failed. Intergenerational learning (IGL), a sub-theory of sociocultural theory, posits that interactions between two generations can result in the bidirectional transfer of knowledge, attitudes, and/or behaviors. For example, marketing specialists have long relied on the ability of children to influence parent purchasing decisions around food, toys, and other products. In this same vein, environmental education efforts around multiple subjects including recycling, farming technology, and water quality have been associated with the transfer of environmental learning from children to their parents. This seminar presentation will discuss results of IGL-based social science research on topics including climate change, marine debris, water quality, and sustainable agriculture.