While education about the changing environment is crucial for young students to understand how their actions affect their non-human surroundings, many schools in the United States are not offering it as part of their core curriculum. Although organizations are providing environmental education for schools and students to participate in, environmental educators have a limited time with their frequently changing classes and may not be able to effectively engage all student types. The purpose of this study was to seek teaching methods that environmental educators could utilize to become more culturally responsive, thus increasing their student engagement regardless of the amount of time they have with their students. To accomplish this task, I interned at Sound Salmon Solutions as an environmental educator leading three hour environmental science lessons in various elementary classrooms where I observed students engaged in indoor and outdoor lessons. I also sent surveys to public schools and environmental educators about their attitudes and thoughts on cultural responsiveness, as well as conducted scholarly literature review on multiculturalism and cultural inclusivity. Studies show some effective techniques educators may use to increase diverse student engagement are to familiarize themselves with different aspects of culture and beliefs, give students experiential learning with hands-on experiences, and lead creative lessons that build on student leadership. This study aims to show how environmental educators are working to address an educational void in schools, but ultimately, more action from the state to make environmental education a requirement in schools would benefit both educators and students.