



CLIMATE CRISIS PROGRAM FOR TEACHERS

ANTHROPOCENE: IS IT ON YOUR TIMELINE?

What I hope
is that the term
'Anthropocene'
will be a warning
to the world

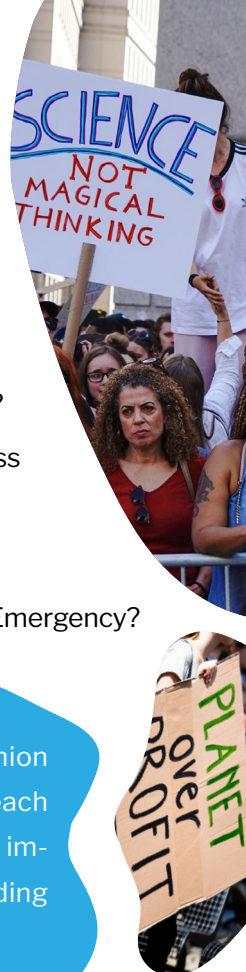
PAUL CRUTZEN

The word Anthropocene is derived from the Greek words *anthropo*, for “man,” and *cene* for “new.” The Anthropocene Epoch is the new name for a new geologic epoch defined by our human massive impact on the planet’s climate and ecosystems. The term originated with two scientists: Dutch chemist Paul Crutzen and American biologist Eugene Storer. The purpose is to focus our attention on the consequences of our collective human action - and on how we might still avert the worst.



THIS PROFESSIONAL DEVELOPMENT COURSE* IS DESIGNED TO ANSWER THESE QUESTIONS:

- What is the science behind the Climate Emergency?
- How does this Climate Emergency impact our planet and the entire biome?
- How was this emergency created and who is most vulnerable to its effects?
- What can we do as individuals in our communities and collectively to address this emergency?
- How can I implement climate awareness and action into my classroom?
- What is the good news about change to mitigate and address the Climate Emergency?



Our goal is to make accessing climate change education easy for you and your students and to empower them with the scientific facts and resources to make a difference.

We will provide a companion guide for the main topics in each session to assist teachers in implementing and understanding this important work.

EACH COMPANION GUIDE WILL INCLUDE:



Climate Documents



Case Studies



Essential Questions



Student Activity List



Background



Seminar Questions



Images



Resource Guides



Statistics



Impactful projects and organizations



* Certified by Loyola University for 12 CEU, Continuing Education Units.



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SCHEDULE

The three-hour sessions will take place
from **11 AM ET - 2 PM ET**
on **June 23RD, June 24TH, June 30TH, and July 1ST**
for a total of four sessions

Overview of each session:

JUNE 23 | Anthropocene as an intro into the Climate Crisis

A new word has entered the vocabulary of proper nouns since the mid-1970s – the Anthropocene: the current geologic age, during which human activity has been the dominant influence on climate and environment. The term originated with two scientists: Dutch chemist Paul Crutzen and American biologist Eugene Storer. Most scientists today put the beginning of the Industrial Revolution as the beginning of the Anthropocene. Some prefer to start it at 1945 with the first nuclear bomb. Whenever it started, there has been such a huge change in the Earth's systems, what we are living in today deserves a new name. The Anthropocene exists. In this session we will be discussing the basics of climate change, what is global warming and greenhouse gasses, carbon dioxide, methane, feedback loops, carbon sinks, and albedo. All of the basic concepts of Climate Science will be addressed and the actions being taken to mitigate the impact.

June 24 | Transportation, Mobility, and Consumerism

TRANSPORTATION & MOBILITY

Transportation and mobility create an enormous amount of carbon dioxide, and together are the biggest single sector that contributes to climate change. In this section we will be looking at an overview of greenhouse gas distribution with a focus on the transportation sector. What are the wicked problems for us to solve and which are those within our grasp? We will also discuss personal choice and how mobility impacts our carbon footprint.

CONSUMERISM

Consumerism in all its forms has led to a vast amount of damaging environmental effects. The extraction, production, consumption, and disposal of all consumer products has created an untenable situation for the planet. We as consumers can impact this vicious cycle through our lifestyle and daily choices. We will be discussing and investigating; what is consumerism? How has it developed over the past 100 years? What are the impacts of consumerism for our earth and our society? What countries have already taken actions to reduce and reuse plastics and other consumer products.



June 30 | Biodiversity and Climate Justice

BIODIVERSITY

Biodiversity describes the diversity of life present on our earth's ecosystems. The strength and resilience of an ecosystem is often measured by its biodiversity. The interdependent web of relationship formed by its biodiversity creates balance and brings stability to the ecosystem. The entire biome of the planet is vulnerable to the climate crisis. The intricacy of its species we know only in part, and the way they work together to create a sustainable balance we have only recently begun to grasp. We are living in a time of mass extinctions where species die out because of toxins in the environment, heating of the planet, loss of habitat, non-native competition, and many other reasons. Through this topic we will investigate the role of biodiversity in sustaining the planet and promising projects supporting biodiversity.

CLIMATE JUSTICE

It is an uncomfortable truth that those who are most responsible for the climate emergency are not those who are first and most vulnerable to it. Actions and decisions made by nations and individuals that led to our current lifestyles have created the conditions of this climate emergency. History demonstrates how colonialism and industrialism go hand in hand in planting the seeds of this crisis. The building of the colonial empire demanded the construction of race to rationalize human exploitation. This same principle is mirrored in our extractive economy, an economy in which growth is fundamental and is not bound by the needs of the ecosystem or its human cost. What is climate justice in our communities, in our nations, for the world? How can we create a more fair, just, equal, and sustainable world? What are some other economic models that can help us create such a world?



July 1 | Implementing climate awareness and action into your curriculum

Now that we have gone through the earlier topics and ideas, we want to focus on implementation. We know many teachers want to bring more understanding around climate to their students, but feel unprepared to present these ideas. This course will support teachers not only in bringing the factual information but also how to get involved. We will share various projects that can be done by individual students, classes, or even the entire schools and how you can start with your students. Young climate activists will share their stories and the actions they have initiated. These three hours will be dedicated to answering any questions on how to best implement this important work into the classroom and beyond.

Service projects, Curriculum Integration, Sustainability Leadership.

