

The Educator Hat — A Custom FAQ Track

For teachers, curriculum designers, and science educators who want to move beyond slogans — and teach students how to think, not just memorise.

? Is this book compatible with what I'm supposed to teach?

Yes — and it gives you the tools to teach it more rigorously.

You can still cover:

-  The greenhouse effect
-  Climate feedback loops
-  Energy balance and radiative forcing
-  The CO₂-driven warming narrative

But now you can also teach how to audit those claims — using physics-first thinking.

That means introducing:

- Thermodynamic constraints (First and Second Laws)
- The concept of **entropy** as a limiting factor
- The difference between **measured evidence** and **model-based inference**
- How to identify **unfalsifiable mechanisms** and **circular logic**

You're not replacing the curriculum — you're strengthening it by making it more scientifically grounded.

? Isn't this too advanced for high school or early university?

Not at all. Students **already ask big questions** — and this gives you credible tools to engage with them.

You can use:

-  Red Flag Checklists as part of class discussions
-  "What would falsify this claim?" as a writing or debate prompt
-  AI MegaPrompts to run audits of climate mechanisms using entropy, energy, and falsifiability
-  Selected chapters (like on GAT or EEI) for critical reading and group evaluation

Students aren't confused by complexity — they're empowered by **intellectual honesty**.

? How do I teach this without being labeled a "denier"?

By being clear:

You're not denying climate change — you're teaching students how to test the claims made about it.

Just as we teach biology with evidence for and against competing models, we can teach climate science with the same intellectual tools:

- What's the claim?
- What are the assumptions?
- Can it be falsified?

You'll earn **more trust**, not less, by modelling critical thinking instead of

conformity.

? What does this offer me as an educator?

-  Sample chapters for classroom discussion (GAT, CO₂ forcing, EEI)
-  Visual tools like energy audits and collapse type tables
-  Conceptual analogies: fogged thermostat, entropy loss, sealed battery
-  Diagnostic checklists and audit prompts
-  Ready-to-use AI prompts for science fairs, student research, and assessments

It works seamlessly in:

- IB / A-Level / AP curriculum
- Extended essays or internal assessments
- Data interpretation & model evaluation units
- Ethics of science & epistemology

? What if my institution follows the consensus model?

That's fine — you're not rejecting consensus.

You're asking:

"Does this model meet the criteria of science — not just consensus?"

You still present the mainstream view. But now you invite students to **test** it:

- Is it thermodynamically valid?
- Is the mechanism falsifiable?
- Are alternative explanations being explored — or excluded?

This builds **scientific literacy**, not rebellion.

What This Section Gives You

- A framework to **teach beyond the textbook**
- Respect from students who crave depth and evidence
- A way to protect science from dogma — and elevate classroom discussion
- Tools to **restore the scientific method** to how we teach climate concepts

The claims analysed in *Rethinking the Causes of Climate Change* come directly from **published IPCC reports**, academic literature, and climate model documentation. Formulas, assumptions, and policy interpretations are cited transparently — and then tested using **first principles** of physics, thermodynamics, and logic.