

The Science School Teacher Hat — A Custom FAQ Track

*For middle and high school science educators teaching climate, energy, or Earth systems — who want to stay true to the curriculum **and** teach deeper scientific reasoning.*

? Is this book meant to challenge what I teach?

Not challenge — extend.

You can still teach:

- The greenhouse effect
- CO₂ as a warming gas
- Energy balance diagrams
- Climate model basics

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

- Is the mechanism **falsifiable**?
- Does it **follow the laws of thermodynamics**?
- Have alternative explanations been **tested or excluded**?

This isn't climate denial. It's **scientific literacy** in action.

? Isn't this too complex for school-level science?

The full book is for adults — but the ideas can absolutely be adapted for the classroom. You can introduce:

- 🔍 **Collapse types** (e.g. circular validation, entropy omission)
- 🧠 **Analogies** (e.g. "fogged thermostat," "sealed battery," "missing transaction")
- 💬 **Prompts** like:
"How would we test whether CO₂ is the only cause of warming?"
"What does the Second Law of Thermodynamics say about heat flow?"

Students don't need advanced math — they just need **curiosity and questions**.

? How do I explain this without sounding like a climate skeptic?

Frame it as **scientific thinking, not political questioning**.

You're not saying climate change isn't real — you're saying:

"Let's examine how science tests its own ideas. Can we find the limits? Can we improve them?"

You'll earn respect from:

- Curious students
- Thoughtful parents
- Administrators who value critical thinking over conformity

? What teaching tools does the book offer?

You'll find resources that support science standards while going deeper:

- 📖 Chapters you can excerpt (e.g. on GAT, Earth Energy Imbalance)

-  **Audit tables** that map out the logic of a climate mechanism
-  **Thermodynamic checklists** and falsifiability tests
-  **MegaPrompts** to use with ChatGPT or in debate, project, and inquiry-based learning
-  Printable worksheets (PDF/DOCX) for red flags and concept checks

These let your students move from:

"Here's what the textbook says"

to

"Let's test if that claim holds up to physics."

Can I use this in IB, AP, or advanced classes?

Absolutely. The audit and diagnostic methods support:

- **Internal assessments**
- **EE (Extended Essay) topics**
- **Philosophy of science units**
- **Ethics in modeling**
- **Physics of the atmosphere**

It also gives high-performing students **the rare opportunity** to question science *constructively* — not cynically.

What This Section Gives You

- A way to **strengthen curriculum** using scientific method, not politics
- Tools for helping students learn how to question, not just repeat
- Confidence to say:
"We're not rejecting climate science — we're testing its parts like scientists do."
- A model for how education can go **beyond slogans** to real scientific thought