

Koshland Science Museum
Washington, D.C. Climate and Urban Systems Partnership

This workshop is the first of 5 repeated professional development opportunities for scientists or experts in fields related to climate change, and is offered through the Koshland's part of the Climate and Urban Systems Partnership (see koshland-science-museum.org/cuspc for more details). Some participants have strong backgrounds in education or outreach and will serve as models for less-skilled participants.

Participants will leave the workshop with:

- Consistent, accurate language about the basics of climate change
- Consistent, accurate language about climate impacts, mitigation, and adaptation specific to the DC region and resources to learn more about their specific issue or city system
- Communication skills that can be rapidly applied to existing education efforts

9:45 – 10:15: Arrive and Play

POP activity: Personal Learning (use this as an ice breaker, and do the reporting out by individuals as part of the introductions)

10:15: Introductions and Overview

POP: wrap up Personal Learning, including reading *Fish is Fish*

10:45: Making Meaning

11:05: Climate Change and Cities

Dan Bader from Columbia University's earth systems science team will share information about climate impacts on city systems (specific to older American mid-atlantic cities), examples of how cities have and can adapt, and projections of T and P for this region.

12:00: Lunch

12:30: 2 minute video - Steroids, baseball and climate change:

<http://www2.ucar.edu/atmosnews/attribution/steroids-baseball-climate-change> (this video is a great example of an analogy)

12:32: Best Practices in Climate Change Education

POP: What's in a Word?

Short presentation of climate literacy

Video - Dog walking (weather v climate): <http://www.climatecentral.org/blogs/science-made-easy-climate-versus-weather/> (another analogy)

1:15: Facilitating Climate Change Education

POP: Building a Common Vision – use climate-related graphics

POP: Questioning Strategies

Conversation at the end: how could this sort of questioning strategy help engage or diffuse (defuse?) a skeptic? (helps you understand their point of view, where the specific needs or confusions lie; or if the difference is fundamental; showing curiosity and open-mindedness promotes richer dialogue)

2:30: Local Strategies for Climate Change

3:15: Concept Mapping

(activity introduced and assigned as homework)

3:30: End