



**Southern Oregon Climate Action Now (SOCAN) is seeking Sponsors and Endorsements for our course: Master Climate Protector - A Primer for Action**

<https://socanmcp.eco/>

**Sponsors:** Master Climate Protector Sponsors generously donate \$500 to support the program. They get the same advertising as Endorsers plus their logo appears for 2 years in the following: course advertisings; SOCAN email notices to over 1400 Southern Oregonians; SOCAN Monthly Meetings; SOCAN websites. Additionally, one person designated by the sponsor may enroll in the Master Climate Protector Course at no charge.

**Endorsements:** Groups endorsing the Master Climate Protector support the program and demonstrate this by allowing SOCAN the use of their logo on the Master Climate Protector website and in the course materials. SOCAN also asks endorsers to promote the program through newsletters, websites, and Facebook pages as possible and appropriate.

**SOCAN's Master Climate Protector**

Modeled on the popular Jackson County Master Gardener and Master Recycler programs, SOCAN's Master Climate Protector (MCP) program incorporates both a training component and a service component. It is designed for individuals who want to know more about Global Warming and its Climate Change consequences and what can be done to address this critical problem. The course focuses on promoting an understanding of the science and its implications

Master Climate Protectors are trained volunteers who inform and educate the public about the science of climate change and its consequences. They work within their communities and local governments to promote personal and collective actions to reduce greenhouse gas emissions. They also promote educational outreach and climate literacy among the public.

Participants complete a 10-week course that covers climate science and climate change in relation to energy, transportation, agriculture, water, natural systems, and human health and consumption. Within each area we explore global and local impacts and personal and collective mitigation and/or adaptation. Participants also assess their emissions as they develop a personal / family greenhouse gas footprint.

This course, grounded in science, includes a manual, discussion based classes, and presentations from local and regional experts.

In addition to completing the coursework, 20 hours of service are required for Master Climate Protector Certification. We offer ideas for a variety of appropriate, fulfilling, meaningful, and

enjoyable service opportunities in collaboration with SOCAN volunteers and other course participants.

The MCP course has been offered six times now having 92 graduates. Forty-four graduates have completed 20 hours service to become Certified Master Climate Protectors and 41 have completed an additional 20 hours to be re-certified for a second year.

**Testimonials from Participants** (for more, visit <https://socanmcp.eco>):

- *This is a life-changing course. It helped me move from a feeling of paralysis to empowerment and to action.*
- *Please take this course! It is absolutely essential for each of us to become informed and this is a well-planned, concise and complete outlook with rational, scientifically based facts.*
- *An opportunity to shed one's misinformation/misunderstanding around climate change.*
- *I would say, "I learned so much — about the nature of the crisis and what I can do personally and collectively to mitigate it. It was extremely worthwhile!"*

**Summary**

The MCP course has been successful in achieving its goals. The approach works and the content provided by the teaching staff has not only educated the students but also enabled them to share the information effectively with others.

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For more information, contact Ellie Cosgrove, Master Climate Protector Administrative Coordinator ([Ellie@socan.eco](mailto:Ellie@socan.eco)).

Website: <https://socanmcp.eco>



## MCP Course Content

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### Session 1 – Intro & Basic Science, Info about program

Key Questions:

1. What is the difference between climate and weather?
2. What is the current scientific understanding of anthropogenic (human caused) global warming and climate change?
3. What are the major contributors to global warming?
4. Are climate models credible?

### Session 2 - Competing Hypotheses and Science Denier Claims

Key Questions:

1. What does the Yale Program on Climate Change Communication suggest?
2. What are the regional climate trends, projections, and consequences?
3. What has been the global temperature trend for the last two million years?
4. What are the main hypotheses to explain global warming that compete with the current climate science consensus?
5. What are the scientific explanations regarding the main competing hypotheses that have been offered to explain the 20th – 21st Century global warming trend?

### Session 3 – Energy & Construction

Key Questions:

1. What are the Global and US energy sources and trends?
2. How is energy used in the home and how can we increase efficiency to reduce Greenhouse Gas (GHG) emissions?
3. How are Greenhouse Gas emissions measured and what does it show for the US and Oregon?
4. What is the Household Footprint Calculator and how do we use it to reduce our household GHG emissions?

### Session 4 – Transportation

Key questions:

1. What GHG emissions result from transportation?
2. What are the contributions of transportation to GHG emissions at global, national, state, local, and individual levels?
3. What options are available to reduce our transportation footprint?

## **Session 5 – Weather & Water**

### Key Questions:

1. What is the distribution of water on the Earth and how is it affected by climate change?
2. How does climate change affect severe weather?
3. What are the sources of water in the Rogue Valley and how is it managed?
4. How can we measure and manage our household water usage?
5. What is a Water Footprint Calculator?
6. How does climate change affect aquatic and riparian species in the Rogue Valley?

## **Session 6 – Terrestrial (Land Based) Natural Systems**

### Key Questions:

1. How do organisms and biological communities (natural systems) respond to variations in environmental temperature and precipitation and how might projected trends influence them?
2. What are the critical interactions between forests and climate?
3. What is carbon sequestration and how does it vary among natural systems?
4. What are the national and regional trends and projections for wildfire and why is this important?

## **Session 7 – Agriculture**

### Key Questions:

1. How will climate change, particularly reduction of water availability and temperature increase, influence agriculture, personal gardens, and landscaping?
2. What impact will the increase in atmospheric CO<sub>2</sub> concentration have on agriculture?
3. What is Regenerative Soil Management and how can it make a difference?
4. What are the consequences of the food choices we make as consumers?

## **Session 8 – Human Responses (Consumption, Health, & Psychological)**

### Key Questions:

1. How will climate change affect human physical and mental health?
2. How do population trends impact global warming and climate change?
3. What is consumption and how does it impact global warming and climate change?
4. How do we need to change our consumption habits and adjust our economic growth model?

## **Session 9 – Individual & Collective Actions**

### Key Questions:

1. What are the major human-induced causes for global warming?
2. What are reasonable GHG reduction goals?
3. What are the main individual actions we can take to reduce GHG emissions?
4. What are the main collective (political) actions we can take to reduce GHG emissions?

## **Session 10 – Wrap-up**

### Key Questions:

1. What were the major points of each session and why are they important?
2. What personal and collective actions can I take?