



## **Independent Cryonics Educators Program**

### **1.1: Program Objectives and Delivery Method:**

The Independent Cryonics Educators program (ICE) coursework uses short, easily digestible lessons that develop ICE agents' knowledge of cryonics and Alcor procedures and help them to effectively communicate that knowledge. The lessons are organized in a step-by-step manner to build knowledge from core concepts to advanced understanding of procedural, technical, scientific, organizational, and other aspects of cryonics. The current delivery method consists of lessons grouped together into logical groups. Future versions may include brief videos or presentations.

### ***Why become an ICE Agent?***

The ICE program is offered for those who want to become effective educators and advocates for cryonics. ICE agents will be able to effectively explain to anyone, especially those in doubt, why cryonics is an essential asset in everyone's longevity portfolio. ICE agents will learn the most informative and persuasive ways of communicating the idea. This will boost membership growth, thereby benefiting everyone including the ICE agent. ICE agents who are responsible to getting people to sign up will also benefit by receiving part of the new member's first year dues.

### **What You Will Learn:**

In the ICE program, you will gain a comprehensive understanding of cryonics. You will explore the unique ability of human cryopreservation to save lives in the present. You will be able to explain to anyone, even the most uninformed or misinformed, how cryonics works. You will be able to explain and describe the procedures involved in each stage of the process. You will be able to explain the organizational, financial, legal, and other aspects of cryonics and answer questions on those topics. With this information, you will be an effective advocate for cryonics and a valued knowledge expert as an ICE agent.

### ***Why ICE?***

The aim of the ICE program is to spread recognition of the potential of cryonics to save millions of lives. People are dying in huge numbers unnecessarily because they know nothing about cryonics, or they know very little, or what they think they know is false or inaccurate. In the unknown number of years until aging is conquered – and after that

while diseases and accidents remain – cryonics is the only practical way of substantially extending our lives. By enlightening more people about the possibilities of cryonics, the ICE program shows the way to this powerful life-extending practice.

The ICE program is currently offered in the form of short, easily digestible lessons in printed form. Future versions may be in the form of brief videos or presentations.

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## **ICE Program**

### **Part I: ICE: Why is it Important.**

1.1 About the Program. Content. Delivery method and objectives. What you will learn.  
Knowledge gained at completion.

### **Part 2: Introduction to cryonics**

- 2.1. Cryonics as an extension of emergency medicine
- 2.2. Cryonics, cryopreservation, cryobiology, and cryogenics
- 2.3. The justification of cryonics
- 2.4. Cryonics vs. suspended animation vs. Targeted Temperature Management
- 2.5. The various meanings of “death”
- 2.6. The importance of standby and stabilization
- 2.7. What difference does time make after cardiac arrest?
- 2.8. Cryonics, aging, and disease
- 2.9. Non-ideal cases
- 2.10. Whole body and neuro cryopreservation

### **Part 3: Procedural aspects**

- 3.1 Deployment and standby
- 3.2 Stabilization and transport (inc. Medications and remote blood substitution; CPS)
- 3.3. Cryoprotective perfusion
- 3.4 Field cryoprotection
- 3.5 Cool down and storage

### ***Sections to be added:***

### **Part 4: Technical aspects**

- 4.1. Minimizing ice crystals using vitrification
- 4.2. Cerebral ischemia: the 4–6-minute brain-death myth
- 4.3. What difference does time make after cardiac arrest?

- 4.4 The role of pulmonary support in cryonics
- 4.5. Cryopreservation vs. chemical fixation
- 4.6. Neurocryopreservation

## **Part 5: Science**

- 5.1. Biological tissues and organisms that have been revived after cryopreservation
- 5.2. The Q10 rule and the Arrhenius equation
- 5.3. Vitrification
- 5.4. Memory retention after cessation of brain activity
- 5.5. Nanomedicine and cryorevival
- 5.6. The evidence supporting cryonics

## **Part 6: Membership**

- 6.1. How to arrange to be cryopreserved
- 6.2. Reasons to avoid “cryocrastination”
- 6.3. Taking it with you: Placing personal effects into storage with Alcor
- 6.4. Cryopreserving pets
- 6.5. Why choose Alcor?
- 6.6. The structure of Alcor

## **Part 7: Financial aspects**

- 7.1. The costs of cryonics
- 7.2. Methods of paying for cryonics
- 7.3. Planning for inflation

## **Part 8: Questions about cryonics**

- 8.1. How Alcor will sustain itself for the duration of your cryopreservation
- 8.2. Who will revive Alcor’s patients?
- 8.3. When will cryopreserved patients be revived?
- 8.4. Optimizing the chances of being cryopreserved under good conditions

## **Part 9: Philosophical and ethical issues**

- 9.1. Should we consider cryonics patients to be alive, dead, or something else?
- 9.2. Moral arguments for cryonics
- 9.3. The unfortunate and mistaken use of the term “immortality”

## **Part 10: Cultural, religious, and social issues**

10.1. Barriers to acceptance of cryonics

10.2. Overpopulation, underpopulation, and the effect of cryonics

10.3 The compatibility of religions and cryonics

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## **Resources**

### ***Books, Videos, Articles:***

- <https://www.alcor.org/library/#faq>
- Online books: <https://www.alcor.org/library/online-books/>
- Videos: <https://www.alcor.org/library/#videos>