

SUSTAINABLE SOLUTIONS FOR GLOBAL WARMING

2nd Annual International Education Student Forum

April 28, 2007

Summary Report

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Dear Leaders:

We as future voters believe that a leader's responsibility is to plan for the future and act in the present.

We are concerned about why legislation to decrease emissions and promote a cleaner environment has not been advocated in our State and National legislatures.

A recent poll in the New York Times found that 92% of Americans are willing to reduce their energy consumption.

Could you please find out what the barriers are to such clean/green legislation and do everything in your power to overcome those barriers?

Please shift some of our tax funding from non-essential, non-necessary expenditures to research on alternative energies, while implementing more incentives, for both corporations and individuals to go green.

If you do this, when you leave office, you will leave a lasting impression so that others will take on what you have started.

Sincerely,
"Those Who Care"

On April 28, 2007 60 middle and high school youth from around New Mexico came together to participate in a facilitated dialogue/forum on Global Warming at the University of New Mexico in Albuquerque.

These youth came from many different backgrounds and educational arenas - Native American, Hispanic, Caucasian, public and private schools, and some who had spent some of their education years being home-schooled. Many had traveled the world. All were passionate about the preservation of our planet and its resources.

The dialogue took place in six different circles. These dialogue circles addressed the same eight questions, but from 3 different perspectives, with a high school group and a middle school group for each: Economic, Environmental, and Social/Political.

These were the questions that were posed to each group:

- 1) From the perspective of your group's focus, (Social/Political, Economic, Environmental), what is your vision of the planet your children will know?
- 2) What effects of global warming impact that vision? How?
- 3) What do you see to be the greatest concern(s) about global warming?
- 4) What changes would need to happen to address those concerns?
- 5) Who would make those changes?
- 6) Would those changes be mandatory? If so, who would enforce them and how?
- 7) What advice would you give local and world leaders about global warming?

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8) What can you do in your home and community to help stop global warming?

In the dialogue process, many interpretations of the questions can arise. Keeping ideas flowing freely and without restraint is critical to the process. Therefore, the facilitators will permit the conversation to go wherever the participants need for it to go. This is especially important when we hear from our youth. As a result, you will see in the following summary slight differences in the way some questions are approached.

Question 1: What is your vision of the world your children will know?

Economics Group A (Middle School)	Economics Group B (High School)
<p><i>(Note: This group framed the question to include: (if we keep going in the direction we are going)?</i></p> <ul style="list-style-type: none"> ➤ Not able to breathe ➤ 3rd degree sunburn ➤ coastal cities destroyed by too much water ➤ more wars ➤ less usable water ➤ lots of acid rain ➤ outdoor art destroyed by acid rain ➤ might have to live underwater ➤ no national parks and animals ➤ people become more stingy and therefore more of a separation in classes ➤ less resources ➤ every building a skyscraper; smog; nobody will care about anyone else; no plants and animals; create more of an underclass (lower class) ➤ need for oxygen tanks ➤ fishing industry depleted due to increase in temperatures ➤ long term suicide 	<p><u>Our Hopes for the Future</u></p> <ul style="list-style-type: none"> ➤ More efficient transportation (alternative fuel cars, more bike use, etc.) ➤ Increased funding of "green" technology ➤ alternative fuels, ➤ solar, ➤ new building materials ➤ Increased funding for research on removal of greenhouse gases from the atmosphere ➤ More cost effective and accessible "green" technology available to consumers ➤ Self sustaining cities and communities of all sizes ➤ Locally produced energy such as active and passive solar ➤ Locally produced food (both vegetable and meat) ➤ Eliminate importing and exporting ➤ Increased understanding by the public of what's happening in the world re global warming and everything ➤ Media needs to "unmask" the issues ➤ Need more political support

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Question 1: What is your vision of the world your children will know?

Environmental Group A (Middle School)	Environmental Group B (High School)
<ul style="list-style-type: none"> ➤ Clean ➤ No worries about getting sick from pollution ➤ No trash in nature or laying around ➤ Our children would know the trees ➤ Not everyplace would be a metropolis ➤ Sustainable energy ➤ Nature is a part of everyday life ➤ We connect with nature ➤ We preserve our resources ➤ One can walk outside and see blue sky and breathe clean air ➤ Wildlife is visible ➤ We can always see nature ➤ No more tree-cutting ➤ No more cities ➤ No rotting poisons ➤ Alternative energy ➤ Geo-thermal 	<ul style="list-style-type: none"> ➤ Clean air ➤ Visible variety of thriving wildlife ➤ Survival of endangered species ➤ Healthy viable plant life – lots of green ➤ Variety of habitats ➤ Fresh water ➤ Desalination of salt water ➤ Clean transportation – environmentally friendly vehicles ➤ Renewable resources ➤ Healthy organic food ➤ Renewable resources ➤ Dependence on healthy, affordable organic food ➤ Control of overpopulation ➤ End to pollution of the oceans ➤ Everyone recycles – individuals, corporations, governments ➤ Global consciousness of our impact on the environment ➤ Dedication to creating less waste: use of green bags; no plastic bags, Styrofoam; reuse of plastic water bottles ➤ Summary statement: We want an overall sustainable environment with global consciousness of our impact.

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Question 1: What is your vision of the world your children will know?

Social/Political Group A (Middle School)	Social/Political Group B (High School)
<p><u>Current Social/Political Situation</u></p> <ul style="list-style-type: none"> ➤ *Denial ➤ *Gas prices on the rise ➤ *Ignoring global warming ➤ *Leaders allowing new coal power plants to be built ➤ *Glaciers melting - less safe for most people ➤ Weather changing and getting hotter ➤ Overpopulation = conflicts and higher consumption ➤ People dying ➤ Hurricanes - weather patterns ➤ Leaders are arguing about what to do ➤ Politicians all talk ➤ Wearing away seashores ➤ Impacting in a bad way ➤ China - coal plants ➤ Costing to repair damage ➤ Europe/Japan producing and buying lower consuming small cars ➤ People not talking ➤ People fighting for land - will get worse ➤ Other nations following Kyoto agreement ➤ Tax cuts for people to use renewable fuels ➤ China's economic boom <p><u>Future That Could Be</u></p> <ul style="list-style-type: none"> ➤ Advances in solar fuel cells ➤ All trade is fair trade ➤ Politicians have global meetings to do more ➤ Not so much arguing between countries ➤ Batteries/ solar powered cars ➤ Increase in public transportation use ➤ Technology that uses little energy ➤ No death penalty ➤ Developed countries help less developed ➤ Funding for reusable technology ➤ Peaceful ➤ Population rules 	<ul style="list-style-type: none"> ➤ Everyone is healthy, fit, clean air, and pretty ➤ Alternative energy sources for everyone <ul style="list-style-type: none"> ◆ Solar for appropriate geographic locations, i.e., New Mexico ➤ Educate and discuss global warming - constant topic ➤ Desired lifestyle - Status is environmentally dependent (for example, if you have solar power you have a high status in the eyes of your friends and neighbors). <ul style="list-style-type: none"> ◆ Run to work; don't jog and then get into your car ◆ Value - Don't need \$ to achieve happiness ➤ Systems available for recycling and Sharing of material wealth (clothes, etc.) ➤ People understand/appreciate what they have: <ul style="list-style-type: none"> ◆ Subsistence farming ◆ Self-responsibility ◆ Independent (from corporate dependence) lifestyle ◆ Each person should own a cow ➤ Diversity - make sure we don't forget to allow for personal diversity and freedoms <ul style="list-style-type: none"> ◆ Try for global knowledge of global warming ➤ What if everyone was equal economically? ➤ Would we have enough capacity to keep people informed?

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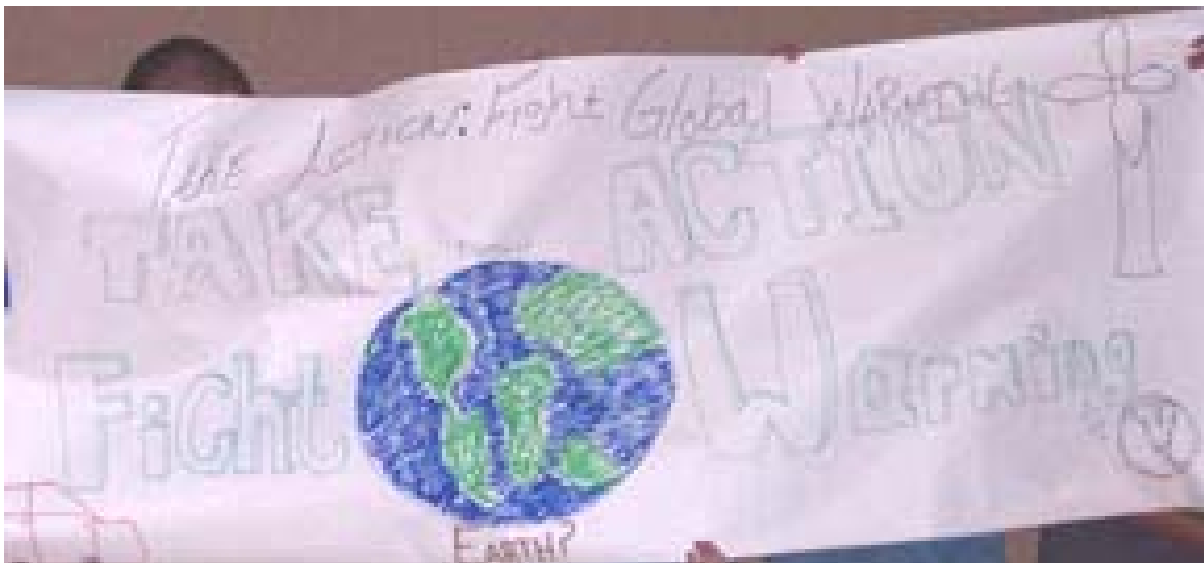
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<ul style="list-style-type: none"> ➤ United countries and eliminated military ➤ More Green land ➤ Water use more efficient ➤ Recycling bins on the streets 	
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Question 2: What effects of global warming impact that vision and how?

Economics Group A (Middle School)	Economics Group B (High School)
<ul style="list-style-type: none"> ➤ Temperature increase and people will use air conditioners which creates more pollution which creates global warming ➤ Lifetime of one incandescent light bulb uses up 500 lbs. of coal; processing of coal creates greenhouse gases ➤ As warming goes up countries without air conditioning would be more prone to disease which will economically cost more than fixing the problem ➤ Killing of rainforests ➤ More tsunami events; therefore billions of dollars spent on reconstruction. If we focused on the changes now and spent those billions of dollars then strong possibility that life will be better for everyone 	<p><i>(Note: This group framed their answers as: "<u>Our Fears About the Future</u>")</i></p> <ul style="list-style-type: none"> ➤ People walking around with oxygen tanks ➤ A big red glowing ball in space ➤ We stay on the same road, take NO ACTION and therefore cause our own self destruction, first of the animals and then, by chain reaction, of humans ➤ We each assume everyone ELSE will fix it! ➤ Changes in weather patterns will affect the globe and its natural resources ➤ Resources (i.e. water) become scarce <ul style="list-style-type: none"> ◆ Cost goes up ◆ Poor people can't afford them ➤ Agricultural patterns shift, economies collapse, world poverty increases ➤ More, yes <u>more</u>, scary movies!



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Question 2: What effects of global warming impact that vision and how?

Environmental Group A (Middle School)	Environmental Group B (High School)
<ul style="list-style-type: none">➤ CO₂ clogs the atmosphere<ul style="list-style-type: none">◆ Cars◆ Rainforests cut down to grow bio-fuel➤ Rainforest species die when trees are gone➤ America never does something until it's too late.➤ Global Warming increases the temperature of the ocean➤ Ice melts➤ Seas rise➤ Marine animals can't breed or migrate➤ Diseases returning➤ Plague➤ Huntavirus➤ Increase in water temperature increases mosquito breeding, which spreads disease.➤ More animals become extinct➤ Future generations don't have enough food➤ "We do without thinking and get bit in the butt."➤ No easy solution➤ For some, the easiest solution is no solution.➤ Changing our lifestyle and ending global warming require more will.	<ul style="list-style-type: none">➤ Extinction of plants and animals causes imbalance in circle of life/food chain➤ Melting of ice caps decreases fresh water and poses grave threat of danger from flooding<ul style="list-style-type: none">◆ Oceans will rise and flood◆ Imbalance in water systems causing droughts/floods➤ Physical discomfort from climate extremes➤ Destruction of ecosystems

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Question 2: What effects of global warming impact that vision and how?

Social/Political Group A (Middle School)	Social/Political Group B (High School)
<p><u>Do Nothing Future</u></p> <ul style="list-style-type: none"> ➤ *New diseases ➤ *Smog - difficult to breathe and overworked hospitals ➤ *Destruction of food chain and food prices/rationing ➤ *Politicians with weak excuses ➤ More pollution ➤ Chaos ➤ Too many dollars chasing too few goods ➤ National discomfort - suspicious of each other and other countries ➤ Uptight people, drivers would have to be rich ➤ It would suck ➤ Arguments over land ➤ Flood/famine ➤ People move in from coast ➤ Government place people in communities ➤ Less travel ➤ Mob mentality ➤ 1984/Tomas Hobbs Society ➤ Schools over packed 	<ul style="list-style-type: none"> ➤ Weather can hurt/kill people ➤ Weather can destroy crops and oil supply. (Katrina) ➤ Unpredictable so it affects life <ul style="list-style-type: none"> ◆ Can't plan on beach or plan your life ➤ Crops won't grow according to plan <ul style="list-style-type: none"> ◆ Less food supplies ◆ Increased poverty ➤ Immunity to diseases and overpopulation will increase greenhouse gas emissions. <ul style="list-style-type: none"> ◆ We need to expose ourselves more to nature, reduce vaccines, in order to increase our natural immunities. ➤ Vulnerable to emergencies <ul style="list-style-type: none"> ◆ If we lived simply, without fancy homes and cars, we wouldn't be able to escape emergencies. ➤ Overpopulation <p><u>Crisis</u></p> <ul style="list-style-type: none"> ➤ We will have less time to help each other <ul style="list-style-type: none"> ◆ Political strain ➤ US will be unable to contribute aid to other countries and to our less fortunate citizens. ➤ Less resources for education ➤ Less police protection due to increased crisis. ➤ Economic decline could cause money to lose value. <ul style="list-style-type: none"> ◆ Food would cost more. Money could lose its value if food resources were depleted enough. <p><u>Property issues</u></p> <p>"So ... We need limits on property to ensure enough room for everyone, especially when the oceans rise!"</p>

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Question 3: What do you see to be the greatest concern(s) about global warming?

Economics Group A (Middle School)	Economics Group B (High School)
<ul style="list-style-type: none"> ➤ "We're all going to fry like the fish" ➤ "We're all going to drown like pigeons" ➤ No one will do anything about it until it's too late ➤ Nothing will be done about it at all ➤ We might survive through it and then our children might survive but we will be suffering the whole time ➤ Our government will become a timocracy, so our leaders won't know how to do anything ➤ Those people that know and understand what is going on will get squashed by the government ➤ We will use up everything and then what will happen ➤ That we are so self centered that we will kill the planet ➤ "We didn't inherit from our parents, we borrowed from our children. Pretty soon we won't have a planet to return." 	<ul style="list-style-type: none"> ➤ Big change in quality of life for <u>all</u>, BUT especially for those now living on the edge of subsistence (image of person falling off cliff) ➤ Increased drive for power and control over people and their decisions ➤ Increased competition over resources ➤ More WARS!

Environmental Group A (Middle School)	Environmental Group B (High School)
<ul style="list-style-type: none"> ➤ Planet will die ➤ We'll run out of resources ➤ No one will do anything about it ➤ "Humanity is smart to the point of stupidity." ➤ We're smart, but don't use forethought. ➤ We don't see the big picture. ➤ "We're 'frogs in a pot', but we can't get a new pot." ➤ No nature or wildlife. ➤ Humanity can do good, but if we abandon our planet because we don't have enough will, our children won't know Earth. Our planet is too good to give up. ➤ If we go to another planet, people who care should: <ul style="list-style-type: none"> ◆ Get a second chance. Selfish people 	<ul style="list-style-type: none"> ➤ Limited time to take effective action ➤ Cynicism, ignorance and denial of leaders and citizens impedes timely action ➤ Worst case scenario is human extinction and our destruction of all life as we know it (plant and animal)

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<ul style="list-style-type: none"> <ul style="list-style-type: none"> should stay and deal with the mess. ◆ (Others said people who care should stay here to fix the planet.) ➤ We are stubborn, but must give up conveniences. ➤ If we leave the planet, we should still try to clean it up. ➤ Nobody cares. They see global warming as a one-way road ➤ "Unless you try, you've already given up." ➤ Can't ever see a glacier. ➤ Weather patterns changing - some areas drying up, others are flooding. ➤ Huge disasters and rampant diseases ➤ Diseases from pollution ➤ The increase in sea temperature will cause severe weather ➤ Global warming will bring about the 3rd Dark Age. ➤ Population is increasing rapidly over a short period of time. This will lead to diminished resources and increased poverty until we use up all our resources. ➤ Rich people must stop living so high so that others can live. This affects us all. ➤ So many problems <ul style="list-style-type: none"> ◆ Unclean water ◆ Landfills ◆ Problems pile up ➤ Should we try to help the poor? Of if our attempts fail, and populations increase, we'll have a greater problem because more food will be consumed and there will be greater waste. ➤ Adults know they're not around much longer. They're leaving it to the kids to fix. 	
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**Question 3: What do you see to be the greatest concern(s) about global warming?
(continued)**

Social/Political Group A (Middle School)	Social/Political Group B (High School)
<ul style="list-style-type: none"> ➤ Denial ➤ Gas prices on the rise ➤ Ignoring global warming 	<ul style="list-style-type: none"> ➤ See answers to question #2

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<ul style="list-style-type: none">➤ Leaders allowing new coal power plants to be built➤ Glaciers melting - less safe for most people➤ New diseases➤ Smog - difficult to breathe and overworked hospitals➤ Destruction of food chain and food prices/rationing➤ Politicians with weak excuses	
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**Question 3: What do you see to be the greatest concern(s) about global warming?
(continued)**

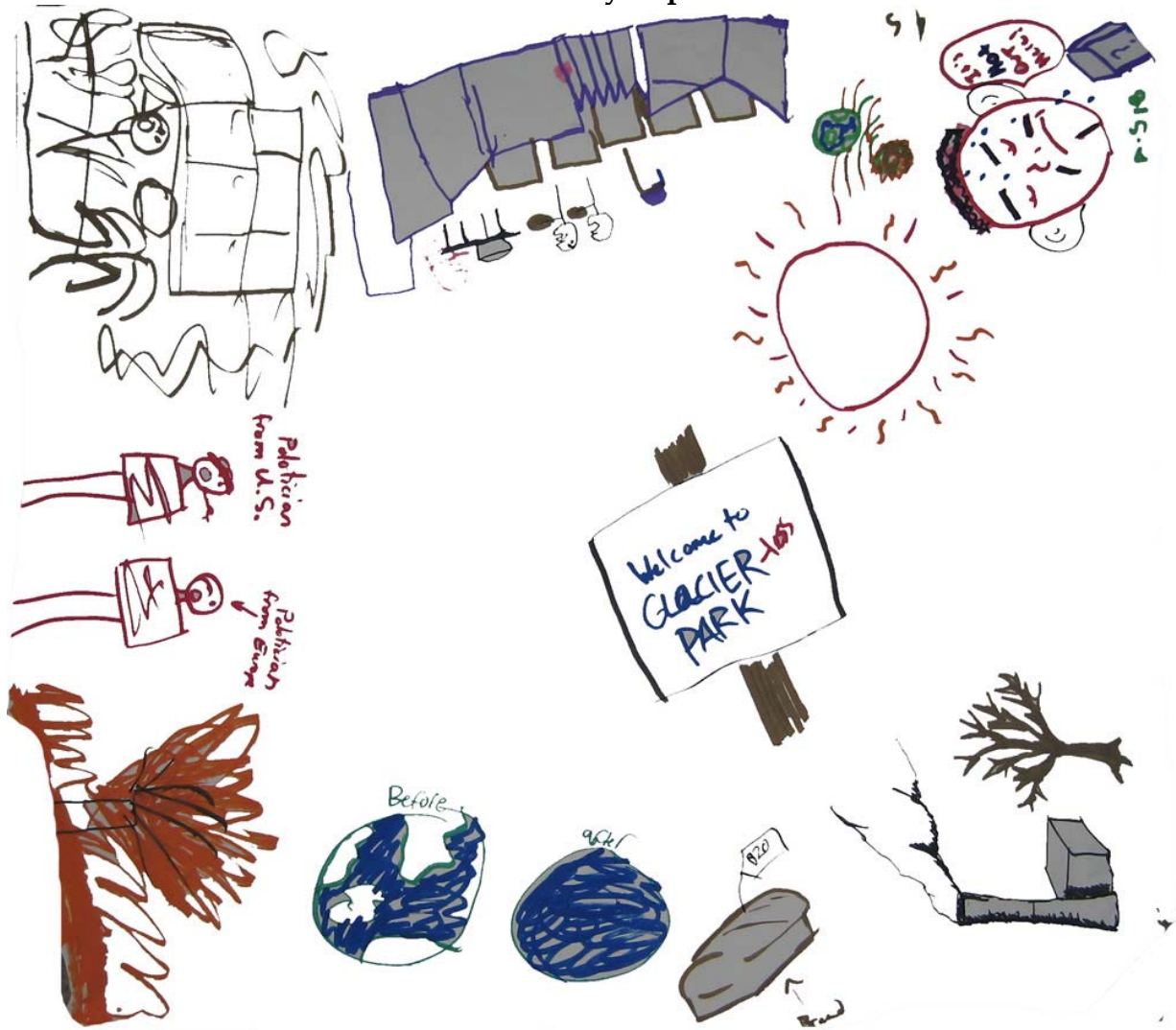
(This drawing was part of Social/Political Group A's response.)

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Question 4: What changes would need to happen to address those concerns?

Economics Group A (Middle School)	Economics Group B (High School)
<ul style="list-style-type: none"> ➤ Governmental restrictions on types of cars, water, natural resources, coal ➤ Encourage oil companies to use their money to create new technology ➤ Use more wind energy ➤ Need law that you can't have over 4 children or a tax is paid ➤ Get energy from heat, air and pollution and then we would have all the energy we need ➤ Create technology to use the methane already produced for the greater good, i.e., electricity, etc ➤ Drive less and use bikes, public transportation, walk ➤ Change a light bulb ➤ Plant a tree because they absorb carbon dioxide ➤ Turn off and unplug electronic devices when not in use which will save money as well as greenhouse gases ➤ People would need to be more open minded ➤ Cities would be smaller and taller ➤ More national forests to preserve wildlife 	<ul style="list-style-type: none"> ➤ More effective incentives by government for corporations to go green meaning: <ul style="list-style-type: none"> ◆ Use alternative energies, especially renewable energies ➤ Dispose of waste responsibly <ul style="list-style-type: none"> ◆ Use materials made out of sustainable, renewable sources ➤ We need to encourage companies to buy locally to the extent possible by giving them federal or state tax breaks ➤ Companies need to give consumers more incentives to recycle <ul style="list-style-type: none"> ◆ Like some store do with grocery bags ◆ Milk cartons, other containers ◆ Etc. ➤ We need to find ways to give <u>immediate</u> rewards to consumers for recycling, or at least to make it very easy ➤ The media can use scare tactics to educate people as to what's going to happen if no action is taken ➤ Schools need to educate people to know there ARE things they can do to make a difference ➤ We need to give each other support and encouragement to go green from person to person and in the media, the schools and the workplaces ➤ We need more readily available information and answers to help us decide how to act to decrease our global footprint ➤ We need to be responsible and elect politicians and public officials who care, who will enforce and promote environmental ideas. ➤ We need to get our politicians to recognize they're human, not kings, and they only have the power WE gave them ➤ When making choices, we need to look at the <u>long term economic implications</u> ➤ For example, whether a factory maintains the status quo, closes because it can't

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	<p>afford to go green, goes green all the way, or part way, in the long run WE are the ones who will end up paying the price, so we should look at the long run NOW</p> <ul style="list-style-type: none"> ➤ We (the public) need to provide politicians short term benefits for taking a long term view ➤ We need to show them there's a demand by voters for politicians to promote and advocate for long term solutions to global problems
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Question 4: What changes would need to happen to address those concerns? (continued)

Environmental Group A (Middle School)	Environmental Group B (High School)
<ul style="list-style-type: none"> ➤ We should petition the governor to support the closure of major city streets in large cities worldwide for one day per week. With no cars on the streets, everyone could walk, ride bikes and roller blade. This would reduce one-seventh of the emissions worldwide. It would: <ul style="list-style-type: none"> ◆ lower greenhouse gasses ◆ increase exercise ◆ increase business for those businesses people will go by ◆ increase social interaction. ➤ Each person should give up one thing to help the environment, for example: <ul style="list-style-type: none"> ➤ Television ➤ Cell phone ➤ Car ➤ Lights ➤ If we use a car, we should be efficient - make one trip for multiple purposes. ➤ Printing money uses paper and ink. We should go to cards or barter. ➤ The first step is for someone to take action. Another follows and this will set off perpetual motion. ➤ Unite people who care. ➤ We don't need to wait for the public or the world. One person can start now. ➤ Rainforests are cut down to graze cattle. We should reduce our beef consumption. 	<ul style="list-style-type: none"> ➤ Creation of effective, affordable, conveniently attainable renewable energy ➤ Buy in and support of elected officials - top down commitment ➤ Buy in and support of the media - to educate, enhance awareness, "spread the word" ➤ Buy in and support of general public ➤ Focus on getting schools involved - to educate and activate our kids for "bottom up" commitments ➤ Create grants to support/implement a global warming curriculum ➤ Financial incentives and rewards for behaviors that positively contribute (tax deductions, the Kyoto protocol) ➤ Corporate responsibility ➤ Large scale recycle ➤ Creation of less waste (plastic bags, plastic water bottles, Styrofoam) ➤ Families uniting and working together to change harmful habits ➤ Youth environmental clubs/programs - older kids can involve younger kids - make this effort "cool" (peer pressure)

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- Americans assume someone else will do it. We have to do it ourselves.
- Small groups can take action such as writing letters to spread the word and influence our politicians. It all adds up.
- Children are our future - they'll change the world.
- Start NOW!
- The governor says he'll change the environment when he's campaigning, but later he'll get overwhelmed and forget and shove this problem into a corner.
- "You can sweep it under the rug, but it's still there."
- Do the right thing economically to help the planet.
- Get parents, or someone kids listen to, to get it going.
- Have public rallies
- Have commercials and do ads (on recycled paper
- Media should brainwash people to do good and help the earth.
- Power of good over evil
- Teach and inspire - show consequences of letting global warming continue.
- Activate kids
- Petitions
- Get donations from big companies and stores
- Use alternative energy, such as tide mills, wave force and wind driven turbines to power commercial machinery, cell phones, TVs, etc.
- Create laws that limit births, with fines for those that don't obey this law.
- We want edible (bicycle) bumper stickers for all the ideas we've put in quotes and we want a world that is clean enough to eat them.

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Question 4: What changes would need to happen to address those concerns? (continued)

Social/Political Group A (Middle School)	Social/Political Group B (High School)
<p><u>Health Problems</u></p> <ul style="list-style-type: none"> ➤ Not-so-rich people - make sure they have health care providers ➤ Disaster Preparation ➤ Stock up on medications ➤ Have transportation ready to evacuate people from weather-hit areas ➤ Make sure people know of the risks of pollution from global warming ➤ Slow down factories/production ➤ Make some factories use better chemical filtration systems and materials ➤ Funding for new antidotes to new viruses ➤ Educating 3rd world populations and educating them <p><u>Ignoring/Denying Global Warming</u></p> <ul style="list-style-type: none"> ➤ Show how it would affect people, especially financially ➤ Education about global warming ➤ Show how easy it is to conserve ➤ Offer lectures on what people can do ➤ Put out signs ➤ Shows statistics ➤ Commercials/media about global warming risks ➤ Clarify fact from fiction 	<ul style="list-style-type: none"> ➤ People need to know who their choices affect other people/things/animals ➤ Understand interdependence ➤ Media <ul style="list-style-type: none"> ◆ Show different perspectives ◆ Faster ◆ Broader range ◆ Truthful ◆ More educational shows ➤ 2-way discussion with Third World ➤ Less car driving <ul style="list-style-type: none"> ◆ 1 day per week, no cars permitted on the roads. Police could give fines. ➤ Alternative energy <ul style="list-style-type: none"> ◆ More government support ◆ Solar panels given by government for free ◆ Free windmills ◆ More emergency planning ➤ Taxpayers need more voice/control over tax allocations. ➤ Global warming should be a core subject area in school <ul style="list-style-type: none"> ◆ Dangers of being consumer-oriented. ◆ Teach young children to be environmentally careful ◆ Change habitual ways of living carelessly. ◆ "Don't Give Up." ◆ "Change is slow." ◆ "Even adults can change."

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Question 5: Who would make these changes?

Economics Group A (Middle School)	Economics Group B (High School)
<ul style="list-style-type: none"> ➤ The media ➤ Human beings ➤ Business community by recognizing that there are different ways to make money, especially if financial incentives were offered ➤ Teachers ➤ Government 	<ul style="list-style-type: none"> ➤ Politicians (But that's us because we elect them) ➤ Companies (But that's us because we buy from them and can push them) ➤ The Media (But we influence them) ➤ Us ➤ So ultimately it's US!!! ➤ Other countries expect us to lead. If the U.S. were to lead in making these changes, maybe we could reestablish our position in the geo-political world ➤ If other countries get on the band-wagon with us, prices of green technology will fall

Environmental Group A (Middle School)	Environmental Group B (High School)
<ul style="list-style-type: none"> ➤ Everybody ➤ NOW! ➤ Government ➤ First inform people, then take action. 	<ul style="list-style-type: none"> ➤ Government ➤ Citizens ➤ Kids ➤ Entertainment industry ➤ EVERYONE

Social/Political Group A (Middle School)	Social/Political Group B (High School)
<ul style="list-style-type: none"> ➤ [Not addressed directly - we had a discussion not only about what "leaders" should do, but what leaders should lead YOU to do - in responses 7 & 8] 	<ul style="list-style-type: none"> ➤ Be active politically (more active population). <ul style="list-style-type: none"> ◆ 3 degrees of separation (to access the President takes 3 people, starting with your congressperson). ◆ Government should allow more voices to be heard - less power to censor through the media. ➤ Develop spokespeople with charisma. ➤ Everyone has to be involved (internet support). ➤ Form you own (Green) party. ➤ World congress will determines guidelines. ➤ Elect more environmentally conscious officials. ➤ Make third party system (to include Green

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	<p>party).</p> <ul style="list-style-type: none"> ➤ Include science and scientists in the political discussion.
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Question 6: Who would enforce them and how?

Economics Group A (Middle School)	Economics Group B (High School)
<ul style="list-style-type: none"> ◆ Offer financial incentives ◆ Get a reward if you take individual initiative <ul style="list-style-type: none"> ◆ Enforcement needs to be slow so people aren't too shocked ◆ Use celebrities and other's who are well know to set an example ◆ Government ◆ Needs to be reasonable enforcement and fair to work for all classes of people ◆ Should be enforced to a reasonable financial extent, depending on the annual income of each family and the number of kids <ul style="list-style-type: none"> ◆ Pay a little at a time ◆ Gradually increasing mandates over a span of 10 years ◆ Close down polluters ◆ 	<ul style="list-style-type: none"> ➤ See above - US, US, US ➤ By pushing and pulling and buying or not buying

Environmental Group A (Middle School)	Environmental Group B (High School)
<ul style="list-style-type: none"> ➤ Changes would be mandatory. Violators would pay a fine. ➤ Make laws that are wise and do-able - not just fines, but rebates and incentives. ➤ The public would enforce. ➤ Spread the word: <ul style="list-style-type: none"> ➤ Phone calls using phone "trees" ➤ Flyers printed on recycled paper ➤ E-mail "trees" where each recipient sends it to 5 others. 	<ul style="list-style-type: none"> ➤ Peer pressure ➤ Focus on family values ➤ Families working together to effect change ➤ Financial incentives for 'right' behavior ➤ Encouragement for corporate competitiveness - using environmental friendliness as an advertising "edge" - will lead corporations to "one up" each other vying for increased sales ➤ Communities working together to enforce fines

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Social/Political Group A (Middle School)	Social/Political Group B (High School)
<ul style="list-style-type: none"> ➤ [Not addressed directly - we had a discussion not only about what "leaders" should do, but what leaders should lead YOU to do - in responses 7 & 8] 	<p><i>(Note: This group prefaced the question as: "Should laws be Mandatory?")</i></p> <ul style="list-style-type: none"> ➤ YES! <p><u>Enforcers</u></p> <ul style="list-style-type: none"> ➤ Global environmental leaders ➤ Fred - Captain Planet (reference to a cartoon character)

Question 7: What advice would you give to local and world leaders about global warming?

Economics Group A (Middle School)	Economics Group B (High School)
<ul style="list-style-type: none"> ➤ Accept what is going on and work together because it is not just your world, it is ours ➤ Think about others ➤ Give government, people and business financial incentives, i.e., tax cuts and cut water bills if use low flow toilet and light bulbs ➤ Make them face the facts ➤ Public needs to be informed through media, images that show them the impact on the planet ➤ Incorporate this information into an educational curriculum that stays with children from kindergarten through twelfth grade ➤ Put facts out with sentimentality, i.e., "How would your children be affected?" 	<ul style="list-style-type: none"> ➤ See letter at beginning of report.

Environmental Group A (Middle School)	Environmental Group B (High School)
<ul style="list-style-type: none"> ➤ "If we don't try to change, we'll never know." ➤ "It's easier to stay clean than to get clean." ➤ Make better choices that have the least consequences. ➤ "Just because you can, doesn't mean you should." ➤ "We don't inherit the planet from our parents; we borrow it from our children." ➤ We have to try wise decisions. ➤ Rich countries should give \$1 per person 	<ul style="list-style-type: none"> ➤ Take this seriously - if you don't we'll lose valuable time and struggle for buy in ➤ Keep an open mind and listen to researchers ➤ Offer tax incentives for alternative energy use ➤ Focus grant money on environmental issues ➤ Assist in making people aware of the problem and solutions ➤ Add Global warming to school

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<p>per day to poor countries.</p> <ul style="list-style-type: none">➤ Develop economies that more efficiently use our resources with lower impact on the environment.➤ Invite and hear the public's concerns, then act on them➤ Don't focus only on money, because there won't be much left of the planet if you do.➤ Look at money and the environment at the same time.➤ Show the public graphs and data on global warming and show how what's happening is not okay. <ul style="list-style-type: none">➤ Before you apply a method on the big scale, check it out with the public and make it fault-proof.➤ Have a back-up plan.➤ Don't make a plan that kills.➤ The plan should be realistic, do-able and NOW.➤ Use complementary approaches➤ Do research on hydro and geo-thermal energy sources and develop the one that is closest to being implemented.➤ Do solar and wind power NOW and in a big way all over New Mexico. Implement state-by-state until the entire country is using these as the major source of power.➤ Share the drawbacks (of an approach) with the public, not just the good parts.➤ Organize different projects like the Katrina clean-up without political emphasis.➤ Re-build New Orleans in a sustainable way.➤ (To Governor Richardson):Use the money that is set aside for the spaceport for greater good and the environment➤ Lower debt - use the money to educate➤ Stop the war and rebuild New Orleans➤ After you rebuild Iraq, rebuild our schools➤ Reduce food waste➤ Teach about global warming, rather than creationism versus "intelligent design",	<p>curriculum</p>
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<p>versus evolution.</p> <ul style="list-style-type: none"> ➤ Don't use nuclear power until we know what to do with the waste to make it bio-degradable. ➤ Don't waste time researching something that's bad for the planet. ➤ Don't spend money on the war - use it to rebuild ➤ Research fusion power, because there is no waste and its by-product is helium, which is harmless. ➤ No nuclear anything - power or weapons! ➤ Listen to the people and give them what they want. That's what's good for the planet. 	
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Question 7: What advice would you give to local and world leaders about global warming? (continued)

Social/Political Group A (Middle School)	Social/Political Group B (High School)
<ul style="list-style-type: none"> ➤ Try to find alternative gas solutions ➤ Use renewable resources ➤ Don't make economy be based solely on agriculture ➤ Focus on water conservation ➤ Tell GW & others to stop talking & start doing - while they are talking, people are dying ➤ Politicians are worthless ➤ Plant more plants ➤ Protect the environment ➤ Keep corporations under control in regards to environment ➤ Establish emission standard ➤ Be more prepared in case something bad happens ➤ Law plant more trees that we cut down ➤ Reduce, reuse, recycle ➤ Work on relations with other countries 	<ul style="list-style-type: none"> ➤ Listen to opinions and scientists ➤ "Be aware of global warming and DO something to stop it." ➤ Create motivation (incentives) for the people. ➤ "Think of the future and plan for it." ➤ "Don't do anything that hurts the earth." ➤ "Consider the potential consequences." ➤ "A little goes along way." ➤ Influence on where our taxes go. (We want influence.) ➤ Eliminate pesticides and look into alternative food sources (organic is cheaper). ➤ Government should create more jobs for Green living. ➤ Get media involved in global warming effort. ➤ Focus on education

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<ul style="list-style-type: none"> ➤ Put themselves in the peoples shoes ➤ Pay attention ➤ Raising emission standards ➤ Stop being vague in intentions ➤ The balance of trade ➤ Have awareness ➤ Making solar and wind turbines and modules cheaper ➤ Hold public talks 	<ul style="list-style-type: none"> ➤ Ration Energy per household. Use volunteers ➤ Leaders should set good examples <ul style="list-style-type: none"> ◆ The White House can afford to be energy efficient (use solar, recycle, etc.) ➤ Jog to work ➤ Ban high octane cars (promote bicycles) ➤ Improve public transportation. ➤ Create car break holidays (no cars, except for police) on the roads. ➤ Support parenting classes <ul style="list-style-type: none"> ◆ Enable easier (international) adoptions to care for the world's children.
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Question 8: What can you do in your home and community to help stop global warming?

Economics Group A (Middle School)	Economics Group B (High School)
<ul style="list-style-type: none"> ➤ Encourage walking so don't use more gasoline ➤ Change light bulbs cause saves money on electric bill ➤ Cut down on what you buy so each person uses less packaging and less resources to make stuff and then companies will get the message that we are buying things that are lightly packaged ➤ Take a shorter shower ➤ Don't use hairdryer or curling iron or at least cut down on the amount of days they are used ➤ Watch no or less TV ➤ Recycle all technology, i.e. CD players, cell phones ➤ Instead of presents for a birthday party, have friends and family give you money which will be donated to a global warming fund 	<p>Ran out of time to respond to this question</p>

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Environmental Group A (Middle School)	Environmental Group B (High School)
<ul style="list-style-type: none"> ➤ Turn off the water when brushing teeth ➤ Use energy efficient appliances ➤ Use lights for only 2 hours per day ➤ Turn off lights when not in the room ➤ Turn off computer when not in use ➤ Use non-mercury energy efficient light bulbs. If using the mercury kind, recycle properly ➤ Don't use aerosols with CFCs ➤ Recycle <u>everything</u>, including clothes ➤ Re-use creatively ➤ Walk or bike when going a short distance ➤ Reduce television watching ➤ Be more resourceful - use everything efficiently and for multiple purposes ➤ Don't leave appliances on when gone ➤ Unplug appliances with digital displays because the displays waste energy ➤ Plant trees and orchids ➤ Plant corn ➤ Plant more trees in the southern hemisphere ➤ Don't shop every weekend - shop as little as possible ➤ Write letters ➤ Grow garden with edible plants that use little water ➤ Buy organic 	<ul style="list-style-type: none"> ➤ RECYCLE ➤ Sign up for renewable energy (PNM) ➤ Turn off unused lights ➤ Unplug things not in use ➤ Inform people - "spread the word" ➤ Volunteer ➤ Don't be wasteful ➤ Use Halogen Light bulbs ➤ Use reusable green bags - not plastic or paper ➤ Use energy star products ➤ Raise money for environmental causes - plant sales, etc ➤ Repay carbon debts - plant trees ➤ Hybrid cars ➤ Ride bike/walk/car pool ➤ Remind friends/parents/teachers ➤ Recycle paper ➤ Use low flow toilets/shower heads ➤ xerescape

Question 8: What can you do in your home and community to help stop global warming? (continued)

Social/Political Group A (Middle School)	Social/Political Group B (High School)
<ul style="list-style-type: none"> ➤ Buy a solar panel ➤ Walk to places if you can ➤ Ride a bus ➤ Pay attention to what you yourself are doing ➤ Stop wasting water ➤ Stop wasting energy ➤ Get people to sign a petition ➤ Talk to your friends to see what they can do ➤ Stop complaining and do something ➤ Get a bunch of people to agree on one thing and go talk to other leaders ➤ Public pressure ➤ People taking action by themselves ➤ Buying and environmentally friendly 	<ul style="list-style-type: none"> ➤ Continue to: <ul style="list-style-type: none"> ◆ Conserve electricity ◆ Use alternative (non car) transportation. ◆ Buy 2nd hand clothing (recycle). ◆ Volunteer to help the community reduce energy/materials use. ◆ Teach others ◆ Water control (no car washes, short showers, change shower heads). ➤ Buy/use solar panels for energy. ➤ Promote less tree product use. ➤ Stay current on energy research ➤ Contribute to reforestation (replant trees and don't cut trees down at Christmas). ➤ Don't use clothes dryers - hang your

