

**Iowa Environmental Council
Ecological Footprint Grant
Addendum**

Resources on the Global Environment

Ecological Footprint: The organization Redefining Progress has the latest data on the Ecological Footprint, a science-based method for measuring human impact on the environment. Download and view data by country, learn about global ecosystems, and more. <http://www.rprogress.org>

Ecological Footprint Calculator: This site offers a calculator and interactive quiz that enable you to measure your own ecological footprint. The results tell you how many earths it would take to support everyone on earth if they shared your lifestyle and consumption habits. <http://www.myfootprint.org>

The Living Planet Report: A periodic update (years 2000, 02 and 04 available) on the state of the world's ecosystems as measured by the Living Planet Index and the Ecological Footprint. Summary report and French and Spanish translation also available. <http://www.panda.org/livingplanet> or <http://assets.panda.org/downloads/lpr2004.pdf>.

Millenium Ecosystem Assessment: The Millenium Ecosystem Assessment is a landmark study revealing that approximately 60 percent of the ecosystem services that support life on Earth - such as fresh water, capture fisheries, air and water regulation, and the regulation of regional climate, natural hazards and pests - are being degraded or used unsustainably. <http://www.millenniumassessment.org/> See also <http://www.greenfacts.org/ecosystems>

United Nations Environmental Program: The site includes current UNEP activities, reports, publications, issue summaries, etc. The site also offers a kids' portal with explanations of environmental issue, a glossary, quizzes & games, and action projects. <http://www.unep.org>

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Resources on human development and demographics

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United Nations Population and Development: This site provides links to data on population, poverty rate, water stress, carbon emissions, and other human and environmental indicators. <http://www.un.org/esa/population/>

More Resources

How to Donate Your Old Computer

Check out this interesting article at:

<http://www.techsoup.org/products/recycle/articlepage.cfm?ArticleId=524>

Also see: <http://www.iowadnr.com/waste/recycling/ewaste.html>

And check out your yellow pages for computer recyclers!

Office footprint calendar:

<http://www.officefootprint.org/>

If Trees Could Talk; A High School Curriculum in Environmental History

<http://www.lib.duke.edu/forest/Education/Curriculum/index.html>

<http://www.growinggreencommunities.com/GrowingGreenCommunities/>

Rain Gardens

<http://www.mninter.net/~stack/rain/>

http://www.ci.des-moines.ia.us/departments/PR/Urban_Env.htm

<http://www.ia.nrcs.usda.gov/news/brochures/urbanfactsheets.html>

Level Spreaders

<http://www.il.nrcs.usda.gov/technical/engineer/urban/standards/urbst870.html>

Permeable Pavement

<http://www.worldchanging.com/archives/001861.html>

Conservation Easement

<http://landtrust.org/ProtectingLand/EasementInfo.htm>

<http://www.inhf.org>

Green Communities in Progress

<http://www.uswaternews.com/archives/arcquality/3porpar5.html>

<http://www.prairiecrossing.com>

<http://www.eastlakecommons.org/>

More Resources for Communities

<http://www.internetgis.org/MWA/CampCreek/default.html>

<http://www.epa.gov/greenkit/>

<http://www.iowastormwater.org>



2006 Annual Conference
How Big Is Our Splash?
 Conference Evaluation Form Report

Total number attendees = 141

Total number Evaluation respondents = 42

1. How did you hear about this conference? (more than 42 responses and 100% due to multiple responses)

Response category	Number	%
Word of mouth (friend, co-worker, professor, teacher, staff, etc.)	17	40%
Organization (newsletter, member org, Council member, etc.)	16	38%
Electronic media (e-mail, listserv, electronic newsletter, etc.)	8	19%
Other	1	2%
No response	3	7%

2. Would you say, compared to your knowledge of “ecological footprints” prior to the conference, your knowledge now has changed in the following way:

Choice	Number of Respondents	% of Respondents
A. More confused	0	0%
B. No change	0	0%
C. Increased some	17	40%
D. Increased a lot	23	55%
Non-response	2	5%

3. What are some ideas that you may use to lessen your ecological footprint?

A. Food (more than 42 responses and 100% due to multiple responses)

Response category	Number	%
Local Foods / grow own / farmers markets	23	55%
Less meat / lower on food chain	9	21%
Less processed / more fresh	7	17%
Less waste / consumption	3	7%
Reduce packaging / recycle	2	5%
Other	4	10%

B. Housing (more than 42 responses and 100% due to multiple responses)

Response category	Number	%
Smaller house / apartment / condo	11	26%
Insulate / seal house	8	19%
Energy efficiency (appliances, heating, etc)	6	14%
“Turn off” house when not in use	4	10%
Sustainable building / remodeling	4	10%
Fluorescent light bulbs	3	7%
Alternative energy (ground heat pumps)	3	7%
Other	5	12%

C. Transportation (more than 42 responses and 100% due to multiple responses)

Response category	Number	%
Drive less / reduce trips	13	31%
Ride bike / walk more	10	24%
Better mileage vehicles / hybrids	8	19%

Carpooling	7	17%
More mass transit	6	14%
Other	5	12%

D. Consumer goods (more than 42 responses and 100% due to multiple responses)

<u>Response category</u>	<u>Number</u>	<u>%</u>
Buy local	13	31%
Buy less	12	29%
Seek durability	7	17%
Reuse / reduce disposing of items	6	14%
Other	4	10%

4. Compared to the start of this conference, rate your confidence in explaining the concept of “ecological footprints” to family, friends, and co-workers:

<u>Choice</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
A. Less confident	0	0%
B. No change	1	2%
C. Increased some	17	40%
D. Increased a lot	22	52%
Non-response	2	5%

5. This conference was worthwhile and relevant Low 1 2 3 4 5 High

<u>Choice</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
1	0	0%
2	0	0%
3	2	5%
4	15	36%
5	22	52%
Non-response	3	7%

Average: 4.51

How/How not? (selected representative comments).

- Keynotes: I would have been delighted to listen (to Dr. Rees) and learn all day long. Bill Rees needed more time. Bill Rees pretty deep for me. Fred Kirschenmann was excellent, spiritual and well prepared and practical.
- I was impressed that Governor Vilsack attended, spoke and took questions – quite a compliment to Iowa Environmental Council.
- Informative – presenters and information booths and displays both. Made great new acquaintances – networking is always key at events such as this
- Really brought the theme of how all our special interests are so connected and we have to think of them in that manner.
- We are trying to educate our high school and middle school environmental clubs about this theme during the school year – perfect timing!
- It gave me knowledge I can use on my own and ways to present this to others

6. Suggestions for next year or other comments? (selected representative comments).

- I feel so inspired after this conference and am planning on writing my thesis using some of these concepts. This has been extremely helpful to me. Thank you for having the conference!
- Use local foods and identify sources. Better attention to footprint of meal. No Styrofoam.
- Thanks for taking such an ambitious conference – well worth my time and I hope you think it was worth yours so you’ll do it again. It was great to see kids here!
- Room not large enough or laid out properly for size of attendance. Liked the setting of the Botanical Center. Room setup more favorable to see screen.
- This was a great conference – better than any previous I’ve attended. I preferred the format of being together for the program all day (no break-out sessions).
- More on “changes” that can be made by the individual regarding what to do and not do! As much practical application and examples as possible.
- This conference was excellent: well organized, great speakers, crucial topic.
- One suggestion / request: I’d like to hear a bit more critical engagement with the question of different scales of response to our environmental problems – i.e., how much more can we ultimately achieve through collective political action than through volunteer individual lifestyle choices.



Instructional Materials for K-12 classrooms

Ecological Footprint Calculator and Lessons: Measure your ecological footprint. Easy interactive quiz measures your individual impact on the planet, and urges creative thinking about how to reduce your footprint. Links to lesson plans and other resources. For elementary students, see <http://www.kidsfootprint.org> For older students: <http://www.myfootprint.org>

Environmental Research Portal for High School Students: A team of EPA environmental educators have created a new web site based on the Guidelines for Excellence in EE to help high school students find good environmental information. The web site contains easy to find information about air and water issues, waste and recycling, conservation, health and safety, ecosystems, and community environmental conditions. It also links interested students to internship and scholarship opportunities, environmental careers and community involvement projects. <http://www.epa.gov/highschool/>

The Global Education Project: This comprehensive resource summarizes the conditions of the world's ecology and humanity and how they affect each other. A valuable tool for anyone teaching about or striving to understand the world's complex environmental and humanitarian challenges. <http://www.theglobaleducationproject.org/index.shtml>

Affluenza (56 min./VHS). Available from PBS: This film uses personal stories, expert commentary, and vintage film clips to explore the personal, social, and ecological impacts of heavy consumerism. www.pbs.org/kcts/affluenza/index.html To order a VHS copy, contact Bullfrog Films at 1-800-543-FROG, by e-mail at bullfrog@igc.org, and on the Web at www.bullfrogfilms.com.

Counting on People: Elementary Population and Environmental Activities. Available from Zero Population Growth: "Counting on People is an exploratory guide to help elementary students understand their connections to other people, all living things and the world around them." <http://www.populationeducation.org>

Multiplying People, Dividing Resources: Global Math activities. Available from Zero Population Growth. For grades 5-10, this curriculum teaches math through current global issues, including population growth, biodiversity, climate change, and natural resource use. <http://www.populationeducation.org>

Pachamama: Our Earth, Our Future. Available from the UN Environmental Program. Introduction for young people to the environmental challenges of the 21st century. Includes personal accounts from young people around the world, poems, illustrations, and more. <http://www.earthprint.com/show.htm>

Sharing a Small World: Environmental Activities for Young Learners. Available from Zero Population Growth. A collection activities that helps learners ages 4-7 explore their connection to other people, all living things, and the environment, including population dynamics, resource use, and human impact on the environment. <http://www.populationeducation.org>

Material World: A Global Family Portrait by Peter Menzel. Random House. (1995) Families around the world are pictured standing among all their possessions. An excellent starting point for exploring needs vs. wants from a global perspective. Available at bookstores or at www.amazon.com.

United Nations "Cyberschoolbus": The UN 'cyberschoolbus' offers multiple lesson plans, curricula, on-line games and quizzes, and interactive maps and databases that help students use global data and research.

www.un.org/cyberschoolbus

World Population Video. Available from Zero Population Growth. Seven minute graphic presentation of human population growth over all of human history from 1 AD to 2030, as dots light up on a map to represent millions of people in the world. Very powerful for all ages <http://www.populationeducation.org>

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