

Q1 Why do you think energy literacy is important for Alberta students?

Answered: 13 Skipped: 0

#	RESPONSES	DATE
1	Literacy in general is important, and energy literacy is no different. Education enables everyone to be able to take the facts, read and research, and formulate their own opinions. We need to present ALL sides in order for a complete and thorough understanding of the situation.	3/5/2020 6:57 PM
2	So they can gain a more realistic understanding of the challenges and options apart from all the political rhetoric	3/5/2020 5:20 PM
3	We are in a time of transition. Individuals a governments sat all levels need to take responsibility for the climate crises. Our world will be so different by 2050 as the global temperatures rise. Young people need yo be ready to learn abougg th innovations that will get us off of fossil fuels. Many countries have s as breadth set goals to not allow gas cars on their roads. Germany has lead the way in the area of solar and wind. Alberta has the social capital ie intelligent people to move in this direction too.	3/5/2020 3:22 PM
4	Correct info regarding the environment and innovation for the future.	2/13/2020 11:06 AM
5	It's important for all students, regardless of jurisdiction, because energy use impacts our emissions, water use, land use, and other social and environmental impacts. But it's particularly important for Alberta because our economy is heavily weighted to energy production. And we generate almost every type apart from nuclear and large-scale hydro.	2/11/2020 7:25 AM
6	Without it, how can you make any informed decisions, without hydrocarbons, the planet could probably only sustain 1 to 2 billion people, as it did before the industrial revolution and cars, ships and aircraft.	2/10/2020 11:33 AM
7	Preparation for future budgeting of household expenses. Students should understand the impact of their energy choices - environment and costs. Students should understand the Alberta energy market and be able to accurately compare it to other markets. Students should understand local policies related to energy and how these ponies will affect their future.	2/6/2020 2:21 PM
8	Alberta students seem to be predominantly energy-privileged, and due to the impression in Alberta that our dominant industry is oil and gas, conversations about energy outside the classroom may lack balance and depth regarding limitations, costs, and impacts of energy generation and consumption. Understanding where energy comes from, the amount of effort it takes to produce it, and being able to understand its actual value and holistic costs will help students make informed choices about how we interact with energy in the future.	2/4/2020 4:29 PM
9	The primary driver of human beings' quality of life is energy.	1/29/2020 11:09 AM
10	Thinking to the future generations, an understanding of the positive and negative impact of decisions with regards to meeting the energy needs is critical. The economy and quality of life must be balanced with sustainability.	1/29/2020 10:04 AM
11	With a growing population in Alberta / Canada / the World, the need for alternative energy, cleaner energy, and for energy efficiency will be a major challenge for our future generations.	1/28/2020 6:15 PM
12	It is an important part of our everyday lives, it is part of Alberta's economy, it is a critical issue with respect to climate change	1/28/2020 5:19 PM
13	Students, as citizens, need to understand the full scope of energy in Alberta from history to present.	1/28/2020 4:39 PM

Q2 Some believe that, as part of our response to the 'climate crisis,' we should teach our children more about energy. Do you agree? Please explain your answer.

Answered: 12 Skipped: 1

#	RESPONSES	DATE
1	More about ALL energy - yes. Not just oil & gas, but also all sustainable and renewable energies. "Energy" is more than oil and gas.	3/5/2020 6:57 PM
2	Yes. It's oversimplified to suggest stopping the use of fossil fuels in Canada is going to have an impact on climate change.	3/5/2020 5:20 PM
3	Alternate energy sources is definitely a must. They are doing this all over the country and world. Alberta needs to diversify their economy.	3/5/2020 3:22 PM
4	I think there needs to be a balance. Discussing it every year in science and social, students tend to tune out. I think more discussion of the science behind it, needs to be discussed.	2/13/2020 11:06 AM
5	Yes. All energy production has impacts. Period. Students should understand the pros and cons to each, as well as intricacies on energy produced in Alberta versus other parts of the world.	2/11/2020 7:25 AM
6	Yes, because we need all forms of energy to keep the planet's population healthy, and help the third world transform to hydrocarbons (preferably natural gas) away from burning dung and chopping down trees.	2/10/2020 11:33 AM
7	Yes. Students should understand the impact of their personal energy choices as well as public policy.	2/6/2020 2:21 PM
8	Yes. Children need to know the actual source of much of the human impact driving climate change is from fossil fuel generated energy. They also need to know that most of our solar panels are manufactured in China and that it takes energy to get them over here, so energy literacy, including efficiency and consumption patterns, needs to be taught to students to help establish the ability to critically assess and evaluate choices.	2/4/2020 4:29 PM
9	I think we should teach our children more about solutions. Energy is only a small part of that. Culture, the exclusion of nature from economic valuation, a focus on growth, and having more, excluding ourselves from the web of life that is nature - all of these must be included. Systems thinking needs to be foregrounded, a recognition of the interconnectedness of things. Energy is but a small part of that.	1/29/2020 11:09 AM
10	I agree because we need to fully understand the impact of our decisions. Though the demand for energy is not the sole cause of the climate crisis it does have an impact on the production of greenhouse gases. We need to continue to gain understanding of the factors that impact our environment and the potential climate crisis.	1/29/2020 10:04 AM
11	Yes absolutely. Whether we in Alberta like it or not, climate change is affecting the marketability of fossil fuels, and we need to start looking at what our energy generation is going to look like in the face of a heating planet, a mounting ecological crisis, and a growing population in the years and decades to come.	1/28/2020 6:15 PM
12	I do, but we have to be careful what we mean by a balanced approach. We cannot pretend that the burning of oil, gas, and coal does not affect the climate, and that Alberta can continue on unabated producing them.	1/28/2020 5:19 PM

Q3 Name the most important thing that you think Albertans should know about energy

Answered: 12 Skipped: 1

#	RESPONSES	DATE
1	That renewables are possible!	3/5/2020 6:57 PM
2	What strategies can be deployed locally, nationally and globally	3/5/2020 5:20 PM
3	We need to think 7 generations ahead. What do we know about science and th Ed climate cross and how can we prevent catastrophic loss to people and ecosystems the world over	3/5/2020 3:22 PM
4	Students need to know where their energy comes from in their communities.	2/13/2020 11:06 AM
5	All energy use has an impact; the nature of each energy source's impacts is key.	2/11/2020 7:25 AM
6	Without it, we cannot survive and it needs to be reliable and inexpensive. That oil and gas revenues and taxes can help fund clean energy in the future as well as social programs like healthcare, jwelfare and education.	2/10/2020 11:33 AM
7	Albertans should be able to critically compare whole energy costs - including environmental and social costs of energy or fuel.	2/6/2020 2:21 PM
8	That it is generated in a variety of ways, and understanding this holistically can make our lives better.	2/4/2020 4:29 PM
9	Unintended consequences of use	1/29/2020 11:09 AM
10	There are many forms of energy and the ability to understand the positive and negative impacts are important if future generations are going to make informed decisions.	1/29/2020 10:04 AM
11	The scientific connection between fossil fuel outputs and climate change.	1/28/2020 6:15 PM
12	That we are all responsible for its effects on our lives, both good and bad.	1/28/2020 5:19 PM

Q4 Write down any key concepts or 'big ideas' you think Alberta students should learn about energy during their time in the K-12 education system. This could be knowledge, skills, or attitudes - or a combination of these.

Answered: 12 Skipped: 1

#	RESPONSES	DATE
1	That "energy" encompasses more than just oil and gas. There are so many other forms of energy - wave/water, wind, solar, and so on. O&G is important - it is a part of the overall picture - but it is not the ONLY source of energy available.	3/5/2020 6:57 PM
2	How individual choices affect the common good.. Learning technical skills which can reduce impacts of fossil fuels. Learning technical skills to improve alternative energy sources.	3/5/2020 5:20 PM
3	Alternate energy sources, take tours of solar homes, wind power stations, have pen pals in Germany Norway so they can write to young people about what is happening in their countries. Communicate and talk to experts in alternate energy fields, environmental science. Students are going to have to be problem solvers. They will have to decide how they are going to spend their time in more fuel efficient ways, grow good in greenhouses, learn to raise chicken, rabbits. It is actually fun to learn to be more responsible for the planet and be resilient at the same time.	3/5/2020 3:22 PM
4	Students need to know pros and cons of various energy sources. They should be required to test each method. We should also be discussing, what is happening around the world.	2/13/2020 11:06 AM
5	- All energy sources and their impacts - Opportunities for energy efficiency - Alberta's opportunities to provide energy and related products that the future requires of us	2/11/2020 7:25 AM
6	That its abundance is the reason human population has grown from 1 billion in 1800 to 7.6 billion in 2019 and the projection of close to 10 billion in the future. This will require hydrocarbons as the prime source of energy in the third world for years to come. Teach them economics.	2/10/2020 11:33 AM
7	Energy storage. Renewable vs non renewable. Net zero energy. Energy efficiency at home including benefits. Community energy. Power purchase agreements. Grid and micro grids. Transportation energy. Energy footprint of e-commerce.	2/6/2020 2:21 PM
8	- where energy comes from, where it goes, and how it gets there - emergent impacts from the generation, storage, transmission and consumption of energy: environmental, social, economic (positive, such as AEDs, emergency health, literacy/safety with lighting, heat/cooling, transportation, and negative, such as climate change, changes in land use and biodiversity impacts). - the values based choices - do we stop going to the moon? or just find alternate ways to go to the grocery store? can we tolerate a bit of change? or no change at all? what does that look like?	2/4/2020 4:29 PM
9	Transformation - where does it come from, where does it go? Losses - consider how many conversions a particular form of useable energy goes through VALUE of energy - leads to energy efficient habits Connection between energy and quality of life - evaluate if this is necessarily true, or what gives life meaning. Who/what is harmed or disturbed in order for me to have energy	1/29/2020 11:09 AM
10	- an entrepreneurial approach to problem solving - a data informed decision making process - critical thinking skills to allow for exploration of key concepts with a mind to validity and multiple perspectives	1/29/2020 10:04 AM
11	1. Fossil fuel usage & emissions contributes to growing GHGs, which contributes to climate change. It is a hard truth to accept in our province, I hate to acknowledge it, but there's no getting around it (even with climate change denialism). Please don't report me to the War Room. 2. Alternate energies are available, viable, and increasingly cost effective - what we need are government, policy, corporate, and personal commitments to move in this direction. 3. There is a place for fossil fuels in our energy future, but their demand and usage must shrink. We must cut emissions as fast as we can, and transition away from coal completely. LNG will work short term, but even that has to have a shelf life. Oil must be used only for production purposes. We have to be looking at renewables and seriously consider nuclear in Canada and the Western World. 4. Regardless of the energy options we employ in the future, energy efficiency and conservation are goals we all need to learn about and improve upon	1/28/2020 6:15 PM
12	-Impacts of burning fossil fuels on environment, economy, community design -alternative energy sources -how Alberta can take energy expertise and become world leaders in alternative sources	1/28/2020 5:19 PM

Q5 In your day to day life, through conversations with colleagues or what appears in the media - do you perceive any common knowledge gaps when it comes to energy? If so, please name them.

Answered: 12 Skipped: 1

#	RESPONSES	DATE
1	That "energy" is solely O&G ... that really ruffles my feathers ... people that say "energy" when they only mean oil and gas.	3/5/2020 6:57 PM
2	The biggest gap is realism. We cannot move away from fossil fuels overnight. We need a strategy.	3/5/2020 5:20 PM
3	In this province, people are putting their blinders on and wishing this would all go away ie climate science, climate change. People need to be open and listen to each other. We need to get prepared. If nothing had happens at least we learn along the way. If tragedy happens at least our children knew we tried to prepare them	3/5/2020 3:22 PM
4	Students need to hear information from both sides. I find some communities focus on parent views, not looking and understanding sustainability and the future.	2/13/2020 11:06 AM
5	- Canadian oil & gas vs International oil & gas - Lifecycle impacts of renewables - Battery storage requirements and impacts - Link between affordable energy and prosperity	2/11/2020 7:25 AM
6	The importance of past climate cycles such as the Roman warming period, the Medieval warming period and the little ice age and how it has been as warm or warmer , much colder (Ice Age) because of natural cycles in the earths rotation, the sun's activity and earths rotational axis. Its not just CO2, which has increased as population growth skyrocketed, but the planet has been warming and cooling long before there was a serious human footprint on the planet.	2/10/2020 11:33 AM
7	Solar works well in Alberta - could teach how to estimate energy production. And energy consumption of household devices.	2/6/2020 2:21 PM
8	- that we need to choose between one source or the other - solar OR oil, coal OR hydro, renewable OR fossil fuels, when, in reality, there is likely a good use for each of those, that they are not mutually exclusive. - that Alberta doesn't want to support renewable energy, when this is untrue, Airdrie has the largest rooftop solar system, Raymond is net-zero, even the Municipal Development Plan for the Regional Municipality of Wood Buffalo (Fort McMurray) commits itself to "Explore renewable energy sources" and "Promote development practices that reduce greenhouse gas emissions", and has solar panels on their municipal operations centre.	2/4/2020 4:29 PM
9	Media overwhelmingly underinforms public on the unintended consequences we face thanks to our continued energy-hungry lifestyles. - unintended consequences of energy production (habitat destruction, water pollution, atmospheric pollution) Misconception: Natural gas as a clean energy source - yes, much less particulate emission than coal; no, with fugitive emissions, not necessarily less GHG contributions	1/29/2020 11:09 AM
10	There is a mistrust of doomsday predictions about a potential climate crisis. There is a disconnect between the rhetoric that is preached by the leading climate crisis "experts" and their actions. This leads to a polarized, narrow minded view of the true issues at hand.	1/29/2020 10:04 AM
11	1. That climate change is a hoax, that the science behind anthropogenic climate change "isn't settled" and that the rest of the world - China, India, Russia, and the USA doesn't care about reducing emissions. 2. That there is no connection between severe weather (drought, hurricanes, polar vortex) and climate change 3. Renewables are inefficient and too costly, so they can never replace fossil fuels. 4. That renewable technology (e.x. batteries, solar panels, geothermal) are clean tech that leave no environmental footprint. (They do, of course, and that is what we need to mitigate).	1/28/2020 6:15 PM
12	-lack of understanding of climate change and its long term impacts -pretense that "the science is still out" on climate change -lack of realization that Alberta needs to look to the future, rather than trying to recreate the energy sector of the past	1/28/2020 5:19 PM

Q6 Many commentators have called for a 'de-polarization' of the energy conversation in Alberta and in Canada. Do you think this is important? Please explain your answer.

Answered: 11 Skipped: 2

#	RESPONSES	DATE
1	Absolutely! We need to be able to hear other's opinions with respect and an intent to learn from each other. What works for one doesn't work for all.	3/5/2020 6:57 PM
2	Yes. The solution lies in the middle. Kenney has to get his head out of the oil sand. Environmentalists need to wake up to reality. Unless people are prepared to make massive personal sacrifices we will never see a change for the better	3/5/2020 5:20 PM
3	Yes we need to listen more and put our heads together to get a plan together.	3/5/2020 3:22 PM
4	Hugely important. Becoming increasingly impossible to even discuss energy. See "Energy Futures Lab" for tools and narratives to de-polarize the conversation.	2/11/2020 7:25 AM
5	Very important, right now its the tail wagging the dog. A balanced viewpoint and less alarmist ideas would go a long way to helping. The need for hydrocarbons is not going away and the rest of the world producers are selling it , using it to either fund alternative energy or pay down debt, which in turn will free up money for the new economy.	2/10/2020 11:33 AM
6	Yes. 'Energy transition' is extremely polarized. Impacts of energy and global trends should be presented without bias.	2/6/2020 2:21 PM
7	I'm not sure about de-polarization, but it definitely needs to be de-politicized. Energy is energy, and if it can be sourced to people in a safe manner, provide jobs, and help us establish a sustainable future, then any political party should be able to get onside with that. the hole in the ozone layer was not a political issue - despite the impact to industry through the reduction/regulation of CFCs in refrigerants and aerosols.	2/4/2020 4:29 PM
8	Yes; widening the circles of people who understand the issues surrounding the climate crisis is of paramount importance to our ability to respond with urgent action. I would welcome nonviolent communication training / practice in the 5-step conversation method. We have to understand the fears involved in the polarization of the conversation, and connect with one another, to move forward peacefully together. (Not everyone will be reached, but the circles can be wider!)	1/29/2020 11:09 AM
9	Absolutely...we need to put our heads together and determine what the true issues are and start to move forward rather than the stalemate stance that we currently are in.	1/29/2020 10:04 AM
10	Absolutely. How we do that in this age of Trump, war rooms, and social media is the \$1,000,000,000 questions.	1/28/2020 6:15 PM
11	Yes I do; however, I have seen little evidence that most Albertans are willing to even entertain the possibility that the energy sector here has to change - even just for economic reasons. The world is changing, and too many Albertans think that they can just close their eyes and the reality of our global situation vis a vis climate change will go away. We are going to be economically left behind, and will realize that we have to change when it's too late.	1/28/2020 5:19 PM

Q7 Much of current curriculum covers energy as a science topic, do you think students need to learn about energy from a social perspective? If so, what should they learn?

Answered: 12 Skipped: 1

#	RESPONSES	DATE
1	YES! Social science involves every aspect of our society. Boom and bust cycles alone figure heavily into a society's / community's ability to withstand climate change, for example.	3/5/2020 6:57 PM
2	Ultimately we will be governed by the socio political realities of climate change, not the science.	3/5/2020 5:20 PM
3	Yes we are going to have millions of climate refugees arriving in Canada and we are going to need to figure out how to feed our climate refugees from the north and our new friends from places where they are losing their hind due to rising waters, dried up desserts, fire devastated places, tornado and hurricane swept locations. We're going to have to get along with less.	3/5/2020 3:22 PM
4	It is important to understand the various stakeholders and their point of view. It is hard to teach.	2/13/2020 11:06 AM
5	Yes, energy has broad social, economic, and political perspectives that should be learned, including indigenous impact. But it needs to be rooted in science. Too much of the polarizing narratives have lost their basis in science.	2/11/2020 7:25 AM
6	From a geography standpoint and a social one, the oil revolution has allowed the population to expand at a staggering rate and provide better conditions around the globe. Take a reliable energy source away from us and the world population will start to collapse. Banning hydrocarbons will hurt the third world most, if we truly want to help them we should be sending them our oil and gas and we should be transitioning to low carbon alternatives. Energy is not just about "us", it is what helps the starving masses survive and get ahead.	2/10/2020 11:33 AM
7	Yes. Energy is science, social and financial. Health and socioeconomic impacts of energy projects Community energy plans. Current events - global trends, local initiatives, local government policies.	2/6/2020 2:21 PM
8	Yes - though my children have come home with discussions on climate change from their social studies classes rather than their science classes, so I'd like to see climate science in science class. Energy definitely needs to be in science class, but there are economic and social impacts from Energy industries, where social impacts are felt, that would not be covered in a discussion about electrons and combustion. i believe it is discussed as a contributor to GDP, but its impacts on local social systems (not just national ones) should be discussed as well, though in combination with other factors that impact local communities (migration of population, change in job markets, value shifts, etc)	2/4/2020 4:29 PM
9	YES. Brad Stelfox showed an interesting graph at Recharge 2019 - agriculture's rise and fall, now oil & gas' rise and fall in Alberta. Circular economics / the cyclical nature of resource-based economies, the limits of our extraction from nature. An exploration of our own limits (I can't do everything I want to do. Why? Because I don't have time. Because I don't have the energy. Because I don't have the resources. Mostly because I don't have time though, and there is nothing I can do about that. I know the boundaries within which I live. Students should be introduced to the Planetary Boundaries framework (https://www.stockholmresilience.org/research/planetary-boundaries/planetary-boundaries/about-the-research/the-nine-planetary-boundaries.html), which aim to define what similar boundaries exist for our planet. How are we doing with those? What do we do in response? This is a great conversation for Social Studies (e.g. in the context of globalization, of citizenship), which could be combined with letter-writing activities in English Language Arts. Students should learn how to interact with their elected representatives. This could be on any topic that they feel strongly about, but should be a formal part of curriculum to write to / meet with municipal councillor, MLA, MP. It took me 35 years to start doing that. That is not good citizenship!	1/29/2020 11:09 AM
10	Absolutely! The balance between science and social perspectives should be interconnected.	1/29/2020 10:04 AM
11	Absolutely. We cover it extensively in Social Studies and in CTS classrooms. I'm the guy you need to talk to about that. The debate in our subject is a multiple perspectives, inquiry topic between reconciling environmental sustainability with the economy, and how best to do it...?	1/28/2020 6:15 PM
12	Yes, of course they need to - it's part of society because it impacts us all. We are on one planet. We have one atmosphere. We are all in this together, like it or not. Our decisions today impact the ecological, economic, and social world of tomorrow.	1/28/2020 5:19 PM

Q8 We believe that learning about energy must connect to at least two closely related topics: environment, and climate. Do you agree? If so, feel free to flag key environment or climate concepts in the space below - and please note that we've already captured many such ideas in our 'Curriculum for a Sustainable Future.'

Answered: 11 Skipped: 2

#	RESPONSES	DATE
1	Yes, I agree. I think the boom and bust cycle also needs to be researched over several decades, and correlations drawn between our successes and failures as a society during each part of the cycle.	3/5/2020 6:57 PM
2	Yes this is critical.it would be useful for students to look at the short and long term impacts of climate change on the environment and economy beyond their immediate locale.	3/5/2020 5:20 PM
3	Yes I agree Climate change effects Surviving in a new economy Planning your permaculture backyard Permaculture city planning Food for all Living with less and loving it Building you sustainable net zero homes Preserving food for the winter Canning because you can!! How to build stuff It doesn't have to be scary but just prepare kidd for a sustainable future	3/5/2020 3:22 PM
4	Agree.	2/13/2020 11:06 AM
5	Yes	2/11/2020 7:25 AM
6	Yes ,a key concept could be the need for cheap energy in the Third World. If we could stop people in the Third World from burning dung (over 2 billion people) and transitioned them to natural gas, we could clean up a massive amount of CO2 production and help them get ahead. Oil and gas has many uses which cannot be replaced in the near future, this is using oil not as an energy source but to make products, be they fertilisers, plastics, road surfaces etc. So burning oil is not its only use, we need children to understand how important this is.. Reducing waste and cutting down on energy consumption (conservation) is a key concept.	2/10/2020 11:33 AM
7	Sustainability is the economic system operating within the social structures which are developed within the natural laws and boundaries of our world (see the nested circles model of sustainability). Energy flows between the natural, social and economic systems, influenced by and influencing all three. I think leaving out the economic and social impacts of energy is dangerous, because these also influence how we interact, and these are within our influence - natural laws are not. Also, the key concept from the Curriculum for a Sustainable Future ES 6 talks about cradle to grave, whereas nature relies on a cradle to cradle perspective - a grave is just the cradle for another to grow.	2/4/2020 4:29 PM
8	How does the environment use energy? Intended, "unintended" consequences (e.g., spread of fertile soils through winds etc) Climate vs. weather. How are the properties of water different at 1C global average surface temperature increase? (higher vapour pressure - more water vapour in the atmosphere - changes droughts / precipitation etc) Average surface temperature increase of 1 C - what does that mean for our oceans? (The heat capacity of water vs. the heat capacity of gas/air - impact on ocean life forms, oxygen-producing organisms, storm formation etc)	1/29/2020 11:09 AM
9	I do agree with a caveat. We need to look closely at the economic side of things as well. I think many of the key concepts are covered in the document you have created.	1/29/2020 10:04 AM
10	Yes. Its important to also talk about growing (human) population and the growing ecological crisis on our planet, and the human connections to that (e.x. overdevelopment, industry, etc.)	1/28/2020 6:15 PM
11	Yes, obviously. Alberta is known as a laggard around the world regarding fossil fuels and climate change. We should be showing leadership since we already know so much about energy.	1/28/2020 5:19 PM

Q9 Anything else you'd like us to know?

Answered: 8 Skipped: 5

#	RESPONSES	DATE
1	Nothing more to add. It's a complex discussion.	3/5/2020 5:20 PM
2	This is awesome to know f sad one one is out there thinking about the future for our youth.	3/5/2020 3:22 PM
3	There are great resources and professionals in organizations like the Energy Futures Lab, Alberta Innovates, etc that can provide perspectives rooted in science and environment, with an optimistic view on Alberta's role in achieving a low-carbon future.	2/11/2020 7:25 AM
4	Present a balanced view on the need for energy for the planet to survive and how that energy needs to be a cleaner source but also not too expensive and 100% reliable.	2/10/2020 11:33 AM
5	Thank you for your work!	1/29/2020 11:09 AM
6	Yes, don't forget about us teachers in Lethbridge and Southern Alberta. Come down and have a working lunch with us. We are amicable folk who would love to support the AEEC more.	1/28/2020 6:15 PM
7	I am very concerned about the move away from renewable energy support in this province. We are going to be in economic disaster if we don't get this right, never mind the devastating impacts on the planet.	1/28/2020 5:19 PM
8	Rural input, which may have important points, directly from the lives of our rural Albertan life, that would not be represented in the meetings in the cities. How will you collect these points of view?	1/28/2020 4:39 PM