

Recycling and Emission for High Schools in Granite School District

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Executive Summary

The great demands for energy by technological advances have a side effect of releasing excess carbon emissions. This side effect is one that has become a concern. Each person plays a part in leaving a carbon footprint. Collectively the footprint can do a lot of damage. Humans, animals, and plants are all affected. Recycling is one way to reduce a person's carbon footprint. Energy efficiency in vehicles focusing on lowering emissions is another way. These ideas are failing to curb the annual emission of many tons of carbon. The Green Avengers believe that proper recycling and a better awareness of carbon emissions will help these ideas have a better effect on our carbon footprint.

In order to achieve better awareness of emissions and proper recycling our focus group have come up with a plan focusing on educating high school students from Granite School District. Using the internet as a tool, we believe the best way to teach these students about reducing their carbon footprint is to create a personalized "youtube" video. The video will show effective reduction of emissions and proper recycling in an entertaining way that caters to their age group and their interests. By implementing the points in the video, the youth of our community will be empowered in reducing their carbon footprint.

Project Description

The Green Avengers want to educate the high school students of Granite School District on the importance of proper recycling and reducing emissions. We as a group realized that while we were in high school recycling and emissions were barely touched upon. We want to find a way to reach out to children and get them motivated to becoming more environmentally aware. It was hard to get in touch with anyone of the district itself, we used our own experiences as a reference and talked to a few people from grade schools, to find out what their schools were doing.

For this project we have formed a group of five students from the COMM 1010-01 class. Our group is called "The Green Avengers". As a group we were given a few different options to choose from for the ream project assignments. We unanimously voted to take on "Case Study #4: Our Carbon Footprint". We chose this case study because there was so much we could do with it. It was also the only one that let the focus be up to us.

This lead to obstacles because at first because we had our focus too broad and we've had to constantly narrows down who we were going to focus on; finally we decided to have our focus be on the students of the eight high schools in Granite School District. We also chose to narrow down the entirety of the carbon footprint to just proper recycling and emissions.

In order to get this important decision made we made effective use of our in-class meetings, and everyone was also prepared for the meeting before hand. We also made sure to contact each other via e-mail at least once between meetings, keeping track of deadlines and tracking progress. By taking on individual roles, doing research, and intently discussing the issues, we have come together as an effective team in order to find what we believe is the best solution for educating Granite School District high school students on recycling and emissions.

Methods

Our team used the reflective thinking process to reach our solution. Reflective thinking involves personal consideration of a person's own learning. It asks what worked, what didn't, and what needs improvement. This process was helpful in narrowing down out top six solutions to one. During group meetings we made sure that everyone had a voice, and we considered all possibilities.

Problem Question

The question our case study came with was "What can we, as a group of a few students, do help reduce the carbon footprint of our school?" The case study also stated that we could change the question to focus on whatever group we wanted. The first thing we did after choosing this case study was to broaden the focus to cover Salt Lake City.

During the next meeting we decided to narrow down our original broad question in two ways. The two ways are by only looking at the students in Granite School District and only focus on recycling and emissions. The question for The Green Avengers became. "How can we, as a group of few students, make the students of Granite School District aware of proper recycling and the effects of emissions?"

In the third meeting after finding out just how many schools are in Granite School District we came to the conclusion that a solution that counted for all the schools might not be a feasible plan. So once again we narrowed down our focus. The final form of our question became, "How can we, as a group of few students, make the high school students of Granite School District aware of proper recycling and the effects of emissions?"

Analyzing the Problem

In order to come up with a solution The Green Avengers first had to get to the heart of the problem. Each member of the team was assigned an area to research. Learning about each of the research areas helped our team in making decisions about the criteria for a solution, and later the solution itself.

The characteristic of the problem was researched by Krystal Davis. The symptoms of the problem are the amount of war in landfills and in the air, and how this is affecting our climate, air quality and food supply. The positive aspects are that many schools that do some work to help reduce our carbon footprint. These positive aspects include some classrooms having recycling bins and schools providing busses for children living outside of a certain area.

Julius Ulygia made a list of possible stakeholders after the first meeting. As a group we narrowed down the stakeholders to match our narrowed down question. The three main groups of stakeholders are humans, animals, and plants. In these main groups Julius came up with subgroups, each subgroup has its' own motives and goals. For our team to come up with a solution we had to speculate at what each subgroups motives and goals were. Students (ages 5-18) would mostly like want to receive a reward. A person with breathing problems would have a simpler goal of wanting to have easier time breathing. Teachers may have the goal of fulfilling their job duties or out of desire to help children. It is also possible that all groups could have a genuine desire to want to improve the environment. We focused mainly on the human stakeholders because we felt they were the ones most directly relevant.

Miciala Wood did the research on the history. She found that people have tried to reduce their carbon footprint by carpooling, reducing travel, turning off lights, recycling and saving as

much energy as possible. These solutions have helped the environment but more people need to do these to make an impact.

Renaë Hellon did the research on the regulations for recycling. She found that only some kinds of plastic can be recycled, but there is always a mark someone saying if it can be. In Salt Lake City glass has to be taken to a drop off and be divided into bins of different colored class. Some items can even give a person money, like scrap metal and aluminum cans. The only expense is the individual's time and gas. Batteries can be mailed to the proper location for getting rid of them, which would only cost postage. Curbside recycling has rules and they can refuse to pick up bins that do not follow them. A fine may also follow.

Setting Criteria

For there to be a good solution that we could follow through with we needed to set ground rules. Our team came up with seven rules to be our criteria for the solution.

1. Apply principles of effective communication that we are learning in class.
2. Be achievable within our four week time frame.
3. Cost less than twenty dollars.
4. Reach as many children in Granite School District as possible.
5. Don't take too much time away from the normal classroom schedule for these students.
6. Not to take too much of our individual time.
7. Be realistic

Brainstorming Solutions

As a group we each came up with six ideas before a meeting then chose the best six from everyone's ideas. Our six best solutions came out to be:

1. Place flyers in schools and libraries.
2. Talk to the people in charge of Granite School District and convince them to implement something district wide.
3. Create a competition among the high schools and reward the high school that makes the most positive change regarding emissions and recycling.
4. Hold an assembly to teach students about proper recycling and emissions.
5. Take schools on a field trip to learn about their carbon footprint.
6. Create a “youtube” video that teachers can play in their classes or that can be posted on the schools’ website.

Analyzing the Solution

Appendix II has a detailed chart showing how we rated each solution to our criteria. Each criterion was rated on scale of zero to five then the scores were added up. The solution with the most points was the one that we chose as our solution. All members of the team poked holes in every solution, making so there was not one solution that got straight high scores because we happened to like it even the final solution did not have all high scores.

Our chosen solution was to create a “youtube” video outlining our ideas on proper recycling and how to reduce emissions. A video is something that would not take a lot of time from teachers and could even be incorporated into a class lesson. It also is something that does not have to take time away from classes in any sense because it could be posted to a website. The Green Avengers took the time to think of problems with this solution and come up with easy fixes. Too prevent the video from being boring we think that we should create skits or have people from the schools appear in the videos. Youtube is sometimes blocked in schools so to combat that we can upload a video on other websites.

Implementing the Solution

The Green Avengers came up with several things that we needed to do in order for us to be able to implement our solution. We would need to attain a camera, which wouldn't be a problem because Renae already owns a video camera. Each member of the team came up with a task that they could do to make the solution a reality. Krystal who was already the recorder for the group chose to write a script for the video. Julius would be the reporter interviewing and giving information. Micaila would be the person editing the film to create the final product. And Milyssa would go around to schools to promote the video.

Conclusion

In order to make a change in the world towards reducing our carbon footprint we need to educate our youth about the importance of it. There are many other things that they can do besides recycling and being aware of emissions, but they need to start somewhere. If more people would recycle and be mindful of their emissions then we could take a giant step in the direction of reducing our carbon footprint. After reaching about the issue and considering all angles in meetings The Green Avengers have come up with a plan that will not add to the problem already at hand, and might be able to reach more than our target audience through the internet.

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Appendix I: Team Contract

Team Norms

Relational Norms

1. Everyone must be included in all aspects of group project.
2. No shooting down an idea in a negative way.
3. Be positive and have a good attitude.

Task Norms

1. If we have to miss a meeting, we will email our info to all members at least one day in advance.
2. Everyone gives a highlight of the task they completed on their own at the beginning of each meeting.
3. At least one hour committed to this project a week.

Consequences of Breaking Norms

1. If a member doesn't commit their time and do the work, their participation score goes down.
2. If you miss a meeting without warning, bring treats next time.

Team Member Roles

Task Roles:

Leader: Julius Ulugia

Recorder: Krystal Davis

Editor: Renae Hellon

Power Point Expert: Micaila Wood

Gatekeeper: Milyssa Law

Relational Roles:

Keep it Together-er: Julius Ulugia

Listener: Krystal Davis

Harmonizer: Renae Hellon

Tension-Reliever: Micaila Wood

Sensor: Milyssa Law

Appendix II: Criteria Chart

Criteria Chart	Solution 1: Flyers	Solution 2: Talk to the Source	Solution 3: Competition	Solution 4: Assembly	Solution 5: Field Trip	Solution 6: Video
Criterion 1: Apply principles of effective communication	1	2	4	3	4	5
Criterion 2: Be achievable in 4 weeks	5	5	3	5	0	5
Criterion 3: Cost less than \$20	3	5	1	4	0	5
Criterion 4: Reach as many children as possible	4	3	5	5	2	5
Criterion 5: Don't take too much time away from normal classroom schedule	5	3	3	4	1	4
Criterion 6: Not take too much of our individual time	1	3	4	2	0	3
Criterion 7: Be Realistic	4	5	3	4	0	5
Totals	23	21	23	27	7	32