Personal Environmental Action Plan Overview

Purpose: Egan Jr. High is making an effort to “go green”; allowing students to build responsible habits relating to consumption and waste management. In keeping with this goal, the 8th grade science department is overseeing a project, in which students look at their local environment and attempt to make positive changes. This could include consuming less electricity, water, paper, and plastics, or reusing, or recycling, those materials that are used. Perhaps students will start composting at home, become a “localvore”, volunteer at a local non-profit, or create a project no one else could have imagined. The possibilities are endless. As long as the student looks at her/his own immediate environment, identifies a problem and works toward a solution. However, please note that appropriate difficulty of topic is part of the grade (see rubric).

Method: Students will work alone or with up to 3 partners of their choosing. They will determine their own plan of action for making a positive impact on their environment. Students should expect to spend about 4-6* hours per student during the facilitation of their idea. So, a pair of students should tackle a project that will take about 8-12 hours to complete. That time DOES NOT include the planning, or presentation of the project in class during Earth Week.

For example, one student might spend 5 minutes a day making sure power is not being wasted in their home for 4 months, while monitoring the power bill each month for savings.

We are asking students to develop their Personal Environmental Action Plan to incorporate the scientific method and investigation. Here is how it might work. The action that students have taken (for example, making sure that lights are turned off at home) is the manipulated variable. The student could then measure the difference using the utility bills, which is the responding variable. In other words, the student should make every effort to quantify their impact. Finally, the student should analyze other variables that could have effected any changes in power usage besides just turning off lights, like # of people in the house, extreme weather, etc. and make conclusions about the effects of the behavioral changes made.

Students MUST document their project and progress with pictures and/or video.

*Please note that this is just a guideline and will vary from project to project. Most students will probably choose to spend more time on their project.
**Timeline:**  
Sept 6 - 16- Students complete action plan and begin researching topic and designing project  
**End of September – April** - Students manage their project. It may take all 6 months or it could be completed much earlier. It depends on the type of project.  
**April 16-20** Students present results of project during Earth Week

**Assessment:** This project is open-ended by design, as the most important goal is for the student to find any way to make a difference. All projects will be presented during class in a format of the student’s choosing (iMovie, PowerPoint/Keynote, poster board, a or traditional tri-fold display board) during Earth Week.  
The project does have a point value (100 points, see grading rubric) and will account for some portion of the student’s grade for Quarter1-3. But “getting an A” isn’t the main focus of this project. Its value comes from Egan Vikings realizing their potential when it comes to making small changes that have a big impact. That being said, students can get the grade as well if they follow the guidelines, keep up with the checkpoints, and pay attention to the grading rubric.