

# Recycling Awareness Campaign

**Experiment Background:** Our class has finished some very interesting readings, experiments, and activities surrounding the environmental issue of recycling. This week you and a small group of students will prepare a recycling awareness campaign. Make sure that you read the project criteria and rubric so that you know exactly how you will be graded.

**Project Instructions:** You and your cooperative group need to create a recycling awareness campaign for our school. This can be delivered in a variety of ways. Here are a few example ideas: news broadcast, brochure, poster, speech, and skit. You will need to do some research in addition to using all of our readings and lab notes.

- Criteria:**
1. Students identify 4 or more reasonable, barriers/problems that need to change
  2. Students identify more than 4 reasonable possible solutions/strategies to encourage change.
  3. Students include 4 or more high-quality examples or pieces of data to support their campaign.
  4. Students create an original, accurate and interesting product that adequately addresses the issue.
  5. Each group should divide the task responsibilities evenly.
  6. Each group should listen to everyone's ideas.
  7. Everyone in the group should do about the same amount of work.
  8. Materials should be shared by everyone in the group.



# Recycling Awareness Campaign Rubric

<b>Criteria</b>	<b>Needs Improvement 1</b>	<b>Satisfactory 2</b>	<b>Good 3</b>	<b>Excellent 4</b>	<b>Score</b>
<b>Brainstorming – Problems</b>	<i>Students identify fewer than 2 reasonable barriers/problems that need to change.</i>	<i>Students identify at least 2 reasonable barriers/problems that need to change.</i>	<i>Students identify at least 3 reasonable barriers/problems that need to change.</i>	<i>Students identify 4 or more reasonable, barriers/problems that need to change.</i>	
<b>Brainstorming – Solutions</b>	<i>Students identify fewer than 2 reasonable possible solutions/strategies to encourage change.</i>	<i>Students identify at least 2 reasonable possible solutions/strategies to encourage change.</i>	<i>Students identify at least 3 reasonable possible solutions/strategies to encourage change.</i>	<i>Students identify more than 4 reasonable possible solutions/strategies to encourage change.</i>	
<b>Research/Statistical Data</b>	<i>Students include fewer than 2 high-quality examples or pieces of data to support their campaign.</i>	<i>Students include at least 2 high-quality examples or pieces of data to support their campaign.</i>	<i>Students include at least 3 high-quality examples or pieces of data to support their campaign.</i>	<i>Students include 4 or more high-quality examples or pieces of data to support their campaign.</i>	
<b>Campaign/Product</b>	<i>Students create a product that inadequately addresses the issue.</i>	<i>Students create an accurate product that adequately addresses the issue.</i>	<i>Students create an accurate product that adequately addresses the issue.</i>	<i>Students create an original, accurate and interesting product that adequately addresses the issue.</i>	

Adapted from Rubistar ©2002 Al Tec, the University of Kansas

*You and each member of your group will be completing this form as a self-assessment.*

## Cooperative Group Assessment

	<b>Never</b>	<b>Sometimes</b>	<b>Almost Always</b>	<b>Always</b>
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<b><i>My group divided the task responsibilities evenly.</i></b>				
<b><i>My group listened to everyone's ideas.</i></b>				
<b><i>Everyone in my group did the about the same amount of work.</i></b>				
<b><i>My group members shared materials.</i></b>				