



PROJECT 2 : Creation of Public Campaign on Environmental Impacts of Smartphones

Student Planning Sheet: Lesson 1

Fostering Informed Decisions

Name:

Date:

Directions: Alone or with a group, complete this worksheet using information found in Grand Challenge 5. Save the information gathered around policy development and stakeholder engagement to use when developing your public campaign on environmental impacts of Smartphones.

OVERVIEW

In creating a campaign to inform and persuade others, students will need to understand how to analyze the problem, understand who needs to be involved in decision making and implementing a given solution. In the Environmental Engineering for the 21st Century study, Grand Challenge 5 explores ways to “Foster Informed Decisions and Actions”.

This is not about changing people’s preferences or making the public “care” more about the environment. Rather, it is about equipping people with options that provide solutions and with information to make wise choices based on an understanding of the potential outcomes and costs associated with each course of action and the potential risks from inaction (page 66).

- 1. **Scenario:** The school wants to change the dress code. In order for that to happen, there will need to be a new policy in the school. Read pages 66-67 on the concepts of understanding and stakeholder engagement.

How would you want this to happen? (Should it be a collaboration with students? Is it a decision that only administration should make? Who would be affected and how?)

What would you want to know about this decision? (What do you need to understand?)

How would you want to participate?



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2. The choices made by individuals or groups can have spill-over impacts on the well-being of others. **Scenario:** A farmer needs to decide how much nitrogen fertilizer to apply to the field. The benefits of this fertilizer are a higher yield of crops. Using the concept of a “triple bottom line” approach answer the questions below.

TRIPLE BOTTOM LINE APPROACH

1. Financial returns 2. Environmental impacts 3. Social responsibilities

What is the impact for the farmer?

What is the impact for the environment?

Who else might be affected by the farmer’s decisions?
Does the farmer have a social responsibility to others?

3. Create a policy solution for an ‘environmental issue’ at your school. The first step in the activity is to understand the four elements of policy solutions:
- A. Providing information**
 - B. Changing the decision context**
 - C. Creating incentives**
 - D. Setting rules and regulations**

Read pages 73-76 to gather information about the four elements of policy solutions.

Identify an environmental issue at the school that you believe needs to be addressed. Use the provide worksheet on the next page or create a presentation in PowerPoint/Google Slides or a video to best showcase your policy solution. Some examples might be: too many students driving to school, food waste in the cafeteria, not enough students using the recycling bins.



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Identify and explain the problem/issue at your school:

A. Providing information (What information do you need to provide to bring awareness to the problem?)

B. Changing the decision context (How can you reduce barriers to make the behavior modification easier?)

C. Creating incentives (What incentives can you provide to encourage behavior change?)

D. Setting Rules & Regulations (What school rules and regulations could be implemented for your solution?)