



# Sustainable Action Fund Grant Program

## SMALL GRANT FINAL REPORT GUIDELINES

**Final report completed retroactively by Kyle Wunderlin, SAF Outreach Coordinator 2015-2016**

**Project Name:** Bringing Knowledge to Plastics

**Project Team:** Geoffrey Mosher, Michael Hatcher, John McMinn, Luigi Di Nardo

**Project Advisor:** Wendy Wilhelm, CBE

**Project Stakeholder(s):** Katrina Buckman, Tutoring Center; Carol Berry, Office of Sustainability; Rob Lopresti, Library

**Date that project was worked on from start to finish:** 4/21/2015-5/12/2105

**Awarded Funds from Sustainable Action Fund Grant Program:** \$1,151

**Actual Project Cost:** \$1,049.47

*One of the most important functions of this grant program is to keep track of projects funded by the Sustainable Action Fund and report back to the student population. The information in this final report will provide important feedback/advice for future projects. Please submit this report to the Sustainable Action Fund Grant Program Coordinator upon final implementation of your project.*

### 1. PROJECT SUMMARY

a. Accomplishments and successes – what went well?

The team had the opportunity to do some class raps and hand billing to market the event. The event contained all the main elements for which the team originally hoped: it had student attendance, the students seemed moved by the film, the event featured the Fish, Learn, Win game, and there was a Q&A with the director at the end. Students were asked to engage in the idea of sustainable consumption by playing the game, watching the film, and at the end signing a pledge brought by the director's team, in exchange for reusable bamboo straws.

b. Goals of the project

a. What did you set out to accomplish?

- Increase campus awareness about plastic pollution and how it affects the environment.
  - Create a call to action from participants to change or modify some of their habits and fight the problem of plastics.
- Educate students and viewers on how to recycle properly and some alternatives to plastics.
- Alternatives include: Reusable and BPA free water bottles, reusable mason jars.
  - Using a marketing strategy attract more than 100 students.

b. What campus need were you trying to fill?

They were hoping to inject emotion into the idea of waste sorting, and linking the process to the goal, ultimately encouraging students to take advantage of the sorting resources already available on campus.

c. Challenges and obstacles

- c. What were the challenges/obstacles in this project and how did you handle them?  
The roll-out of this event was on too small of a timeline. To handle that, the team cut out some portions of their original plan, including some marketing efforts like hanging banners around campus. Also, they had intended to do run waste sorting workshops, but it appears due to either lack of organization or lack of interest those workshops did not occur.
- d. What did you have to change from your original application submission?  
See above, banners were not printed and workshops were not held. It is unknown if the before and after knowledge and emotional investment surveys the team intended to issue were completed, as the faculty advisor is on sabbatical.
- e. What would you like to have known before you started the project?
- f. What improvements or recommendations would you change about the grant process?

**2. SUSTAINABILITY IMPACT**

- a. Did your project tie into any broader campus sustainability initiatives? If yes, please describe.  
The project aligned with Western's zero waste goals. The team wanted to directly influence the way students sort waste, and indirectly their purchasing habits.
- b. What quantitative and/or qualitative sustainable impacts did your project have? For quantitative impacts, please provide documentation for the data you provide (if applicable, include sources and equations).  
N/A
- c. Do you expect on-going benefits (annual cost savings, etc.)? Please include estimates of these impacts. Please include documentation for the benefits you provide (if applicable include sources and equations).  
N/A

**3. CONCLUSIONS AND NEXT STEPS**

- a. Will your project continue on into the future, and if yes, who will be carrying on the project?  
No
- b. What are the next steps for this project?  
This project may not have any more steps, but it may be beneficial to continue making documentary viewings and associated educational events available to the Western body as we encourage social and structural changes.
- c. How should this project be replicated in other areas on campus?

This specific project does not need to be replicated elsewhere on campus. However, this project was a good dry-run for these types of events on campus. From it, we learned that events need to be planned well in advance to give adequate time for marketing. This event was attended almost exclusively by people in the team's marketing class/department. Even though a Facebook event and emailed invite went out, the event was not very well publicized and had little name recognition. We would like to have a broader reach, which may come through publicizing more, further in advance, and to specific groups of people that might have an interest in the event in question.

Additionally, because planning and funding events like these are so time and money consuming, we should be sure to get the most bang for our buck. Having multiple viewings, workshops, making the speaker accessible to a wide variety of the campus body, or leveraging existing events might help us get the most use out of the resources made available by the project.

Students that attended this event were not given many options of improvement at the end. Events that put people at odds with their habits, especially those that target emotional reactions, should at the end offer some kind of hope. This could be, for example, concrete ways in which people can reduce their impact on and off campus/in their daily lives. The director did not address the potential for change well in her presentation, so we should be sure that teams have a backup plan for education. Students were engaged in the idea of the film, but not all that talkative. We should try to do exercises to break the ice, encourage conversation, personal reactions, etc., to reduce that dialogue barrier.

- d. What could the Sustainable Action Fund Grant Program staff have done better to advise or help your project?

N/A

- e. What group of students, academic department(s), or faculty/staff on campus do you want to know about your project that might not know about it?

There are a lot of people that could have benefitted that didn't know about the event. It was not very well attended by staff or faculty. Also, there are special interest clubs on campus like Students for Sustainable Water, Students for Sustainable Food, and so on that did not attend the event. In the future we (SAF staff) can help student groups target marketing more.