

# BANVANWASTE

## Project Charter

### Project Description or Elevator Pitch

Educating, engaging, and achieving youth involvement in zero-waste using social media. Inspiring young people to take action and get involved.

### Objectives

- Integrate Social Media into the elementary, highschool, and university curriculums for youth.
  - We want to incorporate social media to harness the energy and potential feedback youth have on climate change via instagram.
- Reward the use of social media instead of punishing kids for using it.
  - Rewrite the stigma that instagram makes all people unproductive and express how we can impact change successfully using this app. Create platforms that let youth have the power to express themselves and interact with BanVanWaste.
- Collaborate with teachers on how to best merge our workshops within classrooms.
  - Set up goal sessions with teachers to find how best align our goals with theirs, while setting up a time length and date of workshop.
- Empower the youth by introducing and educating them.
  - Educating the students about the ever rising issue of climate change, providing them with the resources and keeping them updated via social media.

# Background and Context

The major objective of this project is to empower the youth to become an initiator and a contributor in helping come up with solutions that will help solve some issues of climate change. By introducing the context of climate change, this will help enlighten them of what is happening in their surroundings and what are the major factors contributing to having an unsustainable environment and pollution.

There have been a lot of issues involving climate change, two main issues are having plastic pollution and food waste. BanVanWaste was created to implore the youth by giving them ideas of how they can help lessen waste and help save the environment. This project will be using social media platforms like Instagram and Online Workshops in schools that will be hosted by our team to spread the message of BanVanWaste and to encourage having a Zero Waste lifestyle. The group aims to address the concerns youth have about the ever changing climate and we want to redirect our passion to mitigate this global issue. BanVanWaste is a flexible project that can educate different age groups and skill levels to target its desired audience. The seminars provide youth with the knowledge they need to switch to Zero Waste lifestyle and use social media to communicate with them outside their classrooms and make them more confident to create steps towards a sustainable lifestyle. Young people are the consumers and they will be inheriting the earth and its resources. By educating them we can reduce the potential future damage. Because BanVanWaste is promoting a city that meets the needs of generations to come, the project addresses Vancouver's Greenest City Action Plan and Zero Waste 2040.

## Deliverables

### Workshop-Seminar

BanVanWaste's team of four environmental enthusiasts join elementary, highschool and university classrooms who would like to take part in our interactive workshop-seminars. During this 5, 10, 30, or hour long Zero Waste workshop our team is dedicated to educating, engaging and incorporating social media in a fun yet meaningful way. Since teachers and students vary from classroom to classroom, we take it upon ourselves to have a goal setting meeting with the teacher prior to the seminar date. This is to figure out which time length and start date works best for both parties.

How do we align our Deliverables with our Objectives?

1. Integrate social media into classrooms
  - By hosting workshop seminars that highlight the proper uses of social media, like how to effectively share content through hashtags and stories.
2. Reward the use of social media
  - Bringing our top five zero waste instagram posts and critiquing what we like, dislike and would change about them.
3. Collaborate with teachers

- Setting up goal setting meetings with teachers prior to the event to make sure both our goals are aligned.

### **Presentation Deliverable**

To produce the best results, our team rehearsed in preparation for the both the workshop-seminar, and the in-class presentation. We found that simulating a presentation environment before the final day proved to be extremely effective in nailing our roles, energy and lines to express exactly what BanVanWaste is.

### **Project Report**

Ensuring roles were evenly divided, the group selected two main sessions to produce and edit our final report.

- Workload distribution
- Content production
- Draft editing
- Final edits and formatting

### **Poster**

Designing a high quality, content loaded poster was an essential piece in setting the tone for anyone who views BanVanWaste.

- Poster Brainstorming
- Poster design
- Poster redesign and edits
- Poster finalization
- Publishing of poster on instagram, and presentation

## **Scope**

The scope of our project was the creation of BanVanWaste on social media to proof-of-concept online engagement over zero-waste, and the design of our workshop seminar to be conducted in a classroom setting before a young-student audience. Our target audience was middle school or early highschool students. This would require socially-distanced contact with our partner teacher and their classroom with the intent of providing an educational experience centered around the concept of zero-waste and provide examples of sustainable actions they can engage in.

Items are in scope for this project:

- Instagram social media account and a couple member generated uploads.
- Virtual zero-waste themed workshop seminar.
- Gathering feed-back from our audience over what they liked or didn't like about the presentation.

- Pre-presentation meeting with our partner teacher.

Items are out of scope for this project:

- Physical, in-person session with the student classroom.
- Organizing and mobilizing youth directly.
- Long-term maintenance or promotion of our Instagram account.

## Estimated Effort and Duration

**Total Estimated Project Hours, Duration and Roles:** 10 sessions with Jennifer, lasting an hour. In addition, a weekly two hour group meeting. Project duration from our first team meeting (Sept. 28th), and ending on Dec. 1st 2020. Totalling to over two months of constant, high quality work.

Kai Kristiansen: 30 hours total. Team Coordinator, hosted zoom meetings and updated the group on upcoming tasks that need to be completed such as poster, charter and presentation deadlines . Nominated team goof-ball.

Maanvi Vermani: 30 Hour total. Team Networker, excellence in communication. Co-publisher of Climate\_4\_Youth, main contributor for finding new teachers to work with, and head designer for poster publishing.

Natasha Hale: 30 Hours total. Team Researcher, exceptional persistence in source collection. Valuable contributor in formatting and overall grammar correction.

Leeanne Sagun: 30 hours total. Team Social Media Strategist, important involvement in building and posting content on instagram. Package-deal with her baby brother, the official BanVanWaste mascot.

Jennifer Weldon: 10 hours total. Team MVP, crucial involvement with weekly meetings, and bringing helpful advice with a big smile to every zoom call. We can't thank you enough!

## Milestones

Milestone	Date Completed
First Draft of Charter Due	9 Oct 2020
Midway Presentation	19 Oct 2020
Session with Elementary Teacher	16 Nov 2020

Zoom seminar with Emily Carr Elementary	24 Nov 2020
Final Presentation	25 Nov 2020
HUBBUB #15 (virtual)	4 Dec 2020

## Staffing

**Project Sponsor:** Brad Badelt, Assistant Director, City of Vancouver Sustainability Group

**Project Team Members:** Kai Kristiansen, Maanvi Vermani, Natasha Hale, Leeanne Sagun.

**Project Advisors:** Jennifer Weldon and Mike Smith-Cairn

## Risks (Liabilities)

Risk Area	Level (H/M/L)	Risk Plan
Risk of students not following using social media pages	H	Consider promoting new viral eco-influencers, who have the potential of going viral.
Risk of not being let into schools due to covid	M	Consider options to present to schools online
Risk of not having any collaboration with the City of Vancouver	M	Reach out to people who can help us connect to right connections
Delays or outright rejection with collaboration partners	M	Consider alternative partners or ways to foster volunteerism, allow sufficient time between correspondence and potential deadlines

Team member contracts Covid-19	L	Organize with other team members to redistribute the project workload in the interim
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## Budget and Potential Source of Funds

### Possible Future expenditures

ITEMS	COST
Video Camera -Promotion video of workshop seminar -Samples of what Zero Waste looks like -Film production once inside classrooms	\$279.99 (Canon EOS Rebel T100 18MP DSLR Camera)
Microphone -Conduct interview with students -Create promotion video with audio -Increase quality of instagram videos	\$14.99 (VITAL Clip-On Lapel PC Microphone)
Transportation to Schools -Gas -Vehicle -Bus fare	Dependent on location*
BANVANWASTE website domain -Drive traffic to our website -Database for our seminars -Snippet of our workshop	\$10-15 (Godaddy/Wix)

### Source of Funding

Grants: Social Sciences and Humanities Research Council of Canada (SSHRC):

- Government of Canada Funding, Connection Grants up to \$25,000 for short-term events like media presentations and workshops

- Neighbourhood Small Grant through Vancouver Foundation \$50-500 upon approval by local residents from grant committees.

In the case of additional funding becoming necessary, these are potential sources:

- City of Vancouver, Zero Waste 2040
- Vancouver School Board
- Zero Waste Organizations

## Communication Management

Excellent communication is a critical component of project success. Most project failures are due to communication issues. Project communication management ensures that does not happen. The BanVanWaste team had a weekly update session of an hour with Jennifer and a weekly two hour group meeting via Zoom or Whatsapp group call, to make sure the right messages are being sent, received, and understood by the right people. All updates were regularly communicated in the group by the team members and an official email was sent to Jennifer by one of the members.

There are three primary communication management process:

### 1. Plan communications management

The first step is to plan how the team will manage communications of the project and across all of our stakeholders (teachers and the city). All important factors are addressed in this process:

- The Audience- This a list of stakeholders affected by the project. It also accounts for team members, sponsors, customers and other interested parties. (the city and the teachers)
- The Objective- It discusses the purpose of our communication. That ranges from communication of awareness to requiring action or dividing the content or getting it approved from the stakeholders.
- The Message- This is the actual content that is shared. This can vary with the receiving party. The key component to be communicated includes Schedule, Objective, Risk and Deliverables.
- The Channel- This is how the message will be delivered. It ranged from informal verbal debrief during a team meeting to a formal report emailed.

The communication plan had a detailed layout of exactly what will be sent, to whom, when, how and who is responsible.

### 2. Manage communications

After the plan is created and proved, one of the team members ensured the project is being managed. The plan was being reviewed and updated on a regular basis to reflect on any changes that satisfied both the stakeholders and the customer. This included:

- Creation of messages for communication.

- Transmission or distribution of communications.
- Storage of any communication reports, files or documents.
- Retrieval of any stored communications.

### 3. Monitor communications

It involves monitoring and controlling project communications throughout its entire lifecycle. This included:

- Confirming communications went out as planned.
- Confirming they were received by the proper stakeholders.
- Confirming messages were understood.
- Confirming any relevant feedback was provided to the appropriate project members.

## Conflict Resolution

Conflict, arguments, and change are natural parts of our lives. Conflict resolution is a way for two or more parties to find a peaceful solution to a disagreement among them. The disagreement may be personal, financial, political, or emotional. When a dispute arises, often the best course of action is negotiation to resolve the disagreement.

The goals of negotiation are:

- To produce a solution that all parties can agree to
- To work as quickly as possible to find this solution
- To improve, not hurt, the relationship between the groups in conflict

The main goal of negotiation with your opposition is to come to an agreement that benefits all parties. The BanVanWaste group spent a lot of time talking about conflict resolution through active listening and resolving conflict using a variety of strategies. The 4 step strategy that group followed is

1. Avoiding- Just ignoring or avoiding the conflict as the discomfort of confrontation exceeds the potential reward. When conflict is avoided nothing is resolved.
2. Accommodating- This is the strategy when one party gives in the wishes of the other party but making sure this is a cooperative gesture not assertive.
3. Collaborating- This is the strategy when both parties are collaborating and providing the team with the possibility of working on a collaborative approach.
4. Compromising- This is the strategy used when both parties are assertive and this concept helps resolving issues by giving every party a little bit of what they want.

# Annotated Bibliography

Carpenter, S., Takahashi, B., Cunningham, C., Lertpratchya, A.P. (2016). The roles of social media in promoting sustainability in higher education. *International Journal of Communication*.  
<https://link.gale.com/apps/doc/A478974384/LitRC?u=vanc85972&sid=LitRC&xid=e4ca4e07>. Accessed 3 Dec. 2020.

Social media is a useful tool in spreading environmental messaging and provides an open platform for communication amongst groups and individuals alike. This would be most effective when tied to specific accounts of activism or environmental campaigns which take place offline. The creation of a community setting online provides a space to nurture individual participation among its members. This provides a tool for groups to raise volunteer recruitment and get people involved in events among their specific community. The deliverables of this project covers both sides of this duality of social media and community engagement. Our instagram page would promote examples of zero-waste undertaken by Vancouver residents while our workshop would offer real-life events to educate people on how they can make such contributions.

Malan, H., Challamel, G.A., Silverstein, D., Hoffs, C., Spang, E., Pace, S.A., Malagueno, B.L.R., Gardner, C.D., Wang, M.C., Slusser, W., Jay, J.A. (2020). Impact of a Scalable, Multi-Campus “Foodprint” Seminar on College Students’ Dietary Intake and Dietary Carbon Footprint. *Nutrients*, 12(9): 2890. <https://doi.org/10.3390/nu12092890>

The seminar that was conducted in this article was highly applicable to our own workshop seminar. While our workshop seminar was focused on zero-waste rather than dietary footprints, the insights of their seminar are applicable to our own. It was demonstrated by the dietary seminar that participants overwhelmingly made changes to their behavior once informed of the impacts of their dietary intake. By being educated individuals took what they learned and translated this into more sustainable actions. This can be corroborated by the insights we gathered from our student audience who attested to using what they had already been taught in terms of zero waste and utilized this to inform others in their family how to be less wasteful in their day to day activities. The concept of scalability to the audience in question was also relevant to what we hoped to design into our deliverables.

Reimer, M., Lynes, J., Hickman, G. (2014) A model for developing and assessing youth-based environmental engagement programmes. *Environmental Education Research*, 20(4): 552-574. DOI: 10.1080/13504622.2013.812721

This article draws the connection to youth engagement and environmental stewardship and how this translates to behaviors into adult life. Adolescence and young adulthood are important formative years, and exposure to sustainability action are important for long-term behavior which in turn would have an impact sustainability trend over a human life-span. By focusing our workshop seminar on zero-waste actions that youth themselves can utilize and tie this into the broader concept of sustainability the hope of our workshop

Is that this will foster a lasting effect on our audience and promote a sense of active citizenship that will carry onto the future and broader community.

Tilbury, D. Wortman, D., (2008). How is Community Education Contributing to Sustainability in

Practice? *Applied Environmental Education & Communication*, 7(3): 83-93.  
DOI: 10.1080/15330150802502171

This study makes the case that learner centered and action orientated approaches to Community education is effective in bringing about change. The case is made that the promotion of social marketing programs are not an effective approach to changing people's behavior, and that education in sustainability has better pay off. Providing individuals with information and options to take ownership of sustainability actions translates into real action among the community. A focus on matters of sustainability specific to individual communities should be a priority over more broad-stroke awareness Campaigns. With this in mind we tailored our workshop to focus on education relevant to what was taught in our partner classroom and provide context in how this relates to their community and the City of Vancouver's efforts on sustainability.

Wilhelm, S.A., Schneider, I.E. (2005) Diverse Urban Youth's Nature: Implications for Environmental Education. *Applied Environmental Education & Communication*, 4(2): 103-113.

DOI: 10.1080/15330150590944812

There were a number of discoveries laid out in this article that provided insight into how youth perceive the natural environment. This included things like how they perceive the biotic and abiotic aspects of the environment and how this helps to shape their definition of what the environment is. The one portrayal of nature that was best received among the youth was images or the showcasing of plant life. They were also receptive to a more systems-based analysis of nature and how there are numerous interconnected parts that make up the environment. This helped to inform the need to tie the learning objectives of our seminar workshop with the broader topic of sustainability. By presenting not just what zero-waste means but the wider ramifications of reducing, recycling, and reusing and how these impact other aspects of environmentalism, the youth can utilize their environmental education beyond the scope of our original workshop.

# Project Approval

Kai Kristiansen

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