

# Stacy Asher

## Sustainability Infusion Project

GRPH 421 / Advanced Graphic Design / GD 03 / School of Art, Art History & Design

### **Waste Not / Want Not [Link to Project Brief.]**

Recycling limits what goes to landfills, helping curb climate change by reducing use of fossil fuels as well as limiting excessive use of valuable natural resources. When recyclable items are put into the correct bins with care, it helps ensure materials maintain a high quality, and reduce time, energy and effort in the recycling process. How can graphic design create systems and visual communications to make it easy for people to recycle? Can visual communications in the form of infographics demystify what can and cannot be recycled? How can graphic design artifacts and interfaces be designed to teach people how to handle recyclables properly so that they can be repurposed or turned into something that is durable and useful?

### **Length of Module/Activity**

This project will occur for 4 weeks during the 15 week semester. It will be one of three projects that are completed during the term. It is a module within an upper division design studio course that is part of the core curriculum for a BA and BFA in graphic design. Pre-requisites: GRPH 221, GRPH 321, GRPH 325, GRPH 223

### **Primary Learning Outcomes**

Visually communicate through graphic design, systems that clearly and thoughtfully share knowledge and methods on how to enjoy and appreciate recycling. Design compelling infographics that demonstrate that products made with recycled materials can turn waste into profit. Design effective visual communications directing people to reflect on the consumption of stuff [things touched by the hands of a designer] and the responsibility of disposing of its waste or bi-product accordingly.

### **Sustainability Competency Related Outcomes**

Analyze what is and what isn't something that can be recycled and if it can, at what cost? Become more thoughtful about what you personally consume and how to manage waste responsibly. Learn about sustainable systems through a collaboration with [First Star Recycling Center in Omaha](#). Discover what this company, which is only one of three in the United States, is doing to turn plastic waste into profitable and useful resources such as durable building and construction materials.

### **Identify One or More of the Key Sustainability Competencies Addressed**

This project will embrace the following key competencies: Futures thinking (or anticipatory) competence; Values thinking (or normative) competence; Strategic thinking (or action-oriented) competence; Collaboration (or interpersonal) competence and lastly, systems thinking. The following instructional strategy outlines the activities and how these competencies are achieved.

### **Instructional Strategies: Outline the activities**

Students will conceptualize, design, produce and make public the following graphic design artifacts that demonstrate key competencies listed above. The artifacts will work together as a system in order to produce a comprehensive campaign or messaging delivery strategy. Design a series of artful and compelling graphics that tell stories about waste and its impact on the environment. Strategically convey messaging that encourages people to be more thoughtful about their own patterns of

consumption. The following artifacts will be produced as four deliverables that will be made public and shared as points of departure for conversation and dialogue around recycling and its value.

### **Design Deliverables**

Three large format printed posters [24" X 36" portrait format] and social media graphics campaign [5 - 500 px X 500 px .png or .gif.] will be produced during this module.

1. "Maslow's Hierarchy of Needs" infographic poster.
2. "Waste Analysis Chart" diagram or schematic poster.
3. "Turning Waste into Useful, Durable Materials" what happens to a recyclable item poster.
4. "Waste Not / Want Not" social media campaign graphics. These graphics will be shared and made public through various social media platforms, e-newsletters, and online journals.

### **Resilience and/or Sustainability Connections // Outline of Activity**

Recycling and reusing resources has proven to be of value over periods of limited supply and production. Consider how materials were recycled for war time efforts and when supplies are limited or not available. For the next four weeks engage in design research activities to assist with the formulation of data and ideas for visually communicating about the need for recycling and waste management systems. Discover what impact irresponsible waste management has on the environment. Realize that there are solutions. Gain awareness of your own personal consumption and consider how you can change patterns of behavior, developing a more responsible mode of consumption.

### **Design Research + Methods // Sharing the Knowledge / Increase Awareness / Making it Public**

Design a series of 3, 24" X 36", portrait format, posters that display the results of design research and strategies for communicating about consumption of goods and proper waste management from multiple perspectives. Archive all of the processes, ideation, iterations, sketches, prototypes, and studies you complete for each poster using [Miro](#) to capture the phases of your research. The professionally printed and framed posters will be produced in collaboration with [First Star Recycling Center in Omaha](#) and will be displayed at their corporate offices and various other public events. Publish the communications that are effectively designed on social media channels and other platforms to disseminate the information about responsible waste management. Include your designs in public events where the messages about waste management practices can be showcased and shared with a larger audience.

### **Assessment Strategy**

A formative and/summative assessment will be used. This is one of three main projects for the semester. Each project is worth 100 points. A series of three Design Research Activities worth 10 points each will assist students with formulating their final designs. Each activity is intended to enhance the concept and formal developments of the design deliverables. Activities assist with reaching the goals of the learning outcomes and help students develop skills and strategies to complete the project. Goals, learning activities and assessments within each section of the module/course align with one another and directly with the stated learning objectives. A rubric that outlines 10 key points worth 10 points each will be used to measure the success of the project.

[Link to Rubrics / System for Measuring Success / Assigning a Grade](#)

[Link to Documentation from a similar project in Spring 2020.](#)