



ONE THEME, ONE CAMPUS

www.grossmont.edu/water

WATER WORLD! 2015 Categories

Social Justice:

Entries into this category should focus on issues of social inequity and attempt to address some form of inequity in relation to water. These may include (but are not limited to) issues of access, purity, economic impact, political power and legal issues. Students should address the nature of the inequity and offer suggestions/solutions that would better promote Social Justice.

Conservation:

Entries in the category should focus on the conservation of water as a natural and finite resource. Topics may include (but are not limited to) steps that can be taken by individuals, governmental policies, economic practices, effective transport and/or recycling of water, and technological interventions. Students should consider both current practices and/or technologies and offer suggestions for improvement.

Human Health:

Entries into this category should present a project that focuses on some aspect of water's effects on human health. This may include (but is not limited to), issues of pollution, of water purity, and/or disease. These projects may also consider elements of the health benefits of water and/or the effects of water on the body's performance. The focus may be narrow (a single human body) or may take a broader view and consider water in relation to public health issues.

Practical (Local) Application:

Entries in this category must offer a water project that could actually be implemented in the San Diego region. These entries must be clearly connected to a local, San Diego need and include a proposal for how this plan might be funded if it were to be implemented. The projects may include (but are not limited to) water purity improvements, water conservation promotion/education plans, and projects which improve access and/or conservation of water.



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Rules

Students from any course may choose to enter into any category. Entries must be entered into one of the categories and that category cannot be changed after the event has begun.

Students are encouraged to work in teams, these may include several members (consult with your instructor for further guidelines).

Students must create a presentation for display of their work. This may take the form of a poster, a model, an original work of art, or a media presentation.

Students must have this work on display and be present to represent it on the day(s) of the competition. Teams may divide up the time so that at least one person is present at all times.

Awards for First Place and Runner-Up will be awarded in each category. These awards will be based on a tally of votes from participating students, faculty, and from general viewers. All participating students must submit a fully completed voting form. For all others, voting is optional. Only votes from fully completed forms will be counted.

If your presentation will require the use of campus technology (smart cart, projector, screen, etc.), or if it requires access to electrical power, you must notify your instructor at least two weeks before the event.

In addition to preparing your presentation, you must also submit an information sheet to your instructor (this will be available from your instructor in advance).



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Voting Form

Social Justice:

1st Place _____ (Give the entry #)

Justification:

Runner Up: _____ (Give the entry #)

Justification:



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Conservation:

1st Place _____ (Give the entry #)

Justification:

Runner Up: _____ (Give the entry #)

Justification:



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Voting Form

Human Health:

1st Place _____ (Give the entry #)

Justification:

Runner Up: _____ (Give the entry #)

Justification:



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Voting Form

Practical (Local) Application:

1st Place _____ (Give the entry #)

Justification:

Runner Up: _____ (Give the entry #)

Justification:



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Reflection

How did this project affect your attitudes about water and about the world?

What project, from a category other than the one you entered, could be most useful in helping your team to improve its own project? Explain how.

There were presentations submitted from a number of courses across the disciplines—Math, English, Chemistry, Sociology, Geology, just to name a few. Of all of the entries, which one most made you rethink your ideas about the discipline it came from? How and why?