

GUIDELINES FOR CONSERVATION PSYCHOLOGY COMMUNITY GREENING PROJECT

Students should identify an ecologically degraded site on the campus (e.g., a greenspace that requires watering and fertilizers to maintain, a spot where students litter), study its potential for ecological restoration, develop a restoration plan, and design an awareness campaign/behavioral intervention for the campus community. The initial identification of a degraded spot that could potentially be restored or developed in an ecologically-positive direction should involve consultation and cooperation with relevant experts on campus (e.g., staff who oversee the physical campus, biologists with knowledge about native species and habitat). The development of the restoration plan and design of a campus campaign/behavioral intervention will require students to apply their knowledge of psychology. For example, if the spot is one that is degraded due to student behavior (e.g., erosion caused by foot traffic), the restoration plan and behavioral intervention will involve asking questions such as the following:

- what behaviors are causing the degradation?
- who is primarily responsible for these behaviors?
- what motivates these behaviors?
- what are the barriers to alternative behavior that would help restore the site?
- what will be the most effective way to inspire behavior change?
- What will it take to sustain this behavior?

Ideally, students will actually implement their plans and observe a tangible positive impact of their efforts. This activity will experientially introduce students to the role of conservation psychologists in sustainability efforts.