Go Green!

TAKE ACTION! SUSTAINABILITY & CONSERVATION BEGIN AT SCHOOL AND AT HOME
What’s the connection between Publix and Green Schools?

It’s very popular to be earth-friendly nowadays. Everyone appears to be jumping on the “green” bandwagon. Every day you hear about new “green” products and services. Ten years ago in 2001, Publix Super Markets, Inc created their Get Into a Green Routine Program, using information that they have learned from conserving resources and reducing waste in their stores for more than 30 years.

They are committed to the responsible use of environmental resources in their stores and in their communities. They know that as sixth grade students you are not too young to make a difference and that the differences you make will impact our communities for a long time to come.

Get the facts and act, you can make a difference!

Sixth Grade Students and Teachers: Welcome to the fourth edition of “Go Green, Protect & Preserve Our Planet.” This is the fourth year that Publix Super Markets has joined with your local newspaper to bring this special publication to all sixth grade students in every public, private, charter and home school in your county.

This Newspaper In Education Program was developed just for you. Most of the students from the first sixth grade class that used this program are now in high school. Many of them have already made a sustainable difference at your school and in your community. What can you do to make your school a little greener? This year’s sixth grade class will be the first to participate in our “Green Your School’s Routine Video Competition.” You will be able to share your school’s routines or new ideas with other sixth grade students across five states.

Go Green!

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What’s the connection between the environment and the newspaper? Well, of course, you recycle newspapers, but the connection is much stronger than that. Your local newspaper provides the latest and most in depth news on all environmental issues, from those pending before Congress to problems in your hometown. The advertisements let you know about green products, from cars to paper towels. You can make the world a little greener just by being informed. What’s more, you can use the newspaper to spread the word yourself — from writing a letter to the editor to sending an announcement about an event your group is sponsoring. Your newspaper is a key tool in working for the environment.

Sprout Some Ideas!
Publix recently published their second Social & Environmental Stewardship Report. You can view it at: Publix.com/sustainability. Although the report is new, their sustainability efforts are not. George Jenkins, affectionately known as Mr. George, founded Publix in the midst of the Great Depression. The idea of conserving resources and reducing waste was not new to him. Corporate Sustainability has played an increasing role every year since then. In 2001, they created their Get Into a Green Routine® Program.

Publix Corporate Sustainability Statement

Publix’s continued success depends upon sustaining our environment, the people in our company and communities, and our business. Publix has always been committed to the responsible use of environmental resources. That’s why we:

Make reductions wherever practical in our consumption of energy, fuel, water and materials by:

- Building new stores that are more energy-efficient than existing stores
- Reducing energy consumption in existing stores
- Minimizing water use while still maintaining the highest standards of sanitation and food safety in the industry
- Reducing fuel use and emissions through fleet modifications, training, and optimization of loads, routing, and delivery schedules
- Evaluating the use and sale of alternative fuels wherever practical

Employ and explore options for the reduction, reuse, and recycling of materials such as:

- Recycling store-generated material destined for landfills
- Working with our suppliers to reduce materials, promote reusable and recyclable materials, and increase the use of recycled content where practical

Promote sustainability with customers, associates, and suppliers, and within the retail industry by:

- Offering environmentally friendly products, such as reusable shopping bags
- Providing customers and associates tips for practicing sustainability at home
- Working with suppliers to identify sustainable product and packaging options

U.S. Dept. of Education has launched a new Green Ribbon Schools Program:

Green Ribbon Schools, is a new program from the U.S. Department of Education, which will recognize schools that have taken great strides in greening their curricula, buildings, school grounds and overall building operations. The Green Ribbon School awards will be given to schools that best exemplify America’s transition to a sustainable economy, from graduating environmentally literate students to effectively managing their carbon footprint. The recognition award encourages state education authorities and school communities to inform themselves as to energy and resource conservation measures that provide opportunities for cost savings and job creation; environmental and behavioral changes to promote health and productivity among all school occupants; and the use of environmental education to ensure interdisciplinary learning about the key relationships between the environment and humans, reinforce STEM content knowledge and thinking skills, and develop students’ civic engagement skills.


WEBSITE: http://www2.ed.gov/programs/green-ribbon-schools

FACEBOOK: http://www.facebook.com/EDGreenRibbonSchools

Are you ready to green your school? Well, let’s get started and find out!
Your ecological footprint is a measure of how much land, water and resources it takes to support your lifestyle and consumption. More specifically, it is a calculation of human demand — for housing, food, transportation, and more — in relation to how quickly the earth can absorb waste and regenerate resources. The footprint is currently based on scientific data and international standards that were developed in 2006.

The United States as a nation has the highest ecological footprint in the world. It's frequently noted that if all 6.8 billion residents of the earth lived as Americans do, we would need five planets. The world’s population today uses 1.4 planets, meaning it takes one year and five months to regenerate what we use in one year. (www.footprintstandards.org)

Dr. Mathis Wackernagel, the co-creator of the concept of an ecological footprint, co-authored “Our Ecological Footprint: Reducing Human Impact on the Earth” with William Rees in 1996. The widely used calculator helps business and government leaders make policy decisions based on data rather than having to guess. It incorporates some hidden costs — such as the cost of transporting the food you eat or clothing you buy to the store in your neighborhood. Dr. Wackernagel has compared the system to an accounting tool we would use to understand how much money we are earning in comparison to how much we are spending.

Data gathered within the scientific fields of ecology (especially fisheries), environmental science, forestry, atmospheric science and climatology and geography are all required to calculate today’s footprint. It is a useful tool to help us understand how what we buy, how we travel and what we throw away can impact the earth. It can measure which changes (like recycling) have the most impact and help us make smarter daily choices.

Carbon Footprint
1. a measure of the amount of carbon dioxide released into the atmosphere by a single endeavor or by a company, household, or individual through day-to-day activities over a given period
2. the amount of greenhouse gases and specifically carbon dioxide emitted by something (as a person’s activities or a product’s manufacture and transport) during a given period

Eco Footprint
1. the measure of how fast we consume natural resources, generate waste as compared to how fast nature can regenerate natural resources

Climate Change:
a change in a measurable property of the climate (e.g. average temperature) that persists for an extended period, typically decades or longer. Such changes can be due to natural variability or to human activity

Consumption:
to eat or take in, or to use (people consume energy when they watch television or drive a car)

Greenhouse Gas:
natural or manmade gases that trap heat in the atmosphere and contribute to the greenhouse effect. These include water vapor, carbon dioxide, methane, nitrous oxide, and fluorinated gases.

Photovoltaic:
voltage produced when exposed to radiant energy, especially light.

Solar Energy:
Energy from the sun, which can be converted into other forms of energy such as heat or electricity.

Start a carbon-free day (week or month) at your school:
» Walk, bike, skateboard, rollerblade or take a bus to school. Just make sure to stay safe. Ask your school about a SAFE ROUTES TO SCHOOL PROGRAM (www.saferoutesinfo.org). This program has lots of tips for students and families, like forming “walking school buses” led by one or two adults.
» Talk to parents about the possibility of carpooling to school.
» Start a NO IDLE ZONE at your school: by asking school visitors, parents who are picking up or dropping off their kids, bus drivers waiting to pick up or drop off kids or any vehicles that are stopped for 30 seconds or longer in your zone to shut off their vehicle.

What else could be done to lower your school’s carbon footprint?

Calculate Your Footprint
- www.epa.gov/climatechange/kids/calc/index.html
- www.footprintstandards.org/calculator
- www.nature.org/greenliving/carboncalculator/index.htm
- www.zerofootprintkids.org
Weather versus Climate

Weather is a specific event or condition that happens over a period of hours or days. For example, a thunderstorm, a snowstorm, and today's temperature all describe the weather.

Climate refers to the average weather conditions in a place over many years (usually at least 30 years). For example, the climate in Minneapolis is cold and snowy in the winter, while Miami's climate is hot and humid. The average climate around the world is called global climate.

FACT: There's more carbon dioxide in the atmosphere now than at any other time in at least 650,000 years!

Scientists can compare the amount of carbon dioxide in the atmosphere today with the amount of carbon dioxide trapped in ancient ice cores, which show that the atmosphere had less carbon dioxide in the past. Source: EPA's Climate Change Indicators (2010).

Global Temperature Shifts

The average global temperature now is about where it was a decade ago, but scientists say global warming is still the long-term trend.

Average Global Temperature Anomaly
Departure from 1961-1990 average

Source: Hadley Center for Climate Prediction and Research - THE NEW YORK TIMES

Solar Energy brings light to Publix stores

Publix is working with the Florida Solar Energy Center and several other companies that are proficient in solar integration to conduct Photovoltaic* Feasibility System Pilots to determine how best to integrate photovoltaic systems into their stores and offices. They have been researching photovoltaics. They have four operating photovoltaic systems — one on each of these locations: GreenWise Market Palm Beach Gardens; GreenWise Market Boca Raton; Publix at Miami Lakes; and the corporate office in Lakeland.

www.publix.com/sustainability

FACT: There's more carbon dioxide in the atmosphere now than at any other time in at least 650,000 years!

For more information on solar energy and how to be energy efficient at home, go to:
- www1.eere.energy.gov/kids/roofs/
Working together to make a difference

Everyone in your community or at your school needs to work together to form a balance between the three pillars of sustainability — environment, society and economy. Each one of your states has statewide department that works with or coordinates efforts for other agencies.

The EPA (Environmental Protection Agency) has a program specifically for middle school students such as yourself … the "Make A Difference Campaign for Middle School Students" is aimed at educating and engaging you in resource conservation and environmental protection. This campaign helps you make informed decisions for protecting the environment in your day-to-day life. The following resources will inspire you to reduce, reuse, and recycle waste — to "make a difference" at home, at school, and in your community.

www.epa.gov/osw/education/mad.htm

WHAT IS THE AGENCY IN YOUR STATE?

> ALABAMA Department of Environmental Management, www.adem.state.al.us/default.cnt
> FLORIDA Department of Environmental Protection, www.dep.state.fl.us
> GEORGIA Environmental Protection Division, www.gaepd.org
> SOUTH CAROLINA Department of Health & Environmental Control, www.scdhec.gov
> TENNESSEE Department of Environment & Conservation, www.tennessee.gov/environment

Conservation:
A careful preservation and protection of our natural resources will help sustain our environment for future generations.

Sustainability:
In ecological terms, sustainability is a method of harvesting or using a resource so that the resource is not depleted or permanently damaged. It also relates to the lifestyle that incorporates use of sustainable methods and choices.

Publix is making a difference:

In 2001, Publix created Get Into a Green Routine™, a program for environmental responsibility. The program began with education and emphasis on energy conservation, and has extended to waste reduction, recycling, and conservation of other resources, including water.

Through Get Into a Green Routine™ and other conservation projects like lighting and refrigeration improvements, Publix has saved more than 1 billion kilowatt hours which equals a reduction of more than 760,000 tons of greenhouse gas and enough kilowatt hours to power 83,000 homes for a year (assuming the typical home uses 1,000 kWh a month for a year).

These efforts have helped us reduce company wide electricity usage by over 9 percent in existing stores and by 23 percent in new store designs.

See how Publix measures its own environmental impact by reading their Social & Environmental Stewardship Report, available at www.publix.com/sustainability

You Can Make a Difference!
It can be as simple as:
- Changing one light bulb
- Using a reusable water bottle or lunchbox
- Walking or biking to school
- Switching from disposable grocery bags to reusable bags
- Reading the newspaper or your favorite magazine online
The vast majority of energy used in the U.S. food system (approximately 80 percent) goes to processing, packaging, transporting, storing and preparing food. Produce in the U.S. travels, on average, 1,300 - 2,000 miles from farm to consumer. Since 1970, truck shipping has dramatically increased, replacing more energy efficient transportation by rail and water. Local food systems can reduce “food miles” and transportation costs, offering significant energy savings.

**Go to publix.com/sustainability**

**REUSE**

**Buy used.** Buying things that have been used before means that your purchase doesn’t use more resources or energy. If the item is still reusable when you’re through with it, then the next person to use it is not using additional resources either. You can find retro clothes, room accessories, and even sports equipment at your local thrift store.

**Share with friends.** Another way to save resources and energy is to swap with friends and family instead of buying brand-new products. Maybe you and your friends like the same video games. Why not share your games instead of each of you owning the same game? Or maybe you can rent the game first to see if you really want to own it.

**RECYCLE**

*Purchase Recycled Products.* These days recycled paper is everywhere – in everything from cool greeting cards to toilet tissue and computer paper. “Post-consumer” recycling – buying and reusing a product that already has been recycled – is best. Choosing recycled paper products cuts waste and saves trees, which provide animal habitats. Trees also help keep us healthy by taking greenhouse gases, such as carbon dioxide, out of the air. Of course, paper isn’t the only recycled product. You even can find great clothes made from recycled fibers and much more.

**ACTIVITY**

Go to publix.com/sustainability to see what the count is on the ticker today. Using the information on the ticker below, what do you think it will be next week at this time? How about one month?

**“Paper, Plastic or Neither!”**

Publix has sold more than 13 million reusable shopping bags, and given away many more. These reusable bags, first introduced in mid 2007, are recyclable. Publix is reducing the use of paper and plastic grocery bags by encouraging the use of reusable bags, and through the distribution of free reusable bags through various partnerships. One such partnership is this Newspaper In Education program.

In an average month, Publix is saving more than 40 million paper and plastic grocery bags thanks to customers opting for Publix reusable bags. So far these initiatives have helped Publix reduce its use of paper and plastic grocery bags by over one million per day. Paper and plastic grocery bags saved each year at Publix, exceed 400 million thanks to customers opting for Publix reusable bags.

Visit the grocery store with a parent. Find five items that are made of recycled products and compare the prices to similar items that are not partially recycled.

Go to publix.com/sustainability to see what the count is on the ticker today. Using the information on the ticker below, what do you think it will be next week at this time? How about one month?

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Total Paper and Plastic Grocery Bags Saved Thanks to Customers Opting for Publix Reusable Bags

1551205039
Match these four sectors in the United States with the amount of fresh water they use each day:

A. 142 billion gallons of water
B. 136 billion gallons each day
C. 43 billion gallons each day
D. 20 billion gallons each day

_____ 1. HOUSEHOLDS, BUSINESSES AND CITIES, including firefighting, public pools and street cleaning.
_____ 2. POWER PLANTS to cool energy created from fossil fuels, nuclear and geothermal sources.
_____ 3. AGRICULTURE, for crop irrigation and dairies, fish farms and livestock.
_____ 4. MANUFACTURING AND MINING, for cooling in industrial processes for making paper, steel and other products.

Would you drink water from a mud puddle or a retention pond? Not even on a dare, right? But why not?

We are surrounded by water, but only one percent of it is usable by humans for drinking, bathing, cooking and other household uses. Water that is untreated for human use contains viruses and other pathogens that can cause illness. Retention pond water may contain fertilizers, insecticides and other chemicals used to maintain grass and landscape plants. Those chemicals, along with oil and dirt from roads, wash into ponds and other waterways when it rains.

It’s easy to take for granted the clean water that flows out of our faucets every time we want a drink. One billion people in the world don’t have access to safe drinking water.

With population growth, we are using more water, and some countries are grappling with providing a clean and safe water supply. Water shortages and disputes over water are occurring even in the United States.

Stormwater Runoff is created after rain or snow melts in streets, driveways, parking lots and other surfaces that don’t absorb water. When there is a lot of precipitation, dirt, garbage and chemicals can flow with it into waterways and create pollution that harms fish, plants, animals and people.
During a drought that began in 2007, Georgia, Florida and Alabama went to court in a battle over water. Under federal law, water systems, such as rivers, that flow among several states are to be shared by the states. Alabama and Florida argued that Georgia, especially the Atlanta area and its suburbs, were drawing too much drinking water from the lakes and rivers that flow into their states. Georgia's Lake Lanier, for example, flows south into the Chattahoochee River, which supports fish and oyster beds in Florida's Apalachicola Bay. A judge ruled that the City of Atlanta would have to reduce the water it draws from Lake Lanier by 2012. Atlanta area residents are conserving water, but the city does not have an alternate water supply to make up the difference. Today, the drought is over, but the water battle is still unresolved.

**ACTIVITY** Look in the newspaper to find a current example of a drought or a water war. If it is a dispute, who is involved and what rights are they claiming? If it is a drought, what is the government doing to conserve water? How are residents conserving water?
Go Green!

Friends!

Idling Campaign.

for their efforts in implementing a No

Road Intermediate School students

Month, ADEM recognized Airport

Last May, which is Asthma Awareness

parents to sign the No Idling Pledge.

ranked among the top in getting

the Airport Road Intermediate School

ed a No Idling Campaign, however

 teaches sixth-grade math and sci-

ence at Orange Beach Elementary.

In addition to her classroom work,

Siegel started a recycling program at

school and received a technology

grant to make an educational video.

The students, along with

Nicholas, along with teach-

ers, local stores and other

students, conserved water,

planted organic vegetables

on 2.5 acres and started a

recycling program that has

recycled 24,000 tons of

paper to date.

In 2009-2010, Nicholas Valdes, a student at J.S. Robinson Elementary in Plant City, Fla., was a Green Florida Schools Class Finalist.

The school worked to decrease its

operating costs, while increasing

recycling knowledge and encouraging

ecological living. Appliances have been

adapted, monitored and analyzed to

reduce energy usage. The program

has been implemented, at no cost to

the school, through $9,490 in grant

funding. In addition to energy savings,

64,174 pounds of paper have been

recycled within a 12 month period.

5. PINELLAS COUNTY Palm Harbor

Middle School received plati-

num recognition within the Pinellas

Green and Healthy Schools Program.

The school worked to decrease its

operating costs, while increasing

recycling knowledge and encouraging

ecological living. Appliances have been

adapted, monitored and analyzed to

reduce energy usage. The program

has been implemented, at no cost to

the school, through $9,490 in grant

funding. In addition to energy savings,

64,174 pounds of paper have been

recycled within a 12 month period.

6. POLK COUNTY Students at Lawton Chiles Middle

Academy in Lakeland, Fla., researched and cre-

ated an economical and indigenous waste water filter

that reduced the nitrogen content by 48.7 percent and

phosphorus content by 69.7 percent from the industrial

wastewater samples that they had collected. The team is

working with EPA to get their filter approved for use and
to create a new standard to filter pollutants at the source

and mandate its usage. They are also approaching local

companies to discuss the benefits of filtering the indus-

trial wastewater using their filter.

Publix Headquarters, also in Lakeland, Fla.,
has gone solar. It is one of four Publix locations

in Florida that has an operating Photovoltaic* System.

http://publixsolar.com/

1. ELMORE COUNTY Many schools

across Alabama have implement-
ed a No Idling Campaign, however

the Airport Road Intermediate School

ranked among the top in getting

parents to sign the No Idling Pledge.

Last May, which is Asthma Awareness

Month, ADEM recognized Airport

Road Intermediate School students

for their efforts in implementing a No

Idling Campaign.

2. BALDWIN COUNTY Kristin Siegel,

Teacher of the Year this year,
teaches sixth-grade math and sci-

ence at Orange Beach Elementary.

In addition to her classroom work,

Siegel started a recycling program at

the school and received a technology

grant to make an educational video.

Her class chose to focus on Orange

Beach’s biodiesel program, which

fuels the municipal vehicles in the city.

Their video was selected as one of the
top 25 winning videos in a national

contest. Siegel said “Teaching about

the environment is very important to

me. I want to teach the students to be

responsible citizens.”

3. HILLSBOROUGH COUNTY 5th grade stu-
dents in Judy Der’s class at

J.S. Robinson Elementary in

Plant City, Fla., was a Green

Florida Schools Class Finalist

in 2009-2010 for their envi-

ronmental tutoring program

with the Florida Autism

Center of Excellence (FACE).

The students, along with

their FACE partners, planted

80 Florida native trees and a

Florida native plant butterfly
garden at FACE.

4. MIAMI-DADE COUNTY Nicholas Valdes Presi-
dent of the Environmental-

ist Club at Miami Springs

Middle School, was a Green

Florida Schools Student

Finalist in 2009-2010.

Nicholas, along with teach-
ers, local stores and other

students, conserved water,

planted organic vegetables

on 2.5 acres and started a

recycling program that has

recycled 24,000 tons of

paper to date.

A Newspaper in Education publication brought to you by Publix Super Markets, Inc.
7. **WILLIAMSON COUNTY** Poplar Grove School’s grades 5-8’s Green Team in Franklin, Tenn. oversee the recycling program and brainstorm ways to promote recycling and land, water and energy conservation, both at school and at home. The Elementary Green Team collected 164 used ink cartridges and 25 cell phones for recycling. The Middle School Green Team collected 35.1 tons of mixed paper and 6.91 tons of cardboard, plastic and cans. Gently-used soccer uniforms were sent to Ethiopia. Middle School members created a video promoting green living, by documenting recycling contaminants prior to playing their educational video and again after, showing a reduction in recycling contaminants. Sixth graders participate in ecological activities on a three-day field trip to Crow’s Nest Environmental Education Center. Sixth grade students also host the annual used book sale to reuse 4,000 books.

Barbara Orr’s class at Freedom Intermediate School in Franklin, Tenn. organize different environmental programs each year. They launched a single stream recycling campaign in their school that modeled a city-wide recycling program. Another year they discovered a cleaning device that would clean hard surfaces through the ionization of tap water, eliminating the use of cleaning chemicals that were being used at their school building.

8. **RICHLAND COUNTY** Summit Parkway Middle School was recognized as the 2010 Recycling School of the Year by the Carolina Recycling Association. In addition to recycling paper, cardboard, metal/aluminum/plastic cans and bottles, newspaper, and magazines/catalogs, they also recycle fluorescent light bulbs and textbooks (both District Programs) and printer cartridges (Media Center Program). The “Get Fit” magnet program is collecting aluminum pop tops for the Ronald McDonald House and old tennis shoes for recycling. Through a partnership with North Springs Home and Garden Club, seventh grade supplies, monitors and labels plants for use throughout the school to improve air quality. Seventh graders also collect pencil shavings from the classrooms and coffee grounds from the staff coffee pot, which they contribute to the composting efforts of the Center for Inquiry.

Hand Middle School was recognized as the 2010 RESTORE Green Steps School of the Year. They maintain both 4 compost bins outside by their greenhouse and 9 worm bins in the building throughout the school year. They re-introduced both forms of compost to the Butterfly Garden, Carolina Fence Garden, and “Seedfolks” Vegetable Garden. The students pick up left over fruits and veggies at lunch a few times per week and place the materials in one of the compost areas around the school. They were also able to transport 4 bushels of fresh produce to Harvest Hope Food Bank throughout the year.

9. **LEXINGTON COUNTY** Pine Ridge Middle School in West Columbia, S.C., was recognized as the 2010 Certified Green Steps Overall School of the Year for their composting program and vegetable garden. 7th and 8th grade worked to set up two different composting bins during their lunchtime. Pencil shavings collected by the 7th graders from all classrooms and coffee grounds from the staff coffee pot were used for the project along with left-over or wilted salad from the cafeteria, along with leaves from the school and neighborhood grounds.

10. **DEKALB COUNTY** Students at Stephenson Middle School implemented an “in school recycling program” for #1 & #2 plastics. After researching the need for recycling, they designed bulletin boards, made posters and presented to other classes promoting the project. Finally, they arranged for the recyclables to be picked up every two weeks, reducing the schools trash volume.

11. **FULTON COUNTY** Students of Sarah Topper’s class at Greenfield Hebrew Academy in Atlanta were also finalists in a national competition for their efforts in reducing waste at their school. Concerned about the amount of food waste at their school they measured and calculated how much waste the 5th-6th and the 7th-8th graders were disposing at lunchtime for a week. They launched an educational program about the importance of recycling and using a contest between grades, they were able to reduce overall waste, by measuring total lunchtime food waste again post-campaign.
Creating New Products: The slurry can be made into office paper (by adding wood or cotton fibers) or into cereal boxes, cardboard and newsprint.

Breaking Down: Paper is put into a large vat and mixed with water creating a product called a slurry. The slurry is spread on racks, where big rollers can push all the water out.

Tossing: You toss your paper into a bin marked for recycling. Trucks transport the waste to a recycling facility.

Sorting: The paper is separated by type and grade.

What happens to that newspaper you toss into the recycling bin?

What goes around, comes around

DID YOU KNOW?
Each American uses approximately one 100-foot-tall Douglas fir tree in paper and wood products per year.
Source: EPA

These numbers add up . . .

- Every ton of paper recycled saves more than 3.3 cubic yards of landfill space.
- In 2010, 6.35 percent of the paper used in the U.S. was recovered for recycling. This represents an 89 percent increase in the recovery rate since 1990.
- 268 million Americans have access to curbside or drop-off paper recycling programs.
- In 2010, the amount of paper recovered for recycling averaged 334 pounds for each man, woman and child in the United States.

Of all the disposable post-consumer material that is made into new products, paper is among the easiest to recycle.

The individual fibers of paper are degraded somewhat with each new use, so paper has a finite lifespan – usually about seven generations.

Many different grades of paper can be recycled into new products.

NOTEBOOK PAPER: into printing or writing paper, newspaper, or packaging.

NEWSPAPER: into new newsgroup, egg cartons or paperboard.

CARDBOARD: into new cardboard or paperboard packaging.

www.paperrecycles.org
What is the difference between **AN INCANDESCENT AND A CFL BULB?**

- **CFLs:** Last 6 to 10 times longer than standard incandescent bulbs
- **CFLs:** Use 75 percent less energy than ordinary bulbs
- **CFLs:** Generate 75 percent less heat, cutting home cooling costs
- **Up to 25 percent** of our home’s electric bill is for lighting.

**DID YOU KNOW?**
Because CFLs (compact fluorescent bulbs) contain trace amounts of mercury, they must be carefully recycled, usually at a hazardous waste facility.
Most plastics in the U.S. are labeled with the numbers 1 through 7, in line with the code developed in 1988 by the Society of the Plastics Industry. The numbers refer to the type of polymer used to produce the plastic in question.

The numbers do not refer directly to the plastics’ use in recycling. This is confusing when you are trying to recycle them. Number one and number two plastics are the most common and most easily recycled. Plastic containers with the other numbers are recycled differently from one community to the next. Contact your local recycling service to find out your local rules.

These numbers can also help you to decide which products to buy before you use them. If you have a choice between two products when one comes in a bottle that you can recycle in your community and the other comes in a bottle that cannot be recycled, which should you buy? Of course, it is the one you can recycle.

#1 PET (Polyethylene terephthalate): This is the plastic in most clear bottles and is considered to be safe. However it is known to have a porous surface that allows bacteria and flavor to accumulate, so it is best not to keep reusing these bottles as makeshift containers. This would include soda bottles, water bottles and large clear juice bottles. This plastic is picked up by most curbside recycling programs.

#2 HDPE (High-density Polyethylene): This plastic is considered safe and has low risk of leaching. It can be made without color as it is in milk bottles, and it is usually opaque. It can also be dyed any color for laundry/detergent bottles, fabric softeners, bleach, butter tubs and toiletries bottles. It is also picked up by most recycling programs.

#3 PVC (Poly vinyl chloride): This plastic is tough and holds up better against some oils and alcohols, so it is frequently used for salad dressing and cooking oil bottles. There are phthalates in this material – softening chemicals that interfere with hormonal development. It is also used to make food wrap, so you should never cook using food wrap, especially in a microwave oven. #3 plastic is rarely accepted by recycling programs.

#4 LDPE Low-density Polyethylene (This is a lightweight version of HDPE): It is frequently used for garbage, grocery, sandwich, produce and bread bags. This plastic is considered safe, but is unfortunately not often accepted by curbside recycling programs.

#5 PP (Polypropylene): Yogurt cups and similar wide-necked containers are often made from it, as well as water bottles with a cloudy finish. You’ll also find it in medicine bottles, ketchup and syrup bottles, and straws. This plastic is also considered safe, and is increasingly being accepted by curbside recycling programs.

#6 PS (Polystyrene): This is a common plastic with many uses. It is often referred to by a brand name “Styrofoam.” PS is used to make coolers, plastic silverware, food boxes, egg cartons, meat trays and disposable dishes. Evidence is increasingly suggesting that this type of plastic leaches potentially toxic chemicals, especially when heated. PS is very light and expensive to transport. This makes it very expensive to recycle so most communities do not accept PS, however you can recycle Styrofoam at Publix (please be sure to empty and clean cartons).

#7 Other: This number basically means “everything else.” It’s a mixed bag, composed of plastics which were invented after 1987. Polycarbonate falls into this category, including the dreaded BPA. It also includes some baby bottles and food storage containers which resist staining. It is difficult to recycle #7 plastic and most curbside recycling programs won’t accept it.
How Green is my bottle?

By Daniel Goleman and Gregory Norris, New York Times

We think all things “green” should be celebrated, but it’s worth asking: how environmentally friendly are “green” products, really?

Consider, for example, this paragon of eco-virtue: the stainless steel water bottle that lets us hydrate without discarding endless plastic bottles. Using a method called life cycle assessment, we have evaluated the environmental and health impact of a stainless steel thermos — from the extraction and processing of its ingredients, to its manufacture, distribution, use and final disposal. There were some surprises. What we think of as “green” turns out to be less so (and, yes, sometimes more so) than we assume.

So, is stainless steel really better than plastic?

One stainless steel bottle is obviously much worse than one plastic bottle. Producing that 300-gram stainless steel bottle requires seven times as much fossil fuel, releases 14 times more greenhouse gases, demands the extraction of hundreds of times more metal resources and causes hundreds of times more toxic risk to people and ecosystems than making a 32-gram plastic bottle. If you’re planning to take only one drink in your life, buy plastic.

But chances are buying that stainless steel bottle will prevent you from using and then throwing away countless plastic bottles. And think of the harm done to the environment by making more and more plastic — the electricity needed to form polyethylene terephthalate resin into bottles, the fossils fuels burned to produce this electricity, the energy used and emissions released from mining the coal and converting crude oil to fuel, and on and on. What it comes down to is this: if your stainless steel bottle takes the place of 50 plastic bottles, the climate is better off, and if it gets used 500 times, it beats plastic in all the environment-impact categories studied in a life cycle assessment.

It’s important to keep in mind that the 21st century has inherited from the 20th (and sometimes the 19th) manufacturing processes and industrial chemicals that were developed when no one knew — or cared that much — about environmental damage. But even though climate change demands urgent ecological action, this crisis also offers vast entrepreneurial opportunities; we need to re-invent everything with an eye to protecting the planet.
Composting your food, paper and yard waste can reduce what you send to the landfill by one to two-thirds. You can use compost to nourish the plants in and around your home and school.

Composting speeds up the decomposition cycle by creating an ideal environment for microorganisms to break down waste. Still, it takes three months to a year to create good compost for your yard or garden plants.

In a school composting system, many pounds of food can be turned into useful finished compost over the course of a school year. Remember, the total amount of material (food wastes plus bulking material) is reduced by as much as two thirds during the composting process.

There are 4 different compost systems:

**Vermicomposting:** Organic matter is placed in bins with red worms. The worms will break it down into a high-value compost called castings.

**Aerated (Turned) Windrow Composting:** Organic waste is placed or raked into "windrows," which are long piles between 4 and 8 feet high spaced about 14 and 16 feet apart. The windrows need to be turned or aerated so that they can generate sufficient heat and maintain temperatures, and to let oxygen in to the core.

**Aerated Static Pile Composting:** Organic waste is mixed together in one large pile along with layers of loosely piled bulking agents (e.g., wood chips, shredded newspaper) that help to aerate. Air blowers can also be added for extra aeration.

**In-vessel Composting:** Organic materials are placed into a container has a mechanism to turn or agitate the material for proper aeration.

Most schools have found that a combination of two or more composting systems yields the best results.

**CREATE A RECIPE FOR YOUR GARDEN**

We can conserve our natural resources if we reduce waste going to landfills.

- The organic waste at the landfills breaks down and produces toxic leachate and methane gas, which is damaging to the environment.
- Composting can capture the nutrients and return them to the soil.
- HALF of the waste we produce at home and school is organic, which means it can be composted.

**What NOT to Compost – Leave These Out of the Recipe!**
- Meat, fish, fats and oils, dairy products. They will attract insects and rodents you don’t want!
- Black walnut tree leaves or twigs, coal or charcoal ash and yard trimmings treated with chemicals. They may contain harmful substances.
- Dog, cat and pet wastes – They may contain parasites, pathogens and other harmful stuff.

Source: EPA.gov
PROJECT DESCRIPTION

Publix Super Markets, Inc. invites the entire sixth grade class in each and every county and state (in the project scope) to participate in the contest by making a video (up to three minutes in length) with a theme related to campus sustainability. Students or teams of students should produce their best, three-minute (or less) video promoting sustainability at their school. Topics should incorporate one of the three R’s of sustainability: Reduce, Reuse or Recycle. Use the resources you have available. For example, many of today’s emerging videographers create work on their cell phones. Grab your video device and dive in.

>> THEME: Green Routine®
We’re looking for ideas that address a specific need for young people, create an impact beyond one community and reduce carbon consumption through education which, in turn, changes behavior.

>> TOPIC
Define who the members of your community are. This is your primary viewing audience. How will your video motivate members of your community to become aware, aligned and take action to become more sustainable through everyday choices? What first action would you want your viewers to take after seeing your video?

>> ELIGIBILITY
The contest is open to all currently enrolled sixth grade students in public, private or home schools in the contest area. All contest teams or individuals must be a current sixth grade student at a middle school in one of the counties and states listed in project area. Students entering the contest must receive grade verification from a teacher or school administrator.

Contestant certification – By submitting the contest entry form, your teacher certifies that you acknowledge and agree to comply with all of the rules and regulations set forth for the Go Green Video Contest.

>> TEAMS
This contest was designed to inspire teamwork and community and to expand the discussion of sustainable choices on your campus. Involving multiple individuals or groups will add to the fun and creativity of making your video project. Teachers may enter either individual students or in teams of up to four (4) eligible students per team producing the video. (There is no limit on the number of students who may appear in the video.) If a teacher submits an entry for a team, none of those students can be part of another entry, either individually or as part of another team. Duplicate entries will be disqualified.

How to Enter
To submit an entry, each entrant or team must produce (write, shoot and edit to final production) his/her/their own video. All entries must be submitted by a teacher or school appointed designee.

To enter, go to NIEGoGreen.com and complete all required information on the page and click ‘submit’. The Contest will begin at January 2, 2012 at 12:00:01 a.m. ET, and will end at February 17, 2012 at 11:59:59 p.m. ET (the “Contest Period”). All entries that are incomplete, illegible, damaged, irregular, have been submitted through illicit means, or do not conform to or satisfy any condition of the Rules (defined on page 19) may be disqualified. Publix and its affiliates are not responsible for any errors or omissions in printing or advertising the Contest.

VIDEO FORMAT
- Running time: cannot exceed three minutes
- Format: digital video presented in any of the following file formats: .avi, .dv, .mov, .qt, .mp4, .mpeg, .3gp, .asf, .wmv or .mpg
- Must not exceed 1 GB in size

VIDEO CONTENT Any media containing explicit content or content without permission/license will not be accepted. Publix reserves the right to refuse or remove any media for which they deem invalid. All content must be the original work of the entrant(s) or be legally licensed to qualify for the competition.
The video entries will be judged based upon the following criteria:

- Relevance to the theme of the video contest: A Middle School Green Routine®
- Originality
- Clear, concise creative statement & a well-defined primary audience.
- Quality of submission.
- Appropriate for a middle school audience and the surrounding community.
- Well-defined narrative sequence that visually demonstrates: A Middle School Green Routine®
- Memorable and engaging use of imagery and sound to communicate your message.
- Resourceful use of the available equipment.
- Visual metaphors are unique and avoid commonly used clichés.
- The majority of the video content is original.
- All non-original footage is public domain or licensed and cited as such.
- All music is properly cited with permissions sought as needed.

Below is a general description of the evaluation criteria that is detailed in Contest Rubric above.

### Judging Criteria

<table>
<thead>
<tr>
<th><em>Judging</em></th>
<th><em>Rubric</em></th>
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<tr>
<td><strong>18 Go Green!</strong></td>
<td><strong>Judging</strong></td>
</tr>
<tr>
<td><strong>General Requirements</strong></td>
<td><strong>Rubric</strong></td>
</tr>
<tr>
<td><strong>Objective or Thesis</strong></td>
<td><strong>Green Routine®</strong></td>
</tr>
<tr>
<td><strong>Creativity &amp; Originality</strong></td>
<td><strong>Content Facts &amp; Information</strong></td>
</tr>
<tr>
<td><strong>Videography: Techniques &amp; Clarity</strong></td>
<td><strong>Videography: Interest</strong></td>
</tr>
<tr>
<td><strong>Audio</strong></td>
<td><strong>Style &amp; Organization</strong></td>
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<td><strong>Titles &amp; Credits</strong></td>
<td><strong>Resourceful use of the available equipment.</strong></td>
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<td><strong>The majority of the video content is original.</strong></td>
<td><strong>All music is properly cited with permissions sought as needed.</strong></td>
</tr>
<tr>
<td><strong>The video clearly explained a Green Routine® and effectively highlighted its importance and effect as a sustainable practice.</strong></td>
<td><strong>The video clearly explained a Green Routine®, but did not effectively highlight its importance and effect as a sustainable practice.</strong></td>
</tr>
<tr>
<td><strong>The video used a unique method to effectively express its message and was engaging to the viewer.</strong></td>
<td><strong>The video used traditional methods, but did not include any creative elements that effectively drew in the viewer.</strong></td>
</tr>
<tr>
<td><strong>The video used a unique and original method to effectively express its message and was engaging to the viewer.</strong></td>
<td><strong>The video showed good organization of the content.</strong></td>
</tr>
<tr>
<td><strong>The video was well conceived and showed good organization of the content.</strong></td>
<td><strong>The video clearly explained a Green Routine® and did not highlight its importance and effect as a sustainable practice.</strong></td>
</tr>
<tr>
<td><strong>The entire video was crafted in a very traditional manner and did not include any creative elements that would draw in the viewer.</strong></td>
<td><strong>The video's sound was insufficient and difficult to make out.</strong></td>
</tr>
<tr>
<td><strong>Video team fully followed instructions regarding length and formatting of the video.</strong></td>
<td><strong>Video team partly followed instructions regarding length and formatting of the video.</strong></td>
</tr>
<tr>
<td><strong>Video team did not follow some instructions regarding length and formatting of the video.</strong></td>
<td><strong>Video team did not follow most instructions regarding length and formatting of the video.</strong></td>
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<td><strong>Video did not rock/shake and the focus was excellent throughout the entire video.</strong></td>
<td><strong>Video only occasionally had slight movement and/or slight focusing problems throughout the entire video.</strong></td>
</tr>
<tr>
<td><strong>The video was unstable and/or the focus was poor for part of the video.</strong></td>
<td><strong>Video was unsteady and moved, and the focus was very poor throughout the entire video.</strong></td>
</tr>
<tr>
<td><strong>Many different &quot;takes,&quot; camera angles, sound effects, and/or careful use of zoom provided variety in the video.</strong></td>
<td><strong>Some variation in &quot;takes,&quot; camera angles, sound effects, and/or careful use of zoom provided variety in the video.</strong></td>
</tr>
<tr>
<td><strong>Few different &quot;takes,&quot; camera angles, sound effects, and/or careful use of zoom provided variety in the video.</strong></td>
<td><strong>Most of the shots were taken from only one camera angle, and the zoom was not well used.</strong></td>
</tr>
<tr>
<td><strong>The video's sound was sufficiently loud and clear at all times.</strong></td>
<td><strong>The video's sound sometimes faded out and was clear part of the time.</strong></td>
</tr>
<tr>
<td><strong>The video's sound was insufficient and difficult to make out.</strong></td>
<td><strong>The video's sound was clear at all times.</strong></td>
</tr>
<tr>
<td><strong>The video was poorly done and showed little or no organization of the content.</strong></td>
<td><strong>The video was well conceived and showed good organization of the content.</strong></td>
</tr>
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<td><strong>All facts and information presented were accurate &amp; complete.</strong></td>
<td><strong>Most facts and information presented were accurate &amp; complete.</strong></td>
</tr>
<tr>
<td><strong>Few (less than 75%) titles and credits are accurate, legible, and draw the viewer’s attention.</strong></td>
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</tr>
</tbody>
</table>
1. You do not have to buy anything to enter or win. MANY ENTRY IS NOT NECESSARY TO ENTER THIS CONTEST BUT ONLY A FEW WILL WIN PRIZES.

2. The Publix Show Us Your "Green Routine" Contest (the "Contest") is brought to you by Publix Super Markets, Inc. ("Publix"). Florida Press Educational Services, Inc. ("FPES"), and the Herald Tribune Media Group ("HTMG") (collectively referred to as "Sponsors"). This Contest is subject to federal, state and local laws and is void where prohibited.

3. Contest begins on January 2, 2012. Entry deadline is February 27, 2012 at 11:59 p.m. ET ("ET"). Each student may only enter once. HTMG’s computer is the official time-keeping device for this Contest. Entries postmarked after April 22, 2012, will be disqualified.

4. Sponsors may interpret these Official Rules as needed — including but not limited to rules regarding entries, selection of winners, deadlines, restrictions on prizes, and eligibility — and all of Sponsors’ decisions are final.

5. By entering, (you and your parent/legal guardian) agree to these Official Rules. There are other restrictions so read these Official Rules carefully.

ELIGIBILITY

6. To be eligible to participate in this Contest, you must have your parent or legal guardian’s permission, you must be enrolled in the sixth (6th) grade and you must reside in the geographic scope of the Contest, which includes the following.

   a. The entire state of Florida,
   b. The following Alabama counties: Autauga, Baldwin, Elmore, Houston, Jefferson, Lee, Limestone, Madison, Montgomery, Morgan, Russell, Shelby, St. Clair and Tuscaloosa,
   c. The following Georgia counties: Barrow, Bibb, Bryan, Camden, Carroll, Chattox, Commerce, Coweta, Dawson, DeKalb, Dougherty, Douglas, Fayette, Franklin, Fulton, Gwinnett, Greene, Grady, Hall, Henry, Jackson, Lee, Lowndes, Muscogee, Newton, Oconee, Paulding, Richmond, Rockdale, Seminole, Spalding, Thomas and Troup,
   d. The following South Carolina counties: Aiken, Anderson, Beaufort, Berkeley, Charleston, Dorchester, Horry, Lexington, Spartanburg, Union, York.
   e. The following Tennessee counties: Davidson, Hamilton, Maury, Rutherford, Sumner, Wilson, and Wilson

   You are not eligible to enter the Contest or to win any prizes if anyone in your immediate family (parents, brothers, sisters or other), other than you, is an employee of Publix, FPES, or HTMG.

   There is no limit on how many students may appear in a Video Entry (defined below). However, each student may only be limited to participate as a Team Member in one (1) Video Entry. In addition, Team prizes are limited to four (4) students per Team.

PRIZES

9. Grand Prize (1): To up to four (4) Team Members will receive a pocket video flip camera and a $50 Publix gift card. The Grand Prize Team Teacher will receive a $100 Publix gift card to use during a school recognition event. Approximate Retail Value ("ARV") $740 ($160 per Team Member and $100 Teacher).

10. State Runner-Up Prizes (4): To up to four (4) Team Members per State Runner-Up Team will receive a $25 Publix gift card. The State Runner-Up Team Teacher will receive a $50 Publix gift card to use during a school recognition event. ARV $200 ($25 per Team Member and $50 Teacher).

PRIZE RESTRICTIONS

11. Prizes are non-transferable and subject to certain terms and conditions. Please refer to http://www.publix.com/services/gift/GiftCertificates.do for more information on gift certificates and how to purchase gift cards. Sponsors’ sole discretion. You are responsible for any charges that are not specifically listed above in the prize descriptions. Prizes may be replaced with an equal or greater value. Sponsors may substitute a prize of a greater value if they believe that it is necessary.

12. You may not transfer or change your prize or exchange your prize for cash. No part of any prize may be transferred, sold or redeemed for any non-cash value and any prizes that may be awarded with your prize.

13. Any portion of your prize that you do not claim or use, or any prizes that you do not claim or use, may be forfeited and the unclaimed portion of the prize may not be transferred to any other person or any alternative or cash substitute. All prizes are being provided "as is" andPublix and you agree that Publix does not guarantee or warrant the availability, non-availability or other characteristics of a prize, and Sponsors and/or any part of your prize or any part of it.

TO ENTER

14. Entries will be accepted into the Contest starting on January 2, 2012 at 12:00:01 a.m. ET and ending on February 27, 2012 at 11:59:59 p.m. ET ("Entry Period"). To enter, each team (each a “Team”) must follow the steps and requirements set forth by Sponsors from time to time.

15. Video Entries will be selected by a panel consisting of educational professionals who will judge all of the properly submitted Video Entries in accordance with the Digital Video Rubric detailed at the end of the Official Rules. Subject to verification of eligibility, the four (4) contestants in each partici- pating state whose Video Entries receive the highest overall scores during the First Round of Judging will be declared the Semi-Finalists, for a total of twenty (20) Semi-Finalists.

SECOND ROUND JUDGING (FINALS)

16. On approximately March 2, 2012, Publix will announce the five (5) Finalists based on the judging criteria set forth above, subject to verification of eligibility, the highest scored during the Second Round of Judging will be declared a Finalist, for a total of five (5) Finalists.

LICENSING

17. By submitting a Video Entry, you agree to license and grant Sponsors the right to use your Video Entry, your Team Member and that it does not plagiarize, libel, disparage, or otherwise violate anyone’s rights.

WINNERS NOTIFICATION

20. By entering your Video Entry, you promise that you have granted Sponsors permission to use your Video Entry, your Team Members and that it does not plagiarize, libel, disparage, or otherwise violate anyone’s rights.

PUBLICITY RELEASE/COPYRIGHT RELEASE

30. By accepting a prize, where permitted by law, each winning Team and Team Member grants to Sponsors and those acting on their behalf (and agrees to confirm that grant in writing), the right to use all required information and images and/or other copyrighted material that Sponsors or their representatives choose to use in connection with the Contest or the promotion of the Contest or any other purposes, without additional compensation or notification and without the right to review, in any manner, including, but not limited to, the digital video and written content, the photos and videos on your Video Entry, your Team Members, or Team Teachers of the potential winning Team or Teams.

DISPUTES

36. By participating in the Contest, you agree that (a) you and all disputes, claims and causes of action arising out of and relating to the Contest or any prize awarded in connection with the Contest or any prizes awarded in connection with the Contest are governed by the laws of Florida, regardless of any choice of law or conflict of law principles. Any legal proceedings relating to the Contest or the Official Rules can be brought only in the federal or state courts located in Hillsborough County, Florida and nowhere else and you consent to jurisdiction in Hillsborough County, Florida. You further agree that any claims, causes of action or disputes arising out of or relating to the Contest or the Official Rules will be resolved individually, without any classes actions or class-wide resolutions, and you further agree that all claims, disputes and awards will be limited to actual out-of-pocket costs, but will not include attorneys’ fees and (c) no person will be permitted, under any circumstances, to claim or receive any award of punitive, incidental or consequential damages or damages that are multitudinous in number and way and you waive any claims for such damages.

LIMITATION OF LIABILITY

DISCLAIMER OF LIABILITY

31. Neither the Sponsors or Teachers and Team Members agree that Sponsors and their respective parents, subsidiaries, directors, agencies, affiliates, franchisees, promotion and/or event marketers, officers, directors, employees and related persons (a) are not responsible for lost, unclaimed, undeliverable, damaged, delayed, misdirected, corrupted, garbled or incomplete information or for any reason; for any reason for which are not received by Sponsors by the due date and time, (b) are not responsible for any injury or damage to any computer, modem or other electrical device as a result of participation in this Contest or downloading of any software or materials, (c) are released from any and all liability related to this Contest and the receipt and use of the prize, and (d) do not guarantee or warrant the availability, non-availability or other characteristics of a prize, and Sponsors and/or any part of your prize or any part of it.

MISCELLANEOUS

32. Sponsors have the right to cancel, terminate or suspend this Contest or any part of this Contest if, in Sponsors’ sole discretion, administration, fairness or operation of this Contest corrupted or impaired by any non-authorized intervention, network failure, information storage failure, software failure, hardware failure, telephone failure, fraud, or any other causes beyond Sponsors’ control, as determined by Sponsors in their sole discretion. Sponsors reserve the right to substitute the Semi-Finalists, Finalists or Winners from among all entries received at the time of the Contest termina- tion that are not believed to have been affected by the event causing termination, using the same judging method and criteria set forth above.

33. Sponsors reserve the right to interpret these Official Rules as needed — including but not limited to rules regarding entries, selection of winners, deadlines, restrictions on prizes, and eligibility — and all of Sponsors’ decisions are final.
Go Green Video Contest

**First Place Winner Prize(s):**
Each member of the winning Student Team (up to four) would receive a Prize:
- A $50 gift card from Publix
- A pocket video flip camera

**Student Team Prizes**
(up to four per state):
- A $25 gift card from Publix

**Teachers of the teams of four state finalists**
would receive a Prize:
- $100 Publix Gift Card to be used for school recognition event

**Four State Finalist Prize(s):**
- Teacher of the First Place Team would receive a Prize:
  - $100 Publix gift card to be used for school recognition event

**Student Team Prizes**
(up to four per state):
- A $25 gift card from Publix

For more information on the Publix GREEN YOUR SCHOOL’S ROUTINE CONTEST and full lesson plans, please download your teacher guide at NIEGoGreen.com

For additional information regarding this Newspaper in Education program, please contact Mary Charland, NIE Manager, Herald-Tribune Media Group at (941) 361-4545 or e-mail mary.charland@heraldtribune.com

NIEGoGreen.com or heraldtribune.com/nie

For more information on the Publix GREEN YOUR SCHOOL’S ROUTINE CONTEST and full lesson plans, please download your teacher guide at NIEGoGreen.com
OR AT: heraldtribune.com/nie, or your local Newspaper in Education website

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