



Lesson Plan: Careers in Waste Management, Grade 10 Discovering the Workplace (GLD2O)

Introduction

Students will explore career opportunities in waste management, from the curb to final disposal and everything in-between. Students will begin to consider a wide variety of education paths to support their interests and career opportunities in waste management.

Learning Objectives

1. Demonstrate and understanding of the levels of government and regional responsibilities
2. Define solid waste management, municipal waste, and residential waste
3. Locate information for a range of waste management occupations
4. Demonstrate knowledge of a range of waste management occupations (e.g., duties, employment prospects, required knowledge and skills) and of the related education and/or training requirements
5. Make a connection between personal interest and opportunities to apply those interests to careers in waste management industry
6. Present information to the class

Resources Provided

- [Durham Region Waste Management Website](#)
- [Durham Region Careers and Volunteering Website](#)
- [Solid Waste Overview Video](#)
- Durham Region Waste Management Career Videos:
 - [By-law Officer](#)
 - [Waste Disposal Clerk](#)
 - [Policy and Planning](#)
 - [Contract Administration](#)
 - [Landfills Management](#)

Questions

1. What is waste management?
2. Why is waste management important?
3. What types of jobs are available in waste management in your local region?
4. How would search for employment opportunities in the Region's waste management division?
5. What areas of waste management interest you?
6. Would you prefer to work from home, in an office, out in the field, or a hybrid model? Why?
7. What skillsets might you need to work in the waste management industry?

The Regional Municipality of Durham - Waste Management Services

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Activity

1. As a class, brainstorm what types of jobs would be required to manage the Region's residential waste and write them down on a whiteboard, chalkboard, or SmartScreen. Hint – think of job opportunities from the creation of the product to its disposal.
2. As a class, watch the [Solid Waste Overview](#) video and add any additional ideas to the brainstorming list created by the class.
3. As a class, students will put together a list of 5 comprehensive questions they would like answered about a career in waste management.
4. Each student will consider their personal skills, interests, and goals and choose one waste management job opportunity that they think best suits them to complete additional research.
5. Using their selected job, students will then research the answers to the questions they created as a class. Students may use resources in the school (e.g., guidance counsellors, teachers, the Internet), in the community (e.g., career centres, local businesses, employment and community support agencies), or contact a current employee or a potential employer (by e-mail, in person, by telephone) to obtain additional information.
6. Students will also identify:
 - a. Skill sets required for the job of interest
 - b. High school courses related to the job of interest
 - c. Available cooperative education courses, certificate courses, work experience opportunities, and post-secondary opportunities related to their selected job of interest.
7. Students will submit their findings to their teachers or may choose to present their findings to the class.

Summary

Waste management is an important and ever evolving industry. There are many career opportunities to choose from - from the creation of the waste to its final disposal, as well as the planning, legal and regulatory frameworks required to manage solid waste materials properly and safely. Waste needs to be managed responsibly to protect the environment and human health and how we choose to manage waste today impacts the future. You don't have to wait until you are finished school to get involved in waste management - waste management starts at home with people just like you!

Expanded Curriculum Connections

Guidance and Career Education, Grades 10, 2019 (revised) and Guidance and Career Education, Grades 9 and 10, 2006 (revised)

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Discovering the Workplace, Grade 10, Open (GLD2O)

Exploration of opportunities

Researching Information

- use an inquiry process (i.e., formulate and ask questions; gather, organize, interpret, assess, and present information) to locate information about education and work opportunities related to their career interests (e.g., school subjects, cooperative education, certification courses, work experience opportunities)
- locate information for a range of occupations, using print, electronic, and human resources (e.g., Ontario Prospects, National Occupational Classification, mentors, guidance counsellors);
- describe, through investigation, learning opportunities (e.g., cooperative education, Ontario Youth Apprenticeship Program, school courses, industry certification, first aid training) that are related to their education and career goals, using resources in the school (e.g., guidance counsellors, teachers, the Internet) and in the community (e.g., career centres, local businesses, employment, and community support agencies)
- report on occupations in selected fields of work, using information gathered from interviews (e.g., by e-mail, in person, by telephone) and experiential learning (e.g., job shadowing, job twinning, simulations, site visits)

Exploring Learning and Work Opportunities

- demonstrate knowledge of a range of occupations (e.g., duties, employment prospects, required knowledge and skills) and of the related education and/or training requirements
- describe the educational opportunities available in school (e.g., specific courses), in the community/workplace (e.g., job shadowing, volunteer work, first-aid training), or on the Internet (e.g., e-learning, e-cooperative education) that can contribute to the achievement of their goals for learning and work
- describe the characteristics and skills required for self-employment, including entrepreneurship
- describe work-style alternatives (e.g., contract work, job sharing, “flex-time” arrangements, telecommuting) and identify which ones best suit their interests, skills, and values