



Lesson Plan: Historic Landfills and Perpetual Care, Grade 10 Civics and Citizenship (CHV20)

Introduction

Durham Region (Region) is responsible for the long-term management of seven of the historic landfill sites within the Region's boundaries. When managing these sites, the Region must also take an active role in communication and engagement with the local community. In this lesson, students will begin to explore the relationships between the Region and the community and develop a plan to ensure effective communication.

Learning Objectives

1. Use the political inquiry process and the concepts of political thinking when investigating historic landfills
2. Explore the relationship between the Region and its residence
3. Develop critical thinking skills in relation to landfill management
4. Develop a communication strategy

Resources Provided (located in the resource folder)

- Region Owned Landfills Map

Questions

1. Who is responsible for creating waste?
2. Who is responsible for waste once it is set out at the curb?
3. What type of jobs are available in residential waste management?
4. Why is it important to manage residential waste?
5. What can you do as a resident to help manage your waste at home?

Activity

1. Divide the class in to two equal groups representing:
 - a) Local school - including board members, staff, students, and parents
 - b) Region Waste Management Staff

2. Provide students with the following scenario:

There is a closed historic landfill in your community. There is an elementary school located adjacent to the property. The local school has limited information about the landfill site and has organized a meeting with the Region's Waste Management Department to obtain more information and ask questions.

3. Regional waste management staff must be prepared to provide more details about the project including:

The Regional Municipality of Durham - Waste Management Services

If this document is required in an accessible format, please contact schoolprograms@durham.ca

- a) What are closed historic landfill sites?
 - b) What is being done to manage the sites?
 - c) Do we still use these sites?
 - d) How is waste being managed today?
 - e) What type of information regarding the closed landfill site might the school want to know about going forward?
 - f) How often would they like to be informed and through what medium?
4. Local school must be prepared with questions related to the potential impacts of off-site impacts and better understand the Region's long-term management programs including:
 - a) Define and describe landfill leachate and gas and ask questions pertaining to the potential environmental and human health impacts.
 - b) Provide at least 10 concerns they have as neighbours to the landfill site and explain these concerns in detail.
 - c) Provide at least 5 requests to the Region in relation to landfill management.
 - d) What type of activities does the school want to be informed about in relation to the closed landfill?
 5. Once the presentations are complete, as a class produce a communication strategy between the Region's Waste Management Division and the local school to ensure that the local school stays informed about the closed landfill site. Some examples of ongoing activities might include:
 - Annual monitoring reports
 - Construction activity
 - Elevated gas concentrations
 - Planned site activity

Summary

Waste does not just disappear once it leaves your house. It needs to be managed responsibly to protect the environment and human health. How we choose to manage waste today impacts the future.

Expanded Curriculum Connections

The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2018, (revised)

Civics and Citizenship, Grade 10, Open (CHV2O)

A. Political Inquiry and Skill Development

- A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance

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- A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to civics and citizenship education and identify some careers in which civics and citizenship education might be an asset.

B. Civic Awareness

- B1. Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues
- B2. Governance in Canada: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance

C. Civic Engagement and Action

- C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good
- C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada
- C3. Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it