

**DATE:** October 25, 2017

**FILE:** 1470-01

**TO:** Chair and Directors  
Comox Valley Regional District (Comox Strathcona Waste Management) Board

**FROM:** Marc Rutten  
Acting Chief Administrative Officer

Supported by Marc Rutten  
Acting Chief Administrative  
Officer

**RE:** **CSWM Public Education Program**

*M. Rutten*

### **Purpose**

Four key principles have been identified to help guide the Comox Strathcona Waste Management (CSWM) Education Program moving forward.

### **Recommendation from the Acting Chief Administrative Officer**

This report contains no recommendations. While a board policy does not exist for the education program, the principles upon which it is based should be understood by CSWM directors. These principles are outlined below for the board's information.

#### Curriculum

A common curriculum will be developed and utilized by all CSWM educators in the classroom. This curriculum will utilize best practices gleaned from other regional districts, be developed by an accredited education professional and work within the core competencies of BC's New Curriculum. [Examples of the curriculum utilized by the Capital Regional District](#) are attached as an appendix to this report.

#### Community

Our education program will have meaningful ties to the local community. This is about more than just attending events, it is about building long term partnerships that create lasting change and improve the effectiveness of our programs.

#### Communications

Our education program will work in tandem with our communications program to strengthen the image and reputation of the CSWM.

#### Efficiency

Solid waste education does not exist in a silo. Members of the public who seek information about solid waste are also interested in air quality, clean water and other government services. Where possible, we will partner with other departments, jurisdictions and our municipal partners on programs, events and other communications initiatives that increase our chances of success. This pillar also promotes responsible use of public sector funds by collaborating on outreach and engagement.

### **Executive Summary**

Education will play a key role in meeting the goals outlined in the Solid Waste Management Plan. Changing behaviours over the longer term takes time and investment in the people and programs that reach our school-aged children and influence the choices they will make in the future. By using the principles outlined in this report (curriculum, community, communications and efficiency) as

pillars for our education program, we can ensure consistency, strategic alignment with CSWM goals and objectives, as well as an efficient use of time and resources.

The CSWM service currently contracts three educators. Currently all of these contractors are working under contract extension or renewals set to expire. In the next six to eight months it will be necessary to closely examine the program and determine how to best integrate the principles outlined in this report moving forward.

Prepared by:

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Concurrence:

*J. WARREN*

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### Stakeholder Distribution (Upon Agenda Publication)

Gayle Bates, CSWM Educator (Solid Waste), Comox Valley	✓
Elaine Jansen, CSWM Educator (Compost Education Centre), Campbell River	✓
Luisa Richardson, CSWM Educator (Solid Waste), Campbell River	✓

### Background/Current Situation

The CSWM service has been contracting out solid waste education since 2001 with a scope to support the regional district's Solid Waste Management Plan, promote ongoing waste reduction practices and prepare and deliver compost education programs in support of the plan.

Traditionally, educators drive their own workplans, develop their own instructional materials and choose which events they will attend. Staff approve these activities and provide guidance on topics and messaging based on the priorities of the CSWM service. There is currently no common curriculum, few partnerships, little integration with the communications department and community involvement exists mostly in the form of stakeholder outreach at events.

The CSWM currently employs three educators on a contract basis – two provide waste reduction education strategies with one focused in the Campbell River region and the other in the Comox Valley region. The third runs the Compost Education Centre in Campbell River. These educators have been on contract with CSWM since 2008. Contract length initially varies between two to three years, with optional renewals totalling five years under each contract.

Each of the contracts are regularly reviewed and brought to the board for approval as required.

### Intergovernmental Factors

Where possible, CSWM will partner with the Comox Valley Regional District and Strathcona Regional District on programs, events and other communications initiatives that support the principles outlined in this report.

### Interdepartmental Involvement

The education program is a key component of the CSWM Communications Program. An informed public is instrumental in meeting the goals set out in the Solid Waste Management Plan and Communications and CSWM department staff will work closely together on the integration of the

principles outlined in this report. The Manager of Operational Communications, the General Manager of Corporate Services and the Manager of CSWM Operations have primary involvement in the education program. The Manager of Procurement will be involved with any contracts moving forward, with other managerial involvement to be determined as necessary.

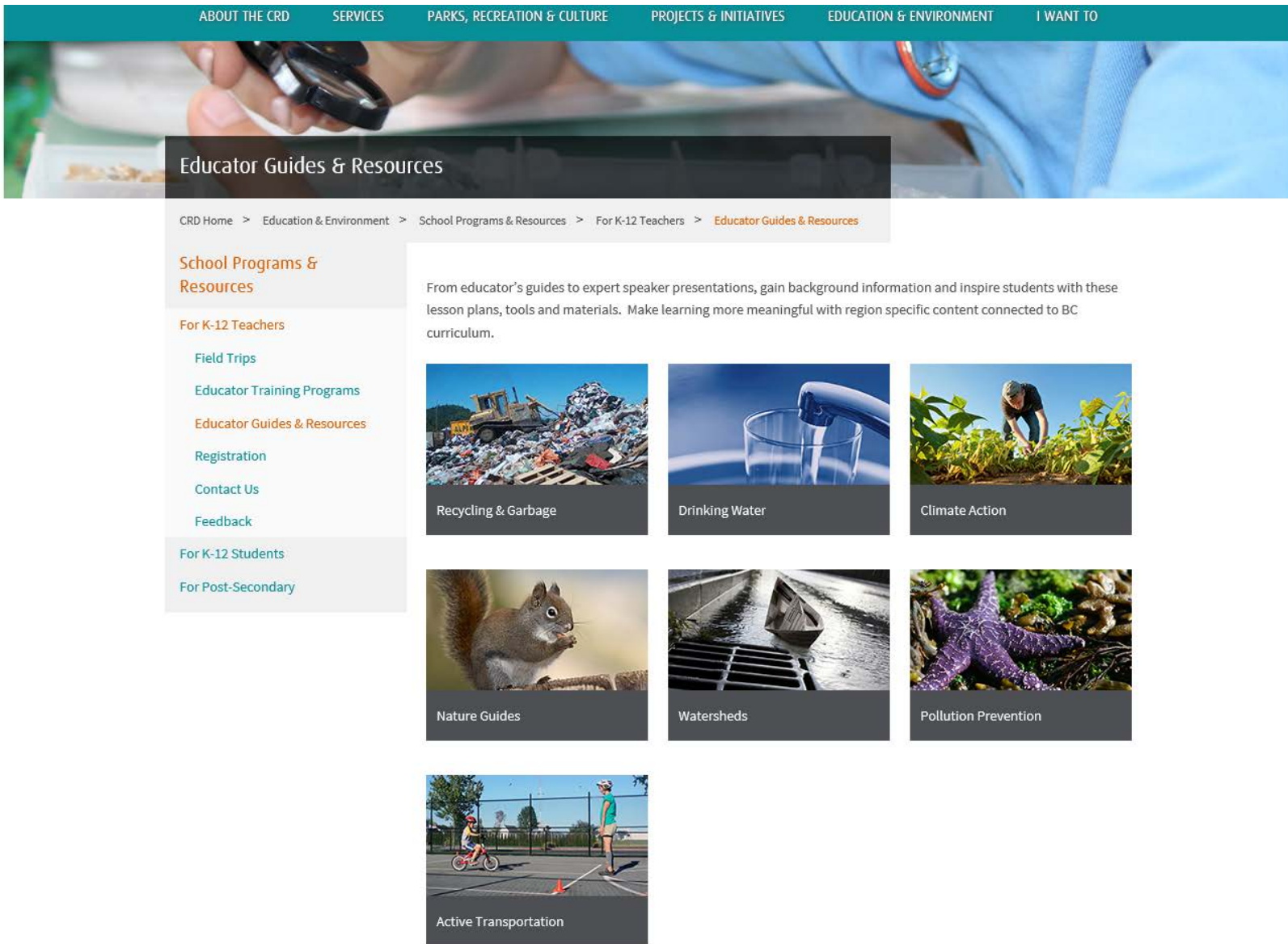
**Citizen/Public Relations**

There are no public engagement or communications initiatives identified in the integration of these principles. The education program will support communications initiatives in the future and will contribute to identifying public engagement programs and campaigns.

Attachments: Appendix A – Capital Regional District Curriculum Examples

### Appendix A

1. Online Educator Guides and Resources broken up by subject area are easily accessible on the Capital Regional District’s website.



## Appendix A

2. An example of a lesson plan for K-3 students designed to assist educators with promoting 3R (Reduce, Reuse, and Recycle) concepts and supporting continued 3R learning

## Reduce Activity

- discuss the different kinds of bags used for shopping
- discuss the various uses for each type of bag
- understand the impact reusing shopping bags can have on our household waste
- become aware of local recycling opportunities for plastic bags

## IRP outcomes

*It is expected that students will:*

*[SS] Describe and demonstrate responsible behaviour to local environments (K-3)*

*[PP] Relate consequences to actions and decisions (K-1)*

*[SC] Describe ways to rethink, refuse, reduce, reuse and recycle (K)*

## Bag It! (K-3)

**Intro:** Each week Canadians take home 55 million plastic bags. Reusing plastic bags or taking your own cloth bag on shopping trips will not only reduce the number of plastic bags you have in your house, but will also save resources. You may even save money. Some grocery stores will subtract a few cents off your total bill if you use your own shopping bag instead of taking your groceries home in plastic or paper bags.

Reusable shopping bags can carry environmental messages or they can be as individual as the artists that create them.

**Materials:**

- fabric paints
- cloth bags
  - have students bring their own bag or reuse old T-shirts and/or pillowcases. For examples, search “DIY T-shirt bag” online e.g. <http://en.paperblog.com/diy-t-shirt-bag-266376/>

**Activity:** Discuss all the possibilities for reusing a paper or plastic bag from the grocery store. How long do they usually last before they fall apart? What happens to them after they are reused a few times? What options exist for not using a plastic or paper bag (e.g. basket, cloth bag, backpack)?

Students will create and decorate their own shopping bag. They can use this bag when grocery shopping with their family. Students can think about appropriate pictures (e.g. food, earth, environmental logos) and/or create a slogan or environmental message.

Students can create their designs with fabric paints or markers. Start on one side of the bag. Ensure a piece of cardboard or some other strong, flat material is placed in the bag to prevent the paint from going through to the other side. Once dry, decorate the other side.

**Conclusion/Discussion:** How will this new bag help to create less waste? What are other ways for reusing the paper or plastic bags that you already have at home? E.g. use paper bags for empty toilet rolls and knit or crochet plastic grocery bags into a more durable bag.

**Extension Activities:** ■ Take the Plastic Bag Pledge at [www.crd.bc.ca/recycle](http://www.crd.bc.ca/recycle). ■ Participate in the Earth Day Groceries Project [www.earthdaybags.org](http://www.earthdaybags.org). ■ Take action and get involved in local Earth Day events. Visit the Earth Day Canada website at [www.earthday.ca](http://www.earthday.ca).

## Did you know?



The CRD conducts Solid Waste Stream Composition Studies every five years.

Discover the estimated weight of plastic bags landfilled at Hartland:

<https://www.crd.bc.ca/service/waste-recycling/solid-waste-management>

Chris Jordan’s interactive art *Running the Numbers II: Venus 2009* depicts plastic bags used around the world every ten seconds.

[www.chrisjordan.com/gallery/rtn2/#venus](http://www.chrisjordan.com/gallery/rtn2/#venus)



**Appendix A**

3. A take home survey helps to form a discussion about garbage habits at home in the classroom.



**Parent's note**

*This survey is part of our classroom's commitment to learn more about how we can reduce garbage and make recycling information "real" for your child. We'll discuss the classroom data as a whole (no individual results) so that children gain insight into what everyone does to reduce garbage.*

**Did you know?**



Recycling makes a measurable difference.

Since the beginning of the CRD Blue Box program, residents have recycled more than 200,000 tonnes of material.

For more information, visit:  
[www.crd.bc.ca/recycle](http://www.crd.bc.ca/recycle)

**Garbage Habits at Home**

*Student Survey*

Check all the boxes that apply to your family's garbage habits. Don't worry if, in some questions, none of the answers apply to you. Just leave that question blank and go on to the next.

**Garbage**

1. In the last week my family threw out \_\_\_\_\_ cans or bags of garbage.

**Recycling**

2. Where I live:
  - \_\_\_\_\_ We recycle in our own blue box and blue recycling bag
  - \_\_\_\_\_ We recycle in big recycling totes or bins
  - \_\_\_\_\_ We take some or all of our recyclables to a recycling depot
  - \_\_\_\_\_ We return recyclable beverage containers for a refund
  - \_\_\_\_\_ Other (explain) \_\_\_\_\_

3. These are all the things we recycle at home:
  - \_\_\_\_\_ Newspapers
  - \_\_\_\_\_ Magazines, writing paper, envelopes, (even with windows), junk mail and other papers
  - \_\_\_\_\_ Cardboard and paperboard boxes (like cereal or shoe boxes)
  - \_\_\_\_\_ Glass bottles and jars
  - \_\_\_\_\_ Plastic milk jugs
  - \_\_\_\_\_ Polycoat containers (like soup boxes and cartons of juice)
  - \_\_\_\_\_ Pizza boxes
  - \_\_\_\_\_ Rigid plastic containers (like shampoo bottles, cleaning products and yogurt containers)
  - \_\_\_\_\_ Metal cans
  - \_\_\_\_\_ Clean aluminum plates and foil
  - \_\_\_\_\_ Other items such as \_\_\_\_\_

4. As far as composting goes in my home, we have
  - \_\_\_\_\_ A curbside kitchen scraps tote
  - \_\_\_\_\_ A worm compost bin
  - \_\_\_\_\_ A backyard compost bin
  - \_\_\_\_\_ A backyard digester bin

5. We compost the following items:
  - \_\_\_\_\_ Orange peels and apple cores
  - \_\_\_\_\_ Coffee grounds and tea bags
  - \_\_\_\_\_ Washed eggshells
  - \_\_\_\_\_ Grass clippings
  - \_\_\_\_\_ Dead flowers
  - \_\_\_\_\_ Other (explain) \_\_\_\_\_

- 4. The Capital Regional District also provides additional support materials such as colouring sheets in both English and French, as well as videos, books, images and maps.



ANSWERS: REDUCE: Pack a garbage-free lunch; Grow local fruits and vegetables; Buy bulk foods. REUSE: Buy, sell or donate used items; Use reusable food and beverage containers. RECYCLE: Recycle metal, plastic, paper, cardboard and glass; Take back electronics and hazardous waste. COMPOST: Compost kitchen scraps. For more ideas, visit [www.myrecyclopedia.ca](http://www.myrecyclopedia.ca).