

Incorporating Green Studies Immersion 2/13/09 Field Trip to  
Veolia Resource Recovery Plant into my EAP Curriculum  
Carol Krech

I can use this information

1) in advanced ESL speech classes:

\* Assign group projects for students to report on the different recovery services that the plant provides for our community with the focus on how important it is that we each take responsibility in our own consumption practices with an emphasis on reducing and reusing. They can access the information by going to <http://veoliaes-wte.com> and read the following links.

[Ferrous & Non-Ferrous Metals Recovery](#)

[Garbage & Trash Processing](#)

[Specialty Waste Processing](#)

[Tire Shredding](#)

[Waste Transfer Station Management](#)

[WTE Plant Construction & Financing](#)

[WTE Plant Design](#)

[WTE Plant Operations & Maintenance](#)

(Students can also contact Hank Clements [Fuel Processing Manager at Veolia] to provide additional material [i.e., power point presentation] for the projects)

\* Students will then present their projects to the class to be followed by discussion led by each group. Students will submit their reports (either in writing or via power point) to me with a reflection section on what they learned and how they can incorporate what they learned into their lives.

2) in advanced reading classes:

\*Have students read the material on the Veolia website (see above), and I will provide additional exercises based on the readings in the form of questions focusing on reading skills such as comprehension of main idea, inference, author tone and purpose, synthesis and restatement, context clues for vocabulary building, etc.

\* We will follow up with discussion led by the students and time for personal reflection (both verbal and written)

\* This would complement the BSC 1050 Biology Learning Community that we offer to ESL students (when the class makes), as it fits right into its curriculum