

TRASH TROUBLE IN PARADISE

introduction

The Hawaiian Islands are the most geographically isolated location on Earth, more than 2,000 miles from the nearest landmass, and so the question of waste disposal there is an urgent one.¹ Historically, land use and equity have been major issues in Hawai'i, where many native people were displaced from their homes when the United States' military and economic forces dominated the use of arable land. This tension is particularly felt on O'ahu, the most populated island and home to almost a million people on just under 600 square miles of land.

Currently, the majority of O'ahu's residential waste is burned in **incinerators**, but this generates large amounts of ash which must be placed in a municipal **landfill**. In 2012, O'ahu's landfill was at capacity and the island's residents had to determine the appropriate site for a new one. In 2019, Hawai'i's land commission ordered the landfill to permanently close by 2028, further hastening the urgency to find a new site. One of the top possible sites for the new landfill was directly adjacent to the old one in Wai'anae. However, this raised concerns about environmental injustice, as Wai'anae is a high-poverty community with the highest concentration of ethnically Native Hawaiian people in the world. As its population continues to grow, Hawai'i must further consider economically, socially, and environmentally sound solutions to the problem of waste disposal.

Vocabulary: environmental justice, incinerators, landfill, zoning laws

materials

Part 1

- None

Part 2

- Article "Politics of Waste Management and Environmental Justice in Hawai'i" (provided)
- Community Data Sheet (provided)
- Community Profiles (provided)
- Planning Guide (provided)



Studies For Our Global Future

concept

As the population increases, so does the amount of solid waste produced, creating a dilemma of how and where to equitably dispose of the garbage.

objectives

Students will be able to:

- Define and identify examples of environmental injustice.
- Read and annotate an article on waste management and respond to comprehension questions.
- Analyze demographic, wealth, and education data of three communities in a case study about siting a landfill.
- Conduct research on a specific Hawaiian community and role-play a city council meeting.
- Use quantitative and qualitative data to draft and argue for a proposal about improving the health of a particular community.

subjects

Environmental Science (General and AP), AP Human Geography, Geography, Government, Economics, English Language Arts

skills

Reading and listening comprehension, role playing, researching, writing, public speaking, analyzing costs and benefits, decision making

method

Role playing a city council meeting, students weigh various real-world economic, social, and environmental factors when siting a landfill on the Hawaiian island of O'ahu.

Part 1: Understanding Environmental Justice

procedure

1. Introduce students to the concept of **environmental justice**. This short video can serve as a discussion starter: https://www.youtube.com/watch?v=dREtXUij6_c

Note: If you would like to go deeper into this issue, show students one of the videos from Follow-Up #1 (at the end of the lesson plan). Each video focuses on a specific case of environmental injustice.

2. Go through the Discussion Questions as a class.

discussion questions

1. Who is affected most by pollution and other environmental problems?

People who live near these sources of pollution are most impacted. This tends to be people living in poverty, especially minorities.

2. Who receives the benefits of the factories, power plants, landfills, or waste sites that cause pollution?

Everyone who generates waste, purchases consumer goods, and uses electricity need these to live their everyday lives. So, all members of society benefit.

3. Why is it that people living in poverty, who are often racial minorities, end up living in close proximity to pollution sources?

*In the United States, some **zoning laws** can separate people by race and economic status. There may also be more indirect factors. For example, people may not have enough money to move to a new neighborhood where it is less polluted. Or, they may not have access to the political and economic power they would need to prevent these pollution sources from being placed in their neighborhoods. In addition, industrial sites are often placed on cheaper land, which is usually located in lower-income areas.*

Part 2: Case Study of O’ahu’s Landfill Question

procedure

1. Once students have an understanding of environmental justice, explain that they will be focusing on a specific issue: waste management. Through a case study of the Hawaiian island of O’ahu, students will analyze the process of siting a new landfill, while role playing as residents of three different communities.
2. Distribute the article “Politics of Waste Management and Environmental Justice in Hawai’i” to each student. Students should complete and annotate the article independently, and then answer the comprehension questions with a partner.

3. Review the comprehension questions as a class.

- a. What is the biggest challenge faced by O'ahu when it comes to waste management?

Answer: There is a lack of space for placing a landfill, as O'ahu is a densely populated island with limited land.

- b. Explain at least three ways O'ahu is successfully cutting back on the amount of trash going into landfills.

Answers should include at least three of the following: green waste composting; a successful beverage bottle redemption law; a municipal energy recovery plant, the Honolulu Program of Waste Energy Recovery (H-POWER); bans on plastic bags; the "Tour de Trash" program that brings residents and educators to recycling facilities; farmers' markets with "zero waste" policies; used restaurant oil reclaimed for biofuel.

- c. Where does much of O'ahu's residents' trash currently go? What are some problems with this?

Answer: The H-Power program burns residential trash and uses it to generate electricity. However, this produces 1 ton of ash for every 10 tons of residents' trash that is burned. This ash must be placed in the landfill, and the landfill is at capacity.

- d. Identify two ways that the Wai'anae coast, a high-poverty area, has been negatively impacted by environmental hazards.

Answers should include at least two of the following: medical waste washed up on the beaches after heavy rains flooded the landfill; Wai'anae is home to 11 of 18 sewage treatment plants and two oil refineries; the privately owned construction landfill causes asbestos dust and other toxic particles to enter people's homes and schools; isolated back roads become illegal dumping sites for trash, including hundreds of televisions from a hotel.

- e. Why do you think that the report on landfill siting suggested putting the new landfill next to the old one? Why did they then suggest other locations besides Kailua for the landfill?

*Answers will vary but can function as a starting point for discussion, connecting the case study to the definition of environmental justice students examined previously. Students may identify that because Wai'anae has a high poverty rate, its residents tend to have less political power to prevent undesirable things like a landfill from being placed in their community. After suggesting Kailua, a relatively wealthy community, the report added other suggestions due to outcry and pushback from the residents of Kailua. *Note: you may want to probe students here to discuss other reasons the landfill may have been sited in Wai'anae, like the routes taken by trash trucks or the groundwater conditions in other places.*

- f. What do you think would be the best location for the new landfill: Kahuku, Kailua, or Wai'anae? Defend your answer with evidence from the reading.

Answers will vary but should be defended with evidence. This question and resulting discussion will transition students to the next part of the lesson. Note: These three locations were based on a 2012 report. A 2017 report cited different locations but these are also subject to change over the next decade, as the island grapples with where to place the new landfill.

4. Explain that students will represent a waste disposal steering committee for O'ahu. They will be responsible for choosing which of the three communities should have the landfill, and they will be required to outline a plan that all members of all communities feel is equitable. The council will ultimately vote for a plan to site the new landfill and to provide additional beneficial projects or services to the community where the landfill is placed to offset some of this burden.

5. Prepare the class for the city council simulation.

- a. Distribute the Community Data Sheet (census data and profiles) to each student. All students should use this information to support their resolutions and as a starting point for their research.
- b. Identify five students who will represent the council members. These students will not be assigned to any community group; they will study the goals and challenges of all three communities to aid them when considering the plans put forward.
- c. Divide the remainder of the class into three equal community groups representing Wai'anae, Kahuku, and Kailua. Students in a given group will role play as people who live in the community they have been assigned. Distribute the appropriate Community Profile to each student.
- d. Distribute copies of the Planning Guide to each student. Provide them time to complete the Guide in their groups. Students will need access to the internet to do more detailed research on their assigned community. On the Guide, students are directed to identify the benefits to their community that could offset the challenges associated with having the landfill sited there. They will create a proposal for what should happen if the landfill is placed there and be ready to present the proposal to the class.
- e. During this planning time, the five council members should research each community to be prepared for their peers' proposals. They may find it helpful to divide a piece of lined paper into three columns and make notes about each community as they review the data and profiles.

6. Set up the class to represent a council meeting and ask each group to present their plan. Council members should record the main ideas of each presentation on the board for all to see. Other community groups will have the opportunity to ask questions or identify possible additions to the plan. Ultimately, the five council members will vote on the plan that is most sound.

discussion questions

1. Is the council's decision an example of environmental justice – is it fair to all parties?

Answers will vary. Students should note that while one community had to accept the landfill site, they hopefully received some other concessions such as funding for schools or guarantees of certain precautions to protect the health of the nearby residents. Some students may feel that it is unfair if the landfill was ultimately placed in Wai'anae, since they have the previous landfill.

2. What was realistic and what was unrealistic about this simulation? How do you think that people from each community might differ in their ability to attend council meetings and advocate for their rights?

In real life, community members may attend a council meeting to protest the placement of a landfill in their home area, and if it is placed there, they may demand that the government provide them with certain assurances or support in other areas of need. However, in reality, people from wealthier communities may be more politically powerful and able to influence the council. They have more income to support political campaigns and are more likely to have a job and transportation that allows them to attend these kinds of events such as council meetings.

3. Can you think of any examples of environmental injustice in your area or community?

Answers will vary based on your location. Ask students to consider where power plants, industrial sites, landfills, or other sources of pollution are located in the region. They should also consider bodies of water and parks – how do the rivers near wealthier neighborhoods compare to those that border impoverished communities? Are there more trees and green spaces in certain parts of town?

4. What might it take to truly have environmental justice and make environmental use fair for all?

Answers will vary. Students may note that new laws, raising public awareness, and civic engagement activities to bring about change are possible solutions. Students may suggest regulations to make it fairer when deciding where a pollution source is placed. Students may also suggest that reducing environmental hazards – landfills, pollution, or toxic waste sites – in the first place will improve living conditions for all, especially those who are victims of environmental injustice.

5. How can we avoid the problem of siting a landfill in the future? What steps should everyone take?

Reducing our consumption, reusing when possible, and recycling materials can decrease the flow of waste to landfills. Students may also suggest donating items, trading in old electronics, and upcycling as possible ways to do this.

assessment

Collect and evaluate the Planning Guides. Students may evaluate themselves or their peers on contributions to the council discussion.

follow-up activities

1. Have students watch one or more of the following videos. Each video focuses on a specific case of environmental injustice. You may also want to find an example from your region or local community to make it more relevant for students.
 - Warren County, SC
<https://whut.pbslearningmedia.org/resource/envh10.sci.life.eco.envracism/environmental-justice-opposing-a-toxic-waste-landfill>
 - Dallas, TX
<https://whut.pbslearningmedia.org/resource/envh10.sci.life.eco.envdallas/environmental-justice-in-dallas>
 - Flint, MI
<https://www.cnn.com/videos/us/2016/01/21/flint-michigan-water-crisis-ganim-dnt-ac.cnn>
2. Have students research the location of their local landfill or other possible sources of pollution. They can use this EPA “EJ Screen” tool to map demographic data and environmental issues from pollution to proximity to hazardous waste: <https://www.epa.gov/ejscreen>. If students identify examples of environmental injustice, have them write to local government officials, write an op-ed to a local newspaper, or create a campaign to raise awareness about the issue and argue for a solution. If their community seems to have environmental hazards fairly distributed, then students can identify the existing laws or regulations that helped make this happen.

3. The activity only deals with one kind of waste disposal – landfills. Have students consider other possible means of waste disposal for the people of O’ahu or their own community. What are the major drawbacks of these? What are some benefits compared to the current plan? Students can become “reporters” by gathering data and interviewing people (non-profit staff, local activists, government officials, etc.) about this. They can create a podcast (the Anchor app is free) or write an article with their findings, published to a class blog.
4. In October 2019, Hawai’i’s State Land Use Commission ordered the closure of the Waimanalo Gulch landfill by 2028. A few years earlier, Hawai’i’s Department of Environmental Services released a report ranking the top choices for a new landfill location, with the top spot being Upland Nanakuli. The report also said that the Waimanalo Gulch landfill has enough space to continue accepting garbage until 2038. However, many people oppose building a new landfill, including the mayor of Honolulu, citing that the goal of the island should be waste reduction and that it would be a waste of taxpayer money to build a new landfill with the current one still able to function for decades.

Assign students to one of two groups – pro or con – to research arguments for or against the fast-track construction of a new landfill and the closure of the Waimanalo Gulch landfill. Ask students to consider environmental impacts, environmental justice issues, and current and projected solid waste trends for the island, and be prepared to present their findings and arguments with the class.

¹National Park Service. (2016, April 29). *Hawaii Volcanoes National Park, Learn About the Park, Nature*. Retrieved from <https://www.nps.gov/havo/learn/nature/index.htm>

Politics of Waste Management and Environmental Justice in Hawai‘i

By Rachel Harvey and Annette Koh

An island ecosystem, the state of Hawai‘i has no “away” in which to throw away its waste. Calls to “malama ‘aina” —the Hawaiian phrase “to take care of the land”—are common in the halls of education and politics. O‘ahu, Hawai‘i’s most populous island and home to Honolulu, is facing a deadline. Waimanalo Gulch Sanitary Landfill, the sole site for residential and commercial waste, is at capacity. Only a Hawai‘i Supreme Court decision averted its planned closure on July 31, 2012. The debate over the placement of the next landfill foregrounds long-standing community tensions of class, culture, and residency.

Hawai‘i’s Wastescape

The unglamorous issue of waste management is at odds with a tourism-based economy that sells images of pristine Pacific beaches. Yet O‘ahu residents generate 6.6 pounds of trash per person per day, two pounds more than the national average. The island’s near 1 million residents (and 400,000 monthly tourist arrivals) generate roughly 1.6 million tons of waste each year. O‘ahu is plotting a progressive path with a growing landfill diversion rate based on green waste composting, a successful beverage bottle redemption law, and a municipal waste-to-energy plant, the Honolulu Program of Waste Energy Recovery (H-POWER).



Photo Credit: By Eric Guinther (English Wikipedia, user-contributed.)

Modern landfill operation at Waimanalo Gulch, the municipal sanitary landfill for the City & County of Honolulu.

Furthermore, as of May 2012, O‘ahu and Hawai‘i’s other three counties have all banned or will implement a ban on the distribution of single-use plastic bags. Honolulu’s Department of Environmental Services runs a popular and award-winning “Tour de Trash” program that brings residents and educators to the various recycling and composting facilities. Civil society is also taking up the cause of waste reduction. Several farmers markets have implemented “zero waste” policies, and used restaurant oil is reclaimed for biofuel. Coalitions of surfers and environmentalists sponsor regular beach clean ups to address marine debris and plastic pollution that threatens sea turtles and birds. Several local non-profits have set low-waste behavior as their primary educational or policy emphases. But as yet, these piecemeal public and private initiatives do not reduce waste sufficiently to eliminate the need for a landfill.

Community Tensions

For the majority of O‘ahu’s population, as in the rest of the U.S., “away” is the garbage truck that picks up trash once or twice a week. “Away” is H-POWER, where the contents of the kitchen trash are transformed into electricity. For the average isle resident, the existence of an incinerator justifies a lack of concern. Yet for every 10 tons of municipal solid waste received at H-POWER, one ton of ash is generated in incineration. This ash and the hundreds of tons of solid waste that exceed H-POWER’s daily capacity are brought to Waimanalo Gulch Sanitary Landfill. Yet little incentive exists to systematically tackle waste reduction or diversion. In fact, the success of the state bottle redemption bill relies on elderly or homeless recyclers and guerrilla recycling bins.

For the residents of O'ahu's Wai'anae coast, "away" is home. When heavy rains overtopped a reservoir above the municipal landfill and spilled into storm sewers, medical waste washed up on Wai'anae beaches. The Wai'anae coast is also home to eleven of eighteen sewage treatment plants, two oil refineries, and the privately owned PVT Nanakuli Construction and Demolition Material Landfill. Residents complain that construction debris includes asbestos dust and other toxic particles blown downwind, contaminating their homes and the nearby elementary school. From an environmental justice viewpoint, Wai'anae has a poverty rate double the island average and is home to O'ahu's largest Native Hawaiian population. In fact, the media often refer to the homeless encampments that line the beaches as "infestation" or trash; the isolated back roads in this largely rural area often serve as illegal dumping sites, including hundreds of televisions from a Waikiki hotel.

Most local politicians acknowledge that Wai'anae has shouldered the burden of waste disposal for O'ahu. Former Honolulu Mayor Mufi Hanneman told residents that it was time for another community to step up. Indeed, the Mayor's Advisory Committee on Landfill Selection included as one of its 20 criteria the environmental justice metric that the landfill not be located in communities that already host other "disamenities." An April 2012 report commissioned by the Advisory Committee determined two new potential sites with at least 100 useable acres; both sites are adjacent to the current landfill.



Photo credit: Forest Starr and Kim Starr

Aerial image of the Wai'anae coast.

In the same report, the consultant calculated the number one option as Kailua, an affluent beach town most famous for hosting the Obamas every Christmas. Amid uproar from Kailua residents, the consultant stated that, due to a "data error," the best option was in fact the rural North Shore community of Kahuku. All three communities (Kailua, Kahuku, and Wai'anae) reject the placement of the new landfill in their backyard, citing the need to protect cultural and natural heritage. Kailua

residents are fiercely protective of their bedroom community, limiting commercial uses of local beaches and banning bed-and-breakfasts in residential areas. The decades-long fight against hotels and subdivisions on the North Shore has given rise to a cottage industry of "Keep the Country Country" bumper stickers and a grassroots coalition of surfers and farmers. If Wai'anae has the moral high ground, due to the inequity of making O'ahu's most Native Hawaiian community bear the brunt of waste disposal for the entire island, the economics of land prices and efficiencies of scale and highway access still make it an attractive option to site the next landfill. Wai'anae has some monied allies despite the community's poverty. Hotels in the adjacent Ko Olina development that includes a new Disney resort have spent lobbying dollars to close the current landfill.

Implications

Siting of locally unwanted land uses (LULU) in Hawai'i occurs on a terrain shaped by socio-cultural and political forces that belies the happy-go-lucky depiction of a Pacific paradise. Periods of colonial settlement, plantation farming, military build-up, and immigration have resulted in entrenched social stratification and residential segregation of stakeholders. Despite the small size of the island, each ahupua'a (traditional watershed area) claims a local identity distinct from the next. Questions of localness, such as high school affiliation, prove or disprove legitimacy. The Hawaiian sovereignty movement places the rights of Native Hawaiians, as the host

culture, above the rights of a fourth-generation descendant of a plantation immigrant, and definitely above that of a newcomer fresh from the mainland. Paul Theroux wrote of Hawai'i: "An island is a fixed and finite piece of geography, and usually the whole place has been carved up and claimed" (Smithsonian, May 2012). In waste management as usual, throwing one's trash away becomes a zero sum proposition where away is next to somebody's home. Communities argue against a landfill by asserting their way of life is worth preserving. But does that mean Wai'anae, as home to O'ahu's only landfill, must see itself as the unusable, discarded margins? Setting aside the science of siting landfills on a volcanic island with limited land mass and vulnerable watersheds, a public process based on criteria like property costs further burdens marginalized communities. The tone of this debate has kept a focus on location and waste management. As a result, municipal incentives for household waste reduction are often overshadowed while community-based tensions are fueled. In larger perspective, this debate speaks to cultural and civic ideas about waste, the politics of Hawai'i's land-use planning, and situated perceptions of social and environmental justice. Ultimately, waste in the context of Hawai'i, provides a stage on which to view how municipal governance and community identities are positioned upon the landscape. A constitutional amendment was proposed in the 2011 Hawai'i State Legislature that would have introduced environmental justice language into the state statutes: "Each person has the right to be free from any form of subconscious or institutional discrimination, such as actions that may disproportionately impact the health and environment of native Hawaiians, ethnic minorities, and low-income populations." The legislation never made it out of committee.

Reprinted with permission. Harvey, R. and Koh, A. (2012, October). Landfill in Paradise: Politics of Waste Management and Environmental Justice in Hawaii. *Anthropology News*, 53(8), 8-9. <https://www.americananthro.org>

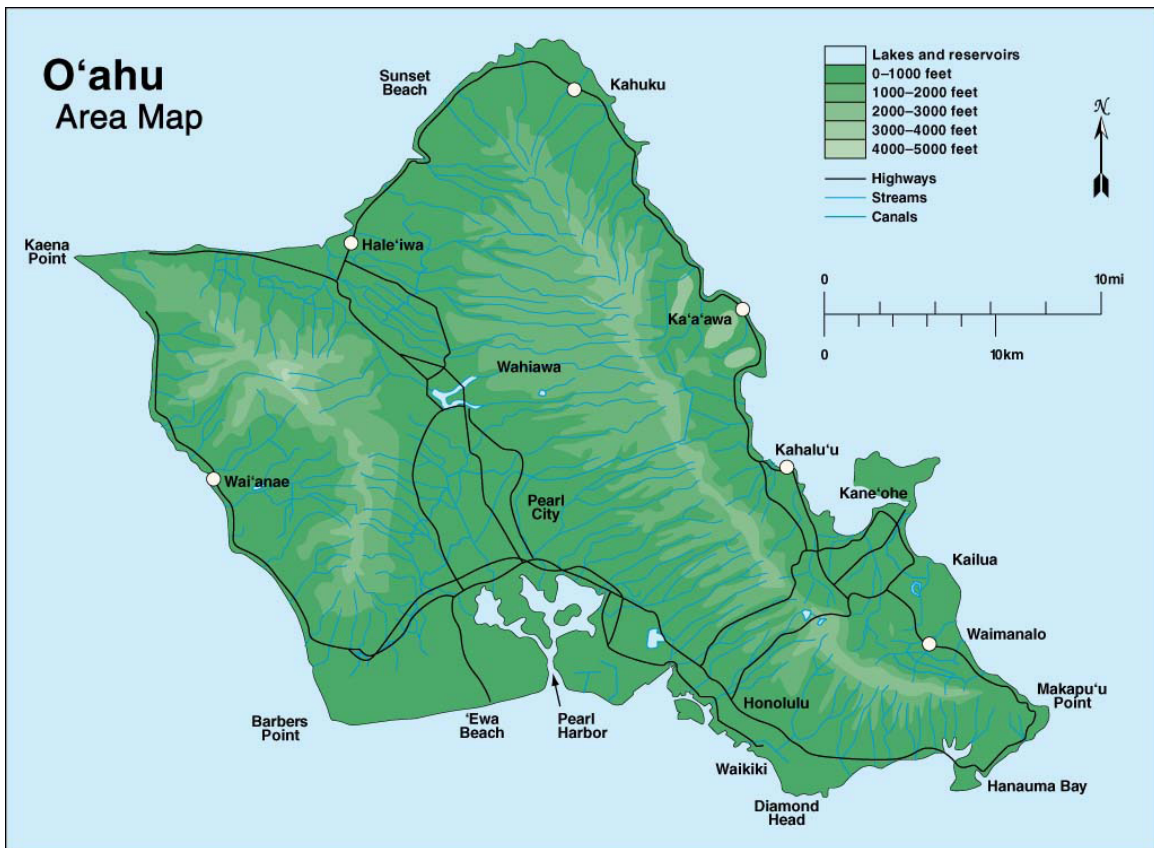
Update since this article's publication: In October 2019, the Hawai'i Land Use Commission voted in favor of the Waimanalo Gulch Sanitary Landfill's permanent closure by March 2028.

comprehension questions

Discuss the following questions with a partner.

- a. What is the biggest challenge faced by O'ahu when it comes to waste management?
- b. Explain at least three ways O'ahu is successfully cutting back on the amount of trash going into landfills.
- c. Where does much of O'ahu's residents' trash currently go? What are some problems with this?
- d. Identify two ways that the Wai'anae coast, a high-poverty area, has been negatively impacted by environmental hazards.
- e. Why do you think that the report on landfill siting suggested putting the new landfill next to the old one? Why did they then suggest other locations besides Kailua for the landfill?
- f. What do you think would be the best location for the new landfill: Kahuku, Kailua, or Wai'anae? Defend your answer with evidence from the reading.

TRASH TROUBLE IN PARADISE | community data sheet



Population Basics

	Waiana'e	Kahuku	Kailua
Total population, April 2010	13,177	6,138	38,635
Population density, April 2010	2,459/mi ²	4,584 /mi ²	4,976 /mi ²
Persons under age 5, April 2010	9.8%	6.1%	5.4%
Persons under age 18, April 2010	32.5%	22.7%	20.5%
Persons age 65 years+, April 2010	9.1%	5.6%	16.4%

Racial Makeup of Population

	Wai'anae	Kahuku	Kailua
% White, non-Hispanic or Latino	6.9%	27.9%	42.1%
% Hispanic or Latino	15.9%	5.2%	6.5%
% Black or African-American	0.8%	0.8%	0.6%
% American Indian or Alaska Native	0.2%	0.2%	0.2%
% Asian	14.5%	13.7%	20.3%
% Native Hawaiian	30.6%	30.1%	6.7%
% Two or more races	44.8%	24.9%	27.3%

Income and Education Levels

	Wai'anae	Kahuku	Kailua
Median household income (in 2014 dollars), 2010-2014	\$68,348	\$81,948	\$104,911
% Persons in poverty	27.5%	11.0%	5.8%
High school graduate or higher, percent of persons age 25 years+, 2010-2014	83.9%	97.9%	95.3%
Bachelor's degree or higher, percent of persons age 25 years+, 2010-2014	8.3%	44.3%	46.2%

Land and Housing Data

	Wai'anae	Kahuku	Kailua
Median value of owner-occupied housing units, 2010-2014	\$308,900	\$661,000	\$813,600
Median gross rent, 2010-2014	\$1,281	\$1,298	\$2,000+
Mean travel time to work (minutes), workers age 16 years+, 2010-2014	43.1 minutes	18.0 minutes	27.9 minutes

Source: United States Census Bureau, 2010

Community Profile: Wai‘anae (wahy-uh-nahy)



The community of Wai‘anae is somewhat isolated on the western coast of O‘ahu, accessible by only one road leading in and out. Because of the rain shadow effect on the mountainous island, Wai‘anae is dry and, in the summer months, becomes extremely hot and dusty. Over a quarter of Wai‘anae’s inhabitants live below the poverty line, and the community’s economy struggles from a lack of available jobs. Very few inhabitants have a college degree. A large tent city, where people of all ages live without access to running water or steady electricity, has grown on the beach near Wai‘anae High School. Wai‘anae is also the location of the current municipal landfill, as well as a private construction landfill.

Despite the challenges faced by their community, residents of Wai‘anae have fierce pride in their home and work hard to improve their surroundings. For example, several high schools in the area have partnered with an organic farm, Ma‘o, to provide at-risk students job and scholarship opportunities. Wai‘anae has the highest concentration of people of Native Hawaiian descent in the world, and some non-profit organizations have made it a goal to help community members connect with their heritage through traditional hydroponics, removing invasive species and planting native ones, and sharing oral histories of the area.

Community Profile: Kahuku (kah-hoo-koo)



Turtle Bay Resort, Kahuku, Hawaii.



Kahuku Shrimp Wagon.

Even if you've never been to Hawai'i, you may have seen Kahuku – especially its Turtle Bay Resort, which has been featured as the setting for a number of TV shows and movies. While the resort brings a lot of tourists and development, it's also been taking part in recent conservation efforts. The resort installed solar panels on its roof, buys local and organic ingredients for its restaurants, and funds a program that recycles Styrofoam to make surfboards. Near the resort, several World War II-era runways have been converted to golf courses.

Beyond the resort, several family-owned farms trace back for generations. Kahuku is also home to beaches beloved by surfers and to the James Campbell National Wildlife Refuge, which protects the habitats of several native waterbirds, green sea turtles, and the endangered Hawaiian monk seal. Many consider Kahuku to be a quiet town that harkens back to the "Old Hawai'i" days before the island's tourism industry rapidly grew.

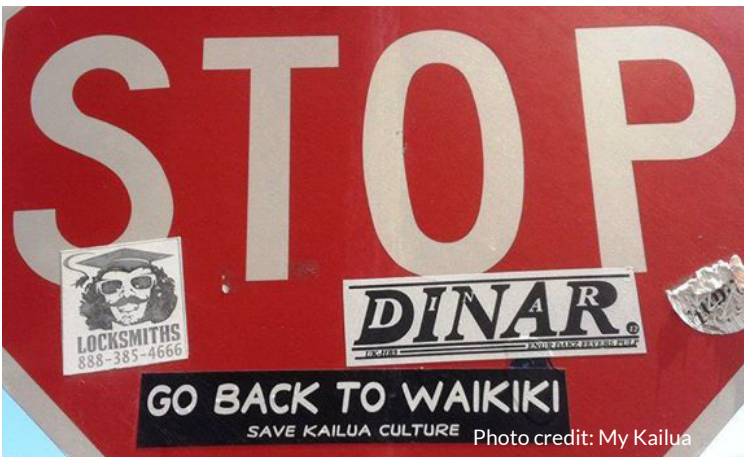
Community Profile: Kailua (kahy-loo-ah)



View of Kailua from the Lanikai Pillboxes Trail.

Kailua is one of the wealthiest communities on the island of O’ahu. Lanikai Beach in Kailua is considered by many to be the most beautiful beach in all of the Hawaiian Islands. It’s also a favorite of Hawai’i-born President Obama, who often vacations there. Because of the shape of the island and the resulting wind patterns, the waters off Kailua are usually calm and perfect for swimming, kayaking, and snorkeling.

However, not all tourists are welcomed by the residents of Kailua. Some signs around town urge them to “go back to Waikīki” (the tourism district of downtown Honolulu). People who live in Kailua worry that their small-town feeling will be ruined if tourism continues to grow.



TRASH TROUBLE IN PARADISE | planning guide

Name: _____ Date: _____

Complete the chart below using the Community Data Sheet and your Community Profile. Answer Question #6 on a separate piece of paper and be ready to present your proposal to the class.

1. Identify at least one reason your community was selected as a good site for the landfill.	
2. Identify at least two arguments against placing the landfill in your community.	
3. What are some of the benefits of your community? What do you love and want to protect about it?	
4. What are some of the challenges of living in your community? What do you wish could change?	
5. Describe one way that your community could be improved through public policies and funds. (E.g. would you like more affordable housing, more parks, better education?)	

6. Create a proposal: Write a plan that outlines the conditions under which your community would be willing to accept the landfill. What would you expect the council to provide if they decide that the landfill site is going to be located in your home community? Identify the benefits to your community that could offset the challenges associated with having the landfill sited there. Outline your plan in detail and be prepared to defend its components to the council.