



Conservation Inspiration

Facilitator Guide

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Overview

The man who moves a mountain begins by carrying away small stones. Confucius

Biodiversity can best be described as the “variety of genes, species, and ecosystems that constitute life on Earth.” Biodiversity contributes to society’s experience of the outdoors and is important in maintaining healthy living. [1] Populations of animals are declining rapidly due to habitat fragmentation and climate change. An estimated 27,000 or more species are threatened with extinction.[2] Small actions of all individuals, including older adults, are needed to reverse the decline. We can move mountains, effect change one stone, one step at a time.

This 2-hour class is designed to encourage older adults, those over the age of 65 years of age, to engage in personal conservation action to save threatened species. The class will provide education about threatened species and the need for conservation as well as ideas for inspiration regarding individual acts of conservation. My definition of personal conservation action is the process of changing one’s behavior to save threatened species such as recycling glass and plastic, using cloth napkins, reducing single-use plastics, installing energy-efficient light bulbs, and sipping up iced tea with paper straws. Much of the literature shows efforts made to encourage children and youth to engage in personal conservation action. Many programs and classes exist to inspire and energize these young people into action. Worldwide, over the next 25 years, an estimated one billion older adults will be alive.[3] Older adults appear to be in a remarkable position to help save threatened species through personal conservation action. Older adults thus need to be inspired and energized, too!

The ideal place to hold this class would be at a senior center, a non-profit organization, a zoo, or an aquarium. The class was created to have as few as four participants and as large as 40 participants to accommodate different room sizes and audiences. For the ideal experience, participants should be at tables with an even number of people so pairing up is effortless.

[1] Rands, M. R., Adams, W. M., Bennun, L., Butchart, S. H., Clements, A., Coomes, D., Entwistle, A., Hodge, I., Kapos, V., Scharlemann, J.P., Sutherland, W. J., & Vira, B. (2010). Biodiversity conservation: Challenges beyond 2010. *Science*, 329(5997), 1298-1303.

[2] The IUCN Red List of Threatened Species. (n.d.). Retrieved from IUCN Red List of Threatened Species website: <https://www.iucnredlist.org/en>.

[3] Tuckett, A. G., Freeman, A., Hetherington, S., Gardiner, P. A., & King, A. C. (2018). Older adults using our voice citizen science to create change in their neighborhood environment. *International Journal of Environmental Research and Public Health*, 15(12), 2685.

This guide is geared for facilitators with some experience teaching without the knowledge of conservation or threatened species. The knowledge base of information needed to teach this class is provided in this guide. Additional facts are found on pages 9 to 12 if needed.

I hope that this guide will help facilitate and encourage older adults into personal conservation action. Even seemingly small changes can add up to big results. All it takes is one small stone, one change, to move that mountain!

Kärin J. Kupka, LCSW

December 2019

Master of Biology Student with Miami University

In conjunction with San Diego Zoo Global

List of Required Items

1. Copies of the agenda handouts for each participant.
2. Copies of the recycle handouts for each participant. (This could be on the back of your agenda handout to save paper.)
3. Copies of worksheets for *Swimmin' In The Sea* for each pair of participants.
4. Copies of ocean feeder cards for *Swimmin' In The Sea* for each pair of participants to get one card.
5. A small rock or pebble for each participant.
6. A free give-away such as a Milkweed seedling plant (or other native plants if available) and/or roll of bamboo toilet paper.
7. A children's animal matching card game was found at the dollar store or two decks of playing cards used at raffle "tickets," each participant getting one of two matching cards. Other games could be used. (The idea is to reuse something from home vs. purchasing the usual paper raffle ticket to be just tossed away.)
8. A few raffle items (These can be purchased through donations or seed money. You can obtain free items from local stores, vendors, and organizations or seek out company sponsorship if needed).
9. Pens/pencils for every participant.
10. A wall clock, a small alarm clock, or watch to mind how much time to spend on each agenda item. (Note: Do not use your cell phone! It looks like you are checking messages, not checking the time.)
11. A whiteboard or easel to write down ideas during *Let Us Discuss*.
12. Name tags and markers.
13. Sign up sheets for participants to indicate if they would like additional information.

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Suggestions

1. Attempt to bring nature into the classroom with plants, pictures of threatened species, and life-like stuffed animals representing threatened species. If a computer and TV or projector/screen is available, consider showing a live stream of animals on camera. Go to <https://zoo.sandiegozoo.org/live-cams> or www.explore.org for options. If no internet is available, consider using your cell phone as a hotspot to provide access to the websites.
2. Have an "inspiration" table set up with display items gathered from around your home or your friends'/family's homes. Items to have on display: environmentally friendly soap, compostable doggie poop bags, reusable water bottles, reusable food containers, bamboo utensils, made with recycled plastic garbage bags, mesh grocery bags for fruit and vegetables, paper straws, recycled elephant poo paper, tissues made from bamboo,

reusable straws, cloth grocery bags, energy-efficient light bulbs, native pollinator plants, etc.

3. Serve refreshments using ceramic plates and cups, compostable cups, and cloth napkins. Consider serving fair-trade coffee and chocolate!
4. Have copies of non-profit magazines or handouts on threatened species.
5. Provide voter registration forms. Have additional raffle items or free give-a-ways.
6. Use plastic sleeves and fine tip dry erase markers with worksheets so they can be used again.

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Agenda

Here is the outline for the 2-hour class with suggested times for each:

1. Welcome (5 minutes)
2. I remember when... (20 minutes)
3. Just the facts, Ma'am (10 minutes)
4. Swimmin' in the Sea Activity (30 minutes)
5. Let Us Discuss (40 minutes)
 - a. Activism
 - b. Volunteerism
 - c. Citizen Science
 - d. The Three R's+
6. The End and the Beginning (15 minutes)

In the pages that follow, each *agenda* item will be explained regarding the needed handouts located at the end of this guide.

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Welcome

(5 minutes)

1. Introduce yourself and say, "A person can move a mountain, one stone at a time. We are here to be inspired to move some mountains, to make small changes to turn into big accomplishments!"
2. Pass out pens/pencils and the agenda handout or have them on the table in front of them. Review the agenda. Note space on the bottom of the agenda handout to write down personal inspirational ideas throughout the class.

3. Ensure everyone has a name tag and raffle ticket. These can be passed out as participants arrive or have on the table in front of them.

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I Remember When...

(20 minutes)

Ask the following question, “What is your earliest memory of visiting a zoo or interacting with nature?” and have participants either share with the whole group if a small group is gathered OR have participants pair up and share with their partner. Then come back to the whole group and have two or three people share, with permission, their partner’s first memory.

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Just The Facts, Ma’am

(10 minutes)

The following is a collection of facts to share with the group. Only share a few from each section as time allows. Additional information is found on pages 9-12. Since the focus on the class is inspiration and education, a small amount of time is spent on this section with the participants.

A. Aging Planet Facts

- a. Human presence on this planet has caused a 60% decline in populations of mammals, birds, fish, reptiles, and amphibians in just over 40 years.
- b. All life depends on water. The irregularity of rains is posing challenges all over the world.
- c. Although the poles seem remote, their stability is crucial to all life. This sea ice around this pole reflects sunlight and keeps Earth from overheating. It is disappearing as these areas continue to warm faster than any other part of the planet.
- d. Nearly 300 million people and eight out of ten land-dwelling species live in forests. Forests provide a vast array of resources to all of us, including food, habitat, medicine, freshwater, and the air we breathe.
- e. The stability of life relies on the connection between habitats. The biomes across our planet connect, so the health of one will affect the health of others. We need to improve the health of all ecosystems – from forests and oceans to grasslands and polar regions.

(Taken from <https://mail.google.com/mail/u/0/#inbox/KtbxLwgVTdXKXvJLhCKiffcSHVzwJhJgq?projector=1&messagePartId=0.1>)

B. Wildlife Facts

- a. Wildlife habitat in the world is being destroyed at a rate of approximately 5,760 acres per day or 240 acres per hour.
- b. The population of wildlife throughout the world decreased in size by approximately 52 percent between 1970 and 2010. The human population more than doubled in size during the period.
- c. Four percent of the mammals in the world are wild animals. Thirty-six percent are human beings and 60 percent are farm animals.
- d. Africa's lion population has decreased in size by approximately 42 percent during the past two decades.
- e. Approximately 6,000 tigers are currently being kept as pets in the United States. The number is greater than the number of tigers in the wild throughout the world.
- f. Approximately 85 percent of the fisheries around the world that are fished commercially are at their absolute maximum or already overfished.
- g. Approximately one billion birds die annually after colliding with glass in the United States.

(Taken from <http://www.animalmatters.org/facts/wildlife/>)

C. What makes a species threatened?

- a. Present or threatened destruction, modification, or curtailment of its habitat or range.
- b. Overutilization for commercial, recreational, scientific, or educational purposes.
- c. Disease or predation.
- d. Inadequacy of existing regulatory mechanisms.
- e. Other natural or human-made factors affecting its continued existence.

(Taken from <https://oceanservice.noaa.gov/facts/endangered.html>)

D. Threatened Species Facts

- a. More than 20,000 African elephants are killed each year for their tusks.
- b. Around 3,800 tigers are estimated to remain in the wild. They are trafficked as live cubs, furs, claws, teeth, and bones.
- c. Three rhinos are killed a day in South Africa alone for their horns.
- d. One million pangolins are trafficked each year from their scales and hides.
- e. Marine turtles are trafficked for their shells.
- f. Live animals like primates are taken from the wild as pets.

(Taken from <https://www.endwildlifetraffickingonline.org/>)

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Swimmin' In The Sea Activity

(30 minutes)

Have participants pair up. Pass out one worksheet and one Ocean Feeder Card per pair of participants or have on the table in front of them. Allow the pairs to work on their activity for 15-20 minutes. Once the noise level in the room increases, indicating that people have started to chat and are finished with the activity, pose the following questions to participants:

1. What did you learn that you didn't know before?
2. How does this activity impact your use of plastics in the future?

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Let Us Discuss

(40 minutes)

1. Review the role of activism as a personal conservation action. Encourage participants to consider reading about changes in law and policy that affect threatened species as well as voting and writing governmental officials.
2. Review the role of volunteerism as a personal conservation action. Encourage participants to volunteer for various non-profit organizations in the area either for a single event or ongoing involvement.
3. Review the role of citizen science as a personal conservation action. Encourage participants to reference websites on their agenda handouts for suggested projects both in-person and online.
4. Pass out the recycling handout or have it on the table in front of them.
5. Write out on board the three R's of Reduce, Reuse, Recycle, and discuss the order that they are intended to be used. Add the additional two R's of Rot and Repurpose.
6. Pose the question, "What can you do?" and list them on a whiteboard or pad of paper in big print. (As ideas are mentioned that match something from the inspiration table, pause to note the item and pass it along to a participant to look at and the pass to someone else.)
7. As participants listen to ideas, are shown examples, encourage each to write down their ideas on the back of their half sheet handout topped with the words "My Conservation Ideas." These might include:
 - Planet-friendly products (dish soap, laundry detergent)
 - Bags (paper, cloth, compostable)
 - Items made from recycled products (containers, toothbrush)

- Citizen Science
- Online Citizen Science
- Paper products (tissues, toilet paper, paper towels made with bamboo)

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The Beginning And The End

(10 minutes)

1. Raffle
 - a. Make sure everyone has a raffle “ticket.”
 - b. Draw winners, pass out prizes.
2. Invite those who wish to receive an email of links to resources for today’s presentation to sign up on the back table.
3. Invite all participants to take home milkweed plants and a roll of bamboo toilet paper. These can be placed at a table near the exit or have on the table in front of them.
4. Pass out a small stone to each participant or have them on the table. Say, “This is the end of the class. But the beginning of moving mountains! Please take a stone home with you. This is a reminder that mountains can be moved one stone at a time!”
5. Share a “thank you” to all who came.
 - a. Share a special thanks to those who hosted the facility as well as helpers who set up and cleaned up!

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Additional Facts To Share Throughout The Class If Needed

- A. Food Waste Impacts Our Planet
 - a. Today, an estimated one-third of all the food produced in the world goes to waste. That’s equal to about 1.3 billion tons of fruits, vegetables, meat, dairy, seafood, and grains that either never leave the farm, get lost or spoiled during distribution, or are thrown away in hotels, grocery stores, restaurants, schools, or home kitchens. It could be enough calories to feed every undernourished person on the planet.
 - b. But wasted food isn't just a social or humanitarian concern—it's an environmental one. When we waste food, we also waste all the energy and water it takes to grow, harvest, transport, and package it. And if food goes to the landfill and rots, it produces methane—a greenhouse gas even more potent than carbon dioxide. About 11% of all the greenhouse gas emissions that come from the food system could be reduced if we stop wasting food. In the US alone, the production of lost

or wasted food generates the equivalent of 37 million cars' worth of greenhouse gas emissions.

- c. As the world's population continues to grow, our challenge should not be how to grow more food, but to feed more people while wasting less of what we already produce. Thankfully, there are plenty of actions we can take at the consumer level to make a significant difference. From delivering leftovers to those in need of freezing food, shopping smarter, and composting to keep inedible scraps out of landfills, we can all take small steps to curb our emissions.

(Taken from

https://www.worldwildlife.org/stories/fight-climate-change-by-preventing-food-waste?utm_campaign=wild-classroom&utm_medium=web&utm_source=partner-site&utm_content=food-waste-resources)

B. Definition of Climate Change

- a. Fact: Carbon dioxide is a greenhouse gas, by which we mean a gas that traps heat and makes a planet (like Earth or Venus) warmer than it would be otherwise.
- b. Fact: Human activity, especially the use of fossil fuels — by which we mean coal, oil, and gas, all of which release carbon dioxide when burned — is adding significantly more of this heat-trapping gas to Earth's atmosphere.
- c. Inevitable Conclusion: We should *expect* the rising carbon dioxide concentration to warm our planet, with warming becoming more severe as we add more carbon dioxide.

(Taken from a book titled A Global Warming Primer was written by Jeffrey Bennett and found online at

<https://www.globalwarmingprimer.com/primer/primer1/>.)

C. Seven Ways You Can Save the Ocean

- a. Check the label
- b. Reduce your carbon emissions
- c. Skip the single-use plastics
- d. Increase your ocean IQ
- e. Travel smarter
- f. Use your unique skills for good
- g. Sign up, sign on, speak out

(Taken from

https://www.worldwildlife.org/stories/7-ways-you-can-help-save-the-ocean?utm_campaign=wild-classroom&utm_medium=web&utm_source=partner-site&utm_content=biodiversity-resources)

D. How our action affects a threatened species: The Polar Bear Example

- a. Why do Polar Bears Matter?
 - i. They represent the health of their environment. Polar bears play an important role in the overall health of their marine environment. A top

predator, they are vital to the balance and stability of their food chain, which includes fish. By protecting the polar bear, we're helping ensure the health of the entire Arctic food web, benefiting millions of people who depend on fish for food and income. As an indicator species, they are also studied so scientists can gain a broader view of what's going on in the Arctic. When they're unhealthy, it may be a sign that something is wrong elsewhere.

- ii. They are cultural icons. Polar bears have been significant figures in Arctic culture for centuries. According to the Alaska Nanuq Commission, “nanuq” is a widely used term for “polar bear” in the indigenous languages of Alaska. Nanuq has a strong presence in folklore and tales throughout Alaskan history, many of which show a consistent theme of ceremonialism, respect, and the relationship between polar bears and humans.
- b. The Threats Polar Bears Face
- i. Climate change is the greatest threat to polar bears. The Arctic is warming twice as fast as the rest of the planet; impacts are felt there first and are some of the most damaging in the world.
 - ii. Loss of sea ice habitat due to climate change
 - iii. Industrial impacts
 - iv. Polar bear-human conflicts
 - v. Illegal hunting
- c. How WWF is helping polar bears and the Arctic
- i. Protecting their habitats
 - ii. Reducing human-bear conflict
 - iii. Addressing climate change in the Arctic
 - iv. Reducing industrial impacts
- d. What can we do?
- i. Be energy conscious
 - ii. Watch your water use
 - iii. Plant a tree
 - iv. Spread the word/lead by example

(Taken from

http://assets.worldwildlife.org/educators_toolkit_files/36/toolkit_files/original/POLAR_BEAR_ResourceGuide_Revised.pdf?1525964005)

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Advertising Announcement Example



Conservation Inspiration

Come and join in on the fun with free give-a-ways and information regarding how YOU can help Mother Earth age gracefully! All it takes is taking one simple, small step to truly make a difference. Really! You *can* move a mountain. One stone, one step at a time. Want to learn how?

No RSVP is needed. Come be inspired!

Saturday, November 9th from 10-11:30 AM in Luther Hall

Refreshments, handouts, starter items, and ideas will be provided.

This class is created and facilitated by Kärin Kupka who is a member of SMLC and Master of Biology student through Miami University in conjunction with San Diego Zoo Global. This class is part of her thesis project and is geared for older adult participants. Questions?

Call 760-415-2525 or email kupkakj@miamioh.edu.

Agenda Handout

Conservation Inspiration

Agenda

1. Welcome
2. I Remember When...
3. Just The facts, Ma'am
4. Swimmin' In The Sea
5. Let Us Discuss
6. The End And The Beginning



Don't forget your free Milkweed Seedling Plant and roll of bamboo toilet paper!

Websites to Explore At Home

- San Diego Zoo Institute for Conservation Research <https://institute.sandiegozoo.org/>
- San Diego Nature Conservancy
<https://www.nature.org/en-us/get-involved/how-to-help/places-we-protect/san-diego-county/>
- Conservation International <https://www.conservation.org/>
- IUCN Red List of Threatened Species <https://www.iucnredlist.org/>
- Citizen science opportunities <https://www.inaturalist.org/>
- Online citizen science opportunities <https://www.zooniverse.org/>
- National Oceanic and Atmospheric Administration (NOAA) Climate Change Facts
<https://www.noaa.gov/categories/climate-change>

Questions? Inspired to learn more? Contact Karin Kupka at kupkakj@miamoh.edu!

My Conservation Ideas...

Worksheet for *Swimmin' In The Sea*

Swimmin' In The Sea

1. In pairs, use your Ocean Feeder card to fill in the chart below.

Name of Animal	Location of Feeding (surface, pelagic, or benthic)	Diet	Feeding Strategy

2. Using the chart below, which plastics could affect your animal?

Resin ID Code	Name	Density (g/ml)	Uses	Where in the Water Column
1	PETE (Polyethylene terephthalate)	1.38-1.39	Soft drink and water bottles, peanut butter containers, salad dressing, and vegetable oil containers	Sinks: benthic feeders
2	HDPE (High-density polyethylene)	0.95-0.96	Milk jugs, detergents, household cleaners, motor oil containers, some garbage bags, butter, and yogurt tubs	Floats: surface and pelagic feeders
3	PVC (Polyvinyl chloride)	1.16-1.45,	Clear food packaging, medical equipment, siding, piping, windows, shampoo bottles	Sinks: benthic feeders

4	LDPE (Low-density polyethylene)	0.92-0.94	Squeezable bottles, various bags (for bread, frozen food, shopping and dry cleaning), clothing, furniture	Floats: surface and pelagic feeders
5	PP (Polypropylene)	0.90-0.91	Syrup bottles, ketchup bottles, caps, straws, medicine bottles	Floats: surface and pelagic feeders
6	PS (Polystyrene)	0.020-1.0 7	CD cases, meat trays, egg cartons, disposable plates and cups	Sinks or Floats: surface or benthic feeders
7	Other	Varies	DVD cases, iPod packaging, signs, and displays, nylons	Varies: potentially all feeders

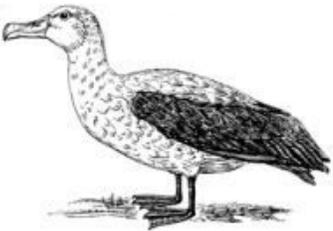
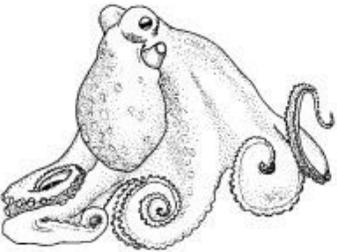
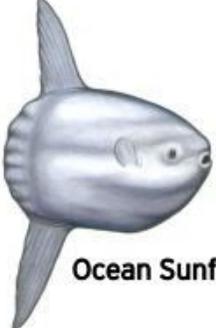
3. How might the shape and size of a plastic object determine how your animal is affected?

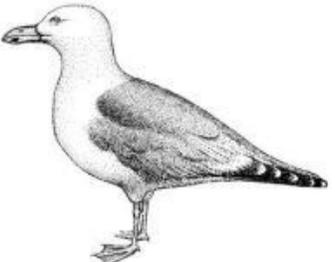
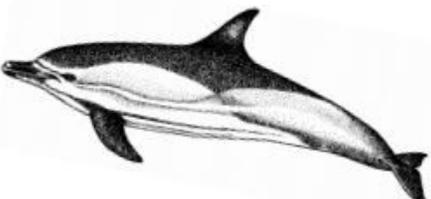
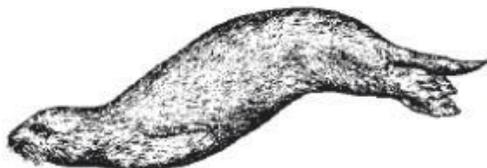
4. How does plastic end of in our oceans?

5. What are some ways to reduce our plastic consumption?

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Ocean Feeder Cards for *Swimmin' In The Sea*

 <p>Black-footed Albatross</p>	<p>Black-footed albatross Surface and Pelagic Feeder <i>Phoebastria nigripes</i> size: wingspan up to 7 ft. (215 cm) and 7.7 lbs. (3.5 kg)</p> <p>This seabird spends three years at sea when it first leaves the nest. It lands on the water to sleep and eat. It locates prey with a keen sense of smell. Parents regurgitate their prey to feed their chicks. Diet: squid, fish, fish eggs, crustaceans Feeding Strategy: forages on the surface while swimming or dives underwater to catch food with beak Habitat: open ocean (sandy shore during breeding)</p>
 <p>Giant Sea Bass</p>	<p>Giant sea bass Pelagic and Benthic Feeder <i>Stereolepus gigas</i> size: to 8.2 ft. (2.5 m), 562 lbs. (255 kg)</p> <p>These fish are able to quickly and dramatically change colors. Often known as black sea bass, these large fish aren't known for speed. Thus they often feed on the ocean floor. Diet: sting rays, skates, lobster, crabs, flatfish Feeding Strategy: catch prey by rapidly opening large mouth; hide in shadows of kelp to ambush some prey Habitat: open water</p>
 <p>Giant Pacific Octopus</p>	<p>Giant Pacific octopus Benthic Feeder <i>Enteroctopus dofleini</i> size: to 50 lbs. (23 kg) and 15-ft. (4.5 m) wide</p> <p>This octopus has over 2,000 suckers through which it grips, smells and tastes. It is able to change its color to camouflage into its surroundings. Diet: clams, abalone, rockfish, crabs, other octopuses Feeding Strategy: catches food with suckers and crushes with beak Habitat: reefs and pilings</p>
 <p>Ocean Sunfish</p>	<p>Ocean sunfish Pelagic Feeder <i>Mola mola</i> size: to 14 ft. (4.3 m), 5,000 lbs.(2,268 kg) (up to 1,000 lbs. in Monterey Bay)</p> <p>This fish hatches from a tiny egg and grows up to be the size of a small pickup truck. Ocean sunfish live in almost all of the world's oceans and often swim at the surface sometimes appearing to sunbathe! Diet: jellies, plankton, small fishes like anchovies Feeding Strategy: slurps food through fused teeth, shredding prey until its small enough to swallow Habitat: open water</p>

 <p>Black Sea Turtle</p>	<p>Black sea turtle Pelagic Feeder <i>Chelonia agassizii</i> size: to 4 ft. (1.2 m)</p> <p>This sea turtle is actually a type of green sea turtle. As a juvenile, it feeds in the open ocean on invertebrates, algae and jellies. As an adult, it becomes primarily an herbivore and moves closer to shore, eating sea plants.</p> <p>Diet: jellies, invertebrates, sea plants, algae Feeding Strategy: uses sharp beak to cut and tear its food. Habitat: open water</p>
 <p>Western Gull</p>	<p>Western gull Surface Feeder <i>Larus occidentalis</i> size: 24-27 inches (61-70 cm)</p> <p>To break open prey like clams and sea urchin, this sea-bird drops its food from high in the air to hard surfaces below. Often fed by humans, contaminants in people food can harm its health.</p> <p>Diet: fishes, carrion (dead animals), marine invertebrates, birds, birds' eggs, garbage Feeding Strategy: uses beak to catch small fish at the surface Habitat: coastal water</p>
 <p>Common Dolphin</p>	<p>Common dolphin Pelagic Feeder <i>Delphinus delphus</i> size: to 8 feet (2.5 m), 250 pounds (113 kg)</p> <p>These dolphins travel in pods of up to 2,000 animals. They are extremely active and ride the waves of large ships and whales. They work together to herd schools of fish into a tight ball and then eat them.</p> <p>Diet: fishes and squid Feeding Strategy: catches prey with beaklike mouth Habitat: open water</p>
 <p>Southern Sea Otter</p>	<p>Southern sea otter Benthic Feeder <i>Enhydra lutris</i> size: to 5.5 ft. (1.7 m)</p> <p>An otter hunts on the seafloor but returns to the surface to eat. It uses its chest as a table. An otter has pockets of skin under each forearm where it can keep prey or tools to crack open its food.</p> <p>Diet: crabs, snails, urchins, clams and other benthic invertebrates Feeding Strategy: uses paws to catch and open food Habitat: kelp forest</p>

(Taken from <https://www.montereybayaquarium.org/-/m/pdf/education/curriculum/aquarium-6-8-plastics-in-the-water-column.pdf>)

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Recycling Handout



CARTON CONTAINERS:

Aseptic cartons, including milk cartons and juice boxes, half-gallon juice cartons, soup/broth cartons, and wine cartons.



MIXED PAPER:

Mixed paper, including junk mail, catalogs, telephone books, magazines, newspaper, and paper used for computer printing.



STYROFOAM:

Clean foam cups, meat trays, plates, egg cartons, block packaging, rigid polystyrene, and carry-out containers.

RECYCLE

These items go inside EDCO's blue commingled recycling containers!



ALUMINUM:

Clean aluminum foil, clean aluminum trays, and pie tins.



GLASS CONTAINERS:

Glass containers including food jars and beverage bottles.



SHREDDED PAPER:

Shredded paper (placed in a sealed, labeled paper bag for easier handling).



PAPERBOARD:

Paperboard boxes such as cereal boxes, tissue boxes, refrigerated food boxes, boxes from toiletries, and soda/beer cases.



ALUMINUM:

Aluminum, steel & tin cans, such as food and beverage cans for soda, soup, beer, beans, fruit, and vegetables.



CARDBOARD:

Cardboard, including boxes used for moving and shipping or any other box or packaging made of corrugated cardboard.



#1 - #7 PLASTICS:

All plastic containers, lids, and packaging with a recycling symbol of #1-7 (*all containers accepted with caps and lids*): water and soda bottles, peanut butter and other food jars, mouthwash bottles, vegetable oil containers, ovenable food trays, milk jugs, juice bottles, shampoo and conditioner bottles, detergent & bleach containers, condiment bottles, medicine bottles, bottle caps, butter and yogurt tubs, CD cases, baby bottles, 3-gallon water bottles, CDs, medical storage containers, and rigid plastics such as 5-gallon buckets.

**All food and beverage containers do not require rinsing as long as they are empty and free of food and liquids.*

(Taken from <https://www.calrecycle.ca.gov/>)