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RECYCLING PROGRAM FOR THE SHALOM INSTITUTE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Environmental Education

by
Lisa Kritzer Friedman

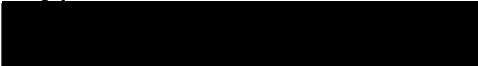
March 2005

RECYCLING PROGRAM FOR THE SHALOM INSTITUTE

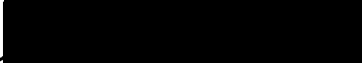
A Project
Presented to the
Faculty of
California State University,
San Bernardino

by
Lisa Kritzer Friedman
March 2005

Approved by:


Darleen Stoner, Ph.D., First Reader

February 23, 2005
Date


Gary Megin, Ph.D., Second Reader

ABSTRACT

The goal of this project was to develop a recycling program for the Shalom Institute, a multi-use outdoor learning facility located in Malibu, California. The literature review examined recycling behaviors, the integration of environmental education into a traditional outdoor education and camp setting, why place-based and experiential learning is ideal for this particular environment and, since the Shalom Institute affiliates with a religious organization, how teaching spirituality may deepen commitment to sustainability. The training of the Spanish speaking kitchen staff in recycling practices with a flip card presentation has been included.

A survey of the property resulted in recommendations for recycling bin placement, signage, cost analysis of equipment, waste audit survey, waste tracking system, staff training and logistics and training schedule for the kitchen staff. Contact information of key personnel, contractors and stakeholders, as well as a listing of online educator resources, has been compiled.

ACKNOWLEDGMENTS

With thanks to Dr. Darleen Stoner for her support and inspiration, Bill Kaplan and Becca Hailpern for the use of their beautiful facility for this project, David Boatman for his imaginative illustrations and Kim Moskowitz for the Spanish translation of the presentation. All your help was greatly appreciated.

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CHAPTER ONE

INTRODUCTION

Statement of the Problem

From the time that cities have existed, problems with garbage have existed. Archaeological investigations have discovered cities that were literally built on top of the trash that accumulated. During medieval times, laws required that the refuse had to be deposited outside the city limits. With the first modern system of refuse collection and disposal established in England in 1875, the trash bin became a regular fixture outside homes and businesses. Except for the fact that a huge internal combustion engine has replaced a horse and wagon, the technology of garbage disposal (either dumping or burning) has remained much the same. In modern day cities, with rising populations, massive industrial growth and affluence unheard of in human history, the tremendous amount of waste and pollution has overpowered natural cleaning systems.

A large part of this urban waste has been generated by the planned obsolescence of products that have been marketed to consumers as something to be packaged and used only once with no regard for reuse or recycling. Many of

the materials, such as plastic and glass, are not readily degradable. Toxic materials from various types of chemical waste can contaminate soil and groundwater indefinitely if they are not disposed of properly. According to the Environmental Protection Agency (EPA), in the United States (U.S.), and especially in California, more trash has been generated than ever before. From 1960 to 1997, the total U.S. municipal solid waste, commonly referred to as trash or garbage, increased 146.5%, while per capita generation increased almost 63%, thus increasing from 2.7 to 4.4 pounds of garbage per person per day (EPA, 2003).

Many management practices are now in place in California to control refuse. With the impetus in 1990 of State Assembly Bill 939, which specified a reduction of 25% land fill waste by 1995, and 50% by 2000, people in California responded well, and by 1998 had increased diversion to the landfill by 33%. However, the population, presently at 33 million, is projected to be 40 million by 2010 so the state will need to continue to expand public awareness of this mandate (Californians Against Waste, 2004).

The major emphasis at the community level has been educating the public about source reduction, recycling and composting to prevent unwanted and unneeded materials from

entering the waste stream. The goal of source reduction is to influence the design, manufacture and use of products that will last longer and be less toxic to the environment once they are disposed of. Recycling diverts the flow of paper, glass, plastic and metals away from the waste stream, to be reprocessed and manufactured again as new products.

The benefits of this practice are many. Primary among them is that they prevent water pollution, emission of greenhouse gases, provide a good source of materials for manufacturing "new" products that conserve the earth's resources, thus saving valuable resources for our children's future, and reduce the need for new landfills and combustors (EPA, 2003).

Description of the Project

The Shalom Institute, an outdoor multi-use facility, located in Malibu, California, is dedicated to making the facility a community model of the current "best practices" in green technologies and environmental management. As a first step, the purpose of this Master's Project has been to create a facility-wide recycling program with two components.

The first component of the project was the physical set-up of the recycling bins, based on an analysis and implementation of equipment and staff needed. Also included in this component was the development of a Shalom Institute Recycling Resource notebook, inclusive of contacts of Shalom Institute staff, contactors, community stakeholders, elected officials, recycling organizations and educator resources.

The second component was the creation of a flip card recycling presentation, in both English and Spanish. This presentation was designed to orient staff, guests and campers, as well as the Spanish speaking kitchen staff, to the recycling program.

CHAPTER TWO

LITERATURE REVIEW

The Impact of Recycling on Environmental Behaviors

According to Hernandez and Monroe (2000), three broad categories determine the behavior of the recycler and non-recycler. They are external barriers, social personal norms, and personal values, based on answers to the simple question: "Why do you do that?"

There are many reasons that environmental education and communication should focus on specific behaviors (Hernandez & Monroe, 2000). Firstly, people recognize that "the behaviors of individuals have environmental repercussions" (p. 7). This information may affect positive environmental behaviors and alter negative ones. Secondly, the recognition that even though people may admit that an environmental problem exists, doesn't necessarily mean that they will promptly change their current behavior. Thus, awareness of the problem is only a first step; what needs to follow is a deeper understanding and knowledge. Thirdly, a behavioral approach, presenting specific alternative targeted behaviors will ultimately be most effective. These include training in the skills to implement desired behaviors and providing opportunities to

use them. Lastly, environmental education and communication techniques should apply to all of the stakeholders involved.

This leads to the question of just what is a "behavior?" Merriam-Webster defines it as "the response of an individual, group, or species to its environment" (2005). Hernandez and Moore distinguished this from a practice, which a person does as "a series of related behaviors" (2000, p. 8). They follow with the example of recycling solid waste, which can be broken down into a series of separate, observable, measurable behaviors:

1. Separating different recyclables into different containers
2. Preparing the recyclables by cleaning, flattening, tying, etc.
3. Storing in separate containers before pick-up
4. Putting out the recyclables in appropriate locations and days for pick-up

When discussing recycling behavior in terms of a specific definition, Ajzen and Fishbein (1980) noted four distinct fundamentals. The first is the *action element*, pinpointing what specific actions are needed to change behaviors. In the previous example, the action elements would be *separating, preparing, storing* and *putting out*

the recyclables. The second is the *target element* of behavior, which encompasses the population that is affected by the action. The third is the *context element* of the behavior, referring to how the action is implemented, and the fourth is the *time element*, specifying during what hours and days the action will take place. For a recycling project, defining these four elements is a crucial first step in implementation.

What should be the criteria for selecting feasible behaviors? GreenCOM, the name given the staff of the U.S. Agency for International Development's (USAID) Environmental Education and Communication Project (Day & Monroe, 2000) developed a set of criteria that would well apply to recycling behaviors. The GreenCOM (Hernandez & Monroe, 2000) criteria were adapted from the health field (Graeff, Elder, & Booth, 1993; Green, Krueter, Deeds, & Partridge, 1980) and has been supplemented by the work of Ray DeYoung in the field of conservation behavior (1993). The criteria are as follows (Hernandez & Monroe, 2000):

1. Are the behaviors that are being promoted technically feasible for the population? Are they field-tested in relevant and appropriate settings? What possible connected and negative

effects could be caused by the behavior being promoted?

2. Can the immediate, positive and tangible benefits be clearly identified, along with the future benefits to the local and global community? Will the economic and health benefits be achieved within a year of program implementation?
3. Do the proposed behaviors make socio-cultural sense? In the middle and upper classes, for example, high consumption of recyclable materials and resources is an acceptable and sometimes highly prized norm which is considered a "perk" of their success.
4. Will the "cost" to the population of time, money and effort make sense to them? For example, citizens may refuse to participate in a municipal program to recycle waste if there exists a more attractive alternative for income that they can receive from selling materials to scavengers.
5. Are the proposed behaviors simple enough to be broken down into elements or steps that can be learned and practiced one at a time, over time?

6. Is the information presented in a way that will lead to another positive behavior? For example, will recycling in the home or school lead to buying recycled products?
7. What will motivate people to want to continue the behavior, once the initial education or campaign program is over? Have possible changes in the community, environment, communication message and feedback system been taken into account? Have competing motivations of consumers, such as the availability and accessibility of a seemingly infinite number of consumer products, been considered?

Prochaska and DiClemente (1983) have compared why some individuals perform the targeted behaviors and why some do not related to smoking behaviors. They concluded that individuals behave and perform along a continuum that is composed of five stages. Hernandez and Moore (2000) went a step further and applied these stages to recycling behaviors. These are: pre-contemplation (not either considering, knowing about or knowingly engaging in an environmentally friendly behavior), contemplation (beginning thoughts on adopting or changing an environmental behavior), action (trying out the behavior),

maintenance (making the behavior a practice), and advocacy (encouraging others to do the same).

Graeff, Elder, and Booth (1993) concluded that the unique message at each stage would determine the motivation to move on to the next. According to them, messages should strengthen existing positive consequences and focus on important information that would reinforce the behavior. Muth and Hendee (1980) noted, not only do individuals move along a continuum of behavior awareness willingness, but populations do as well, as a behavior gradually becomes a part of the social norm.

Another important area in determining recycling behavior is to ask the question of what concrete barriers stand in the way of performing the behavior? Are recycling centers and pick-up points readily available? If for example, time and convenience are found to be major barriers for recycling, the communicator's message has to be one that will change and speak to the perceptions of those barriers. Kotler and Roberto's (1989) work determined the need to ask questions that reveal the perceptions and realities of barriers and the incentives that motivate people to break them down.

Research by DeYoung (1988-89) has also proven that though information is necessary, it is not necessarily

sufficient to change behaviors. In a study comparing recyclers with non-recyclers, though both were equally aware and knowledgeable about issues surrounding the local landfill, and in principle, took personal responsibility for their trash and their family's quality of life, the non-recyclers were confused on the procedural details of the recycling process. Without clear directions on sequential skills and practices needed to accomplish the task, they were unsuccessful at doing it. Similarly, if residents cannot articulate the schedule of what recyclables should be where and when, they are unable to follow it. DeYoung (1993) also studied the use of prompts as a method of information conveyance. He suggested that they are only effective when well worded and well placed; as the prompt becomes familiar and repetitive, its effectiveness declines and there is a tendency to go back to the old behavior once it is removed.

Recycling behavior can be also be influenced by a person's self-efficacy. Bandura (1977) reasoned that the level of confidence of being successful at a given behavior can determine whether or not a person chooses to incorporate into practice the behavior. Hernandez and Monroe (2000) have extrapolated from this theory that the "mastery of a skill by practice is the most influential

source of self-efficacy information" (p. 14). They suggested that an effective behavior change program gives opportunities that permit skill enhancement through guided practice and corrective feedback. Bandura (1977) further speculated that self-efficacy could apply to other situations and behaviors that were similar to the one where self-efficacy was originally enhanced.

Attitudes also have much to do with recycling behavior. Ajzen and Fishbein (1980) proposed that attitude is an important determinant of behavior and attitudes stem directly from a perception about consequences and their severity. In essence, they found that people will be more likely to perform behaviors connected to personal positive attitudes than those that they had negative attitudes towards. For example, emphasizing how recycling sets a good example for one's children is a much more effective as a positive attitude and future behavior than facing social criticism and a fine for illegally dumping those same materials.

A last effective tool for changing behavior is social pressure. The recognition of an individual's personal responsibility as part of a community and pride of being recognized by fellow citizens for a positive behavior are strong motivations for positive environmental behaviors.

Katzev (1986) and Stern and Aaronson (1984) noted that when a person makes a promise of commitment, such as signing a pledge, witnessed by other group members, that the participants were likely to follow through and continue the changed behavior.

The Integration of Outdoor Education and Environmental Education

In the context of this project it is important to define the relationship between outdoor education and environmental education and how one integrates into the other.

The definition of outdoor education has a variety of interpretations (Priest, 1988a). Generally, it is associated with activities and programs that take place in the outdoors. Outdoor education is often linked to environmental education and outdoor recreation (Priest, 1988b). While once synonymous with nature study, outdoor education has now emerged as a context for learning. It has been applied to a variety of clients and programs as diverse as corporate morale building to at risk youth (Hammerman & Hammerman, 1973; Priest, 1998b).

Nicols (1982, p.1-3) specified six attributes of outdoor education:

1. it takes place in the outdoors

2. there is an experiential activity involved
3. it uses original objects as interpretive tools
4. it educates according to holistic relationships as opposed to focusing on specific and isolated facts
5. all the senses are involved
6. the activities encourage involvement with a sense of challenge and fun

Ford (1981) believed the aim of outdoor education was to "produce environmentally conscious citizens that develop lifelong knowledge, skills and attitudes for using, understanding and appreciating natural resources and for developing a sense of stewardship for the land" (p. 18).

So while the link between outdoor education and environmental education exists, it raises the more specific question of how they overlap and draw upon one another.

Outdoor education and environmental education share a wide range of objectives. Depending on program goals, these may focus on physical, social or academic outcomes. However, outdoor education does not necessarily encompass the teaching of environmental concepts as environmental education does. Outdoor education may even promote the

challenge of human against nature. Also, inappropriate settings and activities may lead to negative social and physical impacts (e.g., wildlife, vegetation, water and soil may be adversely affected). Perceived benefits of the outdoor program goals may be put ahead of an environmental ethic (Parkin, 1998). Though it is unlikely that first time participants in a short term program will develop an environmental ethic (McRae, 1986; Simpson, 1985), their educators need to have a commitment to a personal philosophy and belief of the importance of the protection of the natural environment and ethical outdoor practices (McRae, 1990). According to Parkin and Barchop (1997), outdoor educators are also morally responsible for protecting the environment they make use of.

It is evident, that while in theory outdoor educators believe that their actions should be integrated with strong environmental education practice, this doesn't always occur. According to Parkin (1995), these educators operate with two separate methods of a process to facilitate change in an individual through learning. He stated that the outdoor education's aim is to affect change within the individual in line with a program's goals. On the other hand, environmental education's aim is

affecting change in the way an individual relates to the natural environment.

Thus, outdoor education with its experiential focus helps develop problem solving abilities, skills, feelings and attitudes reflecting society's current view of the world (Cooper, 1991; Hammerman & Hammerman, 1985). This also strengthens development of the societal values of group work, leadership and self-esteem. In comparison, while environmental education shares similar results, it distinguishes itself by its traditional approach to learning. According to the North American Association for Environmental Education stated that the ultimate goal of environmental literacy can only be achieved through a comprehensive and coherent Kindergarten-12th grade program (1999).

Parkin (1988) concluded that environmental education and outdoor education link to one another when there is the mutual goal of promoting an environmental ethic. In addition, he added, by applying the programs in suitable outdoor settings, both will contribute to the knowledge, skills and attitudes of an environmentally literate citizen.

Outdoor Environmental Education Approaches: Place-Based Curriculum and Instruction

According to Woodhouse and Knapp (2000), the ideal outdoor environmental education approach is a place-based education. They describe outdoor education as providing hands-on experiences in a natural outdoor setting, which generally complements and enriches classroom curricular study. Environmental education is more specifically focused on creating a global community of residents of the earth that will sustain, and not destroy it (Orr, 1994, p.14). Place-based education promotes an experiential approach to learning in the local environment. John Dewey advocated that "experience [outside the school] has its geographical aspect, its artistic and its literary, its scientific and historical sides. All studies arise from aspects of one earth and the one life lived upon it" (1915, p.91).

Place-based educators believe their function is to prepare its citizens to respect in their lifework the cultural and ecological integrity of the specific place that they inhabit (Woodhouse & Knapp, 2000). David Orr (1994) has stated that to do this students must have integrated the concepts of ecological patterns, systems of causation and long-term effects of human actions on those

patterns. With this knowledge and experience, students will be more fully prepared to participate in the democratic process and decision making that impacts their place.

According to Knapp and Woodhouse (2000), the essential characteristics of a place based education are as follows:

1. it emanates from the particular essence of the place and its content is specific to the geography, ecology, sociology, politics and other dynamics of the place
2. it is inherently multidisciplinary
3. it is inherently experiential, usually including a social action activity to teach skills for advocacy in the future
4. the curricula and activities are designed for wider objectives that go beyond the "learning leads to earning" formula of education
5. it connects self and community, using multigenerational and multicultural dimensions as an essential information source

In its simplicity as a natural rather than built space, an outdoor learning center is the ideal locale for teaching under the place-based umbrella, often referred to

as community-oriented schooling, ecological education, and bioregional education. In support of place-based education, Paul Theobald (1997) presented the local environment as "the lens for disciplinary engagement in all schools across the country" (p. 137), which he later termed community-oriented schooling (Theobald & Curtis, 2000). As an approach to ecological education, Smith and Williams (1999) outlined seven principles, two of which apply to outdoor education. Firstly, ethic of care should be applied to outdoor education. Secondly, the emphasis on learning should be through a sense of place and exploration of surrounding locale.

Traina and Darley-Hill (1995) amplified "locale" to include bioregional education and how the responsibility of personal actions impact on it.

Thomashow (1995) contributed a deeper connection to place-based education when he wrote,

When we are rooted to the place where we live, it is easier to see the whole, to see ourselves as part of a landscape. When we care enough to learn about our place, we understand more about our neighbors. We create the potential to nurture compassion for all beings. (p.197)

Teaching Sustainability and Spirituality in The Outdoor Setting

The Shalom Institute considers its spiritual foundation as a source of strength and commitment to the value of ecological responsibility as stewards of God's creation of the earth and is dedicated to integrating this ethic into its outdoor and environmental education programs.

The Shalom Nature Center has been created to raise awareness in the Jewish community about our responsibility to work and protect God's creation...show our symbiotic relationship with the natural environment...enable our participants to make responsible and educated decisions as to how they interact with the world around us...convey the spirituality that can be found in and through nature.

(Shalom Institute Camp and Conference Center, 2004)

Yaffey (1985) also places a strong value on environmental experiences. He noted that it is through the relationship between individuals and their environment that values are developed. In addition, he asserted values of fulfillment, morality and self-responsibility are all developed through knowledge, meaningful activity and understanding in the outdoors.

Johnson (1998-99) enumerated eight diverse approaches in understanding spirituality and its impact on teaching and learning environments. Along with spirituality as meaning making, self-reflection, mystical knowing, emotion, morality and religion and creativity, on spirituality and ecology, he defines his role as a teacher:

Spirituality is my awareness that we are all connected to every part of the universe, including all life forms, all humans, all cultures throughout time. As a teacher, I can inspire kids to do things for the good of others, for the good of the earth.

(p. 4)

Gary Gardner (2003) suggested that people of faith and advocates of sustainability share many common interests and goals. Central to these are looking at the natural world from a moral perspective, as an ecosystem and interrelated web of life and a miraculous creation of God. He also shared the belief that it is necessary for the individual to be critical towards over consumption and its detrimental effect on a person's individual spirit and the community as a whole.

Gardner (2003) went on to discuss that people of faith, in addition to knowledge of science and public

policy, have several strengths, often overlooked. Firstly, they carry with them a moral authority, which with its respect and status, often gains a podium regularly at public hearings. Secondly, he noted that 80-90% of the world's inhabitants are followers of an organized religious belief community. Religious leaders have the capability to influence their adherents with a strong, clear, value laden message. He used, as an example, the "What Would Jesus Drive?" campaign waged by the Evangelical Environmental Network, which tried to equate buying a car as a moral act (p. 2). Thirdly, there is the potential of an extensive infrastructure of physical and financial resources to influence their congregants to integrate "green" practices into their lifestyles and community facilities.

The most powerful vehicle of these spiritual messages, according to Gardner (2003), are religious rituals and ritualistic language, found within the context of religion, that evoke communal images and connections to a simpler world, now lost.

According to Arthur Dahl (1996), what is needed for these spiritual messages to resonate with individuals is the inclusion of "individual goals for the refinement of

character and the belief in a social purpose contributing to the advancement of civilization" (para. 6).

The historian Gary Cross (2000) wrote that he believes that mass produced products have become the primary agents of community building in America and indeed, is the dominant social movement of the 20th century. According to Gardner (2003), what is needed to combat this ever increasing focus on levels of individual consumerism as a community definition of spiritual fulfillment is religious leaders giving strong counter messages with evocative language, and a reenergized practice of ritual, and practice with the love of one another and God's creation at its core.

Also important to Gardner (2003) in the integration of teaching spirituality and sustainability, is the inclusion of the poetical writing of nature writers that focuses on an emotional and spiritual connection to the outdoors. John Muir was eloquent in his frequent writings and poetry as when he wrote in 1938: "In God's wildness lies the hope of the world - the great fresh unblighted, unredeemed wilderness. The galling harness of civilization drops off, and wounds heal ere we are aware" (as cited in Wolfe, 1979, p. 317).

CHAPTER THREE

DESIGN OF THE RECYCLING PROJECT

Description

The design of the recycling project began with a meeting with William Kaplan, Executive Director, and Becca Hailpern, Program Director of the Shalom Institute. At this initial discussion many project options were presented as possible vehicles to express the Institute's ongoing effort to incorporate "green" practices into its facility. As a first step, of special importance and priority to the Director was integrating the "reduce, reuse and recycle" ethic into practice.

At the time of the project initiation, the Institute had in place a contractual relationship with the G.I. Industries Company handling their recycling service. All recycling materials were being deposited into a single bin located on the facility and being picked up on a weekly basis.

Using the Shalom Institute site map (Appendix A) the facility was surveyed to determine the number of existing recycling bins, the ideal locations for placement of the bins for collection and what size bin was needed for the

usage of particular areas. These bin recommendations (Appendix A) were then presented to the Program Director.

At this time too, a loose-leaf notebook of resource materials was being compiled of contact information of key personnel, contractors and stakeholders (Appendix B). Also included in the notebook, for future environmental education curriculum and programming, was a listing of online educator resources (Appendix C) and a review of juvenile recycling literature to be used as an additional teaching tool for elementary aged participants at the Institute (Appendix D).

Recommendations

In order to implement the project, the following are suggested recommendations:

1. Placement of laminated recyclable/non-recyclable signage (Appendix E) in all recycling bin locations, including poster sized signage in large public areas.
2. Cost comparison analysis of bins and liners, especially those made from recycled materials.
3. A waste audit survey to determine cost savings to the Institute by generating less volume of landfill waste.

4. Implementation of a waste reduction-tracking system.
5. Development of a staff recycling training program designed for Institute leaders to integrate recycling into guest orientation.
6. Designation of recycling supervisors to oversee camp, office and kitchen staff.
7. Specific logistics and training schedule for the kitchen staff.

The primary resources used for project recommendations and follow up recommendations were Easy Green by Westerman (1993) and Campus Waste Reduction Recycling Program by Generation Earth (2004).

CHAPTER FOUR

DESIGN OF THE RECYCLING PRESENTATION

Description

When designing the recycling presentation, of primary importance to the Executive Director was that it be clear and simple. The Institute, in its natural, outdoor and expansive setting, is one that creates an atmosphere of beauty, relaxation and contemplation. The presentation, in keeping with the feeling of a gentle and embracing welcome was designed with all of the participant's comfort "level" in mind.

As such, both the text and illustrations, tried to create this feeling. It was contemplated using the existing flip card presentation published in the loose leaf book, Get the Goods Not the Garbage (1994) by the Cornell Waste Management Institute, which was not only clear and concise, but bi-lingual as well. On further thought, it was decided to create an original document, along with accompanying original illustrations personalized to the history, bioregion, staff and "personality" of the Shalom Institute.

"Recycling at the Shalom Institute" was the result. Its contents included a flip card presentation in English

(Appendix F), a flip card presentation in Spanish (Appendix G) and flip card illustrations to match the English and Spanish text (Appendix H).

Recommendations

In order to implement the presentation along with the project, the following are suggested recommendations:

1. Determination of the best setting for on site presentation including both indoor and outdoor usage of the facility.
2. Incorporation of the recycling presentation into the Shalom Institute website and as an electronic presentation.
3. Future alterations of the presentation to "fit" specific audience needs.
4. Use of the recycling mascot on recycling signage, equipment, and as part of outdoor curriculum and activities.
5. Translation of the text into other languages for Institute guests.
6. Publication of the presentation as a coloring book for small children visiting the Institute and gift for Institute visitors.

Along with Get the Goods Not the Garbage (1994) by Cornell Waste Management, other primary resources used were Reduce Reuse Recycle: An ESL Textbook/Workbook (1998) by Charles LaRue and numerous Environmental Educator online resources (Appendix C).

CHAPTER FIVE

CONCLUSIONS

In conclusion, this project was a very worthy learning experience. It reflected first and foremost the necessity of creating a project that fits the "place" and environment for which it is intended. In this particular space what emanated most strongly was the very high value placed on the respect for the land and its beauty, uniqueness and history. Also equally important was the dignity, respect and sensitivity that the staff showed to one another. As such, integrating a recycling program presented an interesting challenge.

The literature review was of great help in stimulating thought of how the program could be integrated into this environment in a holistic way. It was interesting to ponder the following questions:

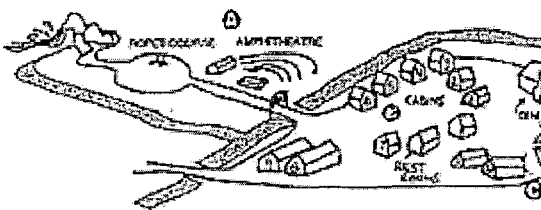
1. How recycling behaviors noted in the general population might exhibit themselves in a more natural environment?
2. What are the implications of integrating environmental education values into what has been the traditional domain of outdoor education focus and approaches?

3. What unique characteristics of the outdoor environment setting make it ideal for the place-based experiential teaching approach and curricula?
4. What value exists to integrating spirituality and the concept of a higher power to teach a deeper and more emotional connection with the natural environment?

I believe that this project achieved its goal of being a first step in the making the facility a community model for "green" practice. As the design recommendations noted, there is much work to be done to fully integrate this program into the facility. With logistics and training in place, there is every indication that this should be a successful and sustainable project that will grow with time to include not just recycling but also disposal of toxic materials, water conservation, energy conservation and composting programs.

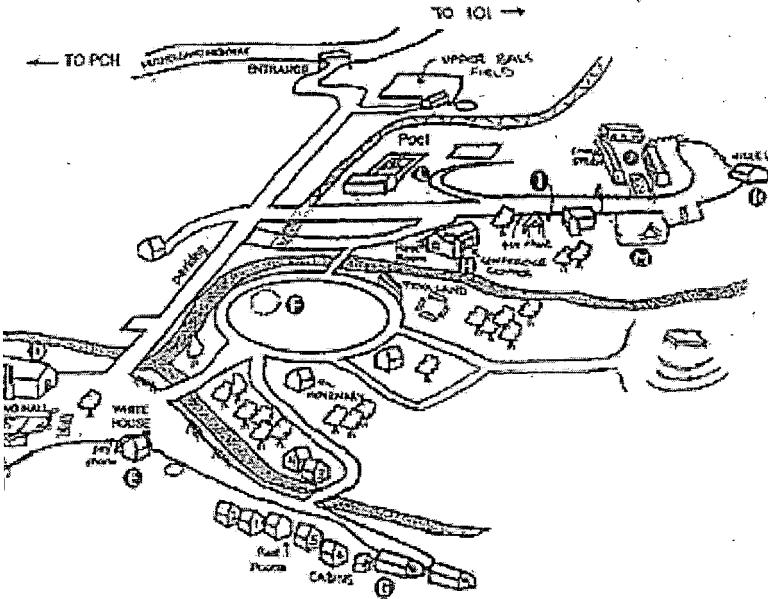
Key:

- A. Amphitheater & Ropes Course
- B. Boy's Side Cabins
- C. Basketball Court
- D. Dining Hall
- E. White House & Office
- F. Bellinson Ball Field & Go-Ga Pit
- G. Girl's Side Cabins
- H. Finegood Conference Center
- I. Arts & Crafts
- J. Emma Stern Adult Center
- K. Hillel House
- L. Pool
- M. Ha'Makom Campfire Area



Site Map

SHALOM INSTITUTE SITE MAP



Recycling Bin Placement Recommendations

Area	Recommended Bins	Notes
Kitchen	1 large (on wheels)	Inside the kitchen
Common Area	6 medium	Use two existing recycling containers
Office	1 medium	In front of front office counter
Boy's Cabins	1 medium	Centrally located
Girl's Cabins	1 medium	Centrally located
Ballpark	3 medium	Move one recycling container from common area to ballpark
Infirmary	1 medium	
Conference Center Area	3 medium	Use existing recycling containers
Conference Center Kitchen	1 medium	There are already two existing bins
Art Center	1 medium	Transfer one bin from conference center kitchen to art center
Hillel Conference Center	1 medium	Centrally located
Senior Center	1 large	Centrally located
<u>TOTAL BINS</u>	1 large on wheels 1 large 19 medium	

APPENDIX B
SHALOM INSTITUTE CONTACT INFORMATION

Shalom Institute Contact Information

SHALOM INSTITUTE
Camp and Conference Center
34342 Mulholland Hwy.
Malibu, CA 90265
Phone: (818) 889-5500
Fax: (818) 889-5132
www.shalominstitute.com

<u>Title / Name / E-mail</u>	<u>Phone Extension</u>
<u>E-mail</u>	
Executive Director Bill Kaplan bill@shalominstitute.com	x 108
Program Director Becca Hailpern Becca@shalominstitute.com	x 109
Administrative Director Brandy Ivener brandy@shalominstitute.com	x 105
Food Service Manager Sol Lipman sol@sioutdoor.com	x 114
Marla Bennett Israel Discovery Center and Garden Brooke Ivener brooke@shalominstitute.com	x 111
Facilities Manager Earl Prince	818-707-3629
<u>Grounds</u> Jorge Figueroa Rolando Hernandez	
<u>Kitchen</u> Jorge Sousa Gonzalez - Head Chef Irma Hernandez - Baker Elevi - Kitchen Staff Ivan - Kitchen Staff Marcos - Kitchen Staff	

Contractor Information

Residential Trash Collection and Recycling Service

G.I. Industries Company

195 W. Los Angeles Ave
Simi Valley, CA 93065
Phone: (805) 522-9400
Fax: (805) 581-5407
www.girubbish.com

Simi Valley Landfill and Recycling Center

2801 N Madera Rd, Simi Valley, 93065 - (805) 522-1116
Simi Valley, California 93065
Phone: (805) 579-7267
Fax: (805) 579-7482
www.wm.com

Community Memberships of Simi Valley Landfill and
Recycling Center

Keep America Beautiful

www.kab.org

KAB Certified Affiliate

Looking Good Santa Barbara
Ms. Lorraine Cruz Carpenter
Executive Coordinator
Santa Barbara, CA 93102-1990
Email: cruz.carpenter@verizon.net
Phone: (805) 897-2526

Wildlife Habitat Council

www.wildlifehc.org

Community Stakeholders

California Integrated Waste Management Board
www.ciwmb.ca.gov

Office of Local Assistance Representative
Integrated Waste Management Board
<http://www.ciwmb.ca.gov/OLA/Contacts.asp>

Los Angeles County
City of Malibu

CIWMB Office of Local Assistance Contact
Contact: Jennifer Wallin (562) 492-9685
jwallin@ciwmb.ca.gov
Supervisor: Steve Uselton (562) 981-9095
suselton@ciwmb.ca.gov
Los Angeles Section

Official Jurisdiction Contact, Annual Report Contact:
Yugal Lall, Public Works Director
Malibu
23815 Stuart Ranch Road, Malibu, CA 90265
Phone : 310-456-2489
Fax: 310-456-3356
ylall@ci.malibu.ca.us

Official Jurisdiction Contact
Kimberly Collins Nilsson, Consultant
Solid Waste Solutions Inc
1736 Moorpark Rd Suite 1
Thousand Oaks, CA 91360
Phone: 805-495-7521
Fax: 805-495-7621
kim@sws-inc.com

The Office of Local Assistance staff serves as a liaison between local governments and the Board, and helps channel input for the development of board policies concerning local planning and implementation issues.

Los Angeles County Department of Public Works
www.ladpw.org/epd/

Office of Environmental Programs
www.ladpw.org/epd/

Department of Public Works
Environmental Programs Division
900 S. Fremont Ave, 3rd Floor Annex
Alhambra, CA 91803-1331
Call toll free at 1(888)CLEAN LA
Representative : Kerjon Lee

Public Works is responsible for storm water quality, solid and hazardous waste management, recycling programs, reviewing building construction plans for environmental issues, and a variety of public and youth environmental education outreach programs.

Residential Recycling Program
ladpw.org/epd/recycling/index.cfm

The program's website includes recycling questions, commonly recycled materials, recycling tips, outreach programs, glossary of recycling terms, recycling materials in English and Spanish for the Los Angeles community.

Office of Environmental Education
California Regional Environmental Regional Community
(CREEC)
www.creec.org/region11/ (Los Angeles)

A communication network providing educators with high quality environmental education resources to enrich the environmental literacy of California's students.

CAL State Environmental Protection Agency (EPA)
Phone: 916-445-3846
www.calepa.ca.gov

Creating a cabinet level voice for the protection of human health, environment and coordinated deployment of State resources.

Elected Officials

City of Malibu

23815 Stuart Ranch Road
Malibu, CA 90265
Phone: 310-456-2489
Fax: 310-456-3356
Web: www.ci.malibu.ca.us

Malibu City Council Representatives

Sharon Barovsky, Mayor
Andy Stern, Mayor Pro Tem
Jeff Jennings - Council Member
Ken Kearsley - Council Member
Pamela Conley Ulich - Council Member

Los Angeles County Supervisor

Zev Yaroslavsky
Supervisor, Third District
821 Kenneth Hahn Hall of Administration
500 W. Temple St., Los Angeles, CA 90012
Phone: 213-974-3333
Fax: 213-625-7360
Web: www.zev.co.la.ca.us

State Assembly Representative

Fran Pavley, District 41
State Capital Room 3216
Sacramento, California 95814
Phone: 916-319-2041
Fax: 916-319-2141
Local Office: 818-596-4141
Local Fax: 818-596-4150
Web: www.franpavley.org

State Senate Representative

Senator Shiela Kuehl, District 23
State Capital Room 4032
Sacramento, California 95814
Phone: 916-445-1353
Fax: 916-324-4823
Local Office: 310-441-9084
Fax: 310-441-0724
Web: www.democrats.sen.ca.gov/senator/kuehl/

U.S. House Representative

Congressman Henry Waxman, 30th District
2204 Rayburn House Office Building
Washington, D.C. 20515 Los Angeles, CA 90048
Phone: 202-225-3976
Fax: 202-225-4099

8436 W. Third Street
Suite 600
Phone: 818-878-7400
Fax: 323-655-0502
Web: www.henrywaxman.house.gov

U.S. Senators

Senator Barbara Boxer

112 Hart Senate Office Building
Washington, D.C. 20515
Phone: 202-224-3553

312 N. Spring Street
Suite 1748
Los Angeles, CA 90012
Phone: 213-894-5000
Fax: 213-894-5042
Web: www.boxer.senate.gov

Senator Diane Feinstein

331 Hart Senate Office Building
Washington, D.C. 20515
Phone: 202-224-3841

11111 Santa Monica Blvd.
Suite 915
Los Angeles, CA 90025
Phone: 310-914-7300
Web: www.senate.feinstein.gov

California Governor
Governor Arnold Schwarzenegger

State Capital Building
Sacramento, CA 95814
Phone: 916-445-2841
Fax: 916-445-4633

300 South Spring Street
Suite 16701
Los Angeles, CA 90013
Phone: 213-897-0322
Fax: 213-897-0319
Web: www.governor.ca.gov

APPENDIX C
EDUCATOR RESOURCES ON THE WEB

Educator Resources on the Web

America Recycles Day

www.americarecyclesday.org/main.html

A national all-volunteer, non-profit organization which sponsors an annual campaign with the goal of educating and encouraging Americans to recycle and buy recycled products.

American Forest and Paper Association

www.afandpa.org

The national trade association of the forest, pulp, paper, paperboard and wood products industry.

Resources: *Interactive Educational Flyer*

California Coastal Clean-Up Day

www.coastal.ca.gov

California Coastal Cleanup Day is the premier volunteer event focused on the marine environment in the country.

Resources for Educators:

www.coastal.ca.gov/publiced/directory/educate

Resources for Youth:

www.coastal.ca.gov/publiced/youth/foryouth

California Environmental Education

www.ceres.ca.gov/education/

California Environmental Resources Evaluation System. Resource Articles for Natural Science, Social Science, English and Language Arts, Visual and Performing Arts & Other Subjects

California Integrated Waste Management Board

www.ciwmb.ca.gov

Promoting a zero waste California in partnership with local government, industry, and the public.

Resources: *Can be found under links to "kids", "Recycling Coordinator," and "School Representative"*

Container Recycling Institute
www.container-recycling.org

A non-profit organization that educates policy makers, government officials and the general public regarding the social and environmental impacts of the production and disposal of no-deposit, no-return beverage containers and the need for producers to take responsibility for their wasteful packaging.

Resources: *Just for Kids - Energy Song, Recycling Play*

Cornell Waste Management Institute
www.cwmi.css.cornell.edu/Edresources

Plethora of waste management educational materials for youth and schools including composting, envirosopping, waste prevention and sewage and sludge resources.

County of Los Angeles Department of Public Works
www.ladpw.org/epd/ & www.888-CleanLA.com

Resources: *Plan-It Earth; Environmental Defenders*

Earth Day Coloring Pages and Posters
www.dltk-kids.com/crafts/earth/mearthposter.htm

Earth 911 - Making Every Day Earth Day
www.earth911.org

Resources: *Educational games, activities and recycling information for kids*

Eco-Kids Recycling Activities
www.futuresolutionsinc.com/Kids/kidz.html

EPA Office of Solid Waste - Teacher Resources and Tools
www.epa.gov/epaoswer/education/teachers.htm

Teaching Center
www.epa.gov/teachers/

Resources: *Waste and recycling curriculum resources, community service projects and workshops*

Kids Page
www.epa.gov/epaoswer/osw/kids/index.htm

Resources: Games, comics & activities in English and Spanish

U.S. Office of Environmental Protection Agency
Solid Waste Emergency and Response
www.epa.gov/epaoswer/osw/kids/index.htm

Environmental Kids Club
www.epa.gov/kids/

Resources: Garbage and Recycling

Environmental Student Center
www.epa.gov/students/

Resources: Waste and Recycling

Generation Earth
www.generationearth.com

Generation Earth is an environmental education program of the County of Los Angeles, presented by TreePeople. Generation Earth's mission is to educate and empower secondary school students in the County to be an active part of the solution to minimize use of landfill space and understand their role in preventing non-point source pollutants from entering the waterways through proper disposal.

Introducing the Songs of J.P. Taylor
www.singinsongs.com

Resources: Science and Ecology Songs for the Earth

Kids Recycle!
www.kidsrecycle.org/index.php

Providing for students, teachers, school administrators, local recycling coordinators and community activists tools to achieve zero waste in their K-12 school systems. Also includes a comprehensive web information resource listing.

National Recycling Coalition
www.nrc-recycle.org

A nonprofit organization committed to the common goal of maximizing recycling to the benefit resource conservation,

solid waste reduction, environmental protection, energy conservation and social and economic development. It provides technical education, disseminates public information on selected recycling issues, shapes public and private policy on recycling and operates programs that encourage recycling markets and economic development.

Resources: *Manual for Local Governments, Medial Outreach Toolkit, Consumers and Source Reduction, Myths About Source Reduction)*

North Carolina Division of Pollution Prevention and Environmental Assistance
www.p2pays.org/recycleguys/education.asp

Resources: *Lesson Plans, Activity Books, Reduce, Reuse, Recycle textbook in multiple languages*

Minnesota Office of Environmental Assistance
[www. www.moea.state.mn.us/](http://www.moea.state.mn.us/)

Resources: *Reduce Reuse Recycle: An ESL Textbook/Workbook and Newcomers and the Environment translated in 6 languages.*

Make-Stuff.com - Recycling
www.make-stuff.com/recycling/index.html

Resources: *Everyday objects found in the household and nature for making crafts*

NAPCOR - National Association for Pet Container Resources
www.napcor.com/what.htm

Provides education on the benefits of PET packaging.

Resources: *Free tools and samples for a comprehensive hands-on learning experience.*

Planet Pals
www.planetpals.com/earthday2.html

Resources: *Planet Pals Earthzone Recycling Center, A Quick Visual Lesson in Recycling, Quick Tips and Tricks, Funding Factory - Fundraising Through Recycling, Recycle Symbol Clip Art, Greatest Earth Day Pages ever.*

Plastics.org
www.plastics.org/s_plastics/index.asp

American Plastics Council

Resources: *www.teachingplastics.org curriculum)*

RecycleStore
www.ciwmb.ca.gov/RecycleStore/

Presents innovative recycled-content products and their manufacturers

Recycle America Alliance
www.recycleamerica.com

A long-term venture launched by Waste Management and The Peltz Group whose goal is to improve the sustainability and future growth of recycling programs.

Resources: *Click on "Education Materials" link for recycling resources*

Recycle First
www.recyclefirst.com

Focuses on the collection and recycling of the popular inkjet cartridge, laser cartridges and cellular phones.

Resources: *Revenue Sharing Programs, Recycled Products Catalog.*

Roscoe's Recycle Room (Recycle Our Steel Save Our Environment)
www.recycleroom.org

Resources: *Fun and interesting ways for a child to learn about steel recycling and management.*

The Great Aluminum Can Roundup
www.cancentral.com/round.htm

The Can Manufacturers Institute, the national trade group for the can industry and its suppliers, launched The Great Aluminum Can RoundUp to help schools, community groups and businesses learn how easy it is to turn aluminum beverage cans into cash.

Resources: The ABCs of Environmental Education - an Intermediate Level Curriculum

The Ringleader Recycling Program (ITW Hi-Cone)
www.ringleader.com/quest/menu/index.html

ITW Hi-Cone is the inventor of recyclable six-pack ring packaging for the beverage, food, and consumer products industries. The Ring Leader Recycling Program is an educational experience, involving recyclable six-pack rings and the Three R's -- Reduce, Reuse, and Recycle. It is designed for both formal and informal educational environments to allow students to learn about closed loop recycling and participate in an effective school recycling program

Resources: Free kit to schools

Save the Environment.com - Recycling
www.christisborn.com/savetheenvironmentlinksrecycling.htm

Resources: Recycling Links

VCMAX (Ventura County)
www.VMAX.org
Pamela Leachman
Phone: (805) 289-3120

A matchmaking service for reusable discards enables businesses, residents, schools and non profits to place free "wanted" or "available" ads for items in categories including construction, containers, electronics, durable goods, glass, metal, organics, paint, pallets, paper, plastic, textile and wood.

Resources: Kids-Max Craft Corner

Waste in Place
www.kab.org

Keep America Beautiful sixth edition of Waste in Place, a curriculum guide teaching an integrated approach to the management of municipal solid waste.

APPENDIX D
JUVENILE RECYCLING LITERATURE

Juvenile Recycling Literature

Berger, Melvin

Can Kids Save the Earth?

Student Book (Ranger Rick Science Spectacular)

Newbridge Educational Publishing, 1996

Nonfiction

Grades 3-6

Simple activities offered for kids to participate in to help save their environment.

Berry, Joy

Every Kid's Guide to Saving the Earth

Eager Minds Press, 1993

Nonfiction

Grades 3-6

This book shows how children can develop habits and attitudes which will make their homes, neighborhoods, communities, and even their whole planet a better place in which to live. Included are step-by-step instructions for turning recyclables into fun and useful items.

Bourgeois, Paulette

Garbage Collectors (In My Neighborhood)

Kids Can Press, 2000

Nonfiction

Preschool-Grade 3

This book shows in an easy-to-understand format the journey of trash from the can out on the street to the dump. The three R's of recycling (reduce, reuse, and recycle) are explained and illustrated with examples as is the importance of safe disposal of hazardous waste.

Carlson, Laurie

EcoArt!: Earth Friendly Arts and Crafts Experiences for 3-9-Year-Olds

(Williamson Kids Can! Series)

Williamson Publishing Company, 1992

Nonfiction

Preschool-Grade 6

This is a comprehensive source book beginning with arts and crafts projects that can be made from natural materials and ending with recycling and composting. It is broad in scope and organized with step-by-step, single-page directions, noting level of difficulty and time needed to finish the project.

Chandler, Gary
Recycling
Making a Better World, New York, New York
Twenty-First Century Books, 1996
Nonfiction
Grades 5-8

This book highlights the success stories of school age students who have taken a leadership role as environmental activists in their communities and the projects they mounted. Reference and resource information is provided for national and worldwide organizations, e.g., KAP (Kids Against Pollution) and Children's Earth Fund.

Chapman, Gillian
Art from Fabric with Projects Using Rags, Old Clothing and Remnants
Raintree/Steck Vaughn, 1995
Nonfiction
Grades 3-5

A straightforward collection of craft ideas using fabric or fiber, some which require adult help. Full-color photos are clear and bright.

Cherkerzian, Diane
Recyclables Fun: Creative Craft Ideas
Boyd's Mills Press; 1st ed edition (January 1, 1995)
Nonfiction
Preschool-Grade 3

Instructions for making crafts with household materials such as plastic foam, scrap fabrics, egg cartons, etc.

Condon, Judith
Recycling Glass
Scholastic Library Publishers, 1991
Nonfiction
Grades 3-6

Earthworks Group
50 Simple things Kids Can Do to Recycle
Sagebrush Education Resource, 1999
Non Fiction
Preschool-Grade 3

This book is a practical and upbeat guide to saving resources and protecting the environment. Each brief chapter begins with an often humorous "Take a Guess," followed by an overview of a problem in "Did You Know," "What You Can Do," and "See For Yourself" sections. Adult assistance and advice are emphasized.

Elkington, John
Going Green: A Kids Handbook to Saving the Planet
Puffin Books, 1990
Nonfiction
Grades 4-8

Going Green is full of ecological information and inspiration for children interested in taking an active role in the protection of our planet. The authors give background on the nature of the ecological problems facing the Earth and encourage readers to be watchful for ecological hazards and wastefulness by taking "green audits" of their homes, schools, and communities, with accompanying activities. Interesting sidebars of information and colorful, cartoon like pictures add to the book's appeal.

Foster, Joanna
Cartons, Cans, and Orange Peels: Where Does Your Garbage Go?
Clarion Books, 1993
Nonfiction
Grade 5-8

Basic problems involved with solid waste disposal such as landfill construction and maintenance, incineration, hazardous wastes, and problems with packaging are covered in this book, as is the process of recycling plastics.

Gibbons, Gail
Recycle: A Handbook for Kids
Little, Brown Publishers, 1996
Nonfiction
Grades 2-4

Cartoons in primary shapes and colors graphically illustrate the contents of a landfill and how to recycle various products to cut down on the need for landfills. Gibbons describes how to recycle, why it's necessary, and its benefits with illustrations and a brief text.

Harlow, Rosie
Garbage and Recycling
Kingfisher, 2002
(Young Discoverers: Environmental Facts and Experiments)
Nonfiction
Preschool-Grade 2

This book explains the difference between biodegradable and non-biodegradable garbage, and shows how glass, metal, and wool can be easily recycled by young environmentalists.

High, Linda Oatman
Barn Savers
Boyds Mills Press, 1999
Nonfiction
Preschool-Grade 2

As a father and son take down weathered boards of an old barn, lessons are learned in respecting the beauty and history of an old building, recycling its parts for something new, and fathers and sons sharing the job together.

Lauber, Patricia
Too Much Garbage
Garrard Publishing Company, 1974
Nonfiction
Grades 3-6

This book describes the problem of disposing of America's 250 million tons of waste every year.

Leedy, Lorrane
The Great Trash Bash
Holiday House, 2000
Fiction
Kindergarten-Grade 2

The dimwitted mayor of Beaston leads his animal retinue on an investigation of possible solutions to the excess garbage in their town. As they visit the town dump, incinerator, and landfill, they discover the pros and cons of each, followed by a clean-up and recycling campaign for their town.

Levine, Shar

Projects For A Healthy Planet: Simple Environmental Experiments for Kids

Wiley, 1992

Nonfiction

Grades 3-6

Here are some exciting, simple activities kids can do and help save the earth at the same time. Step-by-step explanations and illustrations make the experiments easy to follow and all materials are easy to find. Includes tips on how kids and parents can conserve, reuse, and recycle to protect the environment.

Maass, Robert

Garbage

Henry Holt & Company, 2000

Nonfiction

Preschool-Grade 3

A photo essay about how garbage is disposed and recycled.

Madden, Don

The Wartville Wizard

Aladdin Paperbacks, 1993

Fiction

Preschool-Grade 4

A tidy old man, tired of cleaning up the trash left about by the citizens of Wartville, gives up on the task, until Mother Nature gives him the "power over trash." After commanding that the trash to "go back and stick to the person who threw you," the townspeople promise not to litter again.

Mitchell, Joyce Slayton

Crashed, Smashed and Mashed

Tricycle Press, 2001

Nonfiction

Grades 3-6

Through full color photographs and lively text, this book follows as wrecked and old cars are dismantled for salvageable parts, eventually ending up in the metal recycling center.

McMullan, Kate and Jim
I Stink!
Joanna Cotler Books, 2002
Fiction
Preschool-Grade 2

A happy go lucky garbage truck describes the joys of its daily pick-ups, including the smells and noises of its trash that it enthusiastically digests.

McQueen, Kelly
Let's Talk Trash: The Kid's Book About Recycling
Waterfront Books, 1991
Nonfiction
Preschool-Grade 2

This book discusses trash and the different ways in which it can be handled, with an emphasis on recycling. It incorporates the thoughts, questions, and drawings of children.

Newton-John, Olivia
A Pig's Tale
Aladdin Paperbacks, 1999
Fiction
Kindergarten-Grade 2

Ziggy the pig's pop Iggy fills the house with his collection of assorted things he finds and collects. Ziggy's classmates tease him and tell him he lives in a dump until they see the glittering ballon of junk that Iggy constructs to fly he and Ziggy around the world.

Paulson, Rachel
Johnny and the Old Oak Tree
Crestmont Publishers, 1995
Fiction
Preschool-Grade 2

The majestic old tree in Johnny's backyard takes him on a magical journey in the sky teaching lessons about conserving natural resources by recycling.

Paulson, Rachael
Sir Johnny's Recycling Adventure
Hands on the World Environmental Series
Crestmont Publishers, 1999
Fiction
Grades 3-6

The old oak teaches Johnny the importance of closing the recycling loop by purchasing products which are made from or packaged in recycled material, as Johnny does battle with the giant trash monster. Included are several pages of take-action activities and recycling resources.

Root, Phyllis
The Old Red Rocking Chair
Arcade Publishing, 1992
Fiction
Preschool-Grade 3

What starts as an old red rocking chair discarded because it did not match the owner's blue sofa, ends up back in its original home as a blue footstool, after having been recycled in different homes four times.

Robinson, Fay
Recycle That!
Rookie Read About Science
Children's Press, 1995
Nonfiction
Preschool-Grade 2

Fifty simple things kids can do to recycle.

Ross, Kathy
Everyday is Earth Day: A Craft Book (Holiday Crafts for Kids)
Millbrook Press, 1995
Nonfiction
Grades 2-4

This book includes instructions for 20 crafts that reflect an interest in recycling and/or using everyday materials. Activities range from simple scratch pads made from scrap paper to a "good earth necklace." Each craft is introduced by a simple statement or an introductory statement related to the project itself.

Rott, Joanna Randolph
How on Earth do we Recycle Glass?
Millbrook Press, 1992
Nonfiction
Preschool-Grade 3

This book discusses how glass is made, the problems associated with its waste and different ideas for reusing glass products.

Schwartz, Linda
Likeable Recyclables: Creative Ideas for Reusing Bags, Boxes, Cans and Cartons
Creative Teaching Publishers, 1992
Nonfiction
Grades 3-6

Fun-filled ways to keep discarded bottles, boxes, cans, cartons, cups, and tubes out of overcrowded landfills by turning them into toys, games, and useful objects.

Seltzer, Meyer
Here Comes the Recycling Truck
Albert Whitman & Company, 1992
Nonfiction
Preschool-Grade 3

Using photos of large vehicles, the concept of the importance of recycling is introduced through how a center operates and who does the job. Also included are some suggestions on how to become involved with recycling.

Sensel, Joni
Garbage Monster
Dream Factory Books, 2001
Fiction
Preschool-Grade 3

With rhyming text, Jo's garbage comes alive, with the only way to tame it is to pluck it apart and recycle the pieces.

Seuss, Theodor
Horton Hears a Who
Random House Books for Young Readers, 1954
Fiction
Preschool-Grade 2

Horton the Elephant represents the voice of awareness of living creatures large and small as he hears a cry for help from a speck of dust, and spends much of the book trying to protect the infinitesimal creatures who live on it.

Seuss, Theodor
The Lorax
Random House Children's Books, 1971
Fiction
Preschool-Grade 2

The Lorax is an ecological warning that reflects the dangers of man's disregard for the earth's environment that Seuss implores both adults and children to heed.

Showers, Paul
Where Does the Garbage Go?: Revised Edition
(Let's-Read-and-Find-Out Science 2)
HarperTrophy, 1994
Nonfiction
Grades 1-4

Children take a school field trip to the landfill where they learn of the issues of too much trash. Recycling processes are emphasized as an established option as well as what individuals can do to help the environment.

Snodgrass, Mary Ellen
Environmental Awareness: Solid Waste
Bancroft-Sage Publishing Inc, 1991
Nonfiction
Grades 3-6

This book addresses the ever-growing environmental problem of solid waste. Readers learn about the cause and effect of this issue and how they can help in waste reduction and all anti-pollution and conservation efforts.

Swartz, Linda
Earth Book for Kids: Activities to Help Heal the Environment
Learning Works, 1990
Nonfiction
Grades 3-6

Creative ideas with easy-to-follow instructions show kids how they can make a difference to the environment by conducting experiments and making practical items out of recyclables.

Taback, Simms
Joseph Had a Little Overcoat
Viking Children's Books, 1999
Fiction
Preschool-Grade 2

Based on a Yiddish song, as Joseph's overcoat becomes more worn and full of holes (as do the book pages) as it becomes a vest, then a scarf and eventually nothing at all, proving you can make something out of nothing!

VanAllsburg, Chris
Just A Dream
Houghton Mifflin, 1990
Fiction
Grades 3-6

Walter, a litterbug, goes to sleep and has a dream that teaches him the value of recycling and taking care of the environment.

Wigand, Mollie
Junk, Sweet Junk
Sagebrush, 1999
Fiction
Preschool-Grade 3

Based on the animated show The Rugrats, the children hold a sale with Tommy's grandfather's "junk" and discover it has value after all.

Zion, Gene
Dear Garbage Man
Trophy Publishers, Reprint edition, 1988
Fiction
Preschool-Grade 3

Stan, the garbage man, finds items in the garbage to good to throw away.

Zimmerman, Andrea
Trashy Town
HarperCollins Publishers, 1999
Fiction
Preschool-Kindergarten

In this playful book, Mr. Gilly, the cheerful trash collector goes about his rounds in this somewhat messy town in need of his care.

APPENDIX E
LISTS OF ACCEPTABLE RECYCLABLE AND
NON-RECYCLABLE ITEMS

Lists of Acceptable Recyclable and
Non Recyclable Items

Acceptable Recyclable Items

Aerosol Cans (empty)	Phone Books
Aluminum Cans	Plastic Bottles
Aluminum Foil	Tissue Boxes
Beverage Cans	Used Envelopes
Boxes	Wrapping Paper
Brochures	
Cardboard Cereal Boxes	
Computer Paper	
Coupons	
Egg Cartons	
Food Cans	
Glass (unbroken)	
Glass Cosmetic Bottles	
Laundry Bottles	
Ledger Paper	
Magazines	
Newspapers	
Paper	
Paper Tubes	

Unacceptable Recyclable Items

Animal Waste

Food Waste

Carbon Paper

Carpet

Cat Litter

Cigarette Butts

Clothes and Shoes

Dirt/Cement/Rock

Dishes

Disposable Diapers

Flooring

Food Boxes (Non Cardboard)

Mirrors

Paper Plates and Boxes (Soiled)

Plastic Bags

Plastic Toys

Rags and Sponges

Toothpaste Tubes

Waxed Paper

Window Glass

APPENDIX F

RECYCLING AT THE SHALOM INSTITUTE PRESENTATION

FLIP CARDS IN ENGLISH

Recycling at the Shalom Institute
Presentation Flip Cards in English

Flip Card 1:

Recycling at the Shalom Institute

Written by: Lisa Friedman

Illustrated by: David Boatman

Spanish Translation: Kim Moskowitz

Flip Card 2:

I am here today to talk to you about something that is very important to all of the people here at the Shalom Institute. It is about how we dispose of the materials that you use here in the kitchen and around the facility.

Let us see why this is important.

Flip Card 3:

Before any of us came to live here, the Chumash Indians were here before, right here on this land. In fact, just a short distance away, you can still see remnants of how they lived "lightly" and as one with the earth. Nothing was wasted, as they appreciated all that was given to them by the land.

Flip Card 4:

Our greatest concern, that we all share together, is for the well being of our families. That is why all of our families came here to the United States for a better life. As we know, it a beautiful country, a true land of opportunity and beauty. This place, the Shalom Institute, is a natural and clean place. How does it stay this way? Where does the trash go?

Flip Card 5:

As you have seen around you, not all of Los Angeles looks like the Shalom Institute! Many of us remember places that once were beautiful natural spaces like this, that have now become ugly with trash and decay.

Flip Card 6:

So the question becomes, where does all this trash come from? Well, in the early 1900s the Industrial Revolution began and the world changed. Suddenly, rather than products being handmade and produced mostly for a small community, machines were built, that could mass produce hundreds and thousands of a products in the time it took someone just to produce one.

Flip Card 7:

For our parents and grandparents, things were more precious because they could not be easily replaced. Now we can go to a store and buy things in the time it takes to find it and stand in line to pay for it. With food and other products so cheap and plentiful, we don't think twice about throwing them away and buying something new.

Flip Card 8:

In the past 100 years this has become a big problem, here in Los Angeles and really, the rest of the world. Most individuals and companies don't stop to think about where the trash goes, further than the city dump or into the ocean, where somehow they think it just disappears or doesn't matter.

Flip Card 9:

But trash does matter. First of all, here in the United States, there is too much of it, and not enough room to put it all! Secondly, the trash down at the dump or in the ocean can stay that way for a long time before it becomes part of the earth again. Certain trash leaves behind in the earth chemicals that were used to make it, that are harmful to the earth, and become harmful to our families when they eventually get back into our water and soil system.

Flip Card 10:

Especialmente en los últimos 30 años, esto ha sido reconocido como un gran problema, y algo que a todos los que viven aquí les toca hacer. Reciclar, o reutilizar el producto de empaque una y otra vez, es algo que todos podemos hacer, y aquí en el Instituto Shalom, estamos comenzando un programa para hacer precisamente eso. Al enviar ciertos productos a Centros de Reciclaje, en lugar de a un vertedero, se pueden hacer nuevos de nuevo, y ser utilizados de nuevo.

Flip Card 11:

Esto termina esta parte de la presentación. Gracias por su atención. Ahora veamos qué productos se utilizan en la cocina y alrededor del Instituto Shalom que pueden ser reciclados.

Flip Card 12:

Drink Cans

Latas de gaseosa o
cerveza

Flip Card 13:

Food Cans

Latas de comida

Flip Card 14:

Glass, Bottles and Jars

Vidrios, botellas y jarras

Flip Card 15:

Plastic Bottles	Botellas plasticas
Plastic Water and Juice Jugs	Envases plasticos de aqua or de juga
Plastic Milk Jugs	Envases plasticos de leche

Flip Card 16:

Corrugated Cardboard Boxes	Cajas de carton
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Flip Card 17:

Newspapers	Periodicos
Magazines	Revistas
Phone Books	Directorios telefonicos

Flip Card 18:

Egg Cartons	Cajas de huevos
Boxboard	Cajas de cereal o galletas

Flip Card 19:

Mixed Paper and Junk Mail	Todo clase de papel de correo que no utilice
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Flip Card 20:

Aluminum Foil and Trays	Lamina de aluminio o bandejas
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Flip Card 21:

Empty Aerosol Cans	Latas de aerosol desocupadas
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APPENDIX G

RECYCLING AT THE SHALOM INSTITUTE PRESENTATION

FLIP CARDS IN SPANISH

Recycling at the Shalom Institute
Presentation Flip Cards in Spanish

Flip Card 1

Reciclaje en el Instituto Shalom

Escrito por: Lisa Friedman

Dibujos por: David Boatman

Traducción a Español por: Kim Moskowitz

Flip Card 2:

Estoy aquí hoy para hablarles de algo muy importante para todos que vienen a visitar al Instituto Shalom. Hablo de la manera en que tiramos a la basura las materiales que usamos aquí en la cocina. Vamos a ver porque esto sea tan importante.

Flip Card 3:

Vivieron aquí en esta misma tierra los Indios Chumash antes de que nosotros llegemos a vivir aquí. De hecho, muy cerca de aquí uno puede ver recuerdos de la vida de ellos y como vivieron tan gentile y conectado como si fueron unidos con la tierra. No se gastaron nada y tuvieron mucho respeto para la tierra también.

Flip Card 4:

Lo que nos preocupa mas que nada es la salud y la aseo personal de nuestras familias. Pensando en eso, nuestras familias llegaron a los Estados Unidos buscando una vida mejor. Como todos sabemos, este país es un país de belleza y oportunidad. Este lugar, el Instituto Shalom, es un lugar limpia de belleza natural. Como se mantiene así? A donde va la basura?

Flip Card 5:

Seguro que hemos visto por todos lados que todos los lugares en Los Angeles no se mantienen así. Mucha gente se recuerda que había muchos lugares naturals que fueran como este lugar, pero han llegado ser feos y lleno de basura y descomposición.

Flip Card 6:

La pregunta se presenta entonces...De donde viene toda la basura? Bueno, al principio de los anos 1900, empezó la Revolución Industrial y el mundo cambió completamente. De repente, en vez de hacer los productos a mano para comunidades pequenas, se construyeron macinas que hicieron millones de productos en el mismo tiempo que tomaron construir solo uno.

Flip Card 7:

Para nuestros abuelos, las cosas tenían mas valor porque no se podían reemplazar tan facilmente. Ahora, podemos ir a una tienda y comprar lo productos que queremos rápido, barato y con facilidad. No pensamos tanto en gastar porque es demasiado facil tirar algo a la basura y comprar algo nuevo.

Flip Card 8:

En los ultimos 100 anos, esto ha llegado ser un problema grave aquí en Los Angeles en en todo el mundo. La mayoría de los individuales y companies no piensan en el momento donde va a ir su basura. No prestan atención y piensan que se desaparece o no les importan donde va para nada.

Flip Card 9:

Es muy importante donde va nuestra basura! Primero, aquí en Los Estados Unidos, hay demasiado basura y no hay bastantes lugares suficientes para botarla. Segundo, la basura que esta en el mar o verdadero se mantiene basura por mucho tiempo antes de que llega ser parte de la tierra otra vez. Cierta basura contiene químicos que sean prejudicial para la tierra y para nosotros cuando aparecen en el agua que tomamos y en la tierra donde vivimos.

Flip Card 10:

En los ultimos 30 años ha sido un problema muy grande y todos que vivimos aquí podemos hacer nuestra parte para ayudar. Reciclaje or el reuso de embalaje es algo que todos podemos hacer en el Instituto Shalom. Vamos a empezar un programa nuevo de reciclaje aqui en el Instituto Shalom. Es un derroche gastar tanto embalaje. En vez de mandar nuestra basura al verdadero, vamos a mandar ciertos productos a Institutos de Reciclaje donde pueden reusarlos y transformerlos a productos nuevos otra vez.

Flip Card 11:

Ya terminamos esta seccion de la presentacion. Gracias por su atencion. Ahora, vamos a ver quales productos se pueden reciclar que se usan en la cocina y en varios otros lugares aqui en el Instituto Shalom.

Flip Card 12:

Drink Cans

Latas de gaseosa o
cerveza

Flip Card 13:

Food Cans

Latas de comida

Flip Card 14:

Glass, Bottles and Jars

Vidreos, botellas y jarras

Flip Card 15:

Plastic Bottles	Botellas plasticas
Plastic Water and Juice Jugs	Envases plasticos de aqua or de juga
Plastic Milk Jugs	Envasos plasticos de leche

Flip Card 16:

Corrugated Cardboard Boxes	Cajas de carton
----------------------------	-----------------

Flip Card 17:

Newspapers	Periodicos
Magazines	Revistas
Phone Books	Directorios telefonicos

Flip Card 18:

Egg Cartons	Cajas de huevos
Boxboard	Cajas de cereal o galletas

Flip Card 19

Mixed Paper and Junk Mail	Todo clase de papel de correo que no utilice
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Flip Card 20:

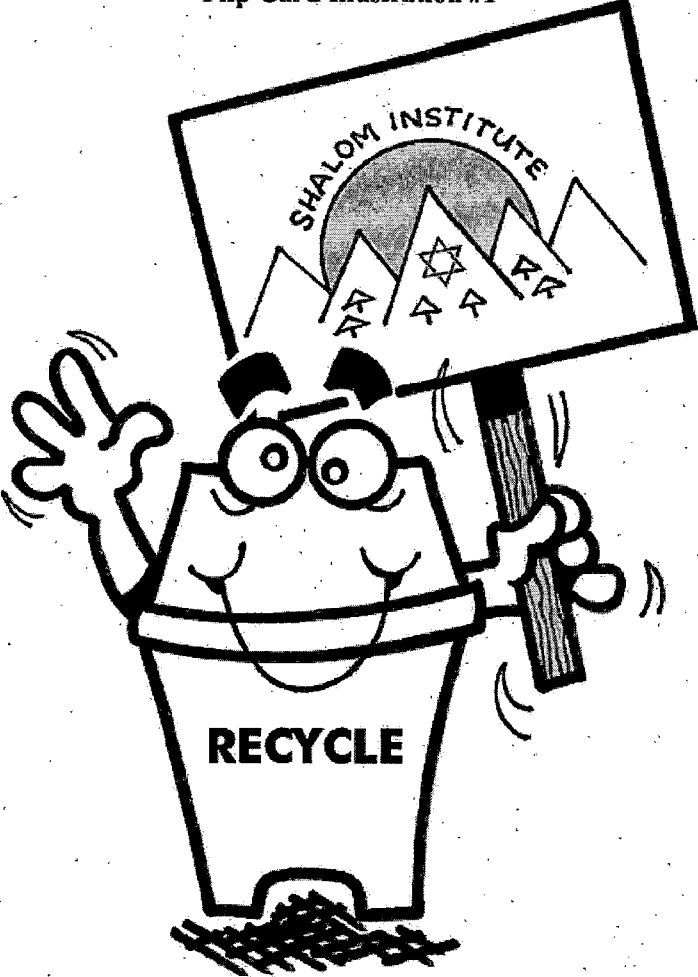
Aluminum Foil and Trays	Lamina de aluminio o bandejas
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Flip Card 21:

Empty Aerosol Cans	Latas de aerosol desocupadas
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APPENDIX H
RECYCLING AT THE SHALOM INSTITUTE PRESENTATION
ILLUSTRATIONS

Flip Card Illustration #1



Flip Card Illustration #2



Flip Card Illustration #3



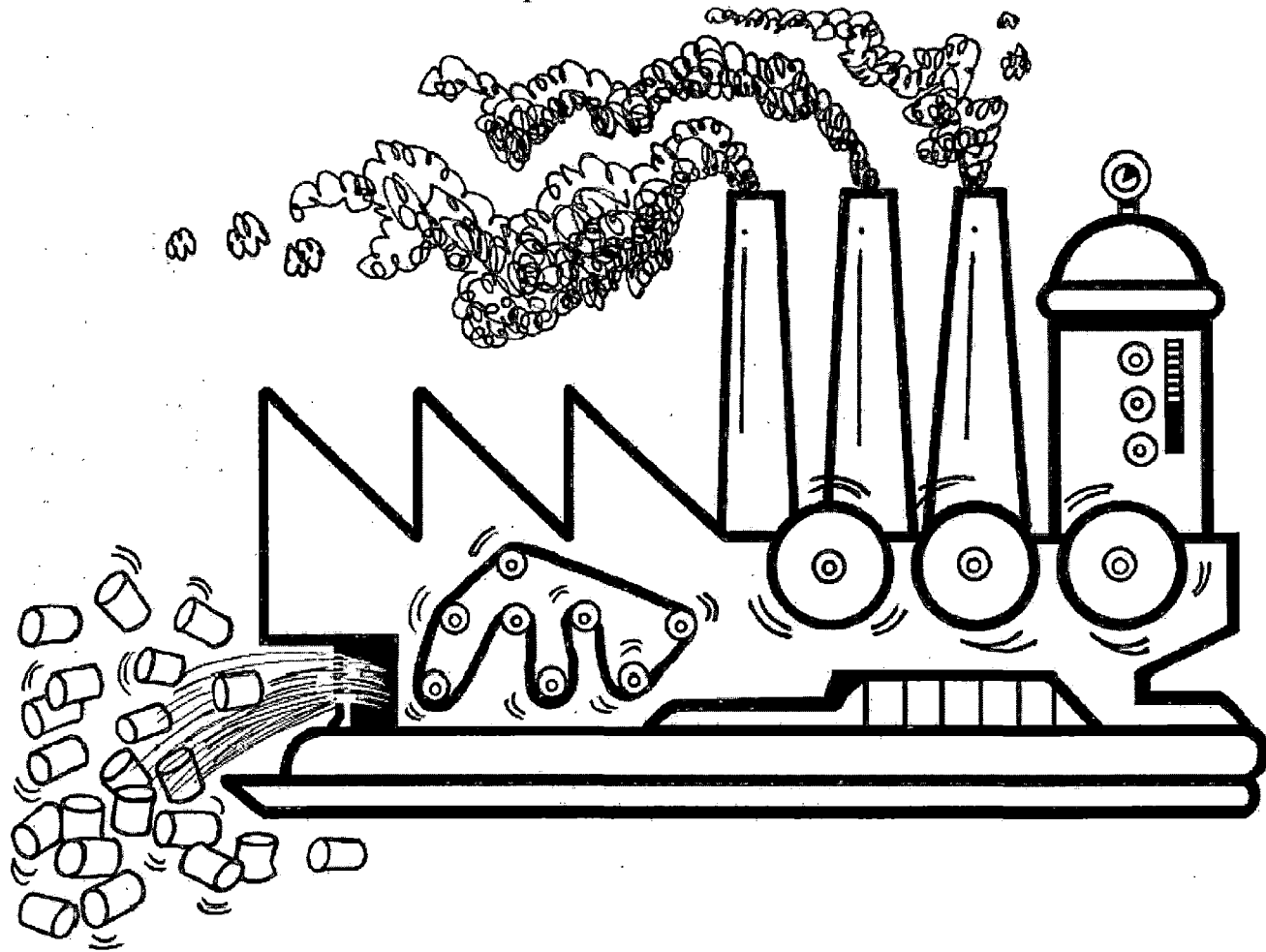
Flip Card Illustration #4



Flip Card Illustration #5



Flip Card Illustration #6



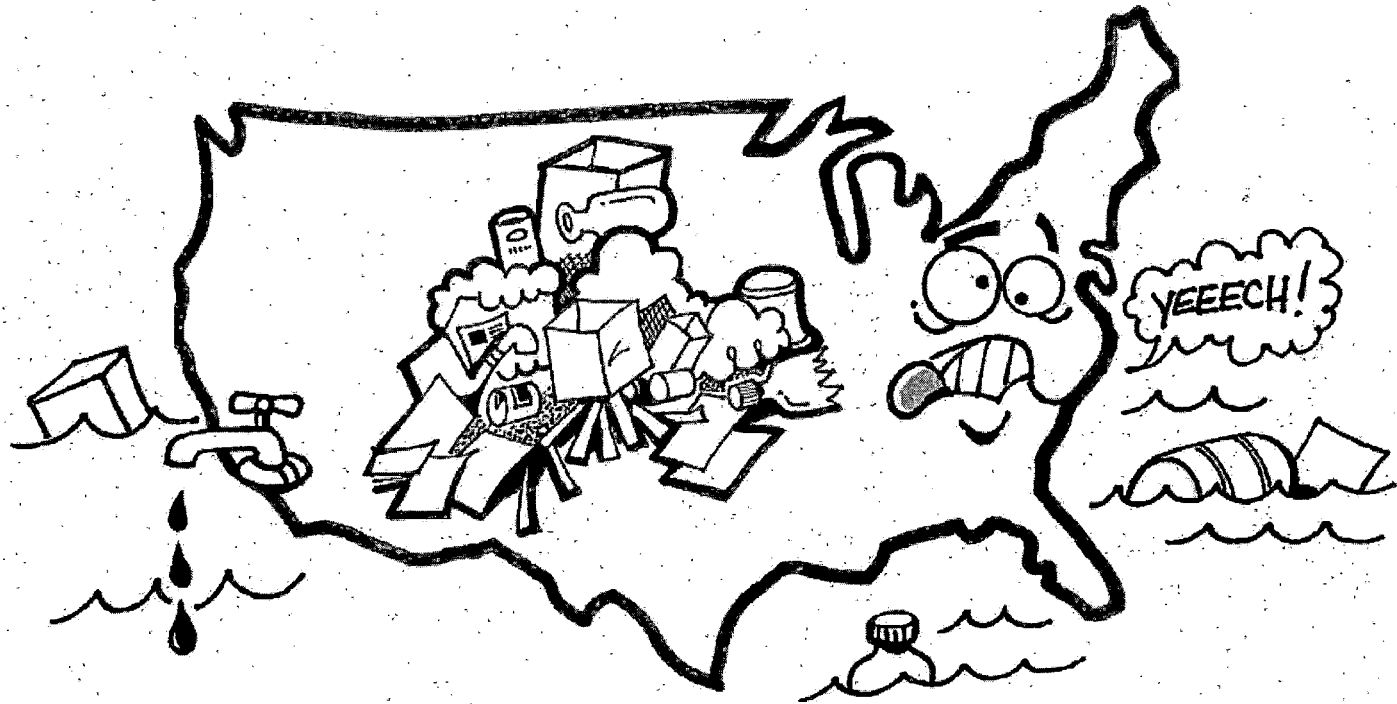
Flip Card Illustration #7



Flip Card Illustration #8



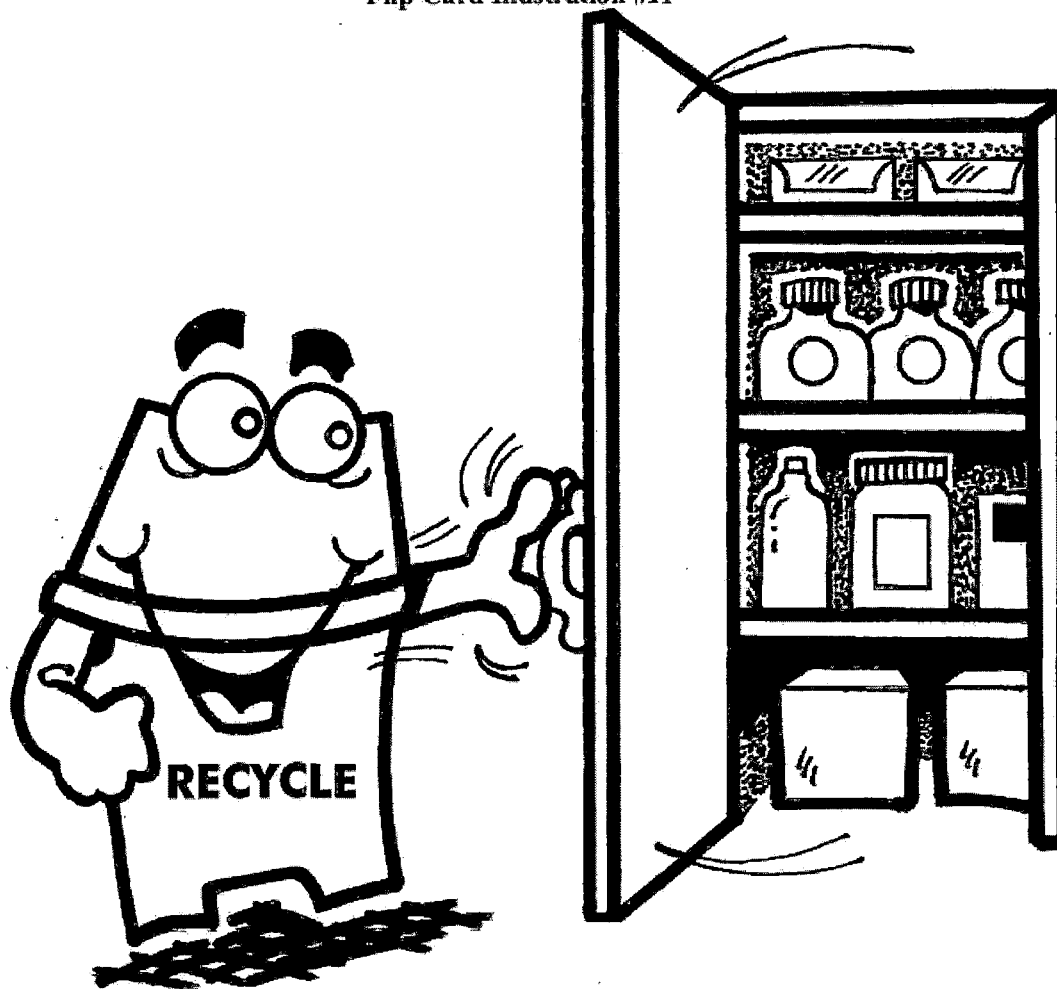
Flip Card Illustration #9



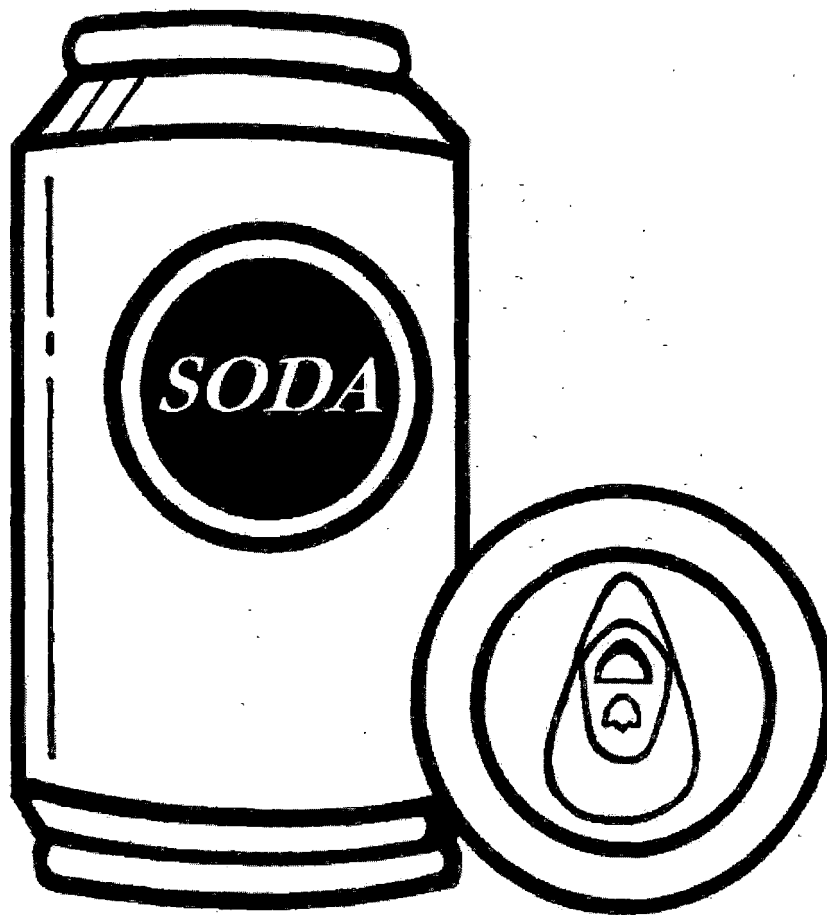
Flip Card Illustration #10



Flip Card Illustration #11



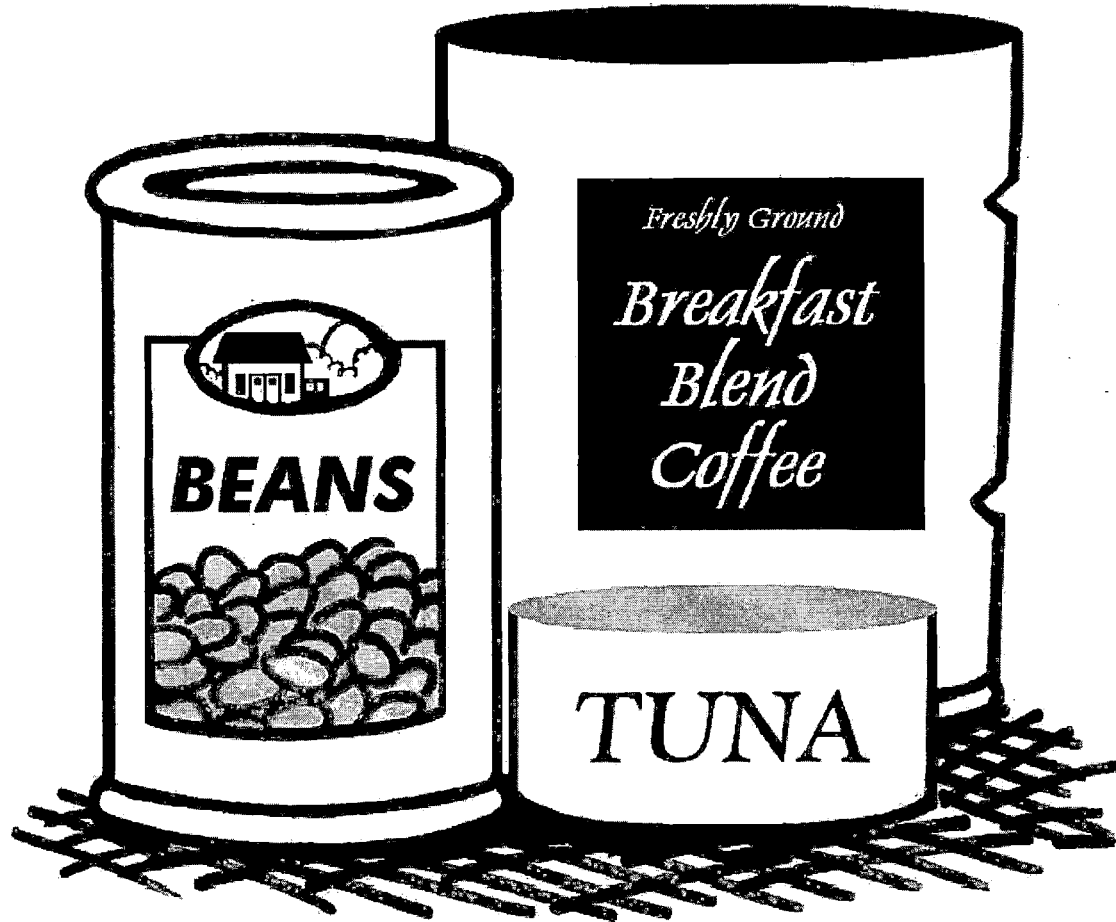
Flip Card Illustration #12



Drink Cans

Latas de gaseosa o cerveza

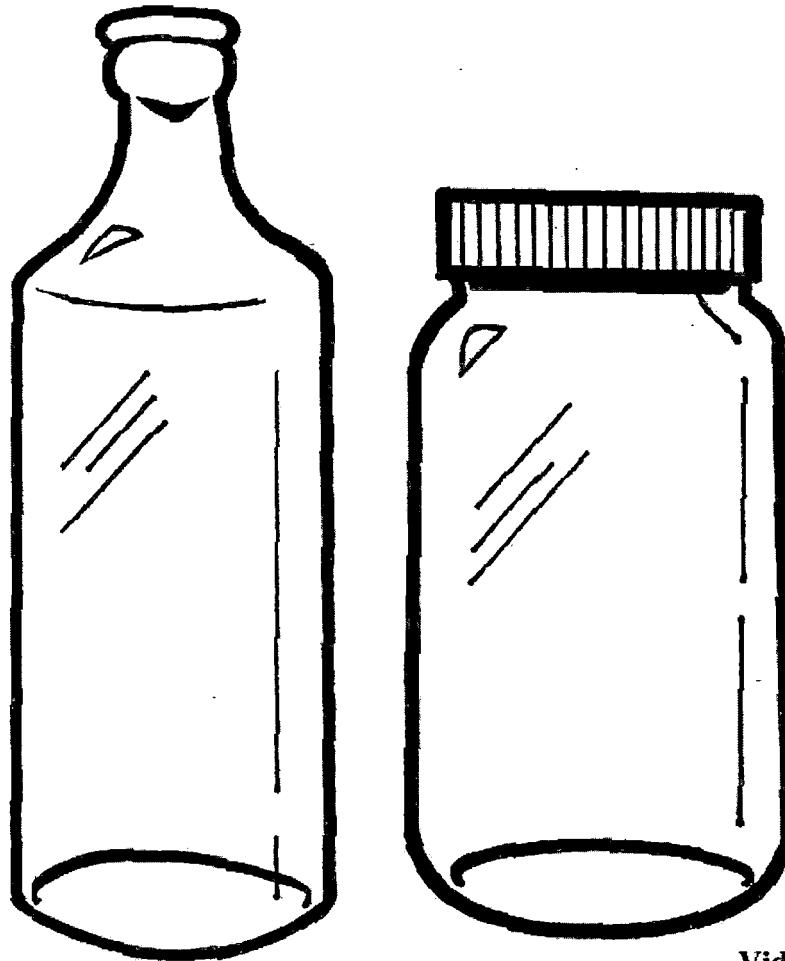
Flip Card Illustration #13



Food Cans

Latas de comida

Flip Card Illustration #14



Glass Bottles and Jars

Vidreos, botellas y jarras

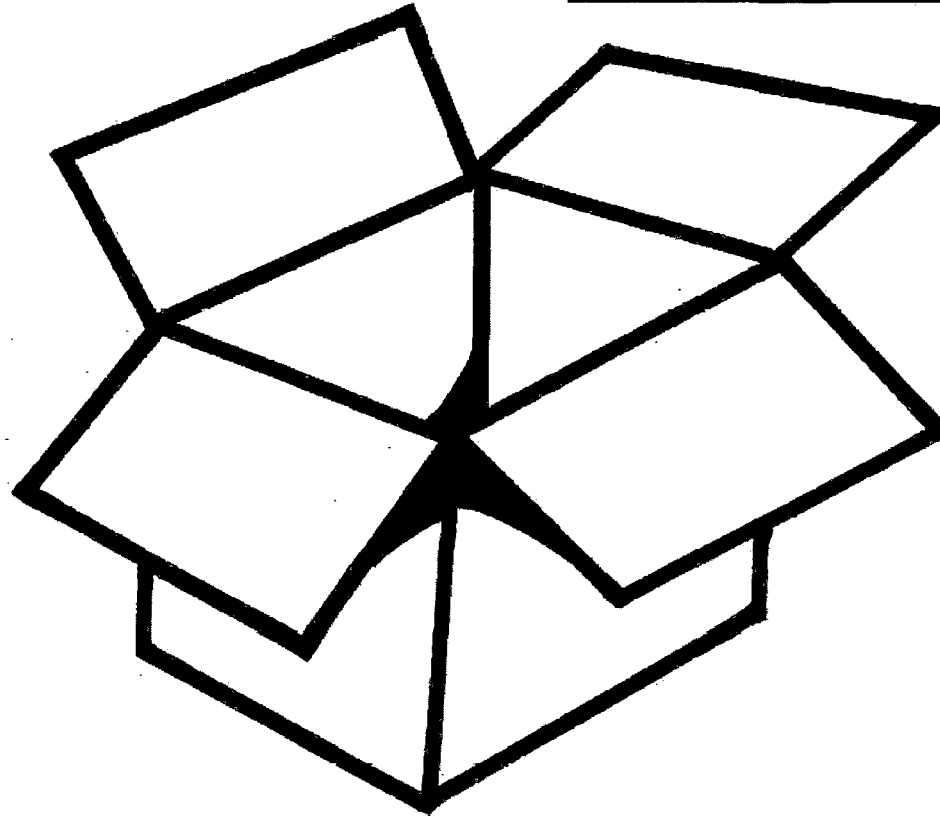
Flip Card Illustration #15



Plastic Bottles
Plastic Water and Juice Jugs
Plastic Milk Jugs

Botellas plasticas
Envases plasticos de aqua or de juga
Envasos plasticos de leche

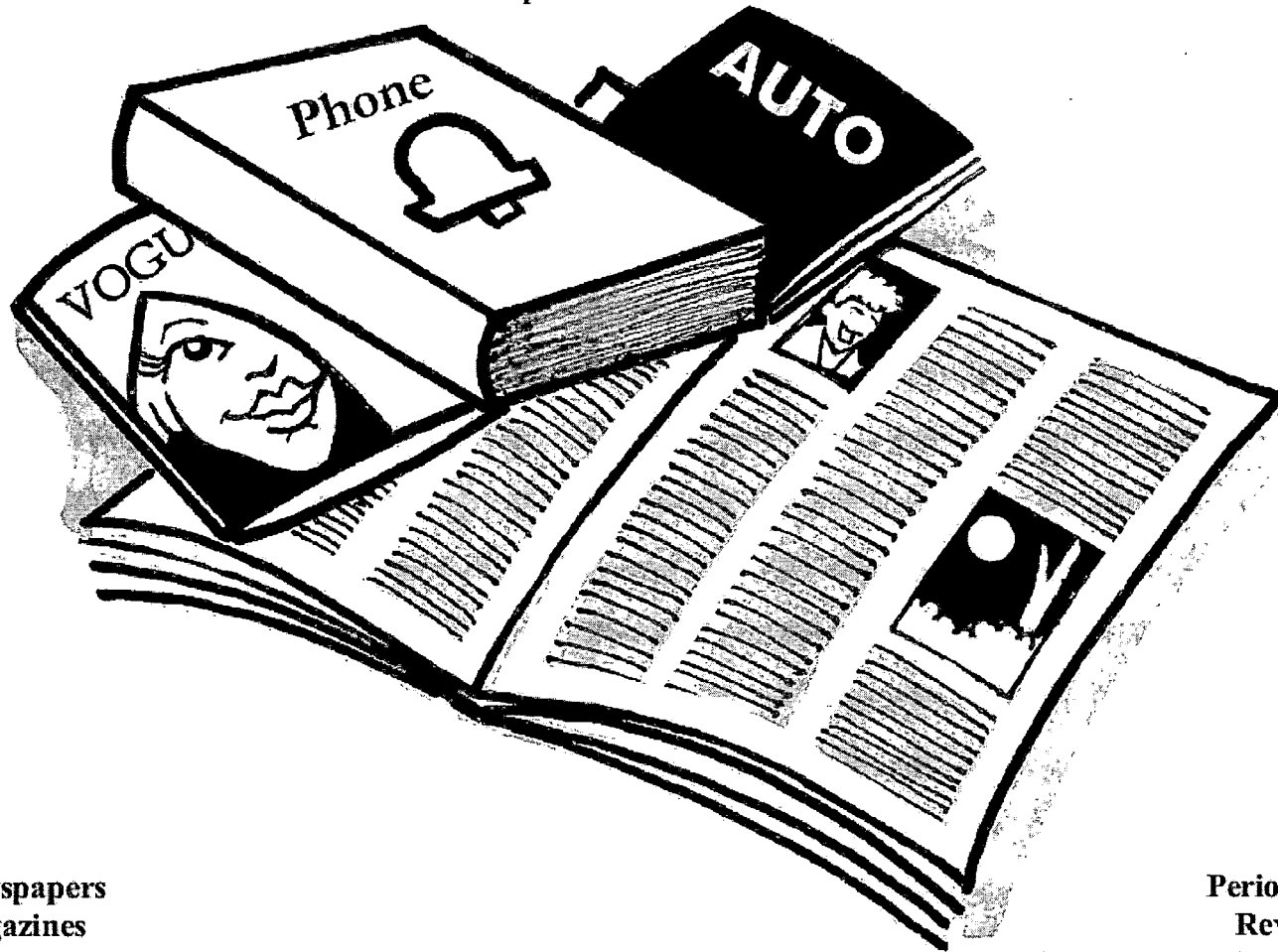
Flip Card Illustration #16



Corrugated Cardboard Boxes

Cajas de carton

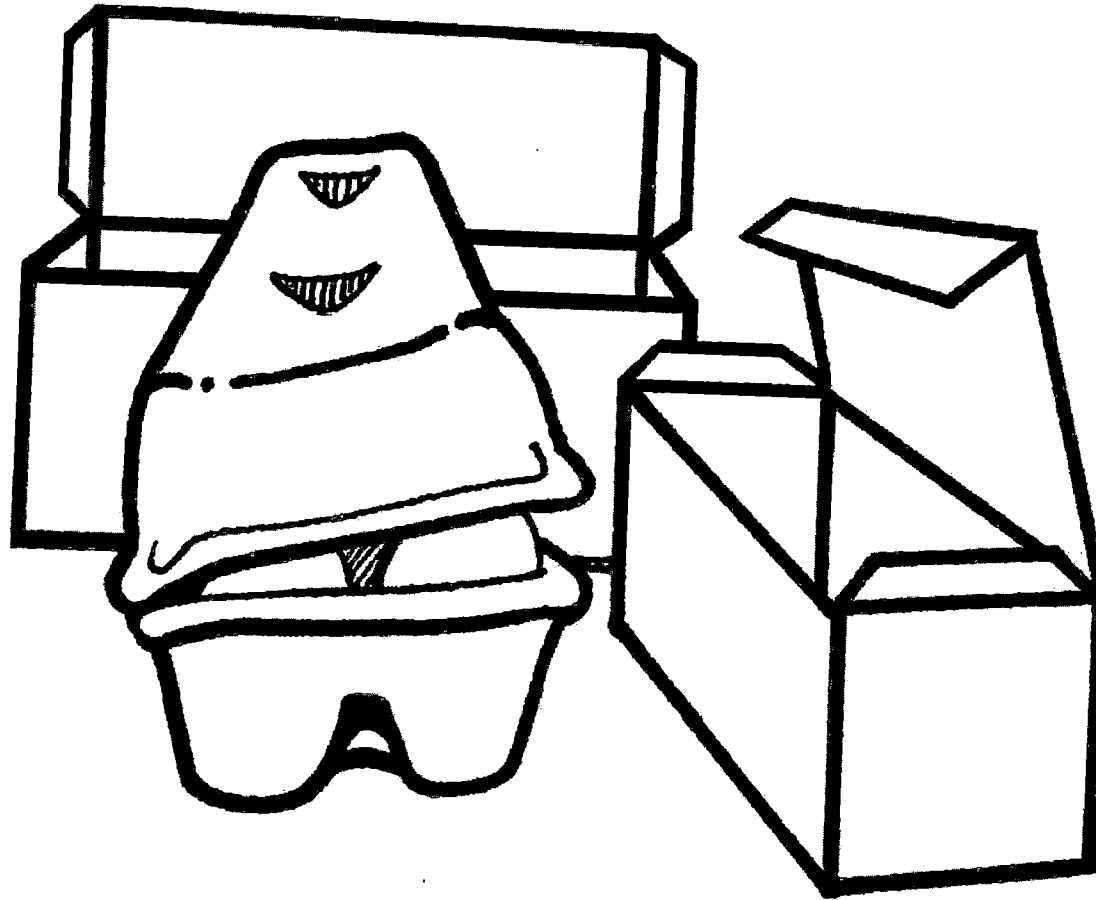
Flip Card Illustration #17



Newspapers
Magazines
Phone Books

Periodicos
Revistas
Directorios telefonicos

Flip Card Illustration #18

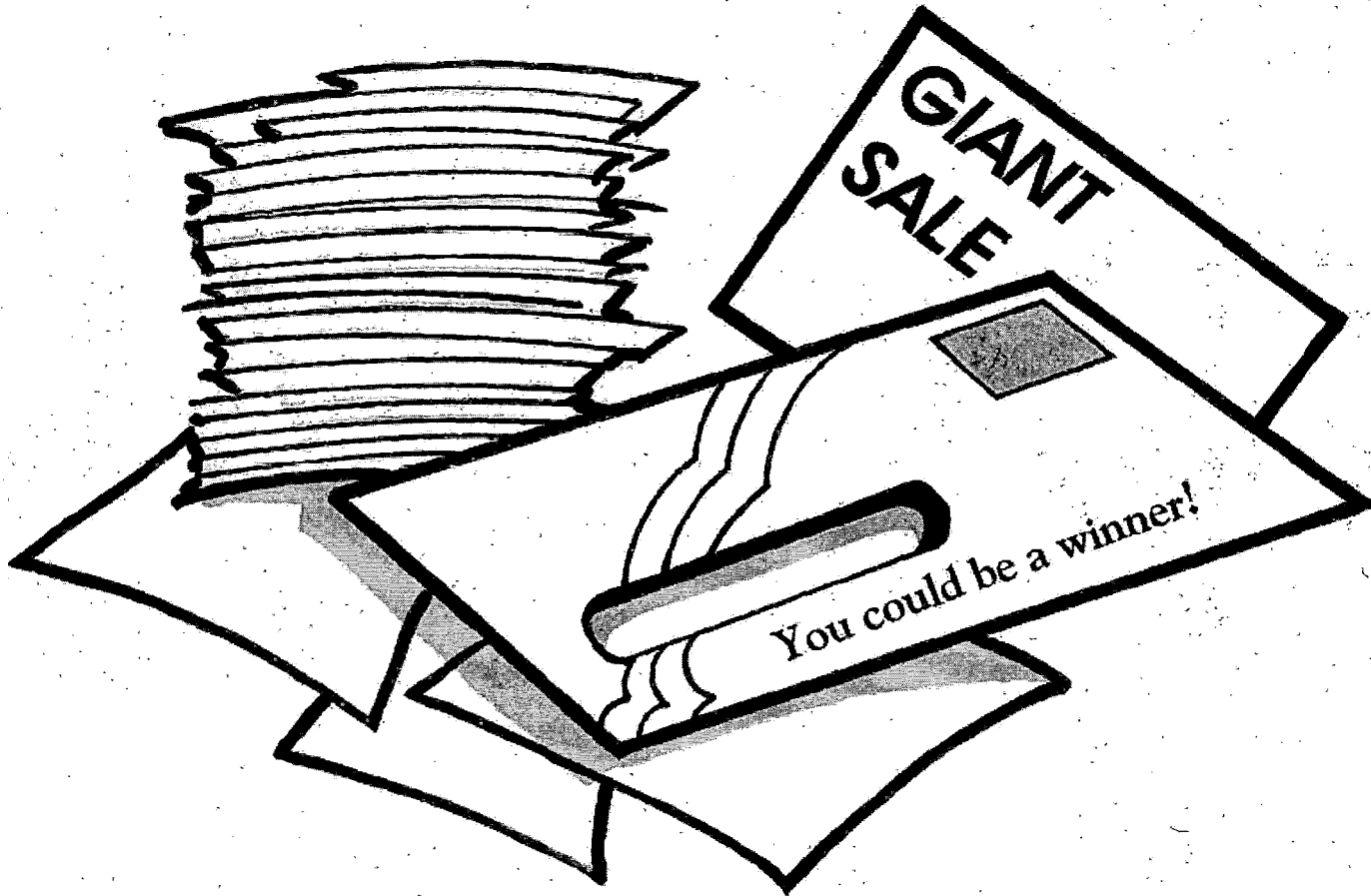


95

Eggcartons
Boxboard

Cajas de huevos
Cajas de cereal o galletas

Flip Card Illustration #19

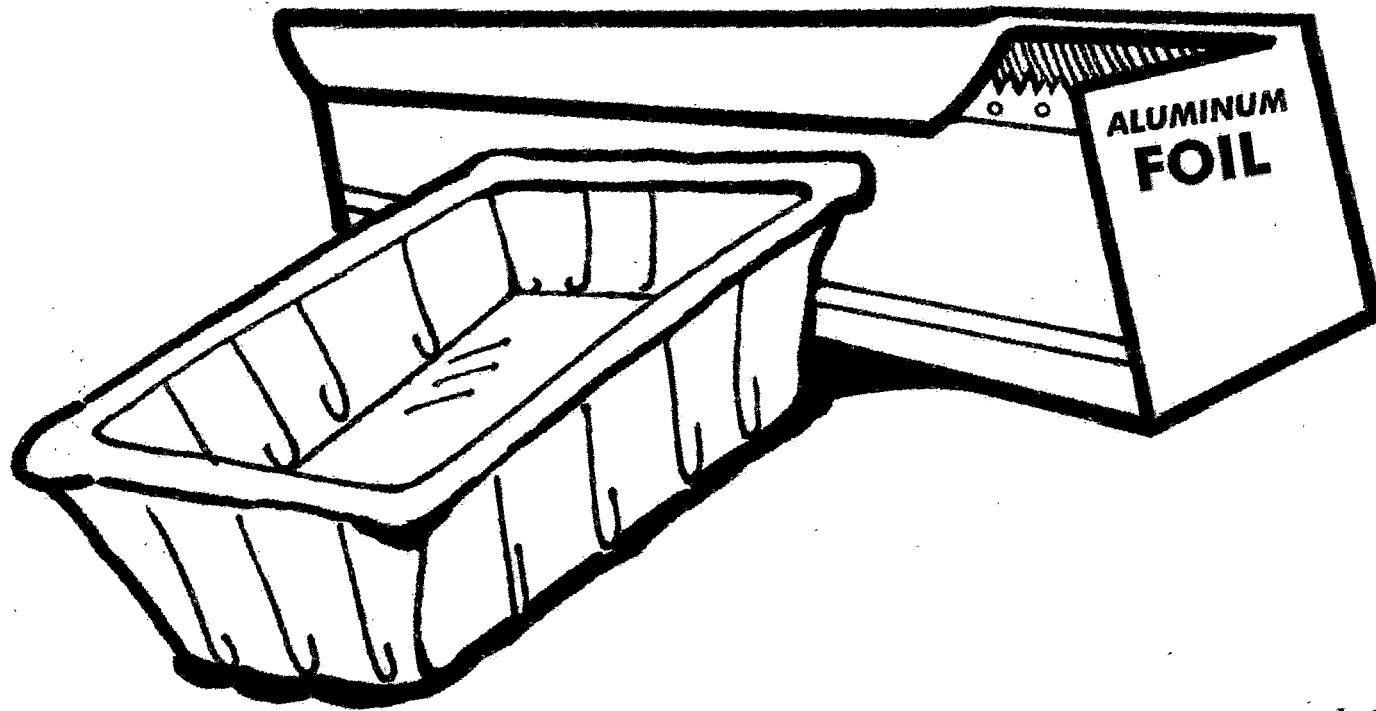


96

Mixed Paper and Junk Mail

Todo clase de papel de correo que no utilice

Flip Card Illustration #20



97

Aluminum foil and trays

Lamina de aluminio o bandejas

Flip Card Illustration #21



Empty aerosol cans

Latas de aerosol desocupadas

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