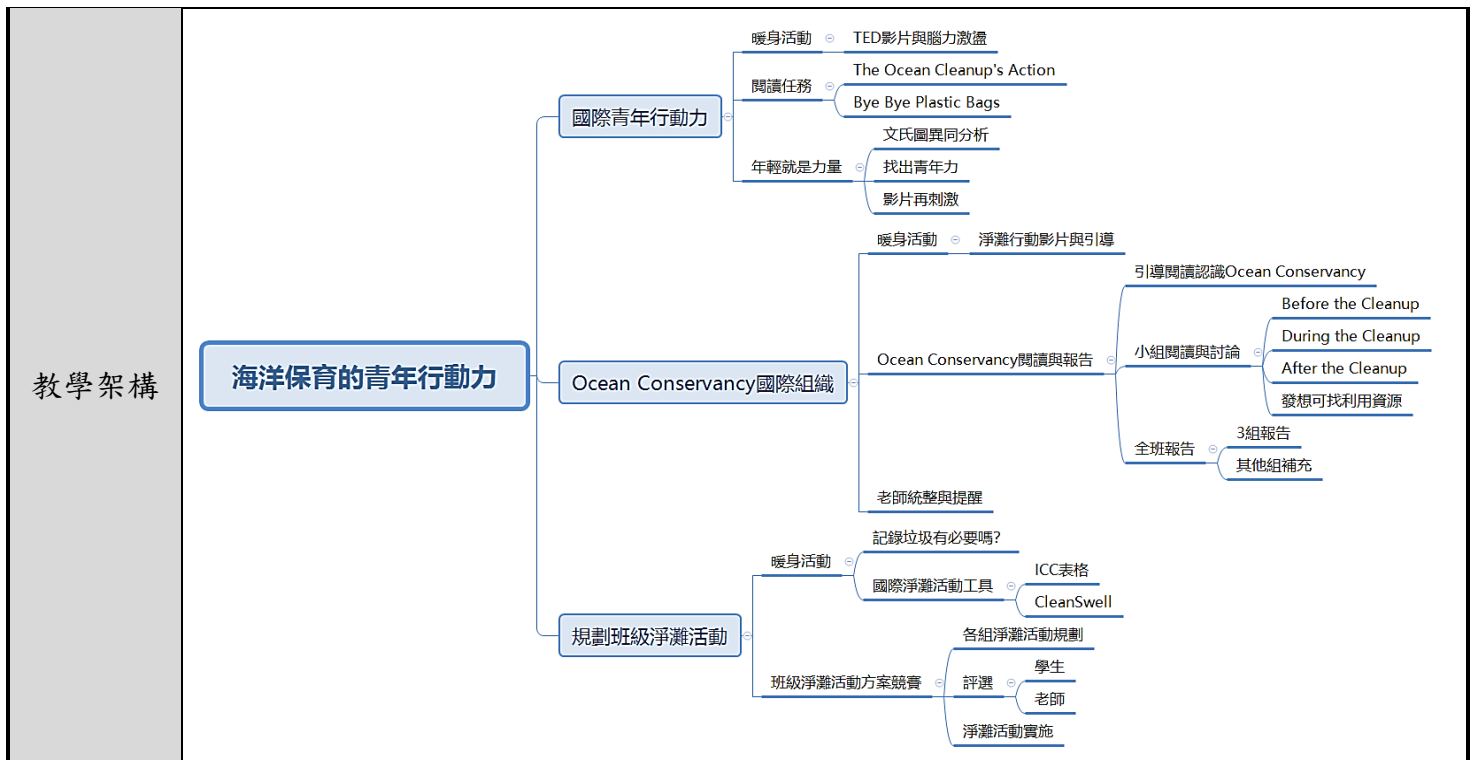


國立臺灣海洋大學 109 年度「海洋教育」在職進修學分班暨  
綠階海洋教育者培訓課程教案設計

教案名稱	海洋保育的青年行動力 Youth Empowerment	設計者名稱	新北市立三民高中 林承龍	
教學對象	<input type="checkbox"/> 幼教(幼兒年齡____) <input type="checkbox"/> 小學 <input checked="" type="checkbox"/> 中學(含高中職) <input type="checkbox"/> 一般名眾 <input type="checkbox"/> 其他_____	教學領域 (科目或名稱)	高中英文	
教學資源	<p>第一節</p> <ol style="list-style-type: none"> <li>1. TED video: What really happens to the plastic you throw away - Emma Bryce <a href="https://www.ted.com/talks/emma_bryce_what_really_happens_to_the_plastic_you_throw_away">https://www.ted.com/talks/emma_bryce_what_really_happens_to_the_plastic_you_throw_away</a></li> <li>2. Time for Kids: Cleaning Up the Ocean <a href="https://www.timeforkids.com/g56/cleaning-up-ocean/">https://www.timeforkids.com/g56/cleaning-up-ocean/</a></li> <li>3. Youtube video: The Ocean Cleanup Technology Explained   System 001   Cleaning Oceans <a href="https://youtu.be/O1EAeNdTFHU">https://youtu.be/O1EAeNdTFHU</a></li> <li>4. Bye Bye Plastic Bags <a href="http://www.byebyeplasticbags.org/team/">http://www.byebyeplasticbags.org/team/</a></li> <li>5. Time: TIME's 25 Most Influential Teens of 2018 <a href="https://time.com/5463721/most-influential-teens-2018/">https://time.com/5463721/most-influential-teens-2018/</a></li> <li>6. Gapura: Bali leads the way and officially bans single-use plastic bags, straws and polystyrene across the island <a href="https://www.gapurabali.com/news/2019/06/25/bali-leads-way-and-officially-bans-single-use-plastic-bags-straws-and-polystyrene">https://www.gapurabali.com/news/2019/06/25/bali-leads-way-and-officially-bans-single-use-plastic-bags-straws-and-polystyrene</a></li> <li>7. Youtube video: BBPB on Make A Change World - Gary Benchehib <a href="https://youtu.be/OgSHiDSeS8A">https://youtu.be/OgSHiDSeS8A</a></li> <li>8. Youtube video: One Island One Voice - Bali's Biggest Beach Clean Up, 19.02.17 <a href="https://youtu.be/v5hiNMY_fc8">https://youtu.be/v5hiNMY_fc8</a></li> </ol> <p>第二節</p> <ol style="list-style-type: none"> <li>9. Youtube video: The Incredible Transformation Of World's Most Polluted Beach <a href="https://youtu.be/jXcoPO76UyA">https://youtu.be/jXcoPO76UyA</a></li> <li>10. Ocean Conservancy: Start a Cleanup <a href="https://oceanconservancy.org/trash-free-seas/international-coastal-cleanup/start-a-cleanup/">https://oceanconservancy.org/trash-free-seas/international-coastal-cleanup/start-a-cleanup/</a></li> </ol> <p>第三節</p> <ol style="list-style-type: none"> <li>11. International Coastal Cleanup data form <a href="https://oceanconservancy.org/wp-content/uploads/2019/05/OC-DataCards_volunteerFINAL_ENG.pdf">https://oceanconservancy.org/wp-content/uploads/2019/05/OC-DataCards_volunteerFINAL_ENG.pdf</a></li> <li>12. CleanSwell</li> </ol>	教學時數	6 小時 (每次 2 小時)	
教學理念	<ol style="list-style-type: none"> <li>1. 引導學生體認英文學習與真實世界的緊密關係。</li> <li>2. 行動是內化知識為價值觀的重要關鍵。</li> <li>3. 年輕就是要多方嘗試及行動以探索自己且服務社會。</li> <li>4. 理解國際議題也是升學準備的有利素材。</li> </ol>			



教學對象分析	學生具有基本的英文聽說讀寫能力及對於海洋保育的基本認識
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十二年國教能力指標	<b>海洋教育實質內涵</b>	語言學習層面： 1. 強化學生的英文閱讀、聽力、口說能力。(英 1-V-9、英 2-V-3、英 2-V-8、英 2-V-10、英 5-V-10、英 6-V-1) 2. 學習海洋保育相關單字與用語。(英 3-V-1、英 7-V-2) 3. 練習不同閱讀篇章的思考分析與表達(英 3-V-1、英 4-V-4、英 5-V-10、英 9-V-4)。  本教案教學目標 海洋保育層面： 1. 增強學生對於海洋保育的觀念，並能應用於生活中。(海 J18、海 J19、英 8-V-7) 2. 使學生了解國際上青年對於海洋保育的行動案例，啟發行動動機。(海 J18、海 U19、英 8-V-7) 3. 學習如何規劃及領導淨灘活動，並藉由活動體認海洋保育之重要性。(海 J20、海 U19、英 8-V-7、英 9-V-8)
	海 J18 探討人類活海洋生態的影響。 海 J19 了解海洋資源之有限性，保海洋環境。 海 J20 了解我國的海洋環境問題，並積極參與海洋保護行動。 海 U19 了解全球的海環境問題，並熟悉或參與海洋保護行動。	
	<b>領域學習重點</b>	

- 英 1-V-9 能聽懂英語影片的主要內容。
- 英 2-V-3 能依主題或情境描述事件或回答問題。
- 英 2-V-8 能以簡易的英語參與引導式討論。
- 英 2-V-10 能依主題說出語意連貫且條理分明的簡短演說、簡報或說明。
- 英 3-V-1 能辨識課堂中所學字詞。
- 英 4-V-4 能依主題或情境寫出正確達意的句子。
- 英 5-V-10 能讀懂故事及短文，並以簡短的句子述說或寫出主旨或大意。
- 英 6-V-1 樂於參與課堂中各類練習活動，不畏犯錯。
- 英 7-V-2 能利用工具書(如字典、百科全書)或其他線上資源，主動了解所接觸英文的內容。
- 英 8-V-7 能養成地球村的觀念，尊重生命與全球的永續發展。
- 英 9-V-4 能分析、歸納多項訊息的共通點或結論。
- 英 9-V-8 能整合資訊，合理規劃並發揮創意完成任務。

對應 教學目標	教學活動流程 (數量可自行調整)	時間	教學 資源	教學 評量
<p><b>語1</b> 強化學生的英文閱讀、聽力、口說能力。</p> <p><b>海1</b> 增強學生對於海洋保育的觀念，並能應用於生活中。</p> <p><b>語1</b> 強化學生的英文閱讀、聽力、口說能力。</p> <p><b>語2</b> 學習海洋保育相關單字與用語。</p> <p><b>海2</b> 使學生了解國際上青年對於海洋保育的行動案例，啟發行行動動機。</p> <p><b>語1</b> 強化學生的英文閱讀、聽力、口說能力。</p> <p><b>語3</b> 學習如何規劃及領導淨灘活動，並藉由活動體認海洋保育之重要性。</p> <p><b>海2</b> 使學生了</p>	<p><b>第 1-2 節—國際青年行動力</b></p> <p><b>1. 暖身活動：</b></p> <p>(1) <b>TED 影片</b> (What really happens to the plastic you throw away.): 老師播放影片，藉由影片讓學生了解塑膠的製成及不當處理所產生的負面影響，且人類陸地上隨意丟棄塑膠品的行為將影響海洋生態，最終卻也影響人類自己身上。過程中，引導學生了解洋流使塑膠垃圾漂流到世界各地，這解釋到為何海灘會有其他國家的垃圾出現。另外，許多塑膠垃圾也因洋流聚集在大洋多處，其中以太平洋垃圾帶最為巨大。</p> <p>(2) <b>腦力激盪：</b>老師詢問學生該如何處理海洋塑化及太平洋垃圾帶的問題？老師請學生分享自己知道的方式或腦力激盪出一些點子。</p> <p><b>2. 閱讀任務：</b></p> <p>(1) <b>閱讀理解：</b>老師請學生以剛才的腦力激盪的分享為基礎，閱讀學習單 1 中的兩篇文章 (The Ocean Cleanup's Action 及 Bye Bye Plastic Bags)及完成閱讀測驗，以初步了解兩個國際青年在海洋保育所做的行動。學生可以使用手機查詢單字意思，但他們不可以整篇翻譯。</p> <p>(2) <b>檢討與再讀：</b>老師檢討閱讀測驗的答案，並在過程中帶著學生再閱讀一次文章，並提醒學生學習重要單字與用語。</p> <p><b>3. 年輕就是力量</b></p> <p>(1) <b>異同分析：</b>老師發下學習單 2，針對問題 1，先講解文氏圖(Venn Diagram)的目的後，請學生在小組裡思考、討論這 2 篇文章的相同及不同之處。老師巡視各組，如果需要，引導學生去思考 2 篇中青年的年紀情況、所做的事情、處理什麼問題、相關的領域、影響的面向等。老師請每組英文分享，分享中引導學生：</p> <p>a. 看到「They are all young people.」、「They</p>	<p>15 分鐘</p> <p>20 分鐘</p> <p>15 分鐘</p> <p>20 分鐘</p>	<p>TED 影片</p> <p>學習單 1 手機</p> <p>學習單 2</p>	<p>學習單 1 閱讀測驗</p> <p>學習單 2 分析、發表</p>

<p>解國際上青年對於海洋保育的行動案例，啟發行動動機。</p>	<p>took action.」、「Platic is the problem they all want to solve.」等相同點。</p> <p>b. 看到「The action they take is different, but it shows that everyone can make some contributions.」。</p> <p>(2) <b>找出青年力</b>：針對問題 2，老師先講解 Youth Empowerment 的定義，再請小組討論後說出這 2 篇文章中 Youth Empowerment 的證據。</p> <p>(3) <b>影片再刺激</b>：老師播放與這 2 篇文章相關的 Youtube 影片，以視覺作為閱讀的延伸理解，也藉由影音的刺激，再次提醒學生青年影響力的意義及強大。</p> <p>a. The Ocean Cleanup Technology Explained   System 001   Cleaning Oceans</p> <p>b. BBPB on Make A Change World</p> <p>c. One Island One Voice - Bali's Biggest Beach Clean Up, 19.02.17</p>	<p>10 分鐘</p> <p>20 分鐘</p>	<p>Youtube 影片</p>	
<p><b>語 1</b> 強化學生的英文閱讀、聽力、口說能力。</p> <p><b>海 1</b> 增強學生對於海洋保育的觀念，並能應用於生活中。</p>	<p><b>第 3-4 節：Ocean Conservancy 國際組織</b></p> <p><b>1. 暖身活動：</b></p> <p>(1) <b>淨灘行動影片</b>(The Incredible Transformation Of World's Most Polluted Beach): 老師播放影片前，先在黑板寫下下列 5W1H 問題，請學生在看影片時，找出答案，幫助學生在看影片時能有方向：</p> <ul style="list-style-type: none"> <li>● What was the action?</li> <li>● Who took the action?</li> <li>● Where was the action taken?</li> <li>● When was the action taken?</li> <li>● Why was the action taken?</li> <li>● How was the action?</li> </ul> <p>(2) <b>解答與引導</b>：影片播畢，老師請學生回答上述問題，並引導學生認知雖然海洋保育不易，但如果能有更多人參與並發揮自己的影響力鼓勵他人加入，世界就會不一樣。</p> <p>接著，告知學生他們將規劃班級淨灘活動來展現青年行動力與影響力。而這 2 節課仍以閱讀與討論方式了解規劃淨灘需注意的事項。</p> <p><b>2. Ocean Conservancy 閱讀與報告：</b></p> <p>(1) <b>引導閱讀</b>：老師連結到 Ocean Conservancy 的</p>	<p>15 分鐘</p>	<p>Youtube 影片</p>	

<p><b>語1</b> 強化學生的英文閱讀、聽力、口說能力。</p> <p><b>海1</b> 增強學生對於海洋保育的觀念，並能應用於生活中。</p> <p><b>海3</b> 學習如何規劃及領導淨灘活動，並藉由活動體認海洋保育之重要性。</p>	<p>Start A Cleanup 網頁，先介紹這個 NPO 組織已經推動國際淨灘活動達 30 年之久，接著帶著學生從網頁快速了解 Ocean Conservancy 在國際淨灘活動上的成果及對全球人的淨灘邀約。而他們提供的規劃淨灘活動各階段 (Before, During, After) 的注意/工作事項非常有參考價值，是這節課要學生吸收學習的內容。由於原網頁資訊面向內容太廣，因此，老師事先簡化網頁重要內容，轉成紙本學習單 3-1 (Before the Cleanup)、學習單 3-2 (During the Cleanup) 及學習單 3-3 (After the Cleanup)。</p> <p>(2) <b>小組閱讀</b>：老師發給各組 (6 人 1 組) 學習單 3-1、學習單 3-2、學習單 3-3 及學習單 4，並指導各組協同閱讀工作：</p> <p>a. 階段 1—個人閱讀：小組裡 2 人負責閱讀學習單 3-1、2 人負責閱讀學習單 3-2、2 人負責閱讀學習單 3-3。</p> <p>b. 階段 2—個人報告：個人閱讀完後在組內報告，每位組員須在學習單 4 上面 3 個欄位中記錄下淨灘各階段重要資訊。</p> <p>c. 階段 3—小組發想：小組針對各階段，討論出可以找到/利用的資源 (人事時地物) 並記錄於學習單 4 中間的 3 個 Resources 欄位。學生可以利用手機查詢。這階段是刺激學生對淨灘活動有更深度的思考，以便有清楚的概念來規劃或監督班級淨灘活動的實施。</p> <p>(3) <b>全班報告</b>：小組報告、老師黑板紀錄</p> <p>a. 3 個小組：老師選擇 3 個小組報告學習單 4，包括各階段注意/工作事項及可利用資源。</p> <p>b. 其他小組：老師再請其他小組針對前 3 組的報告提出必須增加的注意/工作資訊及可以利用的資源。</p> <p>3. <b>老師統整與提醒</b>：在小組報告過程中，老師已於黑板上記錄各小組報告內容中的關鍵資訊，並在報告結束後，幫助學生統整內容及提醒被忽略的面向。老師特別再針對各組提出「可利用的資源」中具有</p>	<p>10 分鐘</p> <p>25 分鐘</p> <p>20 分鐘</p> <p>10 分鐘</p> <p>15 分鐘</p> <p>5 分鐘</p>	<p>學習單 3-1 學習單 3-2 學習單 3-3 學習單 4 手機</p> <p>學習單 4</p>	<p>學習單 4 紀錄、報告</p>
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<p>語1 強化學生的英文閱讀、聽力、口說能力。</p> <p>語2 學習海洋保育相關單字與用語。</p> <p>海3 學習如何規劃及領導淨灘活動，並藉由活動體認海洋保育之重要性。</p> <p>語1 強化學生的英文閱讀、聽力、口說能力。</p>	<p>建設性的意見給予肯定，並請各組將這些意見紀錄於學習單 4 下方的 Constructive Ideas 欄位，作為下 2 堂課規劃班級淨灘活動重要依據資訊。</p> <p>老師收回學習單 4，一方面批閱各組閱讀與紀錄情況，另一方面放在老師身邊，避免學生丟失這張學習單。</p> <hr/> <p><b>第 5-6 節 規劃班級淨灘活動</b></p> <p><b>1. 暖身活動：</b></p> <p>(1) <b>記錄垃圾有必要嗎？</b></p> <p>有了上一節課的學習，學生對於淨灘時使用 ICC 表格及 CleanSwell 應用程式來紀錄垃圾應有印象，但為了強調紀錄垃圾的重要性，老師以提問促發學生的思考：</p> <p>Why is keeping track of collected items necessary?</p> <p>(2) <b>國際淨灘活動工具：</b></p> <p>a. 查詢理解：老師請學生使用手機上網至 International Coastal Cleanup Data Form (ICC) (<a href="https://reurl.cc/ZOnzOQ">https://reurl.cc/ZOnzOQ</a>，閱讀表格) 及 CleanSwell (<a href="https://reurl.cc/pdzpnQ">https://reurl.cc/pdzpnQ</a>，觀看影片)，快速了解這 2 項工具的內容及使用方法。</p> <p>b. 提問思考：在閱讀網頁及觀看影片後，老師詢問下列問題以刺激學生的思考：</p> <ul style="list-style-type: none"> <li>● How do we use the ICC form and CleanSwell app?</li> <li>● What items are the most likely collected in a cleanup?</li> </ul> <p>老師告知各組，接下來的淨灘方案設計中必須把 ICC 表格或 CleanSwell 應用程式的使用列入規畫，以提供數據給國際組織作為全球統計之用，也是參與國際淨灘。</p> <p><b>2. 班級淨灘方案競賽</b></p> <p>(1) 各組淨灘活動規畫：</p> <p>老師請學生進到學習單 5 的 Google 文件共編後，說明表格的內容，並提醒下列事項：</p>	<p>5 分鐘</p> <p>10 分鐘</p> <p>40 分鐘</p>	<p>網站 手機</p> <p>學習單 5 手機/平板/筆電</p>	
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<p>海3 學習如何規劃及領導淨灘活動，並藉由活動體認海洋保育之重要性。</p>	<ul style="list-style-type: none"> <li>● 剛發回的學習單 4 有上一節各組提出不錯的 Constructive Ideas 可以作為規劃參考。</li> <li>● ICC 表格或 CleanSwell 應用程式須放入。</li> <li>● 手機/平板/筆電只用來共編及查詢相關資訊，不可做其他用途，否則將暫為保管。</li> <li>● 發揮創意但要可實施且經濟環保。</li> <li>● 不要忘記這是淨灘活動。</li> <li>● 各組將進行 3-5 分鐘報告，且每位成員都須上台報告。</li> <li>● 評選包含學生 50%及老師(將邀請班級老師們)50%。</li> </ul> <p>請各組開始討論規畫，並填寫於學習單 4 的第 II 部分。老師巡視各組，並提供意見。</p> <p>(2) 評選</p> <ol style="list-style-type: none"> <li>a. 老師發下學習單 6，說明評選表的內容及下列事項： <ul style="list-style-type: none"> <li>● 以不忘初衷、可實施、經濟環保、青年影響力、創意性、完整度作為考量。</li> <li>● 學生評選占 50%、老師評選占 50%。</li> <li>● 無論是哪一組獲選，都是全班的事，到時候被邀請進入工作群時，請欣然接受，大家必須分工一起行動。</li> </ul> </li> <li>b. 各組上台進行 3-5 分鐘報告。過程中，學生利用學習單 6 進行評選與紀錄。</li> <li>c. 老師收回學習單 6，如果有時間計算完成學生評選分數，則公布學生評選結果，若沒有，則待老師評選完成後一起公布。</li> </ol>	40 分鐘	學習單 6	學習單 4 規劃、報告
<p>海3 學習如何規劃及領導淨灘活動，並藉由活動體認海洋保育之重要性。</p>	<p><b>3. 淨灘活動實施</b></p> <p>老師肯定各組的表現，再次提醒淨灘是全班一起同心協力完成的海洋保育服務，要像文章中的 Boyan Slat、Melati、Isabel 及 Afroz Shah 一樣，發揮年輕人的熱情及影響力。</p> <p>待評選結果出爐後，再一起討論明確時間，決定真正淨灘的日期及相關工作事項。</p>	5 分鐘		學習單 5

★表格若不敷使用，請自行增刪。

★填完後請寄至臺灣海洋教育中心張瑋倫小姐信箱 vera7197@email.ntou.edu.tw。

★後續將寄送審查建議，請參考建議後修正後回傳，完成綠階/初階海洋教育者資格。

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## The Ocean Cleanup's Action

The Ocean Cleanup has a **system** for **removing plastic** from the sea. The group **ran into** problems early on. But now the system is up and working.

“I am very proud to share with you that we are now catching plastics,” the group’s founder, Boyan Slat, who founded the Ocean Cleanup at age 18, says. He spoke to reporters on October 2, 2019.



The Ocean Cleanup system is a **floating barrier**. It uses a giant **screen** that hangs below the water’s surface. The screen **traps** pieces of plastic as they float by. It does not trap **marine animals**.

The barrier didn’t **work** well last year. It floated at the same **speed** as the plastic it was meant to catch. Since then, an underwater **parachute** has been **added**. This slows down the barrier. Now it can catch the faster-moving plastics.

The **device** is being used in an area of the Pacific Ocean known as the Great Pacific Garbage Patch. Some 1.8 trillion pieces of plastic have **collected** there. The pollution **harms** animals. It also gets into **the food chain**. Slat hopes to get half of the trash cleaned up by 2025.

The next step is to improve the barrier so it will be able to **gather** plastic trash for a year. Then, a ship will carry the trash away. “It’s definitely not going to be easy,” Slat says

Source: Time for Kids [Cleaning Up the Ocean](#)

1. What is **NOT** the problem mentioned in the passage?  
(A) There is too much garbage in the ocean.  
**(B) The marine animals often attack the system.**  
(C) The floating barrier didn’t trap plastic garbage well.  
(D) The barrier is still not strong enough to collect trash for a year.
2. Why is underwater parachute added to the system?  
(A) To offer marine animals a place to stay.  
(B) To make the barrier fashionable to attract people.  
(C) To detect garbage in the Great Pacific Garbage Patch.  
**(D) To make the barrier move slower to trap more garbage.**
3. In March, 2018, at least 79 thousand tons of ocean plastic are predicted to float inside the Great Pacific Garbage Patch (source: <https://www.nature.com/articles/s41598-018-22939-w>). Based on Paragraph 5, how much of the trash in the Great Pacific Garbage Patch does Boyan Slat hope to clean up by 2025?  
(A) 0.9 trillion tons      (B) 1.8 million tons      **(C) 40 thousand tons**      (D) 79 thousand tons
4. Which picture best describes Paragraph 6?

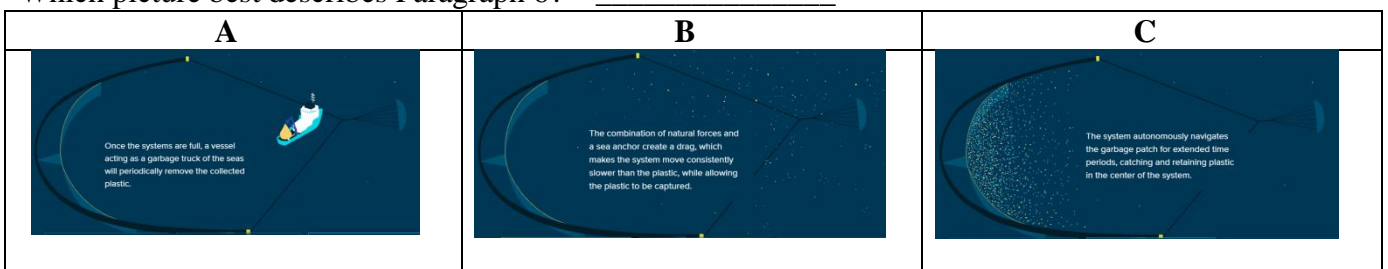


Photo source: [The Ocean Cleanup](#)



# Bye Bye Plastic Bags

After Melati and Isabel Wijsen, at the ages of 10 and 12, had a lesson in school about important people, like Nelson Mandela, Lady Diana, and Mahatma Ghandi, they were **inspired** to ask themselves, “What can we do as children living in Bali, NOW, to **make a difference**?” Therefore, Bye Bye Plastic Bags was born in 2013 to **achieve** a **ban** on single-use plastic bags in Bali and has now grown into a well-known international **movement** to make a world **free of** plastic bags and to empower young people to **take action**.

On February 19, 2018, they **launched** Bali’s Biggest Clean-up. In the clean-up, 20,000 people **collected** 65 tons of waste from local beaches and villages. They also helped ask 350 local businesses not to use everyday plastic products like cups and **straws** within the next two years. The picture pie chart on the right side shows the **percentages** of the waste items collected in the clean-up.

With the sisters’ efforts, Bali has indeed banned all single-use plastic bags from the island as well as plastic straws and Styrofoam on June 23, 2019. Bye Bye Plastic Bags has been making a big difference to Bali and will keep inspiring more people around the world.

## AVERAGE % OF WASTE ITEMS



Adapted from Bye Bye Plastic Bags [Team](#), Time [TIME's 25 Most Influential Teens of 2018](#) & Gapura <https://www.gapurabali.com/news/2019/06/25/bali-leads-way-and-officially-bans-single-use-plastic-bags-straws-and-polystyrene>

1. What is the main idea of the article?

- (A) Young people are welcomed to join Bye Bye Plastic Bags.
- (B) The ocean plastic problem will get serious if people do not take action.
- (C) Two girls worked hard to help solve the plastic problem.
- (D) Bye Bye Plastic Bags won international attention.

2. What is NOT TRUE about **Bali’s Biggest Clean-up**?

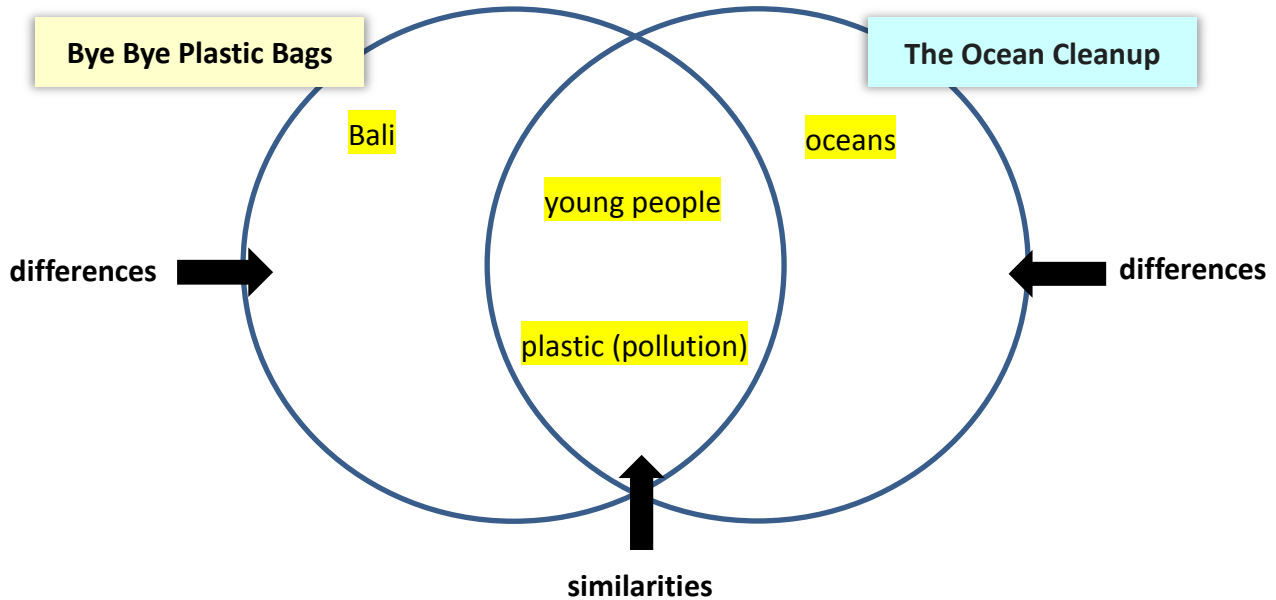
- (A) Bye Bye Plastic Bags was organized after the clean-up.
- (B) More than 150,000 people joined the clean-up.
- (C) The clean-up was for people to clean the beaches and villages.
- (D) Many local businesses agreed not to use everyday plastic products.

3. According to the pie chart above, which waste was collected the most in Bali’s Biggest Clean-up?

- (A) Plastic bottles
- (B) Food wrapping
- (C) Straws
- (D) Plastic bags

## After Reading Them

### 1. Comparison and Contrast



### 2. Youth Empowerment

According to [Definitions.net](https://www.definitions.net/define/youth-empowerment), youth empowerment *is an attitudinal, structural, and cultural process whereby young people gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of other people, including youth and adults*. Based on the definition, which parts of the two passages present good examples of youth empowerment? Why?

## Before the Cleanup

Ready to organize your own cleanup? Here's what to do next.

### Pick a Location

1. Identify beaches that could be cleaned and that are safe and easy to get to. Contact the local agency that oversees the cleanup location for permission to be there. Come up with a plan to deal with the trash and recyclables you collect properly.
2. Visit the cleanup location in advance:
  - (1) Where to set up a check-in station
  - (2) Where to leave bags of trash and recyclables
  - (3) What areas volunteers will clean

### Gather Supplies

Determine what kinds of supplies you will need, such as:

1. Work gloves
2. Water
3. First-aid kit
4. Sunscreen and bug spray
5. Trash bags or buckets
6. Sign-in sheet to record the number of participants
7. Pens or pencils
8. Hand sanitizer or wipes
9. Scales

### Keep These Safety Tips in Mind

1. Review what to do in case of a health emergency
2. Inform your volunteers that they need to wear long pants and closed-toed shoes.
3. Plan ahead for handling sharp items, such as syringes or pieces of broken glass.

### Plan Ahead to Reduce Waste at Your Event

To avoid producing extra trash during the cleanup, notice the following items you prepare for or bring to the event:

1. Food
2. Water
3. Materials
4. Transportation
5. Deposit Bins for “Compost,” “Recycling,” “hazardous materials,” and “Landfill”

## During the Cleanup

Ready to start cleaning up? Here's what to do next.

### Set Up

Arrive early to set up, post signs and label your trash drop-off site. At your check-in station, ensure you have pens, pencils and sign-in sheets ready for participants.

### What to Tell Participants

1. Emphasize the importance of **data collection**. Make sure everyone has [Clean Swell](#) downloaded so they can record the items they are collecting. The data will give a snapshot of the global ocean trash problem and influence long-term solutions. With both International Coastal Cleanup data forms and [Clean Swell](#), make data collection easier by suggesting that participants work in small teams that can share one data form. Designate a data recorder for each group. It is easier to collect data as items are picked up.
2. Tell participants on what to do if they encounter any hazardous items, such as sharp objects or dead, entangled, or injured animals.
3. Have a person to stay at the check-in station in case of health emergencies or any late arrivals.
4. Tell participants what to do with the filled bags of trash and set a meeting time for the end of the cleanup so that everyone returns at the same time.

### Document the Cleanup

1. Take before and after photos of the cleanup site as well as shots of your participants in action and a final group picture with all of the trash collected.
2. If you have a scale with a hook, use it to weigh the trash bags. If you don't have a scale, you can use a standard conversion of 15 pounds per trash bag to estimate the overall weight of your collected trash.
3. As the participants finish, remind them to review the information they entered into [Clean Swell](#). Collect all completed [data forms](#) and combine these onto one [coordinator form](#).
4. Ensure all trash is left in the designated drop-off location and that no materials are left behind as you leave the cleanup location.

Adapted from Ocean Conservancy [Start a Cleanup](#)

## After The Cleanup

Finished cleaning up? Here's what to do next.

### Share Your Results

1. After your participants submit their data on [Clean Swell](#), encourage them to share it on Facebook or Twitter!
2. If your participants used data forms, enter them into Ocean Conservancy's [database](#)! Create an account, select your location on the map and enter your information. Double check to ensure the **date, number of participants, weight and distance** are correct and with the correct units.
3. If you have any questions, or would like to share photos or highlights, feel free to reach out to Ocean Conservancy:
  - Email: [cleanup@oceanconservancy.org](mailto:cleanup@oceanconservancy.org)
  - Mail: Ocean Conservancy  
Attn: International Coastal Cleanup  
1300 19th St NW, 8th Floor  
Washington, DC 20036
4. Survey your cleanup team post-event. Encourage everyone to share experiences, stories and pictures about what they saw. This might encourage others to attend future events.

### Say Thanks

Send out an email saying, “Look what we did!” Include how many friends, family and community members joined in and the weight of trash were collected. Celebrate your accomplishment as a cleanup organizers and ocean advocate. Thank you!

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## Beach Cleanup: From Beginning to End

### I. Write down key information from your teammates.

Before the Cleanup	During the Cleanup	After the Cleanup
<b>Resources</b> (what, how, who, where, when)	<b>Resources</b> (what, how, who, where, when)	<b>Resources</b> (what, how, who, where, when)
<b>Constructive Ideas</b>		

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**Class Beach Cleanup Plan with your YOUTH POWER.**

Team Members			
Title			
Slogan			
Participants	<p>How many people?</p> <p>Who can join the cleanup?</p> <p>How can you group people?</p> <p>How can you promote the cleanup?</p>		
Date & Time		Location	
Map of the Location		Introduction to the Location	
Local Agency		Contact No.	
Transportation			
Fee			
Things to Do			Resources
Before			

During		
After		
Other Things to Present Your YOUTH POWER		



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## Evaluation Sheet

Team	1	2	3	4	5	6
Cleanup 20%						
Practical 10%						
Eco-Friendly 10%						
Economical 10%						
Influential 10%						
Creative 10%						
Complete 10%						
Total Scores (80%)						
Comment						