**STATION 1: What Is Debris?**

* **Beach Activities**
  + Snack, bathrooms, housekeeping activities.
  + Try playing a short game or making a craft with found objects.
* [**Beach in a Box**](https://oregoncoaststem.oregonstate.edu/sites/oregoncoaststem.oregonstate.edu/files/MD/beach-boxes.pdf) **Activity**
  + Provide students with a box of materials collected from the beach, including some natural materials and marine debris.
  + Students will explore the contents of their box and sort the debris into “marine debris,” “NOT marine debris,” and “not sure.”
  + Discuss what evidence students used to decide if an item was marine debris or not, any similarities or patterns in the box contents, or any surprising objects found in the box.
  + Extend the activity by sorting materials by other criteria such as materials, size, possible origin, etc.

**STATION 2: Our Relationship with the Environment, People, and Trash**

* Start with a native land acknowledgement and discuss its importance and meaning with your students.
* Discuss with students how they can participate in being good stewards of the land, and what the land means to them.
* Try some of the following activities to support your discussions:
  + A simple beach cleanup *in a separate area from the survey*.
  + Wrack line discovery and exploration.
  + Museum/Gallery Walk activity: Have students explore, identify one interesting item from the beach, and share it with the larger group.
  + Survey designated areas for microplastics, including plastic pellets.
  + “Talking Trash and Taking Pride” (from [*Talking Trash and Taking Action,* page 22](https://marinedebris.noaa.gov/sites/default/files/publications-files/Talking_Trash_and_Taking_Action.pdf#page=22)): Students will consider the ways marine debris could impact their favorite place, person, or activity and develop a catch phrase, poster, or flag that would motivate their peers to have pride in this favorite place, person, or activity and take action to protect it from the impacts of marine debris.

**STATION 3: Being a Field Surveyor**

* At this station, student pairs will survey their transects. The transect starts should have been selected ahead of time, and it may be helpful to have a list of available transects to survey at the starting point for this station.
* Remind students of the directions and process. It may be helpful to provide them with the student-facing direction sheets available on the Marine Debris Program [website](https://marinedebris.noaa.gov/student-facing-directions-making-marine-debris-map).
* Have one group complete their transect while all observe.
* If you have broken student groups up with individual roles (surveyors, recorders, photographers, etc.), remind students of their survey jobs.
* Once students understand how to complete a survey, the other groups should conduct their surveys at their assigned transect.
* After walking the transects, students should categorize their debris and complete forms.