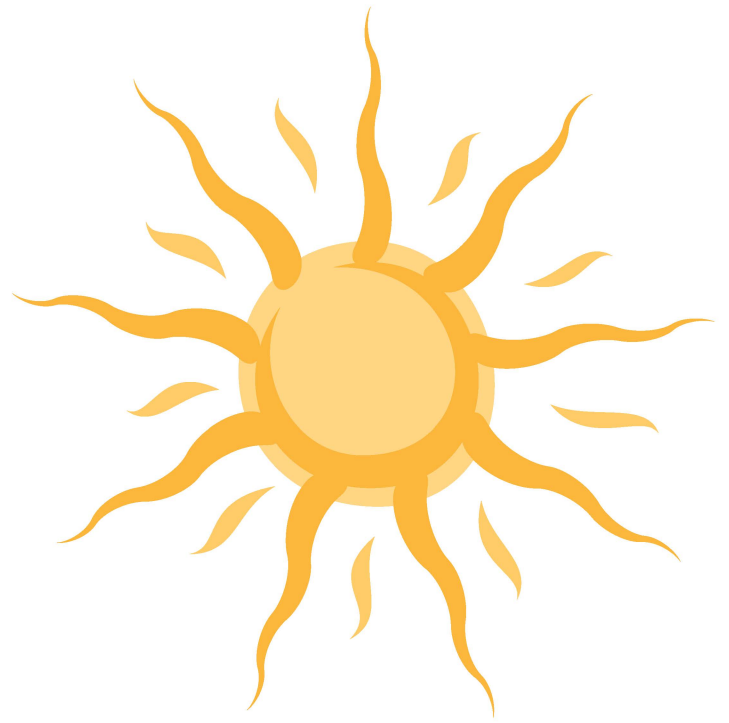


# The Educator's Guide to Marine Debris

Southeast and Gulf of Mexico





# Activity | SPEAK UP AND STATE YOUR CLAIM

Coastal residents and visitors have a stake in legislation pertaining to **derelict** boats along the Southeast and Gulf of Mexico coasts. Navigational hazards, impacts on marshes, and poor water quality are among the potential problems.

## PROCEDURES

1. Delegate student(s) to specific roles for this activity. If it is a large role, then students can work together as team for one role.
2. Allot time for research based on the role. Students should incorporate into their role-playing the current situations and regulations in their state and the nation. Students should also get in the proper frame of mind, so that they can better represent that sector of coastal society. Students could communicate with natural resource outreach staff members.
3. Set up classroom or auditorium in a forum style.
4. Remind students that this exercise represents a mock hearing to amend or sustain current regulations on **derelict** vessels and boats.
5. Each role is given five minutes (so you need a timer) to present information representing the position. Students could use PowerPoint presentations, posters, or oral presentations.
6. All sides will be heard before any decisions are made by the representative(s) of the state legislature.
7. After the debate and the decision on the policy, students should discuss their real opinions and respond to the observation and conclusion process.

## OBSERVATION

1. What are the current regulations on **derelict** boats for your state?
2. Do you think that **derelict** boats are a large problem in your state?

## CONCLUSION

1. After role-player has made his or her claim in amending or sustaining derelict vessel regulation, discuss at least one point made by each role-player.
2. Have students "shed" their roles and discuss the pros and cons for amending or sustaining regulation. Those playing members of the legislature must remember to be unbiased and make any decision based on the arguments provided by the students.

## PURPOSE

To debate public policy on **derelict** boats

## OBJECTIVES

*The students will:*

- Research positions on derelict boats based on state and federal regulations and public opinions
- Practice public-speaking skills

## PREPARATION

- Computer or library time to research roles and regulations
- Roles for students:  
(Please adjust for your state or situation)
  - Wildlife biologist who researches migratory waterfowl that use an **estuary** full of abandoned vessels
  - Water quality chemist who tests water quality around an abandoned boat
  - Commercial shrimp fisherman who is facing tough times due to rising gas prices for boats. He or she is considering just sinking the boat.
  - Recreational boat owner who doesn't know how to moor the boat during a storm. This person does not want to be financially responsible for a lost vessel.
  - Waterfront property owner who noticed three **derelict** boats afloat near her or his property
  - Live-aboard boat owner of a newly purchased, retired shrimp boat who is planning to anchor in a waterway and wants to live on the boat with two golden retrievers
  - Avid kayaker who has explored the tidal creeks for 11 years and is finding evidence of oil spills
  - Restaurant owners at the waterfront marina who are concerned over marsh view
  - Oyster farmer who is concerned about damaged oyster reefs and dying oysters
  - Local natural resource management officer who deals with complaints from students playing each of the different roles
  - Legislature members (this role could be played by the instructor or a group of students who did not have roles).  
Need to know the state laws.
- Space that can be set up in a forum style so all groups can hear the claims of other groups