

School Debris Pick-up Instructions

Prior to Pick-up:

1. Split group of 6 into two groups of 3. In each group of three, need 1 record keeper and two debris pick-up people. (For a total of 2 record keepers and 4 debris collectors per group of 6.) Decide who will do which jobs.
2. *Job Descriptions*
 - a. **Record Keeper (2 people)**
 - i. before leaving classroom – fill out entire top of data sheet
 - ii. before beginning pick-up - staking the four corners with flags
 - iii. keep track of time with watch and write down start/stop time – total of 15min
 - iv. writing down everything that goes into the trash bags on data sheets, so we do not have to sort it later
 - v. after ending - adding up the total number of items at the end, writing down/measuring area between flags around perimeter and write on bottom of record sheet, make sure ALL items are returned to bin INCLUDING data sheet
 - b. **Debris collectors (4 people)**
 - i. Collect debris into two plastic bags – non-recyclable and recyclable
 - ii. Making sure data recorded writes down by telling them what you put in bags
 - iii. After survey - assist in measuring area at end
3. Get from bin/Make sure your group has:
 - a. 2 data sheets w/clip boards and a pencil
 - b. 3 trash bags – one labeled recycling and two unlabeled
 - c. 4 marking flag stakes
 - d. gloves for all debris collectors
 - e.
4. Fill-in top of data sheet.
 - a. ALL names in the groups
 - b. Environment Type = location name
 - c. Lat/Long of Site, I will give you from a hand held GPS
 - d. Image URL leave blank
5. **Go outside to designated survey site location.** Flag for corners of area. As soon as group is ready recorder begins timing a 15min interval – **collect/record** as much trash from that area as possible with that interval. If you are not sure what something is, then just put it under ‘miscellaneous’ and move on.
6. Stop at 15min mark and record end time. Then use transect tapes to measure all four sides of the perimeter of area where trash was collected. Write under section labeled Comments & Interpretation.
7. Recorder: tally up items on data sheet and make sure data sheets are given back to Rachel along with all other items (flags, tape measures, clip boards, etc).
 - a. As you go along think about:
 - i. *what’s most likely to be mistaken as food for birds*
 - ii. *what birds are most likely to accidentally eat*
 - iii. *what is most likely to make its way into the ocean and become marine debris*
 - iv. *any other observations you may have about the debris situation on your campus*