

Staff member: Jessica Tieu

HIGHLIGHT MINIMUM OF 2 YMCA FRAMEWORK REQUIREMENTS:

1. Physical Activity (Daily)	4. Nutrition Education (2x/month)	7. Math & Literacy Integration (30 min. daily)
2. Arts Education (1x/week)	5. 21st Century Skill & STEM (2x/week)	8. Global Learning (1x/ week)
3. Leadership, Assets, Character Development (1x/week)	6. College & Career Readiness (2x/month)	

Learning Objective (Skills Learned & Knowledge I want youth to learn)- Focused :

Students will learn the importance of ocean clean up and how they can contribute to society. In addition, I want the youth to learn how the ocean affects the animals. They will also learn the benefits of cleaning the ocean.

Introduction to the Lesson - Sequence:

- Introduce what ocean clean up is and how it will benefit them.
- Over 5 trillion pieces of plastic currently litter the ocean.
- Ask students what they know about ocean clean up.
- Explain to students that: Ocean clean up plays a part in a youths social and emotional learning.
 - Cleaning the ocean builds self-awareness, and also helps youth.
 - Helps gain relationship skills.

- Work in groups to clean up the ocean which can lead to better communication/organization skills.
 - Builds leadership skills because youth are leading by example and motivating others to help clean up.
- Demonstrate examples to students how they can participate in ocean clean up.
 - Download the ocean conservancy app, with adult supervision.
 - Recruit friends and families and spread the awareness.

Learning Activities (What will I do to meet the above learning objectives)(how to)-

Sequence/Active:

- Ask students how they think the animals feel about their ecosystem being filled with trash.
- Have the students share with the person next to them the types of trash they think are in the ocean.
- Instructions for activity 1:
 - Ask each other if they know how much trash in the world is in the ocean.
 - Give each student a bowl and fill it with water.
 - Have the students find any trash they see and put it into the bowl.
 - Get small animal water toys and put it into the bowl as well.
 - Have the students talk about what they see.
 - Have the students imagine that all the trash in the bowl is consumed by the animals.

- Explain to students that: Animals have emotions too, just like humans. When their ecosystem is being affected and filled with trash, they are no longer able to live their life regularly. Animals can't tell the difference between food and trash, so they consume what they find. Soon or later, they consume so much trash and they will eventually die because their body can't process it.
- Instructions for activity 2:
 - Give each student a canvas, paint utensils, and paint.
 - Ask the students to paint how they think the ocean looks.
 - After they are done, show them what the ocean really looks like.
- Uses pathos to try and get the students to help clean and do their part.
- These two activities create social awareness because it will cause youth to pay attention when throwing away trash, and hopefully show them not to litter.
- Doing little things such as using paper instead of plastic and recycling more.

Check in questions “do they get it?” (Open ended questions) - Active:

- What is one thing you learned?
- How will you apply it to your life and reduce plastic?
- How can you make a difference in your community?

Debrief and Reflection (Review Learning Objective) (Open ended questions) – Explicit

Learning:

- What can you do to ensure everyone does their part in ocean clean up?
- How does ocean clean up affect you?

- How would cleaning up the ocean make you feel?
- How do you think the mammals and other people feel?
- How do you feel when you help clean up?