



EDUCATIONAL ACTIVITIES AND GAMES

Ten activities and games for instructors, group leaders and teachers.

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Age 12+

Duration

30
mins

Location

INDOORS/OUTDOORS

ALIEN CHARADES

DID YOU KNOW?

Non-native species are those that have become established in the UK outside of their normal range. Most don't cause any problems but some are invasive and prey on native wildlife, smother aquaculture beds and damage equipment. Boating is one of several ways they can move to different stretches of water which is why it's necessary to 'Check Clean Dry' boats and equipment.

TASK: To act out an invasive non-native species - a great way to memorise some of the most common species found in the aquatic environment!

RESOURCES: Invasive non-native species factsheet.

INSTRUCTIONS

1. Split your participants into two teams.
2. Toss a coin to decide which team goes first.
3. Show one team member the factsheet and ask them to select a species to act out to their team using no words or sounds.
4. They should start by indicating how many words the species is, and then acting out each word using the usual rules for charades, e.g. 'sounds like', number of syllables.
5. If the team guesses correctly they win the point and the turn passes to the other team. If the team does not guess the right species, the other team can try to guess to win a point.
6. The turn then passes to the other team.

EXTRA QUESTIONS YOU COULD ASK

Q: What's the name of the campaign launched in 2010 by Government to remind people of the three steps they should take to minimise the spread of aquatic invasive non-native species?

A: *Check Clean Dry*

Q: What's the difference between a non-native species and an invasive non-native species?

A: *Most non-native species do not cause any problems but some non-native species are invasive meaning they prey on native wildlife, damage native ecosystems, clog up waterways restricting navigation or block pipes and equipment at water treatment plants.*

Q: Which areas on a boat or boating equipment are most susceptible to invasive non-native species?

A: *On a yacht, motorboat or RIB they are most likely to attach to the hull, anchor or engine. On a dinghy or windsurfing board/rig, they are most likely to hide in the tyres of trollies and trailers, in wetsuits, footwear and damp sails.*



INVASIVE NON-NATIVE SPECIES FACTSHEET

PICK AN ALIEN INVADER TO ACT OUT!

Marine Species



1. **CARPET SEA SQUIRT** is an animal that forms large colonies carpeting hard structures on which it grows.



2. **WIREEWEED** is olive brown, grows to over 1 metre in length and is covered in small spherical gas bladders.



3. **LEATHERY SEA SQUIRT** is a wrinkly brown sea squirt with a small holdfast at the base and two siphons at the free end.



4. **COMPASS SEA SQUIRT** is an orange sea squirt with its siphon covered with four white stripes.



5. **DARWIN'S BARNACLE** is small and white with four outer shell plates.



6. **SLIPPER LIMPET** has a whitish pink shell and is recognised by its half closed aperture and white projecting shelf.

Freshwater Species



7. **CHINESE MITTEN CRAB** has a dense mat of hair on the claws, and an olive green body. Also found in coastal estuaries.



8. **QUAGGA MUSSELS** are rounded with a brown stripey shell and their two halves meet with a wavy line.



9. **KILLER SHRIMP** are around 20mm long. They have striped backs and two cone shaped protrusions on the tail.



10. **AUSTRALIAN SWAMP STONECROP** is a perennial with yellowish-green leaves, over 20mm long and solitary white or pale pink flowers.



11. **FLOATING PENNYWORT** has shiny, kidney-shaped leaves with crinkled edges and is found floating on still or slow-moving fresh water.



12. **WATER PRIMROSE** has a flower with 5 bright yellow petals and distinctive seed pods.

ECO BOATING BUNTING DESIGN

DID YOU KNOW?

The term bunting comes from the original material called buntine (a lightweight wool) used for small flags by the Royal Navy to send messages.

TASK:

To design a section of bunting that could be displayed in a training centre/club building to inform boaters about environmental impacts that could be caused by boating and how they could be prevented.

RESOURCES: Plain A4 paper | Scissors | Colouring pencils and pens | String/fabric strip to hang up bunting | Stapler or paper clips to attach bunting to string.

INSTRUCTIONS

1. Provide each participant with a sheet of A4 paper and ask them to cut out an isosceles triangle (e.g. one angle of 80° and two angles of 50°).
2. The bunting must include the following:
 - Information on one environmental impact, how it could be caused by boaters and how it could be prevented.
 - Colourful images and messages.
3. Use The Green Blue's posters 'How to green your dinghy/yacht/motorboat/RIB' for help and ideas.
4. Ask participants to show and explain their bunting to the rest of the group.

Age 12+

Duration

45

Location

OUTDOORS

HOW GREEN IS YOUR BOAT?

DID YOU KNOW?

One flush of sewage from a boat contains the same amount of bacteria as 250,000 flushes of domestic sewage that have passed through the sewage treatment process.

TASK: To look around a boat and identify what might have an impact on the environment.

RESOURCES: Worksheet | Pencils | The Green Blue's posters - 'How to green your ... yacht/motorboat/narrowboat/dinghy/RIB.'

INSTRUCTIONS

1. Provide participants with a copy of the worksheet.
2. Work your way through the worksheet with your participants. As you go through each question, encourage your participants to think about how each feature in the list impacts on the environment and how the boat can be more environmentally friendly.
3. Take a look at The Green Blue's 'How to green your yacht/motorboat/narrowboat' posters for information and answers.

QUESTIONS FOR YOU TO ASK:

- a) Overall, how environmentally friendly do you think this boat is?
- b) What areas do you think have the potential to affect the environment?
- c) Where can improvements be made?





HOW GREEN IS YOUR BOAT WORKSHEET FOR DINGHIES

	CHECKLIST	YES/NO/NOTES
CLEANING	Are cleaning products used to clean the boat? Do they contain phosphates, chlorine or bleach?	
LITTER	Are there loose items on deck that could blow overboard or fall in if the boat capsizes? If yes, what are they?	
WILDLIFE & BIODIVERSITY	Which parts of the boat could disturb habitats and wildlife with noise, sudden movement or flapping?	
	Which parts of the boat could disturb habitats and wildlife by scouring shallow areas of water?	
	Which parts of the boat could disturb shoreline habitats if you do not use recognised launching and recovery areas?	
	Which parts of the boat or trailer do you think could attract invasive non-native species that like hard surfaces, crevices and damp conditions?	
WASTE	Are there parts of the boat that could be recycled or upcycled into new products?	

HOW GREEN IS YOUR BOAT WORKSHEET FOR RIBS

	CHECKLIST	YES/NO/NOTES
CLEANING & MAINTENANCE	Are cleaning products used to clean the boat? Do they contain phosphates, chlorine or bleach?	
	Does the hull require any maintenance and if so, are any products or chemical used?	
WASTE	Does the boat have a 'nothing overboard' policy?	
	Are there loose items on deck that could blow overboard? If yes, what are they?	
ENERGY	Does the boat have appliances that require energy, e.g. instruments, systems, lights?	
	Does the boat use renewable energy sources e.g. wind, solar, water turbine?	
OIL & FUEL	Is there a fuel collar on board to use to catch drips and spills when refuelling?	
	Is there a spill kit on board to clean up oil and fuel spills?	
	If you can get access to the engine/outboard can you see any leaks below it?	
	Does the floor of the RIB look clean or is there any water with a sheen?	
WILDLIFE & BIODIVERSITY	Which parts of the boat could disturb habitats and wildlife with noise or sudden movement?	
	Which parts of the boat could disturb habitats and wildlife by scouring shallow areas of water? E.g. does the boat have an anchor?	
	How often does the boat get checked and washed down to remove any biofouling or invasive plant or animal life?	
	Which parts of the boat or trailer do you think could attract invasive non-native species that like hard surfaces, crevices and damp conditions?	





HOW GREEN IS YOUR BOAT WORKSHEET

FOR YACHT, MOTORBOAT AND NARROWBOAT

	CHECKLIST	YES/NO/NOTES
SUPPLIES	Are environmentally friendly cleaning products used on board e.g. do not contain phosphates, chlorine or bleach?	
	Is the toilet paper used on board made from recycled paper so less likely to block the toilet and quicker to breakdown?	
WASTE	Is there space on board to separate recyclable and non-recyclable waste?	
	Does the boat have a 'nothing overboard' policy?	
	Are there loose items on deck that could blow overboard? If yes, what are they?	
WATER	What equipment does the boat have that uses water?	
	How much water does the boat store?	
SEWAGE	Is there any information on board telling the crew when and where to empty the holding tank or flush the heads?	
	Does the boat have a holding tank and how is sewage disposed of?	
ENERGY	Does the boat have appliances that require energy, e.g. instruments, systems, lights, galley equipment?	
	Does the boat use renewable energy sources e.g. wind, solar, water turbine?	
OIL AND FUEL	Is there a fuel collar on board to use to catch drips and spills when refuelling?	
	Does the boat have a bilge filter or a bilge sock on board to remove oil and fuel from bilge water?	
	If you can get access to the engine can you see any leaks below it?	
	Does the bilge water look dirty or have a sheen?	
	Is there a spill kit on board to clean up oil and fuel spills?	
WILDLIFE AND BIODIVERSITY	Which parts of the boat could disturb habitats and wildlife with noise, sudden movement or scouring?	
	How often does the boat get checked and washed down to remove any biofouling or invasive plant or animal life?	



Age 12+

Duration

60
mins

Location

INDOORS/OUTDOORS

HOW GREEN IS YOUR BUILDING?

DID YOU KNOW?

The average sailing club spends over £2,500 a year on electricity so switching off lights or fitting motion sensors will save energy and money.

TASK: To complete an environmental audit of a building.

RESOURCES: Worksheet | Pencils.

INSTRUCTIONS

1. Put participants into pairs.
2. Provide them with a worksheet and pencil.
3. Ask the participants to walk around the building answering the questions on the worksheet.
4. Re-group and discuss findings.

QUESTIONS FOR YOU TO ASK:

- a) What are the positive environmental features of the building?
- b) Where can improvements be made?
- c) Are there any other ideas that you could come up with to make the building even more environmentally friendly?



HOW GREEN IS YOUR BUILDING WORKSHEET

	CHECKLIST	YES/NO/NOTES
AWARENESS	Is there an environmental policy on a notice board?	
	Are there any Green Blue posters around the building?	
WASTE	Are there recycling bins inside the building?	
	What waste is recycled?	
	Are there separate bins outside for hazardous/special, recyclable and general waste?	
	Are the bins clearly labelled?	
	Are the lids of the bins secure so nothing blows away?	
	Is there any litter on site that could blow into the water?	
WATER	Do the taps have push buttons (or self-closing taps) that stop automatically?	
	Do the showers have push button taps?	
	Do the toilets have dual flush (half flush/full flush) buttons or cistern displacement devices to reduce the amount of water per flush?	
ENERGY	Is an energy monitor used to record energy use and cost?	
	Are energy saving light bulbs used?	
	Are any of the lights triggered by motion sensors?	
	Is equipment switched off when not in use?	
	Are the windows double glazed?	
OIL AND FUEL	Does the building use renewable energy, for example solar panels or wind turbines?	
	Is oil or fuel stored on site?	
	Is it stored at least 10 metres away from the water and any surface water drains?	
	If it is stored in oil drums over 200 litres is there a bund (a wall or tray around and underneath it to capture any leakage)?	
WASHDOWN AREA/SLIPWAY	Does the site have a spill kit which is easily accessible?	
	Do the hoses have trigger nozzles that switch off automatically?	
	Are boats checked, cleaned and dried when they are recovered from the water to reduce the spread of alien species?	
	Is there any signage reminding boaters to Check Clean Dry their boats?	
NATURE	Are there any interceptors or grills in the ground to capture waste water runoff?	
	Is there a wildlife area or bird boxes to encourage biodiversity?	

How many yes answers and how many no answers did you record?

How green do you think this building is?



Age 8+

Duration

30
mins

Location

INDOORS

MARINE LITTER HUMAN PHOTOCOPIER

DID YOU KNOW?

Over the past 15 years the amount of marine litter washing up on UK beaches has almost doubled and most of it is plastic which doesn't biodegrade. Although research tells us that recreational boating is the source of very little litter, boaters still need to make sure nothing goes overboard, not even an apple core!

TASK: To work in teams to replicate a marine litter poster from memory.

RESOURCES: The Green Blue's 'How Degrading!' poster | Colouring pencils | A3 plain paper.

INSTRUCTIONS

1. Put participants into teams of 2-4 people.
2. Provide each team with a plain sheet of A3 paper and pencils.
3. Inform teams they must replicate the 'How degrading' poster. The team that reproduces the most accurate copy will win.
4. You must stand in the corner of the room or facing away from the group and ask for one participant from each team to approach and view the poster. Give them 10 seconds to view the poster. These participants must memorise as much as they can, return to their team and relay the information. The team can then start to draw and colour their blank A3 paper.
5. Call for the next participants from each team to come up and view the poster. Do this as many times as necessary for them to replicate most of the poster.
6. Tell teams to stop drawing.
7. Ask one member of each team to bring their poster to the front and hold it up for everyone to see. Then reveal the original poster for everyone to compare.
8. Choose a winner!
9. Wrap up by discussing whether participants were surprised at how long items took to break down in the water and how boaters can make sure nothing goes overboard.



Age 12+

Duration

45
mins

Location

INDOORS

THE PLUNGE

DID YOU KNOW?

Organic materials like wood, food and paper get broken down or biodegraded by bacteria. Petroleum-based plastics like PET bottles break down by photodegradation (in other words sunlight) which weakens the bonds holding the long molecular chain together. This is why plastic breaks into tiny parts but never disappears completely!

TASK: To make the longest possible jetty from litter capable of supporting a lightweight object.

RESOURCES: Sellotape | Scissors | A box of clean, dry litter e.g. paper, cardboard, plastic bottles | Tape measure or ruler | A lightweight object such as an empty can or water bottle | The Green Blue's 'How Degrading!' poster | Quiz Questions.

INSTRUCTIONS

1. Put the participants into teams and explain the activity to them.
2. Provide each team with two items of litter. Use the quiz questions along with your own boating questions to get the teams to win additional items of litter!
3. The first team to stand up and salute after a question has been read out in full gets to answer the question and win an item of litter if correct. If they answer incorrectly provide the answer and move on to the next question.
4. Once all litter has been distributed teams can start building.
5. Give teams 10 minutes to design and create a jetty using their litter and a 20cm strip of sellotape.
6. The team with the longest jetty that can support a lightweight object is the winner!
7. Discuss with the group the impact of marine litter, where it comes from and how boating can prevent anything going overboard.
8. Show the group The Green Blue's 'How Degrading!' poster and ask participants if they are surprised at how long items take to break down in the water.
9. At the end of the activity all litter must be placed in recycling bins or put back into a scrap box to be used again.





BOATING (DINGHY) QUIZ QUESTIONS

Name the three edges to a main sail.

A: Leech, Luff, Foot

How long is a Laser Pico?

A: 3.5m

Which side of the boat is known as starboard, the left or the right?

A: Right

How should you position the daggerboard when heading towards a windward buoy?

A: All the way down

What colour represents the port side of a boat?

A: Red

What name is given to the rope that pulls the mainsail up the mast?

A: Halyard

What is meant by the term 'reefing'?

A: Reducing the sail area on a boat to provide more control in stronger winds.

Name 2 of the 5 essentials to sail a boat efficiently.

A: Sail trim / centreboard position / boat balance / boat trim / course made good

When a boat is sailing downwind it is said to be on what point of sail?

A: A run

When the bow of a boat turns through the wind it is said to be doing what?

A: Tacking

Why not add your own additional questions!



QUIZ QUESTIONS

(Correct answers in green)

What should you do after you have finished sailing to prevent the spread of invasive species?

A: Wash your boat down thoroughly

B: Get on the road as quickly as possible

What is the minimum distance from the shore that boats should discharge their sewage?

A: 1 mile

B: 3 miles

What should you do if you spot wildlife when boating?

A: Go close as you can to get a better look

B: Keep your distance

What is the best way to reduce emissions from an outboard engine?

A: Drive at full throttle

B: Get up onto the plane, then ease the throttle

How long does orange peel take to break down in the water?

A: 1 week

B: 2 years

How long does a drink can take to break down in the water?

A: 1 year

B: 100 years

What helps to reduce wash from a boat?

A: Keeping to the designated speed limits

B: Navigating close to the shore

What are nurdles often found at the high tide mark?

A: Tiny plastic pellets used in manufacturing

B: A type of pasta

How much water can a litre of oil pollute?

A: 10 litres or

B: 1,000,000 litres

What is the largest fish in UK waters?

A: Basking shark

B: Whale shark

How many types of sharks are resident in UK waters?

A: Five

B: More than twenty

What is the name of the invasive species found in 2010 in Wraybury River?

A: Quagga Mussel

B: Chinese Mitten Crab



Age 12+

Duration

60

Location

OUTDOORS

WATER QUALITY SURVEY

DID YOU KNOW?

'Anthropogenic' pollution means environmental pollution caused by humans. When water quality deteriorates through chemical, urban or agricultural pollution it can have a detrimental effect on living things, and that includes our health!

TASK: To look around a local harbour or waterfront and identify the different potential sources of pollution that could affect local water quality.

RESOURCES: Water Quality Survey Worksheet | Pencils.

INSTRUCTIONS

1. Provide each participant with a worksheet.
2. Ask participants to observe their local surroundings to identify potential sources of water pollution and write down their observations on the worksheet.
3. Re-group and discuss findings. Ask participants these questions to prompt discussion on their observations.

PROMPTS IF STUCK FOR IDEAS

- a) What types and potential sources of pollution did you identify?
- b) What was the most common source or type of pollution?
- c) How could the different types of pollution affect water quality?
- d) How could the pollution harm wildlife?
- e) How could the pollution affect boat users?
- f) How could the pollution affect other water users, for example swimmers and visitors to the coast?
- g) What can be done to reduce or prevent the pollution for each type identified?

WATER QUALITY SURVEY INSTRUCTOR SHEET

WATER QUALITY CAN BE AFFECTED BY MANY DIFFERENT SOURCES OF POLLUTION.

Farming



Rainwater can pick up pollutants such as sediment, faecal bacteria, pesticides and fertilisers from agricultural land and deposit them into the sea.

Waste Water



A Combined Sewage Overflow collects untreated sewage and wastewater in a single pipe and discharges it directly into the sea when the sewerage system is overloaded, particularly after heavy rainfall. Run off from washing down boats contains hydrocarbons and dissolved heavy metals from antifoul paint.

The Town



Coastal areas attract many tourists which can increase waste. Littering can be a problem with debris blowing into the water. Surface water drains collect water from non-porous surfaces (roads and car parks) and the water contains combustion byproducts such as hydrocarbons; heavy metals such as lead; and particles from the abrasion of brakes on tyres. The polluted water runs from the drains into the sea.

Boating



Concentrated amounts of raw sewage from boats can affect bathing water quality as well as aquaculture. Deck cleaning chemicals can end up in the water. Drips, spills and splashes can end up in the water when refuelling boats or filling up jerry cans.

Industry



Raw materials, chemicals, oil and fuel must be stored safely to prevent anything from blowing away or leaking. Waste also needs to be separated and stored securely. Emissions from transport and factories mix with water particles in the atmosphere which fall as acid rain over land and sea.



SPILL KIT

SPILL KIT

WATER QUALITY SURVEY WORKSHEET

MAKE A NOTE OF ANYTHING YOU SEE AROUND YOU THAT COULD POLLUTE THE WATER.

We've given you a few clues below...

Farming

Look out for crops and cows - pesticides and nitrates can end up in the water.



Is anyone washing a boat? Can you see any Combined Sewage Overflows in the harbour walls?

Waste Water



Are there lots of people on the seafront? Are the litter bins full? Is there any litter on the shore?

The Town



Is anyone scrubbing the deck or are any boats pumping out water or refuelling?

Boating



Can you see any dust, smoke or fumes? Any oil containers or waste skips close to the water?

Industry



A joint Royal Yachting Association and British Marine initiative

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Age 8+

Duration 30

mins

Location

INDOORS

DESIGN A SUSTAINABLE BOAT

DID YOU KNOW?

The MS Tûranor PlanetSolar is the largest solar boat in the world operating solely on solar energy captured by its 512m² of solar panels.

TASK: To design a boat with sustainable features, labelled to explain how each feature minimises the impact on the environment.

RESOURCES: Plain A4 paper | Colouring pencils and pens.

INSTRUCTIONS

1. Provide each participant with a plain sheet of A4 paper
2. Ask participants to design their own boat with six key sustainable features drawn and labelled. Participants must describe what the feature is and explain how it makes the boat more sustainable.
3. Encourage creativity, clarity and colour!
4. When finished, ask participants to pair up and show and tell each other about their designs.
5. Ask participants to talk to the rest of the group about any interesting features of their partner's design.

PROMPTS IF STUCK FOR IDEAS

- a) Energy - electric engine, hybrid engine, renewable energy
- b) Water - collecting rainwater to filter and use on board
- c) Sewage waste - bio-digester (converts to compost for plants) or dispose of using a pump out system
- d) Waste greywater - closed loop filter that converts waste water to usable water (but not for drinking!)
- e) Cleaning products - phosphate free, natural products or maybe a new gadget that will clean the hull
- f) Hull design - aqua dynamic, travels faster through water and uses less engine fuel. Hull made from shark skin type material which is an unstable surface and prevents organisms attaching (these organisms would normally cause the boat to drag through the water and reduce speed/use more fuel)
- g) Noise pollution - use sails only or an electric engine

Age 8+

Duration 20

mins

Location

ON THE WATER

PASS IT ON...

DID YOU KNOW?

'Sustainable boating' means enjoying our time on the water responsibly whilst making sure the environment stays in good shape for future generations to enjoy as well.

TASK: To vocally pass on sustainable boating tips from one boat to another whilst on the water.

RESOURCES: None.

INSTRUCTIONS

1. Give each boat a number starting with 1, 2, 3 etc.
2. Ask boat 1 to sail alongside the safety RIB.
3. Provide this boat with a message from the list below.
4. Boat 1 must find boat 2 and pass on the message. Then boat 2 must find boat 3 and so on. When the final boat receives the message they must sail/paddle back to the instructor and relay the message.
5. Did it get round every boat and finish with the same meaning?

You could use this activity for windsurfing too!

MESSAGES TO PASS ON...

- Check clean dry your boat, sails and clothing to stop the spread of invasive non-native species.
- Use designated landing places to avoid damaging shallow habitats.
- Keep a tidy, safe boat to stop anything going overboard, remember ISAF's Rule 55!
- Apply bow and transom stickers on a clean dry surface to stop them peeling off and falling in the water.
- Upcycle your old sails into a deckchair or beanbag!
- The Killer Shrimp can survive for two weeks in damp conditions, remember to check clean dry!
- The Quagga Mussel's larvae are called veliger!
- Choose eco-friendly boat wash if your hull and deck need a scrub!



TEST THE PH OF EVERYDAY ON BOARD ITEMS

DID YOU KNOW?

pH is a measure of how many hydrogen ions are contained in a solution. It is tested on a scale of 1 to 12 with 1 being highly acidic with high numbers of hydrogen ions, 6/7 being neutral and 12 being highly alkaline with low levels of hydrogen ions. Most aquatic species tolerate a pH range from 6 to 8. If this changes it can affect their breeding and survival.

TASK: To test the pH level of different products using litmus paper.

RESOURCES: Booklets of pH testing litmus paper | Small plastic containers | Plain paper to note results | Pencils.

Suggested solutions to test:

Washing Up Liquid

Cooking Oil

Lemon Juice

Vinegar

Soap Powder/Gel Paint

Paint

Shampoo

Toothpaste

Fizzy Drink

INSTRUCTIONS

- Put a small amount of different solutions into separate containers. Add a small amount of water to dilute if needed.
- Give participants strips of litmus paper to dab into each solution.
- Remove and wait for the litmus paper to change colour. This should be instant.
- Look at the colour guide scale on the cover of the litmus paper booklet.
- Ask the participants to note down for each solution, the colour of the litmus paper and the pH level.
- Ask the questions below:

Q: What pH level were the cleaning detergents and why do you think this could harm the aquatic environment?

A: *Cleaning products are either highly alkaline or acidic to remove stains and if used on boats and allowed to enter the water can be disruptive to an ecosystem. These products are also high in nutrients which can cause algal growth.*

Q: What pH level was lemon juice?

A: *Many people expect lemon juice to be very acidic, however it is only mildly acidic and should change the litmus paper to a light orange colour.*

Q: How could boating contribute to any change in water quality?

A: *Products used on board (such as washing up liquid) may be discharged as grey water from larger boats. For smaller boats or windsurfers different products may be used to clean and maintain hulls and decks that could run off into the water.*



For more information on
The Green Blue's educational activities and resources,
contact 02380 604227 or email info@thegreenblue.org.uk



A joint Royal Yachting Association
and British Marine initiative

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