



ENVIRONMENTAL ED

TRAINING 1979

ENVIRONMENTAL EDUCATION IS-----

A new approach to teaching about man's relationship to his environment how he affects and is affected by the world around him.

An intergrated process of dealing with man's natural and man-made surroundings;

Experience-based learning, using the total human, natural, and physical resources of the school and surrounding community as a educational laboratory.

An interdisciplinary approach that relates all subjects to a whole earth "oneness of purpose".

Directed toward survival in an urban society;

Life-centered and oriented toward community development;

An approach for developing self-reliance in responsible, motviated members of society;

A rational process to improve the quality of life;

Geared toward developing behavior patterns that will endure throughout life.

ENVIRONMENTAL EDUCATION
SEASONAL TRAINING

Monday, Oct. 22

- 8:30 S.V./Key Largo - leave for HQ.
- 9:30 Sign in.
- 10:00 Magic Mike Speaks
- 10:30 Key West Demonstration/Sandy.
- 12:00 Lunch at LPK.
- 1:00 Walk LPK NESA Trail.
- 2:00 Those Creative EEer's (Group Ideas).
- 3:00 Back to Districts.

Tuesday, Oct. 23

- 8:30 - 3:00 Dade County EE program at Key Biscayne.
Mable Miller.

Wednesday, Oct. 24

- 8:30 - 5:00 In-district training.
(trams, av equipment, library & stuff.)

Thursday, Oct. 25

- 9:30 Leave for S.V./Overnight Campout at Fisheating Creek.

Friday, Oct. 26

- 3:00 Return to Districts.

EE Training Objective

Participants will:

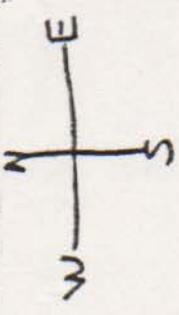
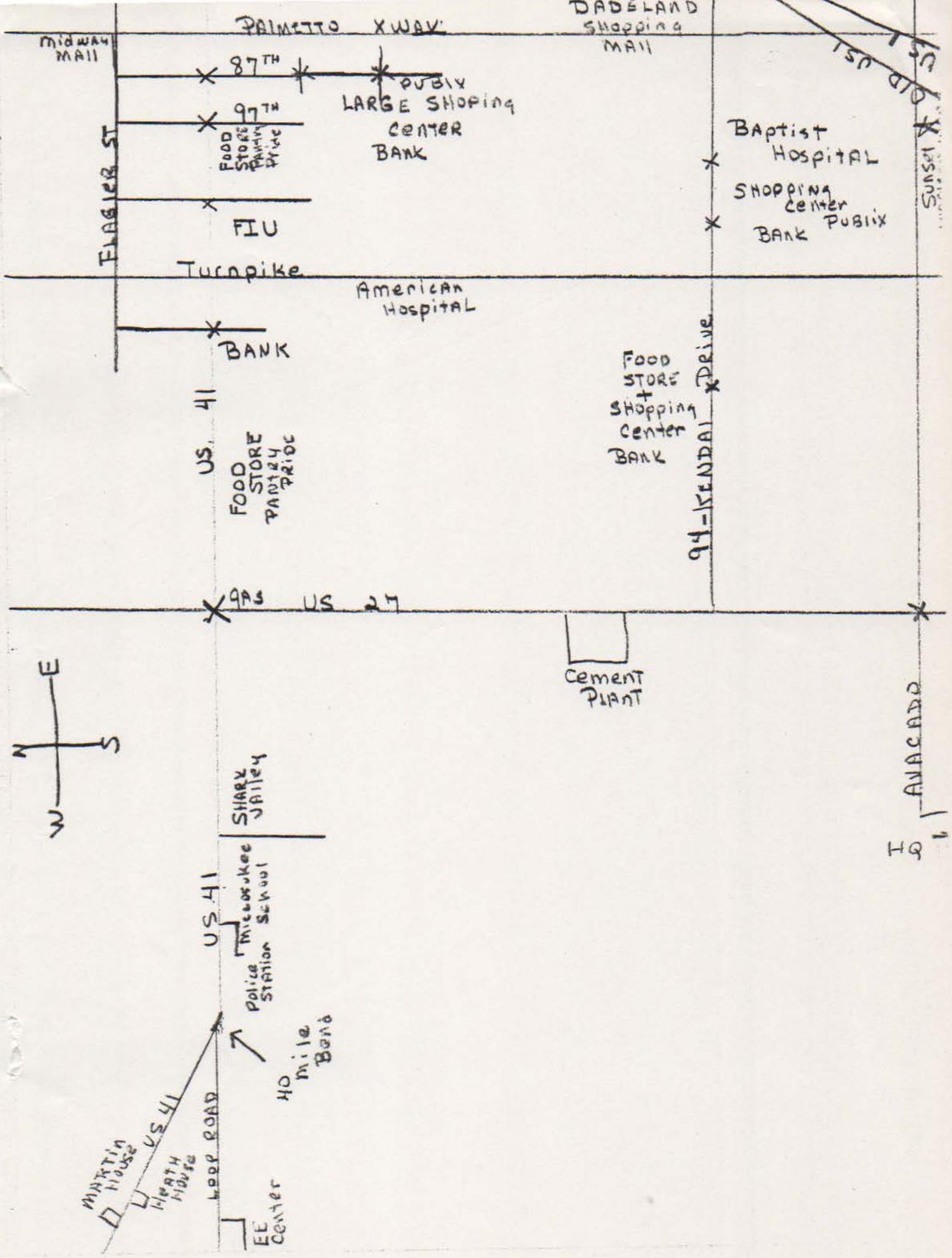
1. Gain an understanding of the EE program goals and objectives.
2. Become aware of the area resources/equipment available to them.
3. Be able to assess the farm industry around Lake Okechobee and interpret the impact it has on the Everglades.
4. Have a first-hand-look at the flood control locks around Lake Okechobee.
5. Experience other avenues of interpreting the environment.
6. Perfect skills in handling teacher-student situations.
7. Learn basic canoeing skills.

ENVIRONMENTAL EDUCATION CALENDAR
(First Revision 8/15/79)
1979-80 Season

August 27	School begins
September 3	Labor Day
September 7	All NESA mailings ready to send
September 10	Mail NESA Workshop and registration announcements
September 11	Begin pre-Christmas NESA scheduling
September 21	Complete revisions of all NESA Guides
September 28	Complete NEED Guide revisions All NEED and STEP mailings ready to send
October 1	Mail NEED and STEP scheduling materials
October 8	Columbus Day
October 9	Mail Key West Week materials
October 15	All NESA Guides mimeoed
October 19	First NESA Workshop for Dade County
October 22	EOD Seasonal EE personnel
October 22-24	EE orientation in working areas
October 25-26	EE overnight
October 29	Begin Royal Palm/Long Pine Key and Shark Valley NESA Programs
October 31	NEED camping schedules completed
November 2	Second NESA Workshop for Dade County
November 3	NESA Workshops for Broward and private schools
November 5	Begin post-Christmas NESA scheduling
November 9	Mail NEED Workshop materials
November 12	Veteran's Day
November 13	All NEED Guides mimeoed

November 17-18	Big Cypress NEED Workshop Camp Everglades NEED Workshop
November 26- December 3	Key West Week
December 8-9	Elliott Key NEED Workshop
December 10-14	Consolidated seasonal training
December 17	Complete STEP Workshop schedules
December 21	All STEP Guides mimeoed
December 24- January 4	School vacation; EE personnel assist interpretive program
December 25	Christmas
January 1	New Year's Day
January 12-13	Flamingo NEED Workshop
January 18	Sandfly Island Workshop
February 18	President's Day
February 19	EE Day
April 18	Terminate all EE Seasonals
May 26	Memorial Day
June 11	School ends
June 16	Begin Dade Summer School
July 4	Independence Day
July 31	Reserve Flamingo and LPK NEED and STEP camp dates with CRO for camps, STEP, workshops
August 18	End Dade Summer School
To schedule:	Key Largo NESA Workshop Nest Key NEED Workshop Key Largo In-school Programs

(108 NESA-days are scheduled with this calendar)



KEY WEST ENVIRONMENTAL EDUCATION WEEK

THEME: "In Harmony With Nature" is a study of man's impact on nature and the consequences.

PROGRAM: "In Harmony With Nature" will be studied in story-book form consisting of four chapters. The fifth chapter is written and decided upon by students.

- Chapter 1. Upper Everglades
- 2. Big Cypress Swamp
- 3. Mangrove Estuary
- 4. Florida Bay
- 5. Decision Day--how to care for the land

The programs will encourage full student and teacher involvement. Various interpretative methods and tools will be utilized in the presentations; sensory activities, audio-visual, story telling, role playing, puppetry, arts and crafts, nature walks and environmental games.

All of these forms will probably not be used in any one school; the individual Ranger will select the appropriate avenue of communication.

Following is a list of performance objectives. They will not necessarily be discussed in this order (for example, Upper Glades may not be discussed on the first day).

PERFORMANCE OBJECTIVES

- Chapter 1. Upper Glades - Students will be able to describe several characteristics of hammock and sawgrass inhabitants such as; tree snails, bobcat, snakes (poisonous and non-poisonous).
- Chapter 2. Big Cypress - Students will be able to interpret the interdependence of various plants and animals on the cypress trees in the Big Cypress National Preserve.
- Chapter 3. Mangrove - Students will be able to list at least two endangered species of the mangrove area. Students will be able to identify the plants of the salt-water ecosystem.
- Chapter 4. Florida Bay - Students will be able to cite interrelationships between fresh and salt water and their effect on Florida Bay.
- Chapter 5. Decision Day - Students will be able to describe how the south Florida community functions and how citizens input can effect change. Students will be able to assess their own personal effect on the natural system.

KEY WEST WEEK

"In Harmony with Nature"

General Objectives

Students will be able to examine their impacts on the South Florida environment through their respective roles. They will be able to understand that everyone has the same basic needs, and to some degree must depend on and cooperate with others. Students will be able to examine their values through these roles and determine their community and environmental responsibilities. They will be able to define the terms; conflict of interest, pollution, recycling, endangered and threatened species, and salinity change. They will be able to assess the pluses and minuses of their own personal impacts on the environment. Students will learn that a healthy community manmade and natural, is continuously changing, but it tends to seek a balance, and man is the greatest force in helping to maintain that balance.

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DESCRIPTION OF PROGRAM

Students will participate in a role playing activity during the Key West Week program. Each day students will enter into a chapter of a story book called In Harmony with Nature. Visual representation of each chapter topic will be constructed by the Rangers. Students will be assigned roles by teachers (before beginning of Key West Week) which they will play out for the entire week. Each day students will wear role playing name tags to class.

Students will be assigned to one of the following roles:

1. Fisherman
2. Tourism director
3. Developer
4. Farmer
5. Biology professor
6. Miccosukee Indian
7. Real estate salesman

The park superintendent (Ranger) has asked this group of concerned citizens to take a 4-day trip through the Everglades. Our final destination on day 5 will be Key West. The superintendent has explained that there is a problem with fisheries management in Florida Bay. He would like them as a group to focus in on the cause of this problem, and possible ways to solve it. (Students will make survival kits.)

The superintendent is in the lead canoe as the group leaves Lake Okeechobee in three large canoes. They travel through one of the following habitats each day:

1. Upper Glades
2. Big Cypress
3. Mangroves
4. Florida Bay

After exploring each day, the superintendent gathers the group together to discuss the area, and explains the sights they have seen. Each day they must gather food and firewood. The food will vary from area to area. Each group member will find there are points on the food and firewood and they must record these points at the end of each day, in their journals. Everyone is told to take as much food and wood as they feel necessary.

In some areas food and firewood will be in short supply, while in others there will be plenty. No limits are placed on the group. The group will be encouraged by the superintendent to "look back" on their visit through each area, and see their impact, if any!

These food points will be traded in for "souvenirs" (I Belong buttons and/or pictures). If the number of food points exceeds the quota at week's end, they must sacrifice one of the souvenirs for each 10 points over.

The purpose of the food points is to assess each individual's required needs. If group members waste food or firewood (food points), they will pay the consequences in the end. By sacrificing a "souvenir" the group will feel a personal loss at their own waste!

On each day the group is encouraged to go exploring and discover the inhabitants of the area. The superintendent will introduce a "special critter" (turtle, snake, snail, grasshopper) to the group at the end of each day around the campfire.

Each group member carries their own water jug--each day they will take water from this jug for drinking and cooling. They must darken off 1 section for each day's use. They must use some water each day. In the mangrove and salt water areas they will find the need for more water because of greater exposure to the sun. At the end of the week, group members may find they must share this water supply in order to survive.

On the fourth night, the group arrives at Key West. They are tired, yet they know a decision must be made. The superintendent asks them to sleep on the problem and think of what they have been through this past week.

After a relaxing weekend, the group gathers together to form committees to discuss and decide on the possible plans. Each role will be represented by an elected speaker for that role. He/she will present their way of thinking and defend their needs and rights. They are encouraged to use maps, posters, skits, etc., to get their point of view across.

One person from each role will be on the board of commissioners who will listen and as a group make a final decision.

While the commission meets for a final decision, the rest of the group will view slides of our trip through the glades.

The assistant superintendent gathers the group for one last talk, and they add up their food points and gather their "souvenirs." They discuss what they took in the survival kits--what was really necessary to survive comfortably.

Someone must pay for their waste--others may choose to share their bounty.

The assistant superintendent asks each group to write the superintendent, and express their decisions.

Mr. John Good
Box 279
Homestead, FL 33030

The Story "IN HARMONY WITH NATURE"

Introduction

Students will be given a park information folder to introduce Everglades National Park. Water flow patterns and vegetation will be discussed. Students will prepare a survival kit for their trip into the glades. Now we are ready to embark on our journey.

Chapter 1. Upper Glades

Our story begins as we leave Miami in a search for the secrets of Nature's harmony.

We are people from all walks of life; scientist, Miccosukee Indian, real estate salesman, tourism director, farmer, fisherman, and the Everglades Park Superintendent.

Each of you has been told that South Florida needs to develop a plan to care for our remaining natural resources. It seems the Park Superintendent believes there is a serious problem concerning this matter. Most of you doubt that there is a serious problem concerning our natural resources, but you are concerned citizens and are willing to hear his side of the story.

You have agreed to go on a canoe journey through the glades. Your destination will be Key West, Florida.

We arrive at Lake Okechobee and board our assigned dug out canoes. After a full day's travel through the glades we stop at a tree island (hammock). We unload our supplies and scatter out searching through the hammock, and find things like tree snails, bobcats, snakes, and strange birds. At dusk we gather together to learn of the things we've seen from the park superintendent.

It's late and we are hungry. With our journals in hand we go out in search of food. We know we each need firewood, meat and green vegetables. We have been told to take as much as we feel we really need for the day's food. We record our food points in our journals under day one.

Later that evening it's time for stories and games around the campfire.

Possible Campfire Activities

1. puppet show
2. tree snail games
3. hammock collage

Day's Objectives

1. Students will be able to describe the water flow patterns of the glades.
2. Students will be able to cite the relationship of the limestone bedrock and a hammock.
3. Students will be able to list 3 reasons for the decline in population of tree snails.
4. Students will be able to cite two ways in which the harmony of the upper glades has been changed, and the factors causing these changes.

The Story "IN HARMONY WITH NATURE"

Chapter 2. Big Cypress

Today we travel into the Big Cypress National Preserve. We happen to travel into a gator hole! We get out of our canoes and take a slog (wet hike) into the gator hole. Once inside we see a large gator digging away making her water hole larger. We scatter out to take in the scenery and we see things like; air plants, apple snails, raccoons, gar fish; and we also find ourselves swatting mosquitoes and avoiding the dive bomb tactics of the dragonfly.

At dusk we are excited and tired. We gather to listen to the Park Superintendent as he explains the sights we've seen. He explains the food chains of the gator hole and tells us of the exotic trees that pose a threat to this area.

We are really hungry tonight, and we gather our journals and go in search of food and firewood. We record our food points and sit down to rest around the campfire.

Possible Campfire Activities

1. food chain bingo
2. gator gotcha
3. cypress tree games
4. puppet making

Day's Objectives

1. Students will be able to assess the impact of exotic trees (Melaluca) on the natural system of Big Cypress.
2. Students will be able to demonstrate a gator hole food chain and the impact of man's water control on that food chain.

The Story "IN HARMONY WITH NATURE"

Chapter 3. Mangrove Estuary

Onward we travel into the depths of the Florida mangroves. Here is where we find the legendary walking trees. We paddle our canoes through the dark eerie creeks. We hear loud noises and go on to investigate. We find ourselves in the middle of a bird rookery. It's unbelievable--so many different birds! A large eagle soars overhead. A manatee rocks the bottom of our canoe.

We go our separate ways in the canoes to study and observe the birds and plants. We also have found litter around campsites, and we pick it up.

We finally find a place to camp and gather the rest of our crew together. It's been an exciting day and we have many questions for the park superintendent. He explains the role of the mangrove estuary.

Tired but content, we gather our journals and begin our search for food points, and head for the campfire.

Possible Campfire Activities

1. spoonbills and egrets (food web game)
2. new games
3. create a useful item of litter

Day's Objectives

1. Students will be able to define the words "endangered" and "threatened" and list two animals in each category.
2. Students will be able to describe and list the role mangrove trees play in the estuary, and the animals that are dependent on them.

The Story "IN HARMONY WITH NATURE"

Chapter 4. Florida Bay

Today is especially exciting for everyone--we get to see Florida Bay. It's quite some sight! We are surprised to find it so shallow. Scattered out across the bay are small islands, some of which are crocodile nesting sites. We search out one of these sites called Black Betsy Key. We find it and now go on our crocodile search. We are surprised to find large pieces of coral lying about the island. Later we spot crawfish and crab traps--we stop to examine their contents.

Ospreys and pelicans and terns circle in the sky above, searching for food in the murky waters of Florida Bay. One of our crew spots a large flock of vultures flying about a small island to the south of us. We paddle quickly in that direction. We are surprised to find a small dead Key Deer.

We are all tired and decide to camp on "Key Deer Island." We are not worried about food--there's plenty of fish where there's water! We gather firewood and finally add up our food points for the day.

We have all grown to enjoy the late afternoon talks with the park superintendent. Today, though, he springs the problem on us! What are we going to do about it? At dinner tonight we found the fishing wasn't so great and our water supply is dangerously low. We were starting to see the problem all too clearly.

The superintendent explains the problems facing Florida Bay, and asks us to sleep on the problem. Tomorrow our entire group must make a decision on the "land care plan."

Possible Campfire Activities

1. fresh water/salt water battle
2. food chain bingo
3. fish prints
4. giving tree

Day's Objectives

1. Students will be able to list the difference in habitat and characteristics of the crocodile and the alligator.
2. Students will be able to list possible reasons for a decline in fisheries in Florida Bay.
3. Students will be able to create a complete food chain of salt water species.

The Story "IN HARMONY WITH NATURE"

Chapter 5. , Decision Day

Today our group of voyageurs decide on a plan for the future care and use of South Florida lands, and its resources. Food points will be tallied and traded in for buttons (I belong) if you do not have too many points.

One spokesperson from each group will be selected. They will speak for their groups, giving the groups' feelings on the problem and how to solve it. One person from each group will again be selected to be on the commission that will eventually hear all sides of the problem and make the final decision. Groups are allowed and encouraged to use any means to get their points across; posters, handouts, maps, etc.

We have agreed to go by the decision of the commission. Nature's harmony which we are a part of is in their hands.

Activities While the Commission Meets

1. the lorax story
2. slides of everglades animals in trouble

Day's Objectives

1. Students will be able to make a definite statement regarding impact of land development and water flow on wildlife populations.
2. Students will be able to identify what factors in Florida are contributing to the endangering of certain species.
3. Students will be able to state their recommendations for solving the problem of fisheries management.

Required Post Site Activity

1. Write letters to the superintendent letting him know of our decision.

TOPIC ASSIGNMENTS / SCHOOL ASSIGNMENTS

- Day 1 Introduction - Upper Glades
2 Big Cypress
3 Mangroves
4 Florida Bay
5 Decision Day

Harris Elementary
812 Southard Street
Key West, FL 33040
296-6232
3 - fourth grade
2 - fifth grade

Sandy Dayhoff
Glynn Archer Elementary
1302 White Street
Key West, FL 330 0
294-9591
3 - fourth grade
3 - fifth grade

- Day 1 Introduction - Upper Glades
2 Mangroves
3 Florida Bay
4 Big Cypress
5 Decision Day

Gerald Adams Elementary
Stock Island
Key West, FL 33040
296-5911
3 - fourth grade
2 - fifth grade

Sugarloaf Elementary
R. R. #2 Crane Road
Sugarloaf Key, FL 33044
745-3282
2 - fourth grade
2 - fifth grade
2 - sixth grade

- Day 1 Introduction - Upper Glades
2 Florida Bay
3 Big Cypress
4 Mangroves
5 Decision Day

Poinciana Elementary
1212 14th Street
Key West, FL 33040
294-5111
3 - fourth grade
3 - fifth grade

Mike Watson
Sigsbee Elementary
Sigsbee Park
Key West, FL 33040
294-1861
3 - fourth grade
1 - fifth grade
1 - sixth grade

SURVIVAL KITS ACTIVITY

Each ranger will have a table display of items for our trip. Students are asked to choose what they wish to carry. Teachers will record items purchased on a large poster board. The problem is to get our whole worth of survival items in one back pack. (Don't bring out a back pack until you are ready to load up.) Now students must pack the pack. Some discussion should arise as to what to carry. Let's fill it up as much as possible! Now we are ready for our trip.

Put it all aside until the last day, when the assistant superintendent will lead a discussion about what we really needed. Man's wants versus his needs.

KEY WEST ENVIRONMENTAL EDUCATION WEEK

Teacher's Presite Preparation

The following is a list of items that must be completed by your class before Environmental Education Week.

Role Assignments

There are seven roles (developer, tourism director, Miccosukee Indian, real estate salesman, farmer, fisherman, and biology professor) included in your presite pack. Each student (approx. 5 per role evenly distributed if possible) will need to study his role. Pencils will be needed each day.

Name Tags and Water Jugs

The role playing name tags will be worn to class each day. They should be constructed of heavy duty poster board. Encourage students to "doctor up" their name tags to add a personal touch of creativity.

Water jugs should also be made of heavy cardboard. One for each student with name.

Hats

Students may wish to "dress up" for their roles. One suggestion is hats to depict their characters. These are fun and easy to make.

Bag

One large grocery bag with name for each student.

Journal

The journal is for recording daily class events and for totaling points accumulated. Journal should be 5 pages in length.

If you have any questions we can help with, please call the Environmental Education Office at Everglades National Park, Monday through Friday at 247-6211 extension 221.

We are looking forward to an enjoyable and exciting week with you and your students.

VOCABULARY LIST

This list of vocabulary will help familiarize students with terms that will be used during Environmental Education Week.

1. Natural Resources
2. Environment
3. Wilderness
4. Hammock
5. Estuary
6. Predator
7. Scavenger
8. Habitat
9. Adaptation
10. Food Chain
11. Epiphyte
12. Slough
13. Deciduous
14. Community
15. Interdependence
16. Algae
17. Limestone
18. Canal
19. Everglades
20. Salinity

FISHERMAN

You are a successful commercial fisherman who works out of Wade's fish house. You are well known for your wise judgement in following new fishing laws. You also know that some people in your business do not obey the laws.

Fishing is the only life you know. You and your family spend most of your time cleaning and repairing your fishing equipment. You love the sea and the gifts you retrieve from it. It is your only income.

You know that the last few years have been bad for the fishing industry. You also know there are more fisherman than ever and that the demand for fish has grown.

Now there is talk of limiting the already small fish catch. It will also hurt the restaurants and tourism in this area.

TOURISM DIRECTOR

You were raised in Florida and are very proud of your state. You feel it is your duty to promote tourism to help Florida economics.

You enjoy the great outdoors. You and your family spend your vacations fishing and camping. You believe in setting aside areas for parks for people to relax and have fun.

But you also know that this area must grow if tourism is to continue. More hotels, restaurants, and entertainment for people will be needed. So development is necessary.

You are concerned about nature and realize water in the glades is a problem. If the fishing and sightseeing is affected, your job is at stake and so are the jobs of many other people--developers, Indians, real estate, farmers, etc.

FARMER

You and your family have always been in the farming industry. You know all the people in your community and have a sincere interest in the welfare of your town and its citizens.

You farm tomatoes, squash, corn, and sugarcane on the edge of the Everglades. Water is very important to the farming industry. Because you farm in a tropical area there are lots of bugs and you must use certain chemicals to protect your crops. You sell your produce locally and out of state.

You love the great outdoors, fishing, hunting, and sightseeing in your beautiful state.

You are starting to see south Florida grow and much of the farming area is being built up in houses. This concerns you.

Now conservationists say the the fishermen must have limits. Farmers sympathize with them--it's a hard way to make a living. You aren't too excited about more government regulations!

BIOLOGY PROFESSOR

You are a professor of environmental science at Watson University. You are often called a dreamer because you do not care about solving problems for the sake of making more money. You do care about the future of man and his environment.

You know that plants, animals and microscopic critters form a natural community. Every kind of living thing is part of a community. If water flow patterns are changed back to the way they were years ago many jobs will be lost and that will also break up the community.

You know people need to get away to natural areas to enjoy fishing and hunting.

But you also know that the Everglades environment is in a delicate balance and it can not survive unless an effort is made to protect it. The question does arrive--where do the real estate and fishermen go?

MICCOSUKEE INDIAN

You live in the Everglades along the Tamiami Trail west of Miami. You operate an air boat tour business. You are dependent on tourism to bring in enough money to support your family.

When there isn't any water in the glades your income is shut off. You also have noticed since the 1950's there is less and less water and the dry season grows longer each year. You have also noticed Miami and Naples are growing larger.

You are concerned because of this growth. More people means more money but it also means more hunters and fishermen who take wildlife. This wildlife is not only your food but the tourists want to see it when they go on your boat tours.

This fast growth is changing your life style. And you are not sure it's for the better. You want to find out what is really happening to south Florida, but you also want that money.

DEVELOPER

You are a housing developer with the Dayhoff Developing Corp. You enjoy fishing, hunting and camping in the glades. You have spent your entire life studying to be or being a land developer. You enjoy your work.

You are glad tourism is good. People see Florida as a forever vacation land and move here. More houses means more business for you and more money for your family to do the things they want.

Now tourism is facing a problem. Restaurants are closing for lack of fresh fish. Sportfishing is suffering and so are the fisherman and the farmer.

You are a concerned citizen and are worried about the effects of all this on your state.

GLADES REALTY COMPANY

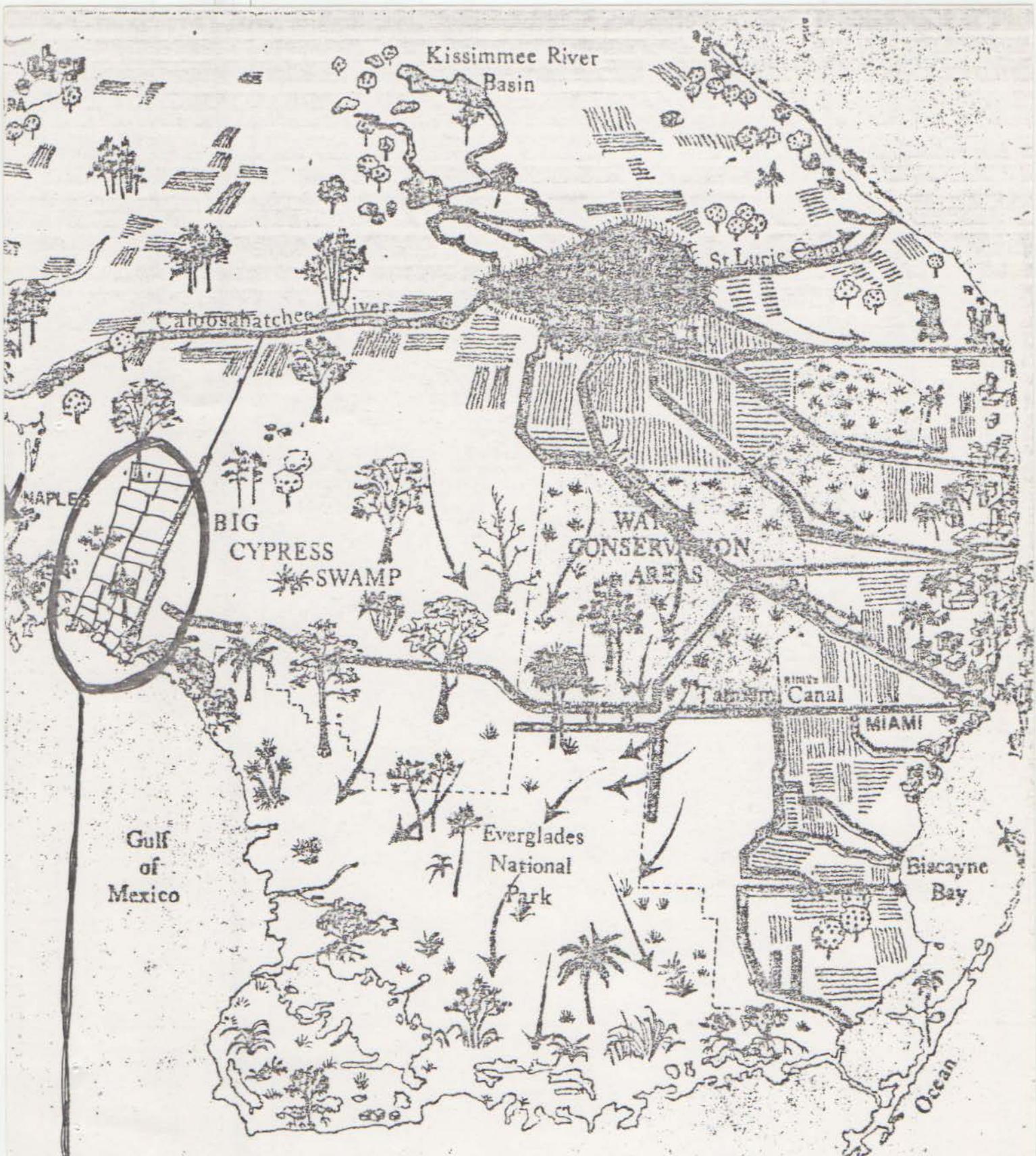
You own and operate the Glades Realty Company, which is located just outside of Naples. You got your start in the real estate business buying cheap swamp land, and gradually worked your way to the top through honesty and hard work. Your whole life has been devoted to building a business which you can pass on to your children.

The National Park has purchased most of the south Florida swamp land, and has set it up as a National Park. This has decreased your chances for acquiring more cheap land. Much of your land dealings have been with developers (many of which have put in canals to drain the land in order to increase property values).

Your company employs approximately 170 people.

Conservationists are now saying these canals have changed water flow patterns in the Everglades and should be filled in.

Your position: People need a place to live--even the conservationist. You are upset that these new ideas will destroy your business. You do care about the environment, but you are concerned about your business.



Kissimmee River Basin

St. Lucie Canal

Caloosahatchee River

BIG CYPRESS SWAMP

WATER CONSERVATION AREAS

Tamiami Canal

MIAMI

Everglades National Park

Biscayne Bay

Gulf of Mexico

Florida Bay

Atlantic Ocean

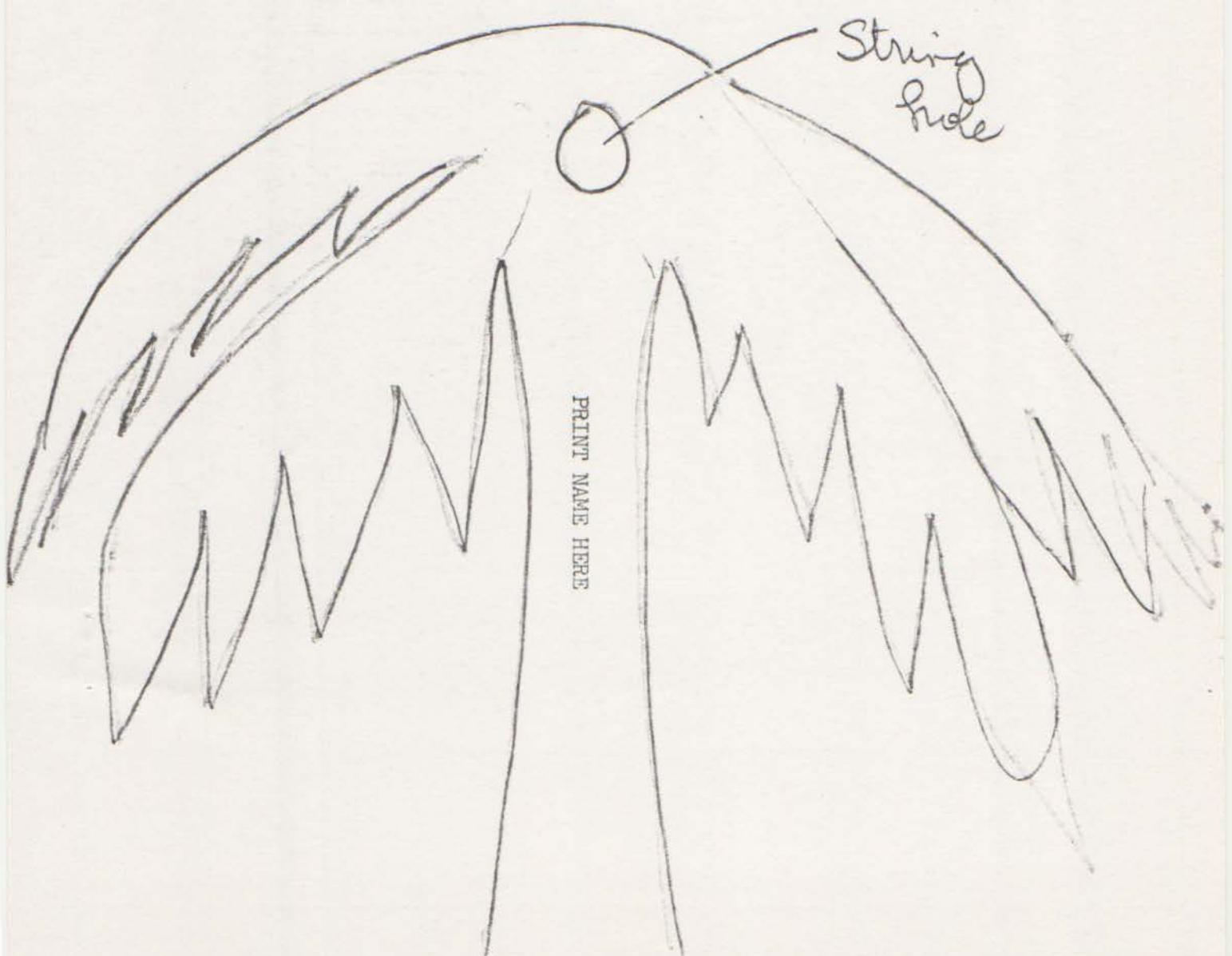
GLADES REALTY COMPANY, PROPERTIES



MICCOSUKEE INDIAN NAME TAG



TOURISM DIRECTORS NAME TAG



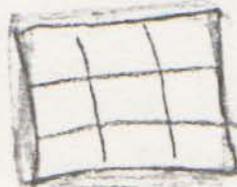
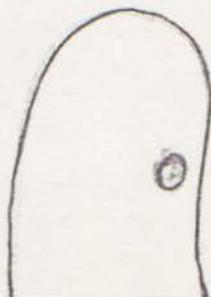
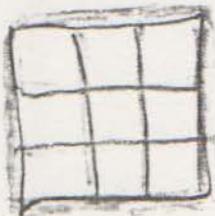
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DEVELOPERS_NAME TAG

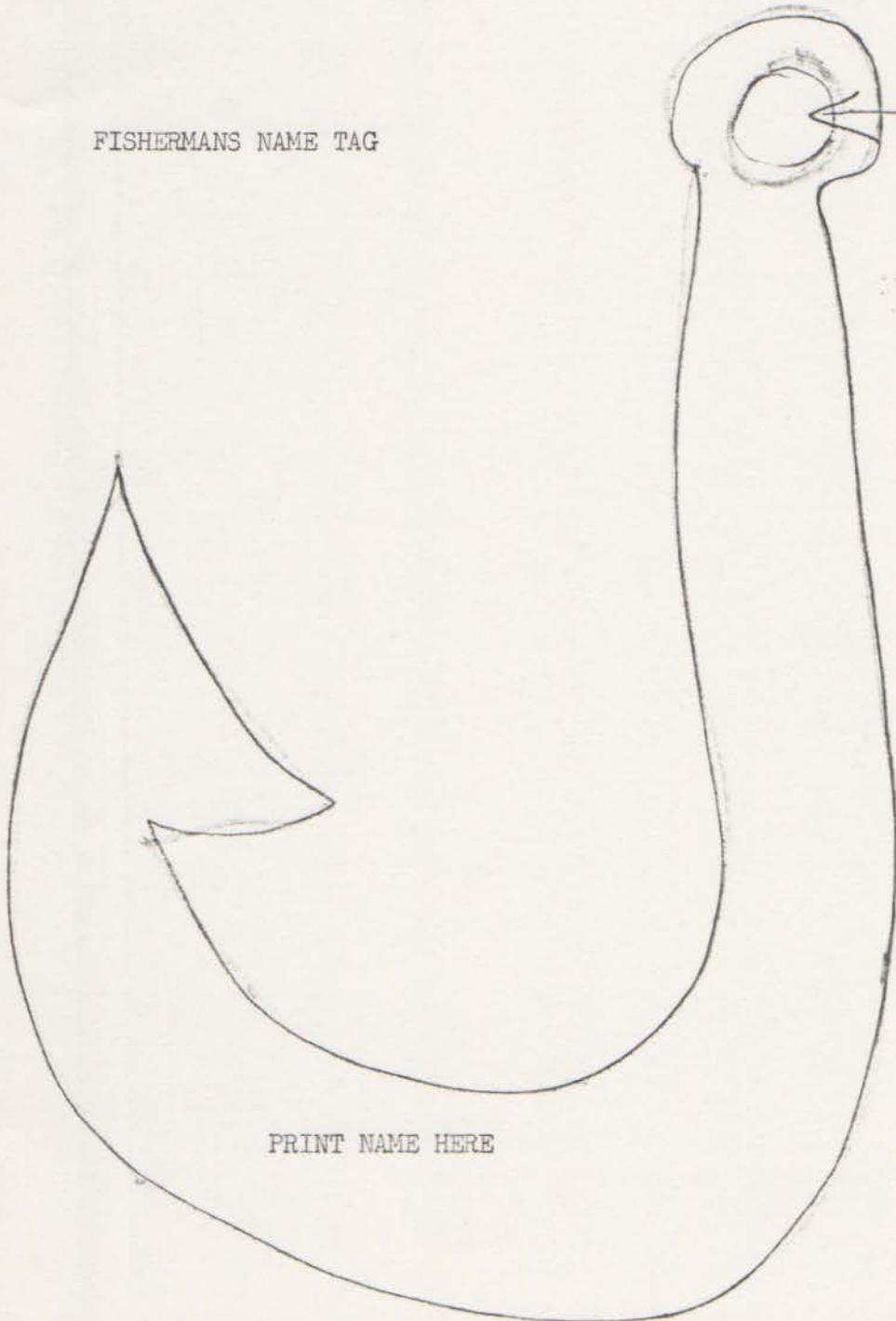
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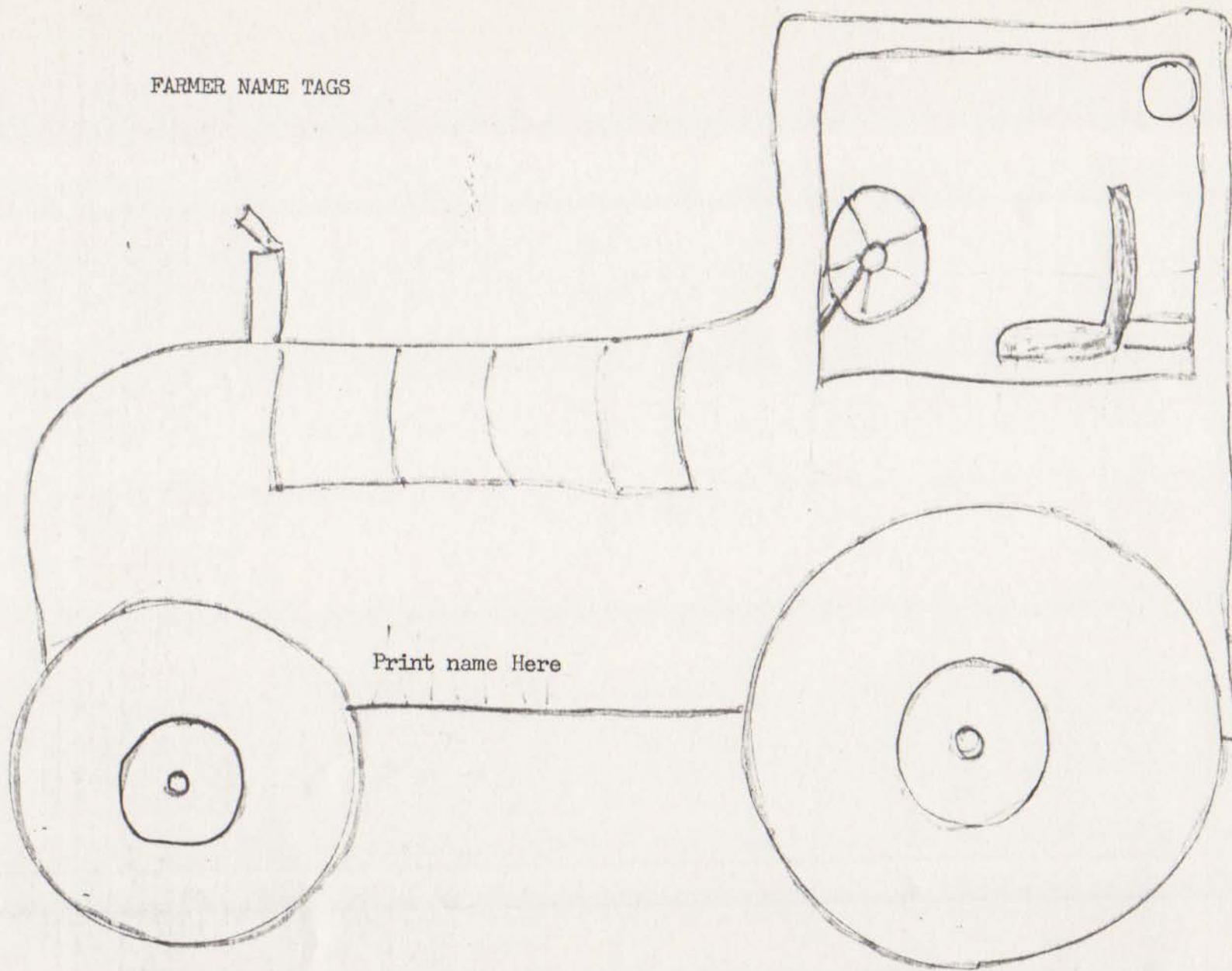
FISHERMANS NAME TAG

String
hole



PRINT NAME HERE

FARMER NAME TAGS



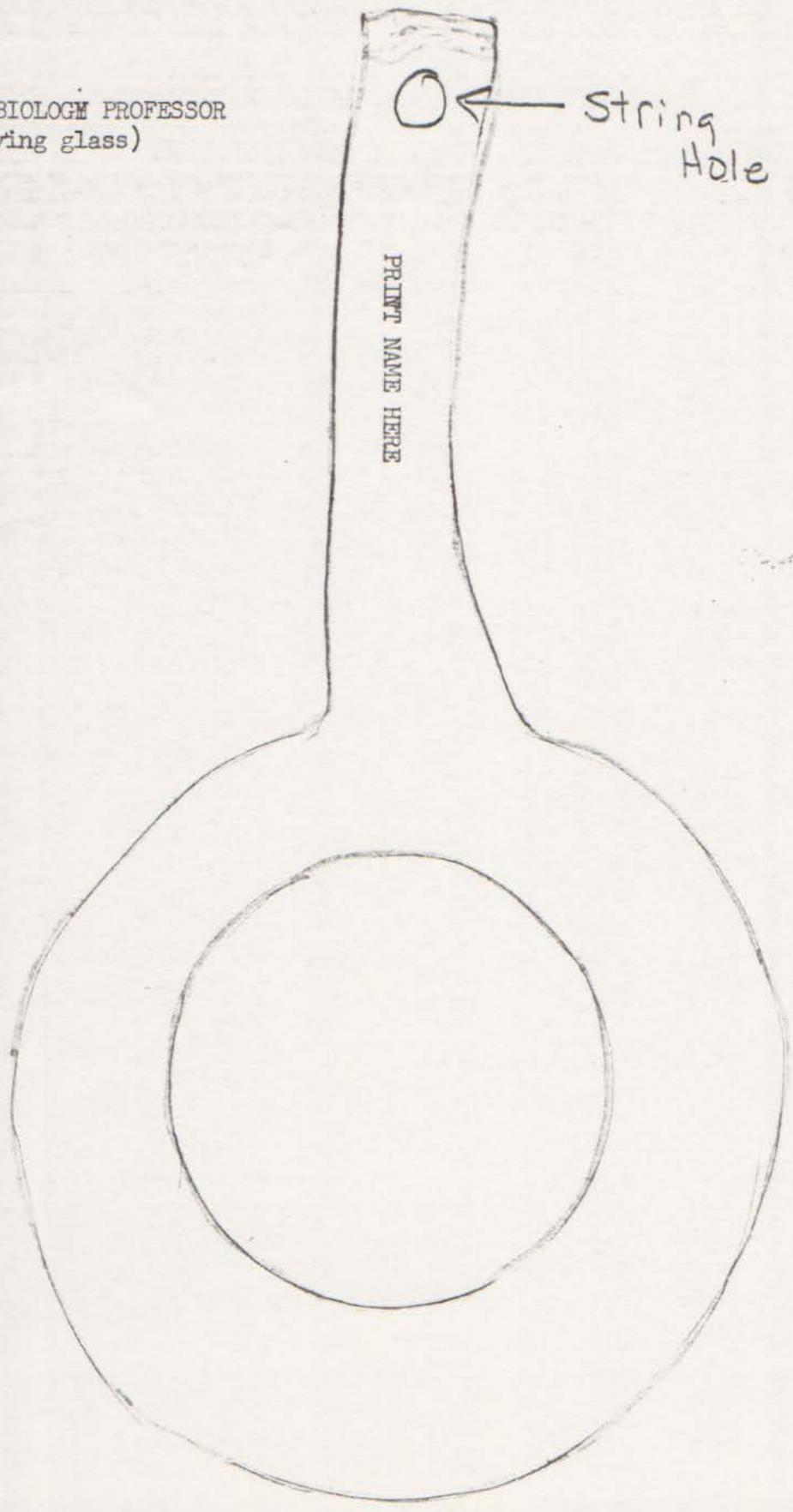
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Hole

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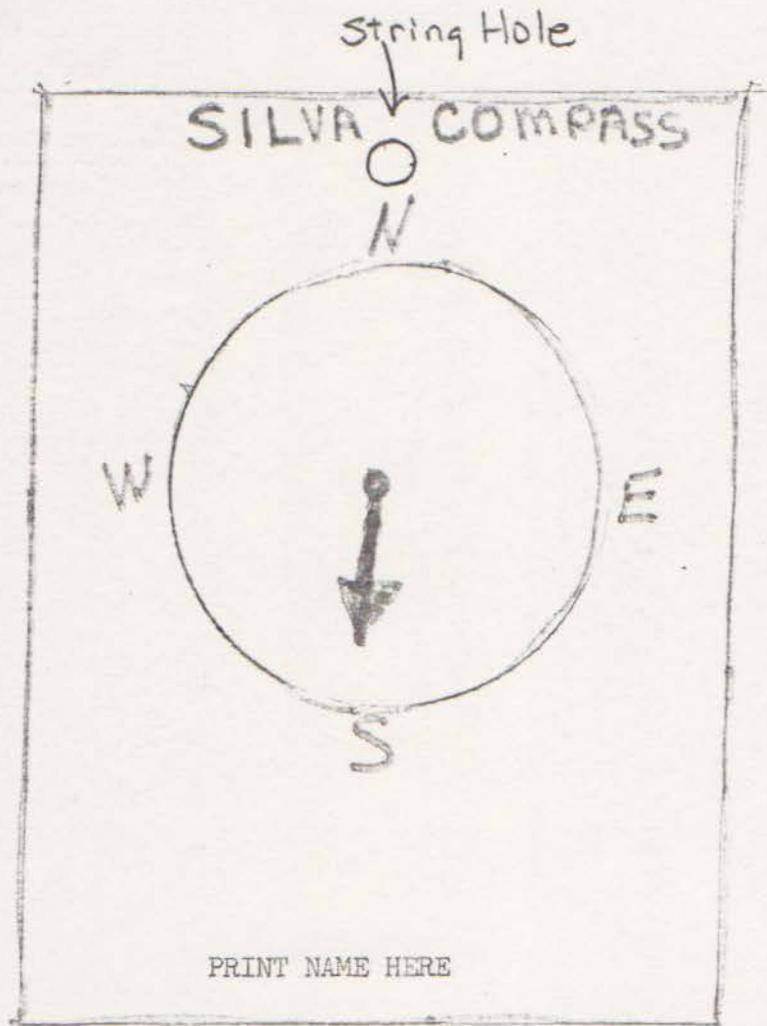
NAME TAG FOR BIOLOGIST PROFESSOR
(magnifying glass)

PRINT NAME HERE

String Hole



REAL ESTATE NAME TAG



Story Book Diary

One book for each student. Make at least five pages.

my
Storybook
Diary

Water Jug

One for each student. Cut out of heavy poster board.

