

Action Plan Template HSS 2017

Teacher(s): Tonya Clayton

Grade(s): “seasoned learners”

(classes are open to any adult but are designed for those over 50)

Subject(s): “A Day at the Beach: Caladesi Island”

(a course about coastal dynamics, using Caladesi Island State Park as a case study)

Title of Lesson: “Living in Paradise”

(The class will have been previously introduced to the book *Yesteryear I Lived in Paradise*. Some members will have read it, and some will not.)

Learning Objectives:

- Participants will understand the recent human history of Caladesi Island (which we will soon visit), as seen and experienced by the author and her granddaughter
- Participants will connect “then and now” attitudes and practices relevant to living sustainably in a dynamic world
- Participants will learn of local resources to share with their own book clubs, church groups, etc.
- Participants will learn new ideas and activities to share with their grandchildren, etc.

Standards Addressed: Not applicable

Lesson Outline:

- I. *Yesteryear I Lived in Paradise* (70 mins)
 - Introduce guest speaker: Terry Fortner, granddaughter of *Yesteryear I Lived in Paradise* author (5 mins)
 - Presentation/discussion with Terry (55 mins)
 - Break (10 mins)
- II. *Today I Live in Paradise* (45 mins)
 - Class discussion: “Then and Now: Living in Connection?”
 - What are some examples of how the Scharrers’ lives were shaped by their natural environment? What are some examples of how our everyday lives are influenced by natural processes?
 - What are some examples of how the Scharrers influenced or shaped their barrier-island environments? What are some examples of how our everyday lives influence our environments? What was the original landscape where your house is built? (See historical aerial photos from UFDC ← previous week’s homework.) What are some of the reasons we made or make those choices?
 - In the Scharrer household and in our own households and communities, what are some examples of living in accord with natural processes? What are some examples of living in opposition to natural processes? What are the pros and cons of these approaches?

- What would it look like to live in accord with the fundamental dynamic nature of barrier islands? ... in a state park like Caladesi Island? ... in a beach-community of mostly stilt houses? ... in a high-rise beach community?
- III. *Wrap-up* (5 mins)
 - Plans for next week
 - Exit tickets – Have participants complete one or more of the following sentences (in writing):
 - “Today I learned ...”
 - “I was surprised when ...”
 - “I’m beginning to wonder ...”
 - “I think I will ...”
 - “Now I understand ...”

Systems thinking connection (learning habits and/or tools used):

- Seeks to understand the big picture
- Changes perspectives to increase understanding
- Considers short-term, long-term, and unintended consequences of actions

Learning Strategies:

- Read a local memoir
- Engage in informal discussion with a long-time community resident and leader who experienced many of the events in that memoir
- Reflect on personal practices and share perspectives and experiences with other class participants
- Reflect on today’s class and share impressions in exit tickets

Science Concept(s):

- “Barrier islands” would have perhaps been better named “dynamic islands” or “ephemeral islands”
- Barrier islands provide many valuable ecosystem services but are being degraded at a rate that alarms some coastal scientists

Humanities Concept(s):

- “Sustainability” and “stability” are often contradictory terms
- Some experts say we need to begin rethinking our cultural view of barrier-island ecosystems

Student Assessment Strategies: (in this setting, these would be more like assessments of the teacher(s) than the students)

- Performance assessment: Discussions
- Student feedback: Exit tickets

Benefit to my students:

- Sense of place: Enhanced sense of place and local history (and preparation for our upcoming island visit)
- Sense of community + networking: Personally connect with valuable local resources
- Inspiration: Personally connect with a local example of quiet environmental stewardship and leadership

- Practice in systems thinking: Exposure to big-picture perspectives regarding our iconic barrier islands (and perhaps some of our own personal practices)
- Ripple effect: Exposure to new ideas and activities to share with grandchildren, etc.

Resources and Materials (supplies needed for activities):

- Every class:
 - Name tents (for participants + guest speaker)
 - A/V equipment:
 - Projector + computer + screen/wall
 - Microphone
 - Timer (for timing activities)
 - Camera (for documenting class activities)
 - Parking-lot flip chart (for recording unanswered questions, for later follow-up)
 - Sea level rise map for Pinellas County
 - Thank-you note for participants to sign (for previous week's guest speaker)
- This class only:
 - Copies of *Yesteryear I Lived in Paradise* + *Caladesi Cookbook*
 - Snack from *Caladesi Cookbook*?
 - Index cards or preprinted exit tickets

Primary References:

- *Aerial Photography: Florida Collection*: <http://ufdc.ufl.edu/aerials>
- Myrtle Scharrer Betz, 2007. *Yesteryear I Lived in Paradise: The Story of Caladesi Island*. University of Tampa Press.
 - The author has been recognized as a Great Floridian by the Florida Department of State. The book won the Florida Trust for Historic Preservation Statewide Preservation Award.
- Myrtle Scharrer Betz, 2012. *Caladesi Cookbook: Recipes from a Florida Lifetime, 1895–1992*. University of Tampa Press.
 - "... a culinary and historic treasure." – Gary Mormino, Florida historian
- Rusty Feagin and coauthors, 2010. Barrier islands: Coupling anthropogenic stability with ecological sustainability. *Journal of Coastal Research*, vol. 26, no. 6, pages 987-992.
 - Abstract/summary: "Barrier islands provide a host of critical ecosystem services to heavily populated coastal regions of the world, yet they are quite vulnerable to ongoing sea level rise and a potential increase in the frequency and intensity of oceanic storms. These islands are being degraded at an alarming rate, in part because of anthropogenic attempts at stabilization. In this article, we outline a possible sustainability strategy that incorporates the natural degree of substrate instability on these sedimentary landscapes. We recommend placing the focus for managing barrier islands on maintaining ecosystem function and process development rather than emphasizing barrier islands as structural impediments to wave and storm energy."