

2008

Dear Educator,

Thank you for your interest in our Invasive Plant Education Initiative and Curricula. We've been busy developing lessons and activities and making them available on our website as they are completed. This notebook is just a sampling so be sure to check out the website when you have a chance (<http://plants.ifas.ufl.edu/education>). Helpful Hint: Don't miss the free and affordable resource pages, as there are lots of goodies available.

The goal of this initiative is to inspire students of all ages to spend more time learning about Florida's diverse plant life. Then, with a little knowledge under their belt, we hope to begin a "conversation" about the challenges we all face from 130+ invasive non-native plant species that are quietly spreading through our neighborhoods and natural areas. **To accomplish this, we've focused on the following "take home" messages:**

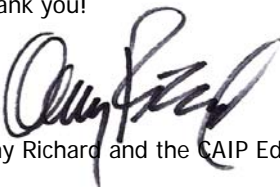
- ❖ It's important to know the difference between native, non-native and invasive plants and be aware of the environmental and economic harm that some invasive plants are causing. We can help by informing others and removing invasive plants from our own neighborhoods, when possible. (Module 1)
- ❖ Native plants provide an important service to Florida's aquatic ecosystems and invasive plants are making it harder for them to "do their job." (Module 2)
- ❖ Managing invasive plants is something we have to do to keep them from causing further harm. Prevention and "maintenance control" are effective ways to prevent future damage. (Module 3)
- ❖ Florida lakes are different from northern lakes for a number of reasons (subtropical climate, shallow depth, etc.). Florida lakes also tend to support an abundance of plants. This is important to know when learning about trophic state and biological productivity, as plants play a significant role in the equation. (Module 4)
- ❖ There are some great careers available in Florida's Freshwater Environments; many of them involve plant management. (Module 5)

Each study unit may be utilized in its entirety or parts may be used as "stand alone" lessons, labs or research activities, depending on time limitations and classroom goals. We've also made sure that everything we've created meets Florida Sunshine State Standards. Note: We are currently in the midst of updating all of our lessons with the new 2008 standards.

Don't stop there. Be sure to check out our main website and companion site, *Plant Management in Florida Waters*: <http://plants.ifas.ufl.edu> & <http://plants.ifas.ufl.edu/guide>. We think you'll agree that both provide a wealth of information about Florida's freshwater environments.

After reviewing these materials, we hope you'll share your comments and ideas... and let us know what we can do to make your job easier as you teach this important subject.

Thank you!



Amy Richard and the CAIP Education Outreach Team

This project is a collaboration of the UF/IFAS Center for Aquatic and Invasive Plants and the Florida DEP/ Bureau of Invasive Plant Management:

Dr. Bill Haller, UF/IFAS – Principal Investigator
Karen Brown, UF/IFAS – CAIP Information Coordinator
Jeff Schardt -- DEP Bureau of Invasive Plant Management
Amy Richard – Education Initiative Coordinator
Rob Horsburgh – Education Initiative Assistant
Dr. Cynthia Holland – Curricula Specialist
Beth Hathaway – Web Specialist
Lynda Dillon – Program Assistant
Josh Huey – Graphic Design Assistant
Phil Chiochio – New Media Specialist

<http://plants.ifas.ufl.edu/education>

