LAKEVILLE QUICK -START

ADVANCE PREP:

1. Access Lakeville DVD OR plants.ifas.ufl.edu/education for all materials (see Page 3).
2. Show *Silent Invaders*, with Guiding Questions (video is 25 minutes).
3. See chart on page 2 for simple background information.

ROOM SET-UP:

1. Hang large Habitat Poster on magnetic surface.
2. Choose 12 Organism Cards and display in front of classroom (see Page 3 for suggested list).
3. Place the corresponding Organism Magnets on the magnetic surface next to Habitat Poster.
4. Pick location for Citizen Advisory Panel (enough space to seat 6 students).
5. Choose 6 Citizen Role Cards and place on desks with appropriate costume and 1-set of Scorecards (see Page 3 for suggested list).
6. Decide where you would like students to stand during their presentation and set-up if needed.

GAME DAY:

NOTE: *Suggested talking points in italics*

1. Review definitions of native, non-native, and invasive (see chart on Page 2).
2. Introduce activity – *Now we are going to play a game called Lakeville.*
3. Introduce the Habitat Poster – *Look at the poster – what do you see?*
    a. *This is a picture of an ecosystem. What do you see in the ecosystem?*
    b. *What are the components/parts of an ecosystem?* Discuss abiotic and biotic – if relevant.
4. Introduce concept of natural area management.
    a. *Have you gardened, pulled weeds, or mowed the lawn? … You have all made land management decisions!*
    b. *As a class you will now manage Lakeville, a Florida freshwater ecosystem.*
5. Introduce the Citizen Advisory Panel – these 6 Citizens will be voting on who gets to live in Lakeville. Pick the students to sit on panel (random hat draw, choose ahead of time, etc.).
6. The rest of class becomes the Organisms (plants and animals) that are seeking permission to live in Lakeville.
7. Citizen Advisory Panel introduce themselves and read listed priorities on the back of their Citizen Role Card.
    a. *Pay attention, you need to understand what each Citizen's priority is to know what types of Organims they may want in Lakeville.*
8. Introduce Organism Cards (don't pass cards out yet!).
    a. *Read the information and prepare to tell the panel if you are aquatic or terrestrial, native, non-native and/or invasive, and why you should be allowed to live in Lakeville.*
9. Fill out Data Score Sheet under document camera to show students how scores will be tracked –across top write first letter of each Citizen Role (see Page 4 for sample). If time is an issue, teacher or elected student can continue to fill out Data Score Sheet as a class under document camera (rather than individually).
10. Model the Hydrilla Card for class (see Page 3 for sample).
    a. Present and ask the panel if they have any questions. Call a vote, and have students fill in scores on Data Score Sheet, total the score, and populate Lakeville with magnets based on score.
11. Give the remaining students an Organism Card (work in groups of 2-3) and give them 3-5 minutes to formulate persuasive speech.
12. Choose the order of presenters with the Wheel of Focus, drawing names from a hat, or calling on students.

Reflection/Analysis:

Tell the entire community to look at their ecosystem and reflect on their management decisions –

- *What are your observations, predictions, thoughts?*
- *Are you happy with your ecosystem? How would you change it?*
- Create a food-web out of organisms that made it into Lakeville.

Background Information on Invasive Plants in the State of Florida

4000* Plants

3000* are native

Definition:

A plant species that occurs naturally within a geographic region or area. In Florida, those species here prior to European contact. Not introduced by humans, intentionally or unintentionally.

Examples:

- cabbage palm
- live oak
- slash pine
- gaillardia
- saw palmetto

1000* are non-native

Definition:

A plant species present in a region outside its original historic range due to intentional or unintentional introduction.

900* are beneficial

Examples:

- peanuts
- oranges
- roses
- corn

100* are invasive

Definition:

A non-native plant able to spread on its own, causing economic or environmental harm.

Examples:

- water hyacinth
- hydrilla
- air potato
- Chinese tallow

*numbers are approximate

LAKEVILLE QUICK -START

WHERE TO FIND – WHAT YOU NEED!

MATERIAL:	ON LAKEVILLE DISC:	AT PLANTS.IFAS.UFL.EDU/EDUCATION:
Silent Invaders Presentation	Session 1 → 00-00 To View-Presentation	Curriculum → Lakeville → Session 1
Guiding Questions	Session 1 → 01-03 Guiding Questions	Session 1 → scroll to bottom for Materials, Guiding Questions link
Data Score Sheets	Session 3 → 03-03 Data Score Sheet	Lakeville → Session 3 → scroll to bottom for Materials, Data Score Sheet link

RECOMMENDED ROLES FOR QUICKSTART:

ORGANISM CARD (Have students work in groups)	**CITIZEN ROLE CARD** (Pick only 6 roles)
Teacher to model Hydrilla 1. air potato 2. American alligator 3. Burmese python 4. cat-tails 5. eel grass 6. island apple snail 7. largemouth bass 8. manatee 9. orange tree 10. red imported fire ant 11. snail kite 12. water hyacinth	1. Angler 2. Developer 3. Farmer 4. Nature Lover 5. Politician 6. Lakeside Restaurant Owner

ORGANISM INTRODUCTION TEMPLATE:

I am _____ ORGANISM NAME _____, I am _____ AQUATIC **OR** TERRESTRIAL _____. I am _____ NATIVE **OR** NON-NATIVE _____ and _____ INVASIVE **OR** NOT _____.

I should live in Lakeville because….

- Nature Lover:
- Politician:
- Developer: LIST REASONS BASED ON EACH CITIZEN'S PRIORITIES
- Angler:
- Farmer:
- Lakeside Restaurant Owner:

Hydrilla Sample Introduction:

I am hydrilla, I am aquatic, non-native, and invasive. I should live in Lakeville because….

- I provide habitat for duck and fish (NATURE LOVER and ANGLER!). I encourage duck and fish populations to inhabit local waters and people travel from all over to hunt and fish in our beautiful state! When they come here they have to spend money (Cha-Ching! POLITICIAN!) to eat (RESTAURANT OWNER and FARMER!) and stay in hotels (DEVELOPER!).

Lakeville ~ A Natural Resource Management Game

Data Score Sheet

Name: _____ Class Period: _____ Date: _____

1. Write common and scientific name for each Critter in the spaces provided in the first column
2. Put an X to indicate whether the critter is aquatic or terrestrial; native, non-native, or invasive
3. Write the Citizen Role in the six spaces provided at the top. Evaluate each game to see how citizen decisions affect the inhabitants of an aquatic ecosystem

Critter – common name Critter – scientific name (Genus,species)	aquatic	terrestrial	native	non-native	invasive	Citizen Role NATURE LOVER (NL)	Citizen Role POLITICIAN (P)	Citizen Role DEVELOPER (D)	Citizen Role ANGLER (A)	Citizen Role FARMER (F)	Citizen Role RESTAURANT OWNER (R)	TOTAL SCORE
Critter 1 HYDRILLA	X			X	X	score: 1	score: 4	score: 3	score: 3	score: 2	score: 3	16
Critter 2						score:	score:	score:	score:	score:	score:	
Critter 3						score:	score:	score:	score:	score:	score:	
Critter 4						score:	score:	score:	score:	score:	score:	
Critter 5						score:	score:	score:	score:	score:	score:	
Critter 6						score:	score:	score:	score:	score:	score:	
Critter 7						score:	score:	score:	score:	score:	score:	
Critter 8						score:	score:	score:	score:	score:	score:	
Critter 9						score:	score:	score:	score:	score:	score:	
Critter 10						score:	score:	score:	score:	score:	score:	
Critter 11						score:	score:	score:	score:	score:	score:	

SEEK AND DESTROY! =
1 Organism Magnet

Florida Invasive Plant Education Initiative • http://plants.ifas.ufl.edu/education
A Collaboration of the UF/IFAS Center for Aquatic and Invasive Plants
and the Florida Fish and Wildlife Conservation Commission / Invasive Plant Management Section