

Planning for Coastal Change Curriculum

Cedar Key Summer Youth Program

LESSONS & ACTIVITIES

Week 1. The role of children and youth in community decision making The concept of citizenship, and what it means for kids to be members of a community were discussed. Campers learned, as citizens, kids have rights and responsibilities that help maintain and ensure the health, well being, and overall quality of their community.

Activity To demonstrate how kids can improve their community, we made posters of problems the kids identified in the Cedar Key and made suggestions to how they can be improved.

Week 2. Coastal dynamics and Cedar Key's history Campers learned about the history of change along Cedar Key's coast, how people living there adapted to the changes, and how understanding the past can help us better plan for the future.

Activities We looked at old maps and aerial images, reconstructed pottery, analyzed real artifacts and sediment cores (from nearby Horseshoe Beach), drew pictures of what we think people did in the past in Cedar Key, and wrote questions that we would ask the people who lived back then.

Week 3. Community planning and adapting to changes in coastal areas Campers were introduced to concepts of city planning and the potential impacts of coastal change on buildings and infrastructure. We learned what makes a city, how hard it is to decide about buildings and where they go, and how to accommodate rising water.

Activity Campers planned, designed, and constructed two box cities, one based on the present and the other where the seas had risen. *See photo on right.*

PLANNING FOR COASTAL CHANGE WITH CHILDREN AND YOUTH

The effects of sea level rise and coastal change will be felt in the decades to come. The long-term scale of planning for adaptation to sea level rise requires youth outreach and education.

The "Planning for Coastal Change in Levy County Project" developed and delivered lessons on community planning and coastal change to the City of Cedar Key's Summer Youth Program in 2012. The program served about 90 children from Cedar Key and Rosewood, Florida, ages Kindergarten-7th grade.

THE CURRICULUM

A six week curriculum was developed for the summer camp by faculty and graduate students from the University of Florida's Colleges of Design, Construction and Planning, Law, and Liberal Arts and Sciences.

Campers learned the importance of being aware of issues that will impact their lives in the future, and they applied tools that will enable them to participate in decision making as the need for adaptive planning grows.

Each week, members of the project team made presentations and led campers through a series of activities that reinforced each lesson. The products generated by the campers were shared with community members at the Cedar Key Sea Food Festival in October.

Details are presented in the Lessons & Activities sidebar.

[Learn more on the back page...](#)



Week 4. Introduction to mapping and geographic information systems (GIS) Campers learned about mapping, modeling, and how planners and decision makers use computers to make “smart maps” that help us better understand places and solve problems in our communities.

Activity To foster spatial thinking, we made maps by tracing an aerial image of the neighborhood surrounding Cedar Key School on translucent paper and discussed the differences between our maps and the aerial image.

Weeks 5 and 6. Envisioning the future of Cedar Key Graphics help people communicate and envision responses to future coastal change. Campers learned ways to communicate their ideas through visual media and how public art can be used to share ideas with a community.

Activities Campers walked around a nearby neighborhood and took pictures of things they value and would want to protect if they were threatened. They then drew pictures of their ideas of how to protect these things. The second activity was a public art project where campers made a “wooden quilt” that shared their visions of Cedar Key as the coast changes.

ABOUT THIS PROJECT

This project is funded by Florida Sea Grant and led by faculty from the University of Florida’s College of Design, Construction, and Planning. Intended users of the information and planning tools generated by this project include public officials, planners, residents in Levy County and the Big Bend region, and other rural coastal communities that may be affected by future coastal change.

For More Information

Visit our website at

<http://ChangingLevyCoast.org>

For questions about the project, please contact Kathryn Frank from the University of Florida’s College of Design, Construction, and Planning. kifrank@ufl.edu



TIPS FOR SUCCESS

Throughout the Cedar Key summer program experience, there were many lessons learned and observations made.

- **It was important to discuss future change in a positive and empowering manner.** The prospect of change can be frightening to a child, so discussions stressed how slow coastal change occurs and how responses to these changes can be managed with careful planning. Lesson leaders used a narrative that normalized change by stressing the area’s history and change and adaptation.
- **Flexibility, simplicity, and fun were critical.** Simple lessons, with active and engaging content, were the most successful in keeping the attention of participants. Participants varied from day to day, which required flexibility.
- **Be diverse in the types of activities administered.** Many of our activities were heavy on drawing, which may have limited the participation of children who do not like to draw.
- **Have help.** The city staff camp directors were essential for logistical coordination and reinforcing good behavior.



Top: A camper stands in front of the “wooden quilts” from the public art activity. Left: Campers show off their maps as others finish. Bottom: Box city buildings demonstrating response to rising seas.

