



Workshop Outlines

Please note, workshops are limited. You must indicate your session preferences when you register for the conference and we will endeavour to accommodate your first preference.

Your registration confirmation letter will advise what sessions have been allocated to you.

Monday 26 November

Workshop 2C

1.30pm – 3.00pm

'Macroinvertebrate Ecology Interpretation – Big Brother is Watching!'

John Hawking and Lyn Smith, Murray Darling Freshwater Research Centre (VIC)

Description

John Hawking will provide training and advice to Waterwatch coordinators and staff to improve their ability to engage with their audiences. John Hawking will be asked to use his reality TV show analogies to demonstrate how macro-invertebrate ecology can be made relevant and interesting.

Abstract

The secret life of aquatic invertebrates is amazing – where and how they live, dine and interact could be the stuff of a reality TV show! Looking at invertebrates and their sensitivities to waterway health is one engagement tool, but being able to communicate their ecology in an exhilarating and appealing way should be a key skill of any Waterwatch Coordinator.

This presentation will provide a different spin on traditional freshwater ecology, and provide Coordinators with a juicy insight into aquatic invertebrate lifestyles and interactions

Workshop 2D

1.30pm – 3.00pm

And repeated 3.30pm – 5.00pm

'Designing Community Based monitoring with statistical rigour'

Patrick O'Connor, O'Connor NRM (SA)

Description

Dr O'Connor will provide a session to improve attendees' ability to apply statistical rigour to data collection for improved efficiency, reliability and confidence in bio-physical monitoring activities. Attendees will be trained in principles of scientific design techniques that begin with identifying the purpose of their activities by asking "why are we monitoring". The session aims to empower attendees with the ability to plan and conduct statistically rigorous and meaningful monitoring activities.

Abstract

Based on tools developed for SA Murray Darling NRM – "Community Based Monitoring Framework for NRM in the SA Murray Darling Basin".

Patrick will focus on building confidence for decision making through statistical rigour in data collection, both in terms of quality assurance and designing water quality (and other observational parameters) monitoring programs that will provide reliable information at high efficiency.

Sampling and testing strategies that start with the question 'why are we monitoring' will be workshoped.

Session participants will gain an understanding of the statistical bases of monitoring programs and data confidence planning, the use of control charts for checking quality assurance, and the principles of sample size estimation.

Monday 26 November cont.

Workshop 2E

1.30pm – 3.00pm

And repeated 3.30pm – 5.00pm

'Designing a National Waterwatch 'tool-kit'

Don Thomson, National Waterwatch Facilitator

Description

To be confirmed

Abstract

To be confirmed

Workshop 3C

3.30pm – 5.00pm

'Introduction to invertebrate taxonomy'

John Hawking and Lyn Smith, Murray Darling

Freshwater Research Centre (VIC)

Description

John Hawking will provide a session to outline the basics of invertebrate taxonomy and introduce attendees to the major Order groupings of invertebrates in Australian waterways. The training will address some of the anxieties and trepidation held by Waterwatchers to demystify taxonomy and identification keys.

The objective of the workshop is to relieve the trepidation of delegates with minimal background knowledge of invertebrate taxonomy and empower them with the confidence and ability to use identification keys.

Abstract

For a non-scientist, taxonomy and identification keys have many scary elements – big words, hierarchies and wrong turns! But taxonomy exists in any field guide for invertebrates so an understanding of some common concepts will help you get past any trepidation!

This session will cover the basics of invertebrate taxonomy and introduce attendees to the major Order groupings of invertebrates in Australian waterways. Delegates with minimal background knowledge of invertebrate taxonomy should certainly attend this workshop if they wish to attend the online Bug Guide workshop.

Tuesday 27 November

Workshop 4C

9.00am – 12.00pm

And repeated 1.00pm – 4.30pm

'How can Waterwatch contribute to regional NRM monitoring, evaluation, reporting and improvement (MERI)?'

Jess Dart, Clear Horizons (VIC)

Description

Jess Dart will present a session on the monitoring, evaluation, reporting and improvement (MERI) frameworks being introduced by the Australian Government for natural resource management programmes. Jess will explain the need for monitoring, evaluation and reporting in the context of accountability for public funding and as a way of clearly articulating and demonstrating the value of Waterwatch activities to its stakeholders.

Jess may use 'Most Significant Change' and 'Program Logic' models to empower attendees with the ability to demonstrate and articulate the value their Waterwatch activities (including biophysical monitoring, facilitating attitudinal and behavioural change and building the capacity of stakeholders to contribute to local, regional and national outcomes to sustainable management of natural resources).

Participants this session will gain :

- An understanding of the purpose, scope, uses and logic of the methods that underpin MERI.
- An understanding of how Waterwatch can use MERI principles to demonstrate its value.
- An improved ability to incorporate monitoring and evaluation and improvement processes into the design and management of their own activities.

Abstract

Regional NRM bodies around Australia, and the Australian Government, are starting to introduce new monitoring, evaluation, reporting and improvement (MERI) frameworks and methods based on some of Jess Dart's methods, including 'Most Significant Change' (MSC) and 'Program Logic'.

These workshops will help Waterwatch coordinators, program managers and others

associated with Waterwatch at all levels to understand how Waterwatch can contribute to these regional and national MERI efforts from both a biophysical (e.g. water quality) and social (e.g. attitudinal and behavioural change, capacity building).

Participants will gain from this session:

- An understanding of the scope, uses and logic of the methods that underpin MERI.
- An understanding of how Waterwatch can contribute to regional and national MERI.
- Help participants to think about how they can design their own MERI frameworks to help them design and manage their own programs.

Workshop 4D

9.00am – 10.00am

And repeated 10.30am – 12.00pm

'Online Bug Guide – identification support on the web'

John Hawking and Lyn Smith, Murray Darling Freshwater Research Centre (VIC)

Description

John Hawking and Lyn Smith will present a session on the online interactive aquatic macro-invertebrate identification guide (Bug Guide) developed by the Murray-Darling Freshwater Research Centre (www.mdfrc.org.au/bugguide).

The session would ideally be presented in laboratory, if available, where attendees are able to use the Bug Guide to identify sample specimens.

Abstract

The Murray Darling Freshwater Research Centre, with the support of State and Federal investors, has developed an online interactive guide with colour digital imagery to assist in the identification of aquatic invertebrates. The guide offers identification and ecology support and information for order and family level identification of aquatic invertebrates.

This workshop session will introduce participants to the bug guide and allow users to ask questions of the team that developed the resource. www.mdfrc.org.au/bugguide

Tuesday 27 November cont

Workshop 4E

9.00am – 10.00am

'Effectively Engaging Traditional Owners and Indigenous People'

Joann Schirmer and Louise Willie, FNQ NRM / Terrain (QLD)

Description

A 'fierce conversation' using Community Based Training technique in formulating a best practice pathway by working directly with the experience/s of each participant.

Abstract

Fierce Conversations is a concept with several facets, but mainly it's about the principles and practice of courageous, transformative dialogue. Well, we're not going to get in to professional development on effective dialogue.....But we are going to openly and honestly explore the challenges and impetus for seeking to work closely with Traditional Owners and other Aboriginal and Torres Strait Islander people. We're going to confront – with courage, confidence, and care – some of the tough issues about engaging with Indigenous peoples. We may have to handle strong emotions – your own as well as others.

Above all we're going to work with your experiences and identify ways of engaging that have worked for you (and us). We're then going to work all participants' insights – the individual wisdoms about best practice – into a collective practical framework. A methodology that you can use to further your relationships with TOs and others on the ground, in working groups and committees, in priority setting and in policy situations.

We don't guarantee that you're going to have immediate breakthrough partnerships. But, as a result of the honest and open conversation, we aim to add inspiration and practical direction to building visions that become reality – reaching out to incorporate Traditional Owners' and Indigenous peoples' knowledge and practice and responsibility in caring for

country into community, program and policy makers' efforts to effect healthy environments on-the-ground.

Joann and Louise work with 5 NRM bodies and stakeholders in Queensland towards effecting the 18 Indigenous commitments in the Great Barrier Reef (GBR) Water Quality Protection Plan. The Queensland MurrieNetwork proposal was endorsed by the Joint Queensland / Australian Government NRM Steering Committee (JSC) and is hosted through FNQ and Fitzroy Basin NRMs and Balkanu Aboriginal Corporation.

The GBR Plan explicitly recognises the importance of engagement of traditional owners and Indigenous communities in water quality and wetlands management to Indigenous aspirations of 'protection and healing of country and culture'. The GBR Indigenous Water Quality and Wetlands Management Project aims to address such engagement through developing a Framework and generic set of 'Cultural Indicators' for use within the GBR catchment, and funding two Indigenous facilitators to enable Indigenous involvement in water quality and wetlands programs and activities across the GBR catchment (Louise and Joann).

Four prongs of increased Aboriginal involvement are identified:

- a. in implementing the strategies and actions identified in the Reef Water Quality Protection Plan (the Reef Plan) and the GBR Wetlands Programmes (GBRWP)
 - b. in implementing water quality actions set out in the Aboriginal Cultural and Natural Resource Management Plans, and
 - c. in regional NRM processes particularly in delivering water quality programs
- as well as cultural awareness about such Indigenous considerations across all stakeholders.

Tuesday 27 November cont

Workshop 5E

10.30am – 12.00pm

'Developing a national Monitoring, Evaluation, Reporting and Improvement Framework for Waterwatch'

Don Thompson,
National Waterwatch Facilitator

Description

To be confirmed

Abstract

To be confirmed

Workshop 6D

1.00pm – 2.30pm

'Aquatic Weed Identification and Management - Skills and Knowledge Training'

Andrew Petroeschvesky and Fiona McPherson, Department of Primary Industry (NSW)

Description

Dr Petroeschvesky will give a presentation to identify how Waterwatch can play a role in the management of aquatic weeds of national significance. Mr Petroeschvesky will discuss the characteristics used to identify weeds and their vectors.

Abstract

Aquatic weeds are an actual or potential threat to many environmental, social and economic values and uses of Australian waterways. This workshop will introduce delegates to aquatic weeds that are of national and/or particular significance. Identification characteristics and vectors of aquatic weeds will be discussed, as well as how Waterwatch can assist the management of this threat to your waterway

Tuesday 27 November cont

Workshop 6E

1.00pm – 2.30pm

And repeated 3.00pm – 4.30pm

'Managing Waterwatch data – a national perspective'

Don Thompson,

National Waterwatch Facilitator

Description

To be confirmed

Abstract

To be confirmed

Workshop 7B

3.00pm – 4.30pm

'Completing more of the picture; assessing the Benthic Macro-Algae'

Stephen Skinner, Southern ACT Catchment Group (ACT)

Abstract

As more and more information is gathered about freshwater macroalgae, and the importance of the 'bath-tub ring' in creeks and rivers is acknowledged we need to look towards the inclusion of these organisms in Waterwatch data. We obviously need to find a useful, non-microscopic, way of using the algae, so often streaming from the riffles or growing on and with the aquatic vegetation in our waterways, as indicators to complement the RARC and Macro-invertebrate assessments we do now. I will propose a trial scheme to gather the information so that an assessment of them can be validly constructed and then tested before implementation into the standard skills our volunteers can use.

Wednesday 28 November

Workshop 8C

9.30am – 10.30am

'Latest Climate Change Science
and Implications for Aquatic Systems'
Dr Gina Newton

Description

To be confirmed

Abstract

To be confirmed

Workshop 8D

9.30am – 10.30am

'Water Quality, Productivity and Salinity –
Action learning tools for best practice in
agriculture for production and for the
environment'

Paul Webb, Queensland Murray Darling
Committee (QLD)

Co-authors: Kate Reilly, Melissa Cundy,
Meagan Purvis, Rebecca Burnett, Joanne
Knott.

Abstract:

Regional bodies in Queensland are using a range of processes and tools aimed at promoting community based natural resource management. The Queensland Murray Darling Committee (QMDC) has developed Sub-catchment planning (SCP) as a process for supporting productive and responsible Natural resource management. SCP links the aspirational targets identified by the community in the Natural Resource Management Plan with on ground activities. This process has enabled QMDC to establish a large footprint in the catchment. Servicing the variety of needs identified by the groups has prompted the application of action learning as a part of the process.

Some simple action learning activities have been used to assist with information exchange. Cover, erosion, water quality, infiltration and deep drainage are discussed during these activities with equipment including lunch boxes and paint trays. Drink bottles and table salt are also used to demystify landscape salinity. Activities, or action learning tools, link productivity and natural resource management issues in simple terms. They also highlight links between land use, water, vegetation and productivity. The tools are in no way comprehensive but they have helped to build a framework for ongoing productive integration of natural resource management stakeholders and themes.

These simple tools can be adapted onsite to suit specific interest or time constraints. They have been delivered with moderate success on kitchen tables, town halls and in the paddock. Beneficiaries have included the young and the not so young, school of hard knocks and PhD graduates, and various NRM agencies' staff. Even those who "knew that" have commented that the perspectives and productivity links are enlightening and beneficial.

Wednesday 28 November cont

Workshop 8E

9.30am – 10.30am

'Ollies' Island – Looking at where stuff comes from, how we use it and how this affects our world'

Jane Stewart, Sustain Ability International Pty Ltd

For most of human history people have lived harmoniously with their local environments, only taking what they needed to sustain their daily lives. However, as the world's population grew more and more goods were needed to feed, clothe and shelter more and more people.

In Australia, government and industry understand the great importance of caring for our natural resource base and have been working together to implement sustainable production technologies for many years. However, government and industry are not the only sectors of the community responsible for sustainable development. The way that goods and services are produced can be greatly influenced by consumer demand. Australians are afforded a great deal of choice in deciding what to consume and, more importantly, when and what *not* to consume. For this reason, every Australian has a powerful influence on patterns of both production and consumption.

We are continually making choices about the things we consume – but how many of these choices are actually informed decisions made with the real consequences of those choices born in mind? Many people today are disconnected from the ecological and social

consequences of their consumption, and are often ill-equipped to make 'better' choices.

Ollie's Island is a new state of the art education program that gives users an interactive opportunity to explore a range of issues associated with chains of production and consumption across all major industries in Australia. It explores the complex and interconnected issues of production, processing, transportation, distribution and disposal across all industries and how they combine together to give us the products and services we consume each day. It also re-connects the user with the impacts of their consumption and helps them develop the values, skills and knowledge to make better, more informed consumption choices.

Ollie's Island contains an extensive water pathway that includes a Water Unit of Work for Educators, a variety of challenging activities, reference information, photos and videos and a series of case studies. This thematic pathway was created with the help of the Australian Water Association and key water educators from across Australia. Ollie's Island is directed towards middle year students and takes the form of a CD ROM with more than 50 hours of interactive education. It is also supported by an associated website. Ollie's Island is supported by a unique group of Australian government and industry organisations who have worked with the developers of the program to guarantee that its content is in line with current industry practices and issues. For more information about the program go to www.olliesworld.com/island

Wednesday 28 November cont

Workshop 9C

11.00am – 12.30pm

'A Bug's Life: Bug Trumps – a new series of game cards to assist in teaching and understanding aquatic macroinvertebrates'

Steve Walker, Waterwatch Central Adelaide (SA)

Abstract

The basic "A Bug's Life: Bug Trumps" game is similar to the traditional "Top Trumps" card game and is played in basically the same way. In addition, a number of extra activities have been provided that also use the cards to extend the students' learning experience about characteristics, behaviours and ecology of macroinvertebrates. We also greatly encourage teachers and students to develop their own games using the cards and other materials provided in the pack.

The cards are intended to develop student's interest in the environment, but they are not a substitute for taking students out of the classroom to investigate local ecosystems. Recognising the features of macroinvertebrates is an important skill to assist students with identification and using this game as a primer before taking a class to a local pond or stream will develop a familiarity with the names and features of some macroinvertebrates and improve identification in the field.

In addition to the original Bug Trumps cards, two other packs have been developed in the series:

The "A Bug's Life: Life Cycle" pack is designed to help early to middle years students learn about the life cycles of the freshwater snail, damselfly, mosquito and water mite, which are commonly found in local freshwater streams and ponds. There are 4 life cycle stage cards for each kind of animal from the egg to adult stage.

The "A Bug's Life: Junior" pack is designed to help early and primary years students become familiar with 12 of the most common macroinvertebrates found in local wetlands, creeks, dams or rivers.

Three classic card games (go fish, snap and memory) have been adapted for use with the cards, and instructions of how to play are included in the packs. Suggestions for other classroom activities are also provided to assist student learning about macroinvertebrates from local environments

Aquatic macroinvertebrates have many weird and amazing features that help them survive in their watery homes, enabling scientists to use these features to organise them into groups. This series of card games helps students to identify features of macroinvertebrates, explore how different features assist survival in an aquatic environment and develop systems to classify them.

This session will describe the development of the card games and discuss teacher feedback about using the cards.

Wednesday 28 November cont

Workshop 9D

11.00am – 12.30pm

And repeated 3.30pm – 5.00pm

'Land & Water Australia's Riparian Lands and Land Water Wool Programs – how can the outcomes of these programs inform Waterwatch programs?'

Siwan Lovett, Land & Water Australia (AG)

Description

Dr Lovett will deliver a presentation on Land and Water Australia's Riparian Lands and Land Water Wool Programs. The presentation will outline the programs' key outcomes, the range of tools and resources available, and empower participants with an understanding of the value of the programs to Waterwatch activities.

Participants are expected to gain an understanding of the resources, tools and methods emerging from LWA's Riparian Lands and Land Water Wool Programs and how they can be used in their own work.

Abstract

Land & Water Australia's Riparian Lands and Land Water Wool Programs – how can the outcomes of these programs inform Waterwatch programs? What can Waterwatch coordinators learn from this research to help them in their work with communities.

The Riparian Lands R&D Program has left a legacy of research outcomes across a range of key riparian lands management issues and has included specific research on biophysical, economic and social aspects. The Land Water Wool Program is an industry-specific program that drew upon the outcomes of the Riparian Lands Program and other research to develop packages of guidelines and practical information to help wool producers put research into practice. As program coordinator for the Riparian Lands R&D program and a key player in the Land Water Wool program, Siwan is well qualified to present the key outcomes of these programs, outline the range of tools and resources available, and help workshop participants understand how the outcomes of these two programs can help Waterwatch program delivery.

Objectives: Participants will gain from this session an understanding of the resources, tools and methods emerging from LWA's Riparian Lands and Land Water Wool Programs and how they can be used in their own work

Workshop 9E

11.00am – 12.30pm

'Writing curriculum-based education resources for Waterwatch programs'

Angela Colliver, Department Environment & Water Resources (AG)

Description

Angela Colliver will deliver a workshop to explain how standard frameworks and principles can be used to define appropriate target groups and prepare curriculum-linked resources.

Objectives: Participants will gain from this session:

- An understanding of principles of developing curriculum-based resource material.
- An ability to prepare Curriculum materials more efficiently and effectively.

Abstract

The aim of the workshop is to support Waterwatch facilitators develop innovative curriculum resources that support Waterwatch and the Australian Sustainable Schools Initiative (AuSSI) and the principles and characteristics of effective teaching and learning approaches as described in the National Environmental Education Statement for Schools (NEES). (Copies of the NEES will be supplied).

At the end of the workshop Waterwatch facilitators will take away resources that can be used when working with schools to enable teachers to see a real life context for choosing to integrate Waterwatch activities into their class programs.

Wednesday 28 November cont

Workshop 10C

1.30pm – 3.00pm

'Camels, sedges and waterpennies; Foundational Wetland management and science in Central Australia'

Peter Barker, Greening Australia (NT)

Abstract

Imagine travelling through the desert following a route that many of your ancestors had always followed, you stop at all the places where water is found, to quench your thirst, to remember and honour the story of how that site came about and to make sure the place is strong..... only this time you are pushing through the ti-tree and you disturb 10 enormous creatures congregating before you. Camels are running off through the scrub, you look over to the site of their congregation and there sits a green puddle less than a foot deep, silted up with camel crap everywhere, you look closer and you discover camel remains stuck in the silted remnants of the spring and there is no vegetation except the ti-tree and some wilted prickly annuals for a hundred metres. You know the story of the place, you remember the cool drinks of plentiful spring water you used to drink, but this is not that place of your youth- this is not strong, it is weak.

This is so often what I hear from Traditional Owners when visiting Central Australian wetlands.

Water For Life provides the scientific tools to assist people on country (Traditional owners and Pastoralists) to evaluate the health of these systems and provide management options to improve or at least stabilise them. Just like health workers need to make some basic observations of the patient to understand what is going on in order to then treat them, we do this for water places in Central Australia. The most difficult element of this work is lacking some of the basic foundational knowledge about these systems. Water for Life in collaboration with Parks and Wildlife Service (the Department of Natural Resources and the Arts) has developed a basic monitoring methodology that has enabled us to have the diagnostic tools to begin to understand some of these complex systems. This presentation looks at the science and the management tools we are using in Central Australia. I will also tell some of the stories of working in water places of great cultural and biological significance.

Workshop 10D

1.30pm – 3.00pm

'Ribbons of Blue - In and Out of the Classroom. The West Australian 2007 Teacher Resource Kit'

Bev Stevens, Department of Environment & Conservation (WA)

Abstract

The Teacher Resource Kit was developed over the past 18 months and is planned for launch on Environment Day, June 5th, 2007.

It has been produced as a resource for both teachers and the regional coordinators who deliver the program.

The Teacher Resource Kit is organised to be regional specific, with chapter 2 being "Your Patch" and relating to the region the school is in.

Chapters 3 – 11, contain lessons on such topics as Catchments, Water Quality, Macroinvertebrates, Stormwater, Groundwater and Salinity.

Each lesson is linked to the WA Curriculum Frameworks, with specific outcomes shown. Each chapter also has at least one Assessment task and associated rubric.

In professional development sessions with teachers, the planning materials, planning matrixes, and suggested lesson sequences included in chapter 1 are presented to enable teachers to plan an integrated Ribbons of Blue/ Waterwatch teaching and learning programme.

Wednesday 28 November cont

Workshop 10E

1.30pm – 3.00pm

'Simply Stimulating!'

Jeanie Clark, Wimmera Waterwatch VIC

Description

- a **workshop** for those involved in education in schools especially primary e.g. coordinators, facilitators, and teachers.
- Participants should come expecting to be involved in simulations, and are invited to bring ideas of their own to share in the discussion time.
- Maximum number of participants 25.

Workshop Aims:

- Share simulations and demonstrations that we have developed for our Wimmera schools
- Share other simulations and demonstrations from participants
- Stimulate participants to look for inexpensive interactive ways to convey concepts or information

Simulations and demonstrations help engage participants in learning- especially if the participants are directly involved in their presentation! They are also fun to do!

In this workshop, we will share some simulations and demonstrations that have been created and used in response to school needs. They cover drought (Water Fractions), water saving behaviours, catchment knowledge (eg Catchment Jigsaw), global water, water cycle, salinity (eg CSI: Catchment Salinity Investigations, barley grown in different salinities) and water life themes (Web of Water Life). They vary from 5 minutes to half and hour. Some have been and can be modified for new needs, and at any time, discussion during or after their presentation may make them adaptable to different ages or purposes than their original design.

When creating these simulations and demonstrations, as we work from home, we mainly use materials that are relatively easy to transport and store, or even reusable from /for other purposes!

Participants will also be invited to share simulations and demonstrations that they have found useful.

Workshop 11C

3.30pm – 5.00pm

'Stream education and action in Waitakere City' and 'Guardians of the Mauri - using multimedia to help protect streams'

Ruby Jones & Sue Langton, Waitakere City Council/Wai Care Waitakere (NZ)

Abstract

Increasingly in the Waitakere area, a wide range of individuals, environmental education and action

groups are actively involved in monitoring and looking after their local streams, supported, resourced and encouraged by Waitakere City Council.

With environmental sustainability as the overarching concept, there are social, cultural and individual partnerships that are a key part of the environmental outcome. Adult and school-based environmental education and engagement are now an integral part of Council's Integrated Catchment Management Plans and provide a very real link between resource management and community behaviour change.

Waitakere City Council runs a number of environmental education programmes, aimed at a range of audiences. Teacher professional development has been very successful as it is an opportunity to up-skill teachers in their knowledge of stream ecology and to outline the resources available to them. Many teachers subsequently begin their own programmes at their schools. This, in turn, helps the Waitakere community to choose behaviours that reduce stormwater pollution and to be advocates for stream life.

Expert knowledge with a flow of information from scientists, through the community, towards action on the ground, has been critical to the success of these programmes by giving teachers and community groups more confidence to take on environmental projects.

Wai Care is a regional initiative supported by individual councils. Schools and community groups are provided with resources and expert help to monitor their local streams and plan action projects to improve them. The principle is to allow groups to have ownership of flexible programmes, to help achieve the specific goals.

In the same way that Waitakere City Council sponsors and supports Wai Care, it enters into partnerships with other groups on a project-by-project basis. Recently Waitakere City Council supported a Department of Conservation-led project called 'Alien Aquatic Invasion' that involved a high-energy dramatic performance provided by students. This tour to Waitakere schools has been very successful in promoting the "Stop the spread" message in relation to the threat posed to our streams by pest fish.

This presentation will show that these varied partnerships are of real benefit in that they provide many different ways for people to engage in stream protection behaviours in support of resource management objectives. In addition there are social, cultural and individual benefits to the community.