

# AQUATIC INVADERS

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## Program Text GREAT LAKES

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The following is designed to serve as an example of a story line for the Aquatic Invaders program as it is conducted in the Great Lakes region. Please take time to become familiar with species of concern in your region by browsing through the Aquatic Invaders CD-ROM. Feel free to adapt the story to reflect invasive species and pathways of introduction and spread for your area. Coastal facilities that focus on marine environments may treat the 'lake' and 'pond' as a harbor or estuary.

**EDUCATOR:** How many people here today are from the Great Lakes region? Do you live here, or visit here because you enjoy the beaches, lakes, streams, rivers or other outside places? If you like being outdoors in this region, you may be interested to know that these places are changing.

I want to tell you a story, and I'll need the help of some volunteers to help you understand how our outdoor places are changing and what that means to us.

*Select 6 volunteers from the audience.*

**EDUCATOR:** Each of our volunteers represents a native species in the Great Lakes. Who can name some native Great Lakes plants and animals that live in the water or in wetland areas?

*Place a blue 'N' around the neck of each volunteer. Introduce them as you place the letters.*

**EDUCATOR:** Each empty chair represents a niche, or home, for our native species. There are six niches and six species. Is everyone familiar with musical chairs? When I begin the music, our volunteers will begin the game. There is no need to rush, since we know there is a niche for everyone.

*Make sure to emphasize NO RUNNING or PUSHING. Start track two on Biodiversity & Billy B., the Biodiversity song. Stop the music when you are ready for the volunteers to sit.*

**EDUCATOR:** While our native species get comfortable in their niches, let me tell you about the lake where they live. It is near my house. It's a beautiful lake, where I love to go to swim and fish. (*Point to the banner and talk about the different fishes, dragonflies, and frogs.*) In fact I like fish so much I have a home aquarium. How many of you have a home aquarium?

If you own an aquarium you know how much work it can be to keep it clean and feed the fish. I decided the last time I went on vacation that it was too much trouble to ask someone else to care for my aquarium. I thought it would be a great idea to release my goldfish, and the very cool plants -- like Brazilian elodea -- from my aquarium into the lake. That way I could still visit my fish!

*Hold up your 'aquarium' and remove a goldfish and some water plants and set them aside. Ask for two more volunteers from the audience. Introduce the volunteers when they arrive and hang a red 'I' around each of them. Explain that one person represents the introduced goldfish and one represents the introduced plants. 'I' stands for introduced. Have the six 'N's stand with the two new 'I's and explain there will be another round of musical chairs. There is still the same amount of habitat available, but new species have been introduced. NO PUSHING or RUNNING! Start the music and complete another round.*

**IF BOTH OF THE VOLUNTEERS WITHOUT A CHAIR ARE AN 'N,' SKIP TO '\*'.**

**IF ONE OR BOTH OF THE VOLUNTEERS WITHOUT A CHAIR IS AN 'I':**

**EDUCATOR:** It looks like the introduced species didn't find a niche. In reality many of these introduced species reproduce more quickly, can tolerate environmental extremes, and eat many different things. They have an advantage over native species, so we need to give them an advantage in this game. The 'I' gets to go to any 'N' in a chair and take its seat.

**\* The 'I' now represents an invasive species, because it is able to take over native habitat after being introduced.** The displaced 'N's can help us see how our pond is beginning to change by each removing a piece of habitat and standing to the side.

*Each displaced 'N' removes a section of the banner's top layer, thus exposing a section of the bottom layer to show the habitat has been changed.*

Now, I've so enjoyed the free time I have without the burden of caring for my aquarium that I've decided to also release my pet turtle, and the plants I keep with it. If I put it in my favorite lake, then I know my goldfish will be in good company!

*Select two more volunteers from the audience. Introduce the volunteers when they arrive and hang a red 'I' around each of them. Explain that one person represents the introduced turtle and one represents the introduced plants. Have the four 'N's and two 'I's stand with the two new 'I's and explain there will be another round of musical chairs. There is still the same amount of habitat available, but new species have been introduced. NO PUSHING or RUNNING! Start the music and complete another round.*

**EDUCATOR:** If there are any 'I's left standing guess what they get to do? Why? *(These new introduced species are invasive. If you haven't discussed the advantages invasive species have over native species, do so now.)* The displaced 'N's can help us see how our lake is changing by each removing a piece of habitat and standing to the side.

I've got so much free time now I get to go fishing more often. I seem to have a lot of luck using rusty crayfish for bait, especially when they are alive. I spent the day fishing in my lake, but didn't seem to be able to catch anything. I decided to release the crayfish into the lake in case my turtle or goldfish was hungry, then I took my boat over to a neighbor's pond to try my luck there. There were a lot of weeds stuck to my boat – I don't remember having that problem before. Another boater told me the weeds were called Eurasian watermilfoil, which spreads like wildfire covering the lake like dense mats. I should be really careful about not transporting them to another body of water.

*Select two more volunteers from the audience. Introduce the volunteers when they arrive and hang a red 'I' around each of them. Explain that one person represents the introduced crayfish and one represents the introduced plants from your pond to the neighbor's pond. Have the two 'N's and four 'I's stand with the two new 'I's and explain there will be another round of musical chairs. There is still the same amount of habitat available, but new species have been introduced. NO PUSHING or RUNNING! Start the music and complete another round.*

**EDUCATOR:** If there are any 'I's left standing guess what they get to do? Why? The displaced 'N's can help us see how our lake is changing by each removing a piece of habitat and standing to the side.

I went out to my lake today and noticed it had completely changed.

Why did it change? *Audience responses: YOU introduced new species!*

- *NEVER introduce plants or animals into the wild.*

What could I have done instead of putting my pets and plants into the pond?

*Audience responses: They may or may not recognize solutions here and can be prompted to:*

- *Check with local pet stores to take unwanted pets.*
- *Put water plants in a plastic bag and freeze, then discard them.*
- *Dispose of unused bait in the garbage.*
- *When possible use native plants and bait so you don't have this problem!*
- *Clean your boat and drain your bilge before moving your boat to a different body of water.*

**EDUCATOR:** Let's give our volunteers a round of applause and let them take a seat. *(Give volunteers bookmarks and/or stickers as they leave to reward them!)* The introduction of new species to native habitats is a threat to ecosystems worldwide.

No matter where you are from there are things you can do to be part of solving this problem. Please take one of these bookmarks with resources to inform you about introduced species that become invaders in your area. These 'invasive' species not only change the way your backyard wilderness looks, BUT ALSO they can impact your local economy and change your way of life.

Please take a moment to complete the evaluation cards and drop them by the door as you exit.

Thanks for coming – and help spread the word!

THE END