

Section 1: Introduction and Curriculum Planning

The *Turtle Watch* education kit links specifically to the Australian Curriculum. Section 1 includes matrix planning documents you may use to plan an integrated program of lessons. Lesson plans (PP-7) are found in the References (at the end of this section) and in other sections of the kit.

Why *Turtle Watch* in your Classroom?

1. The *Turtle Watch* environmental education program (K-7) links directly to the Australian Science Curriculum and integrates the three cross curriculum priorities and general capabilities. See information below.
2. The overarching objective of the program is to provide a range of learning experiences that will develop the attitudes, knowledge and skills that lead to individual behaviours/actions that are supportive of sustainable life practices.

Specifically:

3. The program will provide opportunities to enhance attitudes towards the environment, particularly in relation to local turtle populations.
4. The program will provide opportunities to enhance knowledge about turtles:
 - Difference between turtles and tortoises;
 - Difference between and types of marine and freshwater turtles in Australia;
 - Biology and habitat needs of the Oblong Turtle in the wetlands of the Perth Metropolitan Area;
 - Indigenous perspectives of turtles;
 - Asian perspectives of turtles;
 - Keeping pet turtles.
5. The program will provide opportunities to take action/implement behaviours that support sustainable practices in relation to local turtle populations.

Curriculum Learning Areas:

Refer to separate folders:

- Freshwater Turtles by Learning Area (LA)
- Marine Turtles by Learning Area (LA)

in Section 1.

Science: Biological Sciences:

View: <http://www.australiancurriculum.edu.au/Science/Curriculum/F-10>

See the table below showing links with the Australian Curriculum in terms of Science Understandings:

F: Living things have basic needs, including food and water.

1: Living things have a variety of external features. Living things live in different places where their needs are met.

2: Living things grow change and have offspring similar to themselves.

- 3: Living things can be grouped on the basis of observable features and can be distinguished from non-living things.
- 4: Living things have life cycles. Living things depend on each other and the environment to survive.
- 5: Living things have structural features and adaptations that help them to survive in their environment.
- 6: The growth and survival of living things are affected by physical conditions in the environment.

Science Inquiry Skills:

The following Science Inquiry activities are suggested:

- Water quality – school based (frog habitat)/incursion/excursion investigations
- Soil investigations

Curriculum Integration

- English (Viewing, Reading & Writing)
- Mathematics
- The Arts (Visual Arts)
- Geography
- Science

* Tick Tags in Science Curriculum:

<http://www.australiancurriculum.edu.au/Science/Curriculum/F-10>

Cross Curriculum Priorities:

All three cross curriculum priorities may be addressed in the *Turtle Watch* program:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

* Tick Tags in Science Curriculum:

<http://www.australiancurriculum.edu.au/Science/Curriculum/F-10>

General Capabilities?:

The following General Capabilities are targeted and integrated into the *Turtle Watch* program:

- Literacy
- Numeracy
- Information and communication technology (ICT) competence
- Critical and creative thinking
- Ethical behaviour
- Intercultural understanding

* Tick Tags in Science Curriculum:

<http://www.australiancurriculum.edu.au/Science/Curriculum/F-10>

Critical and Creative Thinking:

- Concept mapping – pre and post (K-7). Contact Elaine Lewis for concept mapping support: Elaine.Lewis@det.wa.edu.au
- Venn diagram - students use a Venn diagram to demonstrate their comparison skills. Students list the similarities and differences between a turtle and a tortoise. This information could then be used to draw/list a suitable environment for each animal noting their specific needs. The older students could research this information themselves however the younger ones would need appropriate texts to extract the appropriate information.

* Tick Tags in Science Curriculum to see Work Samples:

<http://www.australiancurriculum.edu.au/Science/Curriculum/F-10>

Science Understandings and Science Inquiry Skills (SIS)

F: Living things have basic needs, including food and water.	1: Living things have a variety of external features. Living things live in different places where their needs are met.	2: Living things grow change and have offspring similar to themselves.	3: Living things can be grouped on the basis of observable features and can be distinguished from non-living things.	4: Living things have life cycles. Living things depend on each other and the environment to survive.	5: Living things have structural features and adaptations that help them to survive in their environment.	6: The growth and survival of living things are affected by physical conditions in the environment.
Assessments: Pre/post class concept maps Science rubric	Assessments: Pre/post concept maps Labelled model of external features Science rubric Viewing rubric Investigation rubric	Assessments: Pre/post concept maps Science rubric Viewing rubric Investigation rubric	Assessments: Pre/post concept maps Science rubric Viewing rubrics Investigation rubric	Assessments: Pre/post concept maps Venn Diagram Life cycle Science rubric Viewing rubric Investigation rubric	Assessments: Pre/post concept maps Venn Diagram Science rubric Viewing rubric Investigation rubric	Assessments: Pre/post concept maps Venn Diagram Science rubric Viewing rubrics Investigation rubric
		Wk 2 What is a turtle? Questioning & predicting Pre-concept map View Gary Tate DVD Model turtle parts - external Labelled diagram	Wk 2 What is a turtle? Questioning & predicting Pre-concept map View Gary Tate DVD Model turtle parts - external Labelled diagram	Wk 2 What is a turtle? Questioning & predicting Pre-concept map Venn Diagram View Gary Tate DVD Model turtle parts - external Labelled diagram	Wk 2 What is a turtle? Questioning & predicting Pre-concept map Venn Diagram View Gary Tate DVD Model turtle parts - external Labelled diagram	Wk 2 What is a turtle? Questioning & predicting Pre-concept map Venn Diagram View Gary Tate DVD Model turtle parts – internal & external Labelled diagrams
		Wk 3 What are turtle needs? Food, water & home (habitat) SIS: Water quality testing/excursion Herdsman Lake	Wk 3 What are turtle needs? Food, water & home (habitat) SIS: Water quality testing/excursion Herdsman Lake	Wk 3 What are turtle needs? Food, water & home (habitat) SIS: Water quality testing/excursion Herdsman Lake	Wk 3 What are turtle needs? Food, water & home (habitat) SIS: Water quality testing/excursion Herdsman Lake Thinking tool: structural features and adaptations that help them to survive in their environment	Wk 3 What are turtle needs? Food, water & home (habitat) SIS: Water quality testing/ excursion Herdsman Lake
Wk 4 What is a	Wk 4 What is a	Wk 4 What is the	Wk 4 What is the	Wk 4 What is the	Wk 4 What is the	Wk 4 What is the

<p>turtle? Questioning & predicting Pre class concept map (whole class) & drawings (scribed descriptions) Types – marine & freshwater Observe turtle parts Model turtle parts – external Model 3D Venn Diagram File rhymes & activities</p>	<p>turtle? External features – models & drawings</p>	<p>life cycle of the turtle? Role play/guest speaker Clay turtles Draw/label life cycle</p>	<p>life cycle of the turtle? Role play Clay turtles Draw/label life cycle</p>	<p>life cycle of the turtle? Role play Clay turtles Draw/label life cycle</p>	<p>life cycle of the turtle? Role play Clay turtles Draw/label life cycle</p>	<p>life cycle of the turtle? Role play Clay turtles Draw/label life cycle</p>
<p>Wk 5 Our Oblong Turtle View Gary Tate DVD Paper turtle jigsaw File rhymes & activities</p>	<p>Wk 5 Questioning & predicting Concept mapping using picture cards</p>	<p>Wk 5 Visual Arts & Viewing: View Joe Tonga videos Kuchling refs Clean environment – see marineWATERS website for Schools Clean Up Day (Fri 2 Mar) lesson</p>	<p>Wk 5 What are turtle threats? Urbanisation, predators & climate change ICT: Google maps - Perth metro area View Joe Tonga videos Action? – TW 1 & 2/student action in groups Clean environment – see marineWATERS website for Schools Clean Up Day (Fri 2 Mar) lesson</p>	<p>Wk 5 What are turtle threats? Urbanisation, predators & climate change Guest speaker – PhD student researcher ICT: Google maps – Perth metro area View Joe Tonga videos Action? – TW 1 & 2/student action in groups Clean environment – see marineWATERS website for Schools Clean Up Day (Fri 2 Mar) lesson</p>	<p>Wk 5 What are turtle threats? Urbanisation, predators & climate change PhD student researcher ICT: Google maps – Perth metro area View Joe Tonga videos Action? – TW 1 & 2/student action in groups Clean environment – see marineWATERS website for Schools Clean Up Day (Fri 2 Mar) lesson</p>	<p>Wk 5 What are turtle threats? Urbanisation, predators & climate change PhD student researcher ICT: Google maps – Perth metro area View Joe Tonga videos Action? – TW 1 & 2/student action in groups: <ul style="list-style-type: none"> ○ Habitat ○ Food pyramid ○ Indigenous perspective </p>

						<p>on freshwater turtles</p> <ul style="list-style-type: none"> ○ Freshwater turtles in Asia <p>Formats:</p> <ul style="list-style-type: none"> ○ Poem/song ○ Model/diorama ○ Venn Diagram ○ Poster ○ PowerPoint ○ Animation ○ Animato ○ Newspaper articles ○ Graphs ○ Video/photography
<p>Wk 6 What are turtle needs? Food, water & home (habitat)</p> <p>Clean environment – see marineWATERS website for Schools Clean Up Day (Fri 2 Mar) lesson</p>	<p>Wk 6 What is the life cycle of the turtle? Role play Sequence pictures Clay turtles</p>	<p>Wk 6 What are turtle threats? ICT: Urbanisation, predators & climate change Guest speaker Action? – TW 1 & 2/student action in groups:</p>	<p>Wk 6 Student projects SIS: Water drops Thinking tool: living & non-living things</p>	<p>Wk 6 Student projects SIS: Water drops Thinking tool: turtles depend on each other and the environment to survive</p>	<p>Wk 6 Student projects SIS: Water drops Thinking tool: turtles have structural features and adaptations that help them to survive in their environment</p>	<p>Wk 6 Student projects SIS: Water drops Thinking tool: growth and survival of turtles are affected by physical conditions in the environment</p>
<p>Wk 7 Incursion Macroinvertebrates water quality SIS Questioning & predicting/Conducting/Communicating: Responds to questions/explore, make observations</p>	<p>Wk 7 What are turtle threats? Urbanisation, predators & climate change Clean environment – see marineWATERS website impact of debris lesson</p>	<p>Wk 7 SIS: Water drops</p>	<p>Wk 7 Student projects</p>	<p>Wk 7 Student projects</p>	<p>Wk 7 Student projects</p>	<p>Wk 6 Student projects</p>

using the senses & draws observations.						
Wk 8 Questioning & predicting/ Conducting: Water drops expt (see Erica)	Wk 8 View Joe Tonga videos & discuss	Wk 8 Student Projects	Wk 8 Student projects	Wk 8 Student projects	Wk 8 Student projects	Wk 6 Student projects
Wk 9 What is the life cycle of the turtle? Role play Sequence pictures Playdough turtles	Wk 9 View Gary Tate turtle video & discuss. Action – student action/s to be taken.	Wk 9 Student Projects	Wk 9 Student presentations	Wk 9 Student presentations	Wk 9 Student presentations	Wk 9 Student presentations
Wk 10 What have we learnt? Post class concept map Science rubric Post drawings (scribed) & audio-tapes.	Wk 10 Post concept maps Science rubric Thinking tool: living & non-living things	Wk 10 Post concept maps Science rubric Action	Wk 10 Post concept maps Science rubric Action	Wk 10 Post concept maps Science rubric Action	Wk 10 Post concept maps Science rubric Action	Wk 10 Post concept maps Science rubric Action

K-2:*Curriculum focus: awareness of self and the local world*

Science understanding	living and non-living things needs, structures and growth of organisms
Science inquiry skills	explore, be curious and wonder ask questions and begin to investigate describe what has happened make and share observations use evidence to support ideas.
Science as a human endeavour	recognise aspects of science in everyday life identify work associated with science in the community care for the environment.

Unifying ideas for students in this age range are:

- *Exploration*: Investigation of objects and things around them as a precursor to more directed inquiry in later years.
- *Observation*: Using the senses to observe and gather information about the environment, looking for what is the same and what is different.
- *Order*: Observing similarities and differences and comparing, sorting and classifying to create an order that is more meaningful.
- *Change*: There are many changes that occur in the world. Changes occur in materials, the position of objects, and the growth cycles of plants and animals. Some of these changes are reversible, but many are not. These changes vary in their rate and their scale.
- *Questioning and speculating*: Questions and ideas about the world become increasingly purposeful; explanatory ideas are developed and tested through further exploration.

Yr 3-6:*Curriculum focus: recognising questions that can be investigated scientifically and investigating them*

Science understanding	structures and functions of living things life cycles of organisms living things and the environment
Science inquiry skills	identify questions and predictions for testing plan and conduct simple investigations observe, describe and measure collect, record and present data as tables, diagrams or descriptions analyse data, describe and explain

Science as a human endeavour	relationships discuss and compare results with predictions draw conclusions and communicate ideas and understandings. consider how science is used in work and leisure become aware of science-related careers recognise the effect of science and technology on our environment be aware of the historical nature of science ideas.
------------------------------	--

Building on the unifying ideas of exploration, observation, order, change, questioning and speculating, the unifying ideas of this age range are:

- *Patterns*: Through observation one can detect similarities among objects, living things and events. These similarities form patterns that underlie the idea of regular repetition. By identifying these patterns in nature, explanations can be developed about the reasons for them.
- *Systems*: The world is complex but can be understood by focusing on its smaller components. Understanding develops by examining these smaller components, or parts, and how they are related. Groups of parts that work together as a whole are commonly described as systems. There are also systems within systems, or subsystems. For example, an animal can be regarded as a system and within the animal there can be subsystems, such as the nervous system. There are many types of systems. Some examples are: a pond, a network, a particular machine, a school, the solar system.
- *Cause and effect*: An important aspect of science investigation is the study of relationships between different factors or variables. Cause and effect is an important kind of relationship. Examples of cause and effect questions are: If a plant dies, what are the factors that caused its death? If a person develops a skin rash, what has caused that rash?
- *Evidence and explanations*: Evidence is the driving force of science knowledge. From the data derived from observation, explanations about phenomena can be developed and tested. With new evidence, explanations may be refined or may change.

Cultural Depictions of Turtles:

“*See the turtle of enormous girth, On his back he holds the Earth.*”

Refer to ‘Freshwater Turtle Resources’/‘Intro Session’ document (in Section 1 folder) for summary of myths, legends and folklore about turtles.

References

ICT:

Google Maps e.g. Perth wetlands & impact of urbanisation

YouTube videos:

<http://www.youtube.com/watch?v=QApwa7NtmXI> (Literacy Early Childhood [EC])

<http://www.youtube.com/watch?v=og8kpgYowdI> (K-7)

<http://youtu.be/syxWgssIKL0> (Footage of a fox digging up hen's eggs at Herdsman Lake).

Google Gadget: [See "Turtles" on your Google homepage »](#)

IWB:

<http://www.prometheanplanet.com/en/Resources/Item/54886/pioneer-edition-turtle-travels> (Yr 3-7 program)

<http://www.teachertechnologies.com/2011/07/illuminations-turtle-pond/> (Maths: Space)

<http://www.roythezebra.com/reading-games-lesson-plans/lesson-plan-sentences-that-make-sense-2.html> (Reading)

CDs:

Beachcomber Interactive <http://www.fish.wa.gov.au/beachcombers-kit/beachcombing/>
esp re Beach Inspector, What is Sand, Debris Collection (good for Schools Clean Up Day in March).

Ocean Full of Plastic: Marine debris education resource for WA schools

<http://www.oceancare.org.au> Tangaroa Blue Ocean Care Society and Keep Australia Beautiful WA.

Web:

Turtle Lesson Plans:

<http://stepbystepcc.com/animals/turtle.html> (EC turtle theme)

<http://www.first-school.ws/activities/shapes/animals/turtle-craft.htm> (EC)

http://www.ehow.com/info_7917957_science-projects-turtles.html (Yr K-7 Science projects; includes ideas for educational activities e.g. turtle origami, potato turtle)

<http://www.seaturtleinc.org/teacherlessonplans.html> (types of turtles - comparisons)

<http://www.proteacher.com/110011.shtml> (Yr K-5)

<http://www.nationalgeographic.com/xpeditions/lessons/18/g35/ccleatherback.html> (Yr 3-5; marine)

<http://marinewaters.fish.wa.gov.au/resources/un-fantastic-plastic/> (Yr 3-7) For other marine resources see also the marineWATERS website:

<http://marinewaters.fish.wa.gov.au/> Re pollution:

<http://marinewaters.fish.wa.gov.au/filter/?filter-phase=Phase+of+Learning&filter-wa=WA+Curriculum&filter-aus=Australian+Curriculum&filter-topics=24>

<http://www.euroturtle.org/41a.htm> (Yr 1-7; marine)

http://www.costaricaturtles.org/costa_new_teachers.html (Yr K-7)

<http://www.princetonol.com/groups/iad/lessons/elem/Patti-sea.htm> (Yr 1-7; art)
<http://www.seaturtles.org/section.php?id=20> (Yr K-7)
<http://www.seaturtle.org/tracking/explorer/> (Yr 6 & 7; tracking)
<http://www.seaturtles.org/1352/classroom-resources.html> (Yr 6 & 7)
<http://www.ozprojects.edu.au/course/view.php?id=66> (Yr 6 & 7 conservation)

Online Games:

http://www.neaq.org/education_and_activities/games_and_activities/online_games/follow_the_turtle_trail.php (marine turtle; students follow baby loggerhead)
<http://intranet.pymblelc.nsw.edu.au/teachingresources/TheLearningFederation/DVD/showcase.html> (learning objects; *Make it Alive: flatback turtles*; feral animals affecting survival; once these marine turtles hatch from their nests, students help them to reach the safety of the ocean without being eaten by predators)

Freshwater Turtles

ARKive Images of Life on Earth (2012). <http://www.arkive.org/reptiles/>
Western swamp turtle: <http://www.arkive.org/western-swamp-turtle/pseudemydura-umbrina/>

Australian Freshwater Turtle Conservation and Research Association (2007). *Newsletter 1 June 2007*. Retrieved April 10, 2012, from http://www.aftcra.org.au/userfiles/file/pdf_files/AFTCRA%20Inc_%20Newsletters/AFTCRA%20Newsletter1%20June%202007.pdf

Australian Freshwater Turtle Conservation and Research Association (2010). *Caring for Australian Freshwater Turtles in Captivity*. Retrieved April 10, 2012, from [http://www.aftcra.org.au/userfiles/file/pdf_files/caresheet2008\(2\).pdf](http://www.aftcra.org.au/userfiles/file/pdf_files/caresheet2008(2).pdf)

Australian Freshwater Turtle Conservation and Research Association (2012). *Home*. Retrieved April 10, 2012, from <http://www.aftcra.org.au/home.php>

Department of Environment and Conservation (2009). *No.37 Oblong turtle and exotic red-eared slider turtle*. Retrieved April 10, 2012, from http://www.dec.wa.gov.au/component?option=com_docman&Itemid,708/task,doc_download/gid,2825/

Department of Environment and Conservation (2009-2010). Turtle treasures. *Bushland News*, Issue 71 – Spring, p. 10. Retrieved April 12, 2012, from <http://www.dec.wa.gov.au/content/view/445/1629/>

Department of Environment and Conservation (2009-2010). Studying Turtles at Yellagonga. *Bushland News*, Issue 72 – Summer, p. 8. Retrieved April 12, 2012, from <http://www.dec.wa.gov.au/content/view/445/1629/>

Department of Environment and Conservation (2011). Turtle study at Yellagonga. *Bushland News*, Issue 77 – Autumn, p. 9. Retrieved April 12, 2012, from <http://www.dec.wa.gov.au/content/view/445/1629/>

Department of Environment and Conservation (2012). Have you seen a turtle? *Bushland News*, Issue 80 – Summer, p. 5. Retrieved April 12, 2012, from <http://www.dec.wa.gov.au/content/view/445/1629/>

Department of Environment and Conservation (2012). TurtleWatch. *Bushland News*, Issue 81 – Autumn, p. 5. Retrieved April 12, 2012, from <http://www.dec.wa.gov.au/content/view/445/1629/>

Department of Environment and Conservation (2012). Reptiles: long-necked tortoise 6/2,14; 6/4,8; 9/1,17; slider turtle, red-eared (feral) 8/3,15; slider turtle, yellow-bellied (feral) 10/3,12. *Western Wildlife*. Retrieved April 12, 2012, from http://www.dec.wa.gov.au/component/option.com_docman/task_cat_view/gid,527/dir,ASC/order,name/Itemid,2219/limit,5/limitstart,0/

Giles, J. (2002). The Oblong Turtle, *Western Wildlife*, 6 (4), p. 8. Retrieved April 12, 2012, from http://www.dec.wa.gov.au/component/option.com_docman/task_cat_view/gid,527/dir,ASC/order,name/Itemid,2219/limit,5/limitstart,25/

Greening Australia (2007). *Rockhampton to Reef – caring for the Fitzroy River*. Retrieved April 10, 2012, from <http://www.greeningaustralia.org.au/our-projects/water/rockhampton-to-reef-caring-for-the-fitzroy-river>

Latta, C. & Latta, G. (n.d.). *The Fitzroy River Turtle (Rheodytes leukops) - Another species under threat!* Retrieved April 10, 2012, from http://www.aftera.org.au/userfiles/file/pdf_files/publications/Fitzroy_River_Turtle_magazine_article2.pdf

Matiaska, J. (2005). *Oblong Turtle -- Chelodina oblonga*. Retrieved April 10, 2012, from http://www.carettochelys.com/chelodina/chelodina_oblonga_1.htm

Perth Zoo (2012). *Oblong turtle*. Retrieved April 12, 2012, from <http://www.perthzoo.wa.gov.au/?s=oblong+turtle>

Salleh, A. (2011). Turtle embryos tune in to heartbeats. *ABC Science*, Wednesday, 30 November 2011. Retrieved April 12, 2012, from <http://www.abc.net.au/science/articles/2011/11/30/3379045.htm>

DVD Oblong Turtle:

The Oblong or Long-necked turtle by Gary Tate.

To obtain DVD contact: Elaine.Lewis@det.wa.edu.au

A 7 minute presentation illustrating the life cycle of *Chelodina oblonga* with a combination of photographs and rare video of egg laying and underwater behaviour. Classical background music is used. Suitable for Viewing activity.

Journal Articles:

Lewis, E., Baudains, C. M., & Mansfield, C. (2008a, May). *Turtle Watch: Community contribution to environmental impact assessment*. Paper presented at the 28th Annual Conference of the International Association for Impact Assessment: The Art and Science of Impact Assessment, Perth, Australia.

Lewis, E., Mansfield, C., & Baudains, C. M. (2008b). Getting Down and Dirty: Values in Education for Sustainability. *Issues in Educational Research*, 18(2), 138-155.

Lewis, E., Mansfield, C., & Baudains, C. M. (2008c). Nestwatch Project: The Oblong Turtle. *Western Wildlife*, 12(3), 9.

Lewis, E., Baudains, C. M., & Mansfield, C. (2009). Engaging students in science: Turtle nestwatch. *Teaching Science: The Journal of the Australian Science Teachers Association*, 55(1), 50-53.

Lewis, E., Mansfield, C., & Baudains, C. M. (2010). Going on a turtle egg hunt and other adventures: Education for sustainability in early childhood. *Australian Journal of Early Childhood*, 35(4), online annex.

Books on Freshwater Turtles:

Bourgeois, P. (1991). *Hurry Up, Franklin*. Gosford, NSW: Scholastic Inc. (EC text from Franklin the Turtle series)

Cann, J. (2008). *A wild Australia guide: Freshwater turtles*. Archerfield, Queensland, Australia: Steve Parish Publishing.

Giles, J. (2001). *The impacts of roads on the population dynamics and ecology of the Oblong Turtle (Chelodina oblonga) at Blue Gum, Booragoon and Piney Lakes*. Unpublished Honours thesis, Murdoch University, WA.

Giles, J. (2005). *The underwater acoustic repertoire of the long-necked, freshwater turtle Chelodina oblonga*. Unpublished PhD thesis, Murdoch University, WA.

Kuchling, G. & G. (1995). *Yakkinn the Swamp Tortoise: The most dangerous year*. Flinders Park, S.A.: Era Publications.

Kuchling, G. & G. (1997). *Yakkinn the Swamp Tortoise: Survival*. Flinders Park, S.A.: Era Publications.

Mc Robbie, N. (2009). *Bip the snapping bungaroo*. Broome, W.A.: Magabala. (EC text)

Rabe, T. (2009). *Miles and Miles of Reptiles*. New York: Random House Books for Young Readers. (EC text)

Turtle Watch project:

<http://www.aaeewa.org.au/> Click on turtle picture at the bottom of the page; or...

<http://www.aaeewa.org.au/partnerships.html>

www.wildlifesurveillance.wordpress.com

<http://www.theaustralian.com.au/news/breaking-news/insane-fox-import-bid-in-farmers-environment-groups-crosshairs/story-fn3dxity-1226131105638> (threats)

Excelsior Primary School website for 'Turtle Warriors':

<http://www.excelsiorps.det.wa.edu.au/Turtle%20Warriors%20New/index.htm>

Includes some interesting information e.g. aboriginal name.

Behind the News:

http://search.abc.net.au/search/search.cgi?form=simple&num_ranks=20&collection=abca&query=turtles

Different Types of Australian Turtles:

<http://www.gondwananet.com/australian-animals-reptiles-turtles.html>

Australian Freshwater Turtles:

<http://www.australianfreshwaterturtles.com.au/>

<http://www.ozanimals.com/wildlife/Reptile/Freshwater-Turtles.html>

Care of Freshwater Turtles:

<http://www.australianfreshwaterturtles.com.au/>

http://www.davidvella.com.au/TurtleCare2pg_dvella.pdf

Western Swamp Tortoise:

<http://www.environment.gov.au/biodiversity/threatened/publications/wa2003.html>

<http://www.westernswamptortoise.com/about/about-the-western-swamp-tortoise>

<http://www.westernswamptortoise.com/>

Turtle Dreaming Project:

This project explores peace-building between people and the environment based on the snake-necked turtle living in polluted and drought affected Lake Alexandrina SA.

<http://www.ozprojects.edu.au/course/view.php?id=66>

Other Indigenous links:

Wayamba the Turtle: <http://www.didjshop.com/stories/wayamba.html>

Turtle, Goanna and Fish: <http://www.didjshop.com/stories/turtle.html>

Swan River is called "Derbal Yaragan", which means "brackish place of the turtle":

<http://www.creativespirits.info/ozwest/perth/swanriver.html>

Ludawei Long-necked Turtle Dreaming Story:

<http://www.nretas.nt.gov.au/national-parks-and-reserves/parks/windowwetlands/stories>

Water Bird and Turtle: <http://www.albury.net.au/~tim/chdoma7.htm>

Wayamba the Turtle: http://www.aboriginalaustralianart.com/dreamtime_art.php

Animals in WA schools:

<http://www.det.wa.edu.au/curriculumsupport/animalethics/detcms/portal/>

and

<http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/animals-in-schools.en?oid=au.edu.wa.det.cms.contenttypes.Policy-id-3906810>

N.B. For further information on research papers on turtles (e.g. Clay, B., 1981, on turtle breeding and other biological observations) and the water quality/soil documents mentioned below, email: Elaine.Lewis@bigpond.com

Water Quality:

- Chambers, J., Hosja, W., Begum, A., Mykytiuk, C., Hale, J. & Latchford, J. (2005). *Scum Book: A Guide to Common Algae and Aquatic Plants in Wetlands and Estuaries of South-Western Australia*. Perth: Murdoch University and Dept of Environment, WA.
- *Ribbons of Blue: In and Out of the Classroom: A Cross-Curricula Resources Kit of Activities, Information and Assessment Tasks for Primary Teachers*.
- *Ribbons of Blue: Indicator Aquatic Macroinvertebrates: An Identification Key for Students*.

Soils:

Soils Earth Science Kit from Scitech, WA – esp re soil investigations

Marine Turtles

Key references: <http://www.environment.gov.au/coasts/species/turtles/index.html>

ARKive Images of Life on Earth (2012). <http://www.arkive.org/reptiles/>
Hawksbill turtle: <http://www.arkive.org/hawksbill-turtle/eretmochelys-imbricata/>
Loggerhead turtle: <http://www.arkive.org/loggerhead-turtle/caretta-caretta/>
Leatherback turtle: <http://www.arkive.org/leatherback-turtle/dermochelys-coriacea/>
Olive Ridley turtle: <http://www.arkive.org/olive-ridley-turtle/lepidochelys-olivacea/>
Big-headed turtle: <http://www.arkive.org/big-headed-turtle/platysternon-megacephalum/>

Krinking, K. (2011). Sea Turtles. *Ranger Rick*, March 2011. Retrieved April 12, 2012, from <http://www.nwf.org/Kids/Ranger-Rick/Animals/Amphibians-and-Reptiles/Sea-Turtles.aspx>

Living Planet Magazine (2011). Hector's world is changing; Reef crisis; Tapping traditional wisdom. Spring 2011. Retrieved April 10, 2012, from <http://www.wwf.org.au/> and <http://www.wwf.org.au/indigenous>

Living Planet Magazine (2011). Tapping traditional wisdom. Spring 2011. Retrieved April 10, 2012, from <http://www.wwf.org.au/indigenous>

Sea Turtle Species. (2012). Retrieved April 12, 2012, from <http://au.ask.com/web?q=sea+turtles+species&qsrc=999&l=dis&siteid=7036&qenc=utf-8&ifr=1>

Sea Turtle Survival League (Caribbean Conservation Corporation) (n.d.). *Sea Turtle Migration-Tracking & Coastal Habitat Education Program – An Educator's Guide*. Retrieved April 12, 2012, from <http://www.ioseaturtles.org/Education/seaturtlebooklet.pdf>

Secretariat of the Pacific Regional Environment Programme (2006). *Pacific Sea Turtle Education Kit*. Retrieved April 12, 2012, from http://www.sprep.org/att/publication/000547_SeaTurtleKitWeb.pdf

Turtle Dreaming Project:

This project explores peace-building between people and the environment based on the snake-necked turtle living in polluted and drought affected Lake Alexandrina SA.

<http://www.ozprojects.edu.au/course/view.php?id=66>

Soils:

Beachcomber Interactive <http://www.fish.wa.gov.au/beachcombers-kit/beachcombing/>
esp re What is Sand

Soils Earth Science Kit from Scitech, WA – esp re soil investigations

Books:

Marine Turtles for Early Childhood:

Johnson, R & Parish, S. (2002). *Turtle Tricks*. Archerfield, Queensland, Australia: Steve Parish Publishing.

McGuinness, E. J. (2009). *Baby turtle tale*. Denver, Col.: Accord.

Pohl, K. (2007). *Sea turtles*. Milwaukee, WI: Weekly Readers Early learning Library.

Rao, L. (2009). *Diego and the sea turtles*. Bath, England: Parragon.

Stille, D. R. (2005). *I am a sea turtle: The life of the green sea turtle*. Minneapolis, Minn.: Picture Window Books.

Wilson, M. (2009). *Journey of the sea turtle*. Sydney: Lothian Children's Books.

Marine Turtles for Middle Childhood/Early Adolescence:

Kalman, B. (2004). *Endangered sea turtles*. New York: Crabtree.

Kingston, A. (2011). *The life of a sea turtle*. New York: Gareth Stevens Pub.

Lasky, K. (2001). *Interrupted journey: Saving endangered sea turtles*. Cambridge, Massachusetts: Candlewick Press.

Rodriquez, C. (2010). *Sea turtles*. Vero Beach, Fl.: Rourke Pub.

Whitt, S. (2008). *The turtle and the universe*. Amherst, N Y.: Prometheus Books