



Canning River Eco Education Centre

Teacher Resource

Turtle Beware Loan Kit

Year Levels: Foundation to Year 2

Cost: Free

Enquiries: Booking form to be completed prior to loan of the turtle mat. Pick-up and delivery is the borrower's responsibility. **Maximum loan period is three weeks.**

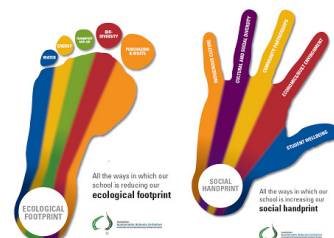
Contact CREEC: phone: 9461 7160
Email: creec@canning.wa.gov.au



Turtle Mat checklist:

- 1 large base mat (1.5 m x 1 m)
 - 2 sand patches (1 large and 1 small)
 - 2 fences (1 turtle-friendly and 1 turtle-hazard)
 - 9 strips of sedge
 - 2 trees with grey stands
 - 1 blue mat for the river
 - 1 road
 - 1 house with walls and separate roof
 - 1 round grass patch
 - 6 grey pieces, assorted sizes, for rocks and logs for river's edge
 - 6 small turtles, representing hatchlings
 - 3 large and 3 medium size turtles, representing adults
 - 2 grey nests
 - 2 batches of eggs - one with 10 eggs and other with 4 eggs and 3 single eggs
 - 3 cars
 - 2 foxes
 - 2 yellow traffic signs
 - 1 block of green florist foam to support traffic signs and trees
 - 5 word bubbles on popsicle sticks
 - 2 pieces of plastic to represent rubbish
-
- Turtle Watch posters
 - Turtle eggs in a specimen jar
 - 1 *Turtle Beware* Teacher Notes with Australian Curriculum Links

Total: 57 items



Background Information – Oblong turtle



Scientific Name: *Chelodina colliei* (NB: Recently changed from *Chelodina oblonga*)

Common Names: Oblong turtle, Long-necked turtle

Noongar Name: Booyi

Conservation Status: Near Threatened

Weight: 0.8-2 kg

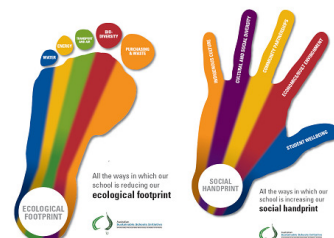
Distribution: South-west Western Australia

Habitat: Lakes, rivers and wetlands

Description: The oblong turtle has a very long, thick neck. This turtle gets its name from the oblong shape of its shell, which can reach 40 cm in length.

Diet: Oblong turtles are carnivores and eat tadpoles, small fish, insects, frogs, crayfish, freshwater prawns and carrion.

Breeding: Oblong turtles spend most of their time in the water, except when females head to land to lay eggs. Breeding typically between September and February, females lay up to 25 eggs, which take up to 230 days to hatch. When the female leaves the water looking for a nest,



she will move directly inland for a distance of 20 to 100 metres and then begin looking for a nest site. The turtle will choose a nest site that is open and free from thick vegetation.

Turtle Mat - Suggested Use

Students are encouraged to move the turtle mat items around as they explore the oblong turtle's world. The aim of the activity is to provide a hands-on, visual aid for children to learn about the threats to oblong turtles in WA.

These threats include: cars, curbs, fences, predation from feral animals like foxes, as well as loss of habitat due to the draining of swamps to build homes.

To demonstrate these threats, ask the students to examine the two fences provided and discuss which one may be considered to be a turtle-friendly fence and which one a turtle-hazard fence. One is designed to allow turtles to pass underneath and the other prevents turtles from passing.

Curbs can also prevent turtles from accessing nesting habitat and cars pose a hazard to turtles attempting to cross roads.

Ask students to place the word bubbles on sticks on the mat in the appropriate location and discuss each one.

Discuss with the students what constitutes a healthy turtle habitat. Look for answers which mention the sandy soil for digging nests, as well as vegetation (logs, plants and reeds) for food and cover. Ask students what they think the community can do to help protect turtles (erect turtle-friendly fences and turtle crossing signs, don't litter, etc.).



Links to Australian Curriculum Learning Areas

SCIENCE: SCIENCE UNDERSTANDING	YEAR
Biological sciences Living things have basic needs, including food and water (ACSSU002) Living things have a variety of external features (ACSSU017) Living things live in different places where their needs are met (ACSSU211) Living things grow, change and have offspring similar to themselves (ACSSU030)	F 1 2
SCIENCE: SCIENCE AS A HUMAN ENDEAVOUR	
Nature and development of science Science involves exploring and observing the world using the senses (ACSHE013) Science involves asking questions about, and describing changes in, objects and events (ACSHE021) (ACSHE034)	F 1, 2



Use and influence of science People use science in their daily lives, including when caring for their environment and living things (ACSHE022) (ACSHE035)	1, 2
SCIENCE: SCIENCE INQUIRY SKILLS	YEAR
Planning and conducting Explore and make observations by using the senses (AC SIS011) Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (AC SIS025) (AC SIS038)	F 1, 2
Processing and analysing data and information Engage in discussions about observations and use methods such as drawing to represent ideas (AC SIS233)	F
Communicating Share observations and ideas (AC SIS012) Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (AC SIS029) (AC SIS042)	F 1, 2



GEOGRAPHY: GEOGRAPHICAL INQUIRY AND SKILLS	YEAR
Collecting, recording, evaluating and representing Record geographical data and information collected by observation (ACHGS002)	F
Observing, questioning, planning Pose questions about familiar and unfamiliar places (ACHGS007) (ACHGS013)	1, 2

Cross-curriculum Priorities

SUSTAINABILITY

Organising ideas to be addressed:

Systems

- The biosphere is a dynamic system providing the conditions that sustain life on Earth
- All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival
- Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems



Futures

- Actions for a sustainable future reflect on values of care, respect and responsibility, and require us to explore and understand environments
- Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments

General Capabilities

- Ethical Understanding

Related Classroom Activities

- Create a mind map by brainstorming on the topic of oblong turtles. What do you know about turtles? What would you like to know?
- Look at the life cycle of the oblong turtle and ask students to illustrate the stages.

- Download the TurtleWatch education kit.
This environmental education program (K-7) links directly to the Australian science curriculum and integrates the three cross curriculum priorities and general capabilities.

The program provides opportunities to enhance knowledge about turtles including:

- * Difference between turtles and tortoises;
- * 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 on turtles;
- * Asian perspectives on turtles;
- * Keeping pet turtles



Access the Turtle Watch education kit here:

www.aaeewa.org.au/turtlewatchedkit.html

- Make clay turtles with your class and label body parts (use laminated sheet provided in the kit to identify anatomy)
- Turtle Shadow Puppets
Brainstorm ideas for your puppet show
Use the puppets to:
 - * Tell the life cycle story of the oblong turtle
 - * Show the hazards of finding a suitable nesting site
 - * Demonstrate the challenges faced by hatchlingsPrepare stage area
Perform puppet show to your class
Create turtle shadow puppets by going to:
<http://www.csiro.au/helix/sciencemail/activities/ShadowPuppets.html>
- Working with your school gardener, decide as a class where to establish a native plant garden and then plant it together as a class project.
SERCUL (South East Regional Centre for Urban Landcare) can assist with plant selection. Refer to the SERCUL website for resources and curriculum support at <http://www.sercul.org.au>.

