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. Lessons 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:

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)

<table>
<thead>
<tr>
<th>F: Living things have basic needs, including food and water.</th>
<th>1: Living things have a variety of external features. Living things live in different places where their needs are met.</th>
<th>2: Living things grow change and have offspring similar to themselves.</th>
<th>3: Living things can be grouped on the basis of observable features and can be distinguished from non-living things.</th>
<th>4: Living things have life cycles. Living things depend on each other and the environment to survive.</th>
<th>5: Living things have structural features and adaptations that help them to survive in their environment.</th>
<th>6: The growth and survival of living things are affected by physical conditions in the environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 2 What is a turtle? Questioning &amp; predicting Pre-concept map View Gary Tate DVD Model turtle parts - external Labelled diagram</td>
<td>Wk 2 What is a turtle? Questioning &amp; predicting Pre-concept map View Gary Tate DVD Model turtle parts - external Labelled diagram</td>
<td>Wk 2 What is a turtle? Questioning &amp; predicting Pre-concept map View Gary Tate DVD Model turtle parts - external Labelled diagram</td>
<td>Wk 2 What is a turtle? Questioning &amp; predicting Pre-concept map View Gary Tate DVD Model turtle parts - external Labelled diagram</td>
<td>Wk 2 What is a turtle? Questioning &amp; predicting Pre-concept map View Gary Tate DVD Model turtle parts - external Labelled diagram</td>
<td>Wk 2 What is a turtle? Questioning &amp; predicting Pre-concept map View Gary Tate DVD Model turtle parts - external Labelled diagram</td>
<td>Wk 2 What is a turtle? Questioning &amp; predicting Pre-concept map View Gary Tate DVD Model turtle parts - external Labelled diagram</td>
</tr>
<tr>
<td>Wk 4 What is a</td>
<td>Wk 4 What is a</td>
<td>Wk 4 What is the</td>
<td>Wk 4 What is the</td>
<td>Wk 4 What is the</td>
<td>Wk 4 What is the</td>
<td>Wk 4 What is the</td>
</tr>
</tbody>
</table>

**Wk 2**
- What is a turtle? Questioning & predicting
  - Pre-concept map
  - View Gary Tate DVD
  - Model turtle parts - external
  - Labelled diagram

**Wk 3**
- What are turtle needs? Food, water & home (habitat)
  - SIS: Water quality testing/excursion Herdsman Lake
- What are turtle needs? Food, water & home (habitat)
  - SIS: Water quality testing/excursion Herdsman Lake

**Wk 4**
- What is a?
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre class concept map (whole class) &amp; drawings (scribed descriptions)  Types – marine &amp; freshwater  Observe turtle parts  Model turtle parts – external  Model 3D Venn Diagram  File rhymes &amp; activities</td>
<td>External features – models &amp; drawings</td>
<td>Role play/guest speaker  Clay turtles  Draw/label life cycle</td>
<td>Role play  Clay turtles  Draw/label life cycle</td>
<td>Role play  Clay turtles  Draw/label life cycle</td>
<td>Role play  Clay turtles  Draw/label life cycle</td>
<td>Role play  Clay turtles  Draw/label life cycle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wk 5 Questioning &amp; predicting</th>
<th>Wk 5 Visual Arts &amp; Viewing:</th>
<th>Wk 5 What are turtle threats?</th>
<th>Wk 5 What are turtle threats?</th>
<th>Wk 5 What are turtle threats?</th>
<th>Wk 5 What are turtle threats?</th>
</tr>
</thead>
<tbody>
<tr>
<td>View Gary Tate DVD  Paper turtle jigsaw  File rhymes &amp; activities</td>
<td>View Joe Tonga videos  Kuchling refs  Clean environment – see marineWATERs website for Schools Clean Up Day (Fri 2 Mar) lesson</td>
<td>Urbanisation, predators &amp; climate change  ICT: Google maps – Perth metro area View Joe Tonga videos  Action? – TW 1 &amp; 2/student action in groups  Clean environment – see marineWATERs website for Schools Clean Up Day (Fri 2 Mar) lesson</td>
<td>Urbanisation, predators &amp; climate change  Guest speaker – PhD student researcher  ICT: Google maps – Perth metro area View Joe Tonga videos  Action? – TW 1 &amp; 2/student action in groups  Clean environment – see marineWATERs website for Schools Clean Up Day (Fri 2 Mar) lesson</td>
<td>Urbanisation, predators &amp; climate change  PhD student researcher  ICT: Google maps – Perth metro area View Joe Tonga videos  Action? – TW 1 &amp; 2/student action in groups  Clean environment – see marineWATERs website for Schools Clean Up Day (Fri 2 Mar) lesson</td>
<td>Urbanisation, predators &amp; climate change  PhD student researcher  ICT: Google maps – Perth metro area View Joe Tonga videos  Action? – TW 1 &amp; 2/student action in groups  Clean environment – see marineWATERs website for Schools Clean Up Day (Fri 2 Mar) lesson</td>
</tr>
</tbody>
</table>

**Wk 5 Our Oblong Turtle**
- View Gary Tate DVD
- Paper turtle jigsaw
- File rhymes & activities

**Wk 5 Questioning & predicting**
- Concept mapping using picture cards
- View Joe Tonga videos
- Kuchling refs

**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

**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

**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

**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

**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

**Clean environment – see marineWATERs website for Schools Clean Up Day (Fri 2 Mar) lesson**

**Action? – TW 1 & 2/student action in groups:**
- Habitat
- Food pyramid
- Indigenous perspective

**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

**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

**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

**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

**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

**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
| Wk 6 | What are turtle needs? | Food, water & home (habitat) | Clean environment – see marineWATERs website for Schools Clean Up Day (Fri 2 Mar) lesson |
| Wk 6 | What is the life cycle of the turtle? | Role play Sequence pictures Clay turtles |
| Wk 6 | What are turtle threats? | ICT: Urbanisation, predators & climate change Guest speaker Action? – TW 1 & 2/student action in groups: |
| Wk 6 | Student projects | SIS: Water drops Thinking tool: living & non-living things |
| Wk 6 | Student projects | SIS: Water drops Thinking tool: turtles depend on each other and the environment to survive |
| Wk 6 | Student projects | SIS: Water drops Thinking tool: turtles have structural features and adaptations that help them to survive in their environment |
| Wk 6 | Student projects | SIS: Water drops Thinking tool: growth and survival of turtles are affected by physical conditions in the environment |

**Wk 7 Incursion**
Macroinvertebrates water quality
SIS Questioning & predicting/Conducting/Communicating: Responds to questions/explore, make observations

<p>| Wk 7 | What are turtle threats? | Urbanisation, predators &amp; climate change Clean environment – see marineWATERs website impact of debris lesson |
| Wk 7 | SIS: Water drops |
| Wk 7 | Student projects |
| Wk 7 | Student projects |
| Wk 7 | Student projects |
| Wk 7 | Student projects |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity/Project</th>
<th>Week</th>
<th>Activity/Project</th>
<th>Week</th>
<th>Activity/Project</th>
<th>Week</th>
<th>Activity/Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Questioning &amp; predicting/Conducting: Water drops expt (see Erica)</td>
<td>8</td>
<td>View Joe Tonga videos &amp; discuss</td>
<td>8</td>
<td>Student Projects</td>
<td>8</td>
<td>Student projects</td>
</tr>
<tr>
<td>8</td>
<td>Wk 8 Student Projects</td>
<td>8</td>
<td>Wk 8 Student projects</td>
<td>6</td>
<td>Student projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>What is the life cycle of the turtle? Role play Sequence pictures Playdough turtles</td>
<td>9</td>
<td>View Gary Tate turtle video &amp; discuss. Action – student action/s to be taken.</td>
<td>9</td>
<td>Student Projects</td>
<td>9</td>
<td>Student presentations</td>
</tr>
<tr>
<td>9</td>
<td>Wk 9 Student Projects</td>
<td>9</td>
<td>Wk 9 Student presentations</td>
<td>9</td>
<td>Student presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>What have we learnt? Post class concept map Science rubric Post drawings (scribed) &amp; audio-tapes.</td>
<td>10</td>
<td>Wk 10 Post concept maps Science rubric Thinking tool: living &amp; non-living things</td>
<td>10</td>
<td>Wk 10 Post concept maps Science rubric Action</td>
<td>10</td>
<td>Wk 10 Post concept maps Science rubric Action</td>
</tr>
<tr>
<td>10</td>
<td>Wk 10 Post concept maps Science rubric</td>
<td>10</td>
<td>Wk 10 Post concept maps Science rubric</td>
<td>10</td>
<td>Wk 10 Post concept maps Science rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Wk 10 Post concept maps Science rubric Action</td>
<td>10</td>
<td>Wk 10 Post concept maps Science rubric Action</td>
<td>10</td>
<td>Wk 10 Post concept maps Science rubric Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Post concept maps Science rubric Thinking tool: living &amp; non-living things</td>
<td>10</td>
<td>Wk 10 Post concept maps Science rubric Action</td>
<td>10</td>
<td>Wk 10 Post concept maps Science rubric Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Wk 10 Post concept maps Science rubric Action</td>
<td>10</td>
<td>Wk 10 Post concept maps Science rubric Action</td>
<td>10</td>
<td>Wk 10 Post concept maps Science rubric Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Wk 10 Post concept maps Science rubric Action</td>
<td>10</td>
<td>Wk 10 Post concept maps Science rubric Action</td>
<td>10</td>
<td>Wk 10 Post concept maps Science rubric Action</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
K-2:

*Curriculum focus: awareness of self and the local world*

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

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*

<table>
<thead>
<tr>
<th>Science understanding</th>
<th>structures and functions of living things life cycles of organisms living things and the environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science inquiry skills</td>
<td>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</td>
</tr>
</tbody>
</table>
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=og8kpqYowdI  (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:

CDs:
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://www.euroturtle.org/41a.htm  (Yr 1-7; marine)
http://www.costaricaturtles.org/costa_new_teachers.html  (Yr K-7)
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

Western swamp turtle: http://www.arkive.org/western-swamp-turtle/pseudemydura-umbrina/


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:


Books on Freshwater Turtles:


Turtle Watch project:  
http://www.aaeewa.org.au/ Click on turtle picture at the bottom of the page; or…  
www.wildlifesurveillance.wordpress.com  

Excelsior Primary School website for ‘Turtle Warriors’:  
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=abcall&query=turtles

Different Types of Australian Turtles:  
http://www.gondwananet.com/australian-animals-reptiles-turtles.html

Australian Freshwater Turtles:  

Care of Freshwater Turtles:  

Western Swamp Tortoise:  
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. 

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

Animals in WA schools:
http://www.det.wa.edu.au/curriculum/support/animalethics/detcms/portal/ 
and

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:
- 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


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/
Big-headed turtle: http://www.arkive.org/big-headed-turtle/platysternon-megacephalum/


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

**Books:**

**Marine Turtles for Early Childhood:**

**Marine Turtles for Middle Childhood/Early Adolescence:**