

# 6 LESSONS

TERM ONE

## CULTURAL SIGNIFICANCE OF FRESHWATER TURTLES

- Learning Objectives
- Background
- Activities
- Curriculum Mapping





# CONTENTS

## PAGE 3

### LEARNING OBJECTIVES

Here you will find the learning objectives for this lesson

---

## PAGES 4 - 5

### CLASSROOM ACTIVITIES

There are three activities for this lesson.

---

## PAGE 3

### BACKGROUND INFORMATION

Learn more about the cultural significance of turtles

---

## PAGES 6 - 8

### CURRICULUM

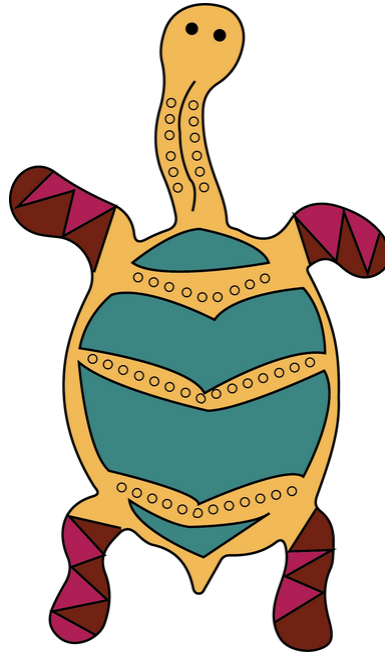
See how this lesson maps with the Australian curriculum

---

# Learning Objectives

At the end of the lesson, students will be able to:

(1) Recognise the cultural significance of freshwater turtles to First Nations People.



**Recognise**

## Background Information:

### Importance of freshwater turtles to First Nations People

Freshwater turtles play a crucial role in the cultural heritage of Aboriginal communities, featuring prominently in dreamtime stories, cultural practice and ceremony, art, and as customary food sources.

# Classroom Activities

## ACTIVITY 1

(1A) Discuss key cultural practices and stories related to freshwater turtles among First Nations People.

(1B) Show visual aids, such as images or videos, depicting the role of turtles in Aboriginal Art, Dreamtime stories and ceremonies.

(1C) Students engage in a class discussion about what they have learnt.



**Discuss cultural practices**



**Show visual aids**



**Discuss learnings**

## ACTIVITY 2

(2A) Students conduct further research on the cultural significance of freshwater turtles to First Nations People.



## Research

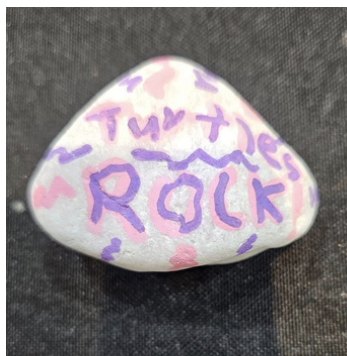
## ACTIVITY 3

(3A) Students create turtle rock art. Students should reflect the cultural significance of freshwater turtles to First Nations People in their designs.

(3B) Students share their turtle rock art with the class and explain the cultural elements they incorporated.

### Materials:

- Smooth surfaced rocks (i.e. paving or bedrocks)
- Acrylic paints and paint palette
- Paint brushes



## Turtle Rock Art

## Create and Share

# Australian Curriculum addressed in this Lesson



## Science

**Strand: Science as a human endeavour (Year 5)**

**Sub-strand: Use and influence of science**

**AC9S5H02:** investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions.

**Strand: Science as a human endeavour (Year 6)**

**Sub-strand: Use and influence of science**

**AC9S6H02:** investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and makes decisions.



## English

**Strand: Literature (Year 5)**

**Sub-strand: Literature and contexts**

**AC9E5LE01:** identify aspects of literary texts that represent details or information about historical, social or cultural contexts in literature by First Nations Australians, and wide-ranging Australian and world authors.

**Strand: Literacy (Year 5)**

**Sub-strand: Analysing, interpreting and evaluating**

**AC9E5LY04:** navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming.

**AC9E5LY05:** use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas.

# Australian Curriculum addressed in this Lesson



## English - continued

### Strand: Literature (Year 6)

#### Sub-strand: Literature and contexts

**AC9E6LE01:** identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors.

### Strand: Literacy (Year 6)

#### Sub-strand: Analysing, interpreting and evaluating

**AC9E6LY04:** select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings.

**AC9E6LY05:** use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources.

# Australian Curriculum addressed in this Lesson



## Visual Arts

(Years 5 and 6)

**ACAVAM114:** Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions.

**ACAVAM115:** Develop and apply techniques and processes when making their artworks.

**ACAVAR117:** Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks.