

57 LESSONS

TERM FOUR

TURTLE PATROLS - NESTING SEASON

- Learning Objectives
- Background
- Activities
- Curriculum Mapping

Photo credit: Dr Donald McKnight





Photo credit: Marilyn Connell

CONTENTS

PAGE 3

LEARNING OBJECTIVES

Here you will find the learning objectives for this lesson

PAGES 5 - 6

ACTIVITIES

There are three activities for this lesson.

PAGE 4

BACKGROUND INFORMATION

Students facilitate "Turtle Patrols" around their local wetland and implement nest protection

PAGES 7 - 9

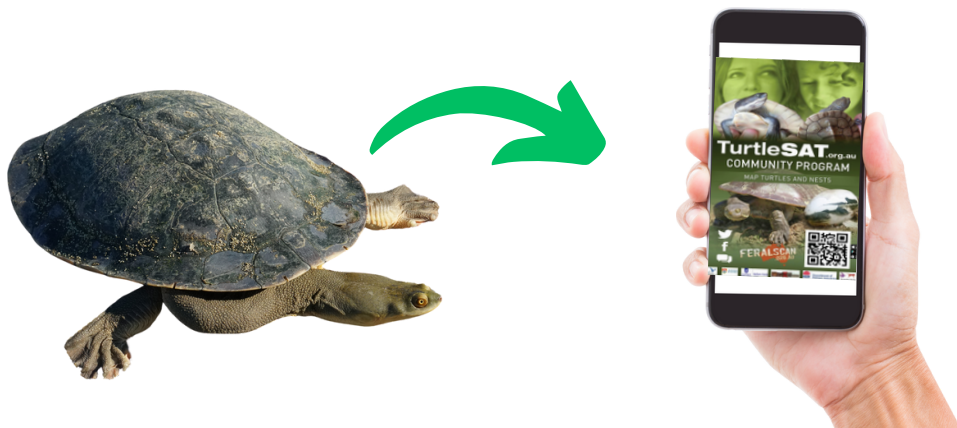
CURRICULUM

See how this lesson maps with the Australian curriculum

Learning Objectives

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

- (1) Facilitate their own “Turtle Patrol” at their local wetland and communicate the importance of regular patrols during turtle nesting months;
- (2) Implement nest protection over turtle nests;
- (3) Collect scientific data around turtle nesting for input into TurtleSAT, demonstrating their role as citizen scientists;
- (4) Advocate for the health of their local wetland and conservation of freshwater turtles.



Background Information

Turtle Patrols - Nesting Season

During the turtle nesting season (this may differ slightly depending on the location and the species), walk around your local wetland quietly looking for females nesting. It is best to commence your "Turtle Patrol" during or after rainstorms and heavy rain showers (especially on days where it drizzles for hours), so watch the weather carefully.

How to know if a turtle is nesting

A nesting turtle will have its rear pointed into the dirt, and its front half will be noticeably propped up. Once you have spotted a nesting turtle, it is important that you maintain a distance of a minimum of 20 metres. The nesting process can take between 2 to 3 hours.

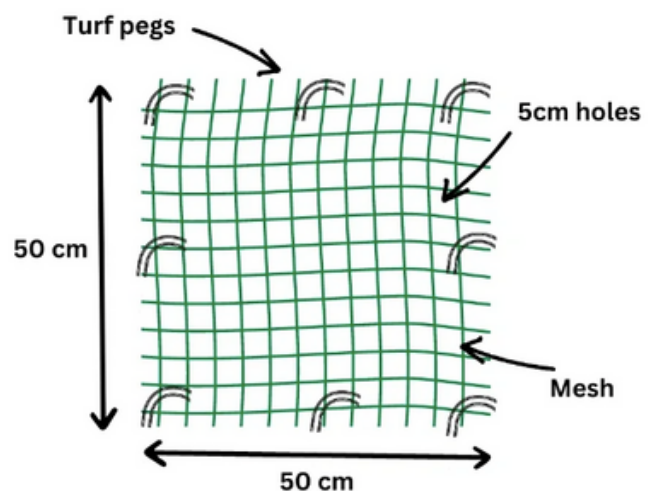
Protecting turtle nests:

Please wait until the female turtle has completely left the nesting site before heading towards the location. Place the mesh over the nest, and peg it tightly to the ground using 6 to 8 turf pegs. Use a hammer to ensure the turf pegs are firmly secured to the ground. The pegs should be secured along the outer edges of the mesh .

For more information visit: <https://1millionturtles.com/nest-protection> (Copy and paste into browser.



Record your sighting and nest into TurtleSAT!

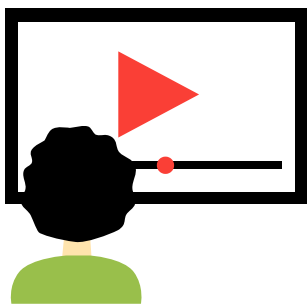


Classroom Activities

ACTIVITY 1

(1) Students watch the following video on how to implement turtle nest protection.

Link to video: <https://www.youtube.com/watch?v=dyExj3hHA-A>
(Copy and paste into browser)



Video



Risk assessment

ACTIVITY 2

(1) Before commencing any nest protection activity, students must complete a risk assessment. This helps to keep the students and turtles safe when carrying out nest protection.

(2) Students can access a risk assessment form from the 1 Million Turtles Community Conservation Program website:

Link: <https://1millionturtles.com/nest-protection#:~:text=To%20protect%20the%20turtle%20nests,can%20be%20circular%20or%20square> (Copy and paste into browser)

Wetland Activity

ACTIVITY

Given turtle nesting usually occurs after spring/summer afternoon rains, this lesson plan is best placed as an extracurricular activity.

(1) Students participate in "Turtle Patrols" at their local wetland. Students can involve their friends and family in the Turtle Patrols.

(2) Students will walk around their local wetland and locate turtles nesting.

(3) Students record the location and characteristics of the nest into TurtleSAT.

(4) Implement turtle nest protection as per the 1 Million Turtles Community Conservation page.

Equipment:

- Turtle nest protection kits (mesh, pegs, hammer).
- GPS
- Record keeping sheet (i.e. with information to be entered into TurtleSAT) or alternatively phone with the TurtleSAT app installed.



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 inquiry (Year 5)

Sub-strand: Planning and conducting

AC9S5I03: use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate.

AC9S5I02: plan and conduct repeatable investigations to answer questions, including, as appropriate, deciding the variable to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place.

Australian Curriculum addressed in this Lesson



Science

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 make decisions.

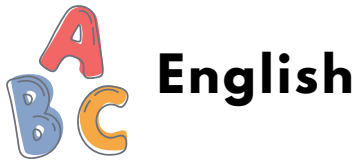
Strand: Science inquiry (Year 6)

Sub-strand: Planning and conducting

AC9S6I03: use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate.

AC9S6I02: plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place.

Australian Curriculum addressed in this Lesson



Strand: Literacy (Year 5)

Sub-strand: Interacting with others

AC9E5LY02: use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea.

Sub-strand: Creating texts

AC9E5LY07: plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features.

Strand: Literacy (Year 6)

Sub-strand: Interacting with others

AC9E6LY02: use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions.

Sub-strand: Creating texts

AC9E6LY07: plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that deliver a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features.