



LESSON 1 – PREPARATION

LESSON OVERVIEW

The three lessons recommended for the novel, *Chelonia Green Champion of Turtles*, have been designed to be delivered at three different points in the story. It is necessary for Chapters 1-5 to be read prior to the delivery of Lesson 1, Chapters 6-11 to be read prior to the delivery of Lesson 2, and Chapters 12-17 to be read prior to the delivery of Lesson 3. In order to enhance students' comprehension of the story, it is recommended that they respond to the questions provided for each chapter.

PREPARATION FOR LESSON 1

- Introduce students to the novel and after reading the blurb, ask students to predict the discoveries that the main character, Chellie, makes in the story.
- Find out about the author Christobel Mattingley, one of Australia's most respected and admired writers, in her official website. <https://christobelmattingley.wordpress.com/>
- Read Chapters 1-5. The following questions will assist the students' comprehension of these chapters, and prepare them for the first lesson.

CHAPTER 1

1. Where does Chellie live, and how do you know?
Chellie lives on an island. The map of an island in the book alludes to this, whilst words in the story provide concrete evidence. On p.2, Chellie recalls, 'the very first time Dad had taken her to see the turtles, just after the family came to live on the island.'
2. The fact that Chellie's mother often calls her to do her lessons infers that Chellie learns at home, rather than at school. Why might this be so?
Whilst personal preference is a possibility, the island may be isolated, and not in close proximity to a school.
3. Determine the meaning of the following words by reading them in context. Compare your meaning to a dictionary meaning:
beachcombing (p.2)
An activity that consists of searching the beach looking for things of value, interest or utility.
sandbank (p.2)
A large bank of sand
ridge (p.3)
A long narrow elevation of land



LESSON 1 – PREPARATION

CHAPTER 2

4. Why was South Beach Chellie's favourite place for swimming?
The sand there was softer, finer and silkier than that at other beaches.
5. What do you think might be the advantages and disadvantages of living on an island?
6. Determine the meaning of the following words by reading them in context. Compare your meaning to a dictionary meaning:
gullies (p.5)
ditches in the ground
flotsam (p.7)
material or refuse floating on water
jetsam (p.7)
goods cast overboard deliberately, which are washed ashore

CHAPTER 3

7. What evidence can you find that suggests that the story is set in Australia?
Chellie refers to Aboriginal people, and considers how they may have interacted with the environment on the island, long ago.
8. How does Chellie's education compare to yours? List similarities and differences.
9. Determine the meaning of the following words by reading them in context. Compare your meaning to a dictionary meaning:
carapace (p.12)
a shell of an animal (in this case, a turtle)
matriarch (p.13)
the female head of a family

CHAPTER 4

10. What threats to the lives of turtles are mentioned in the story?
Foxes, dogs, feral pigs, foreshore developments, lights, predatory crabs, sea birds, larger fish.
11. How would you describe Chellie? Provide evidence from the text to justify your response.

CHAPTER 5

12. What do you predict might happen next in the story, and why?



LESSON 1 – PLEASANT SURPRISES

Lesson Title: Pleasant surprises

Stage: Stage 3

Year Group: Years 5 & 6

Resources:

- At least one copy of the novel, *Chelonia Green Champion of Turtles*, by Christobel Mattingley
- Some students may require access to software for creating a slide presentation (task dependent)

LESSON OVERVIEW

In this lesson, students will analyse the figurative language in the story. They will use literary devices to create their own texts.

AIMS & OBJECTIVES

Students will:

- Share and discuss their responses to Chapters 1-5 of the novel.
- Identify and interpret figurative language in the text.
- Create their own imaginative text, incorporating figurative language.

AUSTRALIAN CURRICULUM LINKS

Key learning area: ENGLISH

Literature

Creating Literature

Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)

- Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)

Interacting with others

- Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)
- Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)



LESSON 1 – PLEASANT SURPRISES

Key learning area: ENGLISH

Literature

Examining literature

- Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)
- Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)

Key learning area: ENGLISH

Literacy

Interacting with others

Clarify understandings of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)

- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

GENERAL CAPABILITIES

Literacy

Critical and Creative Thinking

Personal and Social Capability

Information and Communication Technology Capability

CROSS-CURRICULAR PRIORITIES

Sustainability

SCOT CATALOGUE TERMS

Creating texts, imaginative texts, literary styles, figures of speech, imagery (literary devices).

HIGHER-ORDER THINKING SKILLS

Theory: Bloom's Taxonomy

Levels addressed in this lesson:

Synthesis

- Write a poem, lyrics to a song, a diary entry, or a story that communicates your daily experiences on the island.

Evaluation

- Explain how figurative language enhances an enjoyment of reading.



LESSON 1 – PLEASANT SURPRISES

Analysis

- Identify literary devices in Chapters 1-5 of the story, including similes, personification, alliteration, imagery and onomatopoeia.

Application

- Write a poem or a story that incorporates one or more of the literary phrases from the book, but in a different context.
- Create a digital slide presentation of literary phrases. Add background images and music or sound effects to support each phrase.

Comprehension

- Make predictions, interpret the main character, and explain ideas in the story.

LESSON INTRODUCTION

1. Divide students into pairs or small groups to discuss their responses to the questions written for Chapters 1-5. Encourage students to listen to the perspectives of their peers and to build on their understanding of the story.
2. Students reflect upon and share what they do or don't like about the story so far, giving reasons for their opinion.
3. Share the aims of the lesson with the students.
4. The story is rich in figurative language. Bring students' attention to the literary devices that Christobel Mattingley uses in her writing, and provide some examples.

Similes

'The rocks were-dark as prunes, brown as raisins, golden as sultanas.' (p.3).

Imagery

'...strips of buttery yellow sand in between.' (p.3)

Alliteration

'...the only orchids on the island, clung in crevices in the cliff face.' (p.9)

Personification

'The moon rode higher and higher in the mysterious night sky.' (p.19)

Onomatopoeia

'...swirling through the seaward channels, bubbling up through crevices...' (p.15)

5. If students have their own copies of the book, have them identify further examples of figurative language. Alternatively, provide students with further examples from the story and discuss their effects on the reader.
6. Invite students to select and complete one of the following tasks:
 - a. *Imagine you are one of the animals in the tale. Write a poem, lyrics to a song, a diary entry, or a story that communicates your perspective on the island. Include literary devices.*
 - b. *Decide on a target audience. Write a poem or a story that incorporates one or more of the literary phrases from the book, but in a different context.*
 - c. *Choose a selection of literary phrases from the story. Create a digital slide presentation, representing each literary phrase on a separate slide. Add background images and music or sound effects, to support and emphasise each phrase.*



LESSON 1 – PLEASANT SURPRISES

PLENARY

7. Give students the opportunity to share their work with the class, a small group or a partner.
8. Students reflect upon and explain how figurative language enhances their enjoyment or appreciation of the story.
9. Link to Multiple Sclerosis (MS)
Whilst living on an island has its pleasures, it can also be limiting in many ways. What limitations do people with Multiple Sclerosis face? Find out more via Multiple Sclerosis Limited website.

https://www.youtube.com/watch?time_continue=72&v=mPUTgvWTKkI

<http://www.ms.org.au/>

Explain to students that the money they raise in the MS Readathon will go towards providing vital support and services for people living with MS, thereby making their lives less challenging.

Inform students how their fundraising helps:

<http://www.msreadathon.org.au/AboutMS/Howmyfundraisinghelps/tabid/122/Default.aspx>



LESSON 2 – PREPARATION

PREPARATION FOR LESSON 1

Read Chapters 6-11. The following questions will assist the students' comprehension of these chapters, and prepare them for the second lesson.

CHAPTER 6

1. What emotions did Chellie experience in the chapter?
e.g. joy, excitement, worry, shock, sadness, disbelief
2. State in your own words the events that unfolded.

CHAPTER 7

3. Chellie 'shivered again'. Why did Chellie shiver? (p.27)
Chellie saw that the seagulls had returned to feed on the carcass.
4. . In what ways are turtles vulnerable in the ocean?
Turtles often mistake fishing lines and plastic bags as jellyfish, which they feed on. This can lead to choking or strangling and death.

CHAPTER 8

5. What actions, thoughts or feelings indicate that Chellie has empathy for the turtles?
Responses may vary, although the following phrase on p.37 is telling: 'Chellie felt as if the vicious fishing line was caught in her own mouth: cutting, choking, stifling her breathing.'

CHAPTER 9

6. What does Chellie's Dad mean when he says, 'It's the chain of life' (p.39)?
Chellie's Dad is referring to the animals that are feeding on Caretta's carcass, the nature of living animals.

CHAPTER 10

7. Do you think Chellie's letter is convincing? Why?

CHAPTER 11

8. Why does Chellie's Dad compare the jetsam to an archaeologist's dig, like Pompeii (p.50)?
If not collected, the jetsam is likely to be buried in sand, to be discovered by humans in many years. Pompeii, a town in Italy, is known for its excavation of human remains after an explosive volcano, Mount Vesuvius, buried the town in AD79. Chellie's Dad draws a comparison between the two events.



LESSON 2 – A TURN OF EVENTS

Lesson Title: A turn of events

Stage: Stage 3

Year Group: Years 5 & 6

Resources:

- At least one copy of the novel, *Chelonia Green Champion of Turtles*, by Christobel Mattingley
- Internet-enabled devices

LESSON OVERVIEW

In this lesson, students will research the threats to turtles, which will help them to form an opinion about their protection. Students will participate in a polarised debate on an issue relating to the protection of turtles.

AIMS & OBJECTIVES

Students will:

- Share and discuss their responses to Chapters 6-11 of the novel.
- Research and inform others about a threat to turtles.
- Debate an issue around the protection of endangered turtles

AUSTRALIAN CURRICULUM LINKS

Key learning area: ENGLISH

Literacy

Interacting with others

- Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)
- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)
- Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

Key learning area: SCIENCE

Science Understanding

Biological Sciences

- The growth and survival of living things are affected by physical changes in their environment (ACSSU094)



LESSON 2 – A TURN OF EVENTS

Key learning area: SCIENCE

Science as Human Endeavour

Interacting with others

- Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083, ACSHE100)

GENERAL CAPABILITIES

Literacy
Critical and Creative Thinking
Personal and Social Capability
Ethical Understanding
Information and Communication Technology Capability

CROSS-CURRICULAR PRIORITIES

Sustainability

SCOT CATALOGUE TERMS

Speaking, restatement, listening, reasoning, conversations, register (language), growth (animals), habitats, climate, health, decision making.

HIGHER-ORDER THINKING SKILLS

Theory: Bloom's Taxonomy

Levels addressed in this lesson:

Synthesis

- Consider ways to measure the impact of the protection of endangered turtles.

Evaluation

- Justify your stance on an environmental issue.

Analysis

- Examine whether the events in the story could occur in real life.

Comprehension

- Make predictions, and summarise ideas from the story.

Knowledge

- Report to a group your findings about one threat to turtles.



LESSON 2 – A TURN OF EVENTS

LESSON INTRODUCTION

1. Divide students into pairs or small groups to discuss their responses to the questions written for Chapters 6-11. Encourage students to listen to the perspectives of their peers and to build on their understanding of the story.
2. In the story, the dumping of waste in the ocean has a devastating effect on Caretta, the turtle, whose fate impacts Chellie. Use the Think-Pair-Share strategy. Ask students to reflect upon and discuss with a partner whether this event could occur in real life.
3. Share the aims of the lesson with the students.

MAIN TEACHING

4. Remind the students that there are two different types of turtles on Chellie's beach - green Turtles (Chelonia) and Loggerhead Turtles (Caretta Caretta). Turtles, like so many other species, are under threat of extinction because of changes in their habitat, both on land and sea. Divide students into small groups to do some brief research on one of the following threats to turtles. Research sites are suggested below, and further information about green and Loggerhead turtles may be found on the Australian Government Department of the Environment website.
<http://www.environment.gov.au/biodiversity/threatened>

- **Plastic in the marine environment**

<http://turtlecare.sunshinecoast.qld.gov.au/plastic-in-the-marine-environment.php>

- **Foxes**

<http://turtlecare.sunshinecoast.qld.gov.au/fox-threat-to-sea-turtles.php>

- **Oil spills**

<http://turtlecare.sunshinecoast.qld.gov.au/pacific-adventurer-oil-spill.php>

- **Discarded fishing lines**

<http://turtlecare.sunshinecoast.qld.gov.au/discarded-fishing-line-kills-wild-life.php>

- **Ghost nets**

<http://turtlecare.sunshinecoast.qld.gov.au/ghost-nets-threaten-seas-turtles.php>

After a brief reading, students form 'jigsaw groups'. New groups are formed, containing one representative from each of the original teams. Each student informs their new group of the findings about their topic.

5. Select and present to students one of the following statements, and explain to students that they will be arguing for or against the issue, in the form of a polarised debate.
 - It is easy to protect endangered turtles
 - Endangered turtles should be protected
 - Protection is only one way to look after endangered turtles



LESSON 2 – A TURN OF EVENTS

6. Students sit in a horseshoe. Those who agree with the statement to be debated sit on the right-hand side of the horseshoe, those who disagree sit on the left-hand side, and those who are undecided sit across the top of the horseshoe. Allow the debate to begin with a speaker who agrees with the statement, and then by a person who has yet to decide. Speakers must justify their opinion. Students may change positions around the horseshoe as the debate progresses, if they modify their views. Finish the debate when each student has voiced their opinion.
7. Students may keep a log of their opinions and feelings, making entries every time they change positions around the horseshoe. This helps students to clarify their thinking and is a useful record of students' thought processes during the debate. If asking students to keep a log, allow regular pauses during the debate to provide time for writing.

PLENARY

8. At the end of the debate, ask students to clarify their stance on the issue.
9. Ask students to consider how we might measure the impact of the protection of endangered turtles. The story, for example, alludes to the tagging of turtles and the recording of nesting sites.
10. **Link to Multiple Sclerosis (MS)**
Just as we have the capacity to help animals, we also have the capacity to help each other, including people living with MS. Read about how young people, like yourselves, are helping others with MS.

<http://msreadathon.org.au/AboutMS/MSStories/tabid/123/Default.aspx>

Explain to students that by participating in the MS Readathon, they are helping people with MS to live more comfortable lives. MS affects people of any age, and there are likely to be people living with MS in their immediate or wider community. Inform students how their fundraising helps:

<http://www.msreadathon.org.au/AboutMS/Howmyfundraisinghelps/tabid/122/Default.aspx>



LESSON 3 – PREPARATION

PREPARATION FOR LESSON 3

Read Chapters 12-17. The following questions will assist the students' comprehension of these chapters, and prepare them for the third and final lesson.

CHAPTER 12

1. Determine the meaning of the following words by reading them in context. Compare your meaning to a dictionary meaning:

neap tide (p.55)

a tide just after the first or third quarters of the moon when there is the least difference between high and low water.

refuse (p.57)

something that is discarded as worthless or useless

gulches (p.58)

a deep, narrow ravine, especially one marking the course of a stream or torrent

2. Imagine you are the journalist. What questions would you ask Chellie?

CHAPTER 13

3. Describe how Chellie feels about the discovery of Caretta's eggs, and why she might feel this way.
4. Who might the people in the dinghy be?

CHAPTER 14

5. Explain the meaning of the proverb, 'Many hands make light work' (p.70).
6. Suggest some uses for the many plastic bottles collected on the beach.

CHAPTER 15

7. Do you think Chellie's attitude is typical or atypical of young people?
Provide reasons for your answer.

CHAPTER 16

8. Chellie hopes her article will make a difference to marine life. Who might be her target audience?

CHAPTER 17

9. In your opinion, is Chellie a champion? Explain your answer.
10. After experiencing distance education, what aspects of boarding school might Chellie find difficult?



LESSON 3 – MAKING A DIFFERENCE

Lesson Title: Making a difference

Stage: Stage 3

Year Group: Years 5 & 6

Resources:

- At least one copy of the novel, *Chelonia Green Champion of Turtles*, by Christobel Mattingley
- Internet-enabled devices

LESSON OVERVIEW

In this lesson, the students will identify environmental issues within their own context. Using the events in the book as an example, students will develop initiatives for addressing an environmental problem and develop texts for a target audience to promote their idea.

AIMS & OBJECTIVES

Students will:

- Share and discuss their responses to Chapters 12-17 of the novel.
- Identify environmental issues relevant to their school or local community
- Develop initiatives to address a local environmental issue
- Develop informative and persuasive texts to create awareness of the environmental issue and to inspire action

AUSTRALIAN CURRICULUM LINKS

Key learning area: ENGLISH

Literature

Literature and context

- Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)

Key learning area: ENGLISH

Literacy

Interpreting, analysing, evaluating

- Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)



LESSON 3 – MAKING A DIFFERENCE

Key learning area: ENGLISH

Literacy

Creating texts

- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)
- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)

Interacting with others

- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

Key learning area: SCIENCE

Science Understanding

Biological Sciences

- The growth and survival of living things are affected by physical changes in their environment (ACSSU094)

Science as Human Endeavour

Use and influence of science

- Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083, ACSHE100)

GENERAL CAPABILITIES

Literacy

Critical and Creative Thinking

Personal and Social Capability

Ethical Understanding

Information and Communication Technology Capability

CROSS-CURRICULAR PRIORITIES

Sustainability

SCOT CATALOGUE TERMS

Creating texts, expositions (factual texts), imaginative texts, personal responses, listening, reasoning, conversations, growth (animals), habitats, climate, health, decision making.



LESSON 3 – MAKING A DIFFERENCE

HIGHER-ORDER THINKING SKILLS

Theory: Bloom's Taxonomy

Levels addressed in this lesson:

Synthesis

- Devise initiatives to address an environmental issue in your school or local community.
- Develop persuasive texts that encourage a target audience to take action on an environmental issue.

Analysis

- Consider the kinds of strategies the author uses to meet the text's purpose.

Application

- Give examples of people who, like the character in the story, have been inspired to act upon an environmental issue.

Comprehension

- Identify environmental issues relevant to your context.

LESSON INTRODUCTION

1. Divide students into pairs or small groups to discuss their responses to the questions written for Chapters 12-17. Encourage students to listen to the perspectives of their peers and to build on their understanding of the story.
2. As a narrative, the purpose of the novel is to entertain; however, it also informs about the threats to turtles, and gently persuades readers to take action. Ask students to consider the kinds of strategies the author uses to meet the text's purpose, including the events that unfold, and emotive language. Share the aims of the lesson with the students.
3. Share the aims of the lesson with the students.

MAIN TEACHING

4. Question the students:
 - a. Can one person's voice and behaviour really make a difference?
 - b. Have you ever been inspired, or have you used your initiative, to act upon an identified problem?
 - c. Do you have real-life examples, perhaps someone you know, who has been inspired to make a difference?
5. Read about Ian Kiernan, whose simple idea grew to become 'Clean up Australia Day.'
<http://www.cleanup.org.au/au/About/the-clean-up-story.html>



LESSON 3 – MAKING A DIFFERENCE

6. The environmental dilemma in the novel may not be relevant to the students' context. As a class, brainstorm environmental problems in the school or local environment.
7. Allocate pairs or small groups of students and outline their task:
 - a. *Select an environmental problem identified in the school or local environment.*
 - b. *Develop an initiative to address the problem.*
 - c. *Decide on a target audience e.g. students at the school, local council, community residents.*
 - d. *Select the most suitable text or texts for communicating your initiative to your target audience.*

Examples include:

- A speech for your grade or school, outlining the issue and what can be done.
 - A letter to the local council, alerting them of the problem and suggesting action.
 - An emotive newspaper article for the community, outlining the problem and posing possible solutions.
 - An emotive poster for your school or local community, communicating the issue and inspiring action.
 - A short movie for students at the school, presenting what is happening and what can be done.
- e. *Decide on roles within your group.*
 - f. *Create your texts.*
 - g. *Share your texts with your target audience, if possible. Alternatively, share your texts with your grade or school.*

PLENARY

8. *Students reflect on the following questions either verbally, or in writing:*
 - As a result of reading the story and engaging in the unit of work, what do I know that I didn't know before?
 - How could I apply my new learning to other contexts?
 - How do I feel about this learning?
 - What tasks did I find challenging in the unit of work?
 - What support do I need in the future?
 - How has reading the book enhanced my appreciation of literature or of reading?
 - What questions do I now have?

9. Link to Multiple Sclerosis (MS)

Explain to students that in this story, there is a positive message that individual action can make a difference. By participating in the MS Readathon, students are making a difference to the lives of people with multiple sclerosis. The funds they raise will go towards providing vital support and services for people living with MS. Outline to students how their fundraising helps:

<http://msreadathon.org.au/AboutMS/MSStories/tabid/123/Default.aspx>