

Radiated Tortoises

Focus Questions

1. Before watching the BTN story discuss what you know about tortoises.
2. Complete the following sentence. The tortoises in the BTN story were rescued from wildlife _____.
3. When do radiated tortoises raise their shells?
4. Which country do radiated tortoises come from? Find using Google Maps.
5. Why do they have the name radiated tortoise?
6. Why are radiated tortoises targeted by poachers?
7. What is the conservation status of the radiated tortoise?
 - a. Vulnerable
 - b. Endangered
 - c. Critically endangered
8. In how many years is it thought the species will become extinct in the wild?
9. How can you help prevent animal trafficking?
10. How did this story make you feel?

Activity

What do you see, think and wonder?

Discuss the BTN *Radiated Tortoises* story as a class. Students will then write a personal response to the BTN story.

Students can finish one or more of the following incomplete sentences:

- It was interesting to learn that...
- Radiated tortoises are in danger because...
- Radiated tortoises are special because...
- It's surprising that...

Students will respond to the following questions. Students can then leave a comment on the BTN *Radiated Tortoises* story page.



Key Learning

Students will explore the impact of the illegal wildlife trade on radiated tortoises. Students will explore the features of radiated tortoises, including habitat and threats.

Curriculum

Science – Year 4

Living things have life cycles.

Living things, including plants and animals, depend on each other and the environment to survive.

Science – Year 5

Living things have structural features and adaptations that help them to survive in their environment.

Science – Year 6

The growth and survival of living things are affected by physical conditions of their environment.

Science – Year 7

Interactions between organisms, including the effects of human activities can be represented by food chains and food webs.

HASS – Year 6

The obligations citizens may consider they have beyond their own national borders as active and informed global citizens.

Activity

Glossary

Students will brainstorm a list of key words that relate to the BTN *Radiated Tortoises* story. Students will then use the words to write their own sentences about the issue. Students may want to use pictures and diagrams to illustrate the meaning and create their own glossary. Here are some words to get you started.







Threats	Habitat	Illegal wildlife trade
Species	Conservation	Endangered
Trafficking	Ecosystem	Population

Activity

Six Hat Thinking

As a class, use Edward De Bono's Six Hat Thinking to explore the issues raised in the BTN *Radiated Tortoises* story. Make your own coloured hat cut-outs and place on the floor. Students will take it in turns answering questions in relation to what they already know about the issue, what they have learnt from the BTN *Radiated Tortoises* story and what they want to learn further about the topic.

Ask students to respond to the following questions:

 feelings and emotions	How did the <i>Radiated Tortoises</i> story make you feel?
 facts and information	What do you know about tortoises? What have you learnt from the story?
 positives	Were there any positives from the story? If so, what were they?
 negatives	What are some of the negatives or challenges that you learnt from the story?
 creativity	Why is it important to find out more about the issue?
 thinking about thinking	What questions were raised during this activity? What do you want to learn further about this topic?

Reflection

After this activity, ask students to reflect on what they have learnt. Students can include details about how their thinking on this issue has changed and why they think we should act.

Activity

Creature Feature

Students will research and write a *Creature Feature* about radiated tortoises. Students will use the Creature Feature worksheet at the end of this activity to record their findings. Encourage students to use a range of sources to find their information.

Students will research the following for their project:

- Common and scientific name
- Appearance - what are some of their physical characteristics?
- Habitat - where do radiated tortoises live? Describe their habitat.
- Conservation status
- Threats - what are some of the threats to the survival of radiated tortoises?
- Interesting features.
- *Further investigation* – how can we help tackle the issue of declining radiated tortoise numbers?

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Creature Feature

COMMON NAME: _____
 SCIENTIFIC NAME: _____
 TYPE: _____
 SIZE: _____
 WEIGHT: _____
 CHARACTERISTICS: _____

THREATS TO SPECIES: _____

CONSERVATION STATUS (highlight):

Least concern	Near threatened	Vulnerable	Endangered	Critically endangered	Extinct in the wild	Extinct
LC	NT	VU	EN	CR	EW	EX

HABITAT: _____
 BEHAVIOUR: _____
 INTERESTING FEATURES: _____

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Activity

Haiku poetry

Write a haiku poem focusing on one or more of the themes explored in the BTN *Radiated Tortoises* story. Use [Read Write Think's Haiku Starter graphic organiser](#) which allows students to brainstorm a list of words about their chosen theme.

Name: _____ Date: _____

Haiku Starter

Haiku is a form of Japanese poetry. Typically, haikus are written about nature, but they can be about any topic. Haikus have a very specific syllable structure. The first line of every haiku has 5 syllables, the second line has 7 syllables, and the last line has 5 syllables.

Use the space below to brainstorm, plan, and write your own haiku.

Choose Your Topic:

Brainstorm Words

Brainstorm a list of words about your topic. Next to each word, write the number of syllables in the circle.

_____ ○ _____ ○ _____ ○
 _____ ○ _____ ○ _____ ○
 _____ ○ _____ ○ _____ ○
 _____ ○ _____ ○ _____ ○
 _____ ○ _____ ○ _____ ○

(continued)

Haiku Starter (Continued)

Write Your Draft

Now that you have brainstormed some words about your topic, you can draft your haiku below. You do not have to use only the words from your brainstormed list, but each line will need to form either 5 or 7 syllables. Be creative!

Title: _____

Line 1 (5 syllables)

Line 2 (7 syllables)

Line 3 (5 syllables)

readwritethink

Source: [Read Write Think](#)

Activity

Persuasive text – save the radiated tortoise campaign

Imagine you are an ecologist and you work for an organisation dedicated to protecting wildlife and the environment. You are particularly concerned about saving radiated tortoises. (Alternatively choose another wild animal that is at threat due to the illegal wildlife trade). Write a persuasive text to convince people to support your cause.

- What is the value of the animal to humans? Is it unique? Beautiful?
- What is its value to the ecosystem (other species and the environment)?
- What could be done to help it? Look at what is already being done to help protect radiated tortoises.

Use the following structure and tips to help write your persuasive text.

Structure

Introduction

- What is the point you are trying to argue?
Construct an introductory paragraph which states the issue or topic.
- Introduce the arguments that will be developed in the body of the text.

Body

- Construct arguments that support your point of view.
- Each paragraph starts with a topic sentence which introduces each point.
- The rest of the paragraph gives more reasons.
- Arguments can be ordered from strongest to weakest.

Conclusion

- Restate your position on the argument.
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.

Tips

- Who is your audience? For example, are you directing your argument at kids, teachers or politicians?
- Explore how language choices can have a big impact on persuading your audience.
- Which language devices give the report credibility and authority?
- Which are designed to create an emotional response in the listener?
- Provide facts and evidence to support your argument.
- Write in the present tense.
- Check your spelling and punctuation.

Use this [Read Write Think persuasion map](#) to plan your exposition text.

Useful Websites

Radiated Tortoise – Perth Zoo

<https://perthzoo.wa.gov.au/animal/radiated-tortoise>

Radiated Tortoise – IUCN Red List of Threatened Species

<https://www.iucnredlist.org/species/9014/12950491>

Exotic pet trade explained – National Geographic

<https://www.nationalgeographic.com/animals/reference/exotic-pet-trade/>

Forest Rangers – BTN

<https://www.abc.net.au/btn/classroom/forest-rangers/10522466>

Priority Species – WWF

http://www.wwf.mg/en/our_work/priority_species/

Creature Feature

COMMON NAME:

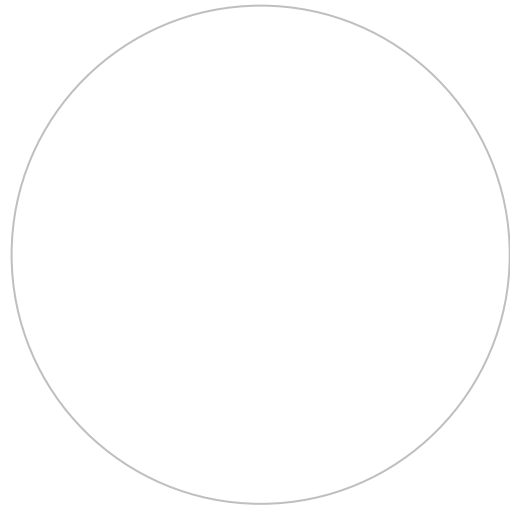
SCIENTIFIC NAME:

TYPE:

SIZE:

WEIGHT:

CHARACTERISTICS:



Illustration/photo

THREATS TO SPECIES:

CONSERVATION STATUS (highlight):

Least concern	Near threatened	Vulnerable	Endangered	Critically endangered	Extinct in the wild	Extinct
LC	NT	VU	EN	CR	EW	EX

HABITAT:

BEHAVIOUR:

INTERESTING FEATURES: