

## Cats, Dogs and Us Lesson Plans and Worksheets



### Many thanks for choosing to use the latest theme in IFAW's Animal Action Education programme, *Cats, Dogs and Us*.

Please note that the activities outlined in the following lesson plans can be stand alone or used as a unit of work. They can be used in any order or used to support a specific aspect of your existing programme. They have been linked to ACARA (Australian Curriculum Assessment and Reporting Authority) and the NSW Board of Studies (BoS) curriculum documents.

Additional activities have been included that can be used to differentiate your programme, catering for both extension and support students. We have aimed to provide a variety of activities to motivate, inspire and educate your students.

In the layout of the document the beginning of each stage shows the outcomes linked to the National and NSW Curriculum in their specific key learning areas.

These outcomes are further clarified with content descriptions and/or indicators relative to each lesson. The National curriculum outcomes are written in bold print and are followed by the NSW BoS curriculum outcomes.

The aim of this programme is to enable it to be used as part of the requirements for your school's documentation. Units are designed to be able to be imported into their own programmes.

Identified resources are suggestions and while many use technology the activity can also be achieved using more traditional methods.

We hope both you and your students enjoy using these resources.

The IFAW Animal Action team.

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# Cats, Dogs and Us



## Key learning areas

English  
Mathematics  
Science  
Arts

## Stage/Year/Age

Stage 2  
Year 3 and 4  
Ages 8-10

## Duration

Nine lessons

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## Rationale

**Why does this learning matter?** Through a variety of activities and discussions, students will analyse the special relationship people have with cats and dogs, develop essential vocabulary about the topic, and understand how humans support, live with and use these animals.

**How does it relate to prior learning?** The unit calls upon the relationships that students already have with cats and dogs and extends their understanding and knowledge of responsibility.

**How does it include cross-curricular perspectives?** This unit is integrated across the KLAs as well as looking at the differing perspectives that relate to people's interaction with cats and dogs.

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## Outcomes/content descriptions

English

### Speaking and listening 1

Communicate in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts. [ACELY1687](#), [ACELA1488](#), [ACELA1476](#) and [EN1-1A](#)

### Speaking and listening 2

Identify the effect of purpose and audience on spoken texts, distinguish between different forms of English and identifies organisational patterns and features. [ACELY1689](#) and [EN2-6B](#)

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# Cats, Dogs and Us



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## Outcomes/content descriptions

English (continued)

### Writing and representing 1

Plan, compose and review a range of texts that are more demanding in terms of topic, audience and language.

*ACELY1682, ACELY1694 and EN2-2A*

### Grammar, punctuation and vocabulary

Use effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts. *ACELA1484, ACELA1459 and EN2-9B*

### Reading and viewing 1

Use an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies. *ACELY1692, ACELY1680 and EN2-4A*

### Thinking imaginatively and creatively

Think imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts. *ACELT 1607 and EN2-10C*

### Expressing themselves

Respond to and compose a range of texts that express viewpoints of the world similar to and different from their own

*ACEACELY1675, ACELT1596 and EN2-11D*

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## Outcomes/content descriptions

Mathematics

### Data

Select appropriate methods to collect data, construct, compare, interpret and evaluate data displays, including tables, picture graphs and column graphs. *ACMSP096 and MA2-18SP*

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## Outcomes/content descriptions

### Science

Investigate their questions and predictions by analysing collected data, suggesting explanations for their findings and communicating and reflecting on the processes undertaken. *AC SIS054, ACSIS065, ACSHE050, ACSHE061 and ST2-4WS*

Describe that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable features. *ACSHE051, ACSHE062 and ST2-10LW*

Describe ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of living things. *ACSSU073, ACSHE051, ACSHE062 and ST2-11LW*

Describe how products are designed and produced and the ways people use them. *ST2-16P*

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## Outcomes/content descriptions

### Arts

(draft syllabus)

#### Drama

2.1 Imagine and act out roles and situations participating in dramatic play and role play.

2.5 Share role play, process drama and improvisations with each other.

#### Media arts

2.3 Create media arts works about selves, others or their environments for familiar audience.

#### Visual arts

2.4 Make visual arts works about people, objects and experiences that are familiar, imagined or remembered.

2.5 Recognise that visual and spatial ideas are developed and understood in different ways.

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# Cats, Dogs and Us



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## Core focus questions

- Drawing on observations, personal knowledge and research to gain an understanding of the unique relationships cats and dogs can have with people in communities around the world and the important responsibility people have in caring for the needs of cats and dogs.
- Discuss what is our responsibility to the care of cats and dogs and probe why.

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## Unit assessment tasks

### Lesson 9

One of the three activities in Lesson 9 could be used as an assessment task. This can include tasks such as, creating a poster to advertise and inform about animal welfare and care and responsibilities of owning a cat/dog. Or, encourage debate e.g. dogs are more useful to people than cats? Or simply, complete the third section of the KWI sheet “What I’ve Learnt” from the beginning of the unit, noting any changed viewpoints with a brief explanation of why.

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# Cats, Dogs and Us



## Overview

Students will gain background information to prepare them for reading the Student Magazine *Cats, Dogs and Us*. Students will appreciate the complexity of viewpoints about cats and dogs and recognise variations in how cats and dogs live with people across cultures and throughout history.

## Outcomes/achievement descriptions

Students will:

- Demonstrate understanding of multiple perspectives.
- Analyse connections between cats and dogs and humans.
- Identify physical traits of cats and dogs.
- Recognise the consequences of the absence of cats and dogs to communities and societies.

# Cats, Dogs and Us



## Outcomes and content descriptions

*ENS2-1A* Use information to support and elaborate on a point of view.

## Teaching and learning experiences: Cats and dogs in our community

### Brainstorming Prior knowledge

- Introduce the topic of *Cats, Dogs and Us* with a general discussion on what students know about cats and dogs and their local community.
- Distribute a KWL stencil to each student, directing discussion to areas relating to care, needs, interaction with man and responsibilities. Explain that the “What I’ve learnt” will be completed at the end of the unit.

### Opinions and points of view

- Explain that the video we will be watching may contain views that are different to their views and that to agree/disagree on issues is okay. Explain that it is always good to have differing perspectives on an issue to enable your view to be well-founded on facts.
- Display signs around the room and explain that you are going to express some viewpoint statements and they are to go and stand under the sign that shows whether they agree or disagree with it.
- Read the first viewpoint statement.

## Resources

Student Magazine:  
Topic preview DVD on  
*Cats and Dogs and Us*

KWL stencil

What I know

What I want to know

What I’ve Learnt

Viewpoint signs: Strongly agree;  
Agree; Strongly disagree; Disagree

# Cats, Dogs and Us



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## Outcomes and content descriptions

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## Teaching and learning experiences: Cats and dogs in our community

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## Resources

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### **Cats and dogs help people and communities**

- Ask students to move to the corner of the room marked with the sign that best represents their response to the statement.
- Have students within each group discuss their reasons for being there and to select a couple of points to share with the rest of the class.
- After they have shared their points explain that students may change their minds and move to a different corner based on these discussions. Allow time to do so.
- While students are standing in their viewpoint area, read the next viewpoint statement.

### **Cats and dogs don't always need people to take care of them**

- Students move to the sign that expresses their point of view and repeat the above process.
- Repeat the process for the next two viewpoint statements.

### **A dog that bites could be scared**

- Students move to the sign that expresses their point of view and repeat the above process.
  - Repeat the process for the next two viewpoint statements.
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# Cats, Dogs and Us



## Outcomes and content descriptions

*EN2-11D* Respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world.

*ACELY1675 and EN2-11D* Describe and discuss ethical issues encountered in texts.

*EN2-11D* Justify personal opinions by citing evidence, negotiating with others and recognising opinions presented.

## Teaching and learning experiences: Cats and dogs in our community

### Dogs should never be allowed to roam free

- Students move to the sign that expresses their point of view and repeat the above process.
- Repeat the process for the next two viewpoint statements.
- After students have responded to each viewpoint statement:
  - Bring the group together and ask them what they have learned from each other?
  - What surprised them?

### Video: Fact/opinion and emotion

- Introduce video and explain that some of the answers to their questions may be found within this video. Distribute worksheet 1 –viewing guide. Explain students are to write brief answers to the given questions and that there is also a place to write further questions that occur to them during watching.
- Students share responses to set questions.
- Students share information and opinions on answers to the questions the video raised.
- Discuss fact and opinion and how emotions can influence our thinking.

## Resources

### DVD

Worksheet 1 -viewing guide

Pen pencil and paper

# Cats, Dogs and Us



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## Outcomes and content descriptions

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**ACELY1682, ACELY1694 and EN2-2A** Plan, draft and publish persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features.

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## Teaching and learning experiences: Cats and dogs in our community

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### Exposition: Dogs make great pets

- Students to write an exposition on “Dogs make great pets”.
- Revise exposition format.
- Recall some of the discussion points raised in the first activity.
- Recall some of the relevant points in the video.
- Discuss persuasive language.
- Planning time (five minutes) – have students jot down key words and ideas.
- Allow twenty minutes writing time and five minutes editing time.

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## Resources

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## Cats, Dogs and Us



### Overview

Students will understand the special relationship people have with cats and dogs, develop vocabulary associated with cats and dogs and engage in the reading skill of asking and answering questions while citing evidence from the text.

### Outcomes/achievement descriptions

Students will:

- Define essential vocabulary about cats and dogs.
- Ask questions, discuss, and share information about cats and dogs.
- Describe connections between cats and dogs and humans.

# Cats, Dogs and Us



## Outcomes and content descriptions

**EN2-2A** Plan and organise ideas using headings, graphic organisers, questions and mind maps.

**EN2-4A** Skim a text for overall message and scan for particular information e.g. headings and key words.

**EN2-4A** Draw on experiences, knowledge of the topic or context to work out the meaning of unknown words.

**ACELA1484 and EN2-9B** Use extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs.

**ACELY1692 and EN2-4A** Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts.

## Teaching and learning experiences: Author intent

### Magazine preview exploring content and text structure

- Ask students to preview *Cats, Dogs and Us*, looking at headings, photographs and captions.
- Discuss variety of text formats and which ones they find encourage the reader to read further, which ones identify the purpose of the texts; the importance of headings when scanning for information.

### Vocabulary: Emotive words

- Discuss the meaning of the words domestication, roaming, owned, community, feral and how they relate to cats and dogs.
- Look words up in a dictionary or glossary to verify meaning within this text.
- Brainstorm people's responsibility towards cats and dogs and also care of the natural environment.

### Comprehension: Purpose and intention

- Read article on page 1 *Cats, Dogs and Us*.
- Identify topic sentences.
- Students highlight other key words in each paragraph.
- Underline any words that need clarification.
- Discuss purpose of text and intended audience how dogs are used in the community besides just being pets.

## Resources

Student Magazine:  
*Cats, Dogs and Us*: Cats and dogs in our communities (page 1 and 2)

Electronic tablets, laptops,  
butchers paper or IWB

# Cats, Dogs and Us



## Outcomes and content descriptions

*EN2-10C* Use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences.

*ACSSU073 and ST2-11W* Living things depend on each other and the environment to survive.

*ST2-11W* Gather information about some relationships between living things e.g. mutually beneficial relationships.

## Teaching and learning experiences: Author intent

### Support activity: People's use of animals

- Have a bank of images of domesticated and wild animals.
- Students to group the animals and explain their reason for their category. Students to display their results.
- Research information on a chosen companion or work animal. Present their findings to the class.

### Extension activity: People's interaction with cats and dogs

- Have students compare and contrast people's relationship to cats and dogs with our relationship to other animals, both domestic and wild.

Or

- Invite students to research cats and/or dogs in a country or region of the world. Encourage students to find out about the history of cats and/or dogs in the area, how they are viewed in the culture, and how they live with people. Have students create a poster to show their findings.

## Resources

Images of domesticated and wild animals

## Cats, Dogs and Us



### Overview

Students will gain a greater understanding of the science concept of how animals have adapted to their environment over time. Students will predict how traits could evolve further to adapt to a particular environment.

### Outcomes/achievement descriptions

Students will:

- Define and identify animal adaptations.
- Identify physical traits of cats.
- Describe adaptive functions served by physical traits of cats.
- Build curiosity about cats.

# Cats, Dogs and Us



## Outcomes and content descriptions

**AC SIS054, AC SIS065 and ST2-4WS** Work collaboratively and individually, to suggest ways to plan and conduct investigations to find answers to questions.

**AC SHE050, AC SHE061 and ST2-4WS** Process and analyse data and information.

**ST2-10W and ST2-11W** Living things can be grouped on the basis of observable features.

**ST2-11W** Gather information about some relationships between living things e.g. predator-prey, competitors and mutually beneficial relationships.

**ST2-11W** Predict the effect of natural changes in the environment on some relationships.

**AC SHE051, AC SHE062 and ST2-11W** Describe some examples of how science knowledge helps people to understand the effect of their actions on the environment and the survival of living things.

## Teaching and learning experiences: Adaptations and survival

### Natural selection

- Introduce adaptations. Review page 3 of the Student Magazine with students. Introduce the term adaptation.
- Explain to students that an adaptation is a physical or behavioural characteristic that helps an animal survive in its particular environment.

### Think-Pair-Share: Adaptations

- Invite students to think of an animal and one of its adaptations e.g. animals have different adaptations that help them move, get food or water, stay warm or cool, care for their young, or stay safe from predators in the environment in which they live.
- Give an example like, a tiger's striped fur is an adaptation that provides camouflage. The stripes allow the tiger to blend in with tall grass and sneak up on prey.
- Get students talk about their ideas with a partner and then share them with the whole group. Chart students' responses.
- As a class, group adaptations mentioned into categories – those that help them hide (camouflage), catch prey, stay warm/cool; climb/dig.

## Resources

Student Magazine:  
The Incredible Cat  
Animal Adaptations (page 3)  
<http://animal.discovery.com/>

**Please note:** All resource links are accessible through copying and pasting the link into your web browser.

# Cats, Dogs and Us



## Outcomes and content descriptions

*Drama (National curriculum draft document).*

Year 3 and Year 4

- 2.1** Imagine and act out roles and situations participating in dramatic play and role play.
- 2.5** Share role play, process drama and improvisations with each other.

## Teaching and learning experiences: Adaptations and survival

### Discuss how animals become adapted

- Explain to students that animals become adapted to their environment over hundreds and thousands of generations. Explain that domestic cats are descended from wild cats that survived by hunting.
- Imagine that many thousands of years ago, some cats had pads on their paws that allowed them to walk quietly and other cats did not. Which group of cats would be better hunters?
- Discuss with students that the cats with quiet paws are more likely to catch their food and survive, while the other cats would more likely starve.
- If the survivors have offspring, are their offspring more likely or less likely to have quiet paws (and therefore be better hunters) like their parents?
- Guide students to understand that after many generations, most of the cats' paws will have the physical traits that make them good hunters (soft, silent paw pads). Explain that the cats have adapted to their particular environment.

### Support activity: Game to explain adaptation

Role play: Demonstrate the process of adaptation by asking students to role play a mouse being stalked by two groups of cats, one with quiet paws and the other with noisy paws, (this could be achieved by the "noisy cat" having three small bells on ribbon tied to their ankle). Have the "mouse" cover his or her eyes. Tell the mouse to say "freeze" when he or she hears a cat.

## Resources

Internet access

Anklets of ribbon and three small bells attached



# Cats, Dogs and Us



## Outcomes and content descriptions

*ST2-10W and ST2-11W* Gather information about some relationships between living things e.g. predator-prey, competitors and mutually beneficial relationships.

*ST2-11W* Predict the effect of natural changes in the environment on some relationships.

*ACSHE051, ACSHE062 and ST2-11W* Describe some examples of how science knowledge helps people to understand the effect of their actions on the environment and the survival of living things.

## Teaching and learning experiences: Adaptations and survival

### Support activity: Game to explain adaptation (continued)

Have a “cat” with noisy paws approach the “mouse”. After the “mouse” hears that “cat” and says “freeze”, the “cat” stops moving. Repeat with a “cat” with quiet paws. Compare how close the two “cats” got to the “mouse”, and then continue with other pairs. Discuss which group of cats would be more likely to eat, survive, and reproduce: the cats with the quiet paws or the ones with noisy paws?

### Extension activities: Cats in their environments

- Analyse physical adaptations of cats:
  - Have students complete worksheet 3 Cat Adaptions (Explain to students there are no right or wrong answers for this question. The goal is to have students expand their thinking beyond the text).
- Ask the students to:
  - List some physical traits of cats and write how those traits help a cat survive.
  - Select a particular trait and discuss with a partner how this trait could evolve further to better adapt to their environment. Share findings.

## Resources

Worksheet 3 Cat Adaptions

Electronic tablets, laptops or pen and paper

# Cats, Dogs and Us



## Outcomes and content descriptions

**ACMSP096** and **MA2-18SP** Construct suitable data displays including tables, column graphs, picture graphs and the use of scale, marking equal spaces on graph axes, labelling axes and appropriate titles.

## Teaching and learning experiences: Adaptations and survival

### Extension activities: Cats in their environments (continued)

- Conclude with a reminder that even though domestic cats have adaptations that make them good hunters, they are no longer wild animals and they need people to provide for their needs.

Or

- Research cats: Wild and domesticated, creating a document that shows a comparison of characteristics.

Or

- Research: Pose questions:
  - Why are cats eyes shaped the way they are?
  - Why are their paws shaped as they are?
  - Why do some cats not have fur, what makes some cats fur allergenic?
  - Why do cats have whiskers?
  - Why are cats' tongues scratchy?
  - Why were cats thought to be symbols of good luck?

### Maths: Data bank and graphing animal characteristics

- Find out how fast leopards, cheetahs, lions, pumas, domesticated cats, tigers and cougars run. Build a data bank and graph results.

## Resources

EXCEL to record data and create graphs or graph paper

## Cats, Dogs and Us



### Overview

Students will analyse how cats and dogs communicate. Students will develop the social skill of empathy by learning how to identify nonverbal cues of cats and dogs and how to appreciate the animals' perspective. Students will engage in critical discussion, role play, and observation activities.

### Outcomes/achievement descriptions

Students will:

- Identify behaviours of cats and dogs.
- Identify misinformation about cats.
- Analyse the impact of respectful behaviour toward cats and dogs.
- Indicate awareness of and identify with, the “feelings” of cats and dogs.
- Be willing to consider the natural behaviours and needs of cats and dogs.

# Cats, Dogs and Us



## Outcomes and content descriptions

*EN2-4A* Draw on experiences, knowledge of the topic or context to work out the meaning of unknown words.

*ACELA1459 and EN2-9B* Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb group/phrases and prepositional phrases.

*EN2-10C* Use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences.

*ACELT1596 and EN2-11D* Draw connections between personal experiences and the worlds of texts, and share responses with others.

*EN2-11D* Compose a variety of texts e.g. simple poetry that include aspects of home and local community life.

## Teaching and learning experiences: What are they saying?

### Vocabulary: Experiences build knowledge

- Read and highlight adjectives describing cats' behaviour. Keep this list for the poetry activity.
- Discuss situations when cats make these sounds.

### Comprehension: Cat sounds

Read paragraph on page 4 "Cats make many sounds".

- Make list of sounds on the board as students locate them. Add any other sounds they may think of.
- Watch YouTube clip on figurative language.
- Have students make their own onomatopoeia on their electronic tablet using voice recording and inserted images to identify the sounds cats make in different situations. (For extension student could do a similar project on the sounds dogs make).
- Write the words as they sound in decorative writing to show the meaning of the word.

## Resources

Student Magazine:  
Cat Behaviour (page 4 and 5)

Highlighters

Onomatopoeia YouTube clip

<http://www.youtube.com/watch?v=f1b5kCvVBo8>

Poetry Formats

<http://www.primaryresources.co.uk/english/englishC7.htm>

<http://animal.discovery.com/pets>

**Please note:** All resource links are accessible through copying and pasting the link into your web browser

# Cats, Dogs and Us



## Outcomes and content descriptions

**ACELT1607** and **EN2-10C** Create literary texts that explore students' own experiences and imagining.

## Teaching and learning experiences: What are they saying?

### Poetry: Onomatopoeic poems

- List adjectives underneath each other.
- Transform into given poetry formats – personality, feelings, way cats and dogs help man.
- As poems are edited, have the students transfer their chosen poem to their iPad or make into a class book. Share with class.

### Comprehension: Myths and Reality

- Discuss the section on page 5, Myths and Reality.
- Discuss why these myths may have come into being – what is it about a cats' behaviour that could have people believe these things? What harm might they cause today?

### Extension activity: Cat's or dog's diary

- Invite students to write a diary entry or online posting from a cat's or dog's point of view, telling about the cat's or dog's feelings throughout a day.
  - Some scenarios students may write about include: a dog was left tied up all day while its owner was away; a roaming dog is looking for something to eat; a cat feels lonely because people believe it is unlucky.

## Resources

## Cats, Dogs and Us



### Overview

Students will gain an understanding of the interaction between man and cats and dogs and how we use dogs particularly to help us in a variety of situations.

### Outcomes/achievement descriptions

Students will:

- Identify ways in which we use cats and dogs as both companion and work animals.
- Begin to understand that cats and dogs require our input for their welfare.

# Cats, Dogs and Us



## Outcomes and content descriptions

**ACELT1596 and EN2-11D** Draw connections between personal experiences and the worlds of texts and share responses with others.

**EN2-11D** Respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world.

**EN2-11D** Describe and discuss ethical issues encountered in texts.

**EN2-11D** Justify personal opinions by citing evidence, negotiating with others and recognising opinions presented.

**ACELY1680, ACELY1692 and EN2-4A** Use comprehension strategies to build literal and inferred meaning to expand content, knowledge, integrating and linking ideas and analysing and evaluating texts.

**EN2-4A** Skim a text for overall message and scan for particular information e.g. headings, key words.

## Teaching and learning experiences: Companion and work animals

### Review and respond: Companion and working animals

- Review and recall what a companion animal and a working animal are.
- List examples of working animal e.g. cattle dog, police dog, customs dog, guide dogs, guard dogs.
- Discuss their purpose or role for each dog.
- Discuss situations relating to companion animals – dogs for therapy, working dogs, sniffer dogs, guide dogs.
- Watch YouTube videos of dogs in action.
- On IWB Link image to image of occupation.
- List under each the characteristics that would be needed for each type of dog to complete its job.
- Refer to The Outstanding Dog page 6.
- Discuss the use of headings and labelling for information.
- Have students in pairs redesign this page with identifying why a dog is selected for their particular job.
- Arrange a visit from Guide Dogs or pets for therapy, e.g. DELTA Society, (also information on the benefits of dogs in health care; can also work within schools to assist students in need – “Developing confident kids”).

## Resources

Student Magazine:

Cats Dogs and Us (page 1)

The Outstanding Dog (page 6)

Living with Cats and Dogs (page 9)

IWB images of each type of working dog to link with their occupation

YouTube clips of dogs in action (Guide Dogs).

Puppy Police Cam

NSW Police Force

[http://www.police.nsw.gov.au/about\\_us/structure/specialist\\_operations/nsw\\_police\\_dog\\_unit](http://www.police.nsw.gov.au/about_us/structure/specialist_operations/nsw_police_dog_unit)

Stencil or electronic tablet page with dog and headings with the space for their information to be written.

IFAW's approach to cat and dog issues

[www.ifaw.org](http://www.ifaw.org)

Local Council websites have information on responsibilities for pet owners

**Please note:** All resource links are accessible through copying and pasting the link into your web browser

# Cats, Dogs and Us



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## Outcomes and content descriptions

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**ACELY1680, ACELY1692 and EN2-4A** Use comprehension strategies to build literal and inferred meaning to expand content, knowledge, integrating and linking ideas and analysing and evaluating texts.

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## Teaching and learning experiences: Companion and work animals

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### Extension activities: IFAW and its role within the community

- Research IFAW:
  - What is IFAW?
  - How are they involved in the welfare of animals?
  - How are they involved in disasters and the rescue of survivors?
  - How does their role in the community differ from other animal welfare charities?

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## Resources

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## Cats, Dogs and Us



### Overview

Students will understand the social concept of needs and that people must provide for the needs of cats and dogs. Students will observe a dog's living situation and learn how to recognise signs of neglect.

### Outcomes/achievement descriptions

Students will:

- Define need and identify the physical, social, and behavioural needs that must be met for cats and dogs to thrive.
- Analyse human behaviour that helps or harms cats and dogs.
- Identify how to take responsibility for the welfare of cats and dogs.
- Evaluate evidence of neglect based on the needs of dogs.

# Cats, Dogs and Us



## Outcomes and content descriptions

*EN2-11D* Describe and discuss ethical issues encountered in texts.

*EN2-11D* Justify personal opinions by citing evidence, negotiating with others and recognising opinions presented.

*EN2-1A* Use information to support and elaborate on a point of view.

## Teaching and learning experiences: Responsibility in caring for cats and dogs

### Group discussion: Detectives and clues

- Discuss being a detective or animal welfare officer looking for clues. In each activity sheet you have to look for clues to tell you if Bud is being looked after properly.
- Show students drawing 1 Animal Welfare Officer from worksheets 4–5.

### The environment and dogs. Students can work in pairs to foster discussion.

- Explain that when they first arrive at Bud's backyard, they should look at the whole situation and describe all the details about the dog and the environment he lives in.
- Prompt students with questions such as:
  - What does Bud look like?
  - What is he doing?
  - What is his living situation like?
  - Is he tied? Is he tangled up?
  - What does the area around Bud look like?
  - Why do you think the neighbour reported Bud's situation?

## Resources

Student Magazine:  
Cats and Dogs in Our Communities (follows or precedes dogs as companion animals)  
Caring for Cats and Dogs (page 10 and 11)

Worksheet 4 and Worksheet 5

Research other information relating to:

- Impounding animals
- Pet laws
- Animal holding facilities
- Dog exercise areas

## Cats, Dogs and Us



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### Outcomes and content descriptions

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### Teaching and learning experiences: Responsibility in caring for cats and dogs

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### Resources

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#### **The environment and dogs. Students can work in pairs to foster discussion.** (continued)

- Show students drawing 2 (body condition). Ask students to look at Bud and assess his condition overall.
  - What is Bud's body language communicating?
  - Does he look well fed?
  - How can you tell?
  - Does his collar fit properly? (Students may conclude that a loose collar once fit, but the dog has lost weight.)
- Show students drawing 3 (food). Ask students to look for any signs that Bud is being fed twice a day, as the owner has said.
  - What do you notice about the bowl?
  - Can Bud reach his bowl?
  - Has there been food in the bowl recently?
- Show students drawing 4 (water). Ask students to look for evidence regarding whether Bud always has water.
  - Can Bud reach the water bucket? Is it right side up?
  - Does it look like it has held water recently?

Utensils for writing a report. Have students design an official logo to present their report.

*<http://www.pets.nsw.gov.au/flash/start.html>*

**Please note:** All resource links are accessible through copying and pasting the link into your web browser

## Cats, Dogs and Us



### Outcomes and content descriptions

### Teaching and learning experiences: Responsibility in caring for cats and dogs

### Resources

#### **The environment and dogs. Students can work in pairs to foster discussion.** (continued)

- Show students drawing 5 (shelter).
  - Explain that shelter can be different things, but it needs to protect the animal from rain, snow, wind, the hot sun, and so on.
  - Ask students to assess whether Bud has adequate shelter.
  - Can Bud reach his shelter?
  - Does it protect him from the weather?
  - Does it have bedding inside such as straw or dry blankets?
- Show students drawing 2 again (health/veterinary). Tell students to look for signs of sickness or discomfort.
  - Do you notice any signs that Bud is sick or hurt?
  - Are his eyes weeping or crusty?
  - Do you notice any new wounds? Do you see scabs?
- Show students drawings 1 and 2 again (friends/exercise)
  - What can you tell by looking at the rope?
  - Do you see evidence that Bud gets to spend time with/be near other “people or run and play with other dogs? Explain.

Arrange a guest speaker from your local council

# Cats, Dogs and Us



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## Outcomes and content descriptions

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## Teaching and learning experiences: Responsibility in Caring for Cats and Dogs

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## Resources

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### **The environment and dogs. Students can work in pairs to foster discussion.** (continued)

- Have students determine whether all the evidence supports the owner's claim that Bud is being cared for or the caller's claim that he is not.
  - You may choose to have students write up their findings in a report, either as a whole group, in pairs, or individually.
  - Remind students to list reasons and evidence to support their arguments.
  - If Bud is not being cared for, what can be done to help him?

*(Adapted with permission from APHE Lesson Plan Workbook © 2012 APHE)*

### **People's responsibility in caring for cats and dogs**

- What do you do if you find a stray?
  - How do stray dogs or stray cats survive?
  - Is it the right thing to do to feed a stray animal?
  - Who should you notify if you find a stray animal?
  - Should you take a stray animal home?
-

## Cats, Dogs and Us



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### Outcomes and content descriptions

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*EN2-2A* Plan and organise ideas using headings, graphic organisers, questions and mind maps.

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### Teaching and learning experiences: Responsibility in Caring for Cats and Dogs

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- Brainstorm in small groups responsibility of ownership of animals.
  - What type of things are you responsible for as a cat or dog owner?  
Vaccination, micro-chipping, registration with council, worming, regular vet care, exercise and feeding.
- Discuss cats/dogs behaviour that may irritate your neighbour and your responsibility for this.
- Discuss how do people try to change their cat/dogs behaviour?
- Discover what your local council regulations are relating to the keeping of cats and dogs. Invite a speaker from your local council. Each council has an Animal and Rangee Service.

#### Extension activity: Poster

- Have students design posters to advertise and inform about animal welfare and care and responsibilities of owning a cat/dog.
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### Resources

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Cardboard, drawing materials and markers

## Cats, Dogs and Us



### Overview

Students will examine the dingo and its role in Aboriginal history and why dingos are not common as family pets.

### Outcomes/achievement descriptions

Students will:

- Define need and identify the physical, social, and behavioural needs that must be met for cats and dogs to thrive.
- Analyse human behaviour that helps or harms cats and dogs.
- Identify how to take responsibility for the welfare of cats and dogs.
- Evaluate evidence of neglect based on the needs of dogs.

# Cats, Dogs and Us



## Outcomes and content descriptions

*ST2-11W* Living things depend on each other and the environment to survive.

*ST2-11W* Gather information about some relationships between living things eg mutually beneficial relationships.

*ACSHE051, ACSHE062 and ST2-11W* Describe some examples of how science knowledge helps people to understand the effect of their actions on the survival of living things.

*ACELY1680, ACELY1692 and EN2-4A* Use comprehension strategies to build literal and inferred meaning to expand content, knowledge, integrating and linking ideas and analysing and evaluating texts.

*EN2-10C* Use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences.

## Teaching and learning experiences: The dingo in Australian culture

### Reading Comprehension: Finding Facts; Making Inference.

- Read article on page 6.
- Link it to the Australian dingo.
- Research the relationship between the Aborigine and the dingo.
- Research stories of interaction between the dingo and people today.
- What are some of the issues facing the dingo today; are they an endangered species?
- Why aren't dingoes family pets today?

## Resources

Student Magazine:  
The Outstanding Dog (page 6)

Aboriginal Legends

Bahloo the moon god

Dreamtime Legends – the dogs who were really snakes

Resources: Aboriginal legend websites

Bahloo the moon god

[www.rmwebed.com.au/hsie/y10/abc/dreamtime/dreamt\\_dog\\_snakes.htm](http://www.rmwebed.com.au/hsie/y10/abc/dreamtime/dreamt_dog_snakes.htm)

Dreamtime Legends – the dogs who were Really Snakes

[www.currumbiss.eq.edu.au/aunty-joyce/html/body\\_dingodreaming.html](http://www.currumbiss.eq.edu.au/aunty-joyce/html/body_dingodreaming.html)

**Please note:** All resource links are accessible through copying and pasting the link into your web browser



# Cats, Dogs and Us



## Overview

Students will analyse how cats and dogs communicate. Students will develop the social skill of empathy by learning how to identify nonverbal cues of cats and dogs and how to appreciate the animals' perspective. Students will engage in critical discussion, role play and observation activities.

## Outcomes/achievement descriptions

Students will:

- Identify behaviours of cats and dogs.
- Identify misinformation about cats.
- Analyse the impact of respectful behaviour toward cats and dogs.
- Indicate awareness of and identify with, the feelings of cats and dogs.
- Be willing to consider the natural behaviours and needs of cats and dogs.

# Cats, Dogs and Us



## Outcomes and content descriptions

*EN2-10C* Use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences.

*ACELT1607 and EN2-10C* Create literary texts that explore students' own experiences and imagining.

*EN2-2A* Plan and organise ideas using headings, graphic organisers, questions and mind maps.

## Teaching and learning experiences: The dingo in Australian culture

### Dog stories

- Students bring in a photo of their dog (or wished for dog if no pet).
- Students prepare and give a speech on their dog's habits, personalities.
- Students create a mind map with picture of dog in centre identifying their personality traits and habits.
- Discuss article on page 7 – students identify what or how a dog lets you know when it feels threatened, scared, nervous, happy, playful or territorial.
- Put your dog into a story as the main character – write the event through the eyes of the dog. This may be as simple as going for a walk or being left to guard the house.

### Sequencing story

- Stencil: Have a copy of the cards on page 8 minus the cross and ticks with a space to add speech bubbles. Have blank squares for students to draw their own images. This may include a setting or another character.
- Have students write what the dog is trying to communicate with its body language in each speech bubble (see examples on the page 8).
- Students to then select four of their completed squares. They are to use these to create a story where the dog would react in this manner. They can draw other images to show setting or interacting character on blank squares provided.
- These are then pasted onto a blank sheet in a story sequence.

## Resources

Student Magazine:  
Dog language (page 7 and 8)

Mind Map

Assessment task

Copy of cards in Student Magazine (page 8)

Blank squares

Paper and pencils/pens

## Cats, Dogs and Us



### Overview

Through critical reading and discussion, students will examine different perspectives relating to the care and wellbeing of cats and dogs.

### Outcomes/achievement descriptions

Students will:

- Define essential vocabulary related to community issues.
- Compare and contrast multiple points of view on the same topic.
- Cite evidence in the text to support analysis.
- Examine the consequences of the absence of dogs to the community.
- Express empathy and compassion for dogs.

# Cats, Dogs and Us



## Outcomes and content descriptions

*EN2-1A* Use information to support and elaborate on a point of view.

*ACELT1596 and EN2-11D* Draw connections between personal experiences and the worlds of texts and share responses with others.

*EN2-11D* Describe and discuss ethical issues encountered in texts.

*EN2-11D* Justify personal opinions by citing evidence, negotiating with others and recognising opinions presented.

*EN2-10C* Use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences.

*ACELY1689 and EN2-6B* Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences.

*EN2-6B* Use persuasive language to compose simple persuasive texts appropriate to a range of contexts.

*ACELA1476 and EN2-1A* Understand and adopt the different roles in a debate.

## Teaching and learning experiences: The dingo in Australian culture

### Assembling information: Animal welfare

- Brainstorm:
  - What are the things animals give to us as humans?
  - How are cats and dogs used within our communities?
  - What are our legal responsibilities as owners of cats and dogs?
  - What do cats and dogs need to survive?
- Give students a copy of pages 11 and 12.
- Read article relating to mistreating animals and diseases, highlighting key issues raised.
- Discuss each issue – neglect and cruelty.
- Redefine what we can do to ensure our dogs or cats are well looked after.

### Assessment tasks

- Design: Posters to advertise and inform about animal welfare and care and responsibilities of owning a cat/dog

Or

- Debate: Dogs are more useful to people than cats.

Or

- Distribute the KWI sheet from the beginning of the unit and have students complete the third section “What I’ve Learnt”. Have them note any changed viewpoints with a brief explanation for their changed perspective.

## Resources

Student Magazine:  
Holding up Our End of the Deal  
(page 12 and 13)

Rubrics for tasks

# Assesment Writing Task Cats, Dogs and Us



## Stage 2

- Analyse the impact of respectful behaviour towards cats and dogs.
- Indicate awareness of, and identify with, the “feelings” of cats and dogs.
- Willing to consider the natural behaviours and needs of cats and dogs.
- Put your dog into a story as the main character – write the event through the eyes of the dog.

Working beyond	Working above	Working at	Working towards	Working below
Identifies five areas relating to the behaviour of cats and dogs and people’s responsibility for providing for their needs with supporting evidence.	Identifies four areas relating to the behaviour and our interaction with cats dogs with some supporting evidence.	Identifies three areas relating to the behaviour and our interaction with cats dogs.	Identifies two areas of animal behaviour and what this may mean.	Has difficulty identifying the meaning of animal behaviour.
Identifies safe ways to interact with cats and dogs and provides examples noting both negative and positive situations.	Identifies safe ways to interact with cats and dogs and provides some example situations.	Identifies some ways people’s behaviour can influence a cat or dog’s behaviour.	Identifies animal behaviour with some cause and effect evident.	Has not made the link to animal behaviour and people’s responsibility.
Using more complex sentence structure. Using targeted vocabulary.	Uses grammatically correct sentences. The sentences show some use of the vocabulary targeted during the unit.	Uses grammatically correct but basic sentences.	Most sentences are grammatically correct.	Sentences lacking structure and punctuation.
Paragraphs used to define and support topic sentences.	Simple paragraphs used.	Some understanding of basic paragraphing.	Paragraphs not used.	

Personality traits

Habits

*Insert a picture of  
your cat or dog here*

Interesting facts

Special events

How I care for my pet

# Poetry formats Cats, Dogs and Us

Image poetry	Emotion poetry	Formula poetry	Ballads	Senses poem
<p><b>Line 1</b> Two or three describing words</p> <p><b>Line 2</b> Give the object an action</p> <p><b>Line 3</b> Put the object somewhere</p> <p>Shaggy, dopey-eyed, wagging tail, loping, bounding, jumping, bounding through the park.</p> <p>Your object in this poem would be your cat or dog and could include emotions like friendship, kindness, loyalty rather than appearance.</p>	<p>This is a lyric poem. It describes the objects in terms of events or things around it to evoke emotional understanding.</p> <p>For example:</p> <p><b>Hostility is</b> A snarling dog Guarding his property Keeping strangers away</p> <p><b>Happiness is</b> gnawing on a bone after tugging on a rope and chasing wayward birds having company</p>	<p>You could try these formulas to paint a picture of one of the settings within the book.</p> <p><b>Name a place</b></p> <ul style="list-style-type: none"> <li>• Sounds heard there.</li> <li>• When?</li> <li>• Describe an action?</li> <li>• Describe a mood? e.g. My place, sunny, comfy, undisturbed in the middle of the day, I feel like the world is all mine, purring, sleeping, dreaming.</li> </ul> <p><b>Write a feeling</b></p> <ul style="list-style-type: none"> <li>• Write three verbs that relate to that feeling.</li> <li>• Where this is felt?</li> <li>• Who has the feeling?</li> </ul> <p><b>Name the emotion</b></p> <ul style="list-style-type: none"> <li>• Two-three things you associate with emotion.</li> <li>• It happens when...</li> <li>• I feel like...</li> <li>• Use three sensory words to describe the emotion.</li> </ul>	<p>Ballads tell a story and can often be put to music.</p> <p>You can experiment with the children putting a story about their pet into a ballad, concentrating on the main ideas of what happened.</p> <p>It could become a free verse – use the five senses as starting points.</p>	<p>It feels like</p> <p>It smells like</p> <p>It taste like</p> <p>It looks like</p> <p>It sounds like</p> <p><i>My dog makes me feel happy</i></p> <p><i>He has a doggy smell</i></p> <p><i>His kisses taste sloppy</i></p> <p><i>He looks like a raggedy doll</i></p> <p><i>His barking warns me someone is near.</i></p>

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What I **know**: What I **want to know**: What I have **learned**:

What I **know**:

What I **want to know**:

What I have **learned**: