

## 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

## Stage/Year/Age

Stage 3  
Year 5 and 6  
Ages 10-12

## Duration

Seven Lessons

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## Rationale

**Why does this learning matter?** Through a variety of activities and discussions, students will analyse the relationship people have with cats and dogs, develop essential vocabulary about the topic and understand how humans support, live with and use these animals. They will research and discuss some environmental concerns relating to cats, dogs and Australia's native 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 human's interaction with cats and dogs and environmental factors.

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## Outcomes/content descriptions

English

### Speaking and listening

Communicate effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features. [ACELY1700](#), [ACELY1710](#), [ACELY1709](#) and [EN3-1A](#)

### Writing and representing

Compose, edit and present well-structured and coherent texts. [ACELY1704](#), [ACELY1714](#), [ACELT1609](#) and [EN3-2A](#)

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# Cats, Dogs and Us



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## Outcomes/content descriptions

English (continued)

### Reading and viewing

Use an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies. *ACELA1524, ACELY1712, ACELY1703, ACELY1713 and EN3-3A*

### Responding and composing

Discuss how language is used to achieve a widening range of purposes for a widening range of audiences and contexts. *ACELY1701, ACELY1801, ACELA1517 and ENS3-5B*

### Expressing themselves

Identify and consider how different viewpoints of their world, including aspects of culture, are represented in texts. *ACELY1699 and EN3-8D*

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## Outcomes/content descriptions

Mathematics

### Data 1

Use appropriate methods to collect data and construct, interpret and evaluate data displays, including dot plots, line graphs and two-way tables. *MA3-18SP*

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## Outcomes/content descriptions

Science

Describe some physical conditions of the environment and how these affect the growth and survival of living things. *STS-11LW*

Describe how structural features and other adaptations of living things help them to survive in their environment. *ACSSU043 and ST3-10LW*

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## Core focus questions

Has the interaction of cats and dogs been of benefit to our communities?

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## Unit assessment tasks

Students to select a local native animal that cats and dogs impact upon. Design a poster using Edcanvas or Glogster to identify problems our native animals face relating to cats and dogs and what we can do to ensure their safety.

# 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

**ACELY1709 and ENA3-1A** Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions.

**MA3-18SP** Data 1 Use appropriate methods to collect data and construct, interpret and evaluate data displays, including dot plots, line graphs and two-way tables.

## Teaching and learning experiences: Personal responses to given information

### How are opinions formed?

- Discussion and preliminary opinion survey:
  - Discuss the difference between fact and opinion.
  - Use the guiding questions from worksheet 1 to have students record their own understanding of these questions and to introduce the unit of work.
- Collection of data and graphing of viewpoint responses:
  - Explain to students that you are going to pose a series of statements relating to cats and dogs and ask them to decide how they feel about them. Let them know there is no correct answer – it is their opinion.
  - Place the signs: Strongly agree; Agree; Strongly disagree and Disagree around the room. Students are to move to these areas in response to the viewpoint statements.
  - Count the number of students in each response area for each question.
  - On the IWB, as a class create a graph of responses to each of the viewpoint statements using the four responses of strongly agree, agree, strongly disagree and disagree on the x-axis and numbered (dependant on number within the class) on the y-axis. Keep these graphs for later comparison.

## Resources

Student Magazine:  
Introduction: Viewing the video

Fact/opinion sheet relating to cats and dogs as in the myth and reality section

Worksheet 1 - guiding question stencil

Viewpoint statements:

- Cats and dogs help people and communities
- Cats and dogs don't always need people to take care of them
- A dog that bites could be scared
- Dogs should never be allowed to roam free

# Cats, Dogs and Us



## Outcomes and content descriptions

**ACELY1699** and **EN3-8D** Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view.

**EN3-3A** Recognise how aspects of personal perspective influence responses to text.

**ACELY1801** Analyse strategies used to influence readers/viewers.

## Teaching and learning experiences: Personal responses to given information

### Video viewing

- View the video – students are able to add information to their responses to the guiding questions.
- Video responses:
  - In small groups students to discuss if their responses have changed or not and why.
  - Revisit the viewpoint statements, creating a class graph of results. Compare to previous graph and discuss “how do we form opinions?”.
  - Have students identify what aspect(s) of the video contributed to their understandings. This could be a change of opinion or a reinforcement of what they already believed.
  - Discuss how language (including images) can be used to persuade a reader/viewer.

## Resources

IWB for graphing

Video

## 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

**ACELY1712 and EN3-3A** Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features e.g. table of contents, glossary, chapters, headings and sub-headings.

**ACELY1709 and ENA3-1A** Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions.

**ACELY1700, ACELY1710 and ENA3-1A** Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis.

## Teaching and learning experiences: Reading for meaning forming opinions

### Jigsaw reading

- Students divided into groups:
  - *Cats Dogs and Us* (page 1).
  - Cats and dogs in our communities (page 2).
  - The Incredible Cat (page 3).
  - Cat behaviour (page 4 and 5).
  - The Outstanding Dog (page 6 and 7).
  - Taking Care of Cats and Dogs (page 9).
  - Caring for Cats and Dogs (page 10 and 11).
  - Holding up our End of the Deal (page 12 and 13).
- Students each need a copy of the pages they are to read, the glossary and a dictionary.
- Students read their given pages, taking note of key words and main ideas.
- Students design a poster that gives the main points of their article to share with the rest of the class and school. Each poster needs to include:
  - A main heading.
  - Key sub-headings.
  - Diagrams, pictures and/or illustrations.

Information to be brief and to the point. Dot points available. Colour and formatting of the posters will be important.

- Students present and display posters to the class and are prepared to answer questions from their peers.

## Resources

Student Magazine:  
Magazine overview: Key ideas

Activity sheet 2: Reading analysis identifying key words and main points or electronic tablet/computer: mind mapping page

- Magazine page for each group
- Glossary from magazine
- Dictionaries

Poster paper and suitable media for poster making e.g. Textas, pens, coloured pencils or electronic tablets/computers

Woollahra Council Website

[http://www.woollahra.nsw.gov.au/services/animals\\_and\\_pets](http://www.woollahra.nsw.gov.au/services/animals_and_pets)

**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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**ACELT1609 and EN3-2A** Compose texts that include sustained and effective use of persuasive devices, e.g. texts dealing with environmental issues.

**EN3-2A** Compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics.

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## Teaching and learning experiences: Reading for meaning; forming opinions

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### Extension: Care of our native animals, cats and dogs

- Pose questions as to the causes of native Australian animals becoming endangered and what we can do to endeavour to ensure their protection and survival.
  - Students to select a particular Australian animal and research its habitat, what it needs to survive and potential dangers of the encroachment of urban development on its habitat.
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## Resources

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## Cats, Dogs and Us



### Overview

Students will understand 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

**ACSSU043** and **STS-11LW** Living things have structural features and adaptations that help them to survive in their environment.

**ACELY1709** and **ENA3-1A** Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions.

## Teaching and learning experiences: Adaptations and survival

### Adaptation

- Have the students who reviewed page 3 briefly re-outline the key points.
- 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 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.

### Adaptations in the wild

- Show a series of animals from around the world.
- Students to discuss characteristics that help these animals to survive in their environment e.g. koala, camel, honey eater, butcher bird, polar bear, echidna, crocodile.
- Points to consider are:
  - The shape of a bird's beak.
  - An animal's ability to grasp objects, colour and density of fur/skin, body shape and particular behaviours.

## Resources

Student Magazine:  
Animal Adaptation  
The Incredible Cat (page 3)  
The Outstanding Dog (page 6)

Worksheet 3  
Cat Adaptations (page 3)  
Do similar sheet for Dog Adaptations (page 6)

Images of animals from around the world, e.g. koala, camel, honey eater, butcher bird, polar bear, echidna and crocodile

<http://resources.woodlands-junior.kent.sch.uk/homework/adaptations/polarbears.htm>

<http://resources.woodlands-junior.kent.sch.uk/homework/adaptations/camels.htm>

**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

**ACELY1704, ACELY1714 and ENA3-2A** 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.

**ACSSU043 and STS-11LW** Living things have structural features and adaptations that help them to survive in their environment.

**ACELY1703, ACELY1713 and EN3-3A** Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

## Teaching and learning experiences: Adaptations and survival

### Adaptations in the wild (continued)

- Share reasoning with the class and identify why adaptations occur over time and discuss whether these are always positive for animals.
- Divide class into two – one group to complete the adaptation worksheet 3 for cats and one group to complete it for dogs.
- Each group to discuss and record how a particular characteristic has helped the cat or dog to survive over the centuries.

### Narrative writing: An autobiography of a cat's/dog's life

- Write a narrative from a cat or dog's perspective, outlining a day in its life and how it uses its adaptations and physical characteristics daily.  
Possible topics:
  - Captain Cook's cat.
  - The abandoned cat/dog.
  - Bennelong's dog.
  - Why does the dog sit on the Tucker Box – what has he seen in his lifetime there?

### Extension 1: Animal survival

- Students to find and research an animal looking at how it survives in its environment.

### Extension 2: Cats in fiction

- Students to research cats that are part of books that they have read, identifying personified traits, intended audiences, possible personification (what and why – author intent).

## Resources

Writing implements

Access to factual texts and/or internet

Supply of cat stories

Writing materials

## 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 non-verbal 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

**EN3-1A** Discuss and experiment with ways to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience.

**ACELY1709 and ENA3-1A** Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions.

**ACELA1524 and EN3-3A** Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts.

**ACELY1701 and EN3-5B** Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text.

**EN3-1A** Identify and summarise key ideas and information from guest speakers.

## Teaching and learning experiences: Body language as communication

### Communication

- Discuss what body language is and how we use it to communicate to others what we are feeling.
- Have a series of cards with given situations. Students to mime them out while others decide what message is being sent.
- Discuss why it's important for people to understand what a dog or cat is saying through body language:
  - Why is it important to consider the situation the dog is in when determining what the dog is trying to communicate?
- Use the magazine to help identify what body parts cats and dogs use to show how they are feeling (page 3 and 6).
- Discuss the use of labels and how this enables quick identification of information. Compare this to the presentation of information on the surrounding page.

### Visiting animal worker

- Arrange a visit from a vet or dog training company (e.g. Bark Busters)
- Students prepare suitable questions relating to animal communication and cat/dog personalities, people's responsibilities for their pets care and the importance of socialisation of dogs.

## Resources

Student Magazine:  
Communication and empathy:  
Cat Behaviour (page 4 and 5)  
The Outstanding Dog (page 6 and 7)

Series of mime  
emotion/situation cards

Visit from a local vet or  
dog training company

Brainstorming paper and pens

Cardboard or paper to create an  
activity page or game, coloured  
pencils and pens, textas

Computers or electronic tablets to  
access images of dogs

Insert images into a mind mapping  
program and create speech bubbles

# Cats, Dogs and Us



## Outcomes and content descriptions

*EN3-2A* Compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics.

*EN3-2A* Use increasingly complex research data from print and digital sources to compose short and sustained texts.

## Teaching and learning experiences: Body language as communication

### Information poster/game

- Students create a list of “do’s and don’ts” suitable for a younger child and how they should interact with strange cats and dogs.
- Design an activity or game to reinforce these skills.

Or

- Students to find images of dogs showing different situations and create a speech bubble to identify the dog’s feelings and behaviour as well as a warning icon for those situations which are not safe and where you should not approach or pat the dog.

### Extension: design an information pamphlet on responsible pet care

- Arrange a visit from a vet or dog training company (e.g. Bark Busters).
- Using the Woollahra Council (or that of your own local council) create a pamphlet on street safety with interactions with cats and dogs. This can include responsibilities when in public areas or in your yard.

## Resources

Electronic tablets, computer or paper and coloured pens, pencils and textas

Safety Tips for Kids and Pets  
Woollahra Council Sydney

[http://www.woollahra.nsw.gov.au/services/animals\\_and\\_pets](http://www.woollahra.nsw.gov.au/services/animals_and_pets)

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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

**ACELY1709 and ENA3-1A** Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions.

**ACELY1703, ACELY1713 and EN3-3A** Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

**EN3-3A** Recognise how aspects of personal perspective influence responses to text.

**ACELY1703, ACELY1713 and EN3-3A** Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

## Teaching and learning experiences: Needs – social and physical

### Needs of *Cats, Dogs and Us*

- Discuss what the students understand about the social needs of cats and dogs. Have students scan the articles already visited in the Student Magazine to add any further ideas to the discussion.
- In groups, students read *Take Care of Cats and Dogs* (pages 9-11), to identify some of man's responsibility for the care of cats and dogs. Encourage them to add further points from their readings and personal experiences.
- Pose the questions:
  - "What are our needs?" (in contrast to wants).
  - Ask students, in their group to create a Venn diagram showing their needs, the needs of a cat and the needs of a dog and to identify those that are common.
- Groups to share their findings and display their Venn diagrams. Have students comment on variations to their responses. Pose the question as to what constitutes fact and opinion. Pose the question as to how do we form an opinion.

### Scenario responses: Animal welfare officer

- In their groups students will complete a series of activities responding to the visual images presented, recalling the needs of cats and dogs and our responsibility to ensure these needs are met.

## Resources

Student Magazine:  
 Take Care of Cats and Dogs (page 9 and 11)  
 Holding Up Our End of the Deal (page 12 and 13)

Paper/electronic tablet to record group responses

Venn diagram template or graphic organiser

Worksheet 4 and 5  
 Animal welfare worksheet for each student and an enlarged copy for students to mark and to make notes and identify concerns on

# Cats, Dogs and Us



## Outcomes and content descriptions

*EN3-5B* Consider and develop sustained arguments and discussions supported by evidence.

*ACELY1701* and *EN3-5B* Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text.

*ENA3-2A* Compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics.

## Teaching and learning experiences: Needs – social and physical

### Setting the scene

- Explain to students that if a cat or dog is not being taken care of, a local Animal Welfare Officer may step in to help.
- Read the scenario below. Tell students they will be Animal Welfare Officers and will look for evidence to support what the owner says or what the caller says.
- Students work in small groups, marking their large copy of the images with points they consider helpful to determine their viewpoint.

### Scenario

A woman has called authorities to report that a dog living in her neighbourhood is not being taken care of. The dog, named Bud, lives in a backyard next door to the caller. Bud's owner says that she looks after Bud properly. She says he always has water and that she feeds him twice a day. Bud is not allowed inside of her house, but he has his own doghouse. An Animal Welfare Officer will come to see Bud and assess the situation.

- Show students drawing 1 from worksheets 4.

## Resources

## Cats, Dogs and Us



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### Outcomes and content descriptions

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### Teaching and learning experiences: Needs – social and physical

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### Resources

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- 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 up? Is he tangled up?
  - What does the area around Bud look like?
  - Why do you think the neighbour reported Bud's situation?
- 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?

## Cats, Dogs and Us



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### Outcomes and content descriptions

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### Teaching and learning experiences: Needs – social and physical

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### Resources

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- Show students drawing 5 (shelter). Explain that shelter can be different things, but it needs to protect the animal from rain, 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? Explain.
  - 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.
- Get the students to write a report. As investigators they need to compile a report to present to the animal welfare branch of their local council. This report could be compiled as a group or completed individually and used as an assessment task.

Revision of report format either verbally or given a draft outline for students to use to structure their own report

# Cats, Dogs and Us



## Outcomes and content descriptions

*EN3-2A* Compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics.

*ACELY1703, ACELY1713 and EN3-3A* Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

## Teaching and learning experiences: Needs – social and physical

- 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. 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*

### Extension 1: Animal welfare: IFAW

- Have students Google search and prepare an information report on organisations like IFAW noting:
  - What other organisations that you know of are involved in animal welfare?
  - What services do they provide?
  - What issues are they responding to?
  - Which animals do they look after?
  - How are they funded?
  - Where are they based and are there other places/countries they are working in?
  - Do they have any branches specifically involved in the welfare of cats and dogs?

## Resources

## Cats, Dogs and Us



### Overview

Through critical reading and discussion, students will examine different perspectives regarding a city's response to its population of free-roaming dogs. Students will develop speaking and listening skills through engaging in a debate.

### Outcomes/achievement descriptions

Students will:

- Define essential vocabulary related to community issues with roaming dogs.
- 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

**ACELT1609 and ENA3-2A** Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others.

**ACELY1703, ACELY1713 and EN3-3A** Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

**EN3-3A** Summarise a text and evaluate the intended message or theme.

**EN3-3A** Recognise how aspects of personal perspective influence responses to text.

**ACELY1801 and EN3-5B** Analyse strategies authors use to influence readers.

**ACELA1517 and EN3-5B** Understand the uses of objective and subjective language and bias. Consider and develop sustained arguments and discussions supported by evidence.

**ACELY1699 and EN3-8D** Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view.

## Teaching and learning experiences: Societies expectations on cat and dog ownership

### **Cats, Dogs and Us within our environment**

- Read newspaper headline on Page 6 "Diminisk Daily News".
- Discuss newspapers as a text type.
- Draw a vertical line on the board. At the top of the line, write "Street dogs are a serious problem and should be removed." At the bottom of the line, write "Street dogs are not a problem and should be left alone." Point out that the line represents two extremes about what to do about street dogs. Ask students to mark on the line where they fall in their thinking about street dogs. Invite several students to explain why they placed their marks where they did.
- Have students read the full news article. After reading, review any difficult terms and discuss the major points with students using the key vocabulary. Prompt students with the following questions, and have them point to evidence in the article to support their answers:
  - How has the city dealt with the perceived problem of too many street dogs?
  - Why do you think the shelter did not reduce the number of roaming dogs?
  - What does the study suggest about the roaming dogs?
  - What different points of view are represented in the article?
  - Ask groups to consider the following questions: Is the problem really "too many" dogs? Why or why not?
  - Do you consider the issue a dog problem or a people problem? Why?
  - Would the city be better off without the roaming dogs? Why or why not?
  - What plan would you support? Why?

## Resources

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

Article "Diminisk Daily News"  
(page 6 of resources)

Electronic tablets or computers

# Cats, Dogs and Us



## Outcomes and content descriptions

*EN3-8D* Consider how texts about local events and issues in the media are presented to engage the reader or viewer.

*ACELY1704, ACELY1714 and ENA3-2A* 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.

## Teaching and learning experiences: Societies expectations on cat and dog ownership

### Environmental impact of cats and dogs

- Brainstorm what problems or issues Australia has with native animals and cats and dogs.
- Read the article “Responsible Pet Ownership” by the Australian Government.
- In small groups students identify and list key issues and what the Government identify as responsible ownership of pets.

### Poster to inform

- Students to design a poster that highlights a local native animal that cats and dogs impact upon. Design a poster using Edcanvas or Glogster to identify problems our native animals face relating to cats and dogs and what we can do to ensure their safety.

### Extension: Movie to educate others on responsible pet ownership

- Make a movie on the issue of people’s responsibility to look after both his cat/dog and the local native animals e.g. “Save the (Bandicoot)!”

## Resources

Responsible Pet Ownership by the Australian Government;

<http://dlg.wa.gov.au/Content/Community/DogOwnership/>

How to choose a pet and your responsibilities:

<http://www.pets.nsw.gov.au>

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



## Cats, Dogs and Us



### Overview

Students, in reviewing key issues relating to *Cats, Dogs and Us*, will discuss moral, ethical and social dilemmas and the importance of forming opinions based on fact.

### Outcomes/achievement descriptions

Students will:

- Identify key facts relating to responsible pet ownership.
- Discuss and debate moral, ethical and social dilemmas.
- Identify persuasive devices and their power to influence.

# Cats, Dogs and Us



## Outcomes and content descriptions

**ACELY1709 and ENA3-1A** Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions.

**ACELY1701 and EN3-5B** Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text.

**ACELY1801 and EN3-5B** Analyse strategies authors use to influence readers.

**ACELA1517 and EN3-5B** Understand the uses of objective and subjective language and bias. Consider and develop sustained arguments and discussions supported by evidence.

## Teaching and learning experiences: Review and debate

### Read Power of Language: Emotive text

- Review: Identify persuasive devices within the presentation of the debates and compare to the devices used in written texts to persuade a reader.
- Discuss: Moral and ethical and social dilemmas and how personal experience can influence opinions and the importance of researching information to help make informed views. Discuss the use of emotive language to sway opinion.
- Debate: Moral and social dilemma of caring for cats, dogs and native animals.
- Review the format of a debate.
- Revise the structure of our Federal Parliament. Give students roles including Speaker of the House, Prime Minister, Opposition Leader, Leader of the Greens, Independents and Clerks (for time keeping).
- Divide other students into the various parties. Parliament is meeting to debate the proposition for a new law presented by the Greens that e.g.
  - All cats and dogs should be neutered except for licensed breeders.
  - Cats must be kept inside.
  - Dogs must be muzzled at all times.

## Resources

Student Magazine:  
culmination of ideas and concepts

Newspaper articles on cat,  
dog issues

# Assesment Rubrics Cats, Dogs and Us



## Stage 3 Poster

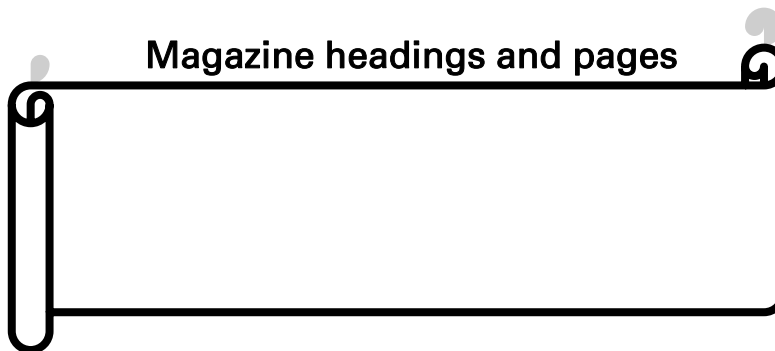
- Students to design a poster to educate other children and/or adults of what can be done as responsible pet owners to ensure the safety of our native wildlife.
- Identify the problems our native animals face relating to cats and dogs.
- Identify what we can do to ensure their safety.

Working beyond	Working above	Working at	Working towards	Working below
Poster design catches the readers' attention. Use of information, data and illustration balanced. Headings direct readers to relevant information. Headings used to categorise information.	Poster design is neat and clearly set out, with a balanced mixture of information and illustration.	Poster design is presented in a way that enables the reader to identify key points. Categorisation of relevant information evident.	Poster design represents key ideas. Grouping of information shows some understanding of key issues.	Design is only pictures of cats and dogs and native animals with little written information.
Steps we can take to help ensure native animal safety clearly identified.	Responsible pet care identified with some links to the welfare of native animals.	Responsible pet care clearly identified. Native wildlife protection identified but not clearly linked.	Some responsible pet care and native animal protection identified but not linked.	Little evidence of the issues relating to the protection of native wildlife.
Effective use of technical and emotive language.	Technical and emotive language used in points presented.	Some technical and emotive language used.	Emotive language used but little technical language used.	Points expressed as personal opinion.

## Key points and key words



## Magazine headings and pages



Your best friend at school is leaving to live overseas.

You have hit a cricket ball through a school window. You have been called to the Principal's office.

Your brother/sister borrowed your computer and cracked the screen

You have just been selected for a state representative team to travel overseas.

You bought in your money for an excursion and you can't find it anywhere.

You walk up to your group of friends at lunch-time, they walk away and ignore you.

Your best friend has invited you to go to a concert to see your favourite band.

You are walking home from the bus stop and you feel as if you are being followed.