Learning objectives

It’s widely accepted that most children have an affinity for or at least interest in animals and curiosity about nature, meaning that lessons with animal content are more likely to capture your pupils’ attention. That’s why they can benefit from our Cats, Dogs and Us pack and other education materials which are designed to encourage pupils to examine and discuss what makes animals special and why we should be concerned about ensuring they survive and thrive.

Numerous studies have found that environmental education programmes such as those offered by IFAW are not only good for animals and the environment; they are good for children too. These programmes improve critical thinking skills, motivate pupils to become more engaged with the issues and also promote academic achievement.

Studies have also shown that such programmes can have long-lasting effects on developing empathy towards animals and humans. Humane education supports moral development in children and instils a sense of responsibility for others, both animals and people. Researchers have found a correlation between cruelty to animals and violence towards people and shown that integrating humane education into the classroom can lead to a reduction in school violence and bullying.

The lessons in this pack meet learning objectives in literacy, science and PSHE. Among other programme goals, pupils will learn life science concepts, practise critical reading and comprehension strategies and engage in role-play activities to encourage empathy for cats and dogs. For more detailed and updated links on how this pack can help deliver a wide range of subject-specific curriculum aims, see the Curriculum standards document at www.ifaw.org/cats-dogs-and-us-uk


Cats, Dogs and Us aims to educate pupils about the characteristics of cats and dogs, the unique relationships these animals have with people in communities around the world, and the important responsibility people have in caring for their needs.

Lessons reinforce and extend concepts covered in the film and pupil magazine. Suggestions for differentiating the lessons for a range of abilities are included. Depending on the lessons and activities you choose, you may teach one or two lessons as stand-alone activities or the programme may be taught as a one or two week unit. Here is one possible approach:

1. **Introduce topic and develop content knowledge** Film (on DVD), Lessons 1 and 2, Worksheets 1 and 2
   - **A. Film viewing:** view the film with a class to build background and tap into pupils’ prior knowledge about cats and dogs. Pupils may use Worksheet 1 to help them focus on important information as they watch the film. Following the viewing, pupils may discuss their ideas in groups.
   - **B. Read the pupil magazine:** Use suggestions from Lesson 2 to prepare pupils to read the pupil magazine. During reading, pupils may also use Worksheet 2 to record information about key vocabulary, questions they have and interesting facts.

2. **Deliver lesson activities** Teaching guide: Lessons 3–6, Worksheets 3–5 and fictional news article
   Use the lessons to support and expand on concepts discussed in the pupil magazine. **Lesson 3** focuses on the scientific concept of adaptation and on how cats have adapted to their environments over time. **Lesson 4** presents activities that support the topics of dog and cat communication and develop empathy towards cats and dogs. **Lesson 5** guides pupils to categorise the needs of dogs, cats and people, and provides an activity for observing a dog and looking for signs of neglect. **Lesson 6** provides a news article and an opportunity for pupils to debate a city’s plans for dealing with its population of roaming dogs.

3. **Extend learning and take action** Teaching guide: all lessons; Take Action leaflet
   Use appropriate extension activities within the lessons as homework or extra projects to reinforce learning. Suggestions for responsible individual and group action on cat and dog issues can be found in the supplemental Take Action guide.
   Bring parents on board for the Stand Up for Cats and Dogs pledge. For more information, see the Take Action guide or visit www.ifaw.org/cats-dogs-and-us-uk

4. **Tell us what you think**
   Send us your feedback so we can continue to improve and enhance our programme and resources. Visit www.ifaw.org/teacher–feedback–uk.

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**Ground rules activity**

Prior to discussions that may involve strong views or feelings, many teachers and pupils like to develop ground rules within their classrooms to promote positive listening, respect and sensitivity to different points of view.

Ask the class to pair up and answer the following question: “How do people behave toward me that makes me feel confident and comfortable to talk with them about things that really matter to me?”

Ask the pairs to move into groups of six and share their ideas. Have them make a list of the rules that all six can understand and agree with.

**These may include**

1. They listen to me.
2. They don’t laugh.
3. They don’t shout out what I say to other people.

Gather the whole class and ask each group to report their list – one rule at a time. Check for understanding and agreement with the whole class. Only write down those rules that everybody accepts and understands.

Steer the group towards identifying clearly observable rules rather than broad concepts. Display the list as a means to encourage individuals to take responsibility for their actions within the group.

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**Animal Action Education**

Each year, the International Fund for Animal Welfare (IFAW) launches a new thematic education programme focusing on animals and the environment. Free educational materials are locally adapted for free distribution in eight languages – plus Braille – and in more than 18 countries, reaching some 5,000,000 young people worldwide each year. All of the resources for this programme and others are available online at www.ifaw.org/education. For more information about IFAW and the Animal Action Education programme, e-mail animalactionweek@ifaw.org or call 0207 587 6700.
LESSON 1

Viewing the film

Warm-up: what’s your view?

This activity will help pupils understand that people have different perspectives on the relationship between people and cats and dogs.

1. As this activity may evoke strong feelings, review the Ground Rules Activity in the introduction.
2. Hang up one of the following signs in each corner of the classroom: Strongly agree; Agree; Strongly disagree; Disagree.
3. Read the first Viewpoint statement from the box below and invite pupils to move to the corner of the room marked with the sign that best represents their response to the statement.
4. Invite pupils to discuss their response with the other pupils in their corner. Explain that if pupils change their minds through the discussions they may move to a different corner.
5. Record the number of pupils in each corner and then continue with the next Viewpoint statement.
6. After pupils have responded to each Viewpoint statement, bring the group together and ask them what they have learned from each other. What surprised them?

Viewpoint statements

- Dogs and cats help people and communities.
- Dogs and cats 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.

Overview

Pupils will gain background information to prepare them for reading the pupil magazine Cats, Dogs and Us. Pupils 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.

Learning outcomes

Pupils 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 society.

Before/during viewing the film

1. Tell pupils they are going to watch a film about dogs and cats and their relationship with humans. Give each pupil a copy of Worksheet 1. Explain that the worksheet will help them focus on important information in the film.
2. Read through the guiding questions with pupils and allow them to predict what the answers are. Ask them to keep the questions in mind as they watch the film and to write any questions they have on the second part of the worksheet.
3. Show the film. Stop it at any point if you want to highlight information or get pupils’ responses.
After viewing the film

1. Discuss the guiding questions. If there is disagreement about the responses, replay sections of the film and ask pupils to check their answers.

2. Invite pupils to share questions they wrote while watching the film. Discuss the questions with the group and remind pupils to look for answers as they read the pupil magazine (Lesson 2).

3. Review the Viewpoint statements from the warm-up activity. Count up the number of pupils that now agree or disagree with each statement and record the results. Discuss with pupils whether their responses have changed and why.

4. Invite pupils to design a cover for the film DVD case. This might include statements about what the viewer will learn from watching the film, a synopsis of the film content, colourful illustrations, photos, logos, a film rating and quotes from the pupils as reviewers.

Adapting the activity for a range of pupil needs

For younger/less-able pupils

- Display the chart from Worksheet 1 and complete it as a whole group during a second viewing of the film. Stop at key places in the film to discuss the guiding questions. Record any questions pupils have.

For older/more advanced pupils

- Encourage small groups of pupils to research a question that the film has inspired. Pupils may look for information in a library or online. Ask the groups to share their findings with the class.
Before/During reading

1. Ask pupils to preview the pupil magazine *Cats, Dogs and Us*, looking at headings, photographs and captions. Divide the group into partners and with their partners invite them to discuss the following questions. Then ask them to share the outcomes of their discussion with the whole group.
   - What does the word *domestication* mean to you? How is this word related to cats and dogs?
   - What do you think the words *roaming, owned, community* and *feral* mean when we talk about cats and dogs?
   - What responsibilities do you think people have towards cats and dogs?

2. Read aloud each glossary word and its definition. Ask pupils to decide which words they think they know well and which words require more clarification.

3. Give pupils *Worksheet 2* and ask them to record the words they would like to learn more about. Point out that pupils can look for the glossary words in bold type as they read. Explain to the pupils that they should also record any other words they encounter in their reading that they would like to discuss with the group.

4. Invite pupils to use the sections *Questions from my reading* and *Interesting Facts* in *Worksheet 2* to record their questions and comments as they read. Ask pupils to read the text.

Overview

Pupils 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.

Learning outcomes

Pupils will:
- define essential vocabulary about dogs and cats
- ask questions, discuss and share information about dogs and cats
- describe connections between cats and dogs and humans.

Reading the text

Some pupils may require support to read the text. You can read the text aloud as the pupils follow along. Or you could have pupils read the text with a partner. You may also want to divide the reading of the pupil magazine over two days.
After reading

Discuss the text with pupils. You may want to divide them into small groups to ensure participation of readers who need more support.

1. Ask pupils to share questions they had while reading and discuss these as a group. Encourage pupils to look for places in the text that provide information about the questions. Keep a list of questions that may require pupils to do further research to find the answers.

2. Discuss vocabulary words that pupils have written on their worksheet. Ask pupils to find the words in the text, read aloud the sentences in which the words are found, and then discuss the meanings.

3. Discuss the text section by section, invite the pupils to decide on the most important points of each section. Display the questions opposite on the interactive whiteboard or on question cards for each group. Have pupils reread the text to look for answers to the questions opposite. Encourage them to refer to the text to support their ideas. Record their responses on a chart.

Adapting the activity for a range of pupil needs

For younger/less-able pupils

- Invite pupils to compare and contrast domestic animals and wild animals. How are they alike? How are they different? How are their needs met? Invite each pupil to write the name of an animal on a note card and draw a picture of it. With pupils, sort the cards into groups: domestic or wild. (Note that domestic animals may sometimes become feral.) Have pupils explain their reasoning.

For older/more advanced pupils

- Invite pupils to compare and contrast people’s relationship to cats and dogs with their relationship to other animals, both domestic and wild.

- (p. 1) Why are cats and dogs called domesticated animals? What does this mean for people? What does it mean for the animals?

- (p. 2) What are the different ways dogs and cats live in communities? Why do you think it is important to understand the different ways they live?

- (p. 3–5) What are the most important points about cats?

- (p. 6–7) What are the most important points about dogs?

- (p. 8) What can you learn about dogs from this page? Why is it important?

- (p. 9–13) What are the most important points in each section?
LESSON 3

Animal adaptations

Instructional time  45 minutes

Introduce adaptations

1. Review page three of the pupil magazine with the pupils. Introduce the term adaptation. Explain that an adaptation is a physical or behavioural characteristic that helps an animal survive in its particular environment. 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. For example, 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.

2. Invite pupils to do a ‘Think-Pair-Share’ activity in which they think of an animal and one of its adaptations. Pupils talk about their ideas with a partner and then share them with the whole group. Record pupils’ responses.

Discuss how animals become adapted

1. Tell pupils 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 pupils 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?

2. Guide pupils 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.

Overview

Pupils will understand the science concept of how animals have adapted to their environment over time. Pupils will predict how traits could evolve further to adapt to a particular environment.

Learning outcomes

Pupils will:
- define and identify animal adaptations
- identify physical traits of cats
- describe adaptive functions served by physical traits of cats
- build curiosity about cats.
Analyse physical adaptations of cats

1. Ask pupils to complete Worksheet 3. Tell them some physical traits of cats and write how those traits help a cat survive. Then have pupils think about their own environment and how each trait could evolve further to better adapt to their environment. Explain there are no right or wrong answers for this question. The goal is to have pupils expand their thinking beyond the text.

2. 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.

Adapting the activity for a range of pupil needs

For younger/less-able pupils

**Role-play:** For fun and to demonstrate the process of adaptation; ask pupils to role-play a mouse being stalked by two groups of cats, one with quiet paws and the other with noisy paws. Have the mouse cover his or her eyes. Tell the mouse to say “freeze” when he or she hears a cat. Have a cat with noisy paws approach the mouse. After the mouse hears the 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?

For older/more advanced pupils

**Natural selection:** Invite pupils to build a ‘tree’ showing several generations of cats and the effects of natural selection over time. Create about 15 green cards to represent cats with silent paws, two red cards for cats with noisy paws, and around seven yellow cards for cats with paws that are in between. Make a horizontal line with two cards of each colour. Assume that the cats with noisy paws (red cards) are not very successful at hunting, starve and have no offspring. The others get all the prey, and have one, two or three kittens. Lay out cards representing the new generation consisting of only green and yellow cards. Assume that, at the next generation, the green cards get all the prey and have kittens, while the yellow cards have no offspring. In two generations, the silent paws have prevailed. Explain to pupils that, in the real world, the categories are not as clear-cut, and that natural selection occurs over hundreds and thousands of generations.

Note

Pupils may have the misconception that the cats developed quieter paws during their lifetime and that they transmitted this ‘acquired’ trait to their offspring. However, animals can’t transmit an acquired physical trait. Instead, a trait is selected over many generations because cats with this trait will more likely survive and reproduce.
LESSON 4

Communication and empathy

Instructional time 45 minutes

Warm-up: Guess what I’m saying!

1. Play a non-verbal game of ‘telephone’. Think of a message that a dog or cat might want to send, such as “I’m hot and I want to find some shade”. Communicate the message to a pupil, using only gestures.

2. Ask the pupils to pass the message along to each other using only gestures. Continue until the message reaches the last pupil. Ask the last pupil to say aloud what he or she thinks the message is.

3. Discuss how it felt to communicate non-verbally. Ask pupils: “How do you think dogs and cats feel when they are trying to communicate with us and we don’t understand?” Explain to your pupils that when they understand and experience the feelings of others they are empathising.

Understanding dogs

1. Invite pupils to turn to page eight of the pupil magazine. Discuss the body language in each illustration. What might each body part be saying? Which body parts might go together?

2. Have pairs of pupils look at the dog photographs. Do you recognise any of the same body language from the illustrations? Do the combinations of body parts in each picture clearly signal what the dog is saying? Why? Is it possible to have mixed signals (for example, where the tail seems to be saying something very different from the ears)? Discuss as a whole group.

3. Discuss why it’s important for people to understand what a dog is saying through body language. If you saw a dog that looked like [identify photo] what would you do? Why? Why is it important to consider the situation the dog is in when determining what the dog is trying to communicate?

Overview

Pupils will analyse how dogs and cats communicate. Pupils will develop the social skill of empathy by learning how to identify non-verbal cues of dogs and cats and how to appreciate the animals’ perspective. Pupils will engage in critical discussion, role-play and observation activities.

Learning outcomes

Pupils will:
- identify behaviours of dogs and cats
- identify misinformation about cats
- analyse the impact of respectful behaviour toward dogs and cats
- indicate awareness of, and identify with, the ‘feelings’ of cats and dogs
LESSON 4

Understanding cats

1. Review the last paragraphs on pages four and five in the pupil magazine. Guide pupils to identify what purring communicates and how cats show affection.

2. Read the cat myths/reality sidebar on page five with pupils. Check the pupils know the meaning of the word 'myth'. Discuss the myths with students:
   - How do the myths affect how people treat cats?
   - What can we do to help people learn that the myths are not true?

3. In pairs or small groups, ask the pupils to create posters dispelling one or more myths about cats.

Adapting the activity for a range of pupil needs

For younger/less-able pupils

- To demonstrate how body language can convey feelings, ask pupils to show different ways they can walk – fast, with a spring in their step, dragging their feet, sauntering and so on. Then ask individual pupils to show a ‘happy’ walk, an ‘angry’ walk, a ‘fearful’ walk, etc. You may also have the whole group guess what emotion the walker is demonstrating.

- Invite pupils to draw a picture of a dog using its body language to signal how it is feeling. They can refer to the illustrations in 'What are you saying?' on page eight.

For older/more advanced pupils

- Invite pupils to observe an animal at home or, with their parent’s or guardian’s permission, in their community. Tell pupils to note the situation the animal is in, how the animal is behaving and what they think the animal is feeling. Have pupils report on their observations to the whole group.

- Invite pupils to write a diary entry or online posting from a dog’s or cat’s point of view, telling about the dog’s or cat’s feelings throughout a day. Some scenarios pupils may write about include: a dog that was left tied up all day while its owner was away; a roaming dog looking for something to eat; a cat feeling lonely because people believe it is unlucky.
LESSON 5

Animal investigator

Instructional time 45 minutes

Discussing physical/behavioural need:

1. Explain that a need is something a living being must have to survive. Tell pupils that even though dogs and cats look different from us, we need many of the same things.

2. Create a two-column chart. Label the columns We need and dogs/cats need. Lead a discussion about what pupils need to lead a healthy, happy life (food, water, exercise, friends and medical care). Guide pupils to compare their needs with the needs of dogs and cats. Record the pupils’ ideas on the chart.

   Option: Use props, such as a water bottle, toys, photos of friends playing (dogs and people), etc.

3. Ask pupils who provides for dogs’ and cats’ needs. Why can’t dogs and cats just provide for themselves?

Animal investigation

1. Explain to pupils that if a dog or cat is not being taken care of, a local animal investigator may step in to help. Read the scenario below. Tell pupils they will be animal investigators and will look for evidence to support what the owner says or what the caller says. Pupils may work as a whole group or in small groups.

   A woman has reported to the local authority that investigates cruelty to animals that her next door neighbour’s dog Ben is not being taken care of properly. Ben’s owner believes that she looks after him well. She tells her neighbour he always has water and that she feeds him twice a day. Although Ben is not allowed inside the house he has his own kennel in the back garden. The authorities decide to send an animal investigator to assess the situation.

2. Show pupils Drawing 1 (the environment and dog) from Worksheets 4–5. Explain that when they first arrive at Ben’s back garden they should look at the whole situation and describe all the details about the dog and the environment he lives in. Prompt pupils with questions such as:

   - What does Ben look like? What is he doing?
   - What is his living situation like? Is he tied? Is he tangled up?
   - What does the area around Ben look like?
   - Why do you think the neighbour reported Ben’s situation?

Overview

Pupils will understand the concept of needs and that people must provide for the needs of dogs (and cats). Pupils will observe a dog’s living situation and learn how to recognise signs of neglect.

Learning outcomes

Pupils will:

- define need and identify the physical, social and behavioural needs that must be met for dogs and cats to thrive
- analyse human behaviour that helps or harms dogs and cats
- identify how to take responsibility for the welfare of dogs and cats
- evaluate evidence of neglect based on the needs of dogs.
Show pupils Drawing 2 (body condition). Ask pupils to look at Ben and assess his condition overall.

• What is Ben’s body language communicating?
• Does he look well fed? How can you tell?
• Does his collar fit properly? (Pupils may conclude that a loose collar once fitted, but the dog has lost weight.)

Show pupils Drawing 3 (food). Ask pupils to look for any signs that Ben is being fed twice a day as the owner has said.

• What do you notice about the bowl?
• Can Ben reach his bowl?
• Has there been food in the bowl recently?

Show pupils Drawing 4 (water). Ask pupils to look for evidence regarding whether Ben always has water.

• Can Ben reach the water bowl? Is it the right side up?
• Does it look like it has held water recently?

Show pupils 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 pupils to assess whether Ben has adequate shelter.

• Can Ben reach his shelter?
• Does it protect him from the weather? Explain.
• Does it have bedding inside such as a dog bed or basket, blankets, straw?

If they are found guilty they could be fined; not allowed to keep animals again or even sent to prison. This could happen to Ben’s owner or she may be educated on how to look after him better.

Different animal welfare charities and animal welfare officers in England, Wales and Northern Ireland investigate reports of suspected cruelty. They visit owners and their animals and give advice on animal care and, where necessary, will take owners to court to stop them being cruel to animals again.

You can find out more about the laws affecting animals and Codes of Practice on keeping dogs and cats at: www.gov.uk/animal-welfare-legislation-protecting-pets

Find out more:
RSPCA (www.rspca.org.uk), SSPCA (www.scottishspca.org)
Ulster Society for the Prevention of Cruelty to Animals (USPCA) (www.uspca.co.uk)
LESSON 6

Too many dogs?

Instructional time two 45-minute sessions

Overview

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

Learning outcomes

Pupils 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.

Key vocabulary

• rehoming
• stressed
• dog overpopulation
• roaming dogs
• nuisance
• community

1 Introduce the news article ‘City debates plan for street dogs’. Point out that the first paragraph of a news article usually gives the most important information. It often answers the questions: who, what, when, where, why and how. Read the first paragraph aloud with pupils.

2 Ask pupils to recall what categories of dogs might be included in the group ‘street dogs’. Have them refer to page two of the pupil magazine if needed.

3 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 pupils to mark on the line where they fall in their thinking about the street dogs. Invite several pupils to explain why they placed their marks where they did.

4 Ask pupils to read the full news article. After reading, review any difficult terms and discuss the major points with pupils using the key vocabulary. Prompt pupils with the following questions and invite them to 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?

5 Invite the pupils to participate in a debate about the city’s response to the roaming dogs. You could ask pupils with similar points of view to work together, or you could assign pupils roles. These could be: citizens who feel the street dogs are a problem and should be removed; citizens who feel that caretakers, adoption and neutering will address the issues; citizens who welcome and care for the dogs. Some pupils can argue from the dogs’ points of view, for example: a dog in the shelter, a street dog that receives care and a street dog that does not.
LESSON 6
Too many dogs?

6. 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?

7. Tell the groups to list reasons and evidence to support their arguments. Emphasize that good debaters find the main arguments for the other side as well as for their own. Pupils can refer to the news article, pages 12–13 of the pupil magazine, and their own experiences as they prepare.

8. Invite the groups to debate the questions. If time allows have pupils swap roles so that they can experience debating from another point of view. This will help them appreciate the complexity of the issues.

Adapting the activity for a range of pupil needs

For younger/less-able pupils

- Instead of engaging in a debate, ask pupils to respond to this statement before and after reading and discussing the news article: Thirty thousand roaming dogs are too many for one city.

For older/more advanced pupils

- Ask pupils in pairs to create a word map for one of the key vocabulary words. The word map would include the definition, any synonyms or antonyms, a drawing and a sentence using the word. Pairs can present their word maps to the whole group.
- Invite pupils to role-play a conversation between a street dog and a dog in the shelter about their lives and what they would like the city to do.
- Ask pupils to write their reaction to the news article. Pupils may ‘post’ their comments on the board. Ask pupils to read the comments and respond to each one with a ‘like’ or a ‘thumbs down.'
Name __________________________________________ Date ____________________________

Directions: As you view the film, listen for information that helps answer the guiding questions. Write any other questions you have.

Think about these guiding questions

• How do dogs and cats help people?
• What are some different ways cats and dogs live with people?
• What special physical traits do cats and dogs have?
• What responsibilities do people have toward dogs and cats? Why?
• How do cats and dogs communicate?
• How would the lives of people be different without cats and dogs?

Write questions that occur to you while you are watching the film
Reading guide

Name ___________________________ Date __________________

Directions: As you read the pupil magazine, jot down words that you would like to know more about. Write questions that you have about cats and dogs, and then write facts that you would like to remember.

- Difficult/interesting words
- Questions from my reading
- Interesting facts
**Cat adaptations**

**Directions:** List some physical traits that cats have. Then write how the trait helped them survive in their environment. Use the information on page three of the *pupil magazine* to help you.

Next, think about the environment where you live. Is it hot or cold? Is it rainy or dry? Does it have lots of trees? Imagine how each trait could evolve further to better adapt to your environment.

Record your ideas in the last column.

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<thead>
<tr>
<th>Physical trait Cats have...</th>
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<th>How did it help cats survive?</th>
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3 Cats, Dogs and Us | Pupil Worksheet
Teacher note: Be sure that pupils view the drawings one at a time as described in Lesson 5. This allows pupils to first assess the whole situation and then look closely at details.
City debates plan for street dogs

Diminsk – Today’s announcement by the city council to close the Diminsk animal shelter has received a mixed reception from concerned citizens. The shelter was built in 2011 by residents who wanted to humanely reduce the city’s population of street dogs and stop a council proposal to poison them. Shelter staff aimed to take as many dogs as possible off the streets, care for them and then rehome them.

“Before the shelter, the city was home to more than 30,000 street dogs, but our recent research is indicating that the shelter is not significantly reducing their number,” says council head Vasily Lanyuk. Currently, the shelter houses about 150 dogs awaiting rehoming or adoption.

“Adoption rates have been much lower than expected,” he explains. “The shelter was full within six months of opening.”

Some community-safety groups are protesting the closure, while animal welfare groups, concerned by the conditions in which the dogs are living, call it a step in the right direction.

“The shelter is just a cement floor surrounded by a rusty wire fence,” said spokesperson Anya Molotzova from the Diminsk animal welfare group Friends for Animals. “There is no roof, no electricity and no running water. The dogs are just sitting, exposed to all kinds of weather. They are starving, stressed and sick.”

But community safety leader Alexander Koval worries that closing the shelter will mean more street dogs. “Our city has massive dog overpopulation. Street dogs bark, tear up rubbish, foul the streets and even bite people. When the shelter closes, even more dogs will be on the street. How does the city plan to control these animals?”

To tackle the problem the council is working on a new, comprehensive plan of which a complete study of the city’s dogs is a key part.

Anya Molotzova is part of the team doing the study. “We’re finding that most roaming dogs in Diminsk are not perceived to be a nuisance or public health or safety risk,” she said. “Community caretakers feed and care for dogs in their neighbourhoods. Dogs that have their basic needs met rarely cause trouble or spread disease. In fact, they control the population of rats and feral cats.”

Both Molotzova and Lanyuk agree that the city should take steps to prevent unwanted breeding.

“Our plan will probably include multiple strategies such as an education for dog owners, catch-neuter-vaccinate-release programmes for unowned street dogs and a foster home network to rehome dogs,” Lanyuk noted.

He said the city council will meet next week to decide on the future of the dogs currently in the shelter.

“We’ve found that most roaming dogs in Diminsk are not a nuisance or public health or safety risk.”

Anya Molotzova, Animal welfare spokesperson
Cats, Dogs and Us

This is how cats and dogs keep their side of the deal. What do humans do to keep their side? We care for animals. We meet their physical needs, such as food and water. We allow them to express their natural behaviours.

When the deal works, everyone benefits. The deal improves the welfare of both people and animals. When cats and dogs are healthy and happy, they help people and communities to be healthy and happy, too.

Cats and dogs have lived with people for thousands of years. They live with us all around the world, in all kinds of communities. Some cats and dogs live inside homes, and others live outside. Some are free to come and go, and in many communities they roam free.

Dogs and cats are both domesticated animals. They have lived with humans for so long that their bodies and behaviour have changed. Domestication is a kind of deal between animals and people. The animals help us, and we take care of them. Because they live so closely with people, dogs and cats are sometimes called companion animals.

Cats and dogs help us in many ways. Cats hunt animals that eat crops in fields and stored food in barns and in homes. Dogs do many different jobs for humans. They herd sheep and cows, guard property, pull sleds, and more.

Dogs and cats don’t just do work. Some dogs and cats give people love and affection. They teach us how to care for other beings. They make our communities and cultures rich and interesting.
**Dogs and cats in our communities**

Around the world, dogs and cats live with people in many different ways. No matter where they live or how they live, cats and dogs depend on people to care for them in some way.

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**Roaming**

A free-roaming cat or dog is free to go where he wants. The animal is not on a leash or being kept behind a fence or in a house. Many roaming animals have owners or guardians, but some do not. A roaming dog or cat with no owner and no caregiver is often called a stray.

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**Owned**

Sometimes, one person will say, “That’s my dog.” This means the dog belongs to the person in some way. Dogs and cats like this are considered owned. An owned dog or cat may live in the owner’s home, or it may roam free. Sometimes, more than one person takes care of a dog or cat. Animals like this can be considered owned by the community.

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**Feral**

Some dogs and cats are born and raised on their own without spending time with people. They become wild and are called feral. Feral dogs and cats live where they can get food and shelter. That means they usually live near people. However, they are wary of people and don’t want to interact with them. Feral animals can live full, healthy lives outdoors, if people look out for them by providing the food and vet care they may need.

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**Roaming Sunshine**

In Bali, a dog named Sunshine roams the beaches freely. This worried tourists who thought she was a stray. But Sunshine has a guardian, Ibu, who owns a kiosk on the beach. Although IFAW needed to help provide the dog with vet care, Ibu takes good care of Sunshine, and gives this free-roaming dog a lot of love.
The incredible cat

Cats are amazing animals. They have been part of our art and culture for 9,000 years. Ancient Egyptians worshipped cats. They even made them into mummies! Vikings kept cats on their ships as hunters and companions. The Islamic Prophet Muhammad loved cats. Cats are often seen as a symbol of good luck, such as in Russia and Japan.

Domestic cats haven’t changed much from their wild ancestors. They look like their feline cousins the tigers, leopards and jaguars. Even though they look like their wild cat cousins, domestic cats rely on people to care for them.

**Ears**
Sensitive ears can move around to find sounds. A cat’s hearing is four times as sensitive as a person’s. They can hear the quietest squeaks of a mouse.

**Eyes**
Cats’ eyes have a special layer that helps them see in low light. It also makes their eyes seem to ‘glow’.

**Fur**
A cat’s fur can be long or short, curly or sleek, and a range of colours.

**Tongue**
A cat’s tongue is scratchy. It is covered with tiny hooks. The hooks help a cat clean itself.

**Claws**
Cats have hooked claws. Their claws help them hunt and climb. The claws are kept inside their paws when not in use. This keeps them sharp.

**Whiskers**
Whiskers are part of a cat’s sense of touch. They help the cat feel the space around it.

**Tails**
A cat’s tail can bend from base to tip. Cats use their tails for balance. They also use them to communicate.

**Paws**
Cats have soft, silent paw pads that help them sneak up on prey.

**Legs**
Cats can run faster than humans. They can jump high and far. They can leap six times their own body length. That’s like a human jumping the length of a bus!

**Spine**
A cat’s spine is long and flexible, perfect for leaping and pouncing. It also allows a cat to curl into a circle to sleep.

**Ears**
Sensitive ears can move around to find sounds. A cat’s hearing is four times as sensitive as a person’s. They can hear the quietest squeaks of a mouse.
Cats make many sounds. A cat meows to greet you or when she wants something. She purrs when she is relaxed, such as when a mother nurses her kittens or when a friendly person strokes her. Some cats purr when they are stressed, scared or hurt. Purring may help them heal. Cats also hiss and growl when they are angry or scared.

A cat’s behaviour is like a cat’s body. It comes from the cat’s wild ancestors.

Cats often like to spend a lot of time resting or napping. This gave their ancestors the energy they needed for hunting. A well-fed and sheltered cat may rest up to twenty hours a day! Free-roaming cats spend less time sleeping. They spend more time looking for food, shelter or mates.

Cats enjoy having a safe place to hide. They like being in high places where they can see, but not be seen. This is also part of the hunting lifestyle.

Cats also try to hide their smell. They groom or clean themselves by licking their fur. They almost always groom after eating. This keeps the smell of food off their bodies. Cats also make sure to bury their waste, which is another way to hide their scent. They will naturally look for soft ground or a litter box.

Cat behaviour
A cat’s mysterious nature has led to some unusual myths. But are they true?

Cats have nine lives. Cats are tough. They can survive without food or water in emergencies. They also hide when they are scared. It might seem like a cat disappears and then "comes back to life." But cats have just one life, so take good care of them!

Cats always land on their feet. Cats are good jumpers with great balance. They can often twist in the air to land upright. This is called the 'righting reflex'. But cats can be hurt or killed in high falls.

Cats are associated with witches. Cats are regular animals; they have no magic powers.

Black cats are evil or bad luck. This is not true at all! Like all cats, black cats are wonderful workers or companions.

A cat gives a friendly greeting. This cat was rescued by the Lucky Cats shelter in Beijing, China. Owning cats and dogs has only recently become popular in China. IFAW supports the Lucky Cats shelter and is a leading organisation in China in animal rescue and public education. IFAW is also asking the government to pass laws to protect animals from mistreatment and cruelty.
Dogs come in all shapes and sizes, from tiny to towering. But all dogs came from one ancestor – the wolf. Scientists say that wolves and dogs are actually the same species!

How did wild wolves become friendly dogs? It was probably a two-way deal. Ancient wolves found food near human campfires. These wolves made their homes near people. Wolves and humans both hunt and live in groups. Wolves and people realised they could work as a team. Calm, friendly wolves stayed closer to humans. They passed on their friendly behaviour to their pups. Over time, wolves became dogs.

The outstanding dog

Fur
A dog’s fur keeps it warm in cold areas. It protects the dog from the sun in hot areas. Dogs shed or grow fur when the seasons change.

Body
Dogs have many different body types and sizes. They range from about 1 pound (0.5 kg) to about 220 pounds (100 kg) in weight.

Tail
Dogs use their tails for communication and balance. A dog’s tail tells you a lot about how a dog feels.

Head
Humans have created different breeds of dogs with different shaped heads. Their heads may look so different from each other that they appear to be from completely different mammals. For example, the skull of a collie is as different from the skull of a Pekingese as a cat skull is from a walrus skull.

Ears
Dogs have excellent hearing. They can hear higher sounds than humans can hear. Dog ears come in many shapes and sizes. Some stand up and some are folded.

Nose
Dogs are famous for their sense of smell. They can smell 10,000 times better than humans. Dogs find food, friends and mates using their sense of smell.

Mouth
Dogs pant when they are hot or stressed. It helps them cool down.

Legs
Dogs were originally built to walk or jog many miles. Some breeds of dogs have been bred with shorter legs. These breeds dig in the dirt or crawl through low spaces to hunt animals.
Dog language

Dogs have different personalities. A dog’s behaviour depends on where he is, whom he is with, his age, his breed and how he feels. The same dog will act differently in different situations.

Dogs ‘talk’ through smell, sound and body language. A dog sniffs a new person or dog when they first meet. They can tell a lot by

how you smell. Dogs mark their territory with urine and faeces. They stop to smell the marks of other dogs. Dogs can tell who has been there by the smell of the urine.

Some dogs guard their territory. They may bark at unfamiliar people, vehicles or dogs.

Dogs show how they feel through body language. A confident dog will hold her head and ears high and look at you. A nervous dog may hold his head down and look away. A playful dog may bow down or jump.

Dogs read your body language and tone of voice, too. Some dogs get scared when people are nervous, loud or moving too fast. A nervous dog may growl or even bite. Dogs usually let you know if they are upset. Their ears go back. Their hair stands on end. They may show their teeth and growl. The dog is not bad or mean. She is trying to tell you that she is frightened or defending her territory. You should leave her alone.

A man brings all his dogs to IFAW’s Mzananda animal clinic. This clinic provides daily veterinary health care. It’s the only clinic that provides this service for more than one million people who live on the Cape Flats outside Cape Town, South Africa.

Work wanted

Arctic sled dogs have the thick fur of their wolf ancestors. These northern dogs helped people by pulling sleds. But today, northern dogs are less of a working partner. They aren’t as important to the community and sometimes suffer as a result. IFAW works with some northern Canadian communities, offering guidance about caring for dogs and veterinary services. IFAW helps strengthen the deal of domestication so humans and dogs can live in harmony.

Animal Action Education
What are you saying?

You can tell what a dog is trying to communicate by its body language. Look at the dog’s tail, fur, ears, mouth, eyes and posture.

- Safe to approach
- Not safe to approach

Just chilling.

Tails
- Safe
- Not safe

Ears & Eyes
- Safe
- Not safe

Mouth
- Safe
- Not safe

Fur
- Safe
- Not safe

Nice to meet you!

Let’s play!

I’m nervous.

Back off!
As long as they have lived with humans, dogs and cats have helped us. Herding dogs guard sheep and cows. Sled dogs pull gear. watchdogs guard our homes and businesses. Cats protect our food and crops by hunting animals such as rats, mice, cockroaches and snakes in places like ships, barns and fields.

In some places, dogs help people with disabilities. Guide dogs lead people who are blind. Therapy dogs and cats visit ill people in hospitals.

Dogs sometimes help in dangerous places. Police dogs sniff out drugs or explosives. Dogs have been part of the military from ancient times to today. They’ve served as messengers, scouts and sentries. Search-and-rescue dogs find people who are trapped during natural disasters. These brave dogs also comfort human workers.

Animals help humans even when they aren’t working. Stroking a dog or cat can reduce stress. Dogs and cats teach us empathy, or caring for others. They make our communities more interesting.

Dogs and cats make people and communities healthier and happier. How do we make animals healthy and happy? How do we hold up our end of the deal?
Caring for cats and dogs

Like people, cats and dogs need water, food, shelter, exercise, companionship and medical care. All cats and dogs depend on people to provide for these needs:

**Shelter**
All dogs and cats need shelter. They need to stay safe from the weather and predators. In hot places, they need a shelter in the shade.
Free-roaming dogs and cats find shelter wherever they can. They may live in old buildings or in pipes. They may even dig their own dens.

**Exercise**
Dogs need exercise every day. They like to walk, run and play. Cats also need exercise. They like to play-hunt.

**Water**
Cats and dogs need clean water every day. They drink water in every kind of weather.

**Food**
Animals need the right kind of food. Cats need foods made of meat. Dogs eat foods made of meat and plants. Some cats and dogs eat special pet food. Other cats and dogs eat the same food as people.

A vet gives a rescued puppy his first vaccinations and medical checkup.

Veterinary care
Many animals try to hide feelings of sickness or pain. If an animal is ill, he may need to see a vet. Even when an animal is healthy, vets give vaccinations that prevent diseases. Vaccinations stop diseases from spreading to other animals and people.

Dogs and cats need a good dose of exercise and playtime every day.

This well-built – and colourful – doghouse helps keep out wind, rain, snow, dirt and the hot sun.
Express natural behaviour

If you had plenty of food, water, shelter and medical care, but you were not free to go outside or spend time with friends, you would not be happy. The same is true for animals. Cats and dogs need to show their natural behaviour.

Dogs need to bond with a ‘team’. Most dogs like to spend time with people and with other dogs. Most dogs need time to learn how to act around others. Cats bond with people in many different ways. Some cats are very friendly, while others prefer to stay away from people. But even if cats or dogs seem unfriendly, they still depend on people.

Sometimes, people might not like an animal’s behaviour. Cats may scratch on furniture. Dogs might bark, jump, chase or chew things. But these behaviours are natural. Cats scratch to mark their territory. Dogs bark and jump when they are excited. They chew furniture when they are bored or lonely. Many of these problems can be solved by giving animals a safe way to act naturally. Cats can use a scratching post. Dogs may need more attention, exercise, space and time to play with other dogs.

Some people try to ‘fix’ their pets’ behaviour permanently. Cats get de-clawed – where the ends of their paws are removed by a surgeon. De-clawed cats have trouble climbing, jumping and hunting. Dogs get ‘de-barked’ through their vocal cords being cut. De-barking can cause dangerous scar tissue that blocks their breathing. Because these surgeries hurt the animals, it’s best to find other ways to deal with behaviour that people dislike.

Community action in Bali

Many places don’t have vets. This means people can’t get help when their animal is ill. Other people can’t afford a vet, or don’t have a way to get their animal to a vet. On the island of Bali in Indonesia, many people have trouble getting medical care for their animals. Some people don’t realise that animals need vet care to be healthy.

IFAW works with the Bali Animal Welfare Association to educate and engage banjars, which are similar to neighbourhoods. Together, these groups develop community action plans to solve dog and cat health, safety and welfare problems. The project also provides veterinary services. IFAW’s support is helping hundreds of dogs every year transform from ill, hungry creatures to healthy, happy animals with owners who have a better understanding of how to meet their needs.

A ‘soup kitchen’ for pets

Hungry animals and people are everywhere. In Germany, some people have trouble affording food for their dogs and cats. That’s why IFAW partnered with Tiertafel, a ‘soup kitchen’ for pets.
Keeping our side of the deal

Animals give people friendship, work and fun. People give animals food, water, shelter and space to act naturally. Those are the two sides of the ‘deal’ of domestication. Unfortunately, people don’t always keep their side of the deal.

Some people don’t understand what animals need. They may not realise that they are being neglectful or cruel. They may leave their pets in the wild. They think they have ‘set them free’. Or they may try to care for too many animals at once. They might not realise that animals need more than food and water. Some people do not recognise that other animals, even cats and dogs, can suffer or feel pain. Other people cannot afford enough food, space or vet care. They may live in an area where vet care isn’t nearby.

A few people are cruel. They may hurt or scare animals on purpose. They may breed animals in filthy, overcrowded spaces to sell the puppies and kittens for money. In some countries, people raise cats and dogs in similar harsh conditions for meat and fur. Some force greyhounds to race just for gambling.

When people don’t hold up their end of the deal, the whole community suffers. Mistreated animals are scared, hungry and they don’t trust humans. They may be noisy. They may have diseases that can spread. They may defend themselves by biting or scratching. Animals may have unwanted puppies and kittens. There may be too many animals for a community to care for.

Hurting animals hurts us, too

How can people hurt animals?
People hurt others when they do not feel empathy. Empathy means understanding and sharing the feelings of others. People may get angry at animals without thinking about what they are doing. These people may have been hurt themselves. They get used to pain and think it is normal. They have a hard time understanding that others are suffering. Cruelty to animals can be the first step towards cruelty to other people.
In some places, it seems like there are too many animals. Sometimes there are more cats and dogs than a community can care for. But most often, ‘too many animals’ means that animals are doing things people don’t like. People might be afraid that ‘too many’ dogs and cats will spread diseases, such as rabies. They are afraid of animals biting or scratching. They are angry when animals pee or poo in public places, bark or get into rubbish. People may be upset when animals are suffering.

People may think the best thing to do is reduce the number of animals. They may want to round up cats and dogs and kill them. But these problems are not from too many animals – they are from not enough care. Killing animals will not help. Caring for animals will.

If a community has more animals than it can care for, neutering can help. Neutering is a surgical procedure that keeps animals from having young. But neutering animals won’t fix all the problems by itself.

In the United States, IFAW recently helped rescue 176 dogs, including 10 puppies, from a puppy farm in Arkansas. A puppy farm is a large-scale dog breeding business where making money is seen as more important than the health and well-being of the animals.

If people are afraid of diseases, vaccinations and vet care can help. If people don’t like the animals’ behaviour, then education about how to address the behaviour will help.

Humans and animals live together in a community. Our community can only be happy and healthy when we both hold up our end of the deal. Cats and dogs depend on us. We also depend on them. We care for them, and they enrich our lives. When we care for animals, we care for our community and for ourselves.
Glossary

affection: actions that show friendliness or love
ancestors: animals from long ago that evolved into modern animals
companion animals: dogs and cats that live with and form close bonds with humans
concentrated: very dense or strong, with little water
cruel: deliberately causing pain or suffering
domesticated animals: animals that have been changed physically and mentally so that they live close to, and depend on, people
empathy: understanding and experiencing the feelings of others
feline: relating to cats
feral: a domesticated animal that survives in a wild state; feral animals are often too scared of people to live close to them
free-roaming: not under a person’s direct control or kept in by a physical barrier

neutering: A surgical procedure that prevents male and female animals from breeding. Spaying is an operation that prevents female animals from breeding, castration is an operation that prevents male animals from breeding
physical needs: what a living thing needs to stay alive, including food, water and protection from the weather and enemies

territory: the area from which an animal (or group of animals) keeps out other members of the same species
vaccinations: medications that prevent disease
vet (veterinarian): a doctor who provides medical care for animals
welfare: the state of physical and mental well-being