

IT'S CATS PLAY

A CATASTROPHIC STORY

**TEACHERS RESOURCE BOOK
STAGE ONE**





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Outcomes	Indicators
<p>GE1-2 Identifies ways in which people interact with and care for places</p>	<ul style="list-style-type: none"> Investigates features of places and how they can be cared for, such as parks, farms, school
<p>ST1-1WS-S Observes, questions and collects data to communicate and compare ideas</p> <p>ST1-4LW-S Describe observable features of living things and their environments</p>	<ul style="list-style-type: none"> Explore and answer questions through participation in guided scientific investigations Collect data from observations Represent information using drawings and simple tables Describe the external features of a variety of living things Identify that living things live in different places that suit their needs Design and produce an environment to cater to the needs of a living thing, for example: Encourage the return of a living thing to a local habitat
<p>MA1-1WM Describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols</p> <p>MA1-5NA Uses a range of strategies and informal recording methods for addition involving one- and two-digit numbers</p> <p>MA1-17SP Gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results</p>	<ul style="list-style-type: none"> Represent and solve simple addition problems using a range of strategies, including counting on, portioning and rearranging parts Rather data and track what has been counted by using concrete materials, tally marks, words or symbols
<p>EN1-4A Draws on an increasing range of skills and strategies to fluently view and comprehend a range of texts on less familiar topics in different media and technologies.</p> <p>EN1-6B Recognise a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts</p> <p>EN1-10C Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p>	<ul style="list-style-type: none"> Sequence a summary of events and identify key factors in imaginative, informative and persuasive texts Demonstrate active listening behaviours and respond appropriately to class discussions Respond to a wide range of texts through discussing, writing and representing Recreate texts imaginatively, using drawing, writing, performance and digital forms to communicate
<p>DRAS1.1 Takes on roles in drama to explore familiar and imagined situations</p> <p>DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of dram and the expressive skills of movement and voice</p> <p>DRAS1.3 Interacts collaboratively to communicate the action of the drama and others</p>	<ul style="list-style-type: none"> Creates and adapts stories for enactment shares their drama making with others



LESSON 1

Video 1

What does your cat get up to when you're not at home?

Introduction

Watch the video. Students try to remember some of the main facts. Rewatch if necessary. Record the main cat facts on the board

Body - Drama

Students brainstorm the different naughty activities that Butch gets up to, as well as extra activities their own cats might do. These include;

- pushing a glass off the bench
- unravelling toilet paper
- sneaking out the cat door
- slinking through the bush looking for food
- Pouncing on prey

Students walk around the classroom acting like naughty cats. Teacher calls out Butch's activities one at a time for students to act out.

Afterwards, record what the students imagined they were pouncing on e.g. native birds (rainbow lorikeet, ibis, magpies), native mammals (echidnas, possums), native reptiles (blue tongue lizards, leaf-tailed geckos, water dragons).

Students pretend to be one of the native animals being preyed upon. Scurrying movements, scared expressions etc. Teacher talks the students through the emotions and actions.

Teacher selects a few students to perform their scared animal, the rest of the class try to guess what type of Australian native animal they are portraying.

Conclusion

Students discuss why it's important that pet owners try to limit the naughty things domestic cats get up to.

Resource

IWB

Butcher's paper for lists

Evaluation



Video 2

The impact of all cats on Australian habitats.

Introduction

Discuss what was learnt in the previous lesson.
Watch video 2.

Body – Informative Writing

Teacher draws two cats on the board, or uses resource 2.1. One cat is domestic, the other feral. Students list habitat, diet, physical features of each cat and the teacher writes in dot points around the appropriate cat e.g. domestic: live in houses, eat canned fish, sharp claws for hunting, neat fur, collar. Feral: – live in the bush/alley ways, eat animals they find, sharp claws for hunting, matted fur.

Rewatch the video as needed.

Students write 3-5 sentences about cats based off the joint constructed mind map. Encourage students to include the interesting facts shared in the video. Remind students that informative texts are just facts, not opinions.

Conclusion

Students share their writing with the class whilst their peers listen out for facts or opinions.

Resource

IWB

A3 copy of writing plan
(see resources 2.1)

.....

Evaluation



LESSON 3

Video 3

Being a responsible cat owner

Introduction

Watch video and discuss what was learnt in previous lessons.

Body – Schoolyard Investigation

Students will investigate the different animals located around the school. In pairs or small groups, students will fill in one or both School Animal Survey (resources 3.1 & 3.2). Students are to look for the animals, as well as evidence that animals have been there e.g. kangaroo or deer droppings, wombat burrow, bowerbird nest.

Use animal ID books, Wildlife ID apps, 'scat and tracks' guides and the students' local knowledge to identify the animals.

Once students have completed surveying the school, discuss what was the most/least common animals. Discuss which ones were native or introduced.

As a class, select one of the native animals found on school grounds and discuss how to make their habitat as safe as possible for them. Students create an artwork or poster of the animal to display around the school

(Optional) Students investigate how to best make habitats for native animals using the NPWS Backyard Buddies website.

Conclusion

Discuss what could happen if a feral or domestic cat got into the school and discovered one of the native animals the class found. Discuss ways to protect the native fauna and flora around the school from introduced species.

Resource

IWB

Resource 3.1 & 3.2

NPWS Backyard Buddies

<http://www.backyardbuddies.net.au/>

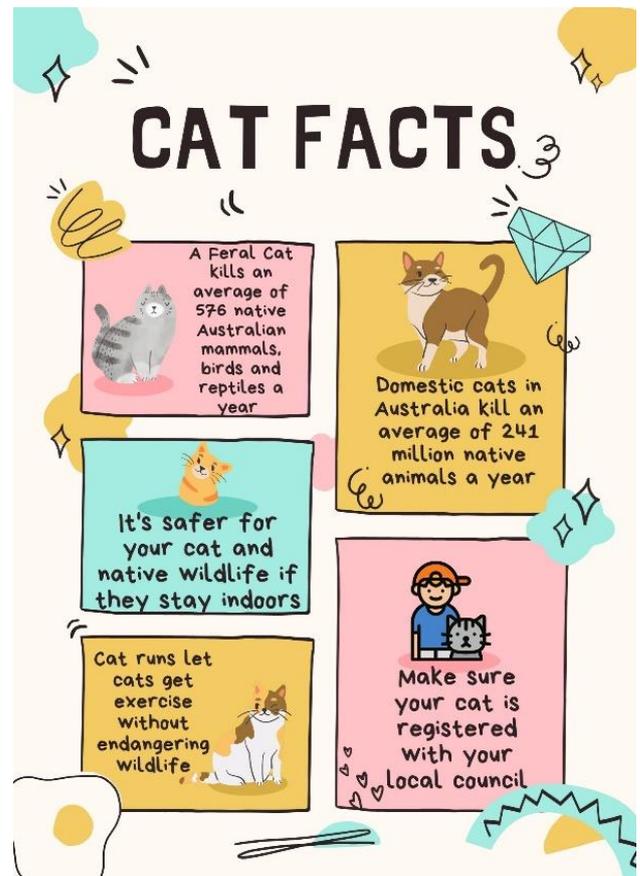
Evaluation



Art

Informative Poster

Students create informative posters about how to be responsible cat owners. Students must make the poster visually appealing whilst including accurate facts.



Construction paper

Textas, pencils and crayons

FOUR PAWS website <https://www.four-paws.org.au/our-stories/publications-guides/being-a-responsible-pet-owner>

RESOURCE 2.1



RESOURCE 3.1

Survey the school

Common Ibis



Tally

Noisy Miner



Rainbow Lorikeet



Indian Myna



Cockatoo



Pigeon



Seagull



Tawny Frogmouth



Plover



Rosella



Kookaburra



Other evidence of Birds

Try to identify the birds that left evidence you discovered.

- Feathers
- Nests
- Bird call
- Bird Eggs
- Bird droppings

RESOURCE 3.2

Survey the school

		Tally
Flying Fox		<input type="checkbox"/>
Ringtail Possum		<input type="checkbox"/>
Brush-tail Possum		<input type="checkbox"/>
Bandicoot		<input type="checkbox"/>
Native Rat		<input type="checkbox"/>
Black Rat		<input type="checkbox"/>
Sugar Glider		<input type="checkbox"/>
Fox		<input type="checkbox"/>
Cat		<input type="checkbox"/>
Rabbit		<input type="checkbox"/>
Green Tree Frog		<input type="checkbox"/>

Other evidence of Birds

Try to identify the birds that left evidence you discovered.

- Feathers
- Nests
- Bird call
- Bird Eggs

LARGE POSTER EXAMPLES



The Green Tree Frog

The green tree frogs can climb smooth surfaces by clinging with their belly skin and the pads on their toes

It prefers cool damp places, and will often use human habitation for shelter

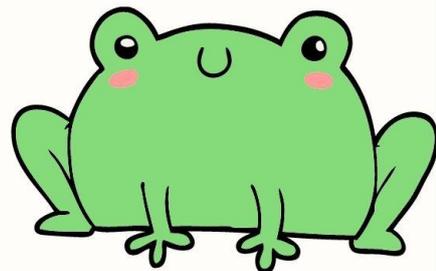


The main danger to the green tree frog is the destruction of its habitat

They eat spiders, crickets, lizards, other frogs and cockroaches

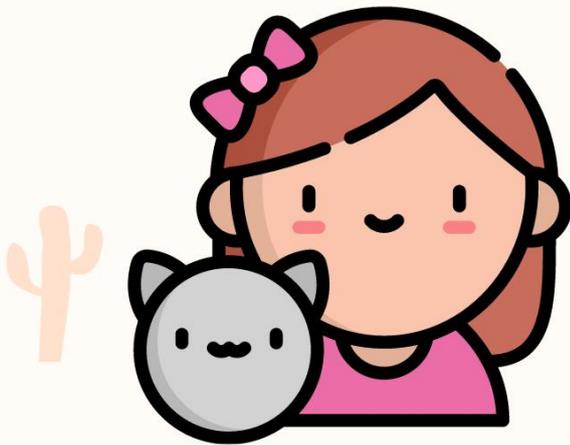


They lay their eggs in all types of still water including water tanks, swimming pools, semi-permanent swamps and drainage systems



IT'S CATS' PLAY

**BE
RESPONSIBLE!**



**Responsible cat
owners:**

- know where their cats are
- keep them indoors
 - stop possible escapes
- register their cat with the local council

**Let's keep our
native
wildlife safe!**



CAT FACTS



A Feral Cat kills an average of 576 native Australian mammals, birds and reptiles a year



Domestic cats in Australia kill an average of 241 million native animals a year



It's safer for your cat and native wildlife if they stay indoors



Make sure your cat is registered with your local council

Cat runs let cats get exercise without endangering wildlife

