

IT'S CATS PLAY

A CATASTROPHIC STORY

**TEACHERS RESOURCE BOOK
STAGE TWO**





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Outcomes	Indicators
<p>GE2-2 Describes the ways people, places and environments interact</p>	<ul style="list-style-type: none"> Investigates the importance of natural vegetation and natural resources to the environment, animals and people
<p>ST2-1WS-S Questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations</p> <p>ST2-4LW-S Compares features and characteristics of living and non-living things</p>	<ul style="list-style-type: none"> Plan scientific investigations with guidance Conduct scientific investigations to find answers to questions Collect and record accurate, honest observations using labelled observational drawings, basic formal measurements and digital technologies as appropriate Use a range of methods to represent data, including tables and column graphs Describe how living things depend on each other and the environment to survive
<p>MA2-1WM Uses appropriate terminology to describe, and symbols to represent, mathematical ideas</p> <p>MA2-5NA Uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers</p> <p>MA2-18SP Selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs</p>	<ul style="list-style-type: none"> Select, use and record a variety of mental strategies to solve addition and subtraction problems, including word problems Collect data, organise it into categories, and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies
<p>EN2-2A Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p> <p>EN2-10C Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p>	<ul style="list-style-type: none"> Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features Respond to a range of texts, e.g. role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts
<p>DRAS2.1 Takes on and sustains roles in variety of drama forms to express meaning in a wide range of imagined situations</p> <p>DRAS2.2 builds the action of the drama by using the elements of drama, movement and voice skills</p> <p>DRAS2.4 responds to, and interprets drama experiences and performances</p>	<ul style="list-style-type: none"> sustains and builds belief in their roles devises the action through movement and voice by adapting stories, developing a particular character and explore the consequences of the story's ending engages in drama as a respectful and appreciative audience for live performances forms and exchanges opinions with others about drama experiences and performances

Assessment

Teacher observes and notes student contributions to discussions, responsiveness in tasks and their engagement in the content being explored.

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 – Creative Writing “My pet, the escape artist”

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 imagine what their own pets get up to at home whilst they're away. Students without pets can base their writing on the cats in the video.

Students write either a monologue script as their pet OR a story with their pet as the main character, getting up to mischief. Students think about how their pet might be able to escape their home, such as through doggy doors, open windows, when mum leaves for work in the morning etc. Encourage students to think why their pet might escape e.g. they're bored, they're hungry, smells and sounds outside are too enticing.

Conclusion

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

Resource

IWB

Writing book

Evaluation



LESSON 2

Impact of all cats on Australian habitat

Introduction

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

Body – Design a Frog Pond

Design a habitat to encourage the native frog population to grow and protect them from feral and domestic cats. Individually or in groups, students will research the native frog species that are found in the local area and decide the best type of habitat to create. Inform students that they are allowed to design using plastic pond liners, gravel or washed sand, native plants and reeds, rocks, logs leaf litter, bark, and a solar powered light. Students must research the best native plants for the local frog population to help explain their choices.

Students draw and label their designs in their workbooks or on A3 posters for display

Optional: The class votes on the best design and takes it to the principal. Students write persuasive texts, advising why there should be a frog pond in the school. If the principal agrees, follow the instructions on how to build a frog pond in *Additional Activities* to best create the student designed pond.

Conclusion

Students present their pond designs, and explain why they made the design choices e.g. bugs like a particular plant and the local frogs diet includes said bug. Discuss possible ways to protect the frogs from domestic and feral cats.

Resource

IWB

Science or HSIE book

A3 poster board Writing book

Evaluation

LESSON 3



Being a responsible cat owner

Introduction

Discuss what was learnt in the previous lessons, reminding students of the writing they did after video 1. Watch video 3.

Body

In small groups, students will create posters, brochures or presentations on how to be responsible cat owners, targeted at their parents. Students are to include pictures, accurate facts and tips on how to be responsible cat owners. Watch the videos again if needed.

To accompany their poster/brochure/presentation, students create a 30 second skit showing what could happen if they are not responsible cat owners. These skits could be shown at an assembly or to younger grades.

Conclusion

Students present their work and share what they have learnt over the three lessons. Remind students that they can use what they've learnt to be more responsible cat and pet owners, and to share this information with their family.

Resource

IWB

Poster board

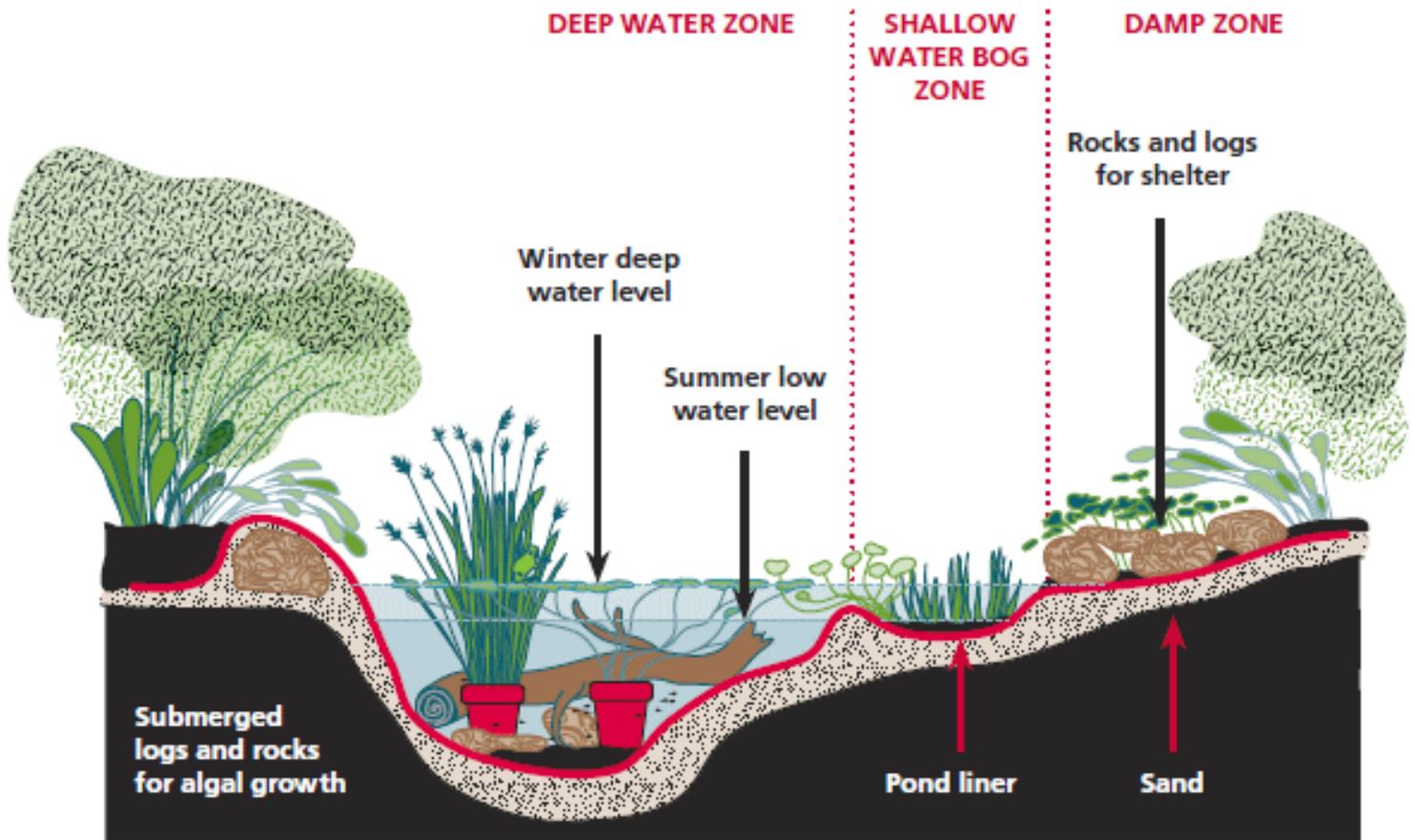
A4 cardstock

Laptop/iPads

Evaluation



Design and Make Frog Pond



Resource

1. Find the right location in the school and dig a hole, 30cm being the deepest point. Add a thin layer of sand.
2. Line the hole with a thick plastic pond liner.
3. Turn edges up and line with rocks.
4. Put a few rocks and small logs inside the pond to provide shelter for tadpoles and promote algae growth.
5. Put native swamp plants in, some in the shallow end and some native lillie-type plants in deep. Use the washed sand to cover the soil in the pots.
6. Fill with tap water but let it stand for 1 week to remove chemicals in the water.

Plant native shrubs/reeds around the pond to attract insects and provide shelter for frogs.

Materials

Plastic Pond liner
Gravel or washed sand
Native plants and reeds
Rocks, logs, leaf litter and bark

Optional: Solar powered light

Gardening Australia video
<https://www.youtube.com/watch?v=i2RN7gmW3NQ>



Why should I keep my cat contained?

By keeping your cat safe at home you will be:



reducing the risk of them getting sick,
being hurt or dying in an accident



enjoying more quality time together



reducing the risk they will stray and be
lost or impounded by the council



minimising the risk they will harm or kill
other animals



preventing them from interacting with
undesexed roaming cats



avoiding problems with your
neighbours



giving them a better chance to enjoy a
longer, healthier life

The Risks Of Roaming

Keeping your cat at home helps protect them from an increased risk of disease, injury or death from:



being hit or run over by a car



being attacked by a dog



fighting with other neighbourhood
cats



acquiring a serious infection, such as
FIV



eating toxic plants or poisons



being stolen or abused



picking up ticks or fleas



being bitten by a venomous snake.



BEING A RESPONSIBLE CAT OWNER



What to do and why it's important to be responsible for your cat



REGISTER YOUR CAT WITH THE LOCAL COUNCIL

Some cats travel over 30 kilometres away from their homes! Make sure to register with the local council and have them microchipped

KEEP THEM INDOORS

Containing your cat to your property prevents unwanted litters of kittens, diseases, being hit by a car, and reduces the risk of them hunting native wildlife.



BUILD A CAT RUN

Having an outdoor run linked to the indoors means your cat can choose where they spend their time. There is less risk of accidental escape than if you are moving them into a separate enclosure.

ESCAPE PROOF YOUR BACKYARD

Check for anything that might lead to an escape such as gaps in the fence, around gates, where the fence meets the building or overhanging trees and tree trunks near the property boundary.



**Talk with your family about
being responsible cat owners
TODAY**