

IT'S CATS PLAY

A CATASTROPHIC STORY

**TEACHERS RESOURCE BOOK
STAGE THREE**





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Outcomes	Indicators
<p>GE3-2 Explains interactions and connections between people, places and environments</p>	<ul style="list-style-type: none"> Investigate how people influence places, for example: identification of ways people influence places and contribute to sustainability
<p>ST3-1WS-S Plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions</p> <p>ST3-2DP-T Plans and uses materials, tools and equipment to develop solutions for a need or opportunity</p> <p>ST3-4LW-S Examines how the environment affects the growth, survival and adaptation of living things</p>	<ul style="list-style-type: none"> Make and justify predictions about scientific investigations Research, identify and define design ideas and processes for an audience Consider functional and aesthetic needs in planning a design solution Produce labelled and annotated drawings including digital graphic representations for an audience Describe adaptations as existing structures or behaviours that enable living things to survive in their environment
<p>MA3-1WM Describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions</p> <p>MA3-5NA Selects and applies appropriate strategies for addition and subtraction with counting numbers of any size</p>	<ul style="list-style-type: none"> Use efficient mental and written strategies and apply appropriate digital technologies to solve problems Pose questions and collect categorical or numerical data by observation or survey
<p>EN3-3A Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies</p> <p>EN3-7C Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts</p>	<ul style="list-style-type: none"> Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features Navigate and read texts for specific purposes applying appropriate processing skills, for example monitoring meaning, skimming and scanning Interpret a range of texts, eg through role-play or drama, and express an analytical conclusion about those texts
<p>DRAS3.1 Develops a range of in-depth and sustained roles</p> <p>DRAS3.3 Devises, acts and rehearses drama for performance to an audience</p> <p>DRAS3.4 Responds critically to a range of drama works and performance styles</p>	<ul style="list-style-type: none"> Negotiates and sustains roles and their relationships in shaping the action Devises drama in collaboration with others using scripted and unscripted material as resources for drama resources Devises, rehearses and acts in drama using voice and movement skills to convey meaning to an audience Evaluates drama performances in order to reflect upon and enhance their own drama work and the work of others.

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 – Drama, Research and Writing Task

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
- climbing counters and fridges
- lurking behind lounges and then striking

Students use prior knowledge to explain why cats engage in these naughty behaviours e.g. climbing on the counters because they're natural predators and want the higher ground, lurking behind objects and then striking to practise hunting etc. Give students the opportunity to act out these scenarios individually or in small groups to try and imagine why cats would do these things.

Students write down every theory they have as to why cats might engage in naughty behaviour and then research those theories.

Conclusion

Students present their findings to the class and compare the information they found. Discuss whether information was found on credible sites or blogs.

Resource

IWB

Writing book

IPads or Computers

Evaluation



LESSON 2

Impact of all cats on Australian habitat

Introduction

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

Body – Habitat loss and Native animals

Take students outside for a game of cat and mouse – calling it Cat and Possum/lyre bird/bandicoot/native animal of choice (see resource 2.1 for rules). Play a second time with two cats, outside the circle being the cats' home and inside being the native animals habitat. Play a 3rd time with 5 cats and tell the students to “open the doors” after 10 seconds of play. The cats are now allowed into the possums' territory.

Explain that some suburbs have indoor cat only rules. Ask students why that is a good for native animals. Play the game again if students are struggling to come to their own conclusions. Vary it by making it harder and easier for the native animal to win.

After the game, discuss what the game would look like with feral cats. Would there be doors stopping them? How would the native animal be protected?

Conclusion

Students discuss what they learnt by watching the videos and playing the games.

Extension

Students research ways to protect species from feral cats and/or research what they could do in their own backyard to create safe places for native animals.

Resource

IWB

Resource 2.1

Evaluation

LESSON 3



Being a responsible cat owner

Introduction

Discuss what was learnt in the previous lessons.
Watch video 3.

Body

In small groups, students create a cat run. Students decide if their cat run will be inside the house, outside the house, or connecting the outside with the inside. Students research cat run designs for the area they have selected and list all the reasons why their design would be the best for a responsible cat owner, eg chicken wire to let air in but keep the cats safely inside, ledges for the cat to lazy on, outside so cats can relax in the sun etc. Students must list the dimensions, shapes and materials used in their design and why.

Students draw and label their design. Once labelled, students will use craft and common household materials to construct a model of their cat run.

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

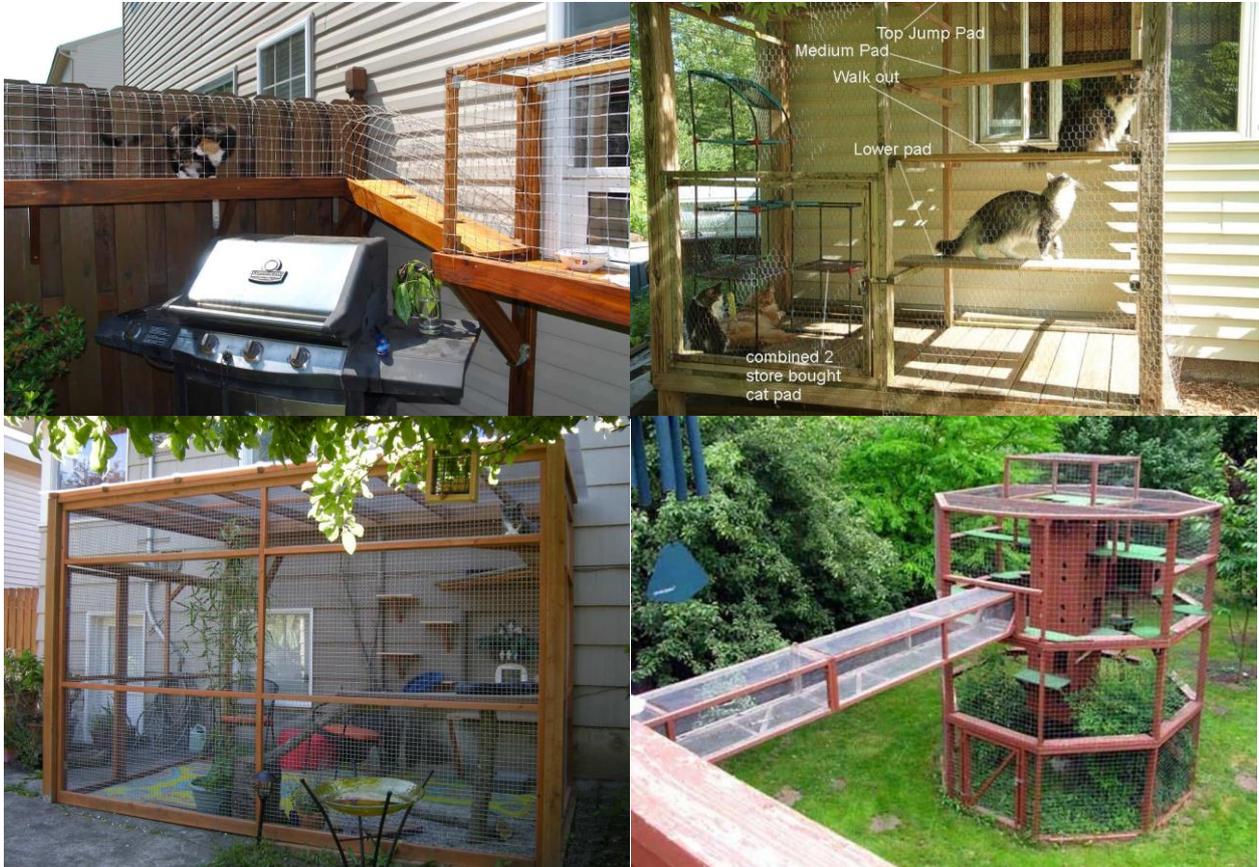
IWB
Poster board
A4 cardstock
Laptop/iPads
Household boxes/cartons
Toilet and paper towel rolls
Tape
Glue
See Cat Run Examples

Evaluation

ADDITIONAL ACTIVITY



Cat Run Examples



Resource

2.1 – Cat and Possum Rules

- Ask for two volunteers to play the cat and the possum.
 - The other players form a circle and hold hands.
 - The player who is the possum stands inside the circle “native habitat” and the cat stands outside the circle “in his backyard”.
 - **The aim of the game** is for the possum to get outside the circle, do one full lap around the circle and make it back to their habitat without being caught by the cat. The lap around the circle can include weaving in and out of the circle: however, the possum cannot complete the circle from the inside.
 - The possum cannot stay inside the circle for more than 10 seconds at a time, but can weave in and out, restarting the 10 seconds each time.
 - The cat cannot come into the circle but they can reach into the circle to grab the possum.
 - The circle players have to try and keep the cat away from the possum by holding up their hands to let the possum in and out of the circle, and blocking the cat from getting inside the circle. These players are doors to the outside – cats might normally be kept away from outside their house or backyard, but they can sneak outside if they try hard enough.
- The cat wins** if they catch the possum.
- The possum wins** if they complete a lap around the “backyard” and make it back to their habitat safely.

