Lower Primary

YEAR LEVELS: P 1 2 3 4 5 6 7 8 9 10

Purpose and Overview

Activities assist students to gain an understanding of animal companionship and responsible animal care.

Students explore what makes an appropriate companion animal for our environment and what companion animals need to live happy and healthy lives.

The role of animal welfare shelters within the community is investigated and students participate in a cooperative community project which actively cares for the needs of homeless animals.

Background information

Rationale for the teaching of responsible animal care

Each year animal shelters such as the Animal Welfare League rehome thousands of unwanted, homeless, abandoned or cruelly treated cats and dogs. While these organisations try their hardest to give every healthy animal the best possible chance of leading a happy life, the sad fact is that many animals must still be euthanased in pounds and shelters all over Australia.

Overpopulation, due to irresponsible animal ownership is a huge social and environmental problem. There are simply too many cats and dogs and not enough caring, informed and responsible homes. While animal welfare organisations do their best, the key to solving these problems lies in community change through the education of current and future animal owners, and supportive laws and policies.

The Animal Welfare League of Qld has developed education programs for years P – 10 with the purpose of empowering primary and high school students with the knowledge necessary for social change. It is only through learning of the need to desex, identify, train and keep our animal companions safe that we are able to end the tragic euthanasia of healthy animals.
Using this program

This program is flexible and has been designed in a way which allows the teacher to either follow the activities as a complete unit or choose activities best suited to the learning context.

The order in which the activities are presented is significant and reflects a graduation of learning experiences. Activities have been placed into the three phases of Orientating, Enhancing and Synthesising and it is advised that at least one activity from each phase is chosen and presented to students in order for them to build a significant understanding.

Where possible, resources have been provided to complement the suggested learning activities. These resources may be modified according to the learning purposes and are entirely reproducible for classroom purposes.

Opportunities for assessment of learning outcomes are outlined in the activities overview. Observation checklists are provided in order to assist the teacher in making judgements about students’ demonstrations of learning outcomes. These checklists identify opportunities provided by learning activities for students to demonstrate the learning outcomes. The checklists are not exhaustive and more opportunities for students’ to demonstrate their understanding may arise through consultation and negotiation between teacher and student.

A teacher feedback form has been attached at the end of the Resource section. It is hoped that after using this program the classroom teacher may provide the Animal Welfare League with some comments on the value of our program and suggestions as to how it may be improved to meet the needs of teachers and students.

Terminology

In this unit students have opportunities to become familiar with and use the following terminology:

- abandon
- adopt
- animal
- care
- companion
- desex
- homeless
- identify
- lost
- micro-chip
- needs
- protect
- rehome
- safe
- shelter
- training
- unwanted
- welfare
- care
- protect
- rehome
- responsible

Updated 15/10/06           Lower Primary: Companion Animals and their Needs 2
Teacher support materials

The following resources may be useful as background research or to be used in conjunction with the resources provided:

Books


Multimedia


Websites

American Veterinary Medical Association: Care for pets [www.avma.org/care4pets](http://www.avma.org/care4pets)


PET healthcare [www.pethealthcare.co.uk/view.asp](http://www.pethealthcare.co.uk/view.asp)


RSPCA Australia [www.rspca.org.au](http://www.rspca.org.au)


DVD & VHS


## Lower Primary: Outcomes Overview

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Strand</th>
<th>Outcome</th>
<th>Core Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies of Society and the Environment</td>
<td>Time, continuity and change</td>
<td>TCC1.3</td>
<td>Students Know about: their own and others’ stories and points of view (sharing preferences).</td>
</tr>
<tr>
<td></td>
<td>Place and Space</td>
<td>PS 1.3</td>
<td>Students participate in a cooperative project to cater for the needs of living things.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PS 1.5</td>
<td>Students describe the relationships between personal actions and environmentally friendly strategies in familiar places.</td>
</tr>
<tr>
<td>Science</td>
<td>Life and Living</td>
<td>LL 1.1</td>
<td>Students discuss their thinking about needs of living things.</td>
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<tr>
<td></td>
<td></td>
<td>LL 1.2</td>
<td>Students group living things in different ways based on observable features.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Chance and Data</td>
<td>CD 1.2</td>
<td>Students collect and classify data to investigate particular situations and create and interpret simple displays.</td>
</tr>
<tr>
<td></td>
<td>Information</td>
<td>INF 1.1</td>
<td>Students identify and describe different forms of information.</td>
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<td></td>
<td></td>
<td>INF 1.2</td>
<td>Students use simple techniques for presenting information for their own purposes.</td>
</tr>
<tr>
<td>Technology</td>
<td>Drama</td>
<td>DR 1.2</td>
<td>Students share drama with other by participating, listening and watching.</td>
</tr>
<tr>
<td>The Arts</td>
<td>Visual Arts</td>
<td>VA 1.2</td>
<td>Students visually represent and explain their experiences, feelings, ideas and observations through making images and objects.</td>
</tr>
</tbody>
</table>
## Lower Primary: Learning Activities Overview

<table>
<thead>
<tr>
<th>Related KLA &amp; outcome</th>
<th>Activity</th>
<th>Resources</th>
<th>Assessment opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong> LL1.1, LL1.2</td>
<td>1. Students identify similarities and differences between people and animals using compare/contrast chart</td>
<td>Resource 1: sample chart responses checklists 1,2</td>
<td>Observation checklists: LL1.1, LL1.2 Initial evidence of students’ demonstration of these outcomes can be gathered</td>
</tr>
<tr>
<td><strong>SOSE</strong> TCC1.3, Science LL1.1</td>
<td>2. Students classify the types of animals that we care for as companions according to their needs</td>
<td>Resource 2: animal companion cards checklists 1,2,3</td>
<td>Observation checklists: LL1.1, LL1.2, TCC1.3 Initial evidence of students’ demonstration of these outcomes can be gathered</td>
</tr>
<tr>
<td><strong>Maths</strong> CD1.2</td>
<td>3. Students collaboratively create a picture graph representing the animal companions they keep at home</td>
<td>Resource 3a &amp; 3b checklist 6</td>
<td>Observation checklist: CD1.2 Evidence of students’ demonstration of this outcome can be gathered</td>
</tr>
<tr>
<td><strong>Science</strong> LL1.2</td>
<td>4. Students discuss what cats and dogs feel like, look like and behave like, recording responses in two Y charts.</td>
<td>Resource 4a &amp; 4b checklist 1,2</td>
<td>Observation checklists: LL1.1, LL1.2 Initial evidence of students’ demonstration of these outcomes can be gathered</td>
</tr>
<tr>
<td><strong>SOSE</strong> TCC1.3, Science LL1.1</td>
<td>5. Students relate their own experiences and emotions to those of cats and dogs</td>
<td>Resource 5</td>
<td>Observation checklist: TCC1.3; LL1.1 Further evidence of students’ demonstration of these outcomes may be gathered</td>
</tr>
<tr>
<td><strong>Science</strong> LL1.1, LL1.2</td>
<td>6. Students brainstorm and identify the needs of cat and dog companions</td>
<td>Resource 6 checklist 1,2</td>
<td>Focused Analysis: ‘what do I need?’ activity – students identify needs of cat and dog companions</td>
</tr>
<tr>
<td><strong>SOSE</strong> TCC1.3</td>
<td>7. Students write about and share their preferences for dogs or cats as companions</td>
<td>Resource 7 checklist 3</td>
<td>Consultation: writing activity – students read writing to teacher one-on-one before reading to class</td>
</tr>
<tr>
<td><strong>Technology</strong> INF 1.1, INF 1.2</td>
<td>8. Students study the website of an animal shelter relevant to their school community and present simple information from the website</td>
<td>Resource 8a &amp; 8b</td>
<td>Consultation: website research activity – students discuss one-on-one with teacher about website content</td>
</tr>
<tr>
<td><strong>SOSE</strong> TCC1.3</td>
<td>9. Students are read the story of ‘Miki and Fuzz’</td>
<td>Resource 9a &amp; 9b Checklist 3</td>
<td>Observation checklist: TCC1.3 Further evidence of students’ demonstration of this outcome may be gathered</td>
</tr>
<tr>
<td><strong>The Arts</strong> DR 1.2</td>
<td>10. Students role play while re-enacting situations from the story ‘Miki and Fuzz’</td>
<td>checklist 7</td>
<td>Observation checklist: DR1.2 evidence of students’ demonstration of this outcome may be</td>
</tr>
<tr>
<td><strong>The Arts</strong> VA 1.2</td>
<td>11. Students design poster promoting responsible pet ownership</td>
<td>Assessment criteria sheet</td>
<td>Focused Analysis: Poster design criteria sheet – students’ posters are analysed according to an assessment criteria</td>
</tr>
<tr>
<td><strong>SOSE</strong> PS 1.3, PS 1.5</td>
<td>12. Students cooperate with an animal shelter to organise a charity collection for homeless animals</td>
<td>Resource 10 checklists 4,5</td>
<td>Observation checklists: PS1.3, PS1.5 evidence of students’ demonstration of these outcomes may be gathered during this activity</td>
</tr>
<tr>
<td><strong>PS 1.5</strong></td>
<td>13. Students prepare a short oral presentation reflecting on their animal shelter project</td>
<td>checklist 5</td>
<td>Observation Checklist: PS1.5 evidence of students’ demonstration of this outcome may be gathered during this activity</td>
</tr>
</tbody>
</table>
### Lower Primary: Orientating Activities

Students identify and discuss the similarities and differences between animals and people and differentiate between wild and domestic animals as companions. The term ‘animal companion’ is introduced and students collate a graph representing their own animal companions. A Y chart analysis of cats and dogs helps students identify cats and dogs as feeling and thinking creatures.

<table>
<thead>
<tr>
<th>Related KLA &amp; Outcome</th>
<th>Learning Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOSE</strong>&lt;br&gt;TCC1.3</td>
<td>1. <strong>Contrast/compare</strong>: Teacher initiates discussion about the similarities and differences between people and dogs &amp; cats. On a large piece of paper, teacher draws up two columns – one headed ‘same’ the other headed ‘different’. Brainstorm similarities first and record student responses under the ‘same’ column. (see Resource 1 for example chart and responses)</td>
<td>Resource 1: sample chart/ responses</td>
</tr>
<tr>
<td><strong>Science</strong>&lt;br&gt;LL1.1</td>
<td>2. <strong>Discussion cards</strong>: Teacher makes up cards (Resource 2) being sure to fold each one so the animal picture is on the front and the information is on the back. Teacher shows cards one at a time, asking students ‘what does this animal need?’ Teacher allows Students to brainstorm their own ideas, using the information on the back to assist their thinking. Teacher asks whether each animal would be a suitable companion. Some students may think differently according to how well they could cater for an animal’s needs. For example a student who lives on a farm may think a horse suitable, whereas a student who lives in a unit would not.</td>
<td>Resource 2: Animal companion cards</td>
</tr>
<tr>
<td><strong>Maths</strong>&lt;br&gt;CD1.2</td>
<td>3. <strong>Picture graph</strong>: Teacher asks students about their own animal companions and hands out corresponding symbols (Resource 3a). Students colour the pictures they have of their type of pet and keep them ready to place on the graph. With a large, pre-drawn graph (see Resource 3b for example) teacher directs students to place their symbols onto the graph one at a time. When graph is completed teacher helps students analyse graph discussing the animals that are most popular, least popular companions.</td>
<td>Resource 3a: picture graph symbols&lt;br&gt;Resource 3b: sample picture graph</td>
</tr>
<tr>
<td><strong>Science</strong>&lt;br&gt;LL1.1</td>
<td>4. <strong>Y charts</strong>: Teacher directs discussion to focus on cats and dogs. Displaying two enlarged Y charts (Resource 4) the teacher first asks students what cats look like, feel like and behave like. Teacher then asks the same questions of dogs. Teacher records students’ responses on Y charts. Place charts on display for future reference.</td>
<td>Resource 4: Y charts</td>
</tr>
</tbody>
</table>
Lower Primary: Enhancing Activities

Students empathise with companion animals by relating their own feelings to the feelings of dogs and cats in various situations. Students identify the needs of familiar animal companions and the key responsibilities in caring for a cat or dog. They discuss preferences for certain animal companions and investigate the role of animal shelters in their community through the internet as well as storytelling.

<table>
<thead>
<tr>
<th>Related KLA &amp; Outcome</th>
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<tr>
<td>SOSE</td>
<td>5. How would you feel?: Teacher holds up picture cards (Resource 6) one by one and asks students questions such as; ‘what is happening in this picture?’ ‘How do you think the dog/cat feels in this picture?’ ‘How would you feel if this was you?’ (Resource 5) Teacher may make copies of these pictures for students to colour and write about in their books, or they may make a wall display with the pictures and the students’ written responses.</td>
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<tr>
<td>TCC1.3</td>
<td></td>
<td>Resource 5: How would you feel? Picture Cards</td>
</tr>
<tr>
<td>Science</td>
<td>6. Concept web: Teacher writes and draws a bubble around two separate questions ‘what do cat/dog companions need?’ (on a large piece of paper or black/white board) Students discuss their ideas about what these familiar companions need to live happy lives. Teacher records their ideas to form a concept web. Students complete worksheet in which they must identify and match the basic needs of a cat and dog. (Resource 6).</td>
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</tr>
<tr>
<td>LL1.1</td>
<td></td>
<td>Resource 6: ‘What do we need?’ worksheet</td>
</tr>
<tr>
<td>Science</td>
<td>7. Writing and sharing: Teacher asks students if they prefer cats or dogs as companions. Refer to previously completed Y charts and go over some student responses. Why do some people choose cats as pets and some people choose dogs as pets? Students write a short piece about their preference for cat or dog companions naming reasons for their choice. Teacher may use templates provided (Resource 7). Teacher sets up a ‘Writer’s Chair’ where students read what they have written and share their point of view with the class.</td>
<td></td>
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<tr>
<td>LL1.2</td>
<td></td>
<td>Resource 7: writing templates</td>
</tr>
<tr>
<td>SOSE</td>
<td>8. Website study: Students explore the website of an animal shelter (teacher should chose shelter of most relevance to the school community - see Resource 8a for website listings). Teacher directs students to pages where they are able to view the cats and dogs available for adoption. Students choose a cat or dog from the pages to draw and write about on the ‘Adopt Me’ worksheet (Resource 8b).</td>
<td></td>
</tr>
<tr>
<td>TCC1.3</td>
<td></td>
<td>Resource 8a: Website listings</td>
</tr>
<tr>
<td>INF1.1</td>
<td></td>
<td>Resource 8b: ‘Adopt Me’ Worksheet</td>
</tr>
<tr>
<td>INF1.2</td>
<td></td>
<td>Resource 9a: ‘Miki and Fuzz’</td>
</tr>
<tr>
<td>SOSE</td>
<td></td>
<td>Resource 9b: Question sheet</td>
</tr>
<tr>
<td>TCC1.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lower Primary: Synthesising Activities

Students engage in role play and design a poster to promote one aspect of caring responsibly for cats and dogs. Students jointly plan and undergo a charity drive which cares for the needs of homeless animals.

<table>
<thead>
<tr>
<th>Related KLA &amp; Outcome</th>
<th>Learning Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts DR1.2</td>
<td>10. Role Play: In small groups, students choose a part of the story ‘Miki and Fuzz’ to re-enact.</td>
<td></td>
</tr>
<tr>
<td>The Arts VA1.2</td>
<td>11. Poster: Teacher writes the following three things on the board: ‘desex’, identify’, train’ and ‘keep safe’. Teacher asks students to recall why these four things are the most important part of being a responsible cat or dog owner. Students choose one of these four things to promote through a colourfully designed poster. Teacher should provide pictures of cats and dogs for artistic stimulation.</td>
<td>Pictures, photos, drawings etc of cats and dogs</td>
</tr>
<tr>
<td>SOSE PS1.3</td>
<td>12. Community project: In cooperation with their nearest animal shelter (see Resource 8a for listings), students visit the shelter and learn about the basic needs of the animals (i.e. food, blankets, litter etc). Class and teacher plan a charity collection within the school community of items that cater for the needs of the homeless animals (see Resource 10 for a list of useful items).</td>
<td>Resource 10: List of collection items</td>
</tr>
<tr>
<td>PS1.5</td>
<td>13. Reflection: Students prepare an oral presentation in which they describe how their participation in the collection of provisions has helped the homeless dogs and cats in the chosen shelter.</td>
<td></td>
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<tr>
<td>People and Animals</td>
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<tr>
<td>-------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Same</strong></td>
<td><strong>Different</strong></td>
<td></td>
</tr>
<tr>
<td>🎲 Two eyes to see with</td>
<td>🎲 Animals hear, see, smell better than people</td>
<td></td>
</tr>
<tr>
<td>🎲 Two ears to hear with</td>
<td>🎲 Animals can’t talk with words</td>
<td></td>
</tr>
<tr>
<td>🎲 A nose to smell with</td>
<td>🎲 People have skin and hair, animals have fur</td>
<td></td>
</tr>
<tr>
<td>🎲 Need someone to love us</td>
<td></td>
<td></td>
</tr>
<tr>
<td>🎲 Need to eat food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>🎲 Need to drink water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>🎲 Need shelter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>🎲 Can feel happy and can feel sad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>🎲 Can feel pain</td>
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</tr>
</tbody>
</table>
### Animal Companion Cards

#### Dog

**I need...**
- A kind and loving human companion
- A warm place to sleep
- Food to eat and fresh water to drink
- Visits to the vet
- Lots of walks and games to play
- To be desexed, trained and micro-chipped

#### Dolphin

**I need...**
- A clean ocean to live in
- Lots of fresh fish to eat
- A dolphin family to live with
- Dolphin friends to play with

#### Pig

**I need...**
- A yard to run around in
- A dry place to sleep
- Mud to roll around in
- Other pigs to play with
- A kind human to feed me
<table>
<thead>
<tr>
<th>Animal</th>
<th>Needs</th>
</tr>
</thead>
</table>
| Elephant  | ✓ Wide open spaces to roam  
|           | ✓ Leaves and grasses to eat  
|           | ✓ Water holes to drink from  
|           | ✓ Elephant family and friends to love me  |
| Ladybeetle| ✓ Plants to eat  
|           | ✓ A garden to hide in  
|           | ✓ Space to fly around  
|           | ✓ Other ladybeetles to make eggs  
|           | ✓ Leaves to lay eggs under  |
| Koala     | ✓ Tall gum trees to live in  
|           | ✓ Lots of gum leaves to eat  
|           | ✓ Other Koalas to make a joey  
<p>|           | ✓ A safe space with no dogs, cats or cars that can hurt me  |</p>
<table>
<thead>
<tr>
<th>Animal</th>
<th>Needs</th>
</tr>
</thead>
</table>
| **GUINEA PIG** | ✓ Grains and fresh vegetables to eat  
✓ Fresh water to drink  
✓ A safe, clean cage to live in with a place to hide and space to run around  
✓ A kind human to give me gentle pats  
✓ Other guinea pigs to keep me company |
| **CAT**      | ✓ A kind human to love and play with me  
✓ Food to eat and fresh water to drink  
✓ A human to keep my litter tray clean  
✓ A safe house to live inside  
✓ A vet to micro-chip and de-sex me  
✓ An elastic collar to wear and tag  
✓ Toys and a scratching post |
| **LIZARD**   | ✓ Fresh insects to eat and water to drink  
✓ Lots of space to run and places to hide  
✓ Places to sit in the sun and warm my blood  
✓ A safe place to live away from predators |
<table>
<thead>
<tr>
<th>Animal</th>
<th>Needs</th>
</tr>
</thead>
</table>
| Horse  | - Open space gallop  
|        | - Grass to graze on and water to drink  
|        | - Grains and hay to eat  
|        | - A human to groom and ride me  |
| Tiger  | - Open spaces to run  
|        | - Wild animals to hunt and eat  
|        | - Fresh water holes to drink  
|        | - Other tigers to play with and make cubs  |
| Bee    | - Space to fly and search for pollen  
|        | - Flowers and blossoms to collect pollen  
|        | - A hive of bees to live and work with  
<p>|        | - A queen bee to protect and make honey and wax for  |</p>
<table>
<thead>
<tr>
<th>Animal</th>
<th>I need...</th>
</tr>
</thead>
</table>
| **BUDGERIGAR** | ✓ Lots of space to fly  
              | ✓ Fresh seeds to eat and water to drink  
              | ✓ Branches to perch and roost on  
              | ✓ Other budgerigar friends  
              | ✓ A big, clean cage to live in  
              | ✓ Toys to play with and a kind human to talk to me |
| **MOUSE**   | ✓ A safe, secure cage to live in  
              | ✓ Fresh food and water everyday  
              | ✓ A kind human to keep my cage clean  
              | ✓ Lots of boxes to hide in and chew up  
              | ✓ Toys to play with  
              | ✓ Wheel to exercise on  
              | ✓ Warm bedding to snuggle in |
| **SNAKE**   | ✓ Space to hunt and hide at night  
              | ✓ A safe place to sleep in the sun and warm my blood  
              | ✓ Small animals to hunt and kill for food  
              | ✓ Trees and rocks to climb over and under when I need to shed my skin  
              | ✓ Snakes of my kind to make babies |
Picture Graph Symbols

- Hamster
- Budgerigar
- Cat
- Dog
- Mouse
Sample Picture Graph

Our classes' Animal Companions

<table>
<thead>
<tr>
<th>Number of Animals</th>
<th>Cats</th>
<th>Guinea Pigs</th>
<th>Birds</th>
<th>Dogs</th>
<th>Mice or Rats</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
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</tbody>
</table>
Y Chart

Feel Like

Cats

Behave Like

Look Like
How would you feel?

In this activity children will be helped to develop empathy for companion animals. Encourage the students to make connections between the experiences of the animals in the pictures and what it would be like for a human to experience the same thing.

1. Show the cards one at a time, covering up the words, and with each card, ask the students to explain what is happening in the picture.
2. After hearing some responses, uncover the words and ask the students the question posed on the card. Encourage students to relate what the animal in the picture is feeling to what the experience would be like for them.
3. Briefly explain the situation in each picture – card 1) the dog has been left alone in the backyard all day whilst its human companions are at work and school; card 2) the humans responsible for caring for this dog have forgotten to feed and water him; card 3) these cats became lost and ended up in the pound, but their owners have not come looking for them; card 4) the carers of this cat and dog have put their collars on too tight and the animals are in pain; card 5) the owner of this dog has left her tied up outside in the hot sun without any shade or water to drink.
4. The cards may be used as a discussion activity or a writing activity, depending on the reading/writing levels of the class.

How would you feel...

if you were left alone all day with no one to play with?
How would you feel...
if someone forgot to give you food and water?

How would you feel...
if you got lost and no one came looking for you?
How would you feel...
if someone put a collar around your neck that was too tight?

How would you feel...
If you were left out in the hot sun with no shade or water?
What do we need?

Colour the things I need BLUE

Dog food
Cat flea control

Water bowl
Gentle pats

Collar & tag
Chew toys
Fenced yard

Microchip
Vet

Grooming

Cat food
Collar & tag
Chew toys

Vet
Warm bed
Walking leash
Dog flea control

Microchip

Litter tray

Dog biscuits
Cat basket

Grooming

Colour the things I need RED

Dog biscuits
Water bowl

Play toys
Walks and exercise

Scratching post
Cats make good companions because...

Name: _______________________________

Dogs make good companions because...

Name: _______________________________
Website Listings

Queensland

Animal Welfare League of Queensland Inc – Gold Coast
www.awlqld.com.au

Best Friends Rescue – Gold Coast and Brisbane
www.bestfriendsrescue.com

Animal Refuge Halifax – Ingham
www.animalrefugehalifax.org.au

YAPS Animal Refuge – Cairns
www.yaps.org.au

Innisfail Animal Refuge – Innisfail
http://users.qld.chariot.net.au/~sanja/welcome_bb.html

Maryborough Animal Refuge - Maryborough
www.maryboroughanimalrefuge.com

Paws and Claws Homeless Animal Society – Port Douglas
www.pawsandclaws.org.au

Friends of the Pound – Tweed Heads
www.friendsofthepound.com

Margo’s Animal Sanctuary - Beenleigh
www.margosanimalsanctuary.com

RSPCA, Qld – Statewide
www.rspcaqld.org.au

NSW

Animal Welfare League NSW – Kemps Creek
www.animalwelfareleague.com.au

Companions for Life Pet Rescue - Portland
www.companionsforlife.com.au

PAWS – Sydney
www.paws.com.au

Happy Paws Haven – Southern Highlands
www.happypaws.com.au

Pound Pets – Southerland
www.poundpets.com.au

Animal Rights and Rescue – Far North Coast Region
www.animalrights.org.au

Doggie Rescue.com – Sydney
www.doggierescue.com

Hunter Animal Rescue – Hunter Valley
www.hunteranimalrescue.com.au

Sydney Dogs Home – Carlton, Sydney
www.sydneydogshome.org

Paws and Hooves Animal Rescue Inc – Sydney
www.pawsnhooves.net

RSPCA, NSW – Statewide
www.rspcansw.org.au

VIC

Blue Cross Animals Society of Victoria – Wonga Park
www.wwwins.net.au/bluecross/about.html

Positive Pets/Animal Aid – Coldstream
www.vaat.org.au

Australian Animal Protection Society – Keysborough
www.aaps.org.au

RSPCA, Victoria – Statewide
www.rspcavic.org.au
ACT

ARF ACT Rescue and Foster - Canberra
www.fosterdogs.org

Queanbeyan City Council Pound - Queanbeyan
www.qcc.nsw.gov.au

TAS

The Hobart Cat Centre - Hobart
http://porcupine.net/taps/introduction.htm

RSPCA, Tasmania - Statewide
www.rspcatas.org.au

SA

Animal Welfare League South Australia - Wingfield
www.animalwelfare.com.au

RSPCA, South Australia - Statewide
www.rspcasa.asn.au

WA

The Dog's Home Refuge (WA) Inc - Perth
www.dogshome.org.au

Swan Animal Haven - South Guildford, Perth
www.swananimalhaven.asn.au

Animal Protection Society of WA, Inc - Southern River
www.animalprotectionsociety.westnet.com.au

RSPCA, Western Australia - Statewide
www.rspcawa.asn.au
Adopt Me!

Choose an animal looking for a home. Draw it here:

Find out more about your animal. Write it here:

My name is: ____________________________________

My age is: _________             I am male or female (circle)
Miki found Fuzz sitting on her front door step one cold morning. The kitten was no bigger than a cricket ball, and Miki gently picked it up and cupped it between her palms.

"Mum!" called Miki, "Someone left a kitten on our doorstep!"

Miki’s mother straight away called the animal shelter to see if anyone had lost a kitten. She carefully described what it looked like: "Orange, fuzzy fur and bright blue eyes with a white sock on its’ tiny left paw." She also told them it was a female. The shelter told Miki’s mother no one had reported such a kitten missing, but would call if someone did.

The shelter never called and so Miki got to keep the little kitten. "We’ll have to get her micro-chipped," Miki’s mother said.

"What’s that?" Miki asked worriedly.

"It’s like a little tag under her fur that we can’t see but it can tell people where she lives - just in case she gets lost," her mother answered.

So the little cat kitten got her own micro-chip with her new address, phone number and name - Fuzz.

Miki took very good care of Fuzz. Everyday before and after school she filled Fuzz’s bowl with food and changed her drinking water. Miki’s Mum taught her how to change Fuzz’s litter tray and Miki made sure it was always clean and tidy. Miki even gave Fuzz her old special blankie to snuggle with inside her basket.

Fuzz very quickly became Miki’s best friend.

Fuzz grew bigger and as she did, she started to spend more and more time away from home. Fuzz stopped sleeping in her basket and would only come home at dinner time. Miki looked over where her special blankie lay cold and lonely.

One night Fuzz didn’t come home at all. Miki had made her a plate of fresh sardines for dinner. Normally Fuzz couldn’t resist sardines. Miki called and called: "Fuzz! Here puss, puss, puss!" But Fuzz never came.
The next morning Miki’s mother called the animal shelter and reported Fuzz missing.

“Have they found her?” Miki cried to her mum.

Her mother shook her head. “If they find her, they’ll call us straight away,” she told Miki.

“She’s lost,” Miki cried to her Mum. ”She’s never coming back!”

“Now, now, let’s just wait a little longer,” Miki’s Mum suggested. “Remember she has a micro-chip, so when they do find her, they’ll know she belongs to us. We just have to wait for their call.”

Five days later, the shelter called. They had found Fuzz – with a litter of kittens! Miki and her mother jumped in the car and off they went.

The animal shelter was very busy. Miki saw people just like them looking for their cats and dogs. She noticed one little boy who was crying. His dog had run away during a storm because it was scared of thunder.

There were also people who had come to adopt a pet. Miki heard a lady saying there were lots of cats and dogs who needed new homes because their owners abandoned or hurt them.

“Hello, how can I help you?” The lady behind the counter said when it was Miki’s turn. Miki’s mother spoke up. “Hello, we got a call to say that you have found our cat – and she has kittens.”

“Okay, I’ll just get your details, then we’ll go take a look at her,” the lady said, typing into her computer. She then led Miki and her mother down a corridor and out the back of the building.

They stepped out into a large yard. Miki saw large cages of cats on one side of the yard. On the other side of the yard she saw cages of barking dogs.

“These guys are all waiting for some kind families to give them a home,” the lady said as they passed the cages. “You were very smart to have your cat micro-chipped. Some of these cats and dogs have no home because they weren’t micro-chipped and we can’t find their owners!”

The lady led them into a room full of cats in smaller cages. It was very quiet and the walls were painted all white. “This is where we keep any animals that are sick or need an operation,” the lady said.

Some cats were curled up in blankets sleeping; others had tiny newborn kittens snuggled into their tummies. Miki also noticed a cat with a funny...
plastic tube around its neck. "Why does that cat have a weird thing on its neck?" asked Miki.
"She just had an operation and we don't want her trying to lick at her stitches," the lady answered.

"Look, that's Fuzz!" exclaimed Miki softly when she spotted her friend. "She really does have kittens - one, two, three, four, five!"
The lady nodded. "That's why she ran away," she said. "She went to find a male cat to mate with. Someone found her in the bush where she'd made a den under a shrub - she was killing wild birds and possums for food."
"Oh no, what can we do so this never happens again?" Miki's mother asked.

"You must have her desexed," the lady said.
"What's that? Miki asked concerned.
"It's a special operation so that Fuzz won't have any more kittens. It also means that she won't run away from home to search for a mate again!"
"But why can't she have more kittens? They're so cute!" said Miki.
"I know they're cute, but there are already so many kittens at our shelter who have no home. We don't want even more! There are not enough families to look after them." The lady told Miki.

Miki asked if she could take Fuzz home. The lady told her Fuzz could go home after she had her desexing operation.
"What will we do with her kittens?" Miki's mother asked the lady. "We can't take care of them as well as Fuzz."
"We'll keep them here at the shelter and find good homes for them." The lady answered. "They are lovely kittens - especially the little one with the sock on its front paw."

Miki hadn't noticed, but the lady was right. There was one little kitten who looked exactly like Fuzz - it even had her white sock!
Miki and her mother decided that they had room in their home for one more cat. So when the time came to take Fuzz home, that little kitten came too. Miki named her Fizz.
Question Sheet

1) Who did Miki’s mother call straight away when they found Fuzz on the doorstep? Why do you think they did this?

2) Why did Miki’s mother have Fuzz micro-chipped?

3) How did Miki care for Fuzz’s needs each day?

4) How did Fuzz start to change? Where do you think she went at night?

5) What did Miki’s mother do as soon as she found out Fuzz was missing?

6) Where was Fuzz hiding? What was she eating for food?

7) Why did the lady at the shelter think it was smart to have Fuzz micro-chipped?

8) What does the desexing operation do?

9) Why shouldn’t we let cats have kittens?
Useful Items to Collect

- Quality dry dog and cat food
- Quality canned cat and dog food
- Blankets
- Towels
- Cat litter
- Dog toys
- Cat toys
- Scratching posts
- Cat baskets
- Dog beds
- Pet accessories
Word bank cards

Cat

Kitten

Dog

Puppy

Animal

Vet
Homeless  Play
Collar  Needs
Kindness  Companion
Love  Rehome
- Food
- Water
- Adopt
- Desex
- Identify
- Train
- Care
- Micro-chip
# Observation Checklists

## CHECKLIST 1

**LL 1.1 Students discuss their thinking about needs of living things**

An ability to demonstrate the following indicators should provide the teacher with evidence that a student has demonstrated above outcome.

Student name: ____________________________

<table>
<thead>
<tr>
<th>Activities which allow demonstrations of LL1.1</th>
<th>Indicators</th>
<th>Dates demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 6, 12</td>
<td>Discusses their own ideas about the needs of animal companions</td>
<td></td>
</tr>
<tr>
<td>1, 2, 6</td>
<td>Identifies the basic needs of companion animals (food, water, love, shelter)</td>
<td></td>
</tr>
<tr>
<td>2, 7</td>
<td>Recognises that the needs of some animals are different to other animals</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Identifies the specific needs of dog and cat companions including the need to desex, train, identify and keep safe</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Discusses the specific needs of homeless animal companions in animal shelters</td>
<td></td>
</tr>
</tbody>
</table>

## CHECKLIST 2

**LL 1.2 Students group living things in different ways based on observable features**

An ability to demonstrate the following indicators should provide the teacher with evidence that a student has demonstrated above outcome.

Student name: ____________________________

<table>
<thead>
<tr>
<th>Activities which allow demonstrations of LL1.2</th>
<th>Indicators</th>
<th>Dates demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identifies some observable features of animals and human and observes similarities and differences between the two</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Identifies some animals as suitable companions, and others as not suitable, according to the needs of that animal</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Groups the features of cats and dogs according to the way they feel, look and behave</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Groups separately the needs of a cat and the needs of a dog</td>
<td></td>
</tr>
</tbody>
</table>
### CHECKLIST 3

**TCC 1.3**  
Students share points of view about their own and others’ stories

An ability to demonstrate the following indicators should provide the teacher with evidence that a student has demonstrated above outcome.

Student name: __________________________________________________________

<table>
<thead>
<tr>
<th>Activities which allow demonstrations of TCC 1.3</th>
<th>Indicators</th>
<th>Dates demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Shares point of view about the needs of different animals</td>
<td></td>
</tr>
<tr>
<td>2, 7</td>
<td>Shares own point of view about whether certain animals would make suitable pets</td>
<td></td>
</tr>
<tr>
<td>2, 7</td>
<td>Shares point of view about other students’ preferences for certain animal companions</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Offers ideas and points of view about the story ‘Miki and Fuzz’ when prompted by teacher’s questions</td>
<td></td>
</tr>
</tbody>
</table>

### CHECKLIST 4

**PS 1.3**  
Students participate in a cooperative project to cater for the needs of living things

An ability to demonstrate the following indicators should provide the teacher with evidence that a student has demonstrated above outcome.

Student name: __________________________________________________________

<table>
<thead>
<tr>
<th>Activities which allow demonstrations of PS 1.3</th>
<th>Indicators</th>
<th>Dates demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Offers ideas and suggestions when discussing items which may be collected</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Shows an interest in catering for the needs of homeless animals</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Actively participates the collection of items for homeless animals</td>
<td></td>
</tr>
</tbody>
</table>
CHECKLIST 5

**PS 1.5** Students describe the relationships between personal actions and environmentally friendly strategies in familiar places

An ability to demonstrate the following indicators should provide the teacher with evidence that a student has demonstrated above outcome.

Student name: __________________________________________________________

<table>
<thead>
<tr>
<th>Activities which allow demonstrations of PS 1.5</th>
<th>Indicators</th>
<th>Dates demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Recognises that animal shelters provide an important service within the community</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Identifies the needs of homeless animals in a shelter and how they can be served</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Groups the features of cats and dogs according to the way they feel, look and behave</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Describes through oral presentation, how the homeless animals have been helped by his/her personal actions</td>
<td></td>
</tr>
</tbody>
</table>

CHECKLIST 6

**CD 1.2** Students collect and classify data to investigate particular situations and create and interpret simple displays

An ability to demonstrate the following indicators should provide the teacher with evidence that a student has demonstrated above outcome.

Student name: __________________________________________________________

<table>
<thead>
<tr>
<th>Activities which allow demonstrations of CD 1.2</th>
<th>Indicators</th>
<th>Dates demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Offers ideas and suggestions when discussing items which may be collected</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Shows an interest in catering for the needs of homeless animals</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Actively participates the collection of items for homeless animals</td>
<td></td>
</tr>
</tbody>
</table>
### CHECKLIST 7

**DR 1.2**  
Students share drama with others by participating, listening and watching

An ability to demonstrate the following indicators should provide the teacher with evidence that a student has demonstrated above outcome.

Student name: __________________________________________________________

<table>
<thead>
<tr>
<th>Activities which allow demonstrations of DR 1.2</th>
<th>Indicators</th>
<th>Dates demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Chooses an aspect of the story ‘Miki and Fuzz’ to role play</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Adopts a character and participates in role with a small group of students in the classroom setting</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Listens and watches others within their own small group when participating in role play</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Listens and watches when acting as audience for other groups</td>
<td></td>
</tr>
</tbody>
</table>
**Assessment Criteria**

**Task:** Design a colourful poster that promotes one aspect or all aspects of responsible animal care (desexing/identifying/training/keeping safe). The phrase ‘Desex, identify, train or keep safe’ should be included in the design, as well as a variety of visual elements such as colour, line, shape, drawing and collage.

**Student name:** _______________________________________________________

<table>
<thead>
<tr>
<th><strong>Satisfactory effort</strong></th>
<th><strong>Good effort</strong></th>
<th><strong>Excellent effort</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student uses a small amount of familiar written text to promote chosen aspect of animal care</td>
<td>Student uses familiar and a small amount of unfamiliar written text to promote chosen aspect of animal care</td>
<td>Student uses a variety of both familiar and unfamiliar written text to promote chosen aspect of animal care</td>
</tr>
<tr>
<td>Student uses colour, lines and shapes in their design</td>
<td>Student uses colour, lines, shapes as well as drawings in their design</td>
<td>Student uses colour, lines, shapes, drawings and collage in their design</td>
</tr>
<tr>
<td>Student identifies and promotes one aspect of responsible animal care through the poster design</td>
<td>Student identifies and promotes all three aspects of responsible animal care through the poster design</td>
<td>Student promotes all three aspects of responsible animal care through the poster design and indicates a deep understanding</td>
</tr>
</tbody>
</table>

**Teacher Comments:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Dear Classroom Teacher,

Thank you for choosing to use our program. The Animal Welfare League is committed to the quality education of current and future companion animal owners. We recognise that you the classroom teacher are our most important resource in this endeavour and we would greatly value any feedback you may have to offer about our programs. If you wish to suggest activities or resources that may contribute to the programs, please do not hesitate to add it in the comments section of this form. Alternatively, you may phone the Animal Welfare League Education Officer during office hours on: (07) 5509 9030 or email education@awlqld.com.au

Sincerely,

The Education Team
Animal Welfare League of Qld Inc

<table>
<thead>
<tr>
<th>Please indicate:</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Design</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The program was easy to read and navigate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The visual design and layout of the program was appealing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The program was practical and easy to use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was able to locate learning activities to suit my needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was able to implement learning activities straight from the program to my classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The learning activities were presented in a logical order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The learning activities were varied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The resources provided were relevant to the learning activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The resources provided were easy to reproduce</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The background information provided was useful</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Student Response**

<table>
<thead>
<tr>
<th>Students showed an interest in the topic and ideas</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students enjoyed the learning activities provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities were appropriate for students’ learning levels</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We would greatly value any comments, particularly if you ticked ‘disagree’ in any of the above categories (please attach page if more room is needed):

---

The Animal Welfare League sincerely thanks you for your valuable comments. Please either email or post to the address below. We also wish to collect samples of student work to place on our website. If you wish to contribute some of your students’ work, please send the samples along with your feedback form to:

PO Box 3253 Helensvale Town Centre, Qld, 4212
Email: education@awlqld.com.au