Welcome to Secondary Cats in the Classroom

Cats Protection is the UK's largest cat welfare charity. We find loving homes for over 52,000 cats and kittens every year through our nationwide network of adoption centres and volunteer-led branches. Additionally, we offer financial support with neutering cats and advise the public on the correct care of cats and kittens.

We produce a range of school education resources which cover core elements of the curriculum, while also helping pupils learn about responsible pet ownership. For further details about our education programme, visit www.cats.org.uk/learn

Our core aims are:

- To find good homes for cats in need
- To support and encourage the neutering of cats
- To improve people's understanding of cats and their care

Our vision is a world where every cat is treated with kindness and an understanding of its needs.



CATS PROTECTION

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Contents

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2. Curriculum links
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Aims of the pack

This pack aims to provide exciting resources and activities that will help to deliver many skills and curriculum aims, as well as promoting responsible pet ownership by focussing on the rights and needs of animals in our care.

The activities have been designed to help pupils to develop, refine and progress their ideas, and use a range of teaching and learning strategies to deliver important elements of the curriculum (English, Maths and Science), whilst also developing the knowledge and understanding that underpins responsible cat ownership (PSHEE and Citizenship).

Inside you will find activities that explore text and word level themes in poetry, classic fiction, cartoons, plays, historical facts, factual information and advertising.

Pupils can practise their discussion skills as well as creating their own fiction, scripts, factual texts, persuasive writing and advertising campaign, using a range of media.

There are also activities that can be used in Science and Maths, or to introduce numeracy and literacy into PSHEE and Citizenship activities.

Detailed teachers' notes are included, as well as links into the curricula for England and Wales, Scotland and Northern Ireland, so you know exactly where each activity can fit into your scheme of work for 11 – 16 year olds.

All the pack's resources are available digitally, so there is the opportunity for interactive whiteboard users to adapt this material for use. By using the image capture tool or camera in the board's software, there is the opportunity to present a lot of the ideas interactively on the board as well as using the images provided for maximum impact.

Where possible, the use of ICT is encouraged for presentations, research and to generally enhance learning.

Summary of contents

Young people's rights and the rights of pets: A comparison of young people's rights with those of a pet, leading to exploring responsibilities of pet ownership.
Dilemmas: What would you do if…? exercise to explore responsibilities and discover the help available from animal organisations.
Cats in history: A literacy exercise which outlines how cats have been perceived throughout the ages.
Cats in the media: Using examples from the media, an exploration into how cats are perceived and portrayed.
Cats in poetry: An exercise in looking at how poets use words and techniques to portray cats in verse.
The cost of caring for a cat: A numeracy/Maths investigation into the costs involved in owning a cat.
Why neuter your cat?: A numeracy/Maths investigation into what happens if cats are allowed to breed unchecked.
Who's living with your cat?: An awareness raising exercise on parasites, how they affect cats and how to prevent them and treat your cats.
Cats and genetics: Genetics exercises based on the inheritance of traits in cats.
Selective breeding: Exercise about selective breeding using examples of cats.
Parachuting cats: An exercise to look at human intervention in food chains and its effect.
Caring for your cat: An exercise in writing to inform and explain.
Planning a campaign: Summary activity to produce promotional literature – an exercise in persuasive writing.
Further information: A list of useful websites and links.



Curriculum links – England and Wales

The links below highlight the main elements of where the activities in this pack can be linked into the National Curriculum at Key Stages 3 and 4. They are not exhaustive and your own use of the materials will dictate exactly how they cover specific curriculum elements. Links to the Scottish Curriculum for Excellence and the Northern Ireland curriculum follow on.

Using ICT

Several opportunities arise for using ICT to enhance learning, and are noted below in each section of the notes for the National Curriculum. These ideas are also directly applicable in Scotland.

Young people's rights and the rights of pets

English:

Speaking and listening

- Informal group or pair discussions
- Explaining, justifying, persuading, hypothesising; and exploring, shaping and expressing ideas, feelings and opinions

Citizenship

- Human rights, and responsibilities of citizens

PSHEE

- Examples of diverse values encountered in society and the clarification of personal values

Using ICT: Pupils can use the internet to research the UN Convention on the Rights of the Child and a word processing program to create an 'official' charter of their own.

Dilemmas

English:

Speaking and listening

- Prepared, formal presentations and debates
- Informal group or pair discussions
- Individual and group improvisation and performance
- Explaining, justifying, persuading, hypothesising; and exploring, shaping and expressing ideas, feelings and opinions

Citizenship

- Human rights, and responsibilities of citizens

PSHEE

- Examples of diverse values encountered in society and the clarification of personal values
- Reflect critically on their own and others' values

Using ICT: Pupils can use design and publishing programs to present each dilemma in an evocative form and to compile their responses as a wall display.

Cats in history

English:

Reading

- Allowing pupils to explore their present situation or move beyond it to experience different times, cultures, viewpoints and situations

Writing

- Analyse and evaluate subject matter, supporting views and opinions with evidence

Using ICT: Pupils can use: a desktop publishing program to produce a poster; a presentation program to create a slide show of how attitudes to cats have changed over time.

Cats in the media

English:

Speaking and listening

- Informal group or pair discussions

Writing

- Stories, play scripts, screenplays, advertisements

Using ICT: Pupils can use a computer to create a 'professional-looking' script; compile excerpts from programmes using an AV editing program (please be aware of copyright restrictions when using recorded material); an illustration program to create a cat strip cartoon; DVD equipment to create a mini cat advertisement.

Cats in poetry

English:

Creativity

- Making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature

Critical understanding

- Analysing and evaluating spoken and written language to appreciate how meaning is shaped

Using ICT: Pupils can use a publishing program to write their class poem and present it as a school display.

Curriculum links – England and Wales continued

The cost of caring for a cat

Mathematics:

Competence

- Applying suitable mathematics accurately within the classroom and beyond
- Communicating mathematics effectively

Critical understanding

- Model, interpret or represent situations

Why neuter your cat?

Mathematics:

Competence

- Applying suitable mathematics accurately within the classroom and beyond
- Communicating mathematics effectively

Critical understanding

- Model, interpret or represent situations

Who's living with your cat?

Science:

Organisms, behaviour and health

- All living things show variation, can be classified and are interdependent, interacting with each other and their environment
- Behaviour is influenced by internal and external factors and can be investigated and measured

Cats and genetics

Science:

Organisms, behaviour and health

- All living things show variation, can be classified and are interdependent, interacting with each other and their environment

Selective breeding

Science:

Organisms, behaviour and health

- All living things show variation, can be classified and are interdependent, interacting with each other and their environment

Parachuting cats

Science:

Organisms, behaviour and health

- All living things show variation, can be classified and are interdependent, interacting with each other and their environment
- Behaviour is influenced by internal and external factors and can be investigated and measured

English:

Reading

- Extract and interpret information and ideas from texts

Writing

- Explain or describe information and ideas relevantly and clearly

Caring for your cat

English:

Writing

- Present ideas and views logically and persuasively
- Information leaflets, articles and campaign literature

PSHEE

- The roles and responsibilities of parents, carers and children in families

Planning a campaign

English:

Speaking and listening

- Informal group or pair discussions

Reading

- Using language imaginatively to create new meanings and effects

Writing

- Analyse and evaluate subject matter, supporting views and opinions with evidence
- Present ideas and views logically and persuasively
- Information leaflets, advertisements, editorials, articles and letters conveying opinions, campaign literature

Citizenship

- Freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion...
- Actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment
- Justify their argument, giving reasons to try to persuade others to think again, change or support them

Art and Design

- Exploration of media, processes and techniques in 2D, 3D and new technologies of creative programs to produce their work, including: design and illustration programs, word processors and publishing suites; DVD recording and editing; audio recording and editing; web design and internet browsers

Curriculum links – Scotland – Curriculum for Excellence

The activities support a number of experiences and outcomes identified as the 'Responsibility of All' in the Scottish Curriculum for Excellence. *The Cost of caring for a cat*, and *Why neuter your cat?* support the development of numeracy across learning. *Young People's rights and the rights of pets, Dilemmas, Caring for your cat* and *Planning a campaign* can contribute to the development of Social Wellbeing.

Who's living with your cat?, Cats and genetics and *Selective breeding* will be useful for Science and the study of inheritance.

Teachers seeking to develop literacy across learning will find the following activities particularly useful.

Young people's rights and the rights of pets

Listening: listen to others and respond relevantly.
Talking: comment on the ideas of others and show awareness of their feelings; contribute to the purpose of the discussion.
Reading: find, select and collate information from more than one source.
Writing: use appropriate vocabulary to write to communicate key ideas.

Cats in history

Reading: read information from a reference text.
Writing: communicate key events, facts and ideas.

Cats in the media

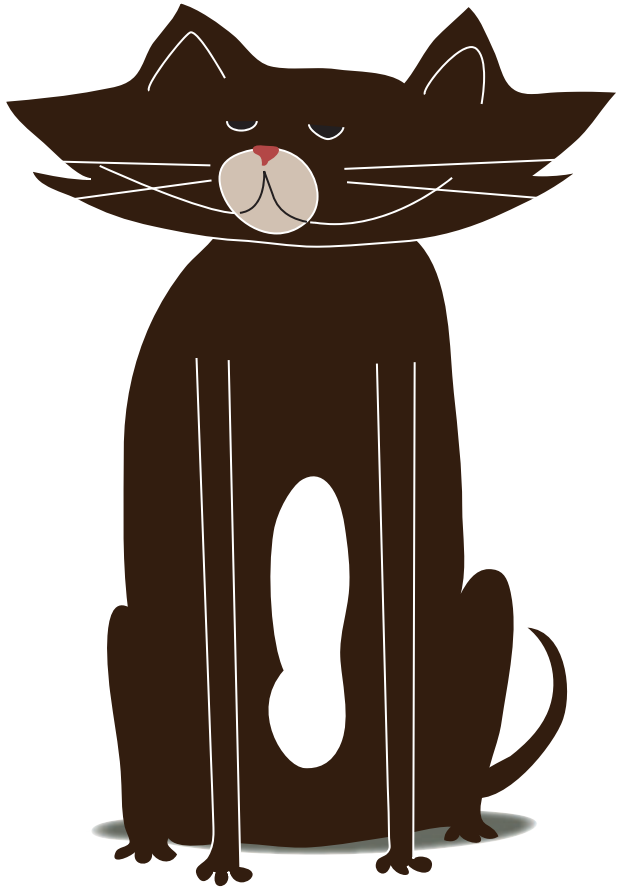
Listening: listen to a range of texts and scripts and offer a personal response to the feelings and attitudes of those involved; listen to others and respond with relevant comments and opinions.
Talking: contribute to groups by asking and answering questions.
Reading: read a variety of texts in different forms and identify features and content.
Writing: write a brief, imaginative work to communicate key facts and ideas.

Cats in poetry

Listening: listen to a range of poems and offer a personal response to the feelings and attitudes of those involved; listen to others and respond with relevant comments and opinions.
Talking: contribute to groups by asking and answering questions; explain how the author uses characters to convey feelings, emotions and ideas.
Reading: read a variety of poems and provide a considered view of their content and meaning.
Writing: write imaginative pieces making use of poetic conventions

Parachuting cats

Reading: finding and using information; understanding, analysing and evaluating.
Writing: organising and using information.



Curriculum links – Northern Ireland

The activities in the pack can be used to explore a number of Areas of Learning and offer opportunities to develop cross-curricular skills, particularly Communication and Using ICT. Discussion of the rights of pets can lead on to more wide ranging exploration of human rights and also provide a useful starting point for work on personal responsibility, concern for others and community spirit.

Young people's rights and the rights of pets: Learning for life and work: Local and global citizenship – human rights and social responsibility; Home economics – home and family life.

Dilemmas: Learning for life and work: Local and global citizenship – human rights and social responsibility; democracy and active participation.

Cats in history: Environment and society: History – Developing pupils' knowledge, understanding and skills.

Cats in the media: Language and literacy: English with media education – Developing pupils' knowledge, understanding and skills; Developing pupils as individuals.

Cats in poetry: Language and literacy: English with media education – Developing pupils' knowledge, understanding and skills; Developing pupils as individuals.

The cost of caring for a cat: Learning for life and work: Local and global citizenship – human rights and social responsibility; Home economics – independent living.

Why neuter your cat?: Mathematics and numeracy – developing pupils' knowledge, understanding and skills.

Who's living with your cat?: Learning for life and work: Home economics – home and family life; Science: Developing pupils' knowledge, understanding and skills – organisms and health.

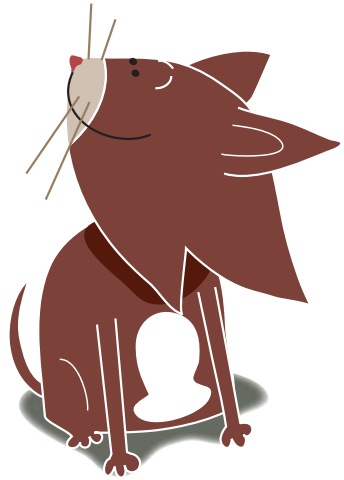
Cats and genetics: Science: Developing pupils' knowledge, understanding and skills – organisms and health; Developing pupils as individuals.

Selective breeding: Science: Developing pupils' knowledge, understanding and skills – organisms and health.

Parachuting cats: Science: Developing pupils' knowledge, understanding and skills – organisms and health; Developing pupils as contributors to the economy and the environment, biodiversity.

Caring for your cat: Language and literacy: English with media education – Developing pupils' knowledge, understanding and skills, Developing pupils as contributors to society.

Planning a campaign: Language and literacy: English with media education – Developing pupils as contributors to the economy and environment, campaigns.



Teachers' notes – Young people's rights and the rights of pets

Objectives

To encourage pupils to appreciate the difference between rights, needs and responsibilities.

Rights are an emotive issue, especially as young people become more aware of what they (sometimes mistakenly) believe is a right. However, rights and needs are different things, although they sometimes overlap.

It is important to remember that what we consider to be a right should be balanced by responsibility. Often people feel they need rights but it is less easy to accept that we also have responsibilities, if society is to function appropriately.

The topic of rights can be extended to animals and the notion of 'rights for pets' can help clarify pupils' ideas about their own rights.

Suggested activities

As an introduction, pupils should work in small groups and draw up a list of rights and needs using the *Rights and needs* pupil sheet on page 9, so that they can ensure that they understand the difference between the two. The class should then pool their ideas during a class discussion, with all suggestions being noted on the board.

Distribute two sets of *Rights and needs* cards (see page 10) to each group – if they are photocopied on different coloured paper, it makes sorting them easier. Using one set of the *Rights and needs* cards, the pupils should try to put these in order of importance for young people.

Explain to the class that some rights/needs may also apply to pets such as cats or dogs. If you were to re-sort them, would a cat or dog's priority be different from a human's? Using the second set of cards, the pupils should choose the cards they feel would apply to pets and try to prioritise them too. The groups should then compare their lists.

Discussion points

Are there any major differences between your rights and those of a pet? Why do you think some are the same and others are different? Now add three more rights of your own. Are these for young people, pets, or both?

It is generally accepted that if we have rights, we also have responsibilities – at least towards each other. List five of our responsibilities towards each other, and five towards our pets. Do any overlap?

Now think about this statement:
'A cat's rights and our responsibilities towards them are one and the same thing'

- What might this mean or imply?
- Do you agree with it? Give your reasons
- What can a cat do in return for us?
- Do animals have responsibilities?

Extension ideas

Using ICT draw up:

- A young person's charter of human rights
- An equivalent charter for cats

You may want to research the United Nations Convention on the Rights of the Child to help you. This can be found on the UNICEF website www.unicef.org



Rights and needs: Pupil sheet 1

A RIGHT is something you are entitled to and a NEED is what you might like, but could manage without. In your group, come up with a list of rights and a list of needs.

RIGHTS

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NEEDS

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- Are rights and needs the same? For example, when you become 18 you will have the right to vote. However, do you also need to vote? Explain what you think.
- What do you think the differences are between rights and needs? Do some overlap? What rights are also needs?
- What do we have a right to, even though it might not be a basic need? In each case, why do you think it has been made into a right?



Rights and needs cards: Pupil sheet 2

Food	Warmth	Freedom of speech	Clean water	Education
Protection	Rest	Companionship	Respect	Play
Friendship	Money to meet your needs	Grooming	Medical treatment	Equality of opportunity
Medical care	Peaceful environment	Attention	Love	Shelter

Clothing	A home	Clean air	Freedom to worship

Teachers' notes – Dilemmas

Objectives

This lesson builds on the previous activity on rights, needs and responsibilities by focussing on the need for responsible actions. It also raises awareness of the important role of animal welfare organisations and charities.

Suggested activity

Pupils should work in small groups to come up with ideas to solve the dilemmas listed on the *Dilemmas* pupil sheet (see page 12). Every group should agree the solution to each dilemma.

Their ideas can then be judged by the rest of the class. Points can be awarded as follows:

3 = a good solution
2 = a satisfactory solution
1 = a poor solution
0 = if the class feels the solution given is a bad idea

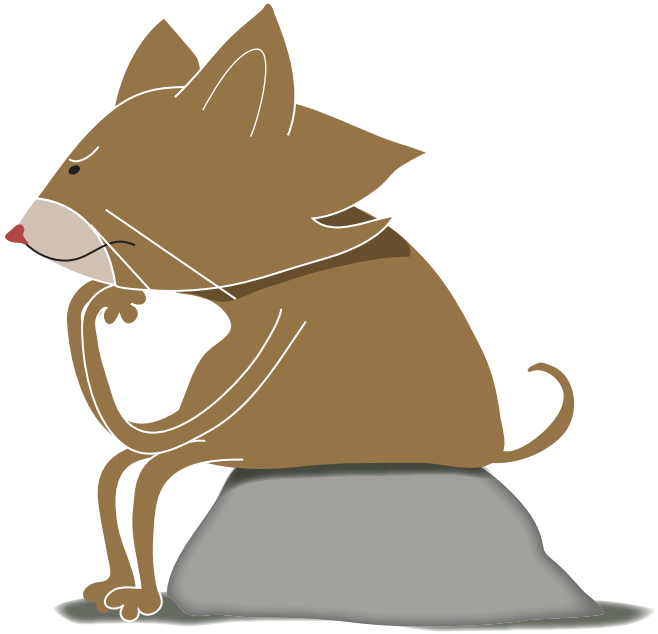
This helps clarify pupils' thinking and, again, prompts debate of the issues surrounding each dilemma.

The marks could be recorded by the teacher on the whiteboard, using the table from the *Dilemmas score sheet* on page 13. Afterwards, there could be a discussion about the local animal charities in the area and how they might be able to help.

Extension ideas

To extend the scope of the discussion, groups could be allocated a different dilemma to be acted out through role-play. Certain situations may even lend themselves to a '999 emergency' approach.

Pupils could do this in small groups and report back their insights and feelings, or perhaps perform their role-plays to the class to promote a wider discussion.

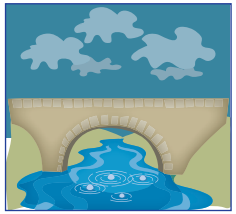


Dilemmas: Pupil sheet 1

What would you do if...



- You saw a cat stuck up a tree?



- Your neighbour's cat has litters of kittens, which you know are always drowned?



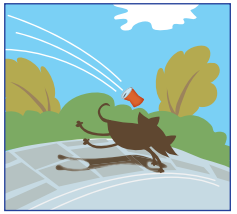
- You heard miaowing under the floorboards of an empty house?



- Feral cats lived nearby?



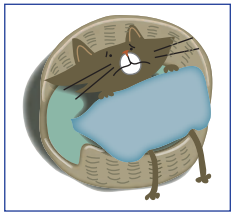
- A kitten without identification turned up on your doorstep in a thunderstorm?



- You saw other young people ill-treating a cat?



- Your cat keeps wandering off?



- Your cat is ill but you can't afford the vet's bills?

Dilemmas score sheet: Pupil sheet 2

Dilemma	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	TOTAL
You saw a cat stuck up a tree?									
Your neighbour's cat has litters of kittens, which you know are always drowned?									
You heard miaowing under the floorboards of an empty house?									
Feral cats lived nearby?									
A kitten without identification turned up on your doorstep in a thunderstorm?									
You saw other young people ill-treating a cat?									
Your cat keeps wandering off?									
Your cat is ill but you can't afford the vet's bills?									

Teachers' notes – Cats in history

Objectives

To increase pupils' awareness of the different ways that cats have been regarded throughout history and how cats have featured in social life and culture across the world.

Suggested activities

Introduce the topic by asking the pupils to think about what cats mean to them. Are cats just pets? Are they useful for anything else?

Distribute the three *Cats in history* pupil sheets (pages 15 – 17) to the pupils. They should read the historical information and answer the comprehension questions on pupil sheet 3.

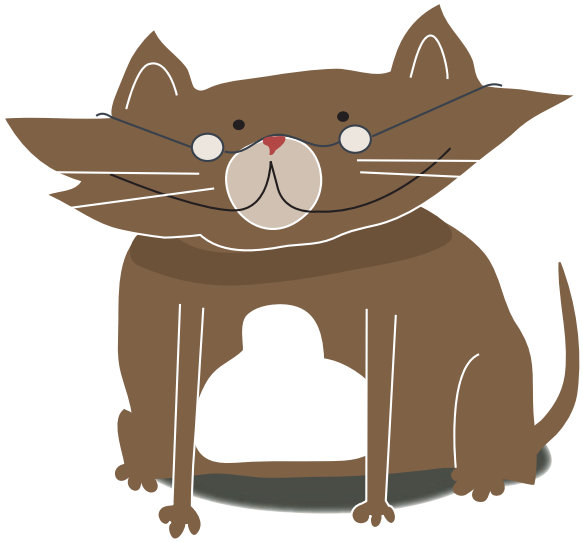
Discuss as a class when and where cats were most popular and valued, and when they were most unpopular.

For information – some key issues regarding the move to domestication of cats:
Cats performed a vital function in repelling rodent pests from valuable grain crops and were seen as important 'residents' on farms and also within town communities, where lack of waste disposal created rat infestations. The presence of cats within several folk and mythological traditions, coupled with their keen senses and air of independence, gave rise to superstitions and wariness towards cats among these communities.

The Renaissance and Industrial Revolution created wealth and an urban class which had less need for cats as working animals. With more time and resources, a thirst for novelty and an understanding of breeding, new varieties of cat emerged as pets. The beginning of the loss of widespread superstition made cats increasingly acceptable to rural populations, although many superstitions have remained even to this day. With better technologies for storing grain and a fall in the rural and farming populations, cats gradually became more common as domestic pets. Cats are now the most popular domestic animal in the world.

Extension ideas

- Write a brief essay or article explaining their views or insights
- Create a presentation to show the changes in attitudes to cats over time
- Create a poster to show the varying aspects of how cats have been part of specific cultures or societies
- Research further into the history of cats and produce a timeline using the findings

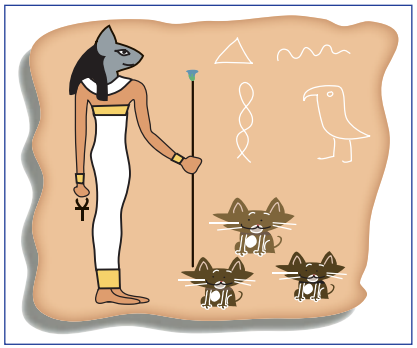


Cats in history: Pupil sheet 1



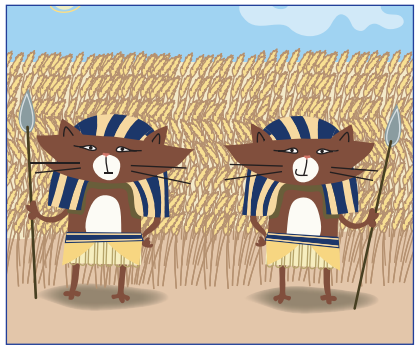
Cat worship

The Norse god Freya (the source of 'Friday', her day of worship) had two giant cats to pull her chariot, and cats became revered as pagan deities in some parts of Europe in the Dark Age and Early Middle Age. Cat worship spread throughout Europe until, in the 15th century, the Pope ordered cat worshippers to be burned as witches and the cats themselves were also killed. This meant that for the next hundred years, the number of cats in Europe declined almost to extinction. One negative effect of this was the rapid spread of the plague which is carried by rat fleas.



Cats as gods

The ancient Egyptians worshipped Bastet, a cat-headed goddess of love, sex and fertility. She is sometimes depicted with kittens, symbolising her role as a fertility goddess. Cats were seen as demi-gods and were the property of the pharaoh, who was also considered divine. It was a capital crime to kill or harm a cat – that is, you could be put to death. Mummified cats were often buried near her shrines, suggesting a place in the afterlife for them, as well, and over 300,000 were found when Beni-Hassan was excavated in the 1800s.



Cats as protectors

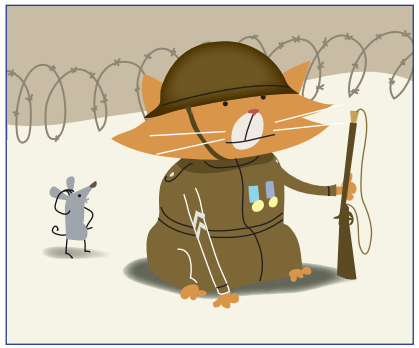
The ancient Egyptians were also the first civilisation to realise a cat's potential as a vermin hunter and protector of the corn supplies on which their lives depended. As early Egyptians moved from being nomads to settled farmers in the Nile valley, cats were used to protect the valuable harvest. In 936 the King of Wales Hywel Dda, introduced a law that put an official price on cats – one penny for a kitten, two pence until it became a 'mouser' and four pence once it had actually killed mice. If a cat was sold, it had 'to hear and kill mice, to have her claws entire, to rear and not devour her kittens' and if deficient in any of these, one-third of its value was repayable. (An early form of consumer protection?)



Cats as familiars

A familiar was supposedly a demon that was a witch's companion. The Salem Witch trials of the 17th century record the following statement from a witness: 'He said unto her, he believed she was a witch. Whereat she, being dissatisfied, said "that some she-devil would shortly fetch him away!" The night following as he lay in his bed, there came in at the window, the likeness of a cat, which flew upon him, took fast hold of his throat, lay on him a considerable while, and almost killed him.' Apparently, 'the likeness of a cat' flew out of the window when God's help was requested!

Cats in history: Pupil sheet 2



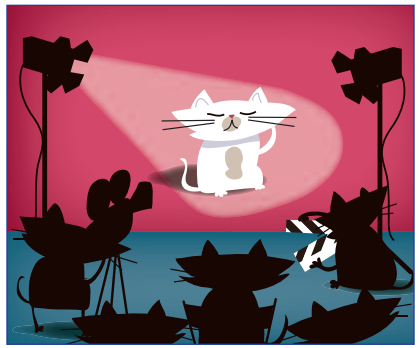
Wartime cats

In 1941, the Minister of Food announced that 'cats engaged in work of national importance' were to receive an allowance of powdered milk from stocks considered unfit for human consumption. The 'work of national importance' referred to keeping the population of mice and rats down in food warehouses. This was vital in order to preserve the nation's supplies of grain and other food stuffs.



Ships' cats

Cats and sailors have a special bond stretching back to the days of the pharaohs. On many ships, the ship's cat is often still a respected and important member of the crew, charged with rat control, and not thought of as a pet. The ship's cat was so respected that mutinies were said to have occurred because the captain kicked the cat! Ships helped to spread cats across the world, including into India, China and Japan.



Domestic cats

Cats became fashionable again during the European Renaissance, when long-haired varieties were particularly sought after. These days, the most popular cats are non-pedigrees or 'moggies' which make up over 90% of pet cats in the UK. Cats are admired by many for their independence and grace, and make affectionate, playful and charming companions. In 2009, the UK cat population was around 8 million.

Cats in history: Pupil sheet 3

Answer the following questions.

How did many people view cats in the Middle Ages? .....

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Why were cats mummified in ancient Egypt? .....

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Why did the Welsh king value cats so highly? .....

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Why did the witch trials witness fear his 'attacker' so much? .....

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Why might guarding grain stores during the war have been 'work of national importance'? .....

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Give some reasons for why there might be fewer ships' cats now. .....

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Give some reasons for why cats moved from being just working animals to becoming favourite pets for many people. .....

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Teachers' notes – Cats in the media

Objectives

Pupils are to use cat characters to explore characterisation (the personalities cats tend to be given), as well as to look at how they are used, for example, in advertising.

Suggested activities

Advance preparation

Ask the pupils to prepare a list of cats in the media to bring to the lesson. These could be cats in advertisements, films, animations, books and television programmes.

Introduce the topic with a board blast session to identify a selection of cat characters in the media (see list below for some suggestions). Alternatively, show brief video clips of cartoon cats.

This can be followed by a discussion on:

- How the cat is portrayed in a particular instance
- Differences in portrayals, and how these illustrate different aspects of character
- How cats are used to sell something – why are they so appealing, and to whom?
- The popularity of cat images – why do we like cat characters so much?
- Why cats are used at all
- What the images tell us about people's attitudes towards cats

Distribute *Cats in the media* pupil sheet 1 on page 19. Ask the pupils to write a personality profile of their chosen cat and then use this to write a rehoming advertisement for the cat using *Cats in the media* pupil sheet 2 (see page 20). For example, 'Bagpuss' – a homely, good natured and laid back cat who likes a lot of sleep. May have to be put on a diet. Would prefer to live in a house with children.

Extension ideas

- A role-play of one of the scenes, or of a new scenario using familiar characters
- A creation of a screen cat via ICT
- Writing a script for a TV advertisement involving a cat
- Designing a TV cat advertisement, using ICT
- Developing a cartoon strip for communicating a specific positive image to a younger audience, eg a cat's needs

A brief guide to screen cats

These are just a few suggestions on where pupils can find cat characters on screen

- The Aristocats (film) – A group of cats is left a fortune, and is then duped out of it by the butler
- Garfield – A wise-cracking, nap-taking, mailman-mauling, cute, lazy, fat cat with orange and black stripes
- Top Cat – The leader of the Alley Cats gang, who is quick-witted, relaxed and confident, and longs to live in the lap of luxury
- Felix (TV advertisement) – A mischievous and curious cat
- Cats and Dogs (film) – A battle for supremacy in the pet world
- Three Lives of Thomasina (film) – A cat's life story
- Bagpuss – A magical, saggy, pink and white cloth cat. He loves lying on the rug, listening to stories and songs. He might need to go on a strict diet too!
- Sylvester – A black-and-white cat with a big red nose, who is always being naughty and chasing Tweety Pie (a bird)
- Mr Bigglesworth – Dr Evil's pet in the *Austin Powers* films, who was rendered bald in a freezing process but loves sitting on Dr Evil's lap and being stroked
- Harry Potter cat characters – Especially Professor McGonagall, the Deputy Headmistress of Hogwarts, who can transfigure herself into a cat
- Catwoman – Batman's feline foe. A black, sleek, sexy cat who moves with grace
- The Lion King (film) – Simba is an African lion cub who likes to romp and play, but is courageous and wise
- Scratchy and Snowball – Scratchy is a cartoon cat within the Simpsons cartoon who is even more unlucky than Tom when it comes to mice. Snowball is the long suffering pet of Lisa Simpson
- Puss in Boots – Shrek films



Cats in the media: Pupil sheet 1

In the box below, write down the habits, mannerisms, needs, likes, dislikes and general personality of your chosen cat.

Personality



Cats in the media: Pupil sheet 2

Now, use the information to write an advertisement to rehome the cat.

Put a picture of your cat here

Teachers' notes – Cats in poetry

Objectives

Pupils can explore how feelings, emotions and ideas are conveyed in poetry, as well as looking at how specific word types are used to build up each aspect of a work.

Suggested activity

Cats have featured in the arts ever since their domestication began over 5,000 years ago. Throughout history, cats have often been the inspiration for literature and poetry.

Board blast well known expressions that involve cats, eg 'the cat's whiskers' and 'to have kittens'. Write these on the board and discuss their meaning. What does this tell you about how we view cats? What are their perceived characteristics?

A list of some of the expressions that they may come up with are:

- To play cat and mouse
- A catcall
- To find/put the cat among the pigeons
- To be catty
- A cat fight
- To fight like cat and dog
- A cat nap
- A cat burglar
- To let the cat out of the bag
- Like a cat on hot bricks/a hot tin roof
- No room to swing a cat
- Raining cats and dogs
- Curiosity killed the cat
- To see which way the cat jumps
- Has the cat got your tongue?
- The cat that got the cream
- Copycat
- As weak as a kitten
- To pussyfoot around

In pairs, or as a homework exercise, ask pupils to read two cat poems, perhaps one from T S Eliot's *Old Possum's Book of Practical Cats* or one of those listed below:

– *To a Cat* – Algernon Swinburne
– *The Kitten and the Falling Leaves* – William Wordsworth
– *The Singing Cat* – Stevie Smith
– *Tragedy for Three Actors* – Robert Westall
– *There was a Presbyterian Cat* – Anonymous
– *The Farmer's Cat* – David Greygoose *
– *The Owl and the Pussycat* – Edward Lear *
– *Magic Cat* – Peter Dixon *
– *An Old Cat is Annoyed by a Dove* – David Orme *
– *The Prayer of the Cat* – Carmen Bernos de Gasztold *
– *Marmalade* – Peter Dixon *
– *Cat's Funeral* – E V Rieu *
– *A Day in the Life of Danny the Cat* – Benjamin Zephaniah *
– *Cool Cat* – Mike Jubb *

* All of these can be found in *The Works*, edited by Paul Cookson, Macmillan Children's Books (ISBN 0 330 48104 5) which offers accessible poetry for less able or enthusiastic pupils.

They should then be given the *Cats in poetry* pupil sheet (see page 22). Ask the pupils to prepare a report on the poem to feed back to the class about:
a) What the poet is 'saying'
b) How the cat is portrayed
c) What feelings and emotions are aroused
d) What they think the poet has achieved

Extension ideas

Extracts from the musical version of *Cats* would allow pupils to compare the written version with the sung version and could provide an introduction to the poem, or simply operate as a musical backdrop.

As a fun extension, develop a class poem. Individual pupils, pairs or groups can contribute lines or verses to a cat-themed poem by following a set form or structure about an agreed theme. For example, a class performance poem about a cat exploring its new home.



Cats in poetry: Pupil sheet

Read the poems on cats that your teacher has provided for you.
From each poem, make a list of the adjectives that have been used to describe the cat.

Compare the two lists.

Poem 1	Poem 2

- Poets often use similes, metaphors and onomatopoeia in their poetry
- A simile is when you describe something by comparing it to something else, eg 'her claws **were like** barbed wire, piercing the mouse'
- A metaphor is when you describe something as something else (but NOT comparing it), eg 'her claws **were** barbed wire, piercing the mouse'
- Onomatopoeia is when the word sounds like the thing it describes, like 'meow'

Choose one of the two poems. Prepare a speech covering the following points:

a) What the poet is 'saying'
b) How the cat is portrayed
c) What feelings and emotions are aroused
d) What you think the poet has achieved



Teachers' notes – The cost of caring for a cat

Objectives

All pupils will have considered a cat's needs and rights, and will appreciate the cost of caring for a cat.

Suggested activities

Discuss as a class why people have pets. Should everyone have the right to be a pet owner? What should you consider before you get a pet? What are the rights and needs of cats and what do they cost to look after?

There is a choice of two activities on the pupil sheet which will help the pupils to work out how much money it will cost to care for a cat. The first, a maths activity, is structured so it can easily be incorporated into a lesson.

However, the second activity *Finding out the cost of caring for a cat* involves research. As a classroom based activity, this research can be carried out using the internet, advertisements and leaflets from insurance companies and vets. Pupils can also be encouraged to visit supermarkets and pet shops to find out the information for themselves, and then bring it to the next lesson to complete their investigation.

The pupils should then devise a way of presenting their findings. Ideas include a comparison of cost with other household expenses, or presenting the results of their research as a poster, or slideshow presentation.

Extension ideas

Using research, compare the cost of feeding a cat using different types of cat food. Find out the minimum, the average and the maximum amount of money that is needed to look after a cat properly.

Use the Cats Protection website to research how many cats are homeless and how much it would cost to feed them all per day.



The cost of caring for a cat: Pupil sheet

Activity 1 – Maths activity

Cat food and litter	£28 per month
Vet care (annual check-up and vaccinations)	£50 per year
Flea and worm treatments	£20 per year
Pet insurance	An average of £100 per year
Litter tray, bowls, brush and toys	£25
Cattery charges per day	£8

In addition, a cat will need to be neutered (£35) and it is advisable to have it microchipped (£25) but these are one-off payments.



1. How much does it cost per week for food and litter? .....
2. How much does it cost per week for pet insurance? .....
3. How much does it cost per year to care for a cat (excluding microchipping, neutering and cattery charges)?

   .....
4. The Dhesi family has two cats. They go on holiday for two weeks per year. Work out the cost of caring for their cats:

   a) for 1 year .....

   b) for 5 years .....

   c) for 15 years .....
5. A local animal shelter needs to neuter and microchip 12 cats. How much will this cost?

   .....

Activity 2 – Research activity – Finding out the cost of caring for a cat

You have asked your parents if you can have a pet cat. They have said that you can, if you can tell them how much it will cost to look after.

Your task is to find out how much it costs to look after a cat. You will need to discover:

- How much a cat eats each day
- The cost of cat food (per tin)
- The cost of cat litter (per bag)
- The cost of a cat bed, toys, cat litter tray, food and water bowls, grooming aids and a cat carrier
- The cost of flea treatment
- The cost of worming tablets
- The cost of neutering a female cat at your local vet surgery (prices vary)
- Veterinary costs (annual check up and vaccinations)

Teachers' notes – Why neuter your cat?

Objectives

All pupils will become aware of the importance of neutering cats. Most pupils will have completed a numerical exercise showing how populations can grow and some pupils will have carried out an open ended investigation into cat population growth.

Suggested activities

Ask the class to guess how many kittens a female cat might have during its lifetime. What information do they need to know? Board blast and write up the suggestions and ideas.

Give out worksheets *Why neuter your cat? – An investigation* (page 26) or *Why neuter your cat? –* pupil sheets 2, 3 and 4 (pages 27 – 29).

Counters and blocks can also be used for some pupils to help them.

Extension ideas

Extend the investigation for another 10 years. Assume that cats die at the age of 16.

It is said that one cat and its offspring can be responsible for 20,000 descendants. How long would this take?



Why neuter your cat? – An investigation:
Pupil sheet 1

- Fluffy the female cat started to reproduce at the age of eight months
- She produced a litter of four kittens, two males and two females
- She produced a litter every four months
- Fluffy lived for 20 years

Using this information, work out how many kittens Fluffy had:

a) When she was one year old

.....

b) When she was five years old

.....

c) During her lifetime

.....

Use diagrams and tables to display your findings. Look for number patterns.



NOW…

Remember that each of her female kittens could then start to reproduce at the age of six months. Try to work out how many cats would have been produced during Fluffy's lifetime.

Note – female cats can start to reproduce at five to six months, so we advise neutering from four months (with agreement from your vet).

Why neuter your cat?: Pupil sheet 2

The Wilson family had two kittens, Tom and Fluffy. When Fluffy was eight months old, Mrs Wilson noticed that Fluffy was getting rather fat. She took her to the vet and found out that Fluffy was expecting kittens. She had four kittens, two males and two females. The vet told Mrs Wilson that Fluffy could have a litter every four months. Mrs Wilson was a Maths teacher and started to worry about how many cats she might end up with, so she started to work it out. She used pictures to help her.

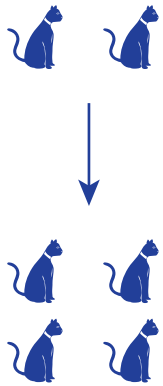
She used the following information:

She assumed that all the litters would have four kittens, two male and two female.



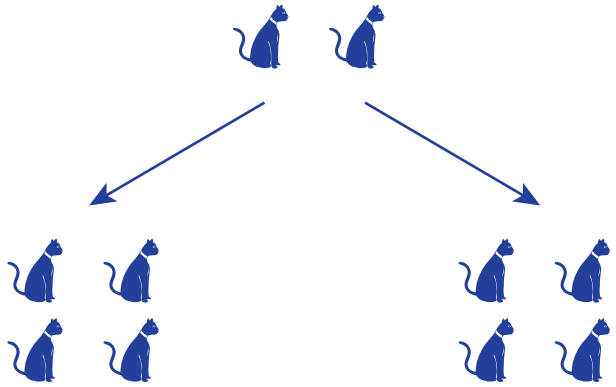
4 months
Tom and Fluffy are kittens

8 months



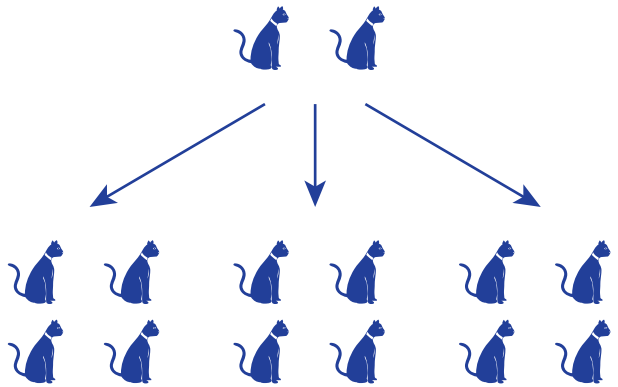
Tom and Fluffy had 4 kittens

12 months



Tom and Fluffy had another 4 kittens

16 months



Tom and Fluffy had another 4 kittens

Why neuter your cat?: Pupil sheet 3

Draw the next two diagrams showing how many kittens Tom and Fluffy would produce in 20 months and 24 months.

20 months	24 months

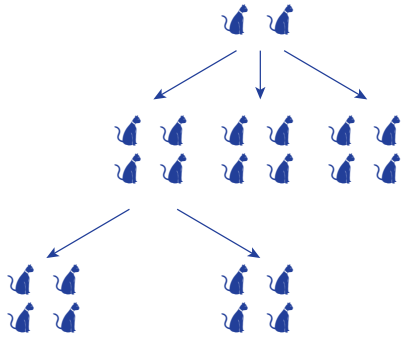
Use the pictures to fill in the table below.

Time period	1	2	3	4	5	6
Number of months	4	8	12	16	20	24
Total number of cats	2	6	_	_	_	_

Why neuter your cat?: Pupil sheet 4

Then, Mrs Wilson realised that at the 16-month time period, the two female cats from Tom and Fluffy's first litter would be able to have kittens of their own. She added this to her drawing.

Remember…
Each pair does not have a litter until they are eight months old. Once a pair starts to breed, they will have a litter of four – two males and two females.



And at the 20-month time period, the females in litters one and two can now have litters. Draw the diagrams to show how many cats there could be at 20 and 24 months.

20 months	24 months

Use the pictures to fill in the table below.

Time period	1	2	3	4	5	6
Number of months	4	8	12	16	20	24
Total number of cats	2	_	_	_	_	_

Mrs Wilson took Fluffy and Tom to the vet to be neutered as soon as she could. As soon as they were old enough, the kittens were neutered too.

Teachers' notes – Who's living with your cat?

Objectives

- Pupils should know about the relationship between parasite and host and that it is disadvantageous to the host
- Pupils should know the importance of checking pets for parasites and where to get help to treat them
- Some pupils will have researched the different parasites that have cats as their host

Suggested activities

Show the class pictures of different parasites and explain the term 'parasitism' and the role of the host. This activity links in with work on food chains, feeding relationships and infections.

Distribute the comprehension exercise on parasites (see page 33). The information on the sheet could also be used on a whiteboard as a drag and drop exercise by leaving out key words and encouraging the pupils to fill in the blanks.

The class could then research cat parasites, either by using the internet, or by reading information leaflets. Alternatively, the *Help sheet* on page 36 – 37 could be used as a cut and paste activity.

Pupils should be aware that it is the owner's responsibility to check their pets regularly for parasites and ensure they receive preventative treatment.

Extension ideas

As an extended homework/class assignment, the pupils should choose a parasite and make a detailed presentation in a medium of their choice. The presentation should include:

- An illustration
- Details of the parasite's life cycle
- Effect of the parasite on its host
- Treatment and prevention



Teachers notes – parasites information

TYPE OF PARASITE	DESCRIPTION	SPOTTING THE SIGNS	EFFECT ON THE CAT	CONTROL/PREVENTION
FLEAS	Fleas are the most common skin parasite found on cats. The female flea produces 50 eggs a day and the eggs fall off the cat and hatch into larvae. They then change into immobile pupae in a cocoon. An adult flea develops in the cocoon and awaits a host. The flea can emerge and attach to the host in seconds.	A cat that keeps scratching or insect bites on human ankles. Flea droppings or white eggs may also be found where the cat sleeps.	Itching, but some cats have flea allergy and will get severe dermatitis from excessive grooming, and scratching. Fleas may carry other diseases such as tapeworm or haemabartonella. An excessive burden can make cats anaemic.	Insecticide spot-on, spray or injection from your vet, flea collar, spraying bedding and the house, vacuuming the house (and emptying the bag into a sealed bag outside).
TICKS	Ticks are often found in tall grass, woodland and moorland. When a warm-blooded animal passes by, the tick attaches itself firmly by biting with its mouth. The parasite remains on the host for five days, gorging blood.	Ticks show up as small lumps on the cat which can be beige or grey-purple in colour.	If left untreated ticks can cause infection, sore patches and abscesses. They can also carry Lyme disease.	Ticks should always be removed by your vet. An attempt to remove ticks without veterinary advice can lead to infection. Never try to burn off a tick.
LICE	This parasite appears flattened with no wings. It is host-specific and will spend its entire life on one cat if left untreated. It lays eggs on the hair shafts but does not jump. It can move from cat to cat by direct bodily contact or the use of shared grooming tools.	Translucent eggs cemented to the cat's hair are usually noticed first. The lice can be seen as light grey moving specks and the cat's coat may become dry and scruffy.	Itching, hair loss, dermatitis.	Apply an insecticide from your vet.

Teachers notes – parasites information

TYPE OF PARASITE	DESCRIPTION	SPOTTING THE SIGNS	EFFECT ON THE CAT	CONTROL/PREVENTION
EAR MITES	Ear mites live deep inside the cat's ear. They irritate the ear canal and cause excessive amounts of dark wax to form. They are highly contagious and are passed from cat to cat, either through direct contact, or via infected bedding and grooming equipment.	The cat may keep shaking its head and scratching the area excessively. The wax can easily be seen inside the ear.	Severe itching, shaking of the head, scratching of the ears. Untreated ear mites can lead to secondary infections, swelling, or chronic thickening of the ear.	Products to kill ear mites are available from vets, including ear drops and spot-on treatments.
ROUNDWORM	These parasites live in the cat's intestine. Their eggs are passed in the cat's faeces and develop into larvae which can infect other cats. An adult roundworm can grow up to 10cm in length. Roundworm can also be passed on to kittens via the milk of the mother (queen).	Often no signs are present but cats with a major infestation will often lose weight and have a dull coat. Occasionally worms may be visible in the cat's faeces.	Can cause weight loss, vomiting, diarrhoea and poor growth, especially in young kittens.	Worming medication from the vet. Roundworm can also be passed to humans, so prevention through regular medication is essential.
TAPEWORM	Tapeworm consist of a head which attaches itself to the small intestinal wall using a hooked mouthpiece and a series of segments containing eggs. As they grow into adults, these segments break off and are passed out in the faeces. The eggs are not infectious; instead cats become infected by eating an infected host – like a rodent or flea.	The segments from a tapeworm look like grains of rice and can be spotted around the cat's bottom or in its faeces. The segments may also move.	Tapeworm are not particularly dangerous but can deprive the cat of nutrients. A very heavy infestation could cause obstruction of the gut.	Worming medication from the vet given regularly.

Who's living with your cat?: Pupil sheet 1

A parasite is an organism that lives off a host animal without giving any benefit to the host. Ectoparasites live on the outside of the host animal and endoparasites live inside the host animal.

Cats can be hosts to a number of parasites. Even if they are kept indoors, they are still at risk of infection.

The main parasites that affect our cats are:

- Fleas, lice, ticks and mites (ectoparasites)
- Tapeworms and roundworms (endoparasites)

Quite often, cats don't show signs of infection until the infestation is very bad. This is why it is important that you check your cat regularly.

Parasites can be controlled quite easily with chemical treatments but you must take care to follow the instructions carefully as the chemicals could be toxic (poisonous) to the cat if used with another chemical or in too high a quantity.

It is best to speak to a vet if your cat has parasites so that you get the right treatment and advice about how to treat your cat.

There are also ways of preventing infections. Regular worming and flea treatment can protect your cat.

1. Explain the difference between ectoparasites and endoparasites.

.....

.....

.....

2. Give two examples of ectoparasites that infect cats.

.....

.....

.....

3. Why is it important to check your cat regularly?

.....

.....

.....

4. Why must you be careful when treating your cat with chemicals?

.....

.....

.....

5. Give two ways that you can prevent infections by parasites.

.....

.....

.....

Who's living with your cat?: Pupil sheet 2

TYPE OF PARASITE	DESCRIPTION	SPOTTING THE SIGNS	EFFECT ON THE CAT	CONTROL/PREVENTION
FLEAS				
TICKS				
LICE				

Who's living with your cat?: Pupil sheet 2 continued

TYPE OF PARASITE	DESCRIPTION	SPOTTING THE SIGNS	EFFECT ON THE CAT	CONTROL/PREVENTION
EAR MITES				
ROUNDWORM				
TAPEWORM				

Who's living with your cat?: Help sheet

DESCRIPTION	SPOTTING THE SIGNS	EFFECT ON THE CAT	CONTROL/PREVENTION
Fleas are the most common skin parasite found on cats. The female flea produces 50 eggs a day and the eggs fall off the cat and hatch into larvae. They then change into immobile pupae in a cocoon. An adult flea develops in the cocoon and awaits a host. The flea can emerge and attach to the host in seconds.	A cat that keeps scratching or insect bites on human ankles. Flea droppings or white eggs may also be found where the cat sleeps.	Itching, but some cats have flea allergy and will get severe dermatitis from excessive grooming, and scratching. Fleas may carry other diseases such as tapeworm or haemabartonella. An excessive burden can make cats anaemic.	Insecticide spot-on, spray or injection from your vet, flea collar, spraying bedding, and the house, vacuuming the house (and emptying the bag into a sealed bag outside).
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This parasite appears flattened with no wings. It is host-specific and will spend its entire life on one cat if left untreated. It lays eggs on the hair shafts but does not jump. It can move from cat to cat by direct bodily contact or the use of shared grooming tools.	Translucent eggs cemented to the cat's hair are usually noticed first. The lice can be seen as light grey moving specks and the cat's coat may become dry and scruffy.	Itching, hair loss, dermatitis.	Apply an insecticide from your vet.

Who's living with your cat?: Help sheet continued

DESCRIPTION	SPOTTING THE SIGNS	EFFECT ON THE CAT	CONTROL/PREVENTION
Ear mites live deep inside the cat's ear. They irritate the ear canal and cause excessive amounts of dark wax to form. They are highly contagious and are passed from cat to cat, either through direct contact, or via infected bedding and grooming equipment.	The cat may keep shaking its head and scratching the area excessively. The wax can easily be seen inside the ear.	Severe itching, shaking of the head, scratching of the ears. Untreated ear mites can lead to secondary infections, swelling, or chronic thickening of the ear.	Products to kill ear mites are available from vets, including ear drops and spot-on treatments.
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Teachers' notes – Cats and genetics

Objectives

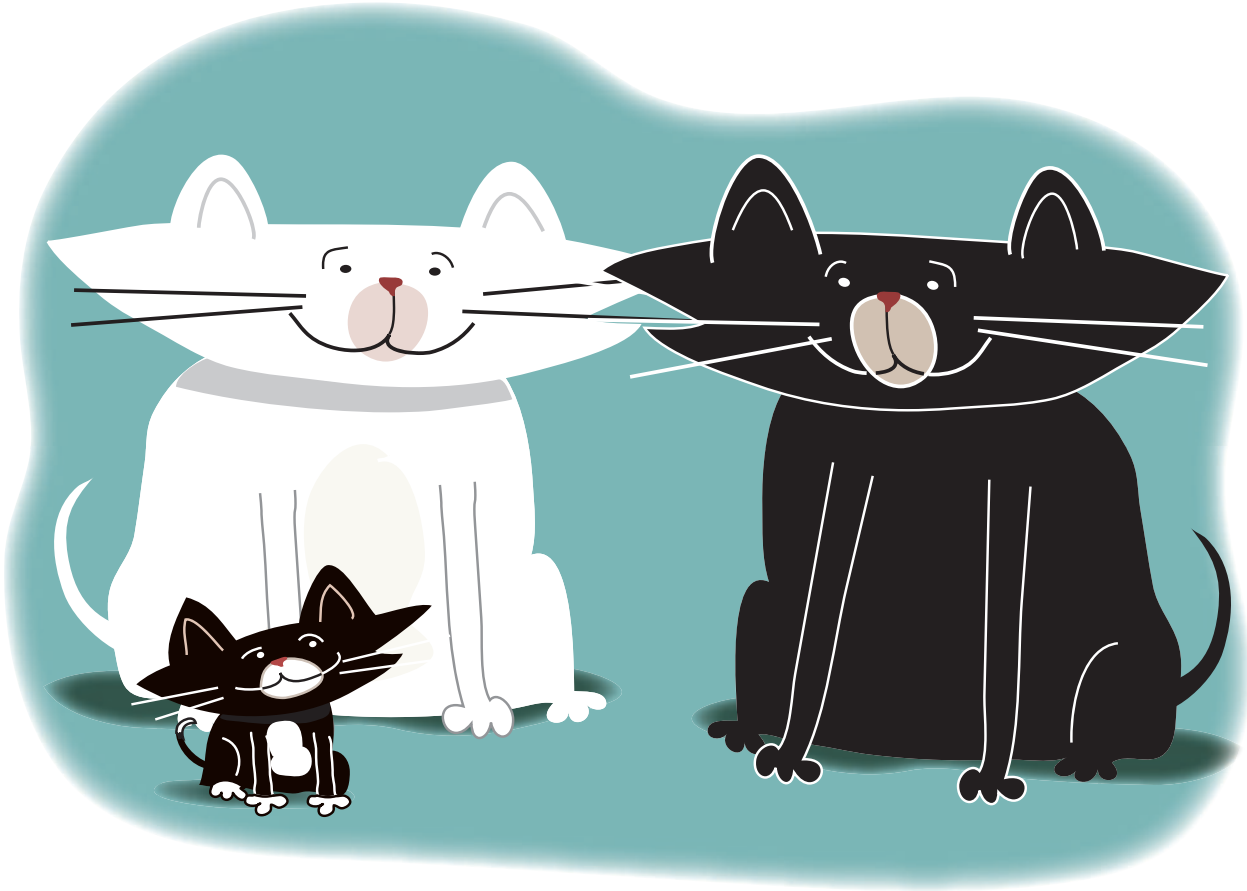
Pupils will have practised genetics questions using simple cat genetics as examples. Some pupils will have interpreted family trees and worked out ratios of phenotypes.

Suggested activities

The resources for this activity are designed for use when teaching genetics. The worksheet *Cats and genetics* provides questions for the pupils to work through to gain practice and confidence with genetics questions.

Extension activities

Pupils can draw their own cat family tree using long and short haired cats. They should make up their own questions and test them out on their fellow pupils.

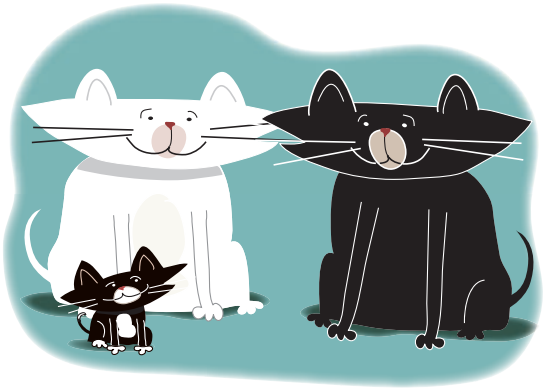


Cats and genetics: Pupil sheet 1

Albinism is a lack of body pigment. Albino cats will have white fur and pink eyes. This is caused by a recessive gene c. If a cat is albino, it must have two albino genes (cc) as if it had a coloured gene (C) this would always show as it is dominant.

Pure breeding cats have two genes of the same kind for the characteristic, so a pure breeding coloured cat would have CC. Another name for this is **homozygous**.

If the two genes are different, this is known as **heterozygous**.



What would happen if:

a) An albino (cc) mated with a homozygous (pure breeding) coloured cat (CC)?

	C	C
c		
c		

Write down what the kittens would look like (their phenotype).

.....

.....

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b) An albino (cc) mated with a heterozygous coloured cat (carrying an albino gene) (Cc)?

	C	c
c		
c		

Write down what the kittens would look like (their phenotype).

.....

.....

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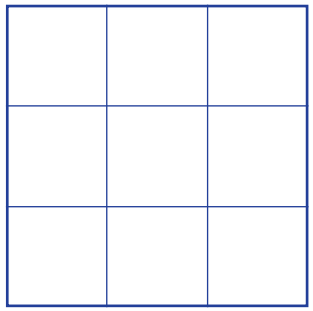
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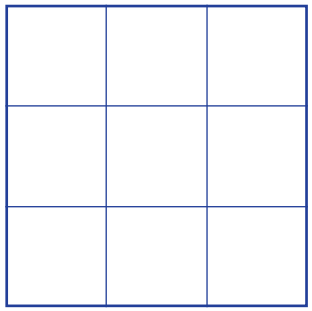
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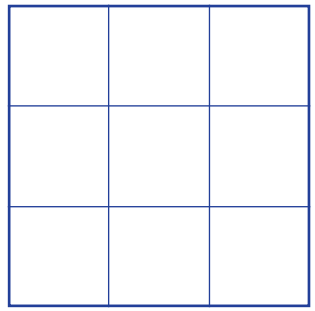
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Cats and genetics: Pupil sheet 2

c) Two coloured cats mated? There are three possible crosses – try to work them out.







Write down what the kittens would look like (their phenotype) by each cross.

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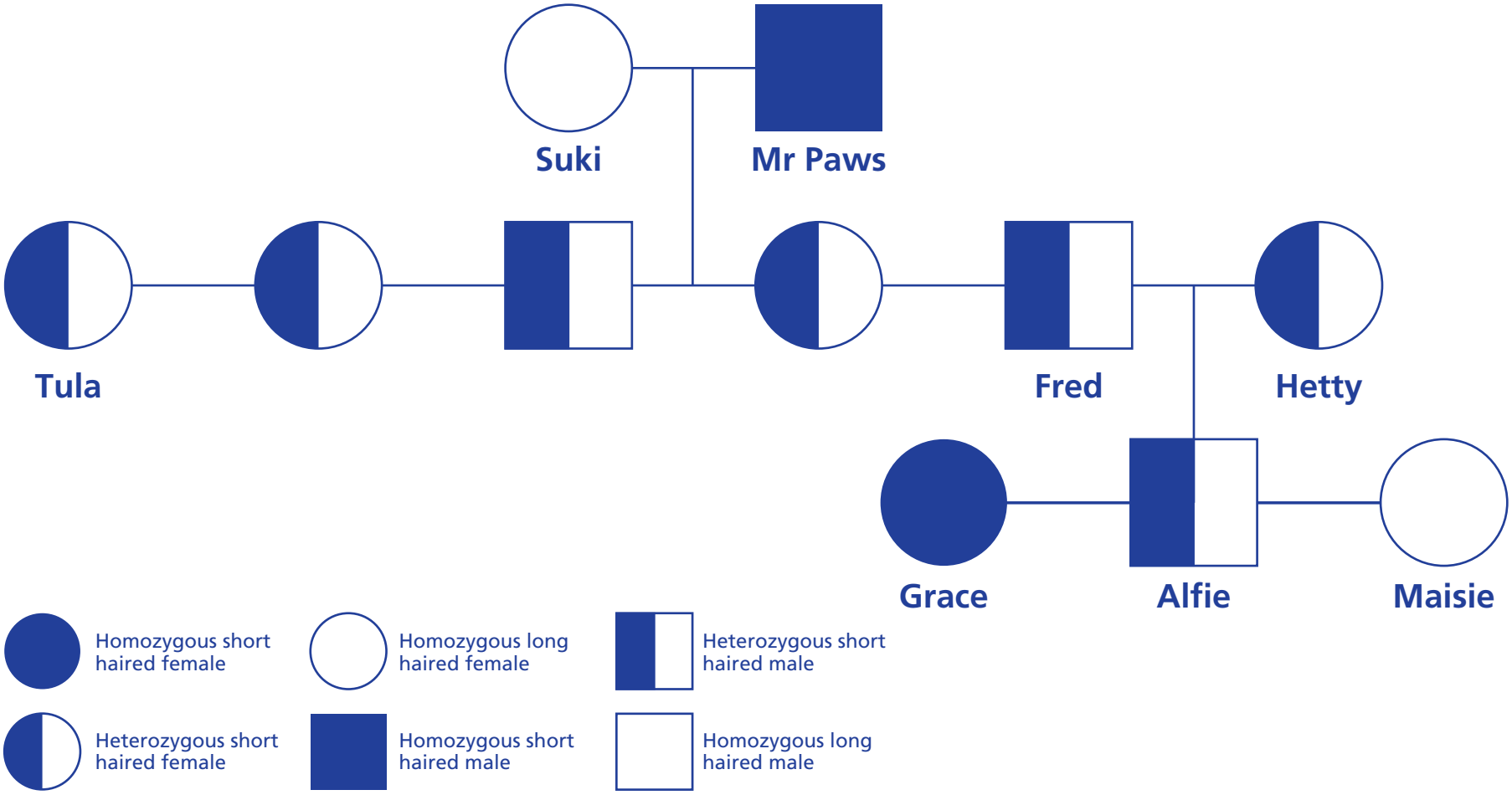
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Cats and genetics: Pupil sheet 3

The gene for short hair is dominant over the gene for long hair. Look at the family tree below.

1. Add the genotypes (LL, Ll or ll) underneath the symbols on the diagram.



Cats and genetics: Pupil sheet 4

2. Show, using genetic diagrams, the cross between:

a) Suki and Mr Paws

b) Fred and Hetty



Cats and genetics: Pupil sheet 5

3. If Tula was mated with a long haired cat, what is the probability of the kittens having long hair?



Cats and genetics: Pupil sheet 6

Manx cats

The Manx cat has no tail – this is caused by a dominant gene (M). However, it is a lethal gene which means if the kitten inherits two of the dominant genes MM, it will die. Tailed cats have the genes mm.

4. Explain using diagrams why Manx cats should not be allowed to breed together.



Teachers' notes – Selective breeding

Objectives

Pupils will appreciate that selective breeding is a gradual process over many generations that leads to distinctive characteristics and different breeds of animal. Some pupils will have linked this with their knowledge of genetics and the selection of phenotypes.

Suggested activities

Refer to the *Cats in history* activities (pages 15 – 16) and explain how cats are descended from African wild cats. Distribute pupil sheet 1 for pupils to fill in.

Alternatively, source pictures of different pedigree breeds of cat and ask pupils to suggest how these were bred.

Distribute the *Selective breeding* worksheets for the pupils to work through.

Discuss the importance of there being a variety of genes within a population's gene pool. Use the example of Manx cats as having been bred on an island and developing the tail-less characteristic. Link to the work on genetics by explaining that Manx cats should not be bred together – this risks their kittens inheriting two dominant Manx genes (M) meaning they will not survive. Instead, Manx cats should be bred with tailed cats. All Manx cats have the gene of Mm.

Extension ideas

- The pupils can compare the process of selective breeding (artificial selection) with natural selection
- Pupils can discuss the ethics of selective breeding – is it always acceptable? Should it be monitored?

Use the following set of characteristics to help evaluate the descriptions your pupils make:

Manx cat: The Manx cat is a compact, medium sized cat. There are four types of Manx cat, depending on the amount or lack of tail present. For example, a 'stumpy' has a small stump, whereas a 'rumpy' has no tail at all. They have a short, very thick undercoat, with a slightly longer overcoat which gives them a well padded appearance. They have a rounded head with ears that are broad at the base and taper to narrow tips.

Siamese cat: The Siamese cat is athletic looking with slim legs that are longer at the back than at the front and a slender body. The head is triangular, tapering towards the muzzle and their eyes are slanting and are a deep, vivid blue. They have large pricked ears, a long tail and a very short, fine coat.

British Shorthair cat: This is one of the largest breeds of cat. It is chunky and substantial with a sturdy body and short, strong legs with round paws. The face is round with full cheeks and large eyes, which are often copper or gold coloured. The nose is short and broad and the ears small and rounded. These cats are bred in a variety of colours and have a plush, dense coat and a thick tail which is blunt at the tip.

Persian cat: The Persian has a long thick coat and a short fluffy tail. It has short thick legs and strong shoulders which give the body a square shape. The head is broad and rounded, with ears set low and close to the skull, large round eyes and a small flat nose.



Selective breeding: Pupil sheet 1

Domesticated cats are descended from the African wild cat. Cats who were less afraid of humans will have bred together, gradually overcoming their fear of people. Over thousands of years this will have led to tamer cats who started to live in human communities.

There are now many different breeds of cat. Under each picture, describe the distinctive characteristics of each breed. These are a result of **selective breeding**.



Manx

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© CP Library/Mrs M Cantrille

Siamese

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© CP Library/Rachel Perella

British Shorthair

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© CP Library/Mrs J Mellor

Persian

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Selective breeding: Pupil sheet 2

If you wanted to breed a cat with a white tip to its tail, which two cats would you choose to be the parents? Explain why.

Males **Females**



You would then repeat this for a number of generations. This is how distinctive breeds have been formed. You have to make sure that you control which parents are allowed to breed together.

Sometimes selective breeding can be harmful. If there is a problem linked with the breed then this can get worse if cats are bred with close relations. For example, Persian cats are prone to genetic kidney problems.

Some of the healthiest cats are those that are non-pedigree – it is thought that 'moggies' inherit the most favourable genes from each parent!

Selective breeding: Pupil sheet 3

Using the following key words, write a paragraph to explain the main steps in selective breeding. The words can be used more than once.

SELECT

PARENTS

REPEAT

CHARACTERISTICS

OFFSPRING

GENERATIONS



Teachers' notes – Parachuting cats

Objectives

All pupils will understand that feeding relationships can be affected by human interference and that cats can play an important role in keeping the number of pests down. Some pupils will be able to describe the impact through a food web of human intervention.

Suggested activities

Show the class an example of a simple food web.

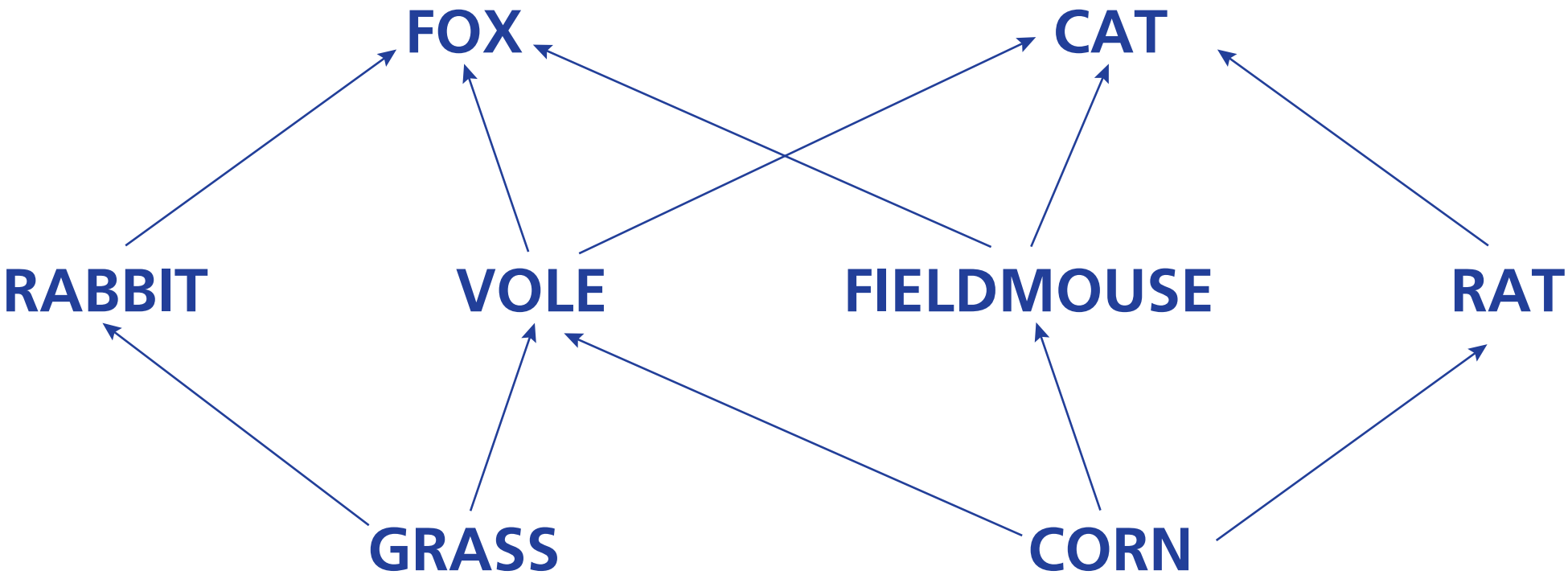
Ask the pupils to find three food chains. Ask what might happen, eg if the population of voles went down. How would this affect other animals in the web? What might happen if the population of foxes went up?

Distribute the *Parachuting cats* pupil sheets (pages 50 – 53). Pupils should read the information and then answer the questions and complete the comic strip activity. To challenge more able pupils, set a limit on the number of frames for the cartoon eg a maximum of eight.

Extension ideas

Pupils can research the feeding relationships of one of the cat family (lions, tigers, cheetahs) and try to build a food web for the cat's habitat.

Using the information from this activity, the pupils should write a speech persuading people in the Middle Ages that cats can be useful for stopping the spread of the plague (see *Cats in history*).



Parachuting cats: Pupil sheet 1

In the 1950s there was an outbreak of malaria amongst the Dayak people in Borneo. Malaria is transmitted by mosquitoes. An infected person is bitten by a mosquito and then when the mosquito bites another person, it passes the disease on. The mosquito is known as a **vector**.

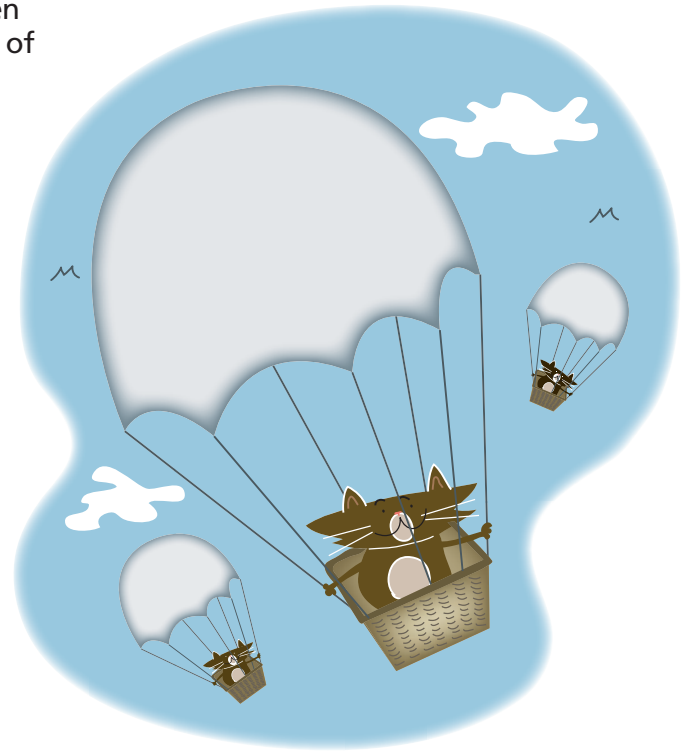
The World Health Organization tried to solve this by spraying DDT (dichloro-diphenyl-trichloroethane), a very poisonous chemical, to kill the mosquitoes. This initially seemed to work as the number of cases of malaria fell. However, this wasn't the only effect.

The first thing that happened was that the roofs of houses started to fall in. The DDT had killed not only the mosquitoes but also many of the other insects too. Amongst these was a wasp that ate thatch-eating caterpillars. Although the caterpillars had been killed too, their population recovered far more quickly than the wasp population, so they destroyed the house roofs. But this wasn't the end of the Dayak's problems…

The concentration of DDT sprayed was strong enough to kill insects but was not powerful enough to harm larger animals. However, the insects that had been killed by DDT were eaten by gecko lizards. They consumed so many poisoned insects that the levels of DDT built up in each lizard. The geckos were then eaten by cats and the accumulated amount of poison was enough to kill the cats. This is called **biomagnification**.

With very few cats around, the rat population started to grow. Rat fleas carry two other diseases – the sylvatic plague and typhus – and very soon the Dayak's health was threatened again.

The World Health Organization took drastic action. Operation Cat Drop involved the Royal Air Force parachuting 14,000 live cats into Borneo to solve the crisis.



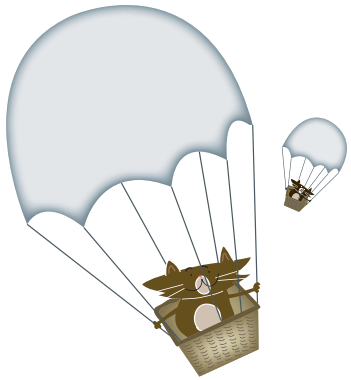
Parachuting cats: Pupil sheet 2

Read the story about parachuting cats.

1. Fill in the blanks in these food chains.

Thatch ➔ ➔ wasps

Thatch ➔ ➔ geckos ➔



2. Explain what biomagnification is.

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Parachuting cats: Pupil sheet 3

Read the story about parachuting cats.
3. Give the reasons why the Dayak people started to suffer from typhus and the sylvatic plague.

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Parachuting cats: Pupil sheet 4

Read the story about parachuting cats.
4. Summarise the story by drawing a strip cartoon.

Teachers' notes – Caring for your cat

Objectives

All pupils should be aware of the responsibilities of cat ownership and will have produced an explanatory leaflet for a target audience. Some pupils will have conducted further research and produced work in different media. Pupils will have practised writing to explain and inform in order to promote responsible cat ownership.

Suggested activities

Distribute the emotive statements on pupil sheet 1 *What do YOU think?* (see page 55). In groups, the pupils should discuss their reactions to the statements and note them down.

Discuss with the class any evidence or facts that support or contradict the statements. This leads into revisiting the rights of animals and the responsibilities of owners.

The following activity can be used as a follow-up to the lessons on rights and responsibilities, or as an alternative summary to any work covered from this pack.

Using the *Caring for your cat* pupil sheet 2 on page 56, pupils should write an information leaflet for first-time owners, or for people who are considering getting a cat. Discuss the contents as a class.

They might like to consider:

- Day-to-day cat care
- Our responsibilities, their rights
- Neutering
- Microchipping
- Ownership costs
- Other things to think about if 'I am to have a cat'

Extension ideas

Once the leaflets have been completed, the pupils could write a review of someone else's leaflet. They should comment on presentation, effort and clarity of information, and write down one thing that they liked about the leaflet, and one area that could be improved.



Caring for your cat – What do YOU think?: Pupil sheet 1

What are your 'gut reactions' to the following, and why?

Cats are considered to be pets for girls more than for boys

Gut reaction:.....

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Why: .....

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Cats should be kept indoors at night

Gut reaction:.....

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Why: .....

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Cats face dangers in the home as well as when they explore outside. They need our protection

Gut reaction:.....

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Why: .....

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Cats need to scratch to keep their claws in good condition. You need to help them to stay healthy

Gut reaction:.....

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Why: .....

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All cats should have an identification implant (microchip)

Gut reaction:.....

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Why: .....

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If a cat is found without identification, it should be put down

Gut reaction:.....

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Why: .....

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It is a cat's right to have kittens

Gut reaction:.....

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Why: .....

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When people donate to cat charities, it is a waste of money

Gut reaction:.....

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Why: .....

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Feral cats should be left in the wild

Gut reaction:.....

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Why: .....

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Caring for your cat: Pupil sheet 2

Use the following tips on caring for a cat in your leaflet. Make sure that you explain why all these are important.

Before you get a cat, ensure you know how much it will cost to keep him or her happy and healthy.

Kittens are very active so need lots of food, but they only have small stomachs so feed them little and often.

Microchip your cat, in case he or she gets lost.

Ensure you neuter your cat to prevent unwanted litters of kittens. Cats should be neutered from four months onwards.

Make sure you regularly treat your cat for fleas and worms.

Don't give your cat cow's milk as it can cause an upset stomach. Give them water instead.

All cats need exercise. Make time to play with your cat every day.

You can protect your family's furniture by making a scratching post and providing cats with toys.

Keep your cat in at night time and provide a litter tray.

Make time to groom your cat, checking for signs of fleas, wounds, lumps or bumps.



Teachers' notes – Planning a campaign

Objectives

All pupils are to have looked at advertising and analysed what it is about the advertising that appeals to them. Pupils will have used structured analysis of media texts to explore the use of layout and language in order to persuade and inform, entertain, change views, fundraise and stimulate action. All pupils will have contributed to an advertising campaign using a variety of media.

Themes

- Caring for cats
- Our responsibilities, their rights
- Neutering
- Microchipping
- What needs to be considered if 'I am to have a cat'?
- Ownership costs
- Exploring layout

Suggested activities

Invite the pupils to bring in examples of advertising and promotional material from newspapers and magazines about an 'appealing' topic, such as cars or fashion. Initiate a general discussion on what the items are trying to achieve, the techniques used and what the pupils feel about the overall impact.

Pupils can explore the use of fonts, headings, frames, borders, columns, bullet points, subheadings, slogans, graphs/diagrams, images, colours, blocks of text and the balance of text and graphics.

Pupils can also investigate the use of fact, opinion, the use of particular words or phrases, abbreviations, the use of emotive and persuasive language, repetition and the use of expert opinion for credibility.

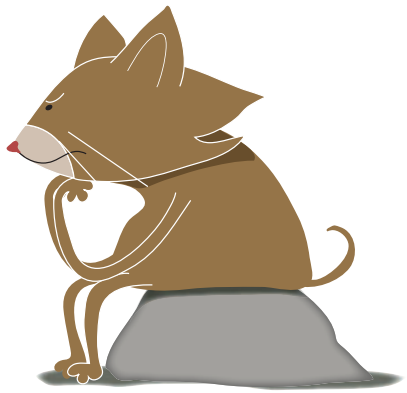
Alternatively, ask pupils to answer a series of questions about a particular promotional item you have chosen, for example, a mailing or leaflet from a charity like Cats Protection:

- What is the main message of the promotional item?
- Provide examples of fact and opinion in the text
- Why have particular images been used?
- Do these add to your understanding of the message?
- Are there any examples of persuasive language?
- Have any particular methods been used to arouse your feelings?
- Comment upon the layout – how does it help or hinder the message?
- How does the item try to persuade you?
- Do you think the promotional item is successful?

Extension ideas

The following ideas can be used to round off your media-related activities:

- A debate, formal or otherwise, on the pros and cons of having a cat
- Prepare a report for a local newspaper on the problems of abandoned, feral and unwanted cats and ways in which these issues can be addressed for the benefit of cats and society. Ideally, this would be based upon pupils' research in their local community
- Write a script for an interview item on a TV documentary around the theme of how Cats Protection works to improve the life of cats and people's attitudes towards them. The script should also include suggestions for visual content to highlight issues and Cats Protection's work



Planning a campaign: Pupil sheet

Cats Protection has commissioned you to create an advertising campaign to promote responsible cat ownership and to raise awareness of what the charity does.

You could use a range of ICT tools, including word processing and publishing software, digital still and video cameras, scanners and software for slide presentations and website design.



POSSIBLE THEMES	MEDIA IDEAS	POTENTIAL AUDIENCES
• A cat is a being with its own needs and feelings • What should you consider when getting a cat or kitten? • Our responsibilities to our pets • About Cats Protection • What can we do to help Cats Protection? • A cat is for life • People and cats in harmony • An ideal environment for a cat	• Poster • Website • Leaflet • Video (advertisement or documentary) • Slide presentation • Questionnaire on cat ownership (cost, breed, attitudes, where sourced) • Worksheet • Cartoon or comic strip • Assembly presentation or drama • Radio or TV advertisement, documentary recording or script	• Parents and family • Adults in the community • Peers at school • Younger pupils in lower school or feeder primaries

- Select a theme and then the media you wish to use. You should carefully consider your audience, and make sure that the medium is appropriate. For example, you might best reach adults in the community through a poster display in your local library
- Don't forget to stay focused on the use of language and layout (or editing) to inform and persuade
- How can you make sure that your chosen message gets through to your audience?

Further information – Useful websites

Useful links

Listed below are web addresses and phone numbers for some organisations that may be of interest to you. These are provided for your convenience only and should not be seen as an endorsement by Cats Protection. CP has no control over the websites listed and is not responsible for their content. Unless indicated these websites are UK based.

Cats Protection
www.cats.org.uk
National helpline Tel: 03000 12 12 12

Rescue and rehoming

Battersea Dogs & Cats Home
www.battersea.org.uk
Tel: 020 7622 3626



The Blue Cross
www.bluecross.org.uk
Tel: 01993 822651

Dogs Trust
www.dogstrust.org.uk
Tel: 020 7837 0006

National Animal Welfare Trust
www.nawt.org.uk
Tel: 020 8950 0177

RSPCA
www.rspca.org.uk
Tel: 0300 1234 555

Scottish SPCA
www.scottishspca.org
Tel: 03000 999 999

Wood Green Animal Shelters
www.woodgreen.org.uk
Tel: 0844 248 8181

Animal welfare

Feline Advisory Bureau
www.fabcats.org
Tel: 01747 871 872

PDSA
www.pdsa.org.uk
Tel: 0800 9172509

RSPCA Cruelty Line
www.rspca.org.uk
Tel: 0300 1234 999

Scottish SPCA
www.scottishspca.org
Tel: 03000 999 999

Ulster Society for the Prevention of Cruelty to Animals
www.uspca.co.uk
Tel: 028 9081 4242

Lost and found services

Animal Search UK
www.animalsearchuk.co.uk
Tel: 01432 761406

Battersea Dogs & Cats Home – Lost dogs and cats line
Tel: 0901 477 8477 (calls cost 60p per minute)

Petlog (provided by The Kennel Club)
www.petlog.org.uk
Tel: 0844 463 3999

Cats and people

Cat chat
www.catchat.org

Pets as Therapy
www.petsastherapy.org

Pet Health Council
www.pethealthcouncil.co.uk

