Resources

Teaching guide
Before reading, Read and discuss, Extension activities 1–5

Pupil worksheets
My book about cats and dogs (cover) 1
Dogs and cats can make our lives better 2
Animal features 3
Talk to the animals 4
Caring for a cat or dog 5

Pupil magazine
Cats, dogs and us 1
The incredible cat 2
Cat talk 3
The excellent dog 4
Dog talk 5
Taking care of cats and dogs 6–7
Glossary 8

Online library
Visit IFAW’s education library for free resources on a variety of animals and conservation themes at:
www.ifaw.org/lesson-plans-uk

Companion film
An 18-minute educational film supports this programme, although it is mainly targeted at older primary school pupils. Find it online or request a free DVD at www.ifaw.org/cats–dogs–and–us–uk

Learning objectives

It’s widely accepted that most children have an affinity for or at least interest in animals and curiosity about nature, meaning that lessons with animal content are more likely to capture your pupils’ attention. That’s why they can benefit from our Cats, Dogs and Us pack and other education materials which are designed to encourage pupils to examine and discuss what makes animals special and why we should be concerned about ensuring they survive and thrive.

Numerous studies have found that environmental education programmes such as those offered by IFAW are not only good for animals and the environment; they are good for children too. These programmes improve critical thinking skills, motivate pupils to become more engaged with the issues and also promote academic achievement.

Studies have also shown that such programmes can have long-lasting effects on developing empathy towards animals and humans. Humane education supports moral development in children and instils a sense of responsibility for others, both animals and people. Researchers have found a correlation between cruelty to animals and violence towards people and shown that integrating humane education into the classroom can lead to a reduction in school violence and bullying.

The lessons in this pack meet learning objectives in literacy, science and PSHE. Among other programme goals, pupils will learn life science concepts, practise critical reading and comprehension strategies and engage in role-play activities to encourage empathy for cats and dogs. For more detailed and updated links on how this pack can help deliver a wide range of subject-specific curriculum aims, see the Curriculum standards document at www.ifaw.org/cats–dogs–and–us–uk

How to use this programme

*Cats, Dogs and Us* aims to educate pupils about the characteristics of cats and dogs, the unique relationships these animals have with people in communities around the world, and the important responsibility people have in caring for the needs of cats and dogs.

Depending on the lessons and activities you choose, you may teach one or two lessons as stand-alone activities or the programme may be taught as a one to two week unit. Here is one possible approach:

1. **Reading the pupil magazine:** Teaching guide, pupil magazine
   - Preview the pupil magazine: Introduce the pupil magazine using the activities and discussion questions in ‘Before reading Cats, Dogs and Us’ in the Teaching guide.
   - On the first day, read through the whole pupil magazine with pupils following along. Over the next few days, read and discuss pages of the magazine separately, using the activities in the ‘Read and discuss’ sections of the Teaching guide.

2. **My book about cats and dogs:** Teaching guide, pupil worksheets
   Pupils will create their own booklet about cats and dogs using Pupil worksheets 1–5 as they read the pupil magazine. You may choose to have pupils start these pages during class time and then finish them for homework. When pupils have finished their books, you may want them to share their books with partners or in small groups. Another option is to display the books in the room and have a time for pupils to walk around and read each others’ books. At the end of the unit, pupils can take their books home to share with their families.

3. **Extension activities:** Teaching guide
   These activities extend the concepts learned during reading and discussion of the pupil magazine pages and connect to subject areas such as science and PSHE. Some extension activities may be done as homework while others are whole- or small-group activities. You may choose which extension activities to teach depending on the needs of your pupils and your educational objectives.

4. **Take Action:** Take Action guide
   Suggestions for responsible individual and group action on cat and dog issues can be found in the supplemental Take Action Guide. Bring parents on board for the Stand Up for Cats and Dogs Pledge. For more information, see our Take Action Guide or visit www.ifaw.org/cats-dogs-and-us-uk

5. **Tell us what you think**
   Send us your feedback so we can continue to improve and enhance our programme and resources. Visit www.ifaw.org/teacher-feedback-uk

Animal Action Education

Each year, the International Fund for Animal Welfare (IFAW) launches a new thematic education programme focusing on animals and the environment. Free educational materials are locally adapted for free distribution in eight languages - plus Braille - and in more than 18 countries, reaching some 5,000,000 young people worldwide each year. All of the resources for this programme and others are available online at www.ifaw.org/education. For more information about IFAW and the Animal Action Education programme, e-mail animalactionweek@ifaw.org or call 0207 587 6700.

Ground rules activity

Prior to discussions that may involve strong views or feelings, many teachers and pupils like to develop ground rules within their classrooms to promote positive listening, respect and sensitivity to different points of view.

Ask the class to pair up and answer the following question: “When we talk about something we care about a lot, how do we want listeners to act?”

Ask the pairs to move into groups of six and share their ideas. Ask them to make a list of the rules that all six can understand and agree with.

**These may include**

1. They listen to me.
2. They don’t laugh.
3. They don’t shout out what I say to other people.

Gather the whole class and ask each group to report their list – one rule at a time. Check for understanding and agreement with the whole class. Only write down those rules that everybody accepts and understands.

Steer the group towards identifying clearly observable rules rather than broad concepts. Display the list as a means to encourage individuals to take responsibility for their actions within the group.
Overview

Pupils will read, discuss and explore the Cats, Dogs and Us pupil magazine and create their own 'My Book about Cats and Dogs' to keep. Through a variety of activities and discussions, pupils will analyse the special relationship people have with cats and dogs, develop essential vocabulary about the topic, and understand how humans support these animals. The guide includes suggestions for extension activities.

Learning outcomes

Pupils will:

- use vocabulary relevant to the topic of caring for cats and dogs in reading, oral discussion, role-play, and writing
- know the basic needs of cats and dogs and understand how humans provide for these basic needs
- describe connections between cats and dogs and humans
- understand how cats and dogs communicate.

Before reading Cats, Dogs and Us

1. ‘Think/Pair/Share’: Have pupils turn to a partner and discuss what they know about dogs and cats, and how they feel about them. Ask several pairs to share what they talked about.

2. Preview the text: Give pupils a copy of the pupil magazine. Read aloud the title Cats, Dogs and Us.

   - Ask: Why do you think the title refers to ‘us’? What do you think this magazine is about?

   - Preview the headings with pupils and talk about the photographs on each page. Point out the picture of the cat with labels on page two of the pupil magazine and the picture of the dog with labels on page four. Ask pupils what they think the pictures show.

   - Point out the words in bold. Tell pupils that these are important words that will help them understand more about cats and dogs. Explain that these words are in the glossary on page eight.
Read and discuss – page 1

1 **Vocabulary:** Draw attention to the words in bold on page one. Read aloud the words and ask pupils if they know what they mean. Ask them to turn to the glossary, find the words and follow along as you read the definitions.

2 Ask the following questions to help clarify the meanings:
   - What kind of relationship do you have with your brother/sister/best friend?
   - Are wolves and bears domesticated? How do you know?
   - What are some domesticated animals?

3 **Read:** Read the page aloud as pupils follow along. Some pupils may be able to read the page independently.

4 **Discuss:** What did we learn about how cats and dogs make our lives better? Show me where it says this in the text. What kind of deal have people made with cats and dogs?

5 **My book about cats and dogs:**
   - Give pupils Worksheets 1–5. Explain that they will make a book about cats and dogs as they read each section of the pupil magazine.
   - To start invite pupils to decorate and write their names on the cover of their booklet.
   - Tell pupils to turn to Worksheet 2 in their cats and dogs booklet. We talked about how dogs and cats help make our lives better. Think about a dog or cat that you know or a dog or cat that you would like to know. Draw a picture that shows a way that the dog or cat can make your life better. Write about your picture.

Extension activity

**Domestic and wild animals:** Show pupils a picture of a domestic cat and a wild cat, such as a tiger. Do a ‘Think-Pair-Share’ activity, in which pupils first think about how the two animals are the same and different, then discuss it with a partner, and then share their ideas with the whole group. Encourage pupils to consider their relationship with domestic animals as compared to wild animals. Ask pupils to name other animals and decide as a group whether they are domestic or wild. Make a list of the responses.
Read and discuss – pages 2 and 4

1 Scientific drawing:
   - Ask pupils to work in small groups. Ask each group to observe the photograph of the cat on this page or the dog on page four, or to provide a photo of their own cat or dog. Ask pupils to notice details about the dog’s or cat’s physical features.
   - Ask each group to create a simple drawing of the dog or cat on a large sheet of paper. Have group members decide on the most important physical features of their animal. Have pupils label these features on their sketch, drawing lines from the label to the body part.
   - Ask the groups to discuss why they think each feature is important to the cat or dog.
   - With younger pupils, you could do this activity as a whole group, with you drawing the sketches and pupils deciding which labels to add.

2 Vocabulary: Ask pupils to search pages two and four for words in bold. Read aloud the words and ask pupils if they know what the words mean. Tell them to turn to the glossary, find the words, and follow along as you read the definitions. Ask the following questions to help clarify the meanings:
   - What prey do cats like to catch and eat?
   - What animals live in packs?
   - What is one dog breed that you know?

3 Read: Read aloud pages two and four as pupils follow along or read aloud with you. Some pupils may be able to read the pages independently.

4 Answer questions: Ask pupils to look at the photographs and captions to answer questions about the physical features of cats and dogs. Pupils may work with a partner to find the answers, or you may work with the whole group. Ask questions such as the following:
   - How do cats use their tails?
   - What is special about cats’ eyes?
   - How do whiskers help cats?
   - Why do cats have hooks on their tongues?
   - Why can cats walk quietly?
   - What is one thing that is the same about dogs’ and cats’ paws?
   - Why do dogs pant?
   - Why do dogs sniff?
   - How does a dog use its tail?

5 My book about cats and dogs: Show pupils Worksheet 3 of their cats and dogs booklet. Ask them to draw a picture of a cat and label one of the cat’s physical features. Ask pupils to write what the physical feature helps the cat do. Pupils can then complete the same activity for dogs.
1. **Think/Pair/Share**: Ask pupils to turn to a partner and talk about how they think cats and dogs ‘talk’ to people and to each other. Ask partners to share ideas with the class.

2. **Role-Play**: Give a pupil a simple message to communicate, such as “I would like a drink of water.” Ask the pupil to communicate the message to the group non-verbally. Have the other pupils guess the message. Repeat with other simple messages. Then ask pupils:
   - How did it feel to try to ‘talk’ without words?
   - How did you feel when you were not understood?
   - How did you feel when someone guessed your message?

3. **Read**: Read aloud pages three and five as pupils follow along or read aloud with you.

4. **Discuss**:
   - Talk about the cat myths on page three. Explain the meaning of the phrase ‘nine lives.’ Discuss with pupils why these beliefs about cats aren’t true and why it can be a problem if people think the myths are true.
   - Ask pupils what they notice about the dogs’ body language in the photographs on page five. Discuss how pupils can recognise how the dogs are feeling and what they are trying to communicate. Hint: You can tell what a dog is trying to communicate by looking at the dog’s tail, fur, ears, mouth, eyes and posture. Ask pupils whether and how they would approach each of these dogs.
   - How does a dog use its tail?

5. **My book about cats and dogs**: Ask pupils to complete Worksheet 4 in their booklet by drawing and writing about how a dog or cat communicates with them.

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**Extension activity**

**Meeting a dog**: Ask pairs of pupils to role-play meeting a dog, with one partner taking the role of the dog and the other the role of a child meeting the dog for the first time. First, have pairs role-play how not to meet a dog. Then, have pairs role-play the safe way to meet a dog.
Read and discuss – pages 6 and 7

1. **Discuss**: Guide pupils to recognise the needs of dogs and cats and how those needs are similar to our own.
   - Put items into a bag to represent the needs: food, water, shelter, exercise/play, medical care and kindness. For example, you could use a water bottle and a water bowl; a child’s toy and a dog’s or cat’s toy; photos of people with friends and photos of dogs with their friends, and so on.
   - Ask pupils what they need to drink every day. Take the water bottle out as pupils guess water. Then take out the animal’s water bowl and point out that dogs and cats need water every day too.
   - Continue in this manner, discussing each need and comparing how people meet these needs and how dogs and cats have these needs met.

2. **Concept web/spidergram**: Create a concept web/spidergram on the board or chart paper showing the things cats and dogs need.

3. **Vocabulary**: Ask pupils to search pages six and seven for words in bold. Read aloud the words and ask pupils if they know what the words mean. Have them turn to the glossary, find the words, and follow along as you read the definitions. Ask the following questions to help clarify the meanings:
   - What is one responsibility you have at home? At school?
   - What can you find in your community?

4. **Read**: Read aloud pages six and seven as pupils follow along or read aloud with you. Some pupils may be able to read the pages independently.

5. **My book about cats and dogs**: Have pupils work on Worksheet 5 in their booklet. Tell them to think about their own dog or cat or imagine that they are responsible for a dog or a cat. Ask them to draw and write about what they need to do to take good care of the dog or cat.

### Extension activities

**Role-play**: Have pupils work with a partner. Ask one pupil to take the role of a cat or dog and the other pupil the role of the caregiver. Have them role-play caring for the cat or dog. Call on several partners to present their role-play for the class.

**Shelter**: Have pupils design and draw a shelter for a cat or a dog. Explain that a shelter needs to protect the cat or dog from rain, snow, wind, hot sun and biting insects. It needs at least three sides, a roof and should be off the ground. Encourage pupils to be imaginative as they create the shelter, but to make sure that it meets these requirements.

**Bar graph**: Have pupils build a bar graph to show how many of them help take care of cats and how many help take care of dogs.
   - Briefly discuss different ways people can care for dogs and cats (at their homes or as part of a community).
   - Ask pupils who help take care of cats to raise their hands. Then ask pupils who help take care of dogs to raise their hands.
   - Draw a horizontal line on the board and write the words ‘Cares for Cats’ and ‘Cares for Dogs’ under the line. Give each student a sticky note or note card (or two sticky notes/note cards if they take care of both cats and dogs).
   - Ask pupils to write their names on the sticky notes and then place them above the label to make the columns of a bar graph. Compare the two columns. Discuss whether there are more pupils who take care of cats or more who take care of dogs.
My book about cats and dogs

By
Dogs and cats can make our lives better

Draw one way a cat or a dog can make your life better.

This ________________________________ makes me feel better because

________________________________________________________________________

________________________________________________________________________
Animal features

Draw a cat. Write a label for one of its body parts

The cat uses

__________________________

to _______________________

Draw a dog. Write a label for one of its body parts

The dog uses

__________________________

to _______________________

Talk to the animals

Draw how a cat or dog talks to you

This ______________________ is telling me ______________________

______________________________________________________________

by ____________________________
Caring for a cat or dog

Draw what you need to do to take good care of a cat or dog

I take care of ___________________________ by ___________________________
Dogs and cats share a special **relationship** with us. They live with people in almost every place in the world.

They were **domesticated** long ago. That means they lived closely with people, and over thousands of years, they changed so they were no longer wild.

Cats and dogs make our lives better. They give us love and teach us to be kind. Some dogs help people by hunting, herding sheep, or pulling loads through the snow. Some cats help people by catching rodents. In these ways, cats and dogs help people be happier and healthier.

People have made a deal with cats and dogs. They help us, so we must take good care of them. When the animals around us are happy and healthy, we are happy and healthy. We all win!
Cats are amazing animals. People have admired cats for thousands of years. Ancient Egyptians worshipped cats. They even made them into mummies! Vikings kept cats on their ships as hunters and friends. The Islamic Prophet Muhammad loved cats. In some places, cats are seen as a sign of good luck.

A cat’s body is built for hunting. Like their cat cousins – leopards, tigers, and jaguars – cats sneak up on prey, then pounce! Mostly, cats hunt at dusk or night time. Even though they can hunt, cats still need us to care for them.

Cats sleep a lot. They are saving up their energy. Cats use bursts of energy to hunt.

Ears
Cats have excellent hearing. Their ears move around to pick up sounds from all directions.

Eyes
Cats’ eyes help them see well in the dark.

Whiskers
Whiskers help cats feel where they are, even in the dark.

Tongue
A cat’s tongue is scratchy. It has tiny hooks that help them clean themselves.

Paws
Cats walk silently on padded toes.

Legs
Strong legs help cats run fast, then pounce. Cats can leap high.

Tail
Cats’ tails flex and bend. Their tails help them keep their balance.

Claws
Hooked claws grip when cats climb or run. Cats use their claws to snatch their prey too.
Of course, cats can’t talk. But they have many ways of saying how they feel or what they need. They may hiss or growl to chase another cat away. Or, they may touch nose-to-nose to introduce themselves. If they want to play, they may roll over, belly up!

A cat that wants to be stroked may rub his chin against you. A long, slow blink means “I like you!” Cats purr to tell you they are relaxed and happy. But they also purr when they are frightened or in pain. At those times, purring may help them feel better.

A cat that arches her back with her fur raised is trying to look big and threatening. She is saying, “I’m scared. Please leave me alone!” The cat may scratch you if you corner her. Be careful!
Thousands of years ago, wolves probably worked out that human campfires meant nearby food. These wolves helped early humans hunt. Wolves and humans worked together. Gradually, some wolves became the domesticated dogs we know today.

What’s all the sniffing about? Dogs learn a lot through smell. It’s likely they learn about another dog’s age, mood, health, and whether the dog is a male or female. They learn these things about you when they sniff you too!

Dogs’ closest relatives are wolves. Wolves live in groups called packs. Wolves in the pack take care of each other. Dogs do this too when they live with people. They guard their home by barking at strangers or other dogs. They show affection by coming close to be stroked. Dogs, like wolves, love to play.

Some dogs look like wolves, but most don’t. Some are so small they could fit in your hands. Some are as tall as a three-year-old child. There are many breeds of dogs, and they are all different sizes and shapes.
**Dog talk**

Dogs have feelings, just like people do. The way they hold their bodies tells us how they feel.

A dog that’s afraid may have his ears pressed close to his head. His tail may be down or even tucked under his body. He may be crouching. Dogs that are afraid want to be left alone.

When a dog is angry or feels she is in danger, the fur on her neck may stand up. Her eyes are wide open. She may show her teeth and growl. Stay away from dogs that look like this.

A dog with a relaxed face and loose, wiggly body is happy. If his front legs are near the ground and his backside is up, he wants to play!

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**How to meet a dog**

Make sure you only greet a dog that wants to greet you!

1. **If the dog’s owner is nearby, ask if it’s OK to pat the dog.** If a dog is tied up or wandering by herself, leave her alone.

2. **Once you have the OK from the owner, let the dog sniff the back of your hand.** She will learn a bit about you and feel more comfortable.

3. **If the dog gives a “happy wag” of her tail (the tail is high and wagging fast) and noses forward,** she wants to meet you!

A dog will be most comfortable if you stroke her chin or side.
Taking care of cats and dogs

When domestic animals live with people, they depend on us. We have a responsibility to the cats and dogs that live among us. One person, a family, or a whole community might take care of them.

No matter who takes care of cats and dogs, they all need the same things:

1. Food and water
2. Shelter from the sun and the cold
3. Care when they are ill or hurt
4. Exercise and play
5. Kindness

A ‘Soup Kitchen’ for Strokes

In Germany, some people have trouble paying for food for their dogs and cats. That’s why IFAW works with Tiertafel, a ‘soup kitchen’ that gives away food for dogs and cats.
Cats and dogs make our lives better. Like our family and friends, they can make us smile when we are sad or lonely. Some protect us and some help us get jobs done. Like neighbours, they are an important part of our communities. When we take time to understand them, they teach us a little about other animals.

We owe them our best care. When cats and dogs are happy and healthy, people are happy and healthy. This is the deal of domestication. And it works!
Glossary

**breeds**: groups of animals within a species that are alike in how they look and act

**community**: a group of people who live near each other or share the same beliefs, traditions and way of life

**domesticated**: when animals have lived so closely with people that they have changed over thousands of years so they are no longer wild and need people to take care of them

**packs**: groups of dogs that live together

**prey**: an animal that is hunted by another animal

**relationship**: the way two or more living things get along

**responsibility**: something people must do because it is the right thing to do