



Teacher Resource

# Cat Ban

## Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. What impact do cats have on native animals?
2. Who is responsible for cat management?
  - a. Local government
  - b. State government
  - c. Federal government
3. What changes do some people want to Australian cat laws?
4. Cats who are kept indoors live longer. True or false?
5. Do you think all pet cats should be kept inside? Give reasons for your answer.

## Activity: Personal Response

After watching the BTN Cat Ban story students will respond to the following:

- What did you SEE in this story?
- What did this story make you WONDER?
- How did this story make you FEEL?
- Think of three questions you have about the BTN story.

## Activity: Class Discussion

Discuss the BTN Cat Ban story as a class. Ask students to record what they learnt about the issues raised in the story. What questions do they have? Use the following questions to help guide discussion:

- What are 'cat bans'?
- Why can cats be harmful to the environment?
- Why is it important to protect native wildlife?
- What are the pros and cons of cat bans?
- What are some alternatives to cat bans?
- What is responsible pet ownership?
- How can individuals and communities help protect native wildlife?



### EPISODE 10

2<sup>nd</sup> May 2023

#### KEY LEARNING

Students will learn more about the impact cats have on native animals and develop an argument for or against cats being kept inside.

#### CURRICULUM

##### Science – Year 6

The growth and survival of living things are affected by physical conditions of their environment.

Scientific knowledge is used to solve problems and inform personal and community decisions.

##### Science – Year 7

Interactions between organisms, including the effects of human activities can be represented by food chains and food webs.

##### English – Year 6

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.

## Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Cat Ban story. Here are some words to get them started.

INTRODUCED SPECIES	NATIVE SPECIES	PREDATOR
IMPACT	CURFEW	CONTAINMENT

## Activity: Persuasive Text

Students will explore the issues raised in the BTN Cat Ban story and then develop a persuasive text for or against the following statement: 'Pet cats should be kept inside'. Students need to weigh up the pros and cons of the issue then write a short persuasive argument using the following as a guide.

Some issues to consider are:

- The impact cats have on native species.
- Why it is important to protect native wildlife.
- Alternatives to cat bans.

### Tips

- Who is your audience? For example, are you directing your argument at kids, teachers, or politicians?
- Explore how language choices can have a big impact on persuading your audience.
- Which language devices give the report credibility and authority?
- Which are designed to create an emotional response in the listener?
- Provide facts and evidence to support your argument.
- Write in the present tense.
- Check your spelling and punctuation.

Use this *Read Write Think* [persuasion map](#) to plan your exposition text.

### Introduction

- What is the point you are trying to argue?  
Construct an introductory paragraph which states the issue or topic.
- Introduce the arguments that will be developed in the body of the text.

### Body

- Construct arguments that support your point of view.
- Each paragraph starts with a topic sentence which introduces each point.
- The rest of the paragraph gives more reasons.
- Arguments can be ordered from strongest to weakest.

### Conclusion

- Restate your position on the argument.
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.

## Reflection

- How difficult was it to think of points to support one side of the argument?
- Do you think you would have done a better job supporting the other side of the argument?
- Was I able to convince others of my opinion?
- What did you learn from this activity?

## Activity: Class poll

Hold a poll in your class. Students will conduct their own opinion poll on the issue of whether all pet cats should be kept inside. Working in groups, students will need to decide who their sample group will be and how many people will be polled. What method will they use to conduct the poll? (Face to face interviews or written responses). Ask students to graph the opinion poll results and then reflect on the results.



## Activity: Caring for Country- Managing Cats

Watch the video [Caring for Country – Managing Cats](#) and respond to the following questions:

- What was the main point of the video?
- What impact have cats had on animals in the bush over the years?
- What bush tucker has been impacted by cats?
- Why do people have cats?
- Why is it important to desex cats?
- What did you learn watching this video?



## Activity – Choose a Project

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

### Introduced Species

Why were cats introduced in Australia? Provide a brief history.

### Impact of non-native species

Research the impact of non-native species on the environment and compare it to that of cats. Create a poster using [Canva](#)

### Pet Ownership

What is responsible pet ownership? Think about desexing, microchipping, vaccinations, collars and registration. Create a fact sheet or Did You Know?

### Cat Regulations

What are the cat regulations in your area? Visit your local council's website to find out more.

## Useful Websites

- [Councils ramp up pressure on state governments to overhaul Australian cat laws](#) – ABC News
- [Cat Ban](#) - BTN
- [Cats and Wildlife – how you protect both](#) – Department of Environment and Water
- [The impact of cats in Australia](#) – Threatened Species Recovery Hub
- [Impacts of Urban Cats in Australia](#) – Threatened Species Recovery Hub
- [Responsible cat ownership](#) – Threatened Species Recovery Hub
- [Caring for Country – Managing Cats](#) – University of Queensland