LOWER/MIDDLE SECONDARY: Making a Difference for Companion Animals
Lower/Middle Secondary

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

Purpose and Overview

Activities assist students to understand and develop investigative and persuasive knowledge and skills based on core values to create positive change on real local community issues related to companion animals

- **English**
  
  Persuading others, to take action on companion animal issues, particularly pet overpopulation which results in hundreds of thousands of healthy animals euthanased every year in pounds and shelters around Australia

- **Study of Society & Environment**
  
  Conducting a social investigation to develop understanding of the causes of pet overpopulation and the euthanasia of healthy pets in Australia and to take appropriate action based on the results

- **Values Education:**
  - Care and Compassion
  - Respect
  - Responsibility

This unit can also involve integration with the following KLA’s

- **Science**

  Students investigate the process and rates of reproduction of cats and their support of their young

  Students understand the scientific processes of desexing and the scientific research on early age desexing between two and four months which helps prevent pet overpopulation

- **Maths**

  Students conduct a survey, use and interpret data and produce graphs Identify and solve multiplication and division problems involving rates and ratios related to reproduction
Background information

**Rationale for the teaching of companion animal issues**

Companion animals are valued in our society living in two thirds of households. Yet because all animals have property status, they are one of the most vulnerable groups in our society, subject to our whims, excesses and convenience. Each year animal shelters such as the Animal Welfare League Qld rehome thousands of unwanted, homeless, abandoned or cruelly treated cats and dogs. While these organisations try their hardest to give every healthy animal the best possible chance of leading a happy life, the sad fact is that hundreds of thousands of cats and dogs are still euthanased in pounds and shelters all over Australia.

Overpopulation, due to irresponsible animal ownership, is a social justice issue. To be kind to the cat or dog that lives with us and to ignore the needs and interests of all other animals is inequitable, inconsistent and unjust. Equal consideration of the needs and interests of all non-human animals, not just a selective few, is essential for our integrity and our survival.

Overpopulation is also a cost to the community financially, emotionally, ethically and environmentally. There are simply too many cats and dogs and not enough caring, informed and responsible homes. While animal welfare organisations do their best, the key to solving these problems lies in community change through the education of current and future animal owners, and supportive laws and policies.

The Animal Welfare League of Qld has developed this series of education programs for years P – 10 with the purpose of empowering primary and high school students with the knowledge and skills necessary for social change to improve the lives of companion animals.

Through knowledge of the issues, their causes and their solutions based on the values of care and compassion, respect and responsibility, we will end the tragic abandonment and euthanasia of healthy companion animals.

**Using this program**

This program is flexible and has been designed in a way which allows teachers to use the materials to achieve some identified outcomes in a range of Key Learning Areas. Therefore teachers can either follow the activities as a complete unit or choose activities best suited to their learning outcomes and contexts.

Activities have been developed using the process of reflective inquiry outlined in the SOSE syllabus.

**Reflective Inquiry:**

- **Identify the issue**
- **Frame and focus questions**
- **Identify possible evidence**
- **Analyse and evaluate evidence**
Synthesize and report on conclusions - Creating
Take action - Participating & communicating
Reconsider consequences and outcomes - Reflecting

Some resources have been provided to complement the suggested learning activities. These resources may be modified according to the learning purposes and are entirely reproducible for classroom purposes, provided the source – Animal Welfare League Qld Inc – is acknowledged.

Opportunities for formative and summative assessment of learning outcomes are outlined in the activities and assessment overview.

A teacher feedback form has been attached at the end of the Resource section. It is hoped that after using this program the classroom teacher may provide the Animal Welfare League Qld with:

- some comments on the value of our program
- some high quality student work samples
- extra effective learning activities or assessment samples they have developed
- suggestions as to how the program may be improved to meet the needs of teachers and students.

In this way the unit will continue to grow in usefulness, to make a positive difference for both young people and non-human animals.

**Terminology**

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

<table>
<thead>
<tr>
<th>Words related to writing/speaking</th>
<th>Words related to Companion Animal Issues</th>
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</thead>
<tbody>
<tr>
<td>purpose</td>
<td>homeless</td>
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<td>relevance</td>
<td>euthanasia</td>
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<td>persuasion</td>
<td>identification</td>
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<td>argument</td>
<td>micro-chipping</td>
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<td>audience</td>
<td>needs of living beings</td>
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<td>emotive</td>
<td>rehoming</td>
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<td>subjective</td>
<td>early age desexing</td>
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<td>objective</td>
<td>spay</td>
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<td>factual</td>
<td>neuter</td>
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<td>reinforce</td>
<td>fostering</td>
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<td>formal report</td>
<td>shelter</td>
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<td>narrative</td>
<td>pound</td>
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<td>letter to the editor</td>
<td>training</td>
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<td>news report</td>
<td>stray</td>
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<td>research</td>
<td>surrender</td>
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<tr>
<td>survey</td>
<td>animal welfare</td>
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<td>inquiry method</td>
<td>animal management</td>
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<tr>
<td>investigation</td>
<td>animal rights</td>
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<td>evidence</td>
<td>companion</td>
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<tr>
<td>draw conclusions</td>
<td>guardian</td>
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<tr>
<td>creating</td>
<td>adoption</td>
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<td>initiative</td>
<td>fostering</td>
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<td>empathy</td>
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<td>visioning</td>
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<td>participation</td>
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<td>active citizenship</td>
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<td>respect</td>
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<tr>
<td>reflection</td>
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<td>social responsibility</td>
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</table>

**Teacher support materials**

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

**Websites**

**State and Territory Government links and legislation**

http://www.affa.gov.au/content/output.cfm?ObjectID=D1B1A045-3C24-4401-84427826A6F0A1F8

State/Local Govt Departments:
SA [www.dogsncats.asn.au](http://www.dogsncats.asn.au)

State Local Govt Associations (providing advice and policy direction) Links


Animals Australia [www.animalsaustralia.org](http://www.animalsaustralia.org) Go to Companion Animal Data Base for a listing of a range of refuge and rescue groups and what they are doing

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

Pet Industry Association of Australia
[www.piaa.net.au/page/accredited_member_listing.html](http://www.piaa.net.au/page/accredited_member_listing.html)


Spay USA [www.spayusa.org/](http://www.spayusa.org/) Go to Facts and Education
American Veterinary Medical Association: Care for pets [www.avma.org/care4pets](http://www.avma.org/care4pets)

Desexing/ Early age desexing sites
[www.family-pets.com/desexing.html](http://www.family-pets.com/desexing.html)
[www.rspcanswauxiliary.com/desexing.htm](http://www.rspcanswauxiliary.com/desexing.htm)
[www.petvet.co.nz/cats.cfm?content_id=50](http://www.petvet.co.nz/cats.cfm?content_id=50)
[www.peteducation.com/article.cfm?cls=1&cat=1364&articleid=902](http://www.peteducation.com/article.cfm?cls=1&cat=1364&articleid=902)

Keeping cats indoors sites
[home.hiwaay.net/~keiper/indoors.htm](http://home.hiwaay.net/~keiper/indoors.htm)
[www.sdnhm.org/exhibits/cats/indoors.html](http://www.sdnhm.org/exhibits/cats/indoors.html)
[www.catenclosures.net/](http://www.catenclosures.net/)

**DVD**

Animal Welfare League of Qld, Inc. (2005). *Caring responsibly for your dog and cat* [Community Instructional DVD].

For a copy, send $10 with name, address and school plus email or phone contact to:
DVD Order, Animal Welfare League Qld Inc PO Box 364 Runaway Bay Qld 4216

**Books**


<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Strand</th>
<th>Outcome</th>
<th>Core Content</th>
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</thead>
</table>
| English           | Reading & Viewing | Cu 5.2  | Students gather subject matter:  
|                   |                 |         | ✓ about companion animal issues and the work of refuges and animal management departments                                                |
|                   |                 | Op 5.2  | Students know and can explain choices of subject matter, structure and effect of a range of text types including:  
|                   |                 |         | ✓ Autobiography/narrative  
|                   |                 |         | ✓ Brochure  
|                   |                 |         | ✓ Letter to Editor  
|                   |                 |         | ✓ News Report  
|                   |                 |         | ✓ Report  
|                   |                 |         | ✓ TV Report  
|                   |                 |         | ✓ Persuasive presentation with visuals eg PowerPoint                                                                                 |
|                   |                 | Cr 5.2  | Students know and can write one or more of the following text types:  
|                   |                 |         | ✓ report, e.g. investigate issues, present findings and make recommendations in a short formal written report OR;  
|                   |                 |         | ✓ persuasive writing, e.g. construct brochures, infotainment segments for a TV show or display advertisements to persuade a niche market to take specific action to end pet overpopulation and irresponsible ownership;  
|                   |                 |         | ✓ or write letters to the editor or for media publication OR;  
|                   |                 |         | ✓ narrative, e.g. explore challenging ideas and issues through the construction of the actions, speech, thoughts and feeling of the characters, e.g. prepare a |
|                   | Writing & Shaping | Cu 5.3  | Students gather subject matter:  
|                   |                 |         | ✓ report, e.g. investigate issues, present findings and make recommendations in a short formal written report OR;  
|                   |                 |         | ✓ persuasive writing, e.g. construct brochures, infotainment segments for a TV show or display advertisements to persuade a niche market to take specific action to end pet overpopulation and irresponsible ownership;  
|                   |                 |         | ✓ or write letters to the editor or for media publication OR;  
|                   |                 |         | ✓ narrative, e.g. explore challenging ideas and issues through the construction of the actions, speech, thoughts and feeling of the characters, e.g. prepare a |
| Speaking & Listening | Op 5.3 | When writing and shaping, students:  
control a variety of generic, sentence and clause structures to construct cohesive texts of some length and complexity  
use paragraphs to indicate sequence of ideas and/or events  
use imagery and a range of specialist words and visual resources to develop subject matter  
use a range of modals and evaluative words to convey judgments  
use a range of ways to link ideas, including extended phrases and dependent clauses at the beginning of sentences  
use punctuation to shape meanings  
examine ways of using of a range of graphic design elements for effects  
Students will develop subject matter:  
✓ by making appropriate selections of information from a few sources and attempting to synthesise these and organise them logically  
They will consider audience:  
✓ treat same subject matter differently depending on whether it is a report for Minister or an infotainment segment for a TV show, or a letter to the editor for the general public purpose, e.g. whether the subject matter is to be treated seriously or with humour decide how challenging subject matter should be for specialist reader/viewer or for general public  
| Cr 5.3 | When writing and shaping, students:  
construct representations showing a range of cultural assumptions about groups and making choices, or adapting texts in ways, that are likely to appeal to and influence different audiences  
make selective choices to position readers/viewers in certain ways when constructing representations of characters/people, places, things, events, or concepts  
Students know and can use:  
✓ The structure and language of argument and persuasion  
Students know and can:  
✓ intervene in a text and rewrite/reshape it for another audience to explore the selective nature of representations. E.g. edit own writing, making adjustments to position readers/viewers more strongly, e.g. use emotive words/phrases in a display advertisement (“killing” instead of “euthanasing”);  
| Cu 5.1 | When speaking, students:  
select and develop accessible but challenging subject matter that is effective for multiple purposes and appropriate for audience  
Students know and can:  
✓ Select subject matter and develop arguments and use persuasive elements to present point of view  
✓ Prepare and present a persuasive speech to incorporate the stages of introduction, thesis, series of arguments for and against, elaborations, summary statement and conclusion for a chosen audience of peers to encourage action to end companion animal overpopulation and promote responsible ownership of companion animals |
<table>
<thead>
<tr>
<th>Study of Society &amp; Environment</th>
<th>Systems Resources and Power</th>
<th><strong>SRP 5.3</strong> (creating, participating)</th>
<th>Students Know about:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Students use a structured decision making process to suggest participatory action regarding a significant current environmental, business, political or legal issue</td>
<td>✓ the effects and causes of pet overpopulation and irresponsible ownership</td>
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<td><strong>SRP 5.5</strong> (Communicating)</td>
<td>✓ participatory action which involves practical, authentic behaviours involving negotiation, consultation, clarification of position, and clarity of intentions</td>
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<td>Students apply the value of social justice to suggest ways of improving access to democracy in Qld</td>
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<td><strong>SRP 6.5</strong> (Communicating)</td>
<td>Students know:</td>
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<tr>
<td></td>
<td></td>
<td>Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power</td>
<td>✓ Constraints on access to participation in the political process</td>
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<td>✓ What media forums can be accessed</td>
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<td>Students can:</td>
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<td>✓ Write a formal written report or argumentative speech, or letter to the editor or persuasive cartoon depending on audience eg Minister, general public, or teenagers</td>
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<thead>
<tr>
<th>Science</th>
<th>Life &amp; Living</th>
<th><strong>LL 5.2</strong></th>
<th>Students evaluate different processes and strategies of reproduction in terms of the relative efficiency in ensuring survival of offspring</th>
<th>Students Know about:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>LL 5.3</strong></td>
<td>Students evaluate the consequences of interactions between living and non-living parts of the environment</td>
<td>✓ the reproduction timing, rates and processes of cats and how cats support their young for survival</td>
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<td></td>
<td><strong>LL 6.3</strong></td>
<td>Students prepare scenarios to describe the potential long term effects of changes to biodiversity caused by human action on ecosystems</td>
<td>Students understand:</td>
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<tr>
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<td></td>
<td>✓ the scientific processes of desexing; the changes in age at which pets are being desexed from 6 months to 2-3 months and the consequences for individual animals and consequences for impacts on the environment</td>
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<td>Students compare:</td>
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<td></td>
<td>✓ the impact on biodiversity of their own family’s everyday needs including food, waste, provision of housing, work and recreation facilities and the impact of an unowned/wild cat family</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Chance and Data</th>
<th><strong>CD 5.2</strong></th>
<th>Students plan investigations using discrete and continuous data, produce and compare data displays involving grouping and compare measures of location</th>
<th>Students Know about:</th>
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<tr>
<td></td>
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<td><strong>N 5.3</strong></td>
<td>Students identify and solve multiplication and division problems involving positive rational numbers, rates and rations and direct proportions, using a range of computational methods and strategies</td>
<td>✓ Collecting and handling data (collection methods, questioning, tallying)</td>
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<td>✓ Exploring and presenting data (in appropriate graphing formats)</td>
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<td>✓ Using multiplication and rates of reproduction of cats to calculate effects of humans not desexing their pets</td>
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<tr>
<td>Activity</td>
<td>Resources</td>
<td>Assessment Opportunities</td>
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</table>
| 1. Tuning in: Reading & responding, visit to refuge                     | 1a, 1b, 1c| Observation – of students’ spoken responses to text  
Focused Analysis – of students’ written responses on ‘response sheet’  
Focused Analysis – of students’ written responses on ‘Y-chart’ |
| 2 Class Survey: Collecting & analysing data                            | 2a, 2b, 2c| Checklist – of demonstrated ability to complete questionnaire, tally results and draw conclusions (i.e. independently, with assistance or not demonstrated) |
| 3 Defining the Issue: Gathering evidence from news reports              | 3a, 3b, 3c| Focused Analysis – of students’ evidence gathered while listening to group presentations using worksheet |
| 4 Evidence Gathering: Researching desexing issues on the internet      | 4a, 4b    | Focused Analysis – of students’ ability to sort and organise information into PMI Chart |
| 5 Analysing Causes and Creating Solutions: Group activities related to animal issues | 5a, 5b, 5c| Observation – of students’ ability to work cooperatively, thinking of and sharing possible solutions  
Focused Analysis – of students’ answers to the desexing quiz |
| 6 Guest Speaker talk: Analysing and writing valuable questions         | 6         | Focused Analysis – of questions built and answers recorded by students on worksheet |
| 7 Expressing Points of View: Based on evidence and personal values     | 7         | Observation – of students’ understanding and level of participation in ‘opinion’ activity |
| 8 Conducting your own Social Investigation and Taking Action            | 8b, 8c, 8d, 8e| Focused Analysis – of questionnaire design and data collected by student  
Observation – of students’ ability to identify, analyse and sort text types  
Consultation – of students’ writing during the draft writing process |
| 9 Selection of best student publication                                | 9         | Focused Analysis – of students’ completed writing |
| 10 Reflection                                                          | 10        | Student Self Assessment – using reflection sheet |
| 11 Community Project                                                   | 11        | Observation – of students’ active involvement in project |
Lower/Middle Secondary: Orientating Activities

<table>
<thead>
<tr>
<th>Values for Australian Schooling</th>
<th>Learning Activities</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Care &amp; Compassion Respect Responsibility</td>
<td>1. Tuning In: Read out loud while students follow silently on their own copy “How Could You” by Jim Willis (Resource 1a). Students respond, using response sheet (Resource 1b). And Visit the local pound or refuge if possible and/or Access and study the website of the local refuge. Students respond to the visit and/or website study using Y Chart (Resource 1c) After 1a, and/or 1b, discuss with students the purpose of the unit – developing their role as active and informed citizens to improve their communities. This unit is about using the social inquiry process to influence others. It also involves learning skills of surveying, drawing conclusions, speaking and writing persuasively.</td>
<td>Resource 1a: Narrative “How Could You” by Jim Willis Resource 1b: Response Sheet Resource 1c: Y Chart</td>
</tr>
</tbody>
</table>

Social and environmental inquiry process

- Investigating – evidence, centrality of environments, uniqueness of human events, introspection, empathy and field study
- Creating – visualisation, lateral thought, enterprise, initiative, interpretations based on evidence, empathy and logical deduction
- Participating – negotiation, tolerance, respect, equality, advocacy
- Communicating – clarification, interpretation, audience, argument
- Reflecting – introspection, metacognition, visioning
## Lower/Middle Secondary: Investigating Activities

<table>
<thead>
<tr>
<th>Related KLA &amp; Outcome</th>
<th>Learning Activities</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>SOSE</td>
<td>2. Conduct a class survey: To orientate and personalise the topic of companion animals issues, and to model conducting of a survey and tallying results.</td>
<td>Resource 2a: Questionnaire</td>
</tr>
<tr>
<td>SRP 5.3</td>
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<td>Resource 2b: Tally sheet</td>
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<tr>
<td>SRP 5.5</td>
<td>✓ Students complete a questionnaire (Resource 2a) and;</td>
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<tr>
<td>SRP 6.5</td>
<td>✓ tally results by doing a hands-up tally with students each recording on own tally sheet to learn process of evidence gathering (Resource 2b).</td>
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<tr>
<td>Cu 5.2 Reading and Viewing</td>
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<tr>
<td></td>
<td>✓ Students then practice drawing conclusions from evidence (Resource 2c).</td>
<td>Resource 2c: Drawing Conclusions</td>
</tr>
<tr>
<td>Maths</td>
<td>✓ Students use information to create simple bar or pie graphs using computer or manual methods</td>
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<tr>
<td>N 5.3</td>
<td>✓ Students read “Desex plea as annual flood of unwanted kittens arrives” (Resource 3a)</td>
<td>Resource 3b: Student Worksheet – Evidence Gathering</td>
</tr>
<tr>
<td></td>
<td>✓ Model Evidence Gathering using Worksheet 3b – whole class completes with teacher direction</td>
<td>Resource 3c: News Articles</td>
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<tr>
<td></td>
<td>✓ Students then gather evidence in groups from other news reports. Teacher photocopies group copies of each news report (Resources 3C or similar range of companion animal issues from own local news), and works out a grouping strategy so that every group has at least one proficient reader, a recorder and a leader. Students collaboratively work in groups, each group having a different news report to analyse (use Resource 2). For students not used to working responsibly in groups, guide the groups through setting time limits for each step 1. Designated reader reads the article out loud to the group while the others read their copy silently. 2. Take turns at reading a question in your group and proposing an answer. 3. Discuss and record the groups response</td>
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<td></td>
<td>✓ Group leader presents summary to class and then puts article and responses on classroom wall.</td>
<td>Resource 3d: Individual Student Evidence Gathering</td>
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<td></td>
<td>✓ Students all required to listen and complete summary sheet for their own and other groups issues (Resource 3j).</td>
<td></td>
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<tr>
<td>English</td>
<td>4. Evidence gathering: Using Google, research websites (see Resource 4a for website listings) for breeding age and breeding cycle of cats and dogs and number of kittens and pups they can have each year. Research early age desexing of cats and dogs. Record on PMI Chart (Resource 4b) – Plus, Minus,</td>
<td>Resource 4a: Student Research - Early Age Desexing</td>
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<tr>
<td></td>
<td>✓ Group leader presents summary to class and then puts article and responses on classroom wall.</td>
<td>Resource 4b: PMI Chart</td>
</tr>
<tr>
<td></td>
<td>✓ Students all required to listen and complete summary sheet for their own and other groups issues (Resource 3j).</td>
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</tbody>
</table>
5. Analysing Causes and Creating Solutions:

- Students read and complete Resource 5a: “Causes and Solutions to Companion Animal Issues” in groups.
- Students engage in Think/Pair/Share - Think and record ideas by yourself; then combine with a person beside you to combine ideas; then share with whole class to add further to ideas, or;
- Round Robin - groups to rotate around each cause on a separate group desk and read and add to solutions.
- (See Teacher Resource 5c for Sample Responses)
- Students complete Desexing Quiz (Resource 5c).

6. Preparation for Visit or Guest Speaker from local refuge or Council Animal Management Department:

- Prepare questions to find out specific information regarding abandoned cats and dogs and euthanasia in your local city or shire. Teacher and students read through and study sample questions, then complete own questions (Resource 6a).
- During visit, students listen; ask prepared questions and record responses.
Lower/Middle Secondary: Creating/Participating/Communicating Activities

Students conduct their own survey on a chosen companion animal issue and become active citizens by developing a text (e.g., report, letter to Govt. minister or Councillor, letter to editor, news report, or story) to persuade a specific audience to take action.

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<tr>
<th>Related KLA &amp; Outcome</th>
<th>Learning Activities</th>
<th>Resources</th>
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<tbody>
<tr>
<td><strong>English</strong> Cu 5.1</td>
<td>7. Expressing points of view based on evidence:</td>
<td>Resource 7: Response sheet</td>
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<td>✓ Students are asked to stand along a continuum from one corner of a room to the other to indicate whether they Strongly Agree or Disagree or are somewhere in between</td>
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<td>✓ During the activity students are to be guided on how to express their point of view with reasons based on values, facts and evidence</td>
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<td>o Where do you stand?:</td>
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<td></td>
<td>1) All cats and dogs should be desexed prior to sale (unless the person buying has a breeder permit).</td>
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<td>2) Everyone should have to pass a test to show they have the knowledge and skills to care responsibly for a pet, before they are allowed to get a pet (like a driver’s licence)</td>
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<tr>
<td></td>
<td>3) All cats and dogs should be microchipped prior to sale</td>
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<td></td>
<td>✓ At the end of the Activity, students record their points of view, their participation level, ability to support their points of view, etc (Resource 7).</td>
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</tr>
<tr>
<td><strong>SOSE</strong> SRP 5.3</td>
<td>8. Conducting Your Own Social Investigation and Taking Action:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Deciding on what needs to be addressed:</td>
<td></td>
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<tr>
<td></td>
<td>✓ Each student picks one or several of the issues discussed so far e.g. supervision and training of companion animals to prevent biting, animals affected by fireworks, microchipping and identification, desexing myths, keeping cats safe indoors, commitment and responsibility for a companion animal, early age desexing</td>
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</tr>
<tr>
<td></td>
<td>✓ Each student develops a short questionnaire to determine knowledge, behaviour or attitudes amongst their family, local community or peer groups. E.g.</td>
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<tr>
<td></td>
<td>a. Survey another class on whether their cats are desexed and their reasons</td>
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<tr>
<td></td>
<td>b. Survey knowledge about the desexing myths using the Desex Quiz.</td>
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<tr>
<td></td>
<td>c. Find out what your family and friends, local vet, pet shop, government officer knows about early age desexing;</td>
<td></td>
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<tr>
<td></td>
<td>d. Survey a class on the number of cats identified with a microchip or collar and tag and reasons for identifying or not identifying.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students use Resource 1 as a model to write questions and draw up a tally sheet and draw conclusions</td>
<td></td>
</tr>
</tbody>
</table>
Note: To make the survey manageable, set limits eg students 20 - 30 respondents, 5-10 questions, and ask questions that require a quantifiable response eg Yes/No; True/False; or a-e choices. Survey findings are to be used as evidence in their persuasive speech/writing.

**Maths**
- CD 5.2
- N 5.3

Students apply the value of social justice to suggest ways of improving access to democracy in Qld

**SRP**
- 5.5

Students apply the value of social justice to suggest ways of improving access to democracy in Qld

**English**
- Speaking & Listening
  - Cr 5.1

Discuss access to political influence for social justice in a democracy. Which stakeholders have the power to solve the issue? Do animals have political power? What are the means of getting justice for them in a democracy?

- Draw a Mind Map or Concept Map titled: “Comp Animal Stakeholders who can help with solutions” (see Resource 8b for example)
- Students decide who they want to persuade out of stakeholders based on their issues.

**B. Deciding who to persuade – one or many groups?**

- Set limits eg students 20 - 30 respondents, 5-10 questions, and ask questions that require a quantifiable response eg Yes/No; True/False; or a-e choices. Survey findings are to be used as evidence in their persuasive speech/writing.

**C. Selecting Appropriate Language & Distinguishing Factual & Emotive words:**

- Cut up one sheet of words to make a set of cards for each group of 3-4 in your class (Resource 8c). Do a silent card shuffle in groups sorting into two categories cards of emotive words and report style words

**D. How to Persuade (What text type?):**

- Round Robin group activity: Students move from one table to another to match examples of text types and names of text types with audiences. Students analyse for language and structural differences of each text type.

**E. Distinguishing values, assumptions and beliefs in language:**

- Discuss why some people believe we should use the first word in each of these pairs of words rather than the second word.
  - companion animal V pet
  - guardian V owner
  - adopt V buy
  - kill V euthanase
  - animal rights V animal welfare

- What do you think? Justify your point-of-view with reference to your values, beliefs and knowledge about animals, their capacities and our treatment of them.

**F. Writing and shaping:**

- Students choose the text type they think is most suitable for the audience they want to persuade.
- Teacher explains structure of particular persuasive text types in more detail or hands out summaries or text resources of genre types for guidance, or;

**Resource 8b: Mind Map**

**Resource 8c:**
- Silent card shuffle Emotive/Factual Word lists

**Resource 8d (i):**
- Matching Text type & audience – Student Worksheet

**Resource 8d (ii):**
- Text type samples

**Resource 8e:**
- Words that reflect values and beliefs.
### Lower/Middle Secondary: Reflecting Activities

Students engage in reflecting on their increase in knowledge and capacity for accessing democratic processes for social justice.

<table>
<thead>
<tr>
<th>Related KLA &amp; Outcome</th>
<th>Learning Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **English**           | **9. Selection of best or publication or sending:**  
  ✓ Teacher copies student writing with names removed and distributes for judging which should be sent to the real audience.  
  ✓ Students work in groups to shortlist and then rate as a class. Class decide on criteria (based on characteristics of the genres) on which to judge each item. Students choose one of each text type to be forwarded to the real audiences. | Resource 9: Decision Making Matrix Sample |
| Cr 5.2                |                                                                                                                                   |                                     |
| **Reading and Viewing** |                                                                                                                                                                                                   |                                     |
| **SOSE**              | **10. Reflection:**  
  ✓ Students record individually what they have learnt in terms of companion animal issues, participatory action and use of particular text types and language. | Resource 10: Reflection Sheet: What I have learnt |
| SRP 5.3               |                                                                                                                                                                                                   |                                     |
| **Reflection**        | **11. Community project:**  
  ✓ In cooperation with their nearest animal shelter (see Resource 11a for listings), students visit the shelter or invite the refuge/pound representative back to show the texts they have chosen to be sent.  
  ✓ Students could become involved in a current activity of the shelter to directly help the current homeless animals (eg. see Resource 11b for a list of useful donation items). | Resource 11a: List of Refuges  
Resource 11b: List of collection items |
“How Could You?”

By Jim Willis

When I was a puppy I entertained you with my antics and made you laugh. You called me your child and despite a number of chewed shoes and a couple of murdered throw pillows, I became your best friend. Whenever I was "bad," you’d shake your finger at me and ask "How could you?" -- but then you’d relent and roll me over for a belly rub.

My housetraining took a little longer than expected, because you were terribly busy, but we worked on that together. I remember those nights of nuzzling you in bed, listening to your confidences and secret dreams, and I believed that life could not be any more perfect. We went for long walks and runs in the park, car rides, stops for ice cream (I only got the cone because "ice cream is bad for dogs," you said), and I took long naps in the sun waiting for you to come home at the end of the day.

Gradually, you began spending more time at work and on your career, and more time searching for a human mate. I waited for you patiently, comforted you through heartbreaks and disappointments, never chided you about bad decisions, and romped with glee at your homecomings, and when you fell in love.

She, now your wife, is not a "dog person" -- still I welcomed her into our home, tried to show her affection, and obeyed her. I was happy because you were happy. Then the human babies came along and I shared your excitement. I was fascinated by their pinkness, how they smelled, and I wanted to mother them, too. Only she and you worried that I might hurt them, and I spent most of my time banished to another room, or to a dog crate. Oh, how I wanted to love them, but I became a "prisoner of love."

As they began to grow, I became their friend. They clung to my fur and pulled themselves up on wobbly legs, poked fingers in my eyes, investigated my ears and gave me kisses on my nose. I loved everything about them and their touch --
because your touch was now so infrequent -- and I would have defended them with my life if need be.

I would sneak into their beds and listen to their worries and secret dreams. Together we waited for the sound of your car in the driveway. There had been a time, when others asked you if you had a dog, that you produced a photo of me from your wallet and told them stories about me. These past few years, you just answered "yes" and changed the subject. I had gone from being "your dog" to "just a dog," and you resented every expenditure on my behalf.

Now you have a new career opportunity in another city, and you and they will be moving to an apartment that does not allow pets. You've made the right decision for your "family," but there was a time when I was your only family. I was excited about the car ride until we arrived at the animal shelter. It smelled of dogs and cats, of fear, of hopelessness.

You filled out the paperwork and said "I know you will find a good home for her." They shrugged and gave you a pained look. They understand the realities facing a middle-aged dog or cat, even one with "papers." You had to pry your son's fingers loose from my collar as he screamed "No, Daddy! Please don't let them take my dog!" And I worried for him, and what lessons you had just taught him about friendship and loyalty, about love and responsibility, and about respect for all life. You gave me a goodbye pat on the head, avoided my eyes, and politely refused to take my collar and leash with you. You had a deadline to meet and now I have one, too.

After you left, the two nice ladies said you probably knew about your upcoming move months ago and made no attempt to find me another good home. They shook their heads and asked, "How could you?"

They are as attentive to us here in the shelter as their busy schedules allow. They feed us, of course, but I lost my appetite days ago. At first, whenever anyone passed my pen, I rushed to the front, hoping it was you -- that you had changed your mind -- that this was all a bad dream... or I hoped it would at least be someone who cared, anyone who might save me. When I realized I could not compete with the frolicking for attention of happy puppies, oblivious to their own fate, I retreated to a far corner and waited.

I heard her footsteps as she came for me at the end of the day and I padded along the aisle after her to a separate room. A blissfully quiet room. She placed me on the table, rubbed my ears and told me not to worry. My heart pounded in anticipation of what was to come, but there was also a sense of relief. The prisoner of love had run out of days. As is my nature, I was more concerned about her. The
burden which she bears weighs heavily on her and I know that, the same way I knew your every mood.

She gently placed a tourniquet around my foreleg as a tear ran down her cheek. I licked her hand in the same way I used to comfort you so many years ago. She expertly slid the hypodermic needle into my vein. As I felt the sting and the cool liquid coursing through my body, I lay down sleepily, looked into her kind eyes and murmured, "How could you?"

Perhaps because she understood my dogspeak, she said, "I'm so sorry." She hugged me and hurriedly explained it was her job to make sure I went to a better place, where I wouldn't be ignored or abused or abandoned, or have to fend for myself -- a place of love and light so very different from this earthly place. With my last bit of energy, I tried to convey to her with a thump of my tail that my "How could you?" was not meant for her. It was you, My Beloved Master, I was thinking of. I will think of you and wait for you forever.

May everyone in your life continue to show you so much loyalty.

The End

AWL Qld gratefully acknowledges Jim Willis for permission to use this resource which are included in his book "Pieces of My Heart - Writings Inspired by Animals and Nature". See website below.

~Copyright Jim Willis 2001~
tiergartenjim@yahoo.com
http://www.crean.com/jimwillis
Response Sheet

Name:    Class:   Teacher:

What are your thoughts and feelings in response to this story?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Do you believe we have a responsibility to help prevent the abandonment and euthanasia of healthy companion animals? Please explain.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Do you believe as an individual you can make a difference? Why?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What ways can an individual choose to have an influence in social justice issues like this in their community?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

This Unit “Making a Difference for Companion Animals” is about learning how you can become an active and informed citizen to improve your community and make a more just society throughout your life.
It can be used no matter what issue you are concerned about – whether it be improving safety, health, services, facilities or the lives of other disadvantaged groups.
You will learn the Social Inquiry Process of Investigating, Creating, Participating, Communicating and Reflecting.
Y Chart

Refuge or Pound

Looks Like

Sounds Like

Feels Like
Companion Animal Survey

Answer the following questions accurately by circling the appropriate response.

1)  a. How many male cats does your household have?      _____
    b. Are the males desexed?          Yes/No

2)  a. How many female cats does your household have?      _____
    b. Are the females desexed?       Yes/No

3)  a. How many male dogs does your household have?      _____
    b. Are the male dogs desexed?      Yes/No

4)  a. How many female dogs does your household have?      _____
    b. Are the female dogs desexed?     Yes/No

5)  Reasons for not desexing:
    a. Like kittens and puppies
    b. Not good for animal’s health
    c. Not natural
    d. Should have a litter first
    e. Can’t afford it
    f. Haven’t got around to it
    g. Males don’t need to be desexed
    h. Other: -______________________________________________________________

6)  If you have cats, are they identified:
    • with a microchip?      Yes/No
    • with a collar and address or phone number tag   Yes/No

7)  If you have dogs, are they identified:
    • With a microchip?      Yes/No
    • With a collar and address or phone number tag?  Yes/No
    • By a Council registration tag?    Yes/No

8)  Has your dog/cat ever escaped from your property?
    
    DOG
    a. Never    a. Never
    b. Once or twice   b. Once or twice
    c. Often      c. Often
    d. Daily     d. Daily

    CAT
    a. Never    a. Never
    b. Once or twice   b. Once or twice
    c. Often      c. Often
    d. Daily     d. Daily
9) Does your dog “come”, “sit” and “stay” on command?

10) Does your dog socialise well with other dogs each day while out with a member of your family?
    Yes/No

11) Do you keep your cat:
    a. indoors totally
    b. indoors at night
    c. indoors and outdoors with free access
    d. outside only

Tally your groups or whole class results on Tally Sheet provided, then small groups take a result each to be presented in a bar or pie graph for classroom wall.
**Tally Sheet for Companion Animal Survey**

Record each response in the appropriate column with a stroke (eg /)  
Then tally and work out percentages for graph

<table>
<thead>
<tr>
<th>Question</th>
<th>Total No desexed</th>
<th>% desexed</th>
<th>Total number Households Who own one or more cats</th>
<th>% of households</th>
<th>Total number of Households who own one or more dogs</th>
<th>% of households</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Male cats</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Female cats</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3) Male dogs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Female dogs</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5) Reason for not desexing</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Microchip</th>
<th>Collar &amp; tag</th>
<th>Registered with Council</th>
<th>Total No of cats/dogs</th>
<th>% of cats/dogs With microchip</th>
<th>% of cats/dogs with a collar &amp; tag</th>
<th>% of cats/dogs with council registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>6) Cat identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Dog identification</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>8) Dog escaping</th>
<th>Never</th>
<th>Once or twice</th>
<th>Often</th>
<th>Daily</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<p>| 9) Basic Obedience | Socialises well with other dogs daily |</p>
<table>
<thead>
<tr>
<th>“Come, sit, stay”</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>Usually</td>
<td>Sometimes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10) Keeping cats</th>
<th>Indoors only</th>
<th>Indoors at night</th>
<th>Indoors and outdoors with free access</th>
<th>Outside</th>
</tr>
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</table>

Social researchers draw conclusions after tallying. Practice drawing conclusions (See Resource 2C)
Drawing Conclusions from Survey Tally

What conclusions can you draw from this survey data? Write each response as a sentence.

Example:
Q: Do more people own a cat or a dog?
A: More people own a dog than a cat in this survey group.

Are more cats than dogs desexed?

_____________________________________________________________________

Are more female than male animals desexed?

_____________________________________________________________________

The main reasons for not desexing are:

_____________________________________________________________________

_____________________________________________________________________

Do the majority of people identify their cat? What proportion of cat owners do not?

_____________________________________________________________________

What is the most common form of identification for cats?

_____________________________________________________________________

Do the majority of people identify their dog? What proportion of dog owners do not?

_____________________________________________________________________

What is the most common form of identification for dogs?

_____________________________________________________________________

Are most dogs trained in basic obedience ie. Come, sit, stay

_____________________________________________________________________

What proportion of dogs socialise well daily with other dogs?

_____________________________________________________________________
Are more cats allowed to roam than there are cats kept indoors?

_____________________________________________________________________

Now draw a conclusion of your own about people keeping cats and dogs on their own property?

_____________________________________________________________________

_____________________________________________________________________

A challenge:
Cat or dog owners who answered “Yes” or “a” to every question (excluding question 5), have many of the features of responsible cat/dog owners. How many survey sheets have these answers? Write a conclusion about the proportion of responsible owners in the class? Do you think people have answered the survey honestly?
Desex plea as annual flood of unwanted kittens arrives

By VALERIE JONES

THE Animal Welfare League’s Coombabah refuge is being flooded with up to 40 unwanted cats and kittens a day, as the summer cat breeding season gains momentum.

This shocking statistic has prompted the League to once again appeal to the Gold Coast’s pet owners to desex their animals - from as young as two months of age - as a matter of urgency.

The League’s head cat attendant, Michelle Critchley said it would take ‘a miracle’ to find loving homes for all the cats and kittens that had been surrendered since the cat breeding season started last month.

Ms Critchley said the refuge currently had 50 kittens crowded into pens waiting for a home. And 130 kittens too young to be desexed were being cared for in foster homes.

“These kittens will be returned to us and will need homes over the next few weeks,” said Ms Critchley. “We will need a miracle response - about 300 people - to come forward if all the kittens born this summer are going to be saved.

While we appreciate that people bring their cats and kittens to a refuge rather than abandon them, we are devastated by the lack of responsibility of some people who have not yet responded to all the opportunities to have their pets desexed,” she said.

In July and August, the AWL, with the support of the Gold Coast City Council and Vetcall at Treetops, Burleigh, conducted a desexing campaign with the aim of preventing unwanted kittens being born.

The League’s education officer, Joy Verrinder said there had been a good response with more than 600 subsidised desexings carried out.

“However that still hasn’t impacted on the flood of kittens we are getting in,” she said.

Ms Verrinder said she could only urge people to have their pets desexed, particularly cats and cross-bred working and large dogs, as there simply were not enough homes for them.

Ms Verrinder said while traditional advice had been to desex cats and dogs at six months of age, this was often too late.

“Cats can get pregnant at five months and dogs at six months. Many vets now desex pets between two and four months. It not only prevents unwanted litters but with modern anesthetics and practices, the younger animals recover quicker and do not then have the frustration of wanting to find a mate or being separated from their young.”

“It is unfair to let your cat or dog breed, knowing there are 4000 sweet cuddly creatures on the Gold Coast alone that some poor people at a refuge will cry over as they put them to sleep.”

Ms Verrinder said there really was no excuse for people not to have their pets desexed as the League had a Last Litter Fund and a Desexing Fund to carry out free desexing for those in financial hardship.

Ms Verrinder said some people at a refuge will cry over as they put them to sleep. Anyone interested in giving a pet from the Animal Welfare League a home can phone 5581 7600 or visit its sanctuary in Shelter Road, off Brisbane Road, Coombabah. Refuge animals are also available from Pet Supplies Direct at Harbour Town or Burleigh Pet and Produce, Korumburra Drive, Burleigh Junction.

SWEET AND CUDDLY ... there are 4000 sweet cuddly creatures like this on the Gold Coast alone, that people at a refuge will cry over when they have to put them to sleep. Animal Welfare League officials say the kindest thing is to have pets desexed.

Miracle if all kittens can be saved: AWL
Evidence Gathering

(Use when reading information eg news reports or refuge reports or listening to people who work in this field)

What is the issue or problem being discussed? What are the facts?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are the underlying causes of this issue? What are the facts?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Who is involved in the issue (include humans and non-human animals)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Are there any suggested solutions to this issue? Yes/No

If Yes, what are the suggested solutions?
1.______________________________________________________________________
2.______________________________________________________________________
3.______________________________________________________________________

What are some possible solutions that you could suggest?
4.______________________________________________________________________
5.______________________________________________________________________
6.______________________________________________________________________

What are the likely outcomes from these solutions? Who will be affected? What will they achieve?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Summary of Evidence

Listen to a report by each group and gather all the evidence on Companion Animal Issues below.

- Record briefly each group's issue or problem? What are the facts?
  
  Group 1.
  
  Group 2.
  
  Group 3.
  
  Group 4.
  
  Group 5.
  
  Group 6.

- What are the underlying causes of each issue? What are the facts?
  
  Group 1.
  
  Group 2.
  
  Group 3.
  
  Group 4.
  
  Group 5.
  
  Group 6.

- Who is involved in the issue (include humans and non-human animals)

  Group 1.
  
  Group 2.
  
  Group 3.
  
  Group 4.
  
  Group 5.
• What are the suggested solutions from each group to their issue?
  Group1._________________________________________________________________
  Group2._________________________________________________________________
  Group3._________________________________________________________________
  Group4._________________________________________________________________
  Group5._________________________________________________________________
  Group6._________________________________________________________________

• Now here’s your chance to think. Do you agree or disagree with these solutions? Why? What are some possible other solutions that you could suggest?
  Group1._________________________________________________________________
  Group2._________________________________________________________________
  Group3._________________________________________________________________
  Group4._________________________________________________________________
  Group5._________________________________________________________________
  Group6._________________________________________________________________

• Another chance to think? Write your personal response: Who could ensure these solutions happened? Who will be affected? How?
  Group1._________________________________________________________________
  Group2._________________________________________________________________
  Group3._________________________________________________________________
  Group4._________________________________________________________________
  Group5._________________________________________________________________
  Group6._________________________________________________________________
Radical plan to neuter all pets

THE push is on to make desexing compulsory for all pets and cats on the Gold Coast.

The Gold Coast Animal Welfare League (AWL) is driving the push, they say, to try to bring an end to the 'tragedy' that sees the charity forced to euthanise more than 4000 unwanted dogs and cats every year.

"At the moment, as a community, we allow thousands of dogs and cats to be born and then we have to kill them because there are not enough homes for them. It's all back to front," said AWL education and policy development officer Joy Verrinder. "We want to see an end to that misery."

The AWL, which has already been involved in an extensive public consultation campaign to produce evidence of solid community support for changes to the Gold Coast City Council's Animal Control laws, including a requirement that all dogs and cats must be desexed prior to being sold or given away.

In a bid to stamp out back yard breeding, the only exceptions would be for registered breeders, farmers with working dog breeding stock, and individual owners who could argue a special case.

If the Gold Coast brings in these tough new laws, it will lead Australia.

Ms Verrinder, a passionate animal rights activist, is a Coast high school deputy principal who has taken extended leave to run this campaign.

She said the new laws being proposed by the AWL would include pre-adoption interviews for prospective owners before applying for a permit and ensuring the kittens can be rehomed.

"As well as this people need to be assisted with their choice of a companion animal and how to train it so that there is a good match between the animal's needs and their own lifestyle needs."

"Then fewer animals will have to be handed in to refuges or live a miserable life alone in a backyard or wandering the streets."

Ms Verrinder said people involved with animals had talked about the problem in cities and towns around Australia for years.

"If the Gold Coast community can work together to achieve a solution, make these significant changes, it is hoped local governments throughout Queensland will also change their laws."

Ms Verrinder said as well as the community consultation surveys the AWL was also holding meetings with concerned parties such as veterinarians, breeders, and pet shop owners.

These would be held on April 15 (pet shop owners and pet produce stores), April 29 (wildlife carers), May 6 (dog breeders) and May 20 (veterinarians). For more details contact the AWL on 5581 7600.

Pet killed as centre celebrates

A DISTRAUGHT Mermaid Beach woman, whose fox terrier was run over and killed last week, says a fireworks display at Pacific Fair shopping centre was to blame.

Sandra Davidson said the nightly fireworks display was causing all manner of mayhem in nearby streets, particularly among animals spooked by the noise.

She said her two-year-old mini fox terrier Bandit, was so terrified by the noise of the fireworks, that he escaped the house through a cat door, broke through the fence and ran onto the road where he was hit by a car.

Ms Davidson said her dog had not been afraid of loud bangs until last year's Pacific Fair fireworks display.

She said, after fireworks went off every night for three weeks, Bandit developed a terrible fear of loud bangs.

"He used to shake for two or three hours afterwards," said Mrs Davidson.

"It is amazing what dogs will do to get away from the noise.

"I never believed my dog could do what he did to get out."

Ms Davidson said she did not know how to tell her 11-year-old daughter who was away on a trip, that her much loved pet had been killed.

"It's really devastating for all of us and I believe it can be directly attributed to the fireworks."

By NATALIE McINTOSH

GOLD Coast City Council manager of health and regulatory services, John Cohen confirmed the Animal Welfare League centre at Coombabah had been inundated with family pets after New Year's Eve.

He said resources at the centre had been stretched to cater for more than 80 dogs brought in after New Year's Eve.

Mr Cohen said the trouble had been caused because fireworks were let off over a much larger area of the Gold Coast than usual.

"Normally, they are concentrated at the beachfront, but this time, there were fireworks displays all over the Gold Coast," said Mr Cohen.

"Not all of them were council fireworks."

Mr Cohen said animal control officers had taken into account the effect of fireworks on animals and dealt with the situation sympathetically.

"Our guys on the road were being as helpful as possible and there haven't been many times issued for dogs found wandering the streets."

Mr Cohen said the council had attempted to warn the public to keep animals confined on New Year's Eve via the broadcast media.

"At the end of the day, it is the owner's responsibility to keep their animals tied up or in the house at those times," said Mr Cohen.

"Everyone knew there were going to be fireworks and when we did try to get some media coverage, it wasn't picked up.

"We can't stop all noisy festivities," he said.

Pacific Fair Retail Marketing Manager Lee-Anne Kieler, said the fireworks, part of the annual two week Summernights Festival, had been scaled down from the previous year.

"We have endeavoured to find a balance in staging the Summernights Festival," said Ms Kieler.

"Since last year's event we have reduced the number of fireworks and the length of the show."

Ms Kieler said the fireworks only ran for six to eight minutes.

She said a letter had been sent to residents in the surrounding suburbs, advising them of the starting time and duration of the fireworks and inviting them to attend.

"Through our letter to residents, we hoped to keep everyone informed so that if fireworks alarmed pets, owners could take precautions," said Ms Kieler.
Dog lovers welcome microchips

DOG CONTROL: Despite its cost, high-tech monitoring is widely supported

by Katherine Hoby

Microchipping is a simple, safe and relatively painfree procedure for a dog — although it can hit an owner hard in the wallet.

But its benefits are great, says Chris Hutchings, vice-president of the Veterinary Association.

"It is a very, very safe procedure," he said. "And once it's done, the benefits will be great for both the dog and the community."

A microchip can be inserted into a dog or cat of any age, and will cost between $80 and $165 at the vet.

Local Government Minister Chris Carter says the chip alone is likely to cost between $12 and $16.

The implant is the size of a grain of rice, and is inserted with a needle between the shoulder blades.

Mr Hutchings said although the needle might seem large, the animal would have some local anaesthetic or have the procedure all at the same time as being spayed or neutered under general anaesthetic.

The information stored on the chip had details of the pet and the owner, and could be accessed by passing a reader over the area.

All information was stored in a database.

Mr Hutchings believed it was crucial that New Zealand had either a national database or interlinking databases.

"In Victoria there are five individual private databases. We need one where a single inquiry will achieve identification."

Owners are already able to microchip their pets, but there is no standard database for information storage.

Compulsory microchipping on cats and dogs was introduced in New South Wales in 1999.

"It has been super successful," Mr Hutchings said.

"Animals did not stay unclaimed for days, and dangerous dogs or those involved in an attack could be identified immediately."

"The New Zealand Veterinary Association has been waiting for this for a long time and we are very pleased to see this step forward."

Microchipping has also had strong support from the Kennel Club, dog clubs and breeders.

Kennel Club director George Mills said the club fully supported microchipping.

"On the whole we are happy with the announcement."

"We are pleased our main points have been accepted — education for owners, the need for bigger penalties for severe cases, and not banning breeds in their entirety."

"And we are fully supportive of microchipping."

South Auckland labrador breeder Julie Bradford described the microchipping idea as excellent and also welcomed the new rules as sensible.

"Banning breeds would have just encouraged people to get sneaky and dishonest," she said.

"Microchipping is an excellent idea, though expensive. Perhaps there could be a financial incentive such as reduced registration fees."

The president of the Wellington District German Shepherd Dog Club, Robin Smith, also approved of microchipping — but he did have other criticisms.

"With regard to the American pit bulls — that's like shutting the door after the horse has bolted."

"They should never have been allowed in here."

North Island Bull Terrier Club president Sue McMillan said: "It doesn't go far enough."

"It doesn't target the really bad owners, and I worry about enforcement."

"Microchipping is the way to go as long as owners are prosecuted."

"An education programme for kids is great — hopefully it will lead to better owners in future."

ON THE WEB

nzherald.co.nz/dogattacks
Pet dogs become kangaroo killers

AN eastern grey kangaroo was killed and its joey left to "cook to death" in the sun yesterday morning on the banks of the Coomababah Creek after an overnight attack by domestic dogs.

The joey or "pinky" was alive when the kangaroo's bloodyed body was discovered by a woman walking her dog along Boykambil Esplanade at Hope Island about 10am.

A resident had covered the joey with a flannellette shirt.

By the time she made contact with the appropriate animal welfare agencies it was dead.

"It has died the most terrible death," said Department of Environment appointed wildlife rescuer Carole Green who has rescued more than 800 animals in the past 15 years.

Mrs Green discovered the kangaroo lying on bank of the creek. It had wounds to its throat and upper right leg.

It is believed dogs surrounded the kangaroo as it attempted to escape across Coomabah Creek near the drain at Poole Street.

Mrs Green said that by the abrasions on the baby, the dogs had had quite a go at it.

"(But) I'd say it died because it was left in the sun.

"I have to pick up bodies every day. I still went home in tears. I do this full time. It's taken over my life."

Mrs Green blames dog owners rather than the dogs responsible for the death of the eastern grey and its joey.

"I'm not against the dogs. I'm blaming the idiots who think their dogs can come out here and run around."

"It's just the irresponsible owners," said Mrs Green.

She said another factor which had increased kangaroo fatalities was the increase of the speed limit on the Hope Island bridge from 60km to 80km.

RSPCA ambulance driver Shona Peters yesterday blamed the lack of information about animal welfare agency contact numbers for the joey's death.

"The joey is dead proof of the fact that people don't know who to call," said Ms Peters.

She said the resident had contacted the Animal Welfare League and a message was left on a pager for the Department of Environment.

Mrs Peters said she was then contacted by telephoned Mrs Green who lived only a few streets from where the attack occurred.

Asked whether demand for the animal ambulance had increased, she replied: "Yes. Every day, all day, in all the organisations, people are phoning. Thank God we've got a recording service."

Environmentalist Bill King yesterday said a recent council study revealed at least 400 eastern grey kangaroos, swamp wallabies and golden swamp wallabies lived in the Coomabah Lakes district.

Mr King said the problem of development encroaching on the wildlife area was the shared responsibility of the Gold Coast City Council and the State Government.

"I do feel sorry for the Gold Coast City Council who have done professionally as much as they can do," said Mr King.

"Our state laws are weak. The laws don't go far enough. We don't have the laws of other states."

"This site, in 1972, was moated as a national park by the Albert Shire Council and the Gold Coast City Council."

Mr King said there was a lack of proper natural corridors to protect animals from dogs and motorists.
Dog makes renting near impossible

BY VALERIE JONES

THE mother of a severely disabled young woman has appealed to landlords and letting agents to be more compassionate about allowing pets in Gold Coast rental properties.

Her plea has been backed by the Gold Coast Animal Welfare League which said the widespread ban on pets in rental properties was a major cause of pets being surrendered by their owners to the league’s refuge.

Palm Beach resident Judith MacDonald said pet owners were discriminated against when they tried to rent a property, with most agents and landlords refusing to even consider pets.

“You don’t even get to phone the number in a rental ad before you see ‘no pets allowed’,” she said. “Landlords and agents are not taking into account the value of pets as companions to the elderly, to children and to the disabled.”

She said her pet blue heeler-cross Smokey Blue was a vital member of the family because she warned her when her 30-year-old daughter Fiona was having an epileptic fit, yet she feared what would happen if she had to find another place to rent.

Ms MacDonald said her daughter was diagnosed with a rare, degenerative brain condition when she was 13 and it had progressed so far that her brain was so damaged she now had a mental age of three.

“Epileptic seizures are part of her condition and if she has one when I or her other carer are out of the room Smokey Blue will warn us,” said Ms MacDonald.

“It’s incredible, Smokey Blue avoids and carries on and we know something must be wrong with Fiona.”

Ms MacDonald said she was lucky with her present landlords as they allowed her to have Smokey, although the $265 a week rent was a lot out of her carer’s pension and her daughter’s disability allowance.

“I would love to move closer to my ageing parents in Iloura, but although I look in the paper all the time, all the ads say ‘no pets’,” she said.

“I have applied to agents and explained that Smokey Blue is a therapy dog, but they still say no pets.”

“It’s a terrible worry for me because you never know when you will be given notice to quit, because a property has been sold or because the owners want to move back in.”

“Landlords and agents are just not considering how valuable a pet is,” Animal Welfare League President Denise Bradley agreed, saying there was proven research that pet ownership was good for your health.

“This is particularly so for the elderly, many of whom live alone,” she said.

Ms Bradley said it was heartbreaking to see the sad scenes at the refuges where so many pets were surrendered their pets because they could not find accommodation that would take them.

“Some of these owners elderly people moving into units or town homes in complexes and I think it’s time developers started to plan and design complexes where small pets were catered for,” she said.

“They might even find it was a positive marketing tool for them, providing them with a ready market they could tap into.”

Ms Bradley said the demand for pet-friendly accommodation would only grow as the ‘baby boomer’ population aged over the next decade.

Real Estate Institute of Queensland Gold Coast president Andrew Reynolds said in his experience it had actually become easier for people with pets to find rental accommodation than in the past.

“It is difficult, but if someone has good references and a good payment record and they find a pet I would ask a landlord to consider allowing the pet.
Call to cut kill rates at pounds

COUNCIL pounds are facing demands to cut their dog and cat kill rates, after an investigation found almost 90 per cent of unclaimed pets are destroyed at some shelters.

Animal rights groups have slammed the "unnecessary destruction" - but blamed owners who dumped them in the first place.

Brisbane City Council figures revealed to The Sunday Mail show that of the 999 cats impounded last financial year, 88 per cent were put down.

The toll was less on dogs, with 563 put down out of the 2803 impounded.

Council community services committee chairwoman Kerry Rea said those cats that were killed were deemed unsuitable for rehoming because they were feral.

Dogs were euthanased only on the grounds of "illness, temperament and age", she said.

Other local government areas with high death rates included Maroochy Shire Council, where just 21 of the 226 feline impounded escaped death.

Dogs got off lighter with a death rate of 23 per cent. It was equally as grim in council pounds.

By KATE PATTERSON

Cairns. Of those animals picked up by council or abandoned to the shelter, 83 per cent of cats and 22 per cent of dogs were destroyed.

A spokesman said: "Cairns City Council advocates responsible pet ownership. Pets need time and devotion, which they return tenfold."

"The sad downside of unwanted pets places strains on all animal welfare agencies in Cairns, which desperately seek to find homes for these unwanted cats and dogs."

On the Gold Coast, 2222 of the 3594 dogs were reclaimed by owners, the rest were transferred to the Animal Welfare League.

Of 1797 cats impounded, only 181 were reunited with their original owner.

In Townsville 34 per cent of impounded dogs were destroyed.

Animal Liberation Queensland spokesman Cynthia Burnett described the kill rates as unacceptable.

"The regulations that govern the taking and holding of animals in council pounds needs a real overhaul," she said.

"In some pounds they only give the owner 24 hours to come and pick up the dog and in any reasonable person's viewpoint that is far too short to give a genuine owner an opportunity to track their dog down."

One shelter that is doing its bit to keep abandoned and unwanted pets in Port Douglas Homeless Animal Society, which has a strict "no-kill" policy.

"It's not their fault that they are in that situation," the society's Bianca Maguire said.

"Why should we be putting down healthy dogs when there are people who are out there quite prepared to take them?"

Animal Welfare League president Denise Bradley said their re-homing rates had increased "tremendously" in the past few years.

In 2004, of the 7521 animals at their facility, 1885 cats and 1214 dogs had to be euthanased.

"There are some beautiful animals that come through here and it is really sad to see them go," she said.
Neighbours stalk wildlife killers

By VALERIE JONES

A CAT war has broken out in the Gold Coast suburbs, with roaming cats being captured and even shot at by ‘enemy forces’ — neighbours who are sick of other people’s cats in their yards.

An increase in the number of ‘catnapped’ felines being taken to the Animal Welfare League’s Coomabah refuge has prompted the charity to plead with cat owners to be more responsible and contain, de-sex and microchip their pets.

“Gold Coast City Council by-laws state cats must be identified and must be kept on their owner’s property,” said AWL education and policy development officer Joy Verrinder.

Unfortunately, many cat owners put this in the too-hard basket, which resulted in neighbours taking the law into their own hands, she said.

On one day last week, two victims of cat rage were surrendered to the league. Smokey, a male Siamese cross, had a four-year-old cat injuries which its owners said was from a cat fight, but when the AWL’s vets operated, they found an airgun pellet lodged at the base of its right ear and had no choice but to remove the eye.

Smokey is waiting for a loving, protective new owner to come forward.

A second cat — a walking and very distressed grey tabby — was handed in by a concerned resident who had trapped him in their yard.

“The resident said he was not blaming the cat, but just wanted the owner to take responsibility for the pet rather than let it wander around the neighbourhood spraying on doorways and hunting for birds and lizards,” said Ms Verrinder.

It was obviously a pet as it was wearing a collar and bell, but was not microchipped and had no ownership details on its collar.

Ms Verrinder said she was also concerned about a report that the manager of a large townhouse complex was legal cats owned by residents and dumped them in the bush.

“That is totally irresponsible and will contribute to the feral cat problem we already have,” she said.

“It’s blaming the cats and not the owners and contributing to the growing hatred of cats in our community,”

Ms Verrinder said it was time to rethink how the community could benefit and manage cats so they could co-exist with humans and have minimal impact on neighbours and local wildlife.

While the human species has far greater impact on wildlife than cats, due to our large-scale destruction of habitat for housing and industry, cats have often become the brunt of people’s animosity.

They are often abused or denied for that very ability for which they were once prized — their hunting skills.

Cats were originally appreciated because they killed rats and mice, protecting our food supplies in farms and in our homes.

But as they bred they were often released into the bush to find for themselves. “While it would be ideal from the cat’s point of view to be able to roam freely, today’s reality is often not kind to cats.”

Ms Verrinder said all cats should be identified so they could be returned to their owners and any issues of wandering addressed straight away without the cat having to be impounded.

She urged owners of missing cats to immediately inspect stray cats at the council pound, which adjoined the AWL refuge at Shelter Road, Coomabah.

“Cats are kept for three days if unidentifiable and five days if identified with owner contact details.

“After that the AWL tries to save as many as possible. However, there are too many abandoned cats for the homes available and some cats are too terrified to be manageable.”

Ms Verrinder also urged cat owners to join the growing numbers of people who were training their cats to remain indoors and providing play toys, scratching post and...
Student Research

Early Age Desexing

Desexing or spaying (female) or neutering (male) has traditionally been recommended from 6 months of age. However, early age desexing has been researched and is becoming increasingly popular. This means desexing from approx 2 - 4 months of age. What are the pluses and minuses of early age desexing and what would be the outcomes if early age desexing became law, unless you had a permit to breed.

Some Websites which might be useful:

www.family-pets.com/desexing.html
www.rspcanswauxiliary.com/desexing.htm
www.petvet.co.nz/cats.cfm?content_id=50
www.peteducation.com/article.cfm?cls=1&cat=1364&articleid=902
### PMI Chart

#### Early Age Desexing

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<td>What are the benefits of Early Age Desexing for the animals, owners, vets, the community, breeders, animal management departments</td>
<td>What are the disadvantages of Early Age Desexing</td>
<td>What might be some of the interesting outcomes if by law, sellers of pets had to take responsibility for pets being desexed before they were sold, unless being sold to people with a breeders permit?</td>
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Hundreds of thousands of cats and dogs are being abandoned each year and become stray or “feral” or being killed (euthanased) in pounds and shelters. This is very costly to the community – financially, emotionally, ethically and environmentally.

- **Financial costs:** Governments and community funded refuges and individual community members spend millions of dollars each year to care for, rehome and euthanase unwanted companion animals.

- **Emotional costs:** Thousands of people have to care for these abandoned animals and are upset when they have to euthanase healthy companion animals.

- **Ethical costs:** Our Australian society appreciates the company, loyalty and support that cats and dogs provide us. Approximately 60% of the Australian population own a cat or a dog. It is therefore unethical that we continue to allow healthy animals that we care about to be lost, abandoned and killed.

- **Environmental costs:** Many owned animals are allowed to roam and unwanted animals are left to fend for themselves. These cats and dogs injure and kill birds, reptiles and mammals. If undesexed, they add to the numbers of stray and “feral” animals who have to survive by eating both native and introduced species.
Causes

1. People are allowing too many kittens to be born in summer and there are not enough homes for them

- Cats breed quickly (See cat pyramid) – 3-4 litters per year with 2-6 in each litter; main breeding season concentrated in the warmer months between November and April in Australia
- Laws in most cities and shires restrict numbers of cats per household eg usually one or two with a maximum of four. Find out what is your city/shire’s law on numbers of cats that can be found by looking up Animal Management in your city’s website
- There are few laws or policies to restrict breeding of unwanted animals. Find out whether your local Council or State Govt is doing anything to reduce breeding.
- Many unwanted cats and kittens a day are surrendered (handed in to pounds and shelters) in summer. There are so many handed in at once and not the same number of people able to adopt one.
- Many people follow myths about desexing and do not know the facts
- (See Desexing Quiz to test your knowledge about Desexing)

Who needs to be persuaded to fix it?

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What can these people do?

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What will we achieve if we persuade effectively?

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2. Humans are allowing too many dog breeds to be born whose needs are not being met in our busy urban environments

- Pure and cross bred working dogs (eg cattle, kelpie, border collie) and larger breeds (eg German Shepherds, ridgebacks) are sometimes euthanased because too many are born for the number of suitable homes in our increasingly city lifestyle.

- Many people hand in their adolescent pups (6 – 12 months old) or adult dogs which they have not trained and are difficult to manage. While refuges and pounds do retrain and rehome many of these dogs, there are not enough people with suitable homes or resources to retrain them all.

Who can fix it?

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What can these people do?

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What we will achieve if we persuade effectively?

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3. Many humans are not informed about desexing

- Undesexed animals – more likely to develop cancer, feline aids, abscesses; more likely to roam and be killed, injured in fights (abscesses, eye damage) or on the road while looking for a mate; are more likely to be frustrated and aggressive when confined and unable to mate

- People believe myths (which are all untrue!!)

Try the Desexing Quiz (Resource 4C) in your class. Tally the results to use in your persuasive speech or writing.

Who can fix it?
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What can these people do?
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What we will achieve if we persuade effectively?
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4. People not planning or preparing fully before getting a pet

The Problem:

- People handing in their animals - moving, pet hasn’t been taught how to get on with the new baby or children have not been taught how to handle their pet, no time etc
- People not thinking in advance of how the animals needs will fit their needs
- People not knowing how to care for/train animals to protect their animals, and people
- People not thinking about the commitment of a pet for the next 12-20 years

Who should be persuaded to fix it?

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What can these people do?

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What we will achieve if we persuade effectively?

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5. People not keeping cats and dogs safe

The problem:
Cats and dogs end up at pounds and shelters because people do not plan how they are going to keep them safely on their own property.

- Owned cats allowed out of their yard to wander are susceptible to feline aids, abscesses, being killed by dogs, or on roads, or kill or injure wildlife including birds, lizards, snakes and possums.

- Stray, unowned (“feral”) cats are blamed for human mismanagement and are often not valued. They are often trapped by neighbours or Council Animal Management Departments and euthanased.

Who should be persuaded?

What can these people do?

What we will achieve if we persuade effectively?
6. Many humans are not identifying their cats with a microchip / elasticized collar and address/phone tag

The problem:
- Only a small percentage of stray cats are reclaimed by their owners from pounds compared with a much higher percentage of dogs e.g. on the Gold Coast only 5% of cats are reclaimed by their owners while 65% of dogs are reclaimed because there is compulsory registration. What are the laws regarding registration and microchipping in your state? Are they successful in getting everyone to identify their pet? Is there need for improvement?

Who should be persuaded?
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What can these people do?
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What we will achieve if we persuade effectively?
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Teacher Information Sheet

Companion Animal Issues

Issue 1: Hundreds of thousands of cats and dogs are being abandoned each year and a high percentage of those in pounds and shelters are being euthanased

**Financial costs:** Governments and community funded refuges and individual community members spend millions of dollars each year to care for, rehome and euthanase unwanted companion animals.

**Emotional costs:** Thousands of people have to care for these abandoned animals and are upset every time they have to euthanase healthy companion animals.

**Ethical costs:** Our Australian society appreciates the company, loyalty and support that cats and dogs provide us. Two thirds of the Australian population own a cat or a dog. It is therefore unethical that we continue to allow healthy animals that we care about to be lost, abandoned and killed.

**Environmental costs:** Many owned animals are allowed to roam and unwanted animals are left to fend for themselves. These cats and dogs injure and kill birds, reptiles and mammals. If undesexed, they add to the numbers of stray and “feral” animals who have to survive by eating both native and introduced species.
Causes

1. Humans are allowing too many cats to be born in summer and there are not enough homes for them

- Cats breed quickly (See cat pyramid) – 3-4 litters per year with 2-6 in each litter; main breeding season concentrated in the warmer months between November and April in Australia
- Laws in most cities and shires restrict numbers of cats per household eg usually one or two with a maximum of four. Find out what is your city/shire’s law on numbers of cats that can be found by looking up Animal Management in your city’s website
- There are few laws or policies to restrict breeding of unwanted animals. Find out whether your local Council or State Govt is doing anything to reduce breeding.
- Many unwanted cats and kittens a day are surrendered (handed in to pounds and shelters) in summer. There are so many handed in at once and not the same number of people able to adopt one.
- Many people follow myths about desexing and do not know the facts
  (See Desexing Quiz to test your knowledge about Desexing)

Who can fix the problem?
- Cat owners, vets, breeders, pet shop owners, State Government Animal Welfare Departments and local Councils

What do we need to persuade them to do:
- All pet owners: Early age desexing 2-4 months – cat owners and stray cats.
- Vets need to encourage and support early age desexing
- Breeders & pet shop owners: Desexing prior to sale unless selling to a registered breeder
- Government Elected Representatives and State Government Departments and Local Governments can introduce supportive laws that require all cats and dogs sold to be already desexed unless being sold to a registered breeder

What we will achieve if we persuade effectively:
- Only responsible breeders will breed so that dogs and cats will be more valued and all wanted, no healthy animal at a refuge will have to be euthanased; stray and unowned (“feral”) animal populations will be reduced
2. Humans are allowing too many dog breeds to be born whose needs are not being met in our busy urban environments

- Pure and cross bred working dogs (e.g., cattle, kelpie, border collie) and larger breeds (e.g., German Shepherds, ridgebacks) are euthanased because too many are born for the number of suitable homes in our increasingly urban environments.
- Many people hand in their adolescent pups (6 – 12 months old) or adult dogs which they have not trained and are difficult to manage. While refuges and pounds do retrain and rehome many of these dogs, there are not enough people with suitable homes or resources to retrain them all.

Who can fix the problem?

- Dog owners, vets, breeders, pet shop owners, State Government Animal Welfare Departments and local Councils

What do we need to persuade them to do:

- All pet owners: Early age desexing 2-5 months – dog owners, vets
- Breeders & pet shop owners: Desexing prior to sale unless selling to a registered breeder
- State Government Animal Welfare Departments and local city and shire Councillors and Council staff: introduce supportive laws that require all cats and dogs sold to be already desexed unless being sold to a registered breeder

What we will achieve if we persuade effectively:

- Only responsible breeders will breed so that dogs will be more valued and all wanted, no healthy animal at a refuge will have to be euthanased; stray and unowned (“feral”) animal populations will be reduced
- Dogs that are desexed are likely to be more content and less likely to roam to be killed on roads or lost
3. Many humans are not informed about desexing

- Undesexed animals – more likely to develop cancer, feline aids, abscesses; more likely to roam and be killed, injured in fights (abscesses, eye damage) or on the road while looking for a mate; are more likely to be frustrated and aggressive when confined and unable to mate

- People believe myths (which are all untrue!!)

Try the Desexing Quiz (Resource 4C) in your class and tally the results. These results could be used for persuasive speeches or writing.

Who can fix the problem?
Dog and cat owners, vets, breeders, pet shop owners, State Government Animal Welfare Departments and local Councils

What do we need to persuade them to do:

- Know the facts about desexing, particularly that early age desexing is preferable to help end the tragedy of pets being euthanized every year

- All pet owners: Early age desexing 2-5 months – dog owners, vets

- Breeders & pet shop owners: Desexing prior to sale unless selling to a registered breeder

- State Government Animal Welfare Departments and local city and shire Councillors and Council staff: introduce supportive laws that requires all cats and dogs sold to be already desexed unless being sold to a registered breeder

What we will achieve if we persuade effectively:

- Only responsible breeders will breed so that dogs will be more valued and all wanted, no healthy animal at a refuge will have to be euthanased; stray and unowned (“feral”) animal populations will be reduced

- Dogs that are desexed are likely to be more content and less likely to roam to be killed on roads or lost
4. People not planning or preparing fully before getting a pet

The Problem:
- People handing in their animals - moving, pet hasn’t been taught how to get on with the new baby or children have not been taught how to handle their pet, no time etc
- People not thinking in advance of how the animals needs will fit their needs
- People not knowing how to care for/train animals to protect their animals, and people
- People not thinking about the commitment of a pet for the next 12-20 years

Who can fix the problem?
- People who want a pet, breeders, pet shop owners, government, teachers

What can these people do:
Cat/dog owners:
- Don’t get a pet until you have the time money and skills to care responsibly
- Research the breeds of pets and the time, care and training needed before getting a pet eg training with praise, toilet training, basic commands so the dog doesn’t become difficult to live with and still has a good life
- Don’t just get a pet because it is cute or popular
- Government
- Make it a requirement for breeders and pet industry to provide pre-adoption training and follow up support

What we will achieve if we persuade effectively:
- everyone will value their pet and take full responsibility for it for its lifetime
- fewer animals will be straying or handed in to refuges to wait for homes
- fewer animals will be euthanased due to being untrained and unsocialised and therefore aggressive or untrustworthy as pets
5. People not keeping cats and dogs safe

The problem:
Cats and dogs end up at pounds and shelters because people do not plan how they are going to keep them safely on their own property.

- Owned cats allowed out of their yard to wander are susceptible to feline aids, abscesses, being killed by dogs, or on roads, or kill or injure wildlife including birds, lizards, snakes and possums.
- Stray, unowned (“feral”) cats are blamed for human mismanagement and are often not valued. They are often trapped by neighbours or Council Animal Management Departments and euthanised.

Who can fix the problem?
Cat and dog owners; vets/breeders/pet shops

What can these people do?
Cat and dog owners

- Fence off part of the yard and make it escape proof, so that animals can still have access to the house and be part of the family but there is still a wildlife corridor.

- Keep cats totally indoors or build a special outdoor courtyard or deck preferable with trees so that cats can enjoy the outdoors without escaping. Cats that are raised totally indoors with access to a clean litter tray, tall scratching post, vantage points to sit up high and look out, and a companion (another cat or human) to play and sit with become used to this safe environment and will not want to venture out.

Vets/breeders/pet shops

- Promote good enclosure systems and ways to provide for the needs of your dog and cat indoors or in their outdoor areas so that they are not bored or frustrated while you are out at work.
6. Many humans are not identifying their cats with a microchip and elasticized collar and address/phone tag

The problem:
- Only a small percentage of stray cats are reclaimed by their owners from pounds compared with a much higher percentage of dogs e.g. on the Gold Coast only 5% of cats are reclaimed by their owners while 65% of dogs are reclaimed.

Who can fix the problem?
Cat owners, vets/pet shop owners/breeders, Government departments and elected representatives,

What can these people do:
Ensure cats and dogs have a collar & phone number; microchip, and if relevant to your city or shire, a registration tag;
check at the local refuge quickly if your cat or dog goes missing (it may have been trapped);
Vets/pet shop owners/breeders/governments can promote microchipping
State Government Departments in charge of animal welfare; and City Councillors – can introduce compulsory microchipping;
Government Planning Departments and private building designer can develop pet-friendly housing designs and policies and educate the public on appropriate outdoor enclosures and fencing to prevent the problems of wandering pets.

What we will achieve if we persuade effectively:
Cats will rarely be lost, fewer cats will be abandoned at refuges, refuges will be able to help more stray animals eg desex and return programs in cities.
Less wildlife injured and killed by cats and dogs – although people (clearing the habitat for housing and roads and farming) are still the biggest killers. We need to stop blaming cats and start taking responsibility for keeping cats safely in their own house/yard.

Invite someone from your local refuge or government department and ask questions about these issues in your city or shire.
Circle T for True or F for False below:

1) T F There are a hundreds of thousands of healthy cats, dogs, puppies and kittens euthanased each year around Australia because there are too many being born for the homes available

2) T F A cat or a dog does not have to have a litter before it's desexed

3) T F Desexing at 2-4 months of age has been proven to be as safe as the commonly accepted age of 6 months with appropriate anaesthetic and surgical procedures

4) T F A kitten or pup desexed at 2-4 months recovers quicker with less discomfort and less healing time than an older animal.

5) T F Hundreds of thousands of pets are being desexed safely at about 2 months of age all over the world

6) T F Cats can be pregnant by 5 months of age.

7) T F Desexing does not make your pet fat

8) T F Male cats and dogs need to be desexed, just as much as females.

9) T F A desexed cat or dog will be safer and happier.

10) T F If you desex your pet, you are helping to save the lives of many cats and dogs, puppies and kittens each year.

11) T F There is support for desexing if you genuinely can't afford it.
Answers

1) True - There are simply too many kittens and pups being born for the numbers of responsible homes available.

2) True - There is no medical or health benefits of having a litter before your cat or dog is desexed. While it might be cute to have your own kittens or pups for a while, you cannot legally keep them all. Also there is always the possibility of dogs and cats having complications with pregnancies which can be expensive and life-threatening.

3) True - Many vets still desex at 6-8 months because that was traditionally the accepted age up until research was done in the last twenty years which showed more benefits than disadvantages for desexing at 2-4 months of age.

4) True - It is a simpler and quicker operation.

5) True - Refuges and vets who want to help end the euthanasia of healthy pets have been desexing at this age for many years.

6) True

7) True - While your pet’s metabolism may slow down a bit, the solution is to provide a good quality low-fat diet in the right quantities to keep him/her fit and healthy.

8) True - Undesexed males contribute 50% to thousands of unwanted kittens and dogs being euthanased, they are at more risk of fighting and getting injured, having prostate problems and testicular cancer, are harder to contain in your yard, and harder to train. An undesexed dog is also at more risk of being aggressive to a person. It’s also cheaper to register a desexed dog.

9) True - Undesexed cats and dogs are frustrated if confined and unable to mate; they are more likely to want to escape and roam, be injured in fights, and be killed or injured on roads. They are also less likely to end up at the pound.

10) True - There will be more homes available for all the unwanted and abandoned animals that currently are euthanased in pounds in shelters.

11) True - There is now a National Desexing Network which you can call to organise reduced price desexing. Phone 1300 368 992

MAKE SURE YOUR PET IS DESEXED!!
ADOPT YOUR NEXT PET FROM A REFUGE which already desexes and microchips, and health checks and vaccinates and worms.
Sample Questions

For Guest Speaker
From Your Local Council Animal Management Dept, Pound or Refuge

1. What does it cost to run the Animal Management Dept, pound and/or refuge?
2. How many staff and volunteers are there?
3. How many stray animals do we have in our city shire each year?
4. How many surrendered animals are handed in to the local pounds and refuges?
5. How many cats and dogs are euthanased in our city/shire each year?
6. Is this increasing or decreasing?
7. What is being done to reduce the numbers of animals euthanased?
8. Is there a rehoming program?
9. How many animals are rehomed each year?
10. How much do rehomed cats and dogs cost? Are they desexed and microchipped before going to their new owners?
11. Are there any desexing campaigns or desexing schemes to offer reduced prices for people who say they can’t afford desexing?
12. What are the estimated total numbers of owned cats and dogs in our city or shire?
13. What proportion of these cats and dogs are registered/microchipped?
14. How do you encourage microchipping of all cats and dogs?
15. How does the Local Council encourage/require dog owners to train their dogs in basic obedience so they won’t become a nuisance or bite people or be surrendered to pounds?
16. How does the Local Council encourage cat owners to keep their cats indoors?
17. What is the Government doing to provide suburban development in our city that provides suitable fencing and enclosures to keep cats and dogs safely and happily on their property?
18. What is the Government doing to encourage landlords and body corporates to support responsible pet owners to have a pet in a unit or rental property eg Pet Agreement
Make up 5 questions of your own about companion animal issues:

19. ………………………………………………………………………………………………………………………

20. ………………………………………………………………………………………………………………………

21. ………………………………………………………………………………………………………………………

22. ………………………………………………………………………………………………………………………

23. ………………………………………………………………………………………………………………………
Response Sheet

Values for Australian Schooling
- CARE AND COMPASSION
- DOING YOUR BEST
- FAIR GO
- FREEDOM
- HONESTY & TRUSTWORTHINESS
- INTEGRITY
- RESPECT
- RESPONSIBILITY
- UNDERSTANDING, TOLERANCE, INCLUSION

Statement 1: All new pet owners should have to learn information and skills for responsible care and pass a test before they can adopt a new companion animal

I value (Choose any VALUES that relate to this decision)

........................................................................................................................................................................

I believe that
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........................................................................................................................................................................

Because (provide facts, evidence)
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........................................................................................................................................................................
Statement 2: All breeders and people selling cats and dogs should have to desex and microchip them before they are sold (unless the new guardian is a registered breeder in which case he/she could buy an undesexed pet)

I value (Choose any VALUES that relate to this decision)

.................................................................................................................................

I believe that

.................................................................................................................................

.................................................................................................................................

Because (provide facts, evidence)

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Mind Map

**Companion Animal Stakeholders who can help with solutions**

- Vets, Australian Veterinary Association
- Body Corporate Management & Consultants
- Animal Refuges
- Town Planning Departments
- Breeders, National Kennel Council, State Feline Associations
- Elected Government representatives (e.g., Councillors, Mayors, State Members of Parliament, Ministers of Local Government & Planning, Ministers of Primary Industries)
- The general public
- Pet shops, Pet Industry Association of Australia
- Local Council or State Govt (Animal Management/Welfare)
- Resource 8b
Emotive/Personal V Objective/Impersonal Words

Run off several sheets (one for each group in the class). Cut up a set of word cards for each group and ask them to sort under these two headings.

<table>
<thead>
<tr>
<th>EMOTIVE/SUBJECTIVE</th>
<th>FACTUAL/ OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>loving</td>
<td>compulsory</td>
</tr>
<tr>
<td>tirelessly</td>
<td>management</td>
</tr>
<tr>
<td>unfortunate</td>
<td>hazardous</td>
</tr>
<tr>
<td>abandoned</td>
<td>control</td>
</tr>
<tr>
<td>crisis</td>
<td>outdoor</td>
</tr>
<tr>
<td>give up</td>
<td>surrendered</td>
</tr>
<tr>
<td>trusting</td>
<td>identification</td>
</tr>
<tr>
<td>puppy</td>
<td>responsible</td>
</tr>
<tr>
<td>horrific</td>
<td>unowned</td>
</tr>
<tr>
<td>feral</td>
<td>excess</td>
</tr>
<tr>
<td>put to sleep</td>
<td>statistics</td>
</tr>
<tr>
<td>tragedy</td>
<td>research</td>
</tr>
<tr>
<td>killers</td>
<td>empathy</td>
</tr>
<tr>
<td>crazy</td>
<td>inquiry</td>
</tr>
</tbody>
</table>
Teacher:
Provide a copy of each of the following text types (Resource 8d (ii)) on desks each with groups of 3-4 students.

Students:
For the text type you have a sample of, read and identify the following features.
Paste the sample on to a large butchers paper sheet and display in large letters the particular features so they are easy to find and identify. Eg highlight, arrows, large labels, etc

1. Text type - Choose from the following:

<table>
<thead>
<tr>
<th>Text types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Report (Extract)</td>
</tr>
<tr>
<td>Newsletter Article</td>
</tr>
<tr>
<td>Webpage</td>
</tr>
<tr>
<td>Brochure</td>
</tr>
<tr>
<td>Story/cartoon with a message</td>
</tr>
<tr>
<td>Press Release for News Report</td>
</tr>
<tr>
<td>Official Letter of Request</td>
</tr>
<tr>
<td>Letter to Editor</td>
</tr>
<tr>
<td>Radio Community Service Announcement</td>
</tr>
</tbody>
</table>

2. Audience – Who is the text trying to persuade:
Choose from the following:

<table>
<thead>
<tr>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper Editors/Reporters</td>
</tr>
<tr>
<td>Members of an organisation</td>
</tr>
<tr>
<td>General public</td>
</tr>
<tr>
<td>Councillors</td>
</tr>
<tr>
<td>Radio listeners</td>
</tr>
<tr>
<td>Minister of State Parliament</td>
</tr>
<tr>
<td>Head of Government Department</td>
</tr>
<tr>
<td>Children</td>
</tr>
</tbody>
</table>

3. Features:
   a) Highlight Emotive/dramatic words in one colour with a key
   b) Highlight Factual/objective words in another colour with a key
   c) Highlight with another colour which is most common: 1st Person (I, we); 2nd person (you) or Third person (he, she, they)
   d) Label special features eg Headlines, subheadings, graphs, short paragraphs, long paragraphs, title, drawings, pictures.

4. What are these texts trying to persuade the particular audience to do?

   • Roam and compare your text type with others and see if you can identify any other unique features
List of text types to be used as resources for Activity 8d:

1) Extract from: The Hidden Costs to the Community of Undesexed Cats and Dogs”
2) Radio Community Service Announcement
3) Media Release “New Year’s Resolution for Homeless Cats & Dogs”
4) Cover of Newsletter: No Animal Should be born to die
5) Story www.theanimalspirit.com/index.html (on this site particularly look at Misty, The One in a Million Cat)
6) Website Keeping Cats Indoors home.hiwaay.net/~keiper/indoors.htm
7) Letter to Editor
8) Letter to Qld Minister for the Environment
a. An Extract from:
THE HIDDEN COSTS TO THE COMMUNITY
OF UNDESEXED CATS AND DOGS
(The Irrationality of Not Having Compulsory Desexing)

ABSTRACT

The current management strategy of allowing cats and dogs to breed indiscriminately then killing the surplus exists in most cities and shires in Australia. This strategy creates a financial, emotional, ethical and environmental burden on the community, which is largely hidden due to the sensitive nature of the task. People know it’s not right that healthy animals have to suffer and be killed just because people are careless or irresponsible and refuges shelter the public from the daily reality facing the unwanted animals and their carers.

Analysis of the animal statistics at a large refuge on the Gold Coast run by Animal Welfare League Queensland Inc reveals the extent and causes of the euthanasia rate and the costs to the community. The introduction of compulsory desexing and desexing prior to sale is necessary to put responsibility back on individual animal owners to prevent the birth of unwanted animals, rather than the community having to manage the problems due to irresponsible owners. Some council officers have raised issues with introducing compulsory desexing which are based on the community expectations of Councils, whether compulsory desexing will help them manage stray and nuisance issues and the difficulties of implementation. These concerns are addressed and recommendations made for a successful process of public consultation and shared implementation.

INTRODUCTION

Background
Due to the large numbers of healthy animals being euthanased each year at refuges and council pounds, the Animal Welfare League Qld has approached Gold Coast City Council and Beaudesert Shires to introduce a process for implementing compulsory desexing. This requires community stakeholders’ direct involvement.
In 2002 RSPCA Qld also requested the SE Qld Local Government Councils consider introducing compulsory desexing for dogs and cats, with a particular emphasis on cats.

The Animal Management Subcommittee representing Local Government Councils in SE Queensland (SEQROCC) considered this request and produced a report stating that most council representatives on the subcommittee were not in favour of cat desexing but recommended each Council consider its own situation. (There was no report on compulsory dog desexing.)

The Gold Coast City Council Animal Management Departments in Gold Coast and Beaudesert Shires acknowledge that due to ongoing issues with domestic animals there is a need for desexing but have concerns with enforcement and cost.

The Purpose
The purpose of this report is to expose the hidden community costs of not having compulsory cat and dog desexing (with exemptions) and to refute some of the arguments for not introducing compulsory desexing as presented by the SEQROCC Animal Management Subcommittee. It also states the benefits and makes recommendations on how to overcome some of the perceived problems with implementation.

The Scope
The scope of this report is to present the statistics on dogs and cats that are stray or surrendered to the Animal Welfare League Qld Inc. As the Animal Welfare League has the council contract for all stray animals in the Gold Coast City Council boundaries, and has the largest facility taking in the majority of surrendered animals as well, it’s animal statistics can provide a comprehensive picture of the main issues. It has a capacity to house 200 dogs and 100 cats. The only other refuge in the Gold Coast Shire is the RSPCA Merrimac Refuge, which takes surrendered animals and has housing for approximately 30 dogs and 30 cats at any one time.)

THE FACTS

Cats
In 2001, 2128 cats were euthanased – 57% of all cats received.
In 2002, 1993 cats were euthanased – 49% of all cats received.

The statistics show that cat overpopulation is seasonal. While there are always too many cats than there are homes available to them, between Nov and April, the cat population expands. The highest number of unwanted female cats and their litters are surrendered in December. In December 2002, 693 cats were received, twice or three times the intake in any other month.

See FIGURE 1 showing the cat oversupply in 2001 and 2002 ie. difference between number of cats and number of homes made available.
Up to 50 cats or kittens per day are surrendered to the AWL during the summer months. These are usually healthy female cats and their litters of kittens. Many of them are too young to be separated from their mothers or to be desexed. Foster parents are sought to keep them until they are 8 weeks or 1 kg in weight for desexing. However, because there is a limit on refuge accommodation, foster parents, and new owners, more cats have to be euthanased in this period than at any other time of year. Consequently 399 cats or kittens had to be euthanased in this month (62%) because of the inability to house and rehome such a concentrated influx.
Final Days for Special Pet Desexing Offer to reduce the euthanasia of cats and dogs at Christmas

The Animal Welfare League Desexing Campaign ends on Sunday 31st August 2003. Anyone who has not desexed their pet has until the 31st August to make a booking for their pet to receive a $10 discount off the normal AWL low prices, and go in to the draw to a win a 2-night stay at the Sheraton Noosa.

It is most important to desex your pet now before the spring breeding season in Sept October. In summer so many kittens are born that thousands have to be euthanased because there are simply not enough homes for them. As well many kittens are are added to the stray population.

Excess puppies are also born in summer, particularly cross-breed staffies and working dogs like cattle dogs and kelpies and larger dogs like ridgeback-cross and rottweiler-cross dogs.

Everyone with an undesexed dog or cat is urged to make an appointment with the Animal Welfare League to desex their pet NOW.

For residents in the southern part of the Gold Coast Vetcall at Treetops Burleigh are also supporting the campaign, offering the AWL desexing prices and $10 off any other service.

AWL Vet Clinic Ph 55940111
Vetcall Burleigh Ph 55935557

For further information:
Ph Joy Verrinder, Education & Policy Development Officer, AWL Qld 55817600
To: Gold Coast Sun  
28th December 2005

**New Years Resolution for Homeless Cats and Dogs**

AWL Qld is calling on the community to make 2006 the year to end the sadness of homeless and euthanased cats and dogs.

Contrary to popular belief, there is not a great number of animals handed in to refuges as a result of unwanted Christmas presents.

The real issue which the community needs to address is unwanted litters of kittens which are born in the summer breeding season without a similar increase in the number of homes.

While there was a decrease in the total number of dogs abandoned on the Gold Coast in December, there have been a similar number of cats and kittens abandoned as in previous summers. This was mainly due to unwanted litters, and also unidentified cats who couldn’t be returned to their owners because they didn’t have a microchip or collar and tag.

During the course of 2005, 9600 lost or abandoned animals have been cared for by AWL Qld. This figure is similar to previous years.

While AWL Qld has again succeeded in increasing its rehoming of abandoned animals in 2005, organised a massive Desexing Campaing at the AWL Clinic and 7 other vet clinics on the Gold Coast in August, and continued to run community and school education to encourage the community to solve the sad situation of innocent homeless animals, there were still people who did not respond and desex their cat. As a result, 132 healthy domestic cats in over-supply on the Gold Coast had to be euthanased in December because there were not enough homes available.

“It is appalling that as a community who gets so much joy from pet ownership, we are allowing this to continue. The solution is simple but sadly it takes a long time for everyone in the community to respond,” said Ms Verrinder, AWL Qld Strategic Development Officer.

“As a New Years Resolution it would be wonderful if everyone would desex and microchip their cats and dogs, train them, have a safe fully fenced yard for their dog and keep their cats safely indoors or with an outdoor enclosed area so they are safe also.

“There is no excuse for not desexing as AWL Qld has a Last Litter Fund which means anyone with an unwanted litter can hand in the kittens or pups to AWL Qld sanctuary for rehoming, and the mother cat or dog will be desexed free of charge,” said Ms Denise
Bradley, President AWL Qld. “A Desex Fund also exists for anyone who has an undesexed pet and cannot afford to get it desexed.”

While traditionally cats and dogs have been desexed at 6 months, desexing a kitten or pup at 2-4 months is actually less stressful than a later operation and is easier to do with a quicker recovery.

AWL Qld initiated the Gold Coast Companion Animal Stakeholder Coalition in 2004. This group supports the Gold Coast City Council introducing a local law that all cats and dogs sold (or given away) be desexed and microchipped unless being sold to someone with a breeding permit. This would prevent thousands of unwanted kittens and pups being born each year with the community unable to rehouse them.

Over 4000 Gold Coast residents have responded favourably to these proposed law changes and continue to do so through the AWL website at www.awlqld.com.au. People who want to see an end to the euthanasia of healthy cats and dogs need to support this proposal by speaking with their local Councillors so that the laws can be revised as soon as possible to bring about an end to pet overpopulation.

To highlight the solutions to homeless animals, a National Homeless Animals Month is being launched by AWL Qld in February. “Our ongoing resolution, not just for New Years Eve, is to work with the community to end the euthanasia of excess healthy cats and dogs.”

Media Contact:
Name
Phone Numbers
Email Address
NO Animal Should Be BORN TO DIE

We believe there should be a loving home for every puppy and kitten born as well as for the thousands of unwanted pets that are waiting for a home at shelters in Australia.

Sadly, there are too many pets and not enough homes available.

Euthanasia is the single largest cause of death for cats and dogs in Australia.

Millions of tax dollars are spent annually to care for lost, abandoned and unwanted pets - and millions more to destroy those that can't find homes. By eliminating the overpopulation crisis, we can eliminate this huge expense and the tragic destruction of "man's best friend".

The Animal Welfare League is taking positive action to stop this tragedy of society's pet overpopulation. Our goal is to become a zero euthanasia shelter wherein no healthy animal would needlessly be put to sleep. In the last two years we have significantly increased the numbers of animals rehomed through our Sanctuary and we will not give up until we reach our goal. (see inside for new programmes recently introduced).
In response to the editorial and articles in the Gold Coast Bulletin this week regarding the new ethics requirements for schools to register and get approval for animals used for learning, it is important to remember the purpose of these requirements.

For too long animals have been able to be acquired and used for all sorts of purposes with little or no questioning as to the unique life of each of these animals and their capacity for suffering.

Whether goldfish, chicken, toad, mouse, pig or any other animal, each is capable of feeling pain and fear and frustration from isolation or being in a strange environment.

The aim of ethics committees and registration of animal use in schools is to reduce the numbers of animals being used, to replace them with alternatives where possible and if not possible, to refine the experiment as much as possible to reduce negative impacts on animals.

While students adore watching, patting and cuddling animals, sometimes the creature is only valued for the time that it is part of the curriculum. Refuges often receive young hens and roosters handed in by schools after they have finished watching the chickens hatch. Each of these chickens has another five to seven years to live.

The children are being taught that it is OK to bring animals into the world and then pass on the responsibility for their wellbeing when you don’t want them anymore.

Most animals used in high schools are specifically bred to be killed for students to cut open and dissect. How are students ever going to learn the value of such lives?

In some Science classes, students who are more sensitive towards the needs of animals are horrified when their teacher asks them to catch and kill insects to put on display as part of a biology assignment. I have been approached by Agriculture students concerned that hens are confined in battery cages in their school farm and then killed just to show students how many hens are raised commercially. Battery hen production can be shown through visits, websites and books while students observe hens expressing their natural behaviours in school Agricultural farms.

16th Jan 2006

Minister for Environment  
PO Box 155  
Brisbane Albert St Q 4002

Dear Minister,

I am writing to request your support for a proposal to overcome pet overpopulation and irresponsible pet ownership which will be very supportive of wildlife protection.

This involves the introduction of a Companion Animal law that require desexing and microchipping of cats and dogs prior to sale (unless to a registered breeder).

The benefits are that it:

- requires and sets the expectation of responsibility from breeders, pet shops and animal guardians.
- easy to check compliance from breeders, pet shops before animals are sold than trying to track every household. ACT has a requirement to desex but only after it has been sold which has been difficult to police.
- will reduce the work load for animal management department and costs of stray and abandoned animals. Rangers in NSW have already found their work much more efficient with every animal having to be microchipped. Desexing would further reduce work load as desexed animals are less likely to roam or be aggressive.
- will reduce numbers of stray animals impacting on wildlife
- will save lives and prevent the emotional and ethical dilemmas of our community killing animals which we appreciate for their companionship and loyalty.

We are currently approaching all State Departments who have any involvement with companion animal issues including the Department of Primary Industries and the Department of Local Government and Planning, as well as the Local Government Association to develop unified support for this proposal and the best way it can be efficiently introduced.

The Gold Coast Companion Animal Stakeholder Coalition is in favour of this initiative. It is planned that such groups be responsible for education and implementation to ensure its effective introduction for the benefit of local communities, animals and the environment.

Your response to this proposal will be appreciated.

Yours faithfully

Name
Position
Organisation
Address & Contact details
Words that Reflect Values & Beliefs

Why do some people believe we should use the first word in each of these pairs of words rather than the second word?

- companion animal V pet
- guardian V owner
- adopt V buy
- kill V euthanase
- animal rights V animal welfare

What do you think?
- Justify your point-of-view with reference to your values, beliefs and knowledge about animals, their capacities and our treatment of them.
1. Students decide on the criteria for judging based on the genre/effectiveness at persuasion/suitability of language.
2. Using unnamed items, students rate each one 1-5 (where 5 is the highest grade) on each criteria (Some criteria may be more important eg doubled).
3. Total the ratings and choose the best

### SAMPLE

<table>
<thead>
<tr>
<th>Items to be judged</th>
<th>Criteria Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Report</td>
</tr>
<tr>
<td></td>
<td>Ratings 1-5 (lowest - highest)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Concise Abstract</th>
<th>Intro - Background Scope</th>
<th>Use of facts</th>
<th>Conclusions &amp; Recommendations</th>
<th>Factual accurate language</th>
<th>Persuasive?</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
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<td>5</td>
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Reflection Sheet

Think carefully, using any of your notes and work from this unit, and answer the following as fully as possible.

My knowledge of and values/beliefs about companion animal issues:

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What I have learnt about text types and language?

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What have I learnt about processes for participatory action for social justice?

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Website Listings

Queensland

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

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

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

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

Innisfail Animal Refuge - Innisfail
http://users.qld.chariot.net.au/~sanjo/welcome_bb.html

Maryborough Animal Refuge - Maryborough
www.maryboroughanimalrefuge.com

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

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

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

NSW

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

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

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

Pound Pets - Southerland
www.poundpets.com.au

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

Doggie Rescue.com - Sydney
www.doggierescue.com

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

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

Paws and Hooves Animal Rescue Inc - Sydney
www.pawshooves.net

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

VIC

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

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

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

RSPCA, Victoria - Statewide
www.rspcavic.org.au

Lort Smith Hospital
www.lortsmith.com

The Lost Dogs Home and Cat Shelter
www.dogshome.com
ACT

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

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

TAS

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

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

Tasmanian Canine Defence League

SA

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

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

WA

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

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

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

RSPCA, Western Australia – Statewide
www.rspcawa.asn.au

Cat Haven
www.allaboutpetswa.com/cats_needing_new_homes.htm
Useful Items to Collect

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