



Lesson plan 6

Paws on Patrol

Max the feral cat detection dog



Kiwi
bank.



KEY

▶ = links to videos 🔗 = links to websites 🔍 = links to pages within this resource

Learning intentions

This lesson plan has been developed to support learning about the Conservation Dogs Programme and the threats that are posed by cats. It should be completed after viewing ▶ [Paws on Patrol episode 6: Chris and Max](#) in the *Fanimals* series.

To learn more about Conservation Dogs, Predator Free 2050, biosecurity and how to take conservation action in your local community, visit 🔗 www.doc.govt.nz/education-conservation-dogs.

Upon completion of this lesson plan, students will be able to:

- ▶ understand the important role Conservation Dogs play in protecting New Zealand's unique biodiversity
- ▶ understand some of the effects that introduced pests/predators such as feral cats have on the environment
- ▶ determine important biosecurity actions that help keep predator-free sites such as offshore islands and mainland sanctuaries pristine when visiting them.



Curriculum links

Achievement objectives

LEVELS 1-4 SCIENCE

Nature of Science: Investigating in science, Communicating in science, Understanding about science, Participating and contributing.

Living World: Ecology. Recognise (and explain) how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.

Science capabilities: Engage with science.

LEVELS 1-4 SOCIAL STUDIES

Understand how people make decisions about access to and use of resources.

Key competencies

- ▶ Thinking.
- ▶ Use of language.
- ▶ Relating to others.
- ▶ Participation and contribution.

Key vocabulary

Biodiversity: The variety of living things in a place. The greater the number of living things, the more 'biodiverse' the place is.

Biosecurity: Actions to keep New Zealand free of unwanted organisms (introduced predators, weeds and diseases such as kauri dieback and myrtle rust) and to control, manage or remove them if they arrive in the country.

Domestic animal: An animal that depend on humans for survival. Examples include cats and dogs.

Feral cat: A cat that is not owned and does not have any of its needs met by humans. Feral cats rely on wildlife (often native species) as a food supply.

Incursion: An invasion, especially a sudden or brief one.

Introduced pest/predator: An animal or plant species that has come from another country and is threatening New Zealand's living things and environment. Introduced predators were brought to New Zealand by people via ships and through the transportation of goods.

Native species: A species that arrived in New Zealand by itself and is also found in other countries.

Pest/predator-free island: A protected area that has no introduced pests/predators, allowing native wildlife to be kept safe.

Activity ideas

Activity 1: Watch  [Paws on Patrol episode 6](#) and have a class discussion to summarise the story. Then watch the video a second time and ask students to think about the three key points in the story. They can then share these points with a buddy and compare ideas. You could ask students the following questions to support the discussion.

- ▶ What characteristics or qualities does Max have that make him suited to detecting cats?
- ▶ How do trained Conservation Dogs benefit the environment and conservation?
- ▶ What can you do at school or in your own backyard to protect and restore nature?



Activity 2: Find out about Motutapu Island or any predator-free islands close to you. Consider the following questions.

- ▶ Why do we need predator-free islands?
- ▶ What are the benefits of them?

Activity 3: Discuss/brainstorm ideas for actions people should take before visiting a pest-free island or mainland sanctuary.

Help keep our Hauraki Gulf islands pest-free



Check your bag and gear for these pests.



No open bags. No loose items.



Clean your shoes.

Visiting overnight?
Before you go:

- ✓ Check your bedding, tent and other camping gear carefully for stowaway pests, soil and seeds.



Boats and kayakers:

- ✓ Check your boat or kayak thoroughly for pests, soil and seeds – before you leave and between islands in the Gulf.
- ✓ Keep an eye out for signs of pests e.g. droppings, chewed wiring etc.
- ✓ Keep pest bait/traps on your boat or kayak, and where it is stored.
- ✓ Leave your pet at home or on your boat.



What to do if you find a pest:
Destroy any pests – don't throw them overboard alive.
Call 0800 DOC HOTLine (0800 362 468) to report sightings of pests.

treasureislands.co.nz



Activity 4: Help protect our native species by increasing awareness about being a responsible pet owner in your community.

- ▶ Using information from the  [Kiwis for Kiwi](#) and  [DOC websites](#), create posters, blogs, flyers, etc. that include tips for being a responsible pet owner and share these with your community.

Supporting resources

Useful links

Pest-free islands

- ▶ Visiting pest-free islands:  www.doc.govt.nz/pestfree
- ▶ Motutapu Island:  www.doc.govt.nz/motutapuisland

Introduced pests/predators

- ▶ *Investigating introduced predators in your green space* resource:  www.doc.govt.nz/education-introducedpredators
- ▶ Cats factsheet:  www.doc.govt.nz/education-introducedpredators

Responsible pet ownership

- ▶ [Kiwis for Kiwi pet owners webpage](http://www.kiwisforkiwi.org/take-action/pet-owners):  www.kiwisforkiwi.org/take-action/pet-owners
- ▶ Dog access on conservation land:  www.doc.govt.nz/dog-access
- ▶ Kiwi lessons for dogs going bush:  <https://blog.doc.govt.nz/2015/08/11/kiwi-aversion-training/>
- ▶ Coastal wildlife and your dog flyer:  www.doc.govt.nz/help-birds

Further information

For additional resources to support teaching and learning in nature, visit DOC's conservation education webpage:  www.doc.govt.nz/education.

To learn more about our amazing Conservation Dogs, check out DOC's Conservation Dogs Programme education resource:  www.doc.govt.nz/education-conservation-dogs.

For further information on the Conservation Dogs Programme, visit  www.doc.govt.nz/conservation-dogs.