

Cats Are Mutt-i-grees® 2

Companion to the
Mutt-i-grees®
Curriculum



An initiative of The Pet Savers Foundation,
the program development arm of
North Shore Animal League America

Developed in collaboration with
Yale University School of the 21st Century



www.education.muttigrees.org

FPO
FOR COLLATION
PURPOSES ONLY



SECTION III
LEARNING BY DOING
ACTIVITIES FOR
GRADES PREK-6

LEARNING BY DOING ACTIVITIES

GRADES PreK – 6



ACHIEVING AWARENESS – Introductory Lesson

The introductory lesson presented here may be used by educators who are using Cats are Mutt-i-grees® 2 as a freestanding educational program. Educators who are using the Mutt-i-grees® Curriculum may refer to the lessons in the Curriculum binder and use the activities from Cats are Mutt-i-grees® 2 to supplement the lessons.

LESSON	1.1 Learning from Mutt-i-grees®
Objective	Children will receive an overview of the rationale behind Cats are Mutt-i-grees® 2 and discuss their own unique traits as well as the unique traits of Mutt-i-gree® cats.
Rationale	Gaining appreciation of the distinctive qualities of Mutt-i-gree® cats will help facilitate children’s sense of self, build self-confidence, and help children appreciate diversity.
Materials	<ul style="list-style-type: none"> • Paper plates • Scissors • Arts & craft supplies • Computer with Internet access
Key Words	<ul style="list-style-type: none"> • Mutt-i-gree® • Initiative • Awareness • Compassion • Animal shelter • Euthanize • Adopt
Introduction	<p>Cats are Mutt-i-grees® 2 is part of a national initiative designed to raise awareness of and compassion for homeless animals, specifically cats. There are two goals to the initiative: 1) To increase awareness of homeless cats; and 2) to help each one of us become a calm, confident, and caring individual who can make a difference in the lives of people, animals, and the environment. Of these three traits I mentioned – calm, confident, and caring – which one means a lot to you personally? Each of us has a different answer to this question. Why?</p> <p>If students have had prior experience with the Mutt-i-grees® Curriculum, ask them, what they remember learning about Mutt-i-grees®.</p> <p>Animal shelters have domestic cats, purebred (pedigree) cats, random bred cats, mixed-breed dogs, and purebred (pedigree) dogs who have been abandoned and need to be adopted into permanent homes where they can receive care and companionship. The word Mutt-i-gree® is used to highlight the desirability of shelter animals if and when we are looking for a pet.</p>



<p>Introduction (cont'd)</p>	<p>Prompt for discussion of children's perceptions of shelters and shelter animals. Use suggested websites from Recommended Readings to introduce children to shelters and Mutt-i-grees®.</p> <p>Why the concern about shelter pets, or Mutt-i-grees®? About eight million dogs and cats enter animal shelters each year. To put that in perspective, that's enough dogs and cats to fill all the seats at the Dallas Cowboys' football stadium more than 63 times! Animal shelters try their best to get the animals adopted but it's not always possible when space and financial resources are limited. What do you think could be a potential side effect of this kind of burden on animal shelters? Shelters may need to limit the number of animals they can care for, or they might choose to euthanize the animals in their care. The overall national goal should be for us to have no-kill shelters, but how would that be possible unless people who want a pet opt to adopt?</p> <p>Adopting a dog or cat from a shelter will save a life; not everyone is aware of this. Having a pet is not always possible, but there are many different ways to help. If you're not able to have a pet in your home, what are some other ways to help? Discuss the roles of local animal shelters and what animal shelters need; or take the students on a virtual tour of a local shelter website. To find a shelter near you or to find out about ways to help, please visit http://www.adoptapet.com.</p>
<p>Discussion</p>	<p>An essential component of Cats are Mutt-i-grees® 2 is the idea that we can learn about (and from) cats. We will focus on cats awaiting adoption at animal shelters; these cats are also known as Mutt-i-grees®.</p> <p>How many of you have a cat for a pet? Prompt children to share details about their cats: size, age, color, name, history, etc. The teacher can also share information about his/her own cat or the cat s/he would want.</p> <p>If you've ever spent any time around cats, you know that, just like people, they come in many different shapes, sizes, colors, and personalities. Just like each of us, every cat has his/her own unique traits, characteristics, strengths, and limitations; some are playful and boisterous, and others may be quiet. The only true way to get to know a cat (or another person) is to spend time with him or her. It's not what's on the outside that matters; rather it's what's inside that really counts: their character and personality and how they feel. Think about your own unique traits and characteristics ... What are your strengths and weaknesses? What makes you unique?</p>
<p>Learning by Doing</p>	<p>Mutt-i-grees® Masquerade: Have children create and decorate a unique Mutt-i-gree® cat mask out of paper plates, string, pipe cleaners, glitter, feathers, sequins, and other art supplies. Hold a Mutt-i-grees® Masquerade Parade to highlight the diversity of children's creations and promote awareness of Mutt-i-grees®.</p>
<p>Closure</p>	<p>Today we learned about the goals of the Mutt-i-grees® initiative. We learned that Mutt-i-grees® are unique and that many Mutt-i-grees® live in animal shelters waiting to be adopted into permanent homes. We also discussed the different kinds of cats we have (or would like to have) as pets.</p>



OTHER RESOURCES & ACTIVITIES

Recommended Readings & Resources

Corresponding Cat Dialog lessons:

- Cats Among Us
- Playtime: The Hunt is On
- Catnaps
- Did You Know?
- In a Cat's World
- The Eyes Have It

Websites:

North Shore Animal League America: www.animalleague.org
 Find a Shelter Near You: <http://www.adoptapet.com>
 Why We Love Cats and Dogs: <http://video.pbs.org/video/1139795823/>
 National Geographic Explorer: Science of Cats (Documentary):
<http://channel.nationalgeographic.com/wild/episodes/science-of-cats/>

Books for PreK-Grade 3:

Dewey the Library Cat: A True Story by Vicki Myron and Bret Witter
Skippyjon Jones series by Judy Schachner
Moo Kitty Finds a Home by Valerie Lee Veltre
Won Ton: A Cat Tale Told in Haiku by Lee Wardlaw/illus. by Eugene Yelchin
I See Kitty by Yasmine Surovec
Caramba by Marie-Louise Gay
All Cats Have Asperger Syndrome by Kathy Hoopmann

Books for Grades 4-6:

Purrfectly Purrfect: Life at the Academy by Patricia Lauber /illus. Betsy Lewin
Dewey the Library Cat: A True Story by Vicki Myron and Bret Witter
Everything Cat: What Kids Really Want to Know about Cats by Marty Crisp

Additional Resources:

I Could Pee on This: And Other Poems by Cats by Francesco Marciuliano
How to Tell If Your Cat Is Plotting to Kill You by Matthew Inman
The Elegance of the Cat: An Illustrated History by Tamsin Pickeral/
 photos by Astrid Harrisson

DVDs:

NOVA: Extraordinary Cats

Family & Community Involvement Activities

Meet a Mutt-i-gree®: Invite a representative from a local shelter or cat rescue organization to bring adoptable cats to class or show a video of cats waiting to be adopted. Have children prepare interview questions such as: Do you know what happened to your cat before you got him/her from a shelter? How/why did you pick this particular cat? Why did you give your cat his/her name? Children who have Mutt-i-grees® as pets can also share stories, photos, and/or videos of their own cats, or they can invite a family member to join in and share his/her experience.

Advanced Activities

Cat-like Qualities: Cats and humans have different strengths and limitations. For example, cats can see very well at night, jump high, land on their feet when they fall, and are excellent hunters. Break children into small groups and have them research qualities that make cats unique members of the animal world. Have students discuss which cat qualities they most admire and how we are similar to and/or different from cats.



ADDITIONAL LEARNING BY DOING ACTIVITIES & WORKSHEETS

More activity ideas can be found on the Mutt-i-grees® Curriculum Pinterest page: <http://www.pinterest.com/muttigrees>

Do You Know Your Hiss-tory?

Break children into groups and have them research the place of cats in human history. For example, did you know that cats were considered sacred animals in ancient Egypt? What help did cats offer ancient Egyptians? How has our relationship with cats evolved over the years?

A Place(mat) for Mutt-i-gree®

Have children create a collage of cat photos and sayings about cats that highlight the diverse features of different cat breeds and mixes. Collages can be laminated and used as a placemat for cats or humans. This project may be used as a fundraiser: create and sell cat placemats and donate funds to a local shelter.

Famous Felines

Have the group brainstorm a list of well-known cats (Grumpy Cat, Garfield, Tom, Heathcliff, Cheshire Cat, Puss in Boots, etc.) and discuss which qualities they embody. How are these characters portrayed? Do the perceptions of these cats accurately depict cats in general? A variation of this activity for older students is having them research the documentation of cats in art or art history. Refer students to various local and national museums and their websites.

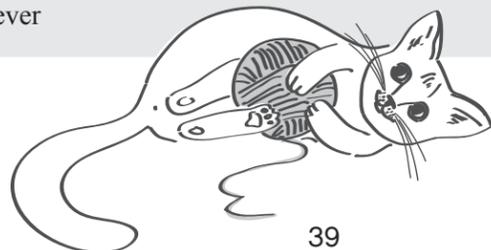
Land on Your Feet

Cats have a righting reflex that allows them to orient themselves as they fall in order to land on their feet. Cats literally land on their feet, but the term is also an idiom referring to successfully dealing with difficulties. Think about this in terms of resiliency and bouncing back from difficult situations. When things are difficult at home or at school or you are feeling angry or sad, what tools and strategies can you use to feel better so you'll "land on your feet?" Brainstorm calming strategies such as visualization of a calm place, the use of music, journaling, finding someone to talk to, or exercise; each one of us has a different coping strategy.

Fact vs. Fiction

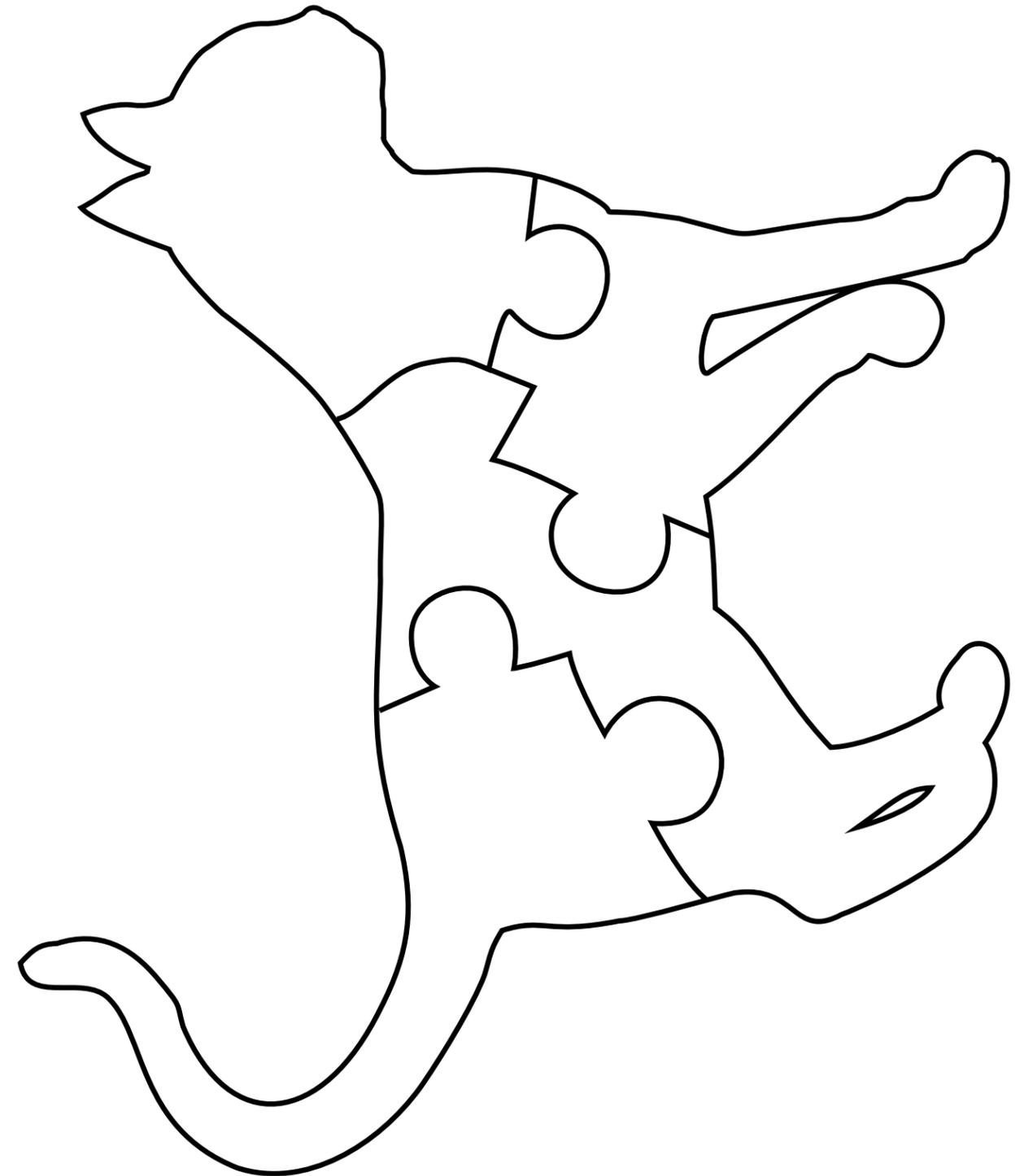
Have students work in small groups to research the origin behind various cat sayings and myths and determine which are true and which are false. Students may present their findings, using video, artwork, or skits. Some examples:

- Cats have nine lives.
- Black cats are bad luck.
- Cat-like reflexes
- Curiosity killed the cat.
- Catfight
- Cat scratch fever
- Who let the cat out of the bag?
- Look what the cat dragged in!
- Cat got your tongue?
- Game of cat and mouse
- He's the cat's pajamas!



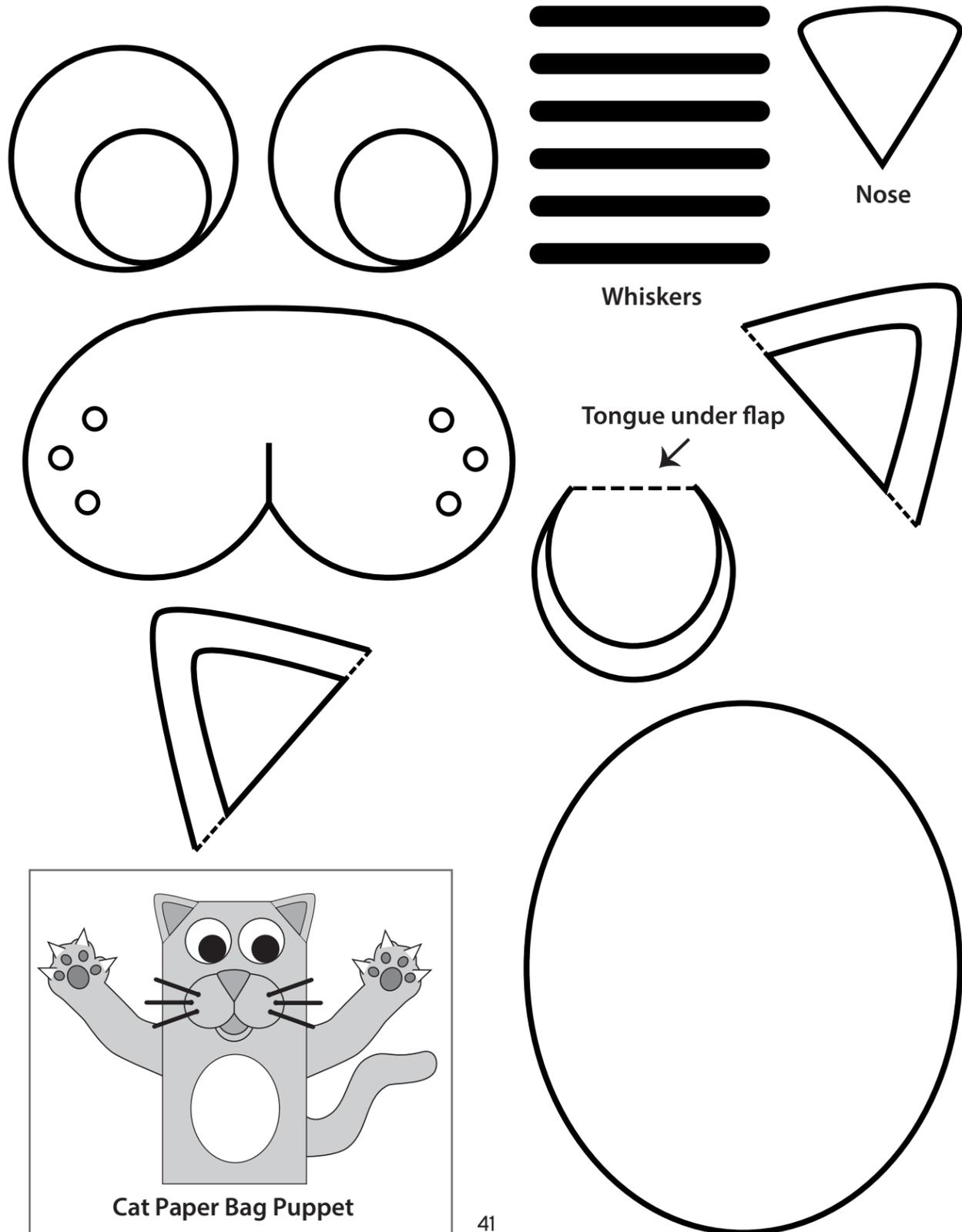
Purr-fect Puzzle

Have students practice problem solving skills while creating a unique cat using the Purr-fect Puzzle template below.



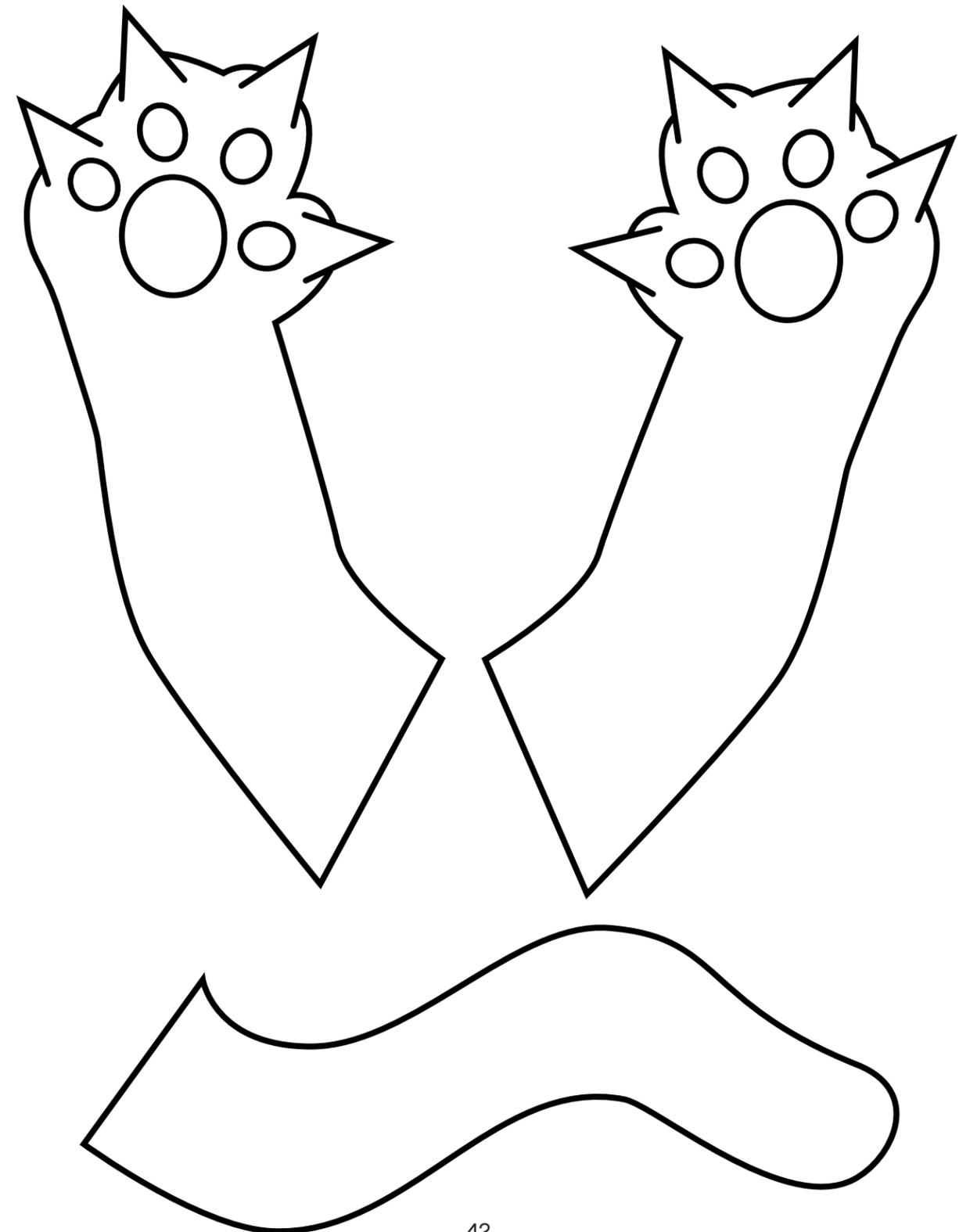
Mutt-i-gree® Cat Puppet (PART 1)

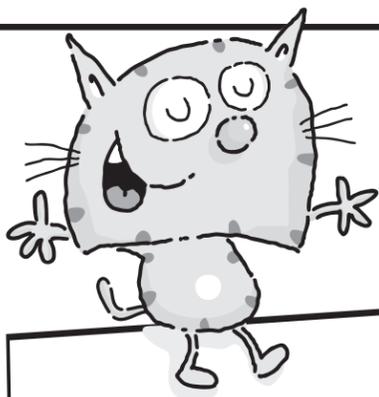
Have children create their own Mutt-i-gree® Puppet using the templates provided. Once completed, ask children to name their Mutt-i-grees® and share them with the class.



Mutt-i-gree® Cat Puppet (PART 2)

Have children create their own Mutt-i-gree® Puppet using the templates provided. Once completed, ask children to name their Mutt-i-grees® and share them with the class.

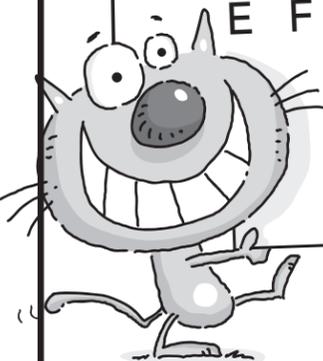




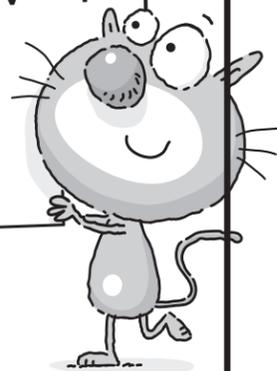
Mutt-i-grees® Word Search

Learn new vocabulary words and their spellings by searching for them in the puzzle below.

M Y P U R R M P Q S L K J U W
 Z E A X J N C U E Y I H M W H
 E O O R K W Z Y T T A I Y B I
 Y Y L W T O E R T T T S I W S
 L A R E F S U E L S I S Y B K
 O X X U C S N U P V I G S P E
 W R Y A Q W P L J F F X R H R
 R F T Z A W V W P W V Y H E S
 E Y Y P R J C I H O S C J L E
 Y B T P S X U A E Y W Q Z P W
 U F E H E K U E S S N O F L W
 F N X M L U K E F F J A P O C
 W J N H Z Z Z H C O N C P L G
 E V R Z Y Z B L Y Z E Y D R U
 E F G Q G R B Z C O L E A V Y



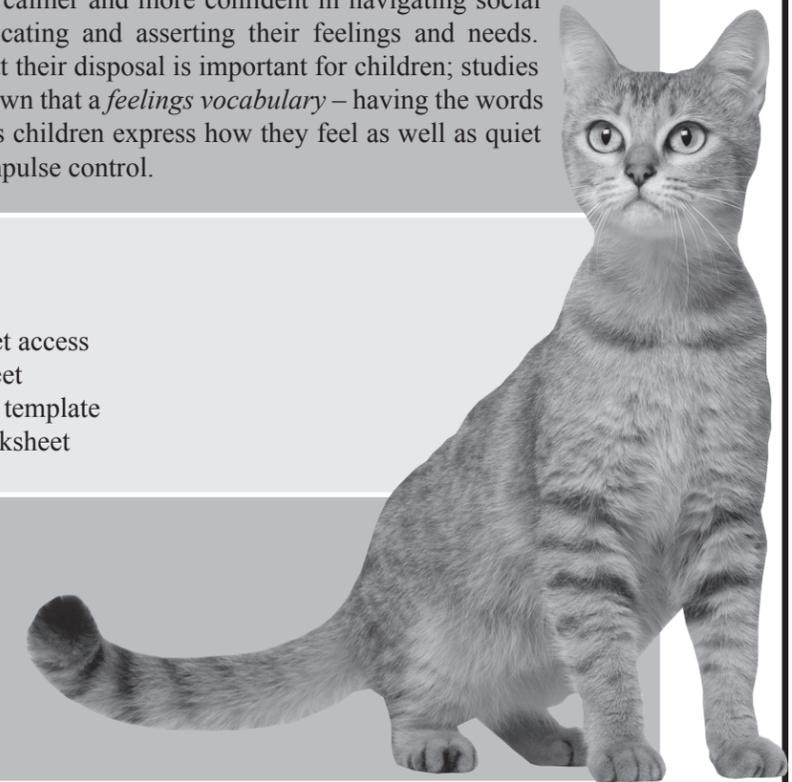
CAT KITTEN STRAY
 EYES MEOW TAIL
 FERAL MUTTIGREE WHISKERS
 HISS PURR



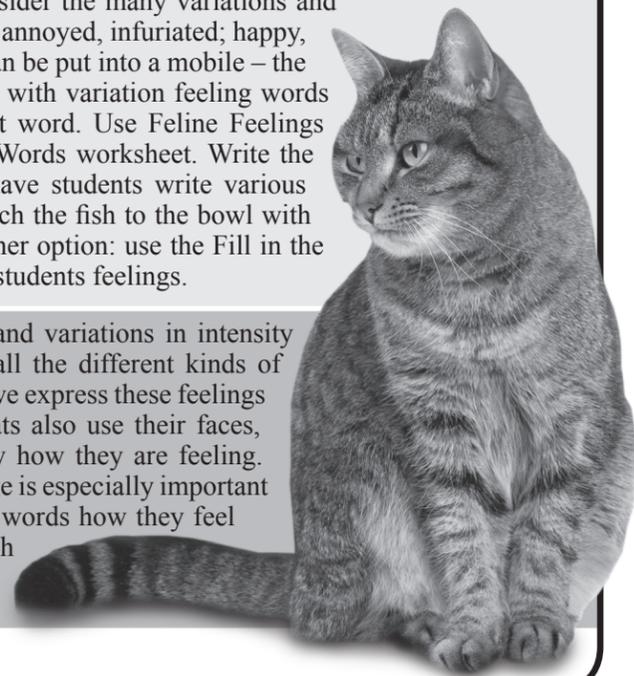
FINDING FEELINGS – Introductory Lesson

The introductory lesson presented here may be used by educators who are using *Cats are Mutt-i-grees® 2* as a freestanding educational program. Educators who are using the *Mutt-i-grees® Curriculum* may refer to the lessons in the Curriculum binder and use the activities from *Cats are Mutt-i-grees® 2* to supplement the lessons.

LESSON	2.1 Sharing Our Feelings
Objective	Children will gain awareness of the wide range and degree of emotions they experience and discuss how a <i>feelings vocabulary</i> can serve as a valuable tool for understanding, controlling, and calming emotions.
Rationale	Learning to identify feelings by name will enable students to better describe how they feel as well as understand the variations in intensity in emotions (for example, generally I am happy, but at special times I am exuberant or joyous). In the course of building a <i>feelings vocabulary</i> , students would also begin to understand the physical and behavioral correlates of specific low and high intensity feelings. This will help students modulate emotions and eventually acquire the ability to be calmer and more confident in navigating social situations and communicating and asserting their feelings and needs. Having the right words at their disposal is important for children; studies in neuroscience have shown that a <i>feelings vocabulary</i> – having the words to label emotions – helps children express how they feel as well as quiet the mind and increase impulse control.
Materials	<ul style="list-style-type: none"> • Scissors • String • Photos of cats • Computers with Internet access • Feeling Words worksheet • Feline Feelings Mobile template • Fill in the Feelings worksheet • Index cards
Key Words	<ul style="list-style-type: none"> • Feelings • Modulate • Emotions • Variations • Degrees • Express • Facial expressions • Body language
Introduction	<i>How do you feel today? How are you?</i> There are so many words you could use to answer these questions. And how you answer may be different from one day to the next. In addition to basic general feelings like happy, sad, mad, or surprised, these emotions have lots of variations or varying degrees. We use degrees to describe the temperature and to help us determine if it is cold, cool, warm, or hot; knowing just how cold or hot it is helps us figure out whether we need to wear a coat, hat, gloves, or boots. Giving specific names and labels to our feelings can help us better identify and deal with them.



Introduction (cont'd)	<p>Sometimes our emotions are not only intense but also very changeable. We might feel very strongly about something one day and realize that our feelings have changed the next day. When this happens, emotions can be difficult to control, especially if they are strong. It helps to understand and express how we feel and here is where feeling words can be helpful. Depending on how strongly or intensely you feel, there is a word that can help you articulate your emotions. You may be happy, but there are degrees of happiness. If you are very happy, would joyous be a better word to use? Or exuberant? Or is it excitement that we are feeling? The more specific we are about how we feel, the better we can understand and express our feelings.</p>
Discussion	<p>Cats and dogs, as well as other animals, experience different feelings as well, but they don't need a <i>feelings vocabulary</i>; they use body language and vocalizations to show us how they feel. Of course, we use body language, too, and how we feel may be evident in the way we stand or the expression in our eyes, which gives others a clue about what's going on inside us.</p> <p>Even a single body part – like our mouth or our eyes – can convey feelings; for example, how many emotions can you show me using your mouth? (Smile for happiness, frown for sadness, grimace for pain or anger). Now, how many emotions can you show me using your eyes? (Wide eyes for surprise, squinty eyes for anger, downcast eyes for sadness or embarrassment).</p> <p>It's important to recognize the emotions we are feeling. It's not healthy to keep them inside. Even though they don't use words, cats don't hide the way they are feeling. They are very good at showing their emotions – we can often tell immediately how a cat is feeling by looking at his/her face, body, or tail. Refer to Cat Dialog lesson: How to Speak Fluent Feline for more information on cat communication.</p>
Learning by Doing	<p>Feline Feelings Mobile: Divide class into groups and allow children to pick an index card out of a bag or hat. Each index card will have a feeling word (e.g., angry or happy). Ask each group to generate as many words as they can to describe this particular feeling and consider the many variations and degrees of the emotion (angry; annoyed, infuriated; happy, exhilarated...). These words can be put into a mobile – the root word (angry) at the head, with variation feeling words tied on with string to the root word. Use Feline Feelings Mobile template and Feeling Words worksheet. Write the root word on the bowl and have students write various feeling words on the fish. Attach the fish to the bowl with string to make a mobile. Another option: use the Fill in the Feelings worksheet to discuss students feelings.</p>
Closure	<p>Today we discussed feelings and variations in intensity of feelings; we talked about all the different kinds of feelings people have and how we express these feelings with our faces and bodies. Cats also use their faces, ears, bodies, and tails to show how they are feeling. Observing a cat's body language is especially important because they cannot tell us in words how they feel and how we should approach and interact with them.</p>



OTHER RESOURCES & ACTIVITIES

Recommended Readings & Resources

Corresponding Cat Dialog lessons:

- Happy to See You!
- How to Speak Fluent Feline
- Watch the Cat's Whiskers

Websites:

Cat photos: <http://education.muttigrees.org/beautiful-mutt-i-grees>
 The Meanings Behind the Meow: In Cat Language, Meows are Reserved for People: <http://www.petcentric.com/read/articles/the-meanings-behind-the-meow.aspx?articleid=2bcb53ad-fdbd-4bf2-b30d-4d0992e9f4e1>
 How to Read Cat Body Language: <http://www.youtube.com/watch?v=rhLUk9Xr1E>
 Cats Meowing and Talking Compilation Video: <http://www.youtube.com/watch?v=fiAlQA8-Yks>

Books for PreK-Grade 3:

Grumpy Cat by Britta Teckentrup
Hug Time by Patrick McDonnell
Olive and the Bad Mood by Tor Freeman
A Year with Marmalade by Alison Reynolds / illus. by Heath McKenzie
Exercise with Cats!: A physical activity book for kids by Teresa Lo
How To Speak Cat by Sarah Whitehead
Pete the Cat series by Eric Litwin / illus. James Dean

Books for Grades 4-6:

Hate That Cat: A Novel by Sharon Creech
How to Draw Cats by Barbara Soloff Levy
Ottoline and the Yellow Cat by Chris Riddell
Warriors series by Erin Hunter

Additional Resources:

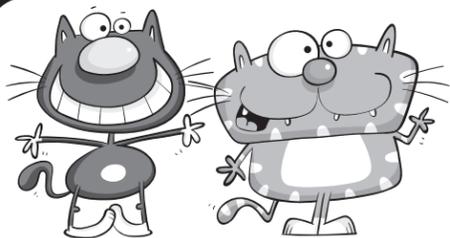
A Mango-Shaped Space by Wendy Mass

Family & Community Involvement Activities

Fill-in-the-Feelings: Create a fill-in-the-blank game using themes and vocabulary from today's lesson. Ask children to bring it home and have family members fill in the blanks. Then switch and have children fill in the blanks. Use Fill-in-the-Feelings worksheet.

Advanced Activities

Mutt-i-grees® Meme: Have students create their own photo meme using photos of cats in silly positions or making funny faces with creative captions. Encourage students to imagine what the cats might be thinking based on their facial expressions or body language. Have fun with this project – the goal is to make others laugh – and post memes on the class website or hang in the classroom. See the Mutt-i-grees® Curriculum Pinterest page for examples and photos: <http://www.pinterest.com/muttigrees/>.

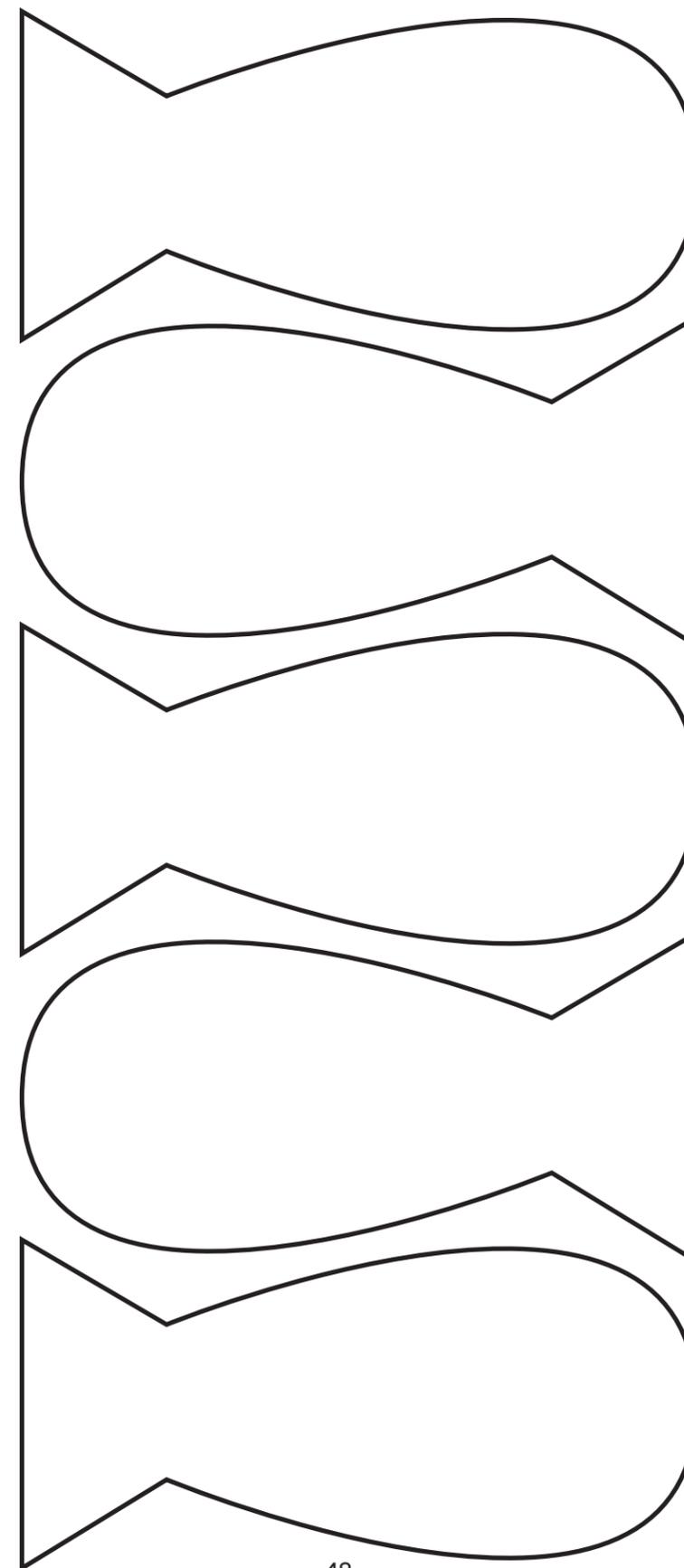


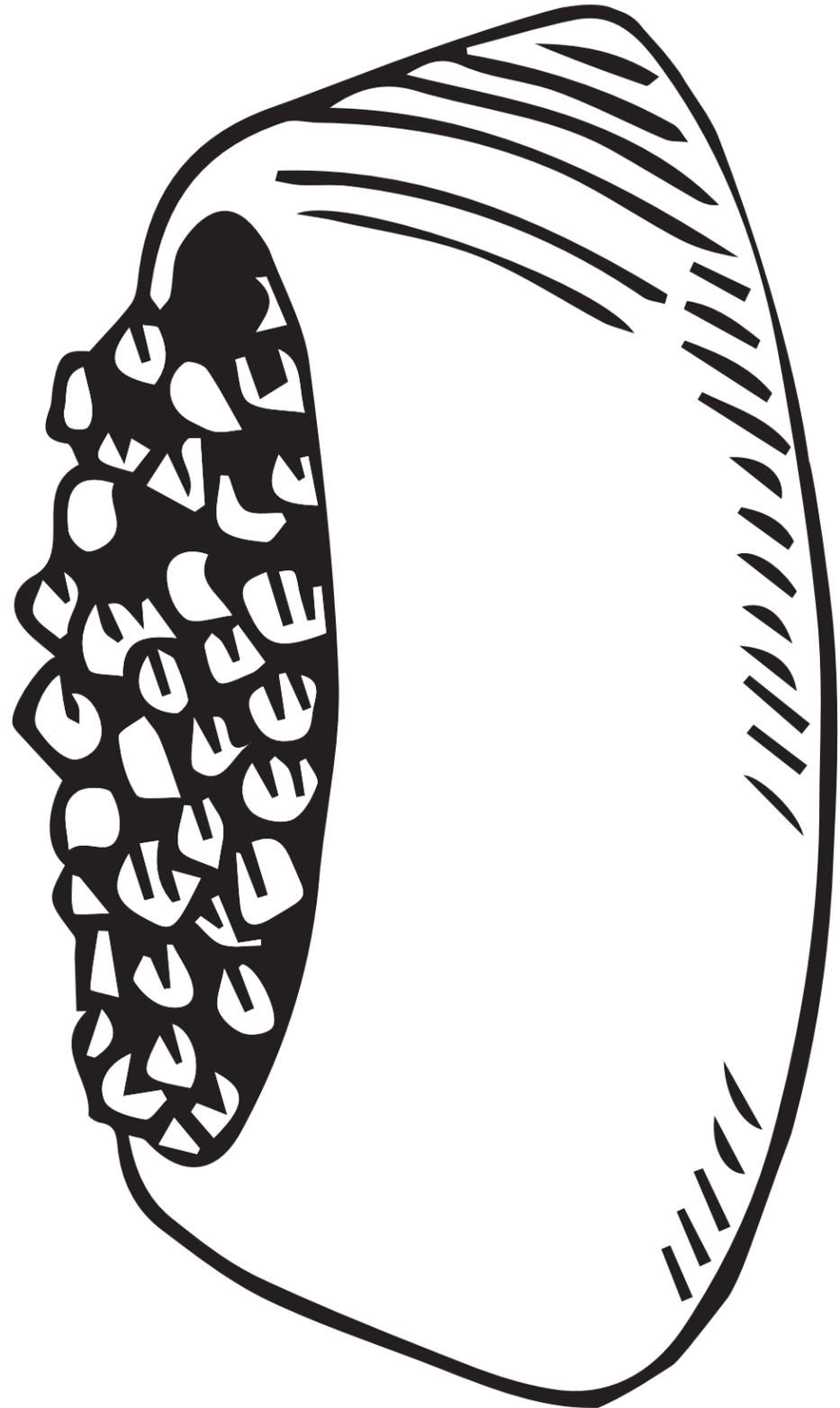
Feeling Words



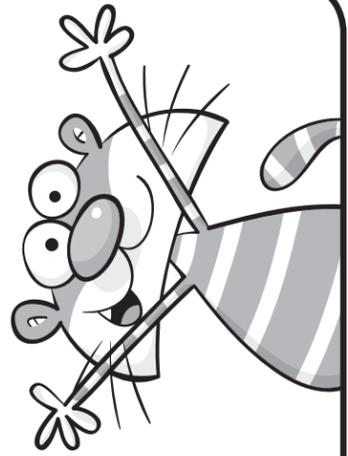
Happy	Curious	Thrilled	Interested	Eager
Surprised	Startled	Dull	Blah	Fearful
Glad	Afraid	Distressed	Fascinated	Angry
Ashamed	Frustrated	Disgusted	Estatic	Walking on Air
In 7th Heaven	Joyful	Unhappy	Down	Blue
Excited	Joyous	Bored	Terrified	Disinterested
Anguished	Lonely	Sad	Humiliated	Indifferent
So-so	Amazed	Down in the Dumps	Comfortable	Satisfied
Astonished	Impressed	Fearless	Uncomfortable	Blown Away
Unsure	Brave	Confident	Trusting	Hopeful
Anxious	Nervous	Calm	Courageous	Heartbroken
Protected	Safe	Reassured	Tormented	Loving
At Peace	Bitter	Friendly	Disagreeable	Agreeable
Irritated	Seeing Red	Indignant	Boiling Mad	Enraged
Discouraged	Guilty	Shy	Self-conscious	Proud
On Top of the World	Self-assured	Alienated	Alone	Disgraced
Disgusted	Disrespected	Smug	Tolerant	Envious
Suspicious	Cut Off	Isolated	Unbeat	Edgy
Uneasy	Tense	Panicky	Worried	Jumpy
Tranquil	Serene	Agitated	Cool	Peaceful
Composed	Quiet	Relaxed	Secluded	Deserted
Blissful	Jubilant	Elated	Shocked	Stunned
Fabbergasted	Taken Aback	Astonished	Resentful	Hostile
Pleasant	Warm	Friendly	Gloomy	Miserable
Fed Up	Hesitant	Open	Doubtful	Undecided
Skeptical	Content	Pleased	Lucky	Grateful
Appreciative	Hopeless	Powerless	Heroic	Powerful
Daring	Superhuman	Cowardly	Fortunate	Insecure

Feline Feelings Mobile (Part 1)





FILL IN THE FEELINGS!



1. When I came home from work/school today,

I was feeling _____

I was _____ about something. Sometimes when

I feel _____ I like to _____

2. On Mondays I feel _____

because _____

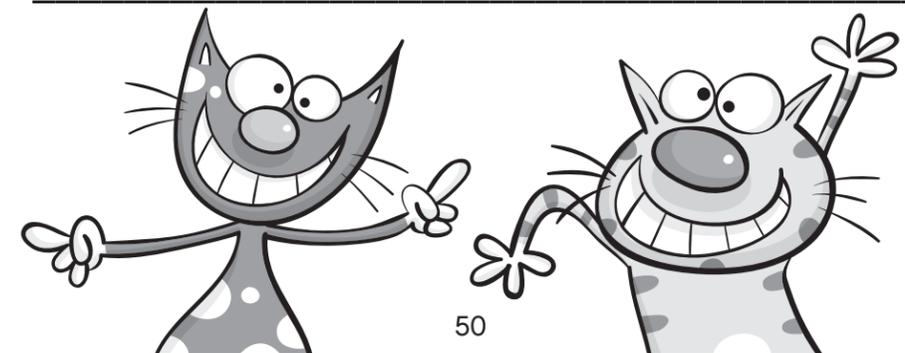
3. When I have work I have to get done by a certain time,

I feel _____

4. There are times, such as _____

when I feel _____

because _____





ADDITIONAL LEARNING BY DOING ACTIVITIES & WORKSHEETS

More activity ideas can be found on the Mutt-i-grees® Curriculum Pinterest page: <http://www.pinterest.com/muttigrees>

Finding Feline Feelings

Select a list of feelings words (angry, frustrated, happy, exuberant, calm, anxious, etc.) and write on the board. Separate students into small groups and give each group two or more words. Each group will discuss how cats might communicate these feelings and present to the class. Encourage students to think about how they would convey the emotion and how a cat would, using body language and sounds that are unique to cats (kneading, purring, rubbing, hissing, etc.). Another option: Play a game of feelings charades where students act out emotions as if they were cats.

Music for Mutt-i-grees®

As a class, create a playlist of soothing/calming songs. After discussing the needs and characteristics of cats, reflect on how cats might respond to different types of music. Would all cats react the same way to different songs? Would songs used to calm cats be different than songs for dogs? Why or why not? Consider exploring the possibility of playing the music at an animal shelter and discuss this with students: what would you hope to accomplish? How would you approach animal shelter staff with the request to play music?

Mutt-i-grees® Matching

Using images of cats expressing various emotions, create a matching game, similar to Memory, to reinforce discussion of feelings. Choose five feelings (happy, sad, scared, excited, and mad, for example) and find images of cats expressing these feelings. Print two copies of each image and glue to the back of an index card. Write the name of the emotion underneath the photo. Mix the cards up and turn them over and have children try to find the matches. Please visit <http://education.muttigrees.org/beautiful-mutt-i-grees> for images.

What Makes a Mutt-i-gree® Purr?

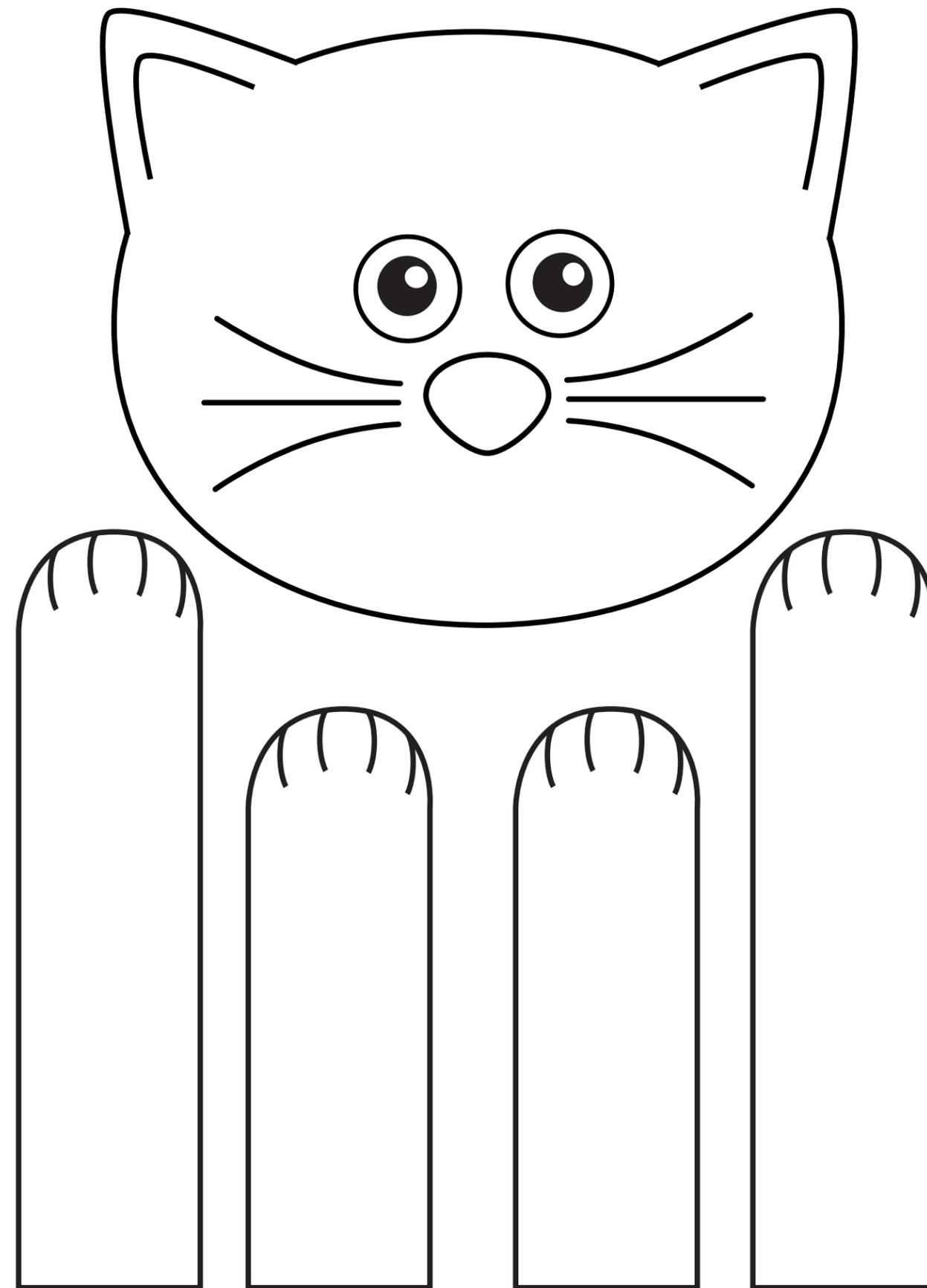
When cats are happy, generally they purr to show their pleasure. What kinds of things might make a Mutt-i-gree® purr? What kinds of things make you feel good? Alternatively, cats make a hissing noise when they are not pleased. What kinds of things might make a Mutt-i-gree® hiss? What makes you upset? Provide different scenarios (your brother borrows your mp3 player and breaks it) and have students hold up signs that say 'purr' or 'hiss' to indicate how they might feel in that situation.

Meowing Mad Measure

A Mad Measure is like the thermometer you may use to take your temperature when you are sick. Have students color the sections in varying shades of red – proceeding from light pink to deep red. Then help students draw, write, or paste pictures of three things that make them angry – proceeding from a little mad (light pink) to mad (deeper pink or light red) to really, really mad (dark red). Use I Am Mad templates to create a Meowing Mad Measure like the one to the right:



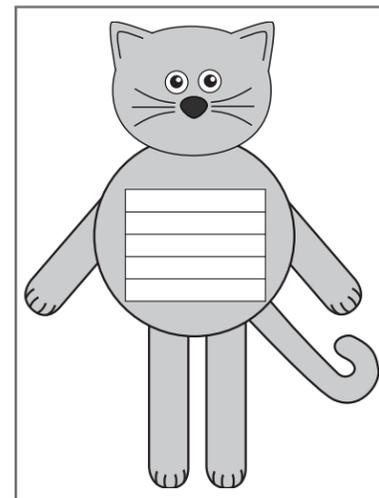
I Am Mad (Part 1)



Name _____

Mad Measure

Most Mad
Really Really Mad
Really Mad
Mad
A Little Mad



ENCOURAGING EMPATHY – Introductory Lesson

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LESSON	3.1 Different Points of View
Objective	Children will enhance their understanding of empathy, the emotional states of others, and the importance of showing respect for others' perspectives and feelings.
Rationale	The capacity for empathy is a pre-requisite for becoming caring and compassionate and will also improve students' interpersonal relationships. Empathy (the ability to understand others' perspectives) is especially helpful in conflict resolution, as it helps students become tolerant and understanding. Although empathy is a social skill, it opens and broadens the mind, leading to enhanced cognitive skills.
Materials	• How Does Mutt-i-gree® Feel? templates
Key Words	• Empathy • Sympathy • Perspective • Point of View • Compassion
Introduction	Facial expressions and body language are only some of the many clues that can help us figure out what emotion someone might be experiencing; knowing as much as we can about people – their background, their family life, what they like to do, and even where someone is and what they are doing – can give us clues so we can better understand their actions as well as how they might be feeling.
Discussion	Though they can be closely related, there is a difference between sympathy and empathy. Empathy means the ability to identify with and understand somebody else's feelings or situation. It is sometimes referred to as the ability to take someone else's perspective or point of view. Sympathy is the expression of pity or sorrow for someone else's situation, letting them know you care, and having compassion. Some people explain it like this: Sympathy is feeling <i>for</i> someone else (for example, feeling sorry for), while empathy is feeling <i>with</i> someone else (actually understanding what s/he is going through, putting yourself in his/her shoes).



Each of us is unique and we may not react to or feel the same way about the same experience, so having empathy – being able to put ourselves in other people's shoes – is something we have to learn.

Discussion (cont'd)	How do we know how others may be feeling? Asking them is one way, but people may not want to share how they feel. What clues can you look for? Why do you think empathy is important? How can it help us become more caring individuals? Can you have sympathy for someone but not empathize with his/her? What visual clues do you look for to determine how someone is feeling? Can people feel differently about the same or similar situation? Why?	
Learning by Doing	Just like people, cats have inner emotional lives and they can feel frightened, angry, sad, and content. Having empathy and compassion for cats can help us get to know them better. Thinking about how they might feel in different situations allows us to put ourselves in their shoes and imagine life from their perspective. Use the How Does Mutt-i-gree® Feel? templates to solve a series of mood mysteries. Have children use clues to figure out how Mutt-i-grees® might feel in different scenarios. See example above.	
Closure	Today we talked about how other people experience certain situations – not everyone shares our perspective! Remember, we all have a different point of view that influences how we feel, act, and react. We can learn more about the perspectives of others by listening, asking, and observing. We also learned about the difference between sympathy and empathy and talked about how important empathy is to helping us become more socially aware, caring, compassionate, and understanding individuals who are respectful of how others think and feel.	



OTHER RESOURCES & ACTIVITIES

Recommended Readings & Resources

Corresponding Cat Dialog lessons:

- Cats Among Us
- Life on the Outside
- Are You Ready to Help a Cat?

Websites:

Can Cats Feel Emotion?:
http://www.catchannel.com/behavior/article_5288.aspx
See The World Through The Eyes Of A Cat:
<http://www.popsoci.com/article/science/see-world-through-eyes-cat>

Books for PreK-Grade 3:

So, What's It Like to Be a Cat? by Karla Kuskin/illus. by Betsy Lewin

Books for Grades 4-6:

To Be a Cat by Matt Haig and Stacy Curtis
It's Like This, Cat by Emily Cheney Neville/illus. Emil Weiss

Additional Resources:

We Are the Cat: Life Through the Eyes of the Royal Feline by Terry Bain
Sorry I Barfed on Your Bed (and Other Heartwarming Letters from Kitty) by Jeremy Greenberg
Cat Confessions: A "Kitty Come Clean" Tell-All Book by Allia Zobel Nolan

Family & Community Involvement Activities

Guess the Feeling: Encourage children to guess how family members feel when they wake up in the morning, as they get ready to leave for the day, when they arrive back home in the afternoon or evening, and just before going to bed. Have children share their guesses with family members and ask questions to gather more information about what the person is feeling and why. How accurate were your guesses? Were you able to better guess how (and why) some family members feel than others, perhaps because you know them well? What was the easiest emotion to guess? What was the hardest? Why? Feelings could include: happy, sad, embarrassed, excited, etc.

Advanced Activities

Mutt-i-gree®, Mutt-i-gree®, What Do You See? You can often find cats perched in a window watching what is going on outside. Imagine you are a cat looking out a window ... what do you see? What might you be thinking about? Encourage children to think creatively to decide where they would be (at home, at school, in a library or bookstore, etc.) and use their imagination to describe what they might see happening outside and how they might be feeling. Have children write a short story or poem from the point of view of a cat and share with the group.

How does Mutt-i-gree® feel? (Part 1)

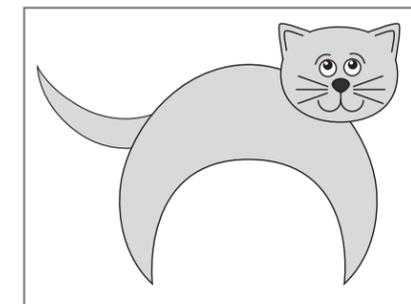
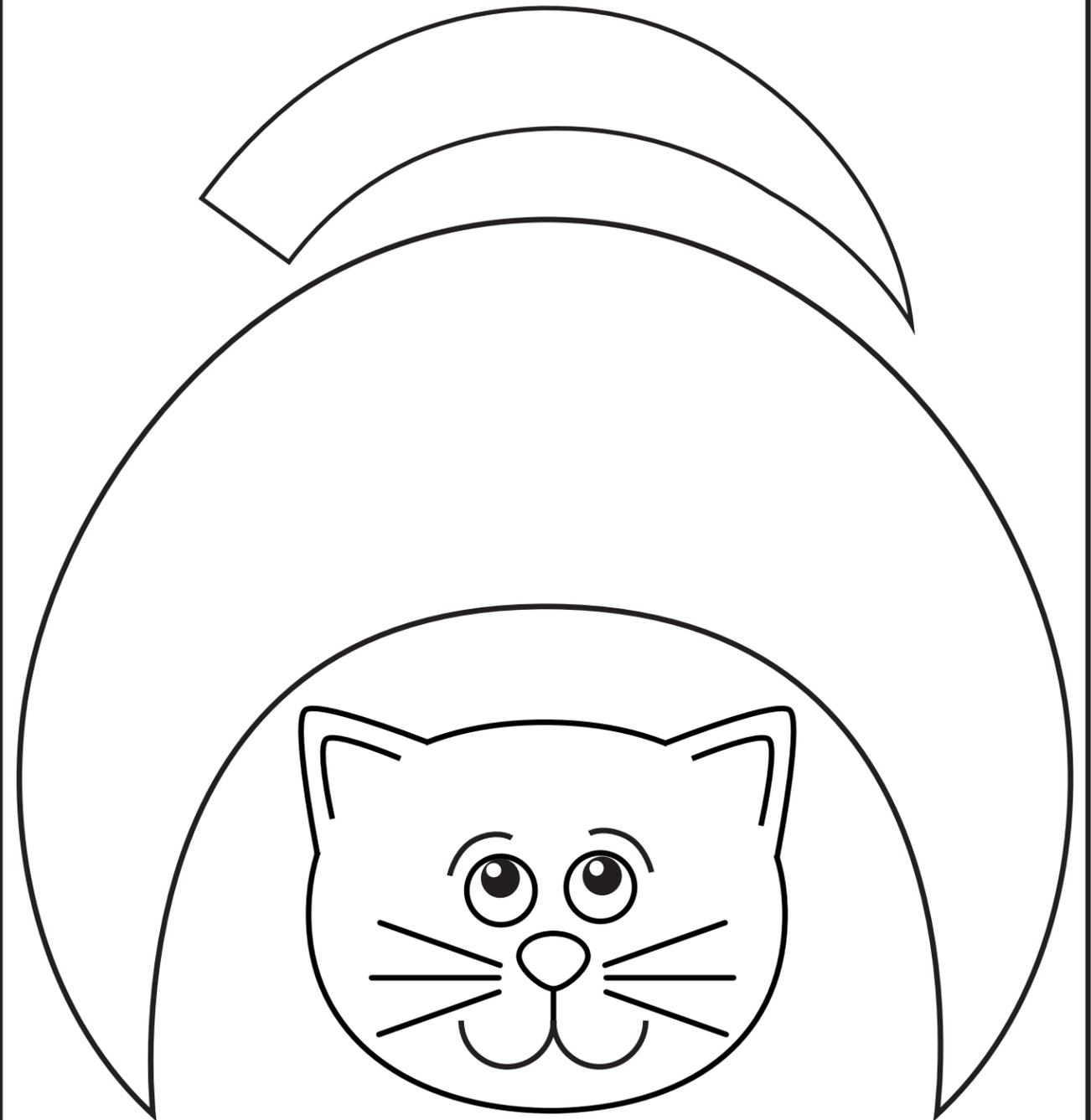
Name _____

Sentimental Sleuths

Situation	How does Mutt-i-gree® feel?	What are the clues?
We are going to the vet.		
I have a new toy for my Mutt-i-gree®.		
My Mutt-i-gree® has been home all day alone.		
My Mutt-i-gree® just got a special treat.		



How does Mutt-i-gree® feel? (Part 2)





ADDITIONAL LEARNING BY DOING ACTIVITIES & WORKSHEETS

More activity ideas can be found on the Mutt-i-grees® Curriculum Pinterest page: <http://www.pinterest.com/muttigrees>

The Perfect Home

Imagine you are a cat awaiting adoption at a shelter. What kind of home would you want? What type of lifestyle would you want once you were adopted? Would you want to live indoors or outdoors? Would you want to be in the city or country? Have students write a short story or poem from the point of view of a cat and share with the class.

Super-Mutt-i-gree®

Imagine you had a superpower based on a cat's senses and skills (excellent vision, powerful hearing, ability to jump and land on your feet or run fast, etc.). Which sense or skill would you choose and how would you use your superpower? Have students write about and/or illustrate their feline superpowers and share with the class.

From a Cat's Perspective

What might a typical day in the life of a cat be like? Have students walk on all fours to imagine life from a cat's perspective. What activities might be easier to do as a cat? What might be more difficult? What would you rather do during the day or during the night?



CULTIVATING COOPERATION – Introductory Lesson

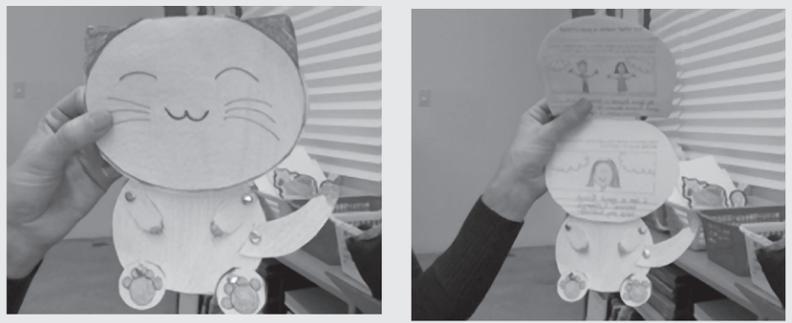
The introductory lesson presented here may be used by educators who are using Cats are Mutt-i-grees® 2 as a freestanding educational program. Educators who are using the Mutt-i-grees® Curriculum may refer to the lessons in the Curriculum binder and use the activities from Cats are Mutt-i-grees® 2 to supplement the lessons.

LESSON	4.1 Feline Friends
Objective	Children will learn about the concepts of trust, respect, and friendship.
Rationale	Trust and respect are integral to healthy and supportive relationships; a more thorough understanding of these concepts will strengthen communication and relationship skills. This will also promote appreciation of diversity and enhance children's ability to work effectively as a member of a group or team.
Materials	<ul style="list-style-type: none"> • What Makes a Good Friend? templates • Computers with Internet access
Key Words	<ul style="list-style-type: none"> • Cooperation • Friendship • Trust • Respect • Relationship • Mutual respect
Introduction	Trust and respect characterize good relationships whether with friends, family, teachers, or animals.
Discussion	<p>How would you define respect? How would you define trust? When we trust people, we believe in them; we expect them to look out for us, we count on them (depend), and we are confident they truly care about us. When we respect people, we think highly of them; we admire their skills or talents and value their opinion(s). When we say we treat people – or animals – with respect, what do we mean?</p> <p>Can you think of someone you trust? Do you also respect that person? Why? Often trust and respect go hand-in-hand; and sometimes the people we trust and respect the most are the ones we depend on for support and friendship.</p>



How do we show respect? What do you do to show respect to others and what can other people say or do to show their respect to you. People can show respect by the way they speak and behave – for example, saying please and thank you is respectful. Another example is listening when someone is speaking, it shows respect. Following rules is also a way to show respect for adults as well as our peers; staying out of your sister's room when she is not home, or asking before taking something of your brother's.

<p>Discussion (cont'd)</p>	<p>How might a cat act when it trusts you? How might a cat act when it doesn't trust you? What influences whether a cat trusts you?</p> <p>How you approach and treat a cat has a lot to do with whether it will trust and respect you. Do you think cats act differently around people who have a lot of experience with animals, such as veterinarians? People with a lot of experience know the characteristics of animals and are often very calm and respectful toward animals, and cats often sense and respond to this! For example, cats don't feel comfortable when someone is looming over them or staring at them. Those who know cats avoid this, and cats will generally go over and be friendly to those who don't look at them directly. This is known as mutual respect.</p>
<p>Learning by Doing</p>	<p>Feline Friends: Friends come in all shapes and sizes and from all different places. Wherever they come from, a good friend is someone who knows you and supports you, someone you have fun with and often shares your interests. Having a friend means being a friend. Using the What Makes a Good Friend? templates, have students write about the qualities of friendship and create a paper feline friend.</p> <p>Example:</p>
	<p>Today we talked about trust and respect – these qualities are especially important for good relationships with people and animals.</p>



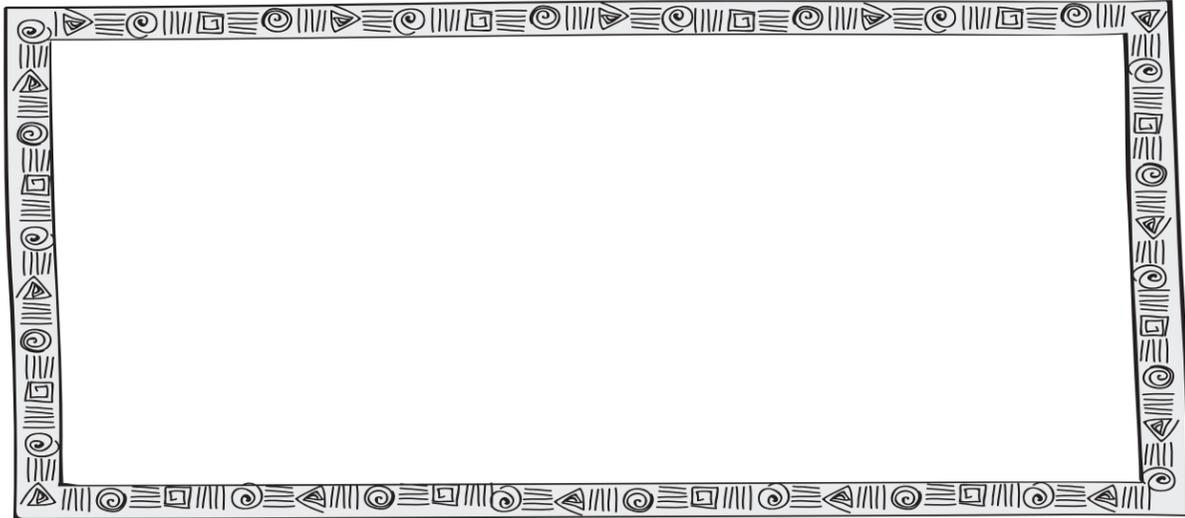
OTHER RESOURCES & ACTIVITIES

<p>Recommended Readings & Resources</p>	<p>Corresponding Cat Dialog lessons:</p> <ul style="list-style-type: none"> • Cats Among Us • Life on the Outside • Keeping Company with a Cat • Happy to See You! • How to Speak Fluent Feline • Watch the Cat's Whiskers • Stretching and Other Lessons Learned from Cats • Are You Ready to Help a Cat? <p>Websites: Mutt-i-grees® Service Learning Activities: http://education.muttigrees.org/service-learning Dogs & Cats in the News: http://education.muttigrees.org/dogs-news</p> <p>Books for PreK-Grade 3: <i>The Cat with Seven Names</i> by Tony Johnston and Christine Davenier <i>Brownie & Pearl See the Sights</i> by Cynthia Rylant and Brian Biggs</p> <p>Books for Grades 4-6: <i>Anton and Cecil: Cats at Sea</i> by Lisa Martin and Valerie Martin <i>The Story of a Seagull and the Cat Who Taught Her to Fly</i> by Luis Sepulveda/illus. Chris Sheban</p> <p>Additional Resources: <i>100 Cats Who Changed Civilization</i> by Sam Stall <i>Another Insane Devotion: On the Love of Cats and Persons</i> by Peter Trachtenberg <i>Cat Sense: How the New Feline Science Can Make You a Better Friend to Your Pet</i> by John Bradshaw <i>Paw Prints in the Moonlight: The Heartwarming True Story of One Man and his Cat</i> by Denis O'Connor/illus. Richard Morris <i>Homer's Odyssey: A Fearless Feline Tale, or How I Learned about Love and Life with a Blind Wonder Cat</i> by Gwen Cooper <i>The Dog Who Rescues Cats: The True Story of Ginny</i> by Philip Gonzalez</p>
<p>Family & Community Involvement Activities</p>	<p>Who Do You Respect? Ask a family member who s/he most respects and trusts, and why. Encourage discussion of how feelings of trust and respect developed. Encourage children to share their findings with the class.</p>
<p>Advanced Activities</p>	<p>The Purr-fect Companion: Animals of almost any kind can become therapy animals, including cats. Therapy animals are trained to help humans by providing comfort and healing. Split the class in half and have one group imagine they are people in need of a therapy animal, while the other imagines they are therapy animals. Encourage class discussion:</p> <ul style="list-style-type: none"> • Group One: What qualities might you look for in a therapy cat? • Group Two: What are the benefits of spending time with a therapy animal? How does the person benefit? How might the animal benefit?

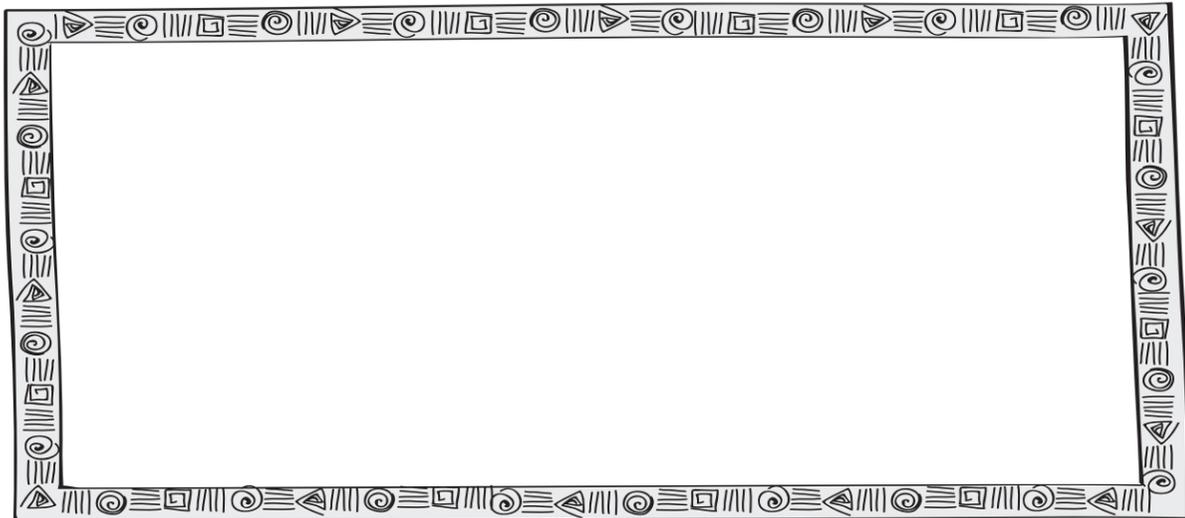
What Makes a Good Friend? (Part 1)

Name _____

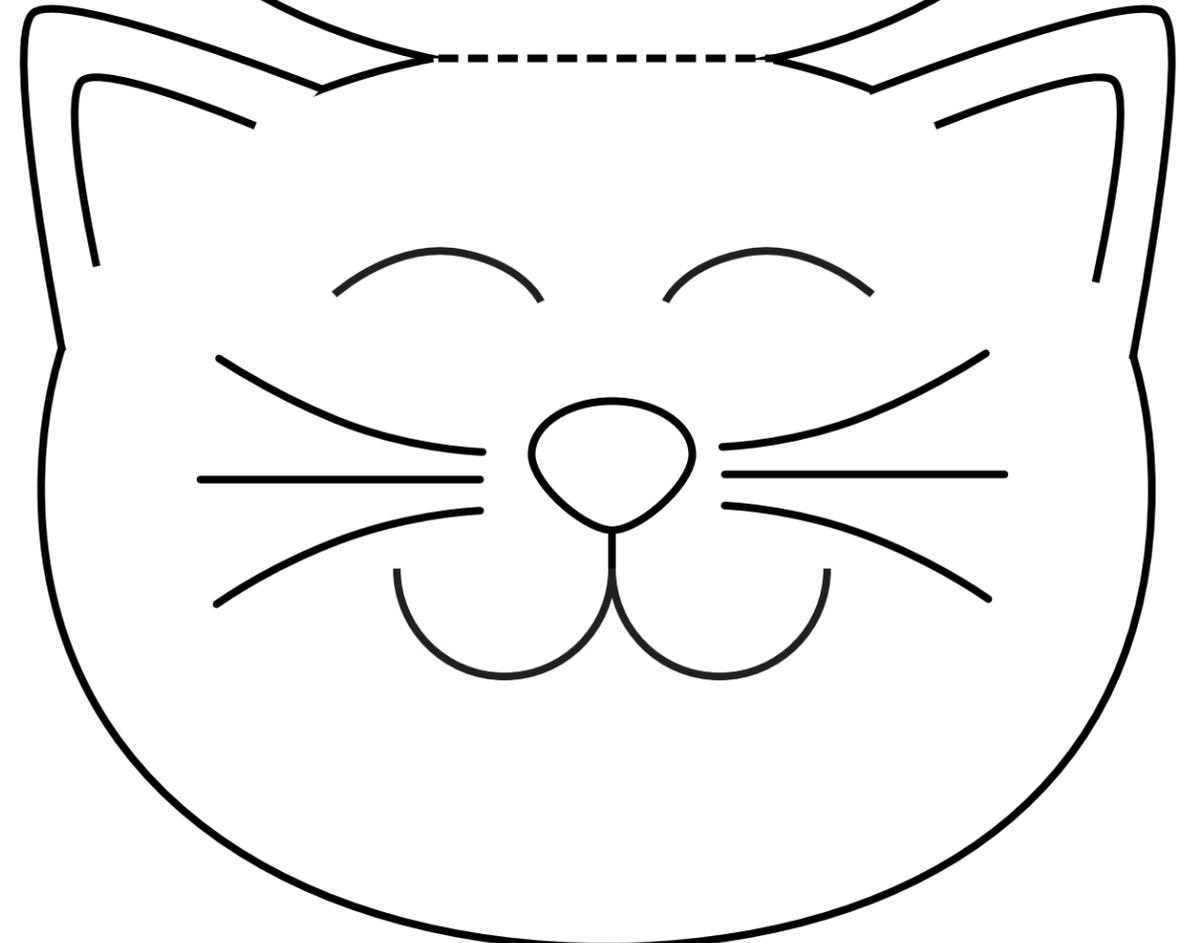
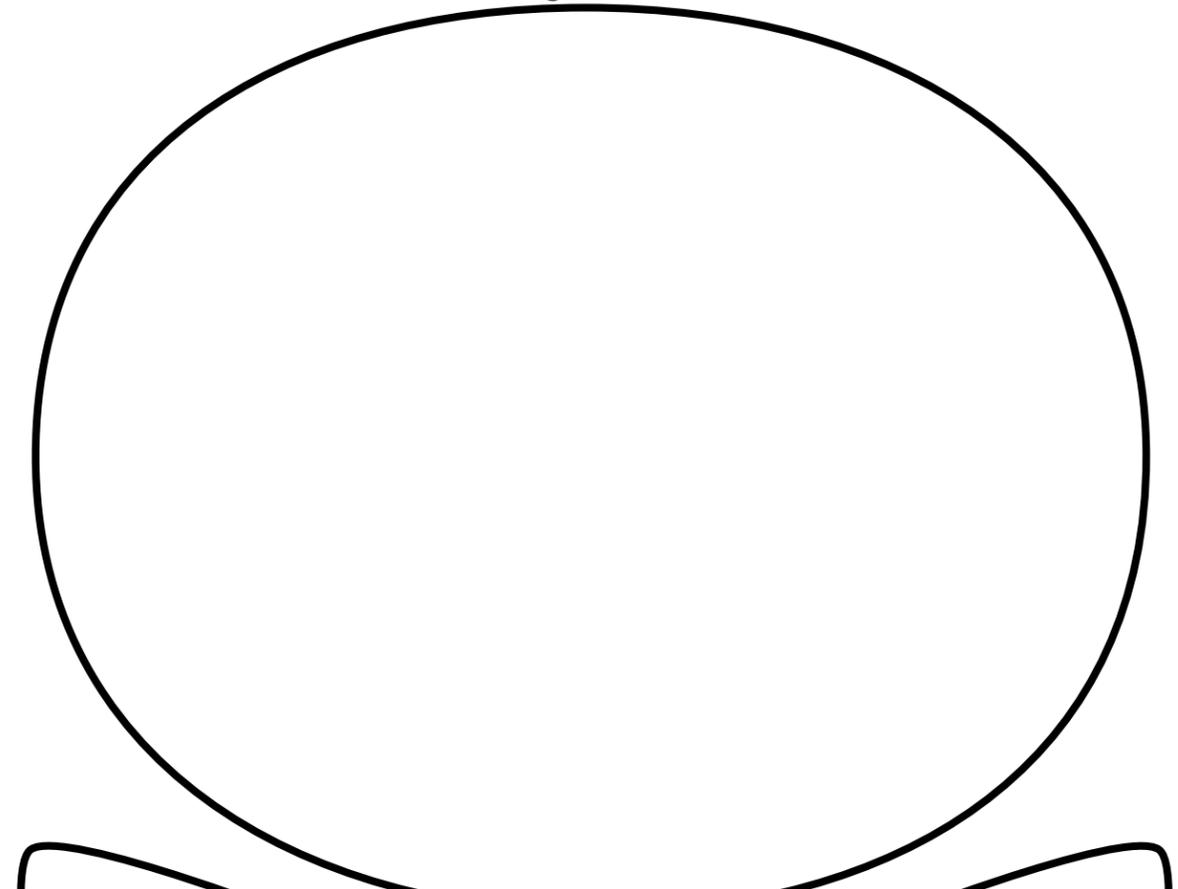
Draw a picture of your closest friend or family member and write a sentence describing why this person is such a good friend.



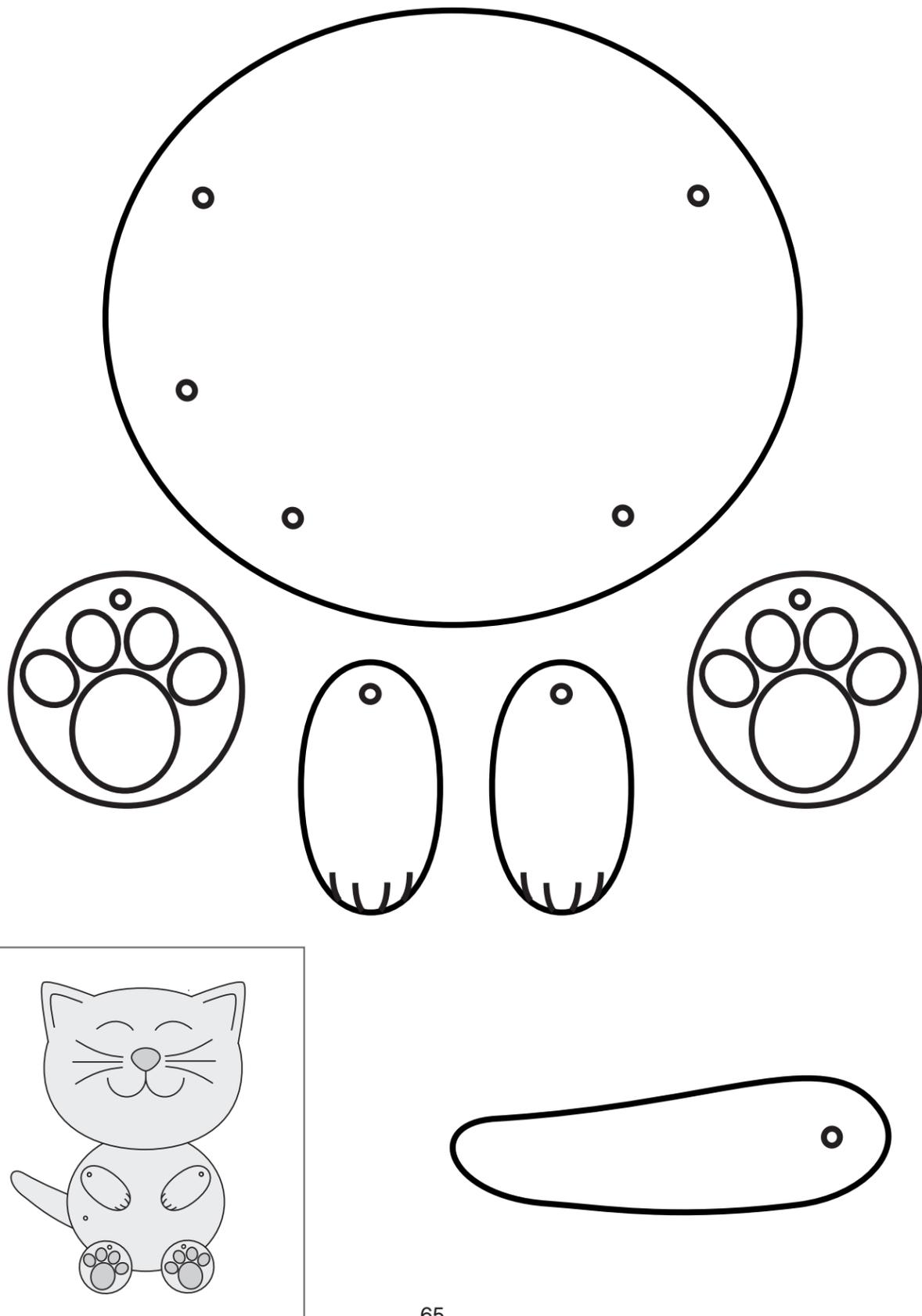
Draw a picture of yourself being a good friend to a cat or a person. Write a sentence describing why you are a good friend.



What makes a good friend? (Part 2)



What makes a good friend? (Part 3)



ADDITIONAL LEARNING BY DOING ACTIVITIES & WORKSHEETS

More activity ideas can be found on the Mutt-i-grees® Curriculum Pinterest page: <http://www.pinterest.com/muttigrees>

Creative Kitties

Cats love to play with toys. Make cat toys to sell as a fundraiser or donate to a local shelter. Examples below:

Pipe Cleaner Caterpillar

- Twist the ends of two different colored pipe cleaners together.
- Fold the top 1 inch of the twisted end back 180 degrees. Hold the folded tip with your thumb, pressing it against the body of a pencil.
- Twist the pipe cleaners around the body of the pencil, forming a coil.
- Finish the coil by twisting the bottom inch and folding 180 degrees. Tuck the bottom fold into the coil to conceal the sharp edge.

Pipe Cleaner Ball

- Place two pipe cleaners in an X shape.
- Twist one pipe cleaner in the middle around the middle of the other pipe cleaner. One loop around should be enough.
- Now twist the other pipe cleaner around the first. This will hold them together securely.
- Take the matching ends of one of the pipe cleaners and twist them together. This will leave the toy with one full loop attached to one straight pipe cleaner.
- If any sharp edges are exposed, twist them down and around the pipe cleaner as tightly as possible so that they aren't dangerous and the area is relatively smooth.
- Bring the end of the other pipe cleaner up and around so that it meets where you just twisted the first pipe cleaner into a loop. At that seam twist the free end onto the first pipe cleaner to make another half loop.
- Take the final free pipe cleaner end and twist that into the place where all the other ends meet. Make sure it's twisted tightly and securely.

Cat Be Nimble, Cat Be Quick

Break students into groups. Assign or ask the group to select from the questions below. Group members will collaborate on researching the question(s) and presenting the answer(s) to the class. As a variation, this may be conducted as a trivia game about cats, with the group that answers the most questions the fastest winning a prize.

1. Why do people say that cats always land on their feet?
2. How many muscles control a cat's ear?
3. True or false: White cats with blue eyes are always deaf.
4. What is the purpose of a cat's tail?
5. What is the normal body temperature for a cat?
6. What is the Jacobson's organ?
7. What is the average lifespan of an indoor cat?
8. How high can a cat jump?
9. What percentage of the day do cats spend sleeping on average?
10. Are cats colorblind?

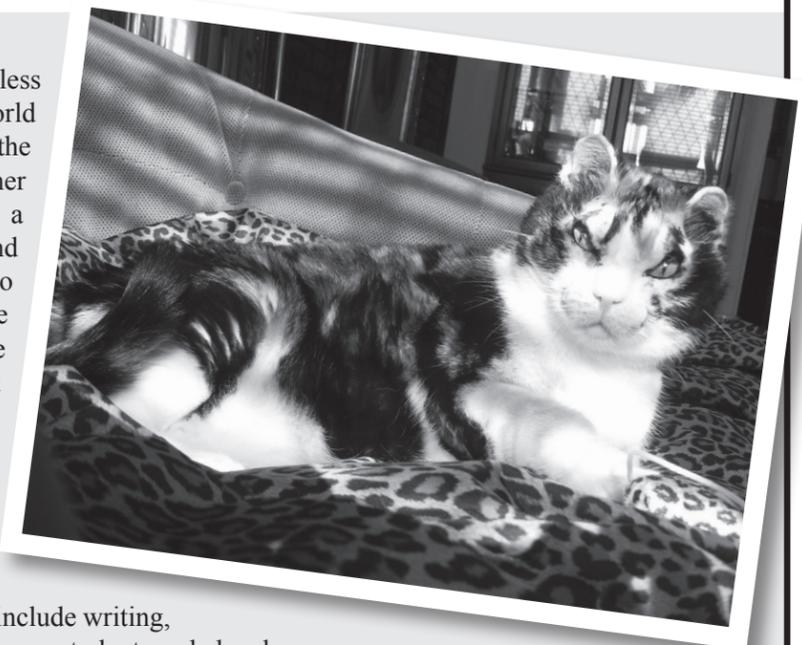


ADDITIONAL LEARNING BY DOING ACTIVITIES & WORKSHEETS

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Hero Cats

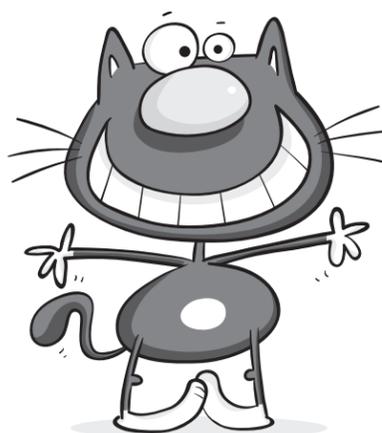
Many years ago, a brave homeless cat named Scarlett captured world headlines and the heart of the nation when she rescued her kittens – one by one – from a burning building. Scarlett and her kittens were brought to North Shore Animal League America by firemen and were eventually adopted, and a book was written about Scarlett. Have your students research examples of hero cats in the news or in your community and share with the class. Student presentations may be individual or in groups and include writing, illustrations, or video depending on student grade level.



Shake, Rattle, Roll

Have students make cat toys by putting cat food or treats into plastic eggs and closing them tightly. Sell as a fundraiser or donate to a local shelter. Cats will love batting the egg around because it doesn't roll straight like a ball.

- Materials needed:
- Plastic eggs
 - Dry cat food or cat treats



DEALING WITH DECISIONS – Introductory Lesson

The introductory lesson presented here may be used by educators who are using Cats are Mutt-i-grees® 2 as a freestanding educational program. Educators who are using the Mutt-i-grees® Curriculum may refer to the lessons in the Curriculum binder and use the activities from Cats are Mutt-i-grees® 2 to supplement the lessons.

LESSON	5.1 We Can Make a Difference!
Objective	Children will learn about choices and consequences; that through the choices they make and the actions they take, they can affect others and have an opportunity to make a difference.
Rationale	Recognizing the wider impact of their decisions will help students begin to take responsibility for their actions and consider how their choices affect others. This will enhance empathy and foster students' ability to think of themselves as part of a greater whole and make informed decisions that benefit other people, animals, and the environment.
Materials	<ul style="list-style-type: none"> • Stuffed cat or cat puppet • Computers with Internet access
Key Words	<ul style="list-style-type: none"> • Decision • Conscious • Affect • Consequence • Responsibility • Advocate
Introduction	We make decisions every day, even though we may not be conscious of it. Some decisions are simple (what to wear, what to eat), while others may be more difficult. Some decisions affect only ourselves, while others can affect other people, animals, or the environment. Some decisions are very important as they can make a difference to those around us.
Discussion	<p>How can we make a difference in the life of a shelter cat? Choosing to adopt a cat is one option, but it is a big decision that involves your entire family. There are a lot of responsibilities associated with pet ownership: making sure your cat has a proper diet, keeping him up to date on all vaccines, cleaning up after him, and making sure he gets the right amount of exercise and stimulation are just a few. Ask children who have pets to discuss their responsibilities associated with pet ownership (walking dog, cleaning cat litter, etc.).</p> <p>Sometimes having a pet isn't an option, of course, but luckily you don't need to own a pet to make a difference in the lives of Mutt-i-grees®. People and animals can help each other in many ways. One way we can help Mutt-i-grees® is by becoming an advocate for these amazing cats and dogs and telling others about their special qualities and their need for loving homes.</p>



Learning by Doing	Class Pet: Adopt a stuffed cat or cat puppet as a class pet and discuss the responsibilities of pet ownership. Dedicate time during the day to care for the cat and assign responsibilities (brush cat, clean litter box, clip nails, etc.) to each child. Discuss which responsibilities they enjoy most and which they enjoy least and why.
Closure	We discussed how some decisions we make can have an impact on those around us. Some of our choices have consequences for other people, animals, and the environment and these can be positive or negative.



OTHER RESOURCES & ACTIVITIES

Recommended Readings & Resources	<p>Corresponding Cat Dialog lessons:</p> <ul style="list-style-type: none"> • Life on the Outside • Are You Ready to Help a Cat? <p>Books for PreK-Grade 3: <i>Mog and the V.E.T.</i> by Judith Kerr <i>If You Give a Cat a Cupcake</i> by Laura Numeroff <i>Hero Cat</i> by Eileen Spinelli <i>The Bravest Cat! The True Story of Scarlett</i> by Laura Driscoll/illus. DyAnne Disalvo</p> <p>Books for Grades 4-6: <i>National Geographic Readers: Cats vs. Dogs</i> by Elizabeth Carney</p> <p>Additional Resources: <i>A Street Cat Named Bob: And How He Saved My Life</i> by James Bowen <i>Purrs of Wisdom: Conscious Living, Feline Style</i> by Ingrid King</p>
Family & Community Involvement Activities	A Family of Advocates: Encourage children to talk to their family members about ways to help shelter cats in your community. Ask them to summarize their family's ideas and share with the class. Did anyone's family volunteer at a shelter together?
Advanced Activities	Debate: To Declaw or Not? Declawing cats is a divisive topic: Some people believe it's cruel and unnecessary, while others think it is a harmless solution for unwanted scratching. Have students research the declawing process and determine whether they would argue for or against this procedure. Encourage students to think about it from a cat's perspective – how might it make a cat feel? How would declawing a cat change its lifestyle? Does it go against its true nature?



ADDITIONAL LEARNING BY DOING ACTIVITIES & WORKSHEETS

More activity ideas can be found on the Mutt-i-grees® Curriculum Pinterest page: <http://www.pinterest.com/muttigrees>

Top Ten List

Advocating for pet adoptions includes letting people know why it's important. Students may collaborate with staff at the local shelter to promote senior cat or black cat adoptions by creating a Top Ten list of reasons to adopt a senior cat or black cat.

What Would You Do?

What would you do if you found a cat wondering about in your neighborhood? Discuss the difference between feral and stray cats and encourage class discussion of the steps one would take to address the issue.

Cat Got Your Tongue?

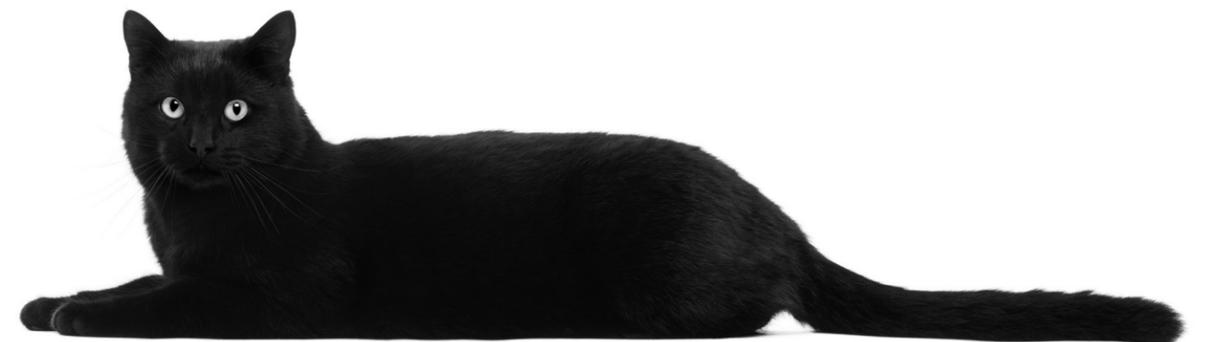
When is it appropriate to speak up and when should you keep your mouth shut? Provide a variety of scenarios and discuss the best response with the class. Illustrate how sometimes it's essential to stand up for others (when a peer is being bullied, for example, or a classmate is shunned), while other times it's best to stay silent (for example, avoiding gossip).

Dealing with the Consequences

Kitten season is the time of year when cats give birth, starting in spring, peaking in late spring or early summer, and ending in fall. A cat can become pregnant once she is five months old. The consequences of not spaying/neutering cats can lead to an influx of homeless litters of kittens flooding animal shelters and rescue groups across the country. Have students research the consequences of the decision not to spay/neuter and calculate cat reproduction rates. What can you do as a class to help spread the word that spay/neuter is the best choice?

Handy Handbook

Deciding to foster a cat is a big decision and one that requires many considerations and responsibilities. Work with a local shelter to help create a foster care handbook for potential foster care pet parents. Groups of students would be responsible for different aspects of the work: communicating with animal shelter staff, working on the content, editing and proofreading, creating visuals, arranging for printing and dissemination, and fundraising to make the task possible.



Cat and Mouse Maze

Have students practice problem solving skills using the maze template below.

Help the cat catch the mouse!

