

**SPCA Auckland Education
Teacher Guide Sheet**



Animal Behaviour - Level 8 Biology Curriculum

Biology in the New Zealand Curriculum, Learning Media, Ministry of Education, 1994, p.28.

Achievement Objective 8.1(a)

'Investigate and identify aspects of animal behaviour and plant responses in relation to biotic and abiotic environmental factors'

Achievement Standard; Biology 3.90716

'Describe animal behaviour and plant responses'.

It is assumed that pupils are familiar with the following terms:

Behaviour Scoring

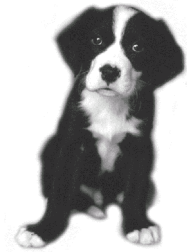
SPCA Auckland Animal Village Trip -

- Purpose:
- (a) To investigate and identify aspects of animal behaviour in relation to biotic and abiotic factors.
 - (b) To introduce students to the work and role of the SPCA Auckland within the community.
 - (c) To help students develop a sense of justice, compassion and respect for living things.

'Animal Behaviour' Worksheet – Level 8 Biology

(A) What do the letters S P C A mean?

S _____ P _____
C _____ A _____



(B) List animals that are received and cared for by SPCA Auckland.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(C) List activities carried out by SPCA Auckland, other than re-homing of animals.

(D) Who provides funding for SPCA Auckland to carry out the work that it does?



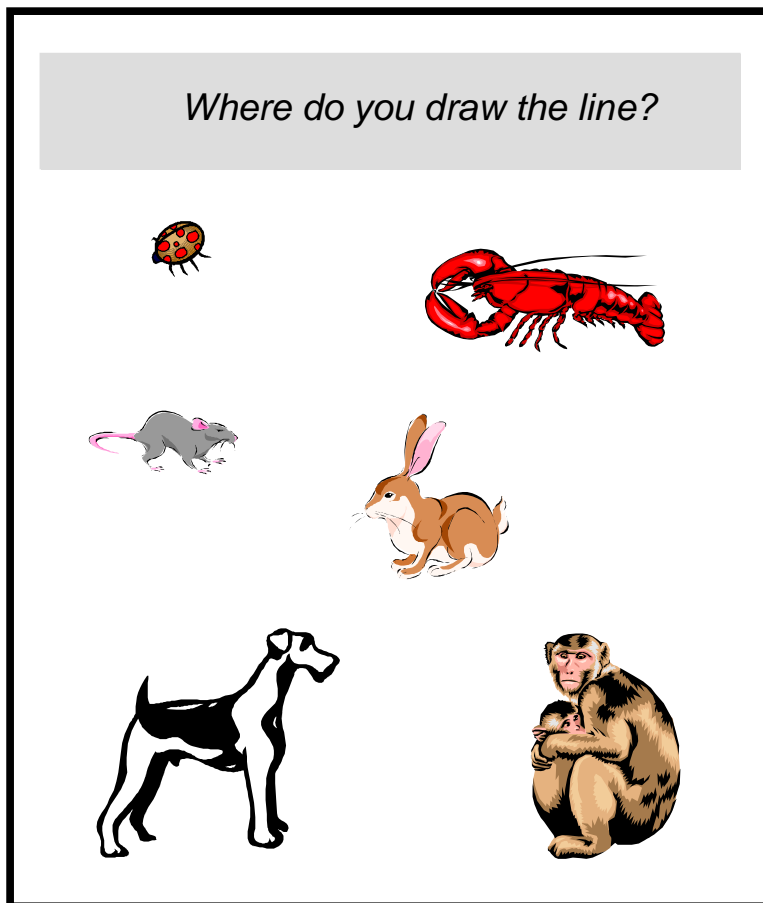
(E) What is the law called that protects animals in New Zealand?

(F) In this diagram, only 3 animals can survive.

Which would you choose?

1. _____
2. _____
3. _____

....And why?



(H) Can the choices made be justified? Explain.





Behaviour

In this section you will need to observe 'cat behaviour'.

Select a cage containing 2 cats (if possible) which are activity moving around.

Do not interact with the cats at all - No playing or calling.

You will need to identify the behaviour of the cats using a specific code, and recording every **2 minutes**, for **10 minutes**. At the end of this time, you may repeat your observations of another pair of cats.

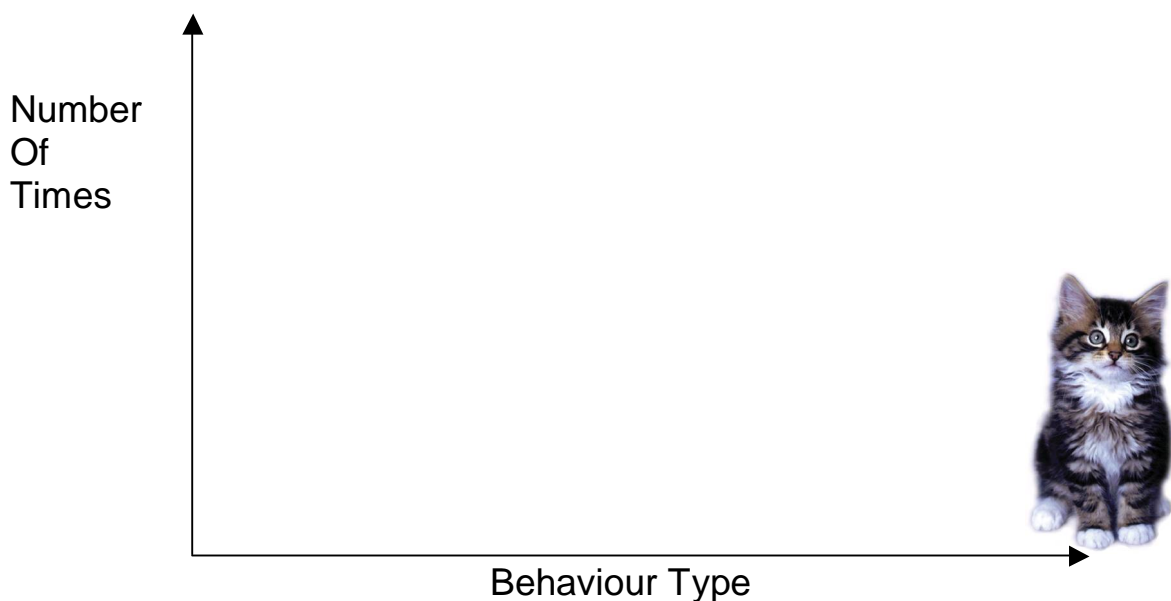
Codes:

Sleeping – S	Resting – R	Scratching – Sr	Vocalising – V
Grooming – G	Walking – W	Eating – E	Playing – P
Drinking – D	Fighting – F	Toileting – T	Running - Rn

Observations

0		2	
4		6	
8		10	

Count the number of times each behaviour was recorded, and construct a bar graph.



List some (if any) of the problems you came across when recording your data, and the behaviour categories.



List the behaviour types displayed by the cats you recorded from highest to lowest occurrence.

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Can you explain why certain behaviours types were more common than others?

What would be some positive environmental 'influences' that could be added to change, or alter a cats behaviour?



First *true* cat – Pseudaelurus
Ancestor to the
Sabre toothed Tiger