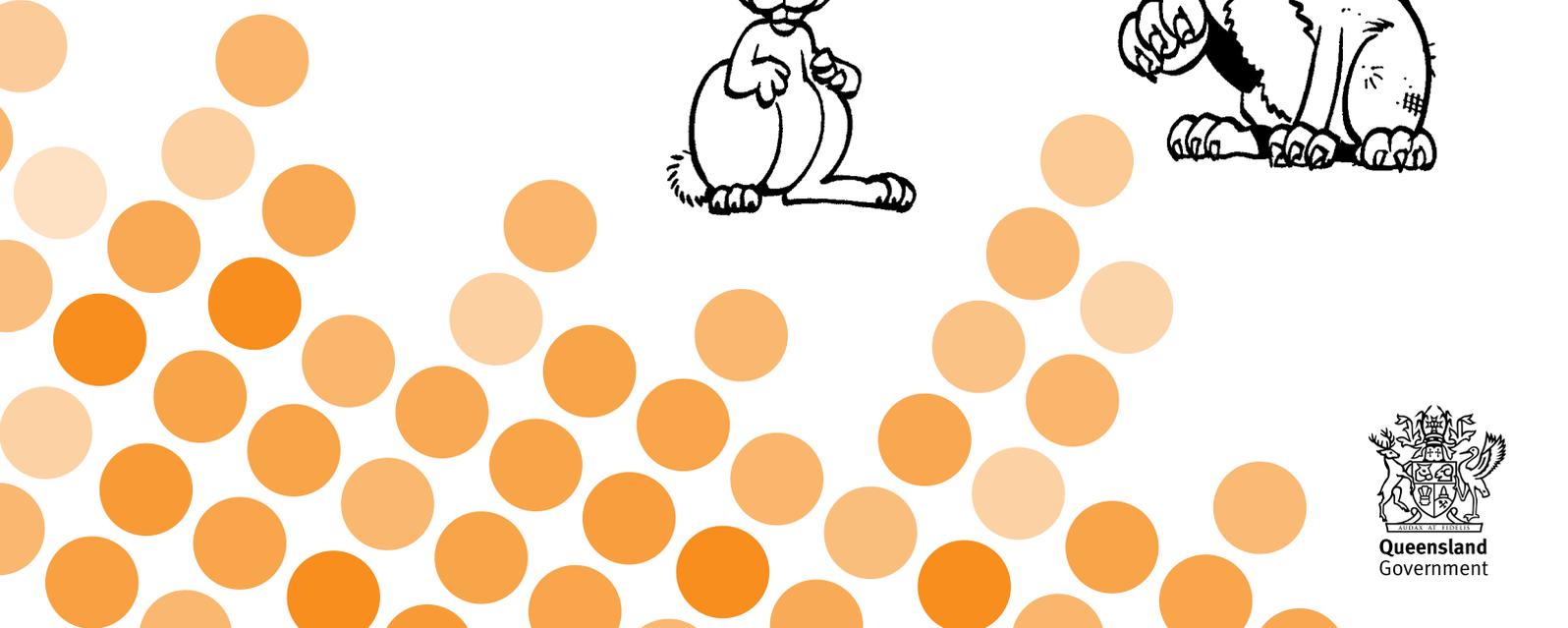
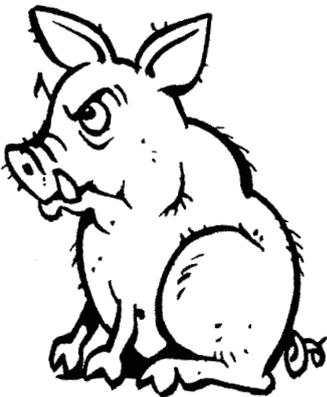


# Pest patrol activity book

with teachers' resource



### Acknowledgement

Illustrations: Paul Lennon (except for illustrations on page 17 and on page 20)

**Note:** Mention of a trade company name in this publication does not constitute a guarantee or endorsement by the Department of Agriculture and Fisheries.

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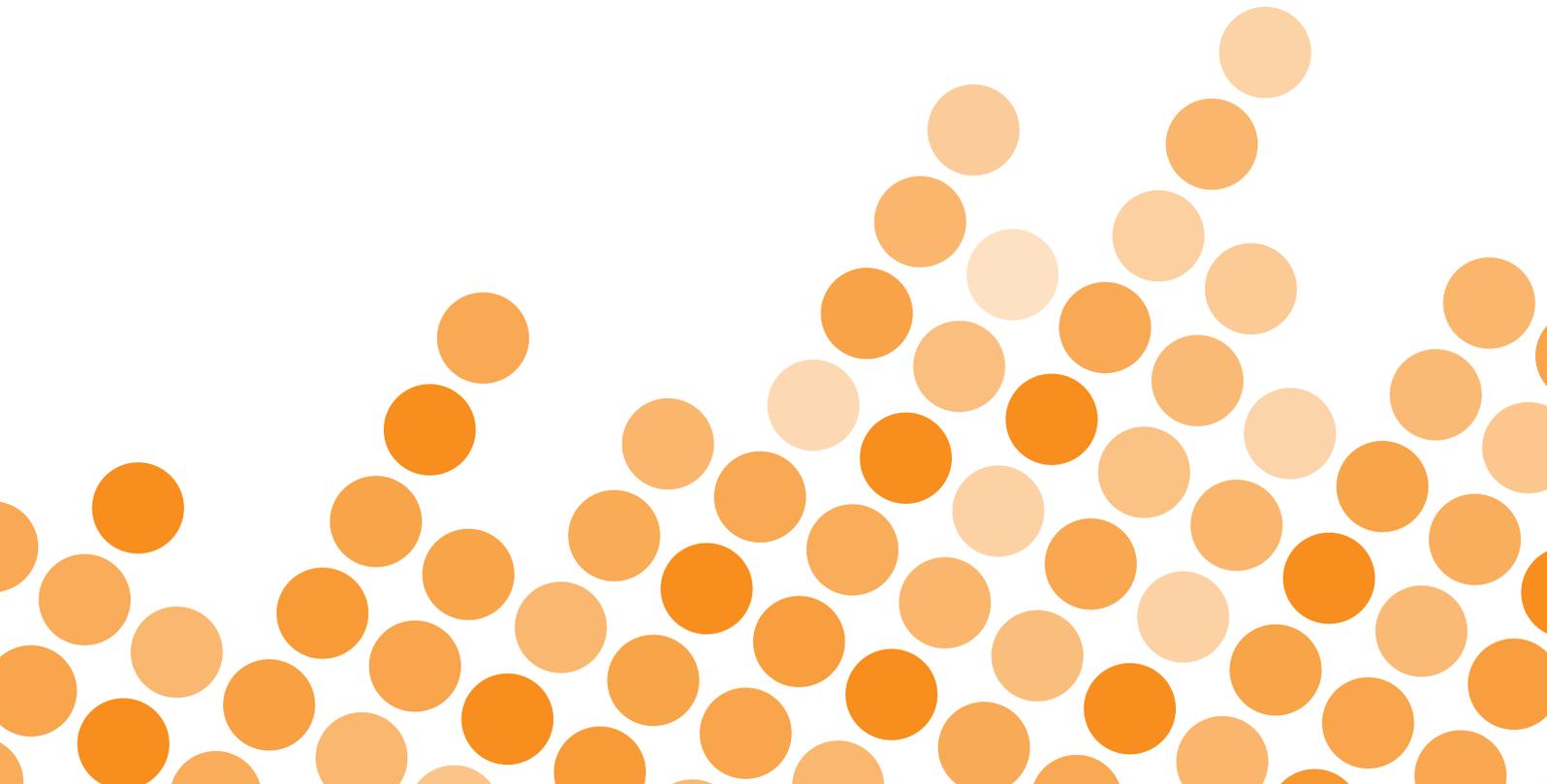


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## Introduction

The aim of this activity book is to teach students about the dangers pest animals, including feral animals, pose to our native wildlife, domestic pets and farming communities. It is targeted at students aged 7–10 years.

The first section contains a series of activities that students can complete with or without adult/teacher assistance or supervision.

The second section is the teachers' resource, which contains lessons that can be conducted in the classroom or playground. Activities from the first section of the book can also be used in these lessons to reinforce key messages.

Lesson 2 requires a 'Pet, pest or feral' poster or brochures. These are available from Biosecurity Queensland, call 13 25 23.

Information and downloads of activities are available at [www.biosecurity.qld.gov.au](http://www.biosecurity.qld.gov.au)

# What are pest animals?

Some animals come from countries other than Australia. When these animals become wild and live in the bush they can hurt our native wildlife. Sometimes they attack pet animals and cause problems for farmers. These animals are called 'pest animals'.

Some pest animals, like foxes and rabbits, were first released by early English settlers more than a hundred years ago. The settlers wanted to hunt these animals for sport.

Others, like pigs, dogs and cats, escape from their human owners and become wild. They no longer need people to feed and look after them. These animals are called 'feral' animals.

Pest animals such as foxes, wild dogs and feral cats, kill many small native animals in the bush.

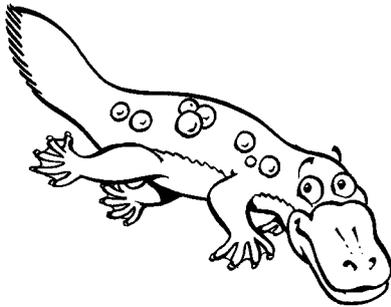
We need to make sure our pets don't become feral animals. Even the pets we keep in our fish tanks (like fish, turtles, snakes and lizards) can hurt other animals if they are let into the bush, or into our rivers and creeks.



This action page can be used in conjunction with Lesson 1 in the teachers' resource.

# What are our native animals?

Our Australian native animals are sending you a message. Fill in the names of the animals. The letters in the shaded boxes will reveal the message.

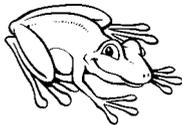


<sup>1</sup> K \_ \_ K \_ \_ \_ R \_

<sup>2</sup> E \_ \_ I \_ \_ A

<sup>3</sup> E G \_ \_

<sup>4</sup> P L \_ \_ P \_ \_



<sup>5</sup> G \_ \_ \_ N

T \_ \_ \_

<sup>6</sup> F \_ \_ \_

<sup>6</sup> T \_ \_ M \_ \_ \_ N D \_ \_ \_

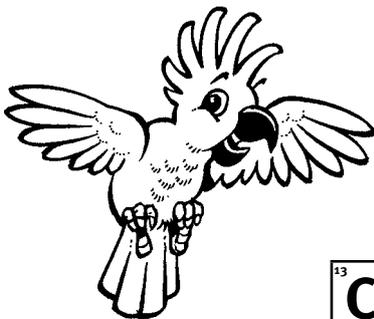


<sup>7</sup> K \_ \_ G \_ \_ O

<sup>8</sup> K \_ \_ L \_

<sup>9</sup> T \_ \_ \_ L \_

<sup>10</sup> P S \_ \_ \_



<sup>11</sup> D \_ \_ \_ O

<sup>12</sup> E \_ \_

<sup>13</sup> C \_ \_ K \_ \_ O

## Clues

1. I am a bird that likes to laugh.
2. I have lots of spikes.
3. With my big wings, I soar in the sky.
4. I like to hang out at the creek, especially in waterholes.
5. I like to jump, swim in ponds and climb trees.
6. I am named after an Australian state and have black fur.
7. I move by jumping and when I sit, I use my tail as an anchor.
8. I am cute and furry and love to eat eucalyptus leaves.
9. I like to swim and have a hard shell.
10. You can sometimes see me running along power lines and in the branches of trees.
11. My coat can be red, ginger or sandy yellow. I have four legs and sharp teeth.
12. I am a big bird that can't fly.
13. I am a bird with a sharp beak and I love to chat.

Secret message:

  K     E     P     F     L     O

# Hidden feral message

Find all the words hidden in the grid. They are either native animals or animals that can become pests if they escape into the bush. They can be found in straight lines across or down. Arrange the leftover letters to reveal a feral warning.

- Pig                      Ferret                      Dingo
- Fox                      Cat                          Wild dog
- Goat                      Rabbit                      Mouse

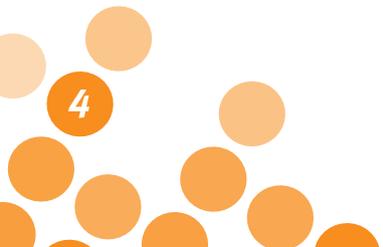


- Toad
- Rat
- Bilby
- Deer
- Turkey
- Koala
- Ant
- Fish
- Worm
- Bee



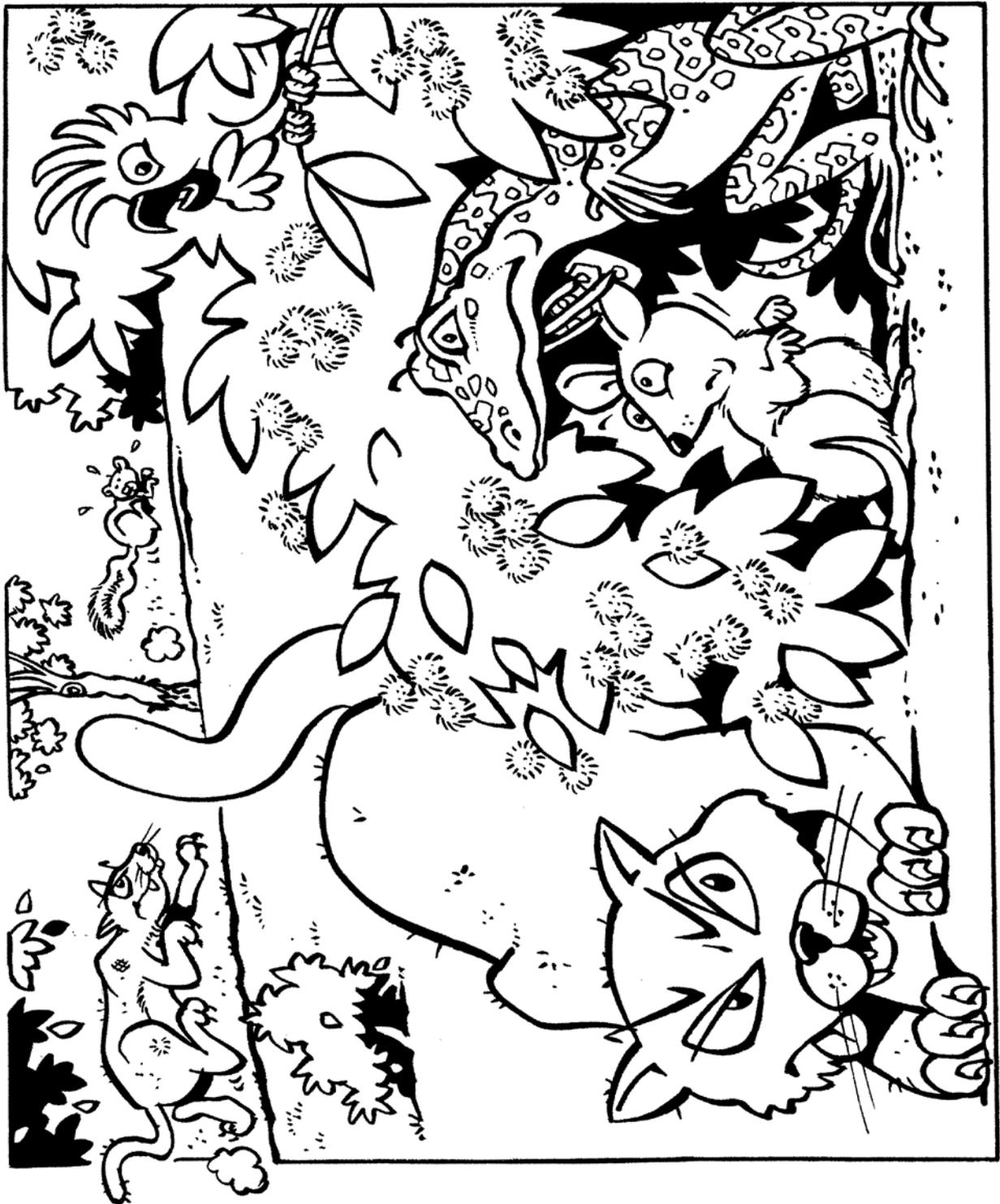
<b>C</b>	<b>F</b>	<b>E</b>	<b>R</b>	<b>R</b>	<b>E</b>	<b>T</b>	<b>K</b>
<b>A</b>	<b>K</b>	<b>A</b>	<b>N</b>	<b>T</b>	<b>E</b>	<b>B</b>	<b>O</b>
<b>T</b>	<b>U</b>	<b>R</b>	<b>K</b>	<b>E</b>	<b>Y</b>	<b>I</b>	<b>A</b>
<b>W</b>	<b>O</b>	<b>R</b>	<b>M</b>	<b>E</b>	<b>P</b>	<b>L</b>	<b>L</b>
<b>F</b>	<b>W</b>	<b>E</b>	<b>R</b>	<b>A</b>	<b>T</b>	<b>B</b>	<b>A</b>
<b>D</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>	<b>R</b>	<b>Y</b>	<b>F</b>
<b>A</b>	<b>L</b>	<b>T</b>	<b>O</b>	<b>A</b>	<b>D</b>	<b>L</b>	<b>I</b>
<b>M</b>	<b>D</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>U</b>	<b>T</b>	<b>S</b>
<b>O</b>	<b>D</b>	<b>O</b>	<b>T</b>	<b>F</b>	<b>O</b>	<b>P</b>	<b>H</b>
<b>U</b>	<b>O</b>	<b>R</b>	<b>A</b>	<b>B</b>	<b>B</b>	<b>I</b>	<b>T</b>
<b>S</b>	<b>G</b>	<b>U</b>	<b>R</b>	<b>B</b>	<b>U</b>	<b>G</b>	<b>B</b>
<b>E</b>	<b>S</b>	<b>H</b>	<b>D</b>	<b>E</b>	<b>E</b>	<b>R</b>	<b>E</b>
<b>F</b>	<b>O</b>	<b>X</b>	<b>L</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>E</b>

**Solution:** \_\_\_\_\_  
 \_\_\_\_\_



# Watch out for the feral cats!

Colour in the picture of our native bilby, lizard and cockatoo hiding from the feral cats. These feral cats were once someone's pets but they escaped into the bush. Now they hunt small native animals for food.

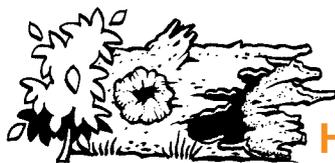


This action page can be used in conjunction with Lesson 2 in the teachers' resource.

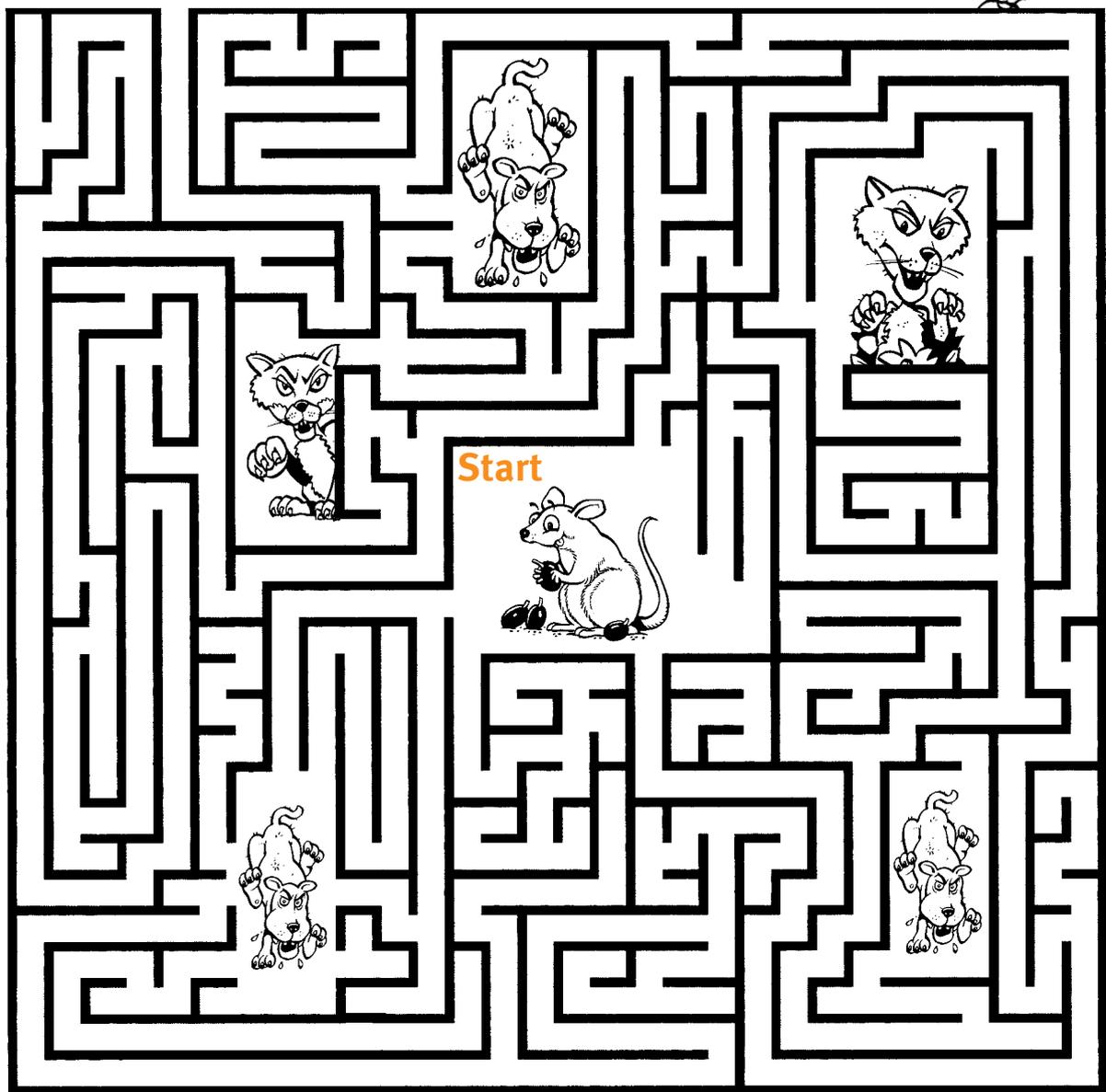
# Help me get home!

Native animals are most likely to be hunted by feral animals while they are looking for food.

The dunnart is a small ground marsupial that can be easily surprised by feral animals. Below he is looking for food on the ground. Can you help him avoid the jaws of the feral cats and wild dogs and reach home safely.



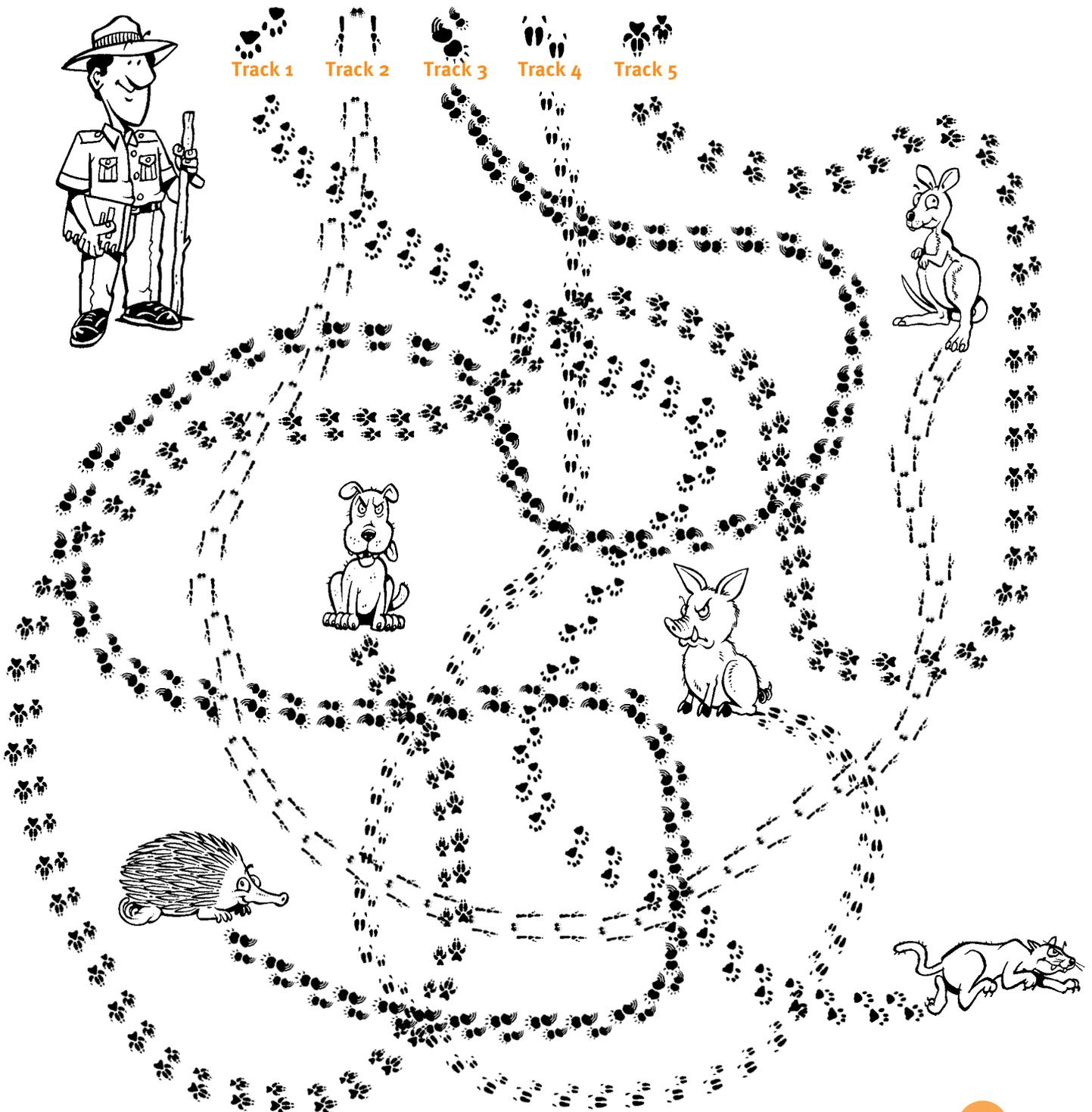
Home



Start

# What animals leave behind

Ranger Dan wants to know what feral animals have been in his national park. He can see many tracks. Do you know which animals they belong to? Follow each track to find out which animal has made it. Circle the feral animals.



This action page can be used in conjunction with Lesson 3 in the teachers' resource.

Track 1 is a feral cat. Track 4 is a feral pig. Track 5 is a wild dog.

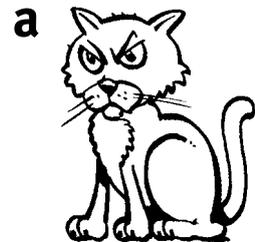
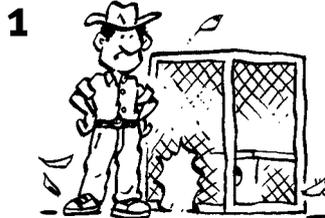
# What do they eat?



Pest animals can cause lots of damage when they hunt for food. Draw a line from the pest animal to the damage it has caused.

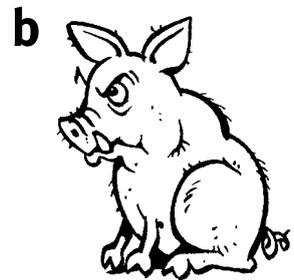
This person has lost some chickens. What animal might have eaten them?

F \_ \_ \_



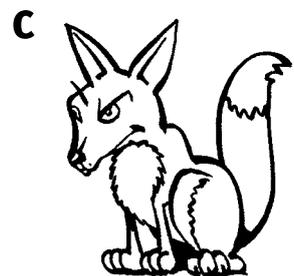
This park ranger can see that something has been digging up small trees and bushes to look for worms to eat. Do you know what is responsible?

F \_ \_ \_ \_ P \_ \_ \_



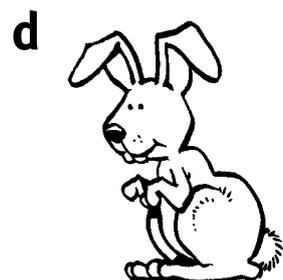
This farmer is growing crops and vegetables, but something has eaten some of them. Do you know what it is?

R \_ \_ \_ \_ \_



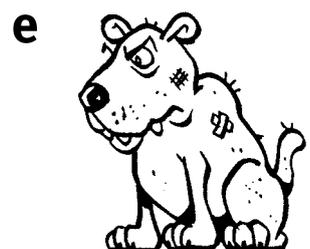
This grazier is missing a few sheep. What feral animal is responsible?

W \_ \_ \_ \_ \_ D \_ \_ \_



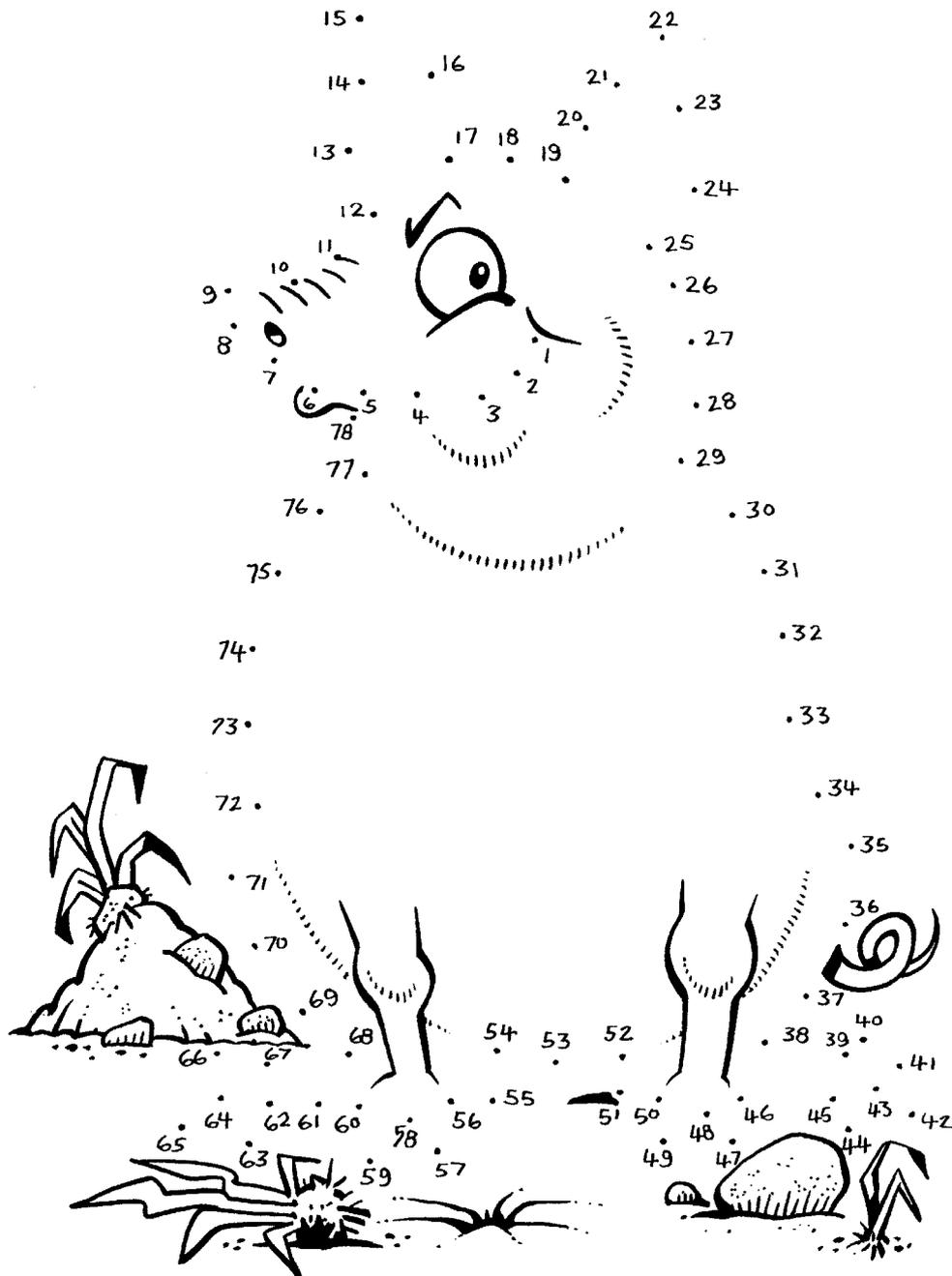
This bird's chicks have gone from the nest in the tree. What might have taken them?

F \_ \_ \_ \_ \_ C \_ \_ \_



# What is damaging the landscape?

Some animals dig up the landscape to search for worms and other things to eat. Do you know what sort of feral animal does that? Join the dots to find out.



What is it? \_\_\_\_\_

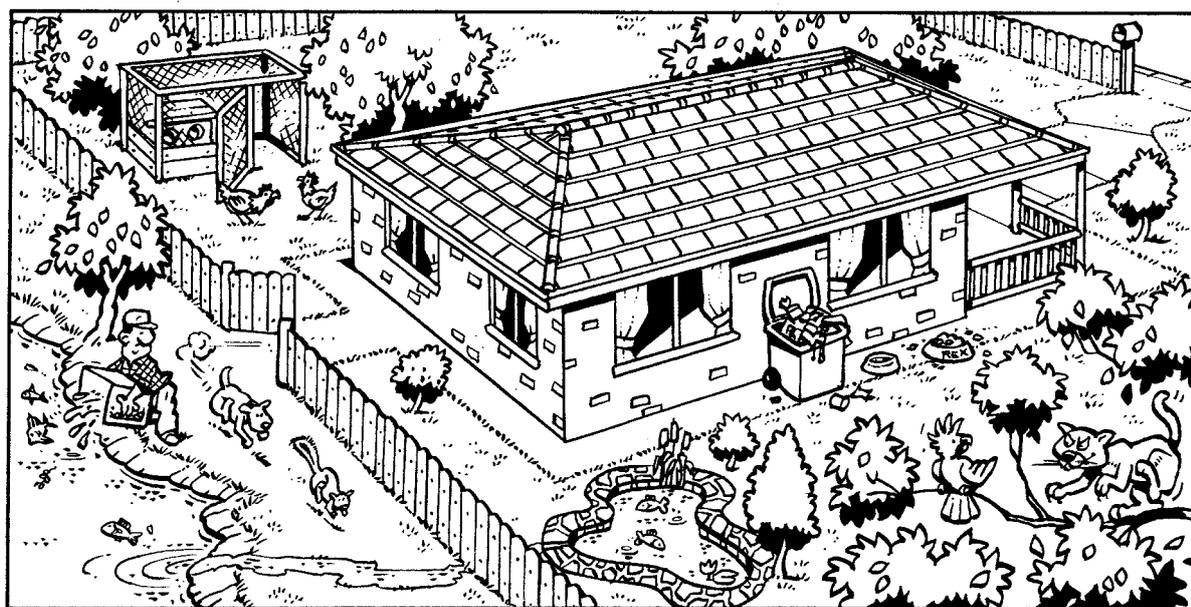
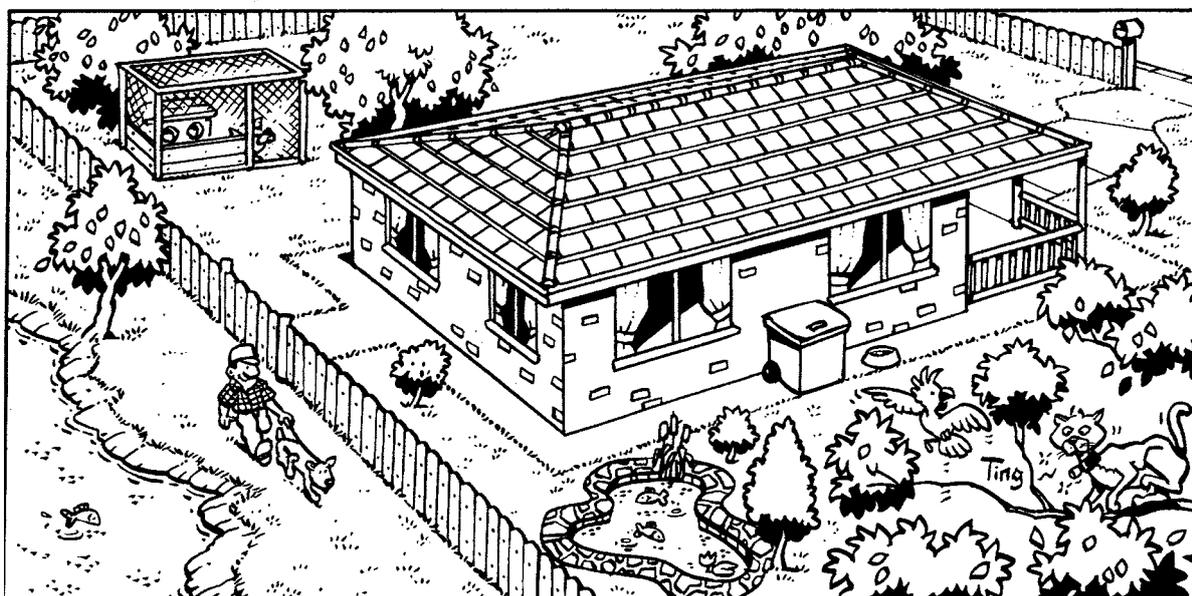
This action page can be used in conjunction with Lesson 4 in the teachers' resource.



# Spot the difference

There are lots of things you can do around the house to stop pest animals coming near you and your pets. Being a good pet owner means looking after your pets. Always have your dog on a lead when you are outside the yard. Don't let your pets run into the bush. Never put your pet fish or turtles into local creeks as they can harm our native fish and turtles. Look after our native animals by looking after your pets.

Can you spot the eight differences between the two homes below? They are all things that people should do to protect their homes from pest animals. Circle all the things that should not be happening in the second picture.

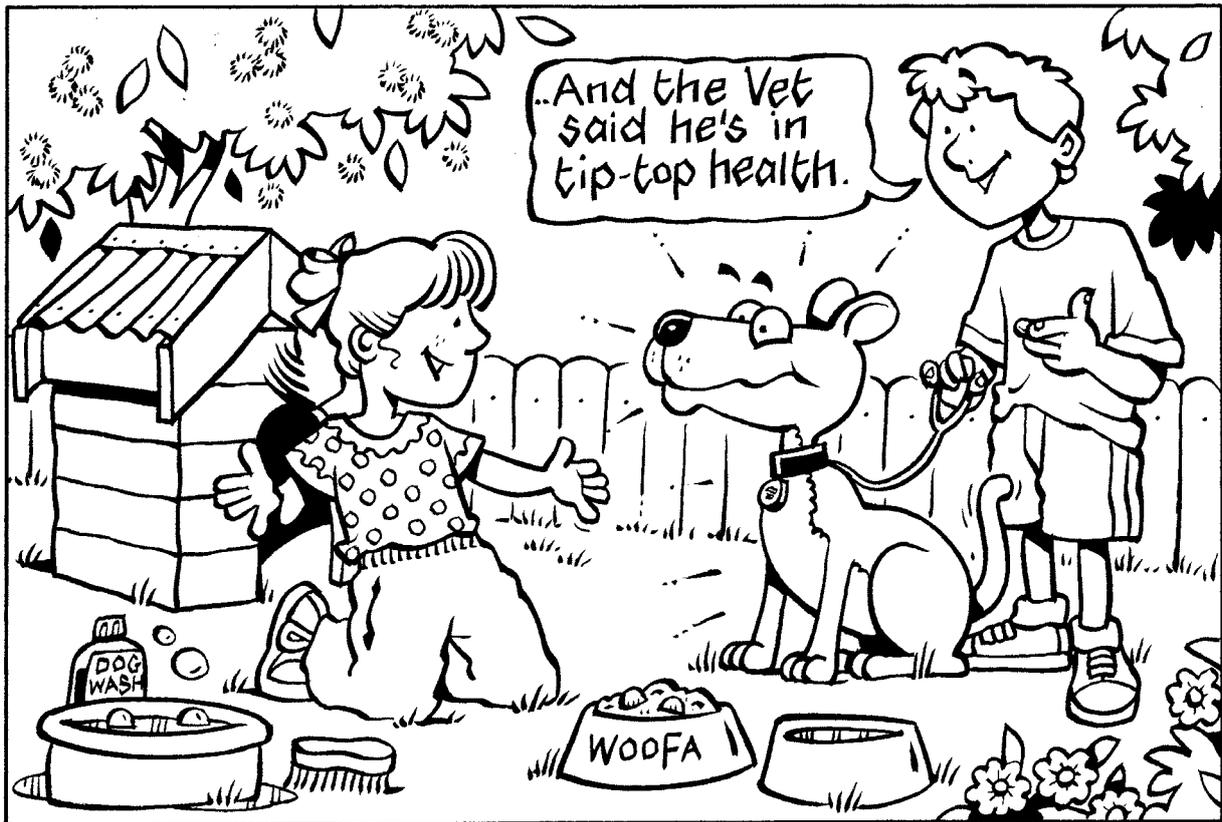


This action page can be used in conjunction with Lesson 5 in the teachers' resource.

# Caring for our pets

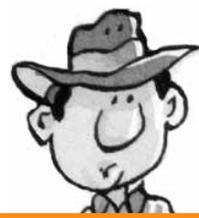
Colour in the picture showing children caring for their pet.

Do you think this pet is loved by its owners? Write five reasons why you think this is the case.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Find Farmer Joe



Farmer Joe is hiding in 12 different places. Can you find them all?



# Wanted by the pest patrol



Draw a wanted poster of a pest animal. Explain why this animal is wanted by the pest patrol.

A wanted poster template with a torn orange border. At the top, the word "WANTED" is written in large, white, bold letters. Below it, the text "by the Pest Patrol" is written in a smaller, black, sans-serif font. A large white circle is in the center, intended for a drawing. Below the circle is a white rectangular box with a torn edge, containing the following text:

**Name:** \_\_\_\_\_

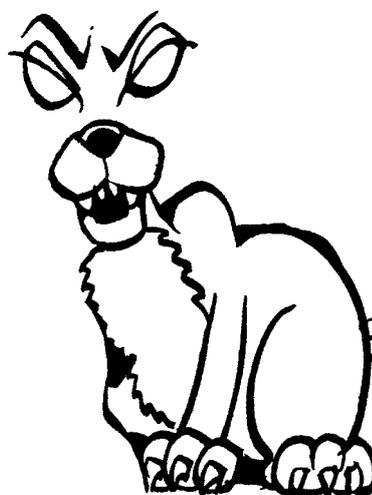
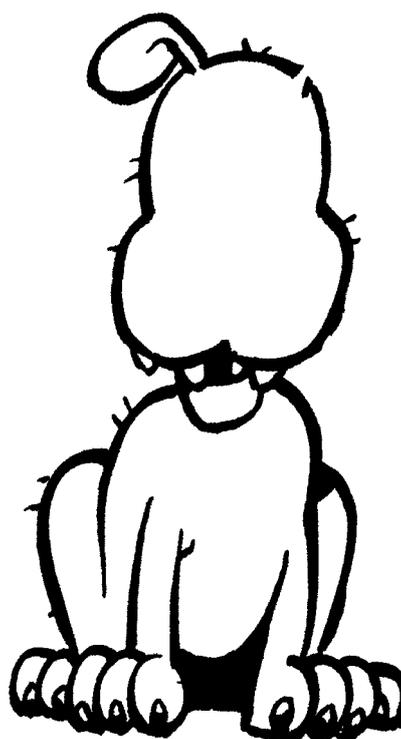
**Crime:** \_\_\_\_\_

\_\_\_\_\_

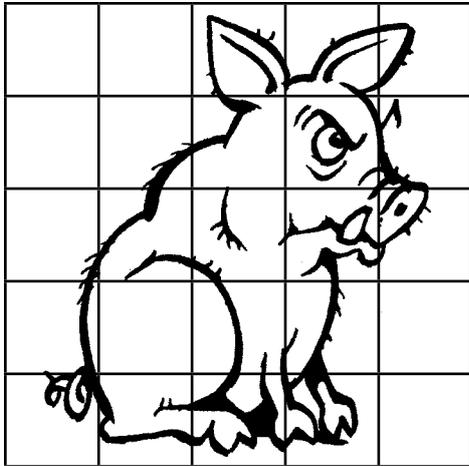
**It is dangerous and should not be approached.**

# Dog and cat drawathon

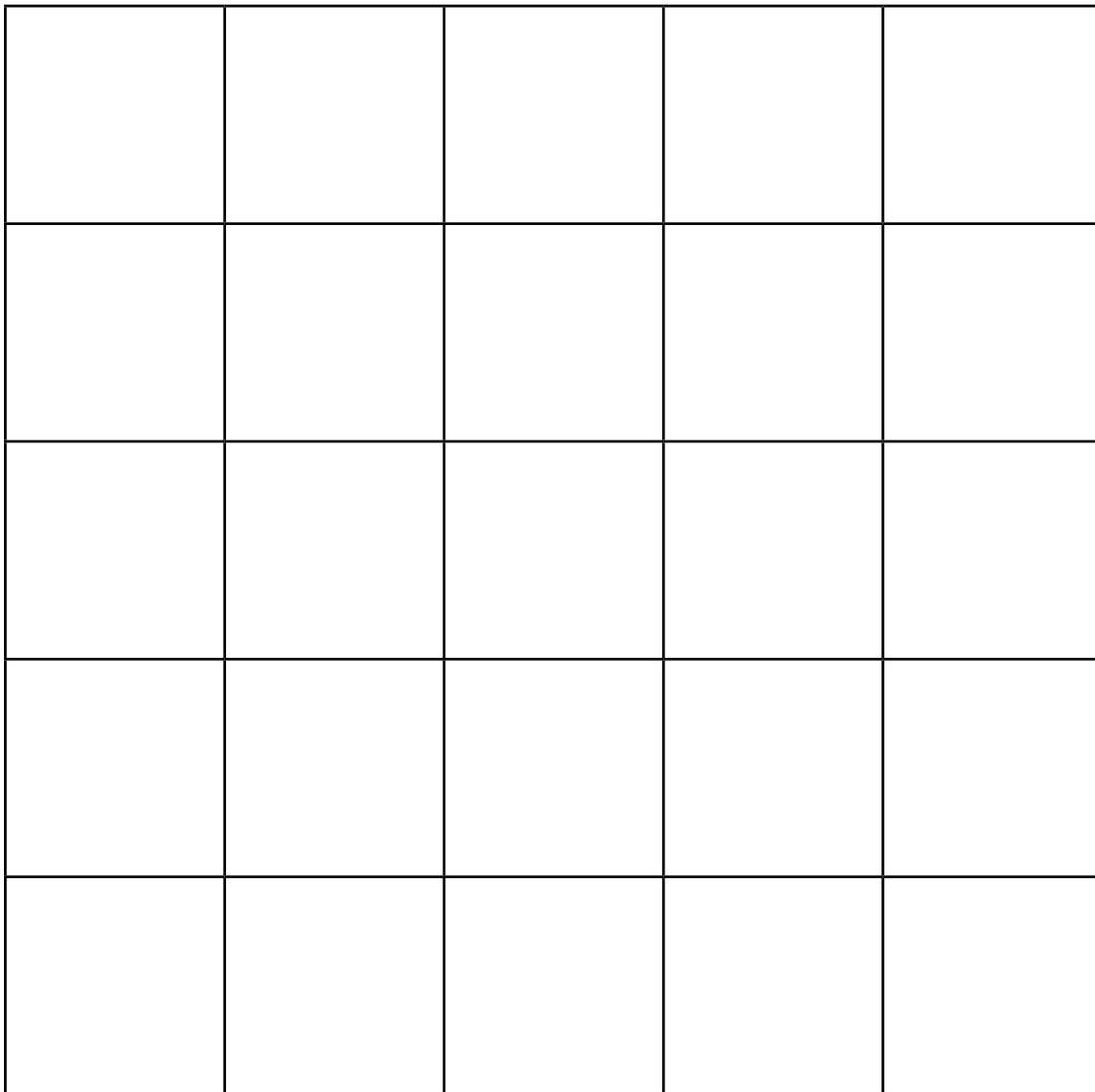
Complete the pictures of the wild dog and feral cat below.



# Feral pig draw and colour

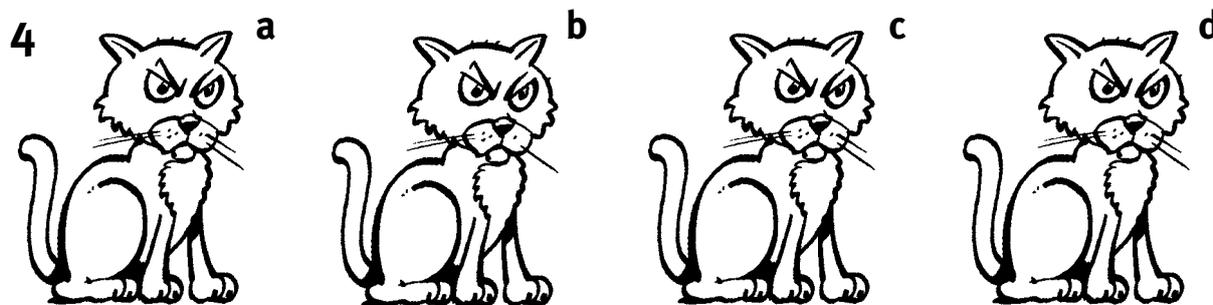
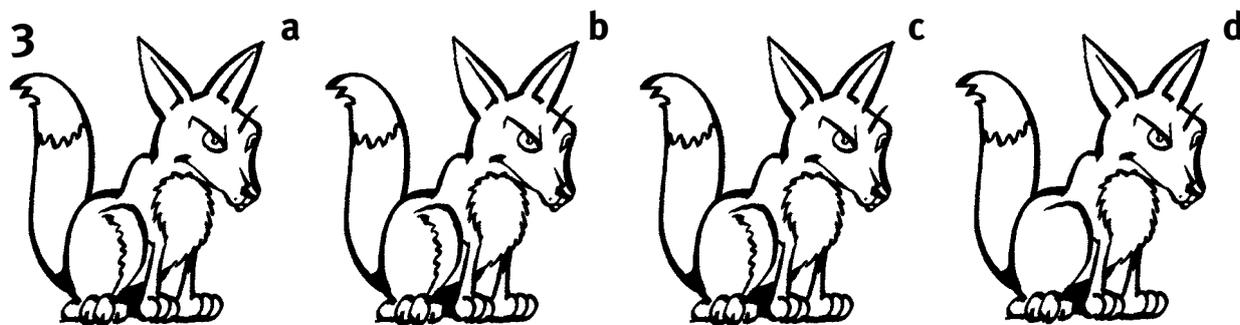
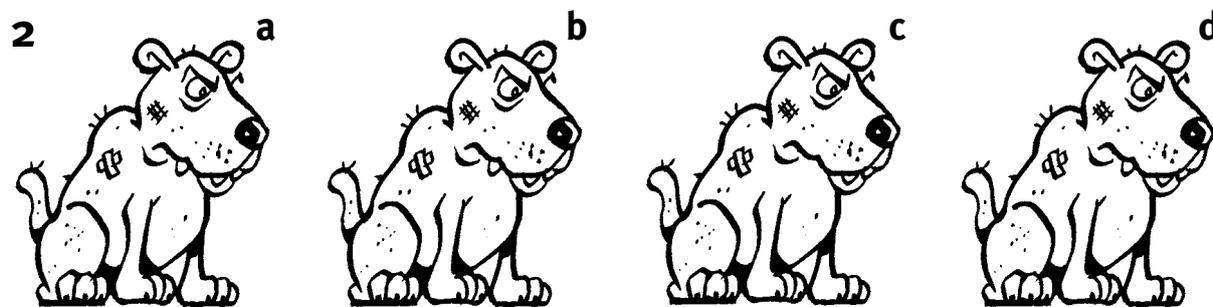
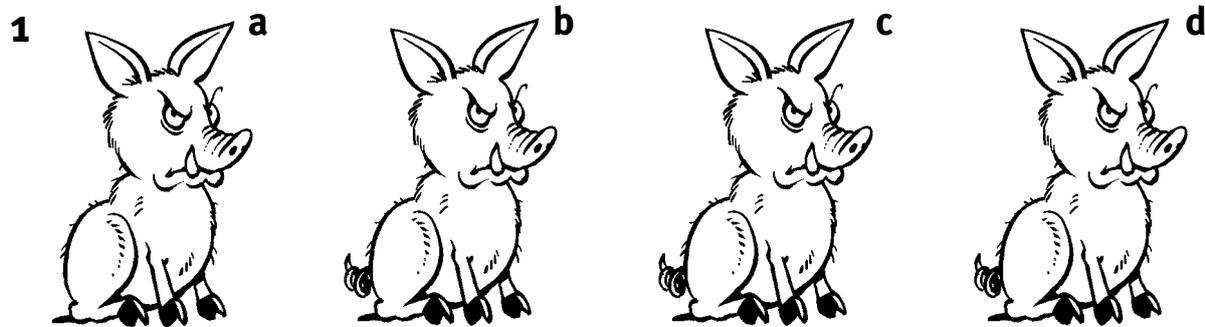


Feral pigs cause a lot of damage by digging up vegetables and plants. They destroy crops, and hurt lambs and small native animals. Feral pigs have sharp, dangerous tusks. Draw the feral pig on the grid below.

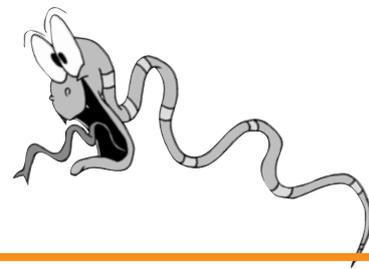


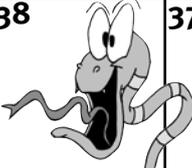
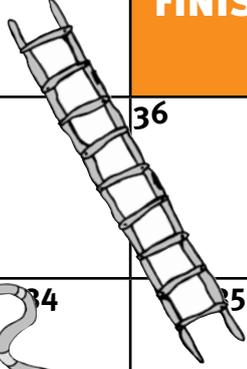
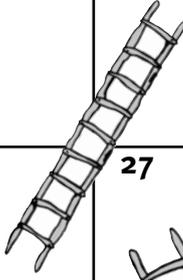
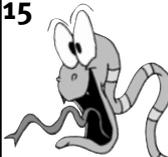
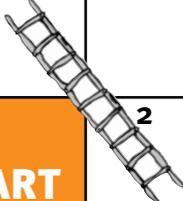
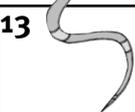
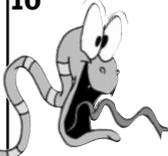
# Spot the odd feral out

One of the animals in each line is different to the other three. Circle the odd one out and colour in.



# Snakes and ladders



43	44	45 	46	47	48	49 <b>FINISH</b>
42	41 	40	39 	38 	37 	36
29	30 	31	32 	33	34 	35
28	27 	26	25 	24	23 	22
15 	16 	17	18	19	20 	21 
14 	13 	12 	11	10 	9	8 
1 <b>START</b>	2 	3	4 	5	6	7

## How to play

- Select the number of players.
- You will need dice and a marker for each player (could be a 5c coin or a button, or you can cut out the pest patrol ranger badges at the top of page 19 or on the back cover of this booklet).
- Take turns rolling the dice. Move your marker the number of squares shown on the dice.
- If you land on the bottom of a ladder, go to the top of the ladder. If you land on a snake head, go down to the end of its tail.
- First to the finish is the winner!

# Get to Ranger Dan's research station



## How to play

1. The object of the game is to be the first Pest Patrol Ranger to reach Ranger Dan's research station. Ranger Dan needs your help with his research to control pest animals, so you'll need to get there as quickly as you can so you can help him.
2. You will need dice and up to four players. You will need a marker (could be a 5c coin or a button, or you can cut out the pest patrol ranger badges at the top of page 19 or on the back cover of this booklet).
2. When it is your turn, roll the dice and move the number of spaces shown.
3. You can go in any direction, but you cannot step on the same space twice in one turn.
4. Follow the instructions on the board to get to the finish.
5. If you land on a pest animal you get chased back to the start. If you land on a native animal move forward two spaces.
6. To win the game you must roll the exact number to land on 'FINISH'.



### Pest animals



Feral cat



Fox



Wild dog



Feral pig

If you land on a pest animal, go back to the start.

### Native animals



Echidna



Lizard

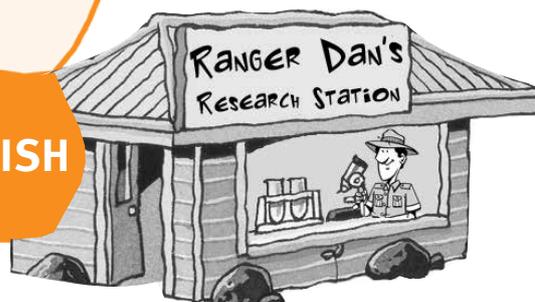
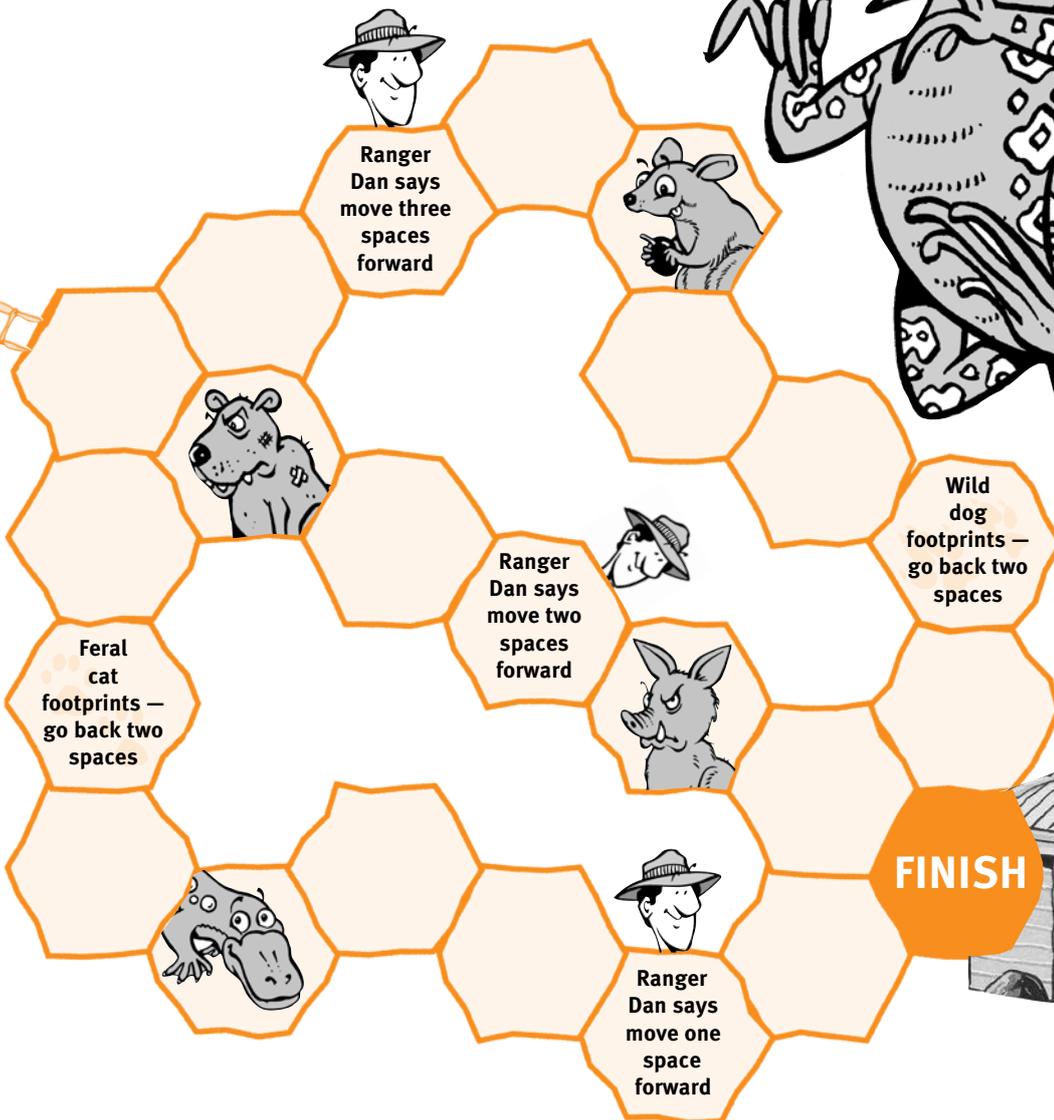
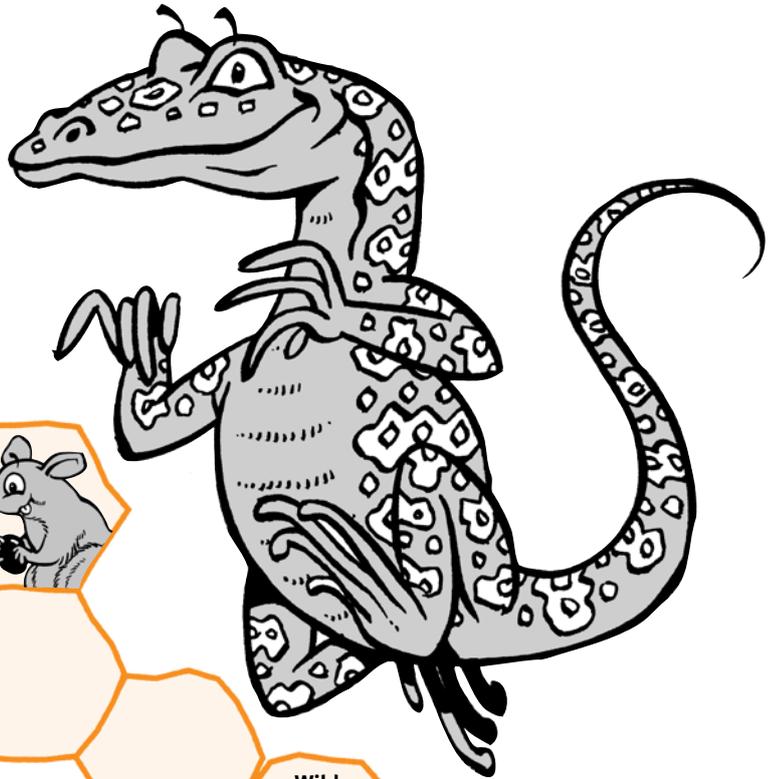


Dunnart



Playpus

If you land on a native animal, move forward two spaces.





# Feral funnies



What club does a pig join?  
Boy Snouts!



How do you find a wild dog in the bush?  
Put your ear to a tree and listen for the bark!



What happened to the cat that ate a ball of wool?  
She had mittens!



What happened when the dingo went to the flea circus?  
He stole the show!



How do you catch a unique bunny?  
You neek up on it!  
How do you catch a tame bunny?  
The tame way!



What do you give a sick pig?  
Oinkment



What do you get if you cross a dog with a chicken?  
Pooched eggs!



How did the rabbits escape the fox?  
They sat on his back and pretended to be hares!



What did the rabbit give his girlfriend?  
An 18 carrot ring!



How do you take a pig to hospital?  
By hambulance!





## Teachers' resource

The following information has been provided to help teachers convey key messages about pest animals to their students.

Lesson 1 introduces the concept of pest and feral animals, and how these animals become a problem.

Lesson 2 demonstrates the kind of damage feral and pest animals can cause.

Lesson 3 concentrates on animal features—what they eat, how they survive and what they leave behind.

Lesson 4 shows how feral animals, such as pigs, cause damage to the landscape.

Lesson 5 looks at the concepts that are important for responsible pest care.

This content deals with some difficult concepts for young children. However, the use of games and the depth of content have been specially chosen to avoid distress to children.



# Lesson 1: What are pest/feral animals? How did they get here?

## Focus

- Introduces children to the concept of pest animals and feral animals.
- Shows how pest animals differ from domestic and native animals, and gives examples of these different kinds of animals.
- Explains how feral animals came to be living in the bush.

## Information

Pest animals are animals that come from countries other than Australia, that can endanger our native wildlife, attack pet animals and/or cause problems for farmers. Pest animals include foxes and rabbits.

Other pest animals include those pets and animals we keep in our homes and on farms that return to the wild and are no longer looked after by humans. These are called 'feral' animals. Read 'What are pest animals?' on page 2.

## Materials

- Pens
- Stickers

## Activity

- The teacher divides the class into four groups—farm animals, pets, native animals and feral animals. Each child becomes an animal and wears a large sticky label to show which animal it is.
- The teacher allocates an area of the playground to each group. Each area represents either a farm, house, caged area or bushland. The native animals are instructed to go to the bushland area. This area should have clearly defined boundaries and be large enough for children to move around in.
- The teacher explains that farm animals and pets such as goats, pigs, cats, and dogs can become feral by escaping into bushland.
- Farm and house animals are instructed to go to their respective areas (e.g. the goats and pigs to the farm, the cats and dogs to the house).

- The teacher explains that pest animals, such as foxes and rabbits, while not technically feral, were brought into Australia in cages by early settlers and deliberately released for sport. These animals are directed to the caged area.
- The teacher chooses two children to be Farmer Joe and Farmer Jane. Their role is to try to stop the pest animals escaping into bushland by tagging them as they cross from either the house, farm or caged area into bushland. Tagged animals must return to where they started from and try again.
- If a pest animal reaches bushland it must tag as many of the native animals as it can, symbolising the pest animal taking over the native animals.
- Once a native animal is tagged by a pest animal the native animal must sit down out of the game.

At the end of the game there should be more pest animals than native animals in the bushland area, with all or most of the native animals sitting out of the game. This symbolises the way pest animals can take over bushland areas and overcome native populations.

## Examples of animals

- Farm animals—cow, horse, deer, pig, goat
- Pet animals—cat, dog, bird
- Native animals—koala, possum, turtle, cockatoo, platypus, kangaroo, wallaby, bilby, quoll, kookaburra, emu, wombat, brush turkey, magpie
- Feral animals—dog, cat, goat, pig
- Pest animal—fox, rabbit

## Gathering information on children's learning

Sources of information include:

- participation in game
- participation in discussion.



# Lesson 2: Why are pest animals a problem?

## Focus

Demonstrates the kind of damage that feral animals can do.

## Materials

- 'Pet, pest or feral' poster/brochures
- Pens
- Paper

## Information

Feral animals cause damage to the land, waterways, domestic animals and our native wildlife. Feral animals:

- compete with native animals for space, habitat and food
- eat native animals
- destroy pasture
- cause erosion.

## Activity

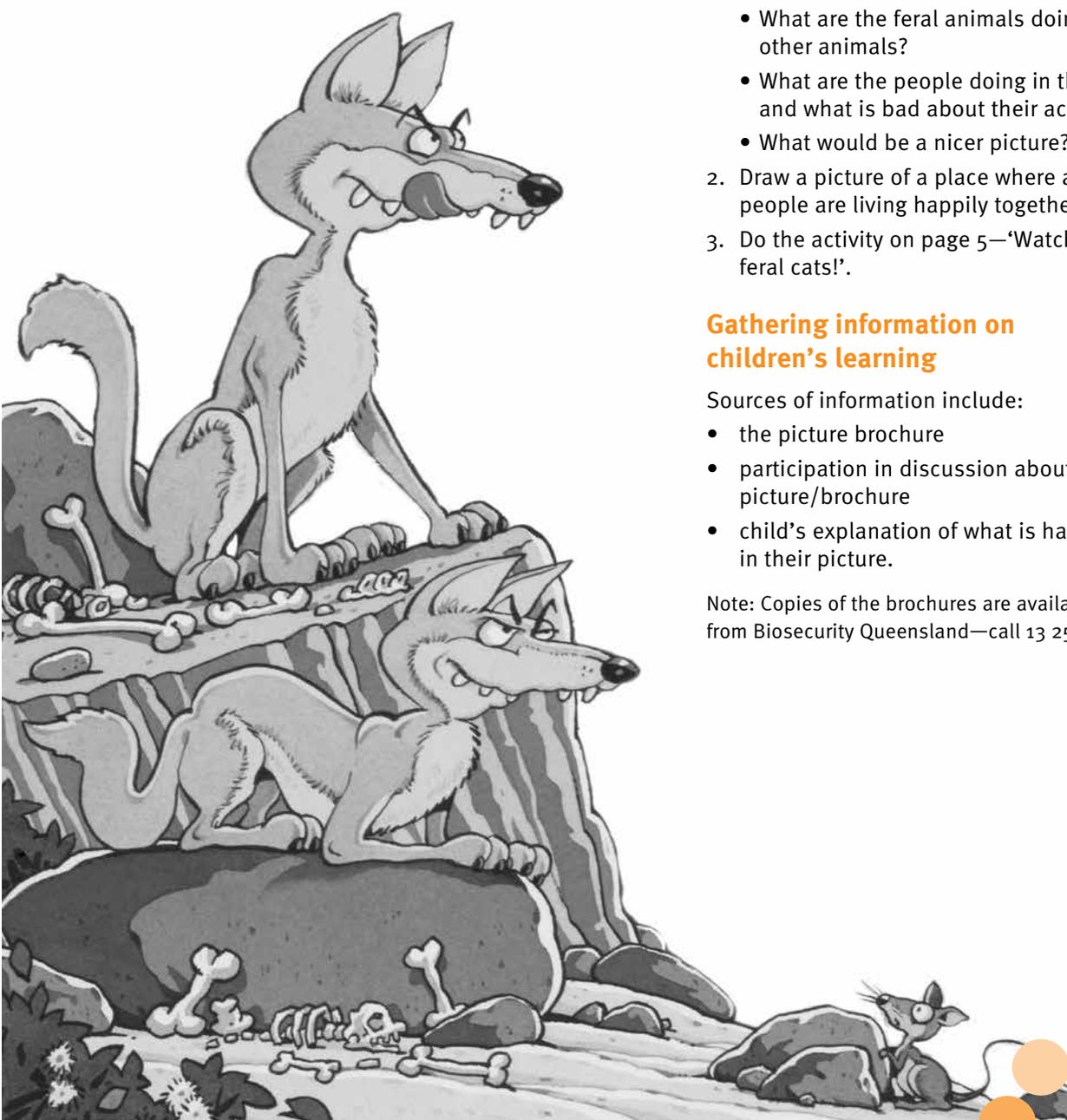
1. Children should look at the brochure and discuss with the teacher or in small groups what is happening. Stimulus questions could include the following:
  - What animals are in the brochure?
  - What are the feral animals doing to the other animals?
  - What are the people doing in the brochure and what is bad about their actions?
  - What would be a nicer picture?
2. Draw a picture of a place where animals and people are living happily together.
3. Do the activity on page 5—'Watch out for the feral cats!'.

## Gathering information on children's learning

Sources of information include:

- the picture brochure
- participation in discussion about the picture/brochure
- child's explanation of what is happening in their picture.

Note: Copies of the brochures are available from Biosecurity Queensland—call 13 25 23.



# Lesson 3: Characteristics of pest animals

## Focus

Concentrates on various features of feral animals—what they eat, how they survive and what they leave behind.

## Materials

Pictures of animals and footprints in this booklet.

## Information

Feral animals are often better than native predators at catching defenceless farm animals or native animals. Dogs use strength and teeth to kill animals. Foxes are very cunning and can creep up on chickens. Cats use claws to help them climb trees to kill birds. Pigs use snouts to furrow through the ground and tusks to attack lambs and small animals. Rabbits hide in burrows in the ground and are quick on their feet.

Feral animals have wild instincts and live in the bush without any help from people. It is in the bush where they do their worst damage.

## Activity

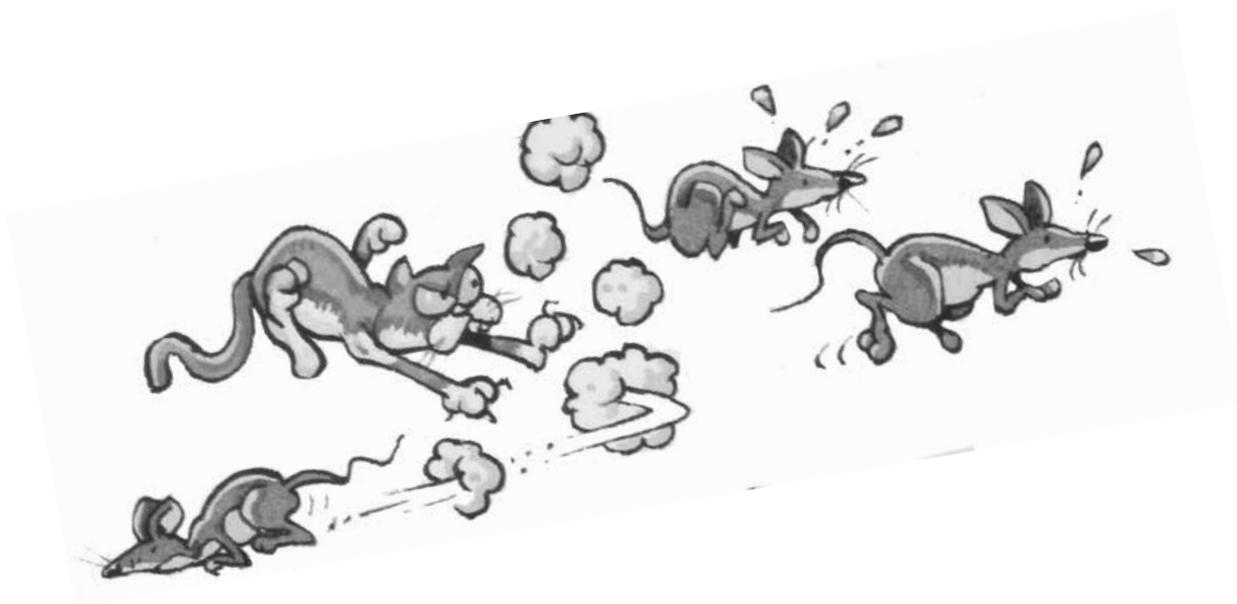
1. What do they eat? Let the children use pictures of animals on pages 27 and 28 and assign them as plant eaters (herbivores), meat eaters (carnivores) or eaters of both (omnivores). What makes these animals more suitable to these types of food (e.g. claws, teeth, snouts, paws). Do the activity on page 8—'What do they eat'?

2. Use the sheet (on pages 27 and 28) to show the different sorts of tracks left by animals' feet. Cut out the squares and the round icons of the animals. Lay them on a table and ask the students to match the animal icon to the footprint. Open discussion about how tracks can help people monitor animals. Do the activity on page 7—'What animals leave behind'.
3. Discuss what other things animals might leave behind that help us detect their presence in an area (e.g. fur or poo, dead animals, skins or bone, food scraps).
4. Do the activity on page 6—'Help me get home!'.

## Gathering information on children's learning

Sources of information:

- student input in activities
- participation in discussion and exercises.



# Lesson 4: Causing damage to the landscape

## Focus

Shows how feral animals, such as pigs, cause damage to the landscape.

## Materials

- Two pot plants
- Watering can

## Information

Feral pigs cause a lot of damage by digging up vegetable and plant roots and causing erosion. They destroy crops, and hurt lambs and small native animals. Feral pigs can grow sharp tusks that can be dangerous and can spread diseases that can hurt animals and people.

Rabbits eat vast amounts of farmers' pastures, and crops or destroy native plants, allowing weeds to take over. Feral cats kill and eat small marsupials, birds and reptiles. Wild dogs attack farm animals, native animals and pets.

## Activity

1. Show how soil erosion occurs by using two pot plants. Take the plants from the pots and deposit onto the ground. Show how the roots hold the earth together.
2. Dig around the roots of one of the pot plants as if you are a feral pig digging up the ground. Show how the soil crumbles and dissipates.
3. Pour water lightly over the soil of both plants. Notice how the soil around the plant that has been dug up washes away more readily than the plant that was left relatively intact.
4. Explain that this demonstrates how pigs and rabbits destroy plants, leaving soil open to erosion.
5. Do the activity on page 9—What is damaging the landscape?'

## Gathering information on children's learning

Sources of information:

- helpful participation by students
- prediction of what will happen
- observation of what happens
- participation in discussion.



# Lesson 5: Looking after our pets

## Focus

Looks at the key concepts that are important in responsible pet care.

## Materials

- Drawing pencils
- Pens

## Information

Pets need to be kept secure at night to prevent them from roaming and becoming feral. Food for pets should not be left out overnight or it may attract stray animals. Chickens and other birds should be secured in their enclosures. Fish should not be let out into creeks, toilets or other water bodies.

## Activity

1. Get students to draw a wanted poster (see page 13) of either a pet that has escaped or a pest animal that is attacking chickens or pets.
2. Let the students use their imaginations to come up with their animal's characteristics.
3. Have the students name their animal and say what crime it has committed (e.g. destroying crops, killing native animals).

4. Do the activity on page 10—'Spot the difference' and have the students pick out the things that the homeowner has neglected to do.
5. Include something about animals being 'fixed' or desexed to prevent them having babies with feral animals.
6. Do the activity on page 11—'Caring for our pets'.

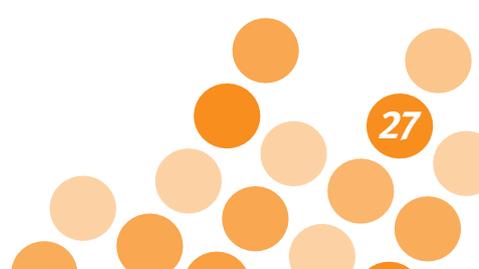
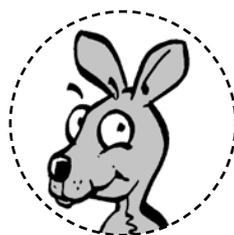
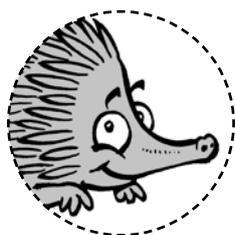
## Gathering information on children's learning

Sources of information include:

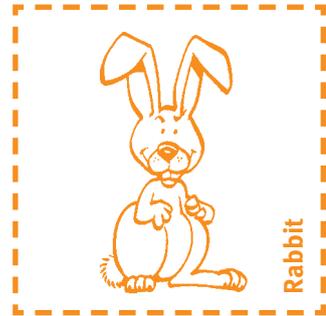
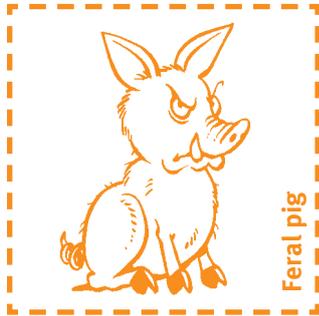
- picture brochure
- creativity in the wanted poster
- student involvement in activity.



# Match the footprints to the pictures



# Reverse side of cut out footprints







1. Cut out the mask along the dotted lines.
2. Cut out two small holes for the eyes.
3. Cut out the holes on the sides. Thread a piece of string or rubber band through the holes.
4. Tie the string around your head to become a feral cat.

