Activity 21

Teachers’ notes

This activity is planned to be a simplified version of the plan, design and make model. It is up to you to decide if you want to actually make the collar. The planning and design is the important focus with the collar activity. It would be a good starting point to discuss why collars, tags and leads are so important for the safety and well-being of a pet. Collars and leads for dogs are for control and safety purposes, and even the best-behaved dog can be startled or be tempted to chase after something and may then be the cause of an accident. Tags are for identification purposes and both dogs and cats should wear one at all times. As the Home is all too aware, dogs and cats do get separated from their owners and a tag with a telephone number can help prevent days of worry.

For the collar, it is suggested that you use felt for the basic shape and then children can sew, embroider or stick the decoration onto the collar. Try to obtain some reflective material to give the children a chance to incorporate it as a design feature; your local Road Safety Officer may be able to help you. The whole collar then needs to be reinforced, using strips of leather or plastic with a buckle to fit the dog comfortably. It is worth warning young children that it is not a good idea to try to put a very small collar on a big dog.

Learning objective

To generate ideas, communicate the process and reflect on the process whilst designing a dog or cat collar

Resources

Designer collar (following) for designing and planning a dog collar; a variety of materials such as felt, leather, soft plastic, etc., for the collar, buckles and hole-punch; examples of real collars.

Why you need a lead and ID leaflet (downloadable from the website).

Activity

1) Take into account issues such as weight, reflective qualities, comfort, and room for an identification disc. Use Designer collar to guide and organise the process.

2) If you wish to develop the idea, make the dog or cat collar. The decorative work could be done on felt in the first instance and then fixed to a more suitable material using a glue gun. You need to think about Health and Safety issues while doing this.

Cross-curricular links

PSHE – All dogs must be identified with a disc giving surname, and address as well as a contact telephone number. Some dogs and cats may also be microchipped for easy identification.

Extension

This activity could be run as a school-based competition.
# Designer collar

**Design brief:**
Design an attractive pet collar that will be comfortable and safe to wear. Make sure that there is space to attach an identity disc.

**My design:**

<table>
<thead>
<tr>
<th>Equipment list:</th>
<th>Any problems?</th>
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**Evaluation:**

SAFETY – These collars are for your fun only. They should never be used on a dog or cat as they may not be safe.
Learning objectives
To generate ideas
To plan, design, make and evaluate a pop-up card using a variety of materials

Resources
Pop up and wish me a happy new home! (following), paper, variety of collage material to decorate card, PVA glue.

Activity
Use Pop up and wish me a happy new home! to plan and design a pop-up card. The dog or cat could be printed out from the photo resource on this disk, or free drawn, or a cut-out from a magazine. It could have the body of a dog or cat and the head of a friend, or photo of a pop star or footballer. Plan the basic materials that are to be used to create the desired effect.

Children will create these cards using materials supplied by the teacher.

Teachers’ notes
This activity is planned to be a simplified version of the plan, design and make model. The focus here is the sensory choice of materials.
Pop up and wish me a happy new home!

Design brief:
Design a new home pop-up card.

My design:

Equipment list: Any problems?

Evaluation:
Design and Technology

Learning objectives

To generate ideas, design, plan, review, make and evaluate a play gym for a cat

To use a variety of materials chosen for their sensory qualities

To select tools appropriately

To test and improve the design

Resources

Cats who do gym (following) for planning and design; a wide range of different materials, including carpet, cardboard tubes, wood, foil, fur fabric, felt, wool, cardboard, sandpaper; a variety of fixatives, such as glue, glue gun, stapler, nails, screws, paper fasteners.

Activity

1) Use Cats who do gym to plan and design a play gym for a cat. Discuss with the children all the things that cats like doing but which can be detrimental to your home furnishings. Explain that cats can get bored like anyone else and need to have something to play with to practise their natural instincts, such as scratching, chasing, catching, etc.

2) Trial some ideas with focused practical tasks to discover how effectively certain materials may be affixed or which materials seem most attractive to cats.

3) Change and develop the design.

4) Construct a cat gym.

5) Trial and evaluate the design.

6) Suggest changes or modifications.

Teachers’ notes

This is a fun activity that offers many opportunities for designing. If you have a friendly cat within your family, it could be a good homework activity to research which material your cat finds the most fun to play with. However, the completed item will inevitably contain glue and nails and should not be used as a real toy. Modifications can then be made according to the findings.

Samples of carpet can often be found by asking friends and neighbours if they have any lurking in attics and sheds, or your local carpet shop may let you have pieces quite reasonably. You may need to buy sandpaper but the children could make pom poms by the old-fashioned method of wrapping wool around two circles of card. Cut the strands around the outside edge of the two rings and bind the centres with extra wool, tied tightly.

Do be careful that all materials used are animal-friendly and do not have sharp edges.
# Cats who do gym

Use this planning sheet to design and modify your design.

## Design brief:
Design, plan, trial, modify and make an activity gym for my cat who is currently shredding my furniture with his claws. I think it is possible that he may be bored and in need of more fun and stimulation.

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<th>Original design:</th>
<th>Equipment and materials:</th>
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<tr>
<th>Tests and trials planned:</th>
<th>Modifications made:</th>
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<th>Final design:</th>
<th>Evaluation:</th>
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Produced by Battersea Dogs & Cats Home
020 7622 3626
www.battersea.org.uk
Design and Technology

Activity 24

Learning objectives

To generate ideas, design, plan, review, make and evaluate a time-release food dispenser for a dog or a cat
To use a variety of materials chosen for their sensory qualities
To select tools appropriately
To test and improve the design

Resources

Tea time! (following) for planning and evaluation; appropriate materials for construction, depending on design requirements; access to Control ICT system or battery-operated timing circuits; dry dog food, or dog biscuits.

Cross-curricular links

ICT – ‘Control’ QCA unit.

Activity

1) Use Tea time! to design and plan a time-release animal feeder. Consider how the timer will work and how the food will be released. Make a list of equipment and materials needed.
2) Trial some ideas, particularly the link between the timer and the release mechanism. Make adjustments to the design.
3) Construct the timed food dispenser. Test and develop.
4) Evaluate design. Suggest further modifications.

Teachers’ notes

An understanding of switches in electrical circuits would also help if Control were unavailable.
Having sorted out the timing mechanism, the next task is to link it to a food dispenser.
Weight of materials will play a part here so it will be a matter of trial and error, although something lightweight such as corrugated plastic roofing would be cheap and light.
There are obviously lots of opportunities for trials and modifications, which should be one of the main focuses for the activity. This may work best as a group or even a class activity if you feel time and resources are tight.

This is, of course, only intended as a fun activity and we do not advocate leaving a pet alone for extended periods of time, even with the aid of such an ingenious device!

www.battherea.org.uk
# Tea time!

*Use this planning sheet to show and modify your design.*

**Design brief:**
Design, plan, trial, modify, make and evaluate a timed food dispenser for a dog or cat.

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www.battersea.org.uk
Activity 25

Teachers’ notes

This activity encourages the children to consider the needs of Belle, the dog in the *A Battersea tail* film and to design for a purpose. When making the models, young children are likely to be led by the materials rather than their plans. This is fine and can be discussed when the children are evaluating their models.

**Learning objectives**

To develop ideas for making models of dog kennels
To make model kennels
To talk about ideas, saying what is liked and disliked

**Cross-curricular links**

ICT – Make word processed signs for the kennels.

**Extension**

Design and make interiors for the kennels.

**Resources**


**Activity**

**Part 1:** Watch the *A Battersea tail* film encouraging the children to think about the dog Belle’s needs and to notice the kennel. Challenge the children to design kennels for Belle. Explain that when new shops and bridges are being built architects often make models first. Tell the children that they are going to use the designs to make models of the kennels. Show the children the materials that are available for the models.

**Part 2:** Make the models. When completed encourage the children to say what they like and dislike about their models.
A kennel for Belle

This is the kennel that I will make.

To make it I will need

This is what the kennel that I made looked like.

I really liked

Next time I might

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Activity 26

Learning objectives

To develop ideas for Battersea board games
To evaluate the games by considering the quality of the finished product and the extent to which the game meets its intended purpose

Resources

A Battersea tail film, Board game (following) enlarged to A3 size, crayons and/or pens, pencils.

Activity

Tell the class that the Battersea Dogs & Cats Home has produced a film that follows a dog through its stay at the Home. Say that it contains useful information and that the children are going to make board games to teach people about what happens at the Home.

Together watch the film. Ask which parts of the film were particularly useful/interesting. Show the class the game tracks. Ask them to make games that use the film information and which children would enjoy playing. Explain that the game must use the track provided but can have additional features. Encourage the children to consider features of board games that they have enjoyed playing. Make the games.

Cross-curricular links

Literacy – Write rules for the games.

Extension

Play the games. Evaluate the extent to which they provide information from the film and also their enjoyment value.

Teachers’ notes

Making board games encourages children to use a wide range of design skills. The A Battersea tail film provides an ideal focus for the games as children are encouraged to relay the information in a playful way.
Board game