

# Pet Product Design

*Encouraging responsible pet ownership through investigation of proper care of animals.*

## Curriculum Connection

### **Alberta Education Program of Studies: English Language Arts (2000)**

#### **3.1 Plan and Focus**

- decide on and select the information needed to support a point of view.

#### **3.2 Select and Process**

- locate information to answer research questions using a variety of sources.

#### **3.3 Organize, Record and Evaluate**

- make notes on a topic, combining information from more than one source

#### **4.3 Present and Share**

- demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication
- respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments

### **Information and Communication Technology (2000-2003)**

C.7 Students will use electronic research techniques to construct personal knowledge and meaning.

- 2.1 Use a variety of technologies to organize and synthesize researched information
- 2.2 Use selected presentation tools to demonstrate connections among various pieces of information

## Objectives

Students will:

- conduct research on proper pet care for an animal of their choice
- create a new product for a pet based on their research

## Materials

- Pencils, pens
- Activity Sheets
- Poster paper
- Pencil crayons/felts
- Books and other sources of information on pet care

## Activities

### **1 Introduction**

Bring in a picture of a pet and tell students about it! Who the pet belongs to, when it became part of the family, what it likes to eat, how much it sleeps, and funny things that it likes to do.

#### **Class discussion:**

*Ask students:*

- do you have a pet?
- why do people have pets?
- what is the difference between pets and wild animals?
- what is involved with the care of a pet?
- what are some products that help us to take care of our pets? (scratching posts, animal carriers, etc)



## Pet Product Design (continued)

*Introduce the project:*

A. Students will select a pet and research how to care for that pet. If students select a dog, they must select a breed or size of a dog as different dog breeds and sizes require different care.

B. Students will then identify and design a new product that could help care for the selected animal.

### 2 Research

Brainstorm all the things that people must provide in caring for their animals. Examples include food, water, shelter, exercise, grooming, veterinary care, training, etc.

You may allow students to use the “**Pet Care Research**” activity sheet as a guide or have students create the activity sheet on their own. Have students obtain information from a variety of sources such as the websites, books and interviews. Ask students to indicate the source where they obtained their information.

Once students have completed their research ask them to complete the KWL chart, reflecting on things that they have learned.

### 3 Product Design

Based on the information that the students acquired through their research, ask them to think of a problem (ex: water dish is often empty) and then to come up with possible solutions to that problem. Example: bigger water dish, have a greater supply of water in dish.

Have students create a design (including materials and dimensions) for a new product.

Students can create these designs using computer software or by hand.

### 4 Presentation

Ask students to give a presentation on the pet they selected, the research they had conducted, their pet “problem,” and their solution. Student Activity Sheet 3: Presentation checklist can be used as guide for creating their presentation along with a self-assessment.



# K W L Chart

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

Date: \_\_\_\_\_

My Pet : \_\_\_\_\_

<b>K</b> <i>(What I know)</i>	<b>W</b> <i>(What I want to know)</i>	<b>L</b> <i>(What I have learned)</i>
<i>Example: Cats are carnivores and need to eat meat.</i>	<i>Example: How much sleep do cats get in one day?</i>	<i>To be completed after researching your pet</i>



# Pet Care Research

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

Date: \_\_\_\_\_

My Pet : \_\_\_\_\_

Pet Care Issue	Information	Information Source
<b>SIZE</b> – How big does the animal get?		
<b>LIFE EXPECTANCY</b> -How long does it live?		
<b>FOOD/WATER/</b> <b>SUPPLEMENTS</b> - What kind of food, how often?		
<b>SLEEP</b> – Where, when, how much, what does it sleep on?		
<b>EXERCISE/BEHAVIOUR</b> – How often, what kind?		
<b>MAINTENANCE/CLEANING</b> -What does it need to keep clean?		
<b>HEALTH</b> – Vaccinations? Trips to the vet?		
<b>COST</b> – What do you need to buy at the beginning? What do you need to keep in mind for the future?		
<b>ADDITIONAL INFORMATION</b>		

# Presentation Checklist

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

Date: \_\_\_\_\_



## Presenter

### Content

- I introduced my pet and explained why I selected this animal
- I briefly described the needs of my pet and what is necessary to take care of it
- I introduced my pet 'problem'
- I presented my pet product and described how it would help solve my problem
- I concluded my presentation

### Style

- I made eye contact with the audience
- I spoke slowly and clearly
- I made good use of my presentation space (ex: I made sure everyone could see my poster or the screen)

## Audience:

- I was quiet and attentive throughout the presentation
- I thought of questions that I could ask the presenter
- I responded to the presentation with either a good question, words of encouragement or an appreciative comment.

One thing that I did really well:

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One thing I could do differently next time that would improve my presentation:

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