

The Project Approach to Learning at

RisingOaks
Early Learning | St. Matthew

Project Name: Horses

Age Group: 8, 9 and 10 year olds

Project Start Date: October 2020

Project End Date: April 2021



RisingOaks
Early Learning Ontario

Formerly Owl Child Care Services of Ontario

Background

The children in School-age 3 starting showing an interest in horses. Nyah was the first to get really excited about it. She loves horses and she takes horseback riding lessons. From all her stories and experience, she inspired many of the children in our group.

We started the project in October 2020 and wrapped it all up the beginning of April 2021. This project was completed by a small group of 12 children that range in age from 8 to 10. The educator who learned alongside the children was Kelsey Woodstock, RECE.

Phase 1: Beginning the Project



Figure 1

Figure 2

Figure 1 and 2 shows Chloe (9 years) using the bottom part of chair leg, as a horse's leg, to show how to wrapping a horse hoof. She following the steps provided by one of the children in our group who has experience.

Materials You'll Need to Wrap Your Horse's Hoof

The children made their own First Aid Kits to use when dealing with horses and ponies



The children researched on the iPad to figuring out what supplies they would need to wrap a horse hoof. Kelsey went out and collected these supplies and the next day the children practicing how to wrap a horse hoof. We learned that the materials needed to wrap your horse's hoof should be kept in your Equine First Aid Kit. There can be random instances where a horse's hoof will need to be bandaged, so always have a stack of the supplies ready when you are out riding your horse.



Figure 3



Figure 4

Figure 3 and 4 show Nyah (age 8) showing the process of how to wrap a hoof using a vet wrap.

Instructions on Wrapping a Horse Hoof

1. Create a Duct Tape Bandage
2. Pack Your Horse's Hoof with Medication
3. Create Your Base Layer
4. The Base Layer with Vet Wrap
5. Apply Outer Duct Tape Bandage
6. Cut Away Excess Duct Tape
7. Secure Bandage with A Few Strips of Duct Tape

How Often to Change a Hoof Wrap?

You should change a hoof wrap every 24 hours unless instructed otherwise by a veterinarian.

What do we know about horses?

They trot and they can run fast- Nyah. They have two sets of teeth. - Nyah. Horses have different markings. - Nyah. People can ride and teach horses to do different things. - Hailey. Ears are pin to their face when they are angry. -Lily- When they are sleepy, they point sideways. -Lily. Baby horses have different names depending on their gender - fowl for a girl and colt for a boy. -Nyah.

What we want to know?

1. What is the fastest known horse? - Hailey
2. What all do horses eat? -Theia
3. How long do they live? Quintin
4. How long does it take to clean the stables? - Jaime
5. Is it hard to breed a champion horse? - Nyah
6. Do horses recognize their names? -Theia
7. How many different breads? - Lily
8. How do horse's sleep?- Logan
9. What amount of exercise do they need?- Lily
10. Are horses Herbivorous? - Jaime

Who can we ask?

A horse professional, a large animal vet and Ever After Acres in Guelph- (where Nyah rides)



Figure 5

Figure 5 shows children using clay and creating mini horses and farm animals. Using cardboard for the farm. Making cards with a name of their very own horse. Children creating a poster for their project called “Horse Universe”.



Figure 6

Figure 6 shows the materials made for barn making hay stacks, a first aid box for horses when injured, barn doors, grass, pretend food, and leaves.

Formal Definition

noun, plural **hors-es**, (especially collectively) **horse**.

A large, solid-hoofed, herbivorous quadruped, *Equus caballus*, domesticated since prehistoric times, bred in a number of varieties, and used for carrying or pulling loads, for riding, and for racing.

Informal Definition

Mammal. Bigger pony with longer legs. Beautiful, majestic. Creature. - Nyah

A Horse is long, has four long legs and hooves, eats hay, wears a Saddle. - Jaime

Unicorn with no horn or wings. - Theia

Phase 2: Developing the Project

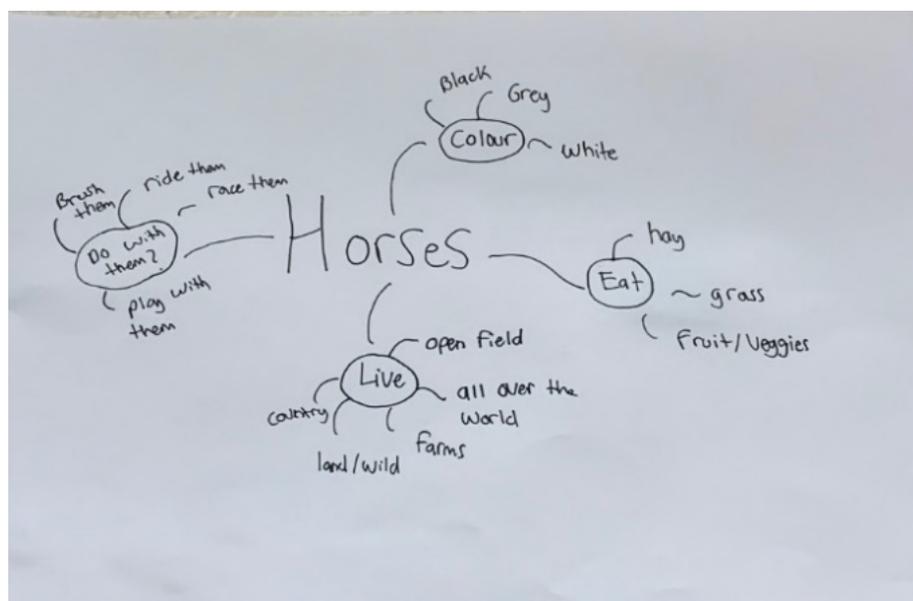


Figure 7

Figure 7 is a horse web. Kelsey asked the children the most important facts to add to our bubble. They came up with (Colour, Eat, Live, Do with Them). From there the children came up with what they wanted to learn and what they already knew about each of the following.

One day the children decided to use molding clay to make miniature horses using their fine motor skills. They created a horse based on their drawings they made. They gave the clay horses names and each one was unique. The children painted the barn and added windows.



Figure 8 (clay molded horses)



Figure 9

Figure 9 shows the horses being placed in the barn (Nyah age 8). On the outside the children thought they should have cows, so they placed them in a fenced area with grass.



Figure 10

Figure 10 shows the inside of the barn there are drawings of horses above each stable made by the children to display what horses are in the stable. The children adding cotton balls to make the stable comfortable for the horses. They used popsicle sticks for the walls of each stable.

One of the activities we did with the children was printing out words that represent the meaning of a “horse.” This can be seen in figure 11.

Figure 12 shows Hailey (8 years) holding up a picture of a horse found on Pinterest. She was so fascinated on the beauty of the animal and from there wanted to learn more about horses.

Jaime (9 years) and Emily (9 years) can be seen in Figure 13 and 14. These are photos of their drawing of horses. This was a fun activity we did as a class to get the children involved in the horse project. This brought excitement and creativity

Using molding clay one day we did an activity making miniature horse shoes. See figure 15. They molded the clay to create a horse shoe. Showing the class, a photo of a horse to help guild them in creating one out of clay. They used markers to colour their horse shoes and creating their own design.

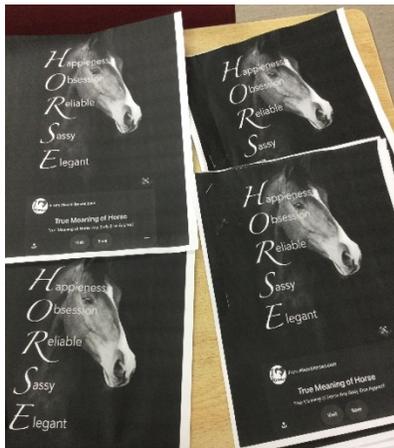


Figure 11



Figure 12



Figure 13



Figure 14



Figure 15

Figure 16 shows Nyah (age 8) holding her paper horse shoe. She coloured hers brown and added black beads along the horse shoe.

Some of the children chose to create their own designs by colouring paper horse shoes as seen in Figure 17.

In Figure 18, Matthew (age 9), Emily (age 9) and Jaime (age 9) were asking one day about horse racing. They saw something before and wanted to learn more. Kelsey hooked up the iPad so that we could watch a horse race and then we used the iPad to research about Jockeys and how fast race horses really go.



Figure 16



Figure 17

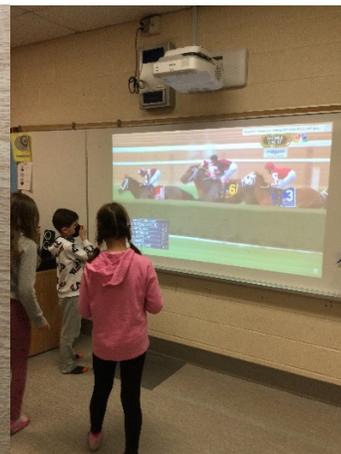


Figure 18

Vocabulary of Horses

- Hove picking
- Saddle
- Hay
- Farm
- Horseback riding
- Equestrian
- Colt
- Filly
- Stallion
- Mare
- Bridle, headgear for a horse
- Canter, a smooth three-beat gait
- Lope, a smooth three-beat gait
- Cavalry, troops trained to fight on horseback
- Dappled
- Bareback

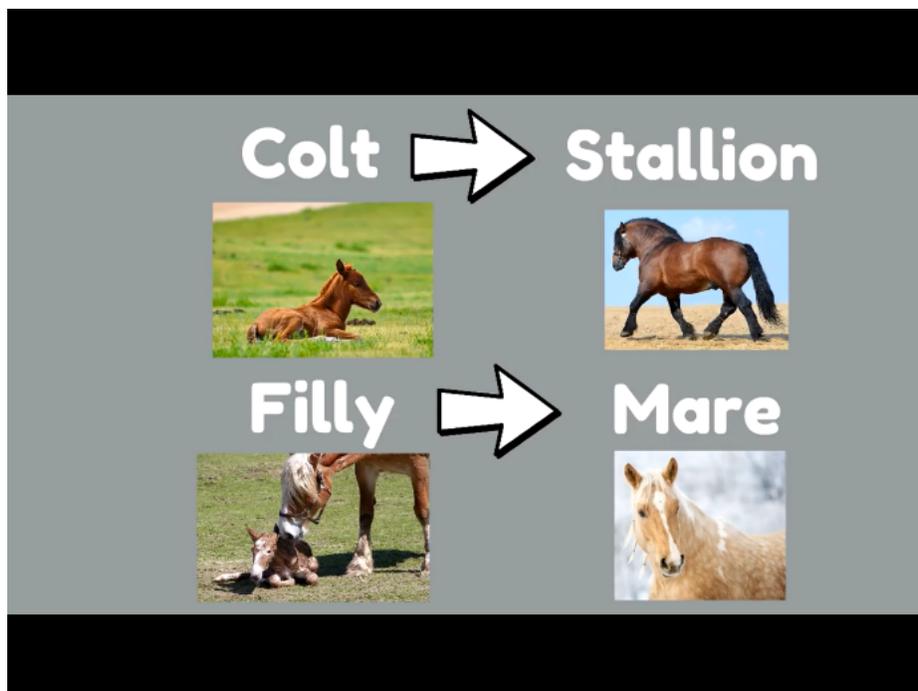


Figure 19

We did some fun activities outside with the children using their imaginary skills for make believe play as shown in Figure 20. It started off with the children all giving themselves a name then acting out as if they were a real-life horse. Using rope and wrapping around their waist one became trainer of the hose and the other the horse.

Nyah (age 8) brought in some of her books about horses as shown in Figure 21. We read about the history of a horse and as a group we found it very fascinating. We also learned a lot of horses and found the books very interesting.

Figure 22 shows Chloe (age 9) hoof picking Jaime's (age 9) bottom of her shoe. They were pretending Jamie was a horse and Chloe is her owner. Chloe did all the steps involved in hoof picking as she learned throughout the project.



Figure 20



Figure 21

Figure 22

We read more pages from the books, learning about the colours and markings of horse like shown in Figure 23. We also read how many breads there are in the world. We couldn't believe that there are over 150 different breads.

In figure 24 Nyah (age 8) is showing us all her riding gear. And we watched some horse racing while she had some of her riding materials, explaining along the way. Throughout each item she showed she explained how it was used for riding a horse or how to make a quick release knot and the steps involved, hoof picking, and more.



Figure 23

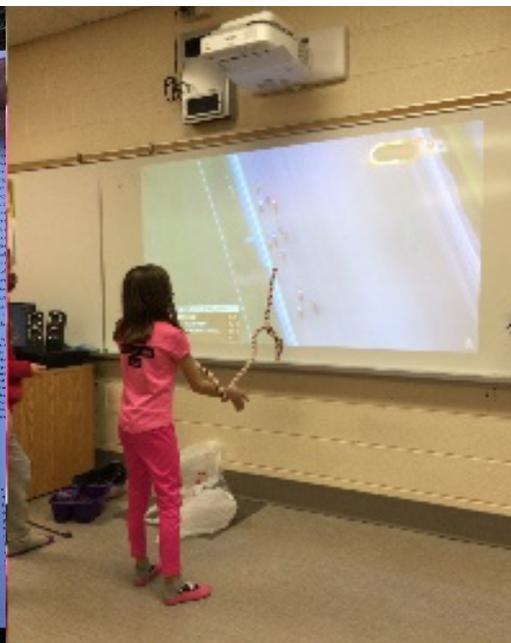


Figure 24

Phase 3: Concluding the Project

Video chat of Ever after Farm in Guelph. (<http://www.everafteracres.ca>)



Figure 25

Figure 26

Figure 27

On April 6th at 4 pm, we enjoyed a virtual visit to Ever After farms with Laura. After months of learning about horses and how to care for them, we came up with the idea to have a “zoom call” with a professional to educate the students about the day in the life of a horse on a farm. Nyah actually goes to this farm and she gave us the idea to contact them. Nyah was very excited to share with the group where she rides and how positive her experience is there. She mentioned her favourite horse to Laura beforehand so that she could use him to all her friends. The horse's name is “Goldie” and Laura used Goldie to demonstrate how to properly brush a horse and attach the saddle + bridle in preparation to ride as shown in figure 25. We had a lesson on the gear that is needed for the horse and the rider as seen in figure 26. Laura showed us the type of food they eat and she showed the children step by step how to care for a horse. A girl was riding her horse in the barn as our zoom call was happening and so we saw some riding in action which was neat to see. This girl was preparing for an upcoming competition. Laura showed us the jumps outside the barn and the inside of the stables that many of the horse can jump over with their trainers as seen in figure 27.

During the farm tour we saw many different types of horses. Laura told us that they have 28 horses on her farm and 19 of them are Ponies. Emily asked, “Can we see some cows?” Laura took us for a tour to the other side of the farm where the cows are. On the way, she showed us the chicken coop. Thea wanted to see if the chickens laid any eggs, so Luran took us inside the coop where she found two eggs! She told us how baby chicks are formed in the egg. A chicken has to sit on the egg for two weeks to keep it warm and then a baby chick will hatch but it is easier for them to buy chicks that are one-day old that have been hatch in incubator at a different farm. This was a successful way to end our project on horses. This was a wonderful experience for everyone and we would like to thank Laura from Ever After Farms for taking time out of her busy day to show us around and teach us more about the horses she cares for.

Teacher Reflections

I was proud of how hard the children worked on this project. The learning involved on how to take care of a horse, facts regarding the animal, and many more activities that expanded their knowledge throughout this process. I detected that the children were very imaginative when they first started the project by creating a barn and using clay to make horses. Even taking it outdoors for dramatic play and expanding on that was amazing to see. The children worked together outside pretending to be a horses and have the representation of the horses they were pretending to be. This was great for the social part and creative aspect of their learning. Even Nyah coming in with her horse gear and explaining the process involved to take care of a horse while having the right attire was wonderful. It was a passion of hers that she was able to share with our group. I am very pleased with the whole process. I am looking forward to our next project together in the fall.