



Educate Together

Lesson 8

Horse Case Study

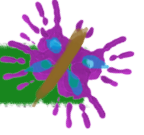


Class Level
3rd/4th Class

Curriculum Links

Strand

Strand Unit



Science

Living Things

Plant & Animal Life

English

Oral Language; Writing

Emotional and Imaginative Development through Language

SPHE

1. Myself
2. Myself & the Wider World

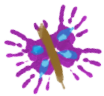
1. Growing & Changing; Making Decisions
2. Developing Citizenship

Learn Together

(Educate Together Schools)

1. Moral & Spiritual
2. Equality & Justice

1. Exploring Moral Development Cultivating Spiritual Growth
2. Activating Equality & Justice through positive Action



Content objectives:

- Children understand the responsibilities involved in owning a pet.
- Children understand the repercussions for an animal if their owners do not take care of them properly.
- Children learn the difference between animals feelings and human feelings. Whilst animals feel fear, are scared, can be lonely, hungry, sad, happy. The children learn that animals have a limited capacity for reasoning.

Extension Exercises:

Children can paint and colour images of Nicky

Learning objectives:

- Children listen to Nicky's story and empathise with the abuse she was suffering.
- Children can identify how Nicky's owner has failed her in their duty of care.
- Children can write a 5 day diary entry from Nicky's point of view outlining her abandonment and rescue.

Resources:

- Images of Nicky
http://www.ispca.ie/rescue_cases/view/pony_tethered_with_no_access_to_food_water_or_shelter
- 5 Day Diary template

Differentiation:

Follow up research on the ISPCA Dogs Trust and www.lovemypet.ie.

Assessment:

- Teacher questions/children's questions
- Written work



Learning activities:



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Introduction

- Ask the children what they can recall about Lucas, the mistreated cat, from a previous lesson.
- How did Lucas's owners mistreat him?
- Explain to the children that animal welfare organisations often come across animal abuse cases. Many of these cases are reported to them by concerned neighbours. Today we will be listening to a rescue case that involved a young mare.

Development

Display the photo images of Nicky and read Nicky's story for the children.

Nicky, as she has been named by her rescuers, has become the third horse removed from the Mallow area by the ISPCA in a short period of time. Inspector Lisa O'Donovan became concerned when she found the young horse tied in an area with no access to food water or shelter. The area she was standing in was very muddy after heavy rainfall during previous days and the weather forecast suggested more heavy downpours the temperature was going to get much colder. Adding to Lisa's concerns was the poor body condition underneath Nicky's winter coat which was more obvious when she examined her closely.

After getting Nicky in a drier; more sheltered area and giving her some food and water, Lisa set out to try and locate an owner but Nicky had no microchip and Lisa couldn't find out who owned her.

'While I have suspicions of who the owner might be, unfortunately it is difficult to prove this when the animal is not microchipped. I do believe this horse was left here deliberately and that is an extremely cruel thing to do. Leaving this poor young mare tied up in muck with no access to any form of shelter or a scrap of grazing or fresh water tells me that whoever owned her thought she was worthless. I'm delighted that I was able to take her to the warmth and care of our Rescue Centre, I find it very frustrating that the people responsible got away with being so cruel and didn't get punished for what they did.' said Lisa. 'However, on the more positive side, she is now safe and under the care of the ISPCA and will never have to suffer like this again.'



Learning activities:



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Ask the children for their initial responses to this rescue case and the following questions;

1. Why do you believe that Nicky's owners abandoned her in this way?
2. How do you think Nicky felt with no access to food and water in a strange field?
3. How do you think Nicky felt being tied to a fence and unable to shelter from the wind & rain?
4. Why is microchipping your pet important?
5. Why do you think that inspector Lisa O'Donovan is finding her job frustrating?
6. What would have happened to Nicky if the ISPCA had not found her and brought her to their centre?
7. Are animals completely like us? In what ways are they different?
8. We have many thoughts during the day. Can you give any examples?
9. What do you think an animal thinks about during the day?

Conclusion:

- Children now write a 5 day diary entry from Nicky's point of view. It should start from the day she was abandoned by her owners to when she was rescued and brought to the rescue center.
- Children read their entries for the class.



Case Study: Story of Nicky



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Pony tethered with no access to food, water or shelter

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Nicky's 5 day diary:



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Write Nicky's diary entries below. They should start from the day her owner left her in the field and finish when the ISPCA found her and brought her to their rescue centre.

Monday

Morning

Afternoon

Evening

Tuesday

Morning

Afternoon

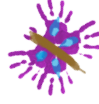
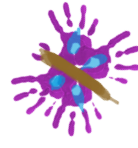
Evening

Wednesday

Morning

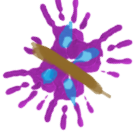
Afternoon

Evening





Nicky's 5 day diary;



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Thursday

Morning

Afternoon

Evening

Friday

Morning

Afternoon

Evening

