



Hospital Project

Owl - John Sweeney: Preschool 2

Background

This project began on January 8, 2018 and ended on April 6, 2018. The children participating in this project range from 2.5yrs of age to 4 years of age. The educators leading this project are Janeth Rodriguez, RECE, Jennifer Schiedel, RECE, and Simone Houghton, RECE.

Phase 1: Beginning the Project

On January 8, 2018, Jace (3.5 yrs.), Valentina (3.5 yrs.) and Max (4 yrs.) initiated a game of hospital in our room. Max laid on the ground and acted as the patient that needed help. Jace used a string to help lift Max by his leg and Valentina pulled Max by the arm. "We are the ambulance," Valentina said as Jen approached their play. "You can be the Dr.," Jace told her. Jen got a piece of paper, put a large H on it, and stuck it on our bookshelf. "You can bring the patient to the hospital," Jen called over to Valentina and Jace. They carried Max over and laid him down. We did our "exam" to see what was wrong. We found out that he needed an operation on his belly. Using loose parts in our room, we were able to operate and sew our patient back up. We then transferred Max to our recovery area (in the book centre) and put him on a pillow until he would wake up. Nurse Janeth brought over "medicine" for the patient and told everyone that visiting hours were over and that the patient needed rest. "I'm a nurse," said Benicio (3.5yrs), so Janeth passed off the "medicine" to Benicio and he placed it to Max's lips. We waited for Max to wake up and tended to more patients that began to fill our hospital!



Jace and Valentina carry Max in their ambulance



Jen is doing an exam on Max



Benicio is giving Max his medicine

After this interaction, the play moved over to the dramatic play area. Jen grabbed a piece of paper and began to ask the children what we would need to create our own hospital, what the children knew and what they wanted to know.

What do we know?	What do we want to know?	Whom we can ask?
<ul style="list-style-type: none"> • People go to people's bed and take the baby out and they have glue and put the people together – Benicio (3.5 yrs) • If you get hurt you go there – Lincoln (3 yrs) • Hospitals come when you have a baby, a baby girl or boy, and twins come together – Valentina (3.5 yrs) • Doctors – Maksim (3 yrs) • We need a bunch of vitamins – Brayden (2.5 yrs) • They have a bunch of doctors in it – Benicio • When you're hurt you cut your belly open and then you lay on a pillow and be alive – Jace 	<ul style="list-style-type: none"> • Girls who have baby's in their belly – Valentina (3.5 yrs) • How to check if you are hurt – Jace (3.5 yrs) • How to check bodies – Benicio (3.5 yrs) • How do people get sick? – Max (4 yrs) • Who checks bodies? – Simone • When you get sick, you get a shot? – Lincoln (3 yrs) • Who all works in the hospital? – Janeth 	<ul style="list-style-type: none"> • Doctors – Benicio • People who work at the hospital - Valentina

Phase 2: Developing the Project

As the children’s hospital play evolved, so did our dramatic play hospital area. It originated in our house area and it was not long before we realized we would need more space for beds and supplies. The children decided we should use curtains as doors to separate our in-take area from our triage area.



Our original hospital in our house centre. Valentina uses our cube to have her baby.

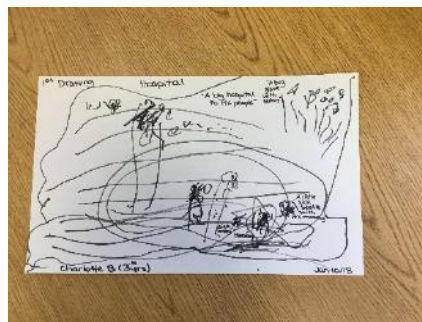


Jace invites his mom to come and see our new hospital at pick-up.

The children were asked to draw a picture of a hospital before we began our research, to demonstrate their knowledge on the topic so far. Charlotte B described her first drawing (below) as “a big hospital to fix people. There’s a sick baby and her mommy there. A sick beetle with its mommy is there too.” She described there being “a big glove with letters.” After completing our research, Charlotte B completed her second drawing. She called it “my little hospital,” and described “the people are lying down because they are sick.”



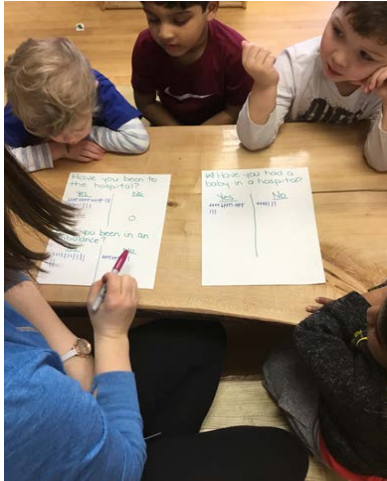
Valentina, Talia, Charlotte B, and Sofia work on their first drawing



Charlotte B. first drawing



Charlotte B. second drawing



Have you ever been to hospital? Had a baby at a hospital?



Participating in survey

We posted our hospital survey outside our room for parents and staff to answer. Since Valentina had a strong focus on the maternity wing, we asked if the person has had a baby in a hospital. The children were also interested in ambulances so we asked if they had been to a hospital and if they had been in an ambulance. Together we took part in the survey and then learned how to count tally marks to see how many people checked each section.

Our Hospital vocabulary:

- | | |
|------------------|---------------|
| -Emergency | -Scrubs |
| -X-ray | -Laboratory |
| -Ultrasound | -Nurse/Doctor |
| -Ambulance | -Wheelchair |
| -Stethoscope | -Crutches |
| -Triage | -Needles |
| -In-take | -Intestines |
| -Delivery/Labour | -Patients |
| -Pregnancy | -Charts |
| -Observation | -Medicine |

Hospital Definitions:

Informal:

Where you go to feel better and where you go when you go on the back of an ambulance.

-Jace and Benicio

Formal:

An institution in which sick or injured persons are given medical or surgical treatment.

-Dictionary

In setting up our own emergency room we learned some new vocabulary, such as triage, in-take, and wheelchair. As the children's play and our research evolved, we began to learn new words about equipment and body parts, such as crutches, intestines, ultrasounds, and stethoscope.

From the children's initial understanding of a hospital, some of the items they said we needed were a stethoscope, gloves, masks, and bandages. Here are examples of how the children manipulated these materials in their play:



Maxim is listening to Maksim with a stethoscope



Valentina marks Jen's injuries on a body chart with Aran to assist



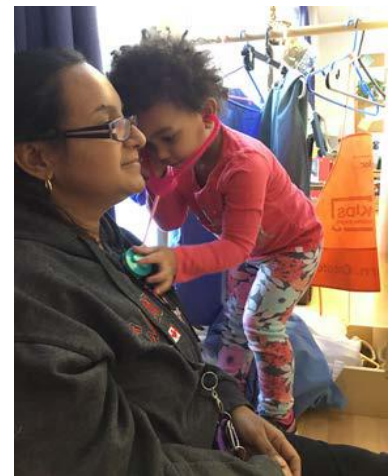
Benicio is showing how he keeps tools in his scrub top



Valentina is wrapping Maksim's leg with a bandage.



Keira is wearing a mask on her head as a nurse.



Kylee checks Janeth's heart



Jamison is checking Janeth's ear with a tool from the hospital

The children were interested in ambulances so we decided to build some to go along with our hospital. First, we researched on the iPad to see what ambulances in the KW region look like. Dhani (3.5 yrs) and Valentina said we needed white, blue and orange for our ambulance. They also recognized the Canada flag on the side. On our first day of building we painted our boxes white. After they dried, we began gluing cutouts that Jen made for the sides. Charlotte B., Lincoln (3 yrs), Avery (2.5 yrs), Aran (3 yrs) and Sofia (3 yrs) were very interested in where each piece went. To aid them in this, we put up a picture of an ambulance for them to look at.



Creating our ambulances



Lincoln (left) and Jace (right) wear our ambulance's around the room saying "wee-oooh" as they go.



Simone brought out a video for the children to watch that demonstrated how surgeons scrub their hands before surgery to take all of the germs off. We talked about how germs spread illness and that is how people get sick. Doctors do not want to make people sicker, especially if they are performing surgery, so they need to wash their hands really well. Simone then brought out a germ kit. It had a special cream in it that the children rubbed on their hands. Then, using a special black light, the germs would glow. Matteo grabbed a mask to mimic the surgeon he had seen in the video before trying out the special cream. Once the children observed the germs on their hands, they went in to the washroom to wash the germs off. It took a few tries before their hands were not glowing anymore! Brayden even rolled up his sleeves and washed his arms, just like the surgeon!



Brayden scrubbing arms and hands

Using black light to see germs



After seeing the children lifting up their fellow classmate in play by their arms and legs, Simone asked, “What do you think we could put people on,” and they all said “a bed?” Simone then asked, “In an ambulance, what do they put them on?” Everyone replied “Bed,” so we used the iPad and found that gurneys are what they use.



Brayden is helping to tape the base of the structure.



The structure is being tested. Talia is the patient, Nicholas H. and Matteo are the doctors.



They found Talia too heavy so they put her baby in the structure.



After reading “Franklin Goes to the Hospital,” we decided to build an IV stand. Valentina showed her peers what an IV looks like in the book so we were able to use it as reference when discussing what elements we needed to add. We grabbed a scooter to use for the base and had a stick for the middle. After using our problem solving skills to test different ways to get the stick to stay, we had our base set for the stand. We used a small (and clean!) urine collection bag to add water, and hot glued a coat hanger to hang the “water medicine”(as Valentina says) bag from. Lastly, we attached some straws to act as the tube for the medicine to travel down.

The children then used the IV stand to help them in their play:



Building our IV stand



Valentina fills IV bag



The team with our finished product



Jace places IV on our incubator baby



Nurse Charlotte L checks IV bag while Doctor Isabelle puts IV on her Agent Oso



Travis wanted water; His interpretation of how materials are used

The children would create scenarios on a daily basis of why someone needed help in the hospital, and what needed to be done to make them better. Here are some examples of their play interactions: Valentina did a full work up on Yucheng and determined that his legs were broken and that he needed a wheelchair. She brought a chair over to the dramatic play area, got Yucheng to sit on the chair and proceeded to pull him around the room.

Nicholas H. came to the hospital with a baby in his belly. Matteo was the doctor who was going to help him. After washing his hands like a surgeon (which Matteo had seen in a video), Matteo went over and felt Nicholas's baby. After using some tools, he was able to help Nicholas's baby come out. It was a boy!



Charlotte B. assessed Jen and determined that Jen’s leg and arm were broken. Jen was instructed to sit in a wheelchair with her leg propped up so that Charlotte could wrap up her arm and leg so they could get better.

Maksim and Benicio were injured. Sofia, Nicky, Matteo and Valentina worked together to figure out how to get Maksim to the hospital. Jace told them to hurry because Benicio was injured too. They decided to lift Maksim over. They needed to lift Benicio too. “I’m strong!” said Nicky. He counted to ten and they all lifted Benicio. “We need to get him to an ambulance fast!” said Aran. Sadly, Doctor Valentina declared Maksim dead. When asked why she replied, “cause he got hit over by the car.” Later on she states, “I’m an angry doctor.” “How Come?” Janeth asked. “Because there’s lots of dying people,” she answers as she returns to the hospital.

Benicio performs intake



Bavyesh revisits intake desk.





Keira was hoping to have patients at her hospital. “There is no one there,” she said. Nicholas came along and said “Help I’m sick.” She excitedly went over to help. She inspected him with her “checker,” as she called it. “Oh no, there is a bug in your tummy,” she said to Nicholas. “How are you going to help him?” Janeth asked. “I will get it out,” she answered as she rubbed the stethoscope on his tummy. “See I got it out, it’s right here, see.”

The creation of our incubator

After watching videos with incubators, we used an old hot and ready chicken container to create our own. We cut a hole in the side of the lid, taping the sides for safety, so that the children could reach their hand in, just as they had seen.



Valentina cared for her baby that needed to be in an incubator. She washed her hands so she could touch her baby and then brought our IV stand over to her baby, put the straw in to the incubator to the baby's mouth, and began to squeeze the IV bag so the baby would get the "water medicine that makes people better." Once her baby had the medicine, she asked Simone if she could hold her baby since she was starting to feel better and babies can come out when they are better. Simone said she could if her baby was better so Valentina gently took her baby out and held and rocked her for a bit.



Here we have Avery coming to bring Doctor Charlotte B. coffee, while Doctor Charlotte B. checked on the baby in the incubator. Valentina is washing her hands before she goes in to see the baby because she has changed roles. She is no longer the doctor, she is the baby's mom. She has also communicated this to Charlotte B. Jace is also inquiring about incubator images on our wall.

Phase 3: Concluding the Project

Talia finds a picture of an ultrasound machine that was just like the one she had personally experienced. Turning the page, she found a sonogram picture. After some inquiry and help from Jen, we found that the picture "was a match" from the sonogram picture that Benicio and Valentina had brought in of a new baby that is coming to their family soon.



Talia discovers the ultrasound picture



Talia is comparing the sonogram pictures

We had a visit from Nurse Kathryn who has worked in a hospital. She helped us answer many of our questions, such as who works in a hospital and what kind of areas there are. Many of the children were curious about her belly and the baby growing inside. Nurse Kathryn was telling us how she was going to have a c-section. Many of the children wanted to know what that was, so she explained that it is when a doctor cuts open your belly to get your baby out and then sews you back up. Valentina wanted to know what the operating tools looked like as well as stitches. After some research and help from Bonnie, one of our casual staff, we found pictures. Bonnie was able to show Valentina a scar on her hand from stitches.



We had Kimberley, a paramedic, visit us with her ambulance - we were all so excited. She surprised us by coming in with a stretcher and we could not wait to explore it. Kimberley talked to us about what an ambulance is for and what number we call if we need help. We talked about which type of injuries we need an ambulance for and how paramedics are there to help us. The children were all eager to share stories with Kimberley about hospital visits and television shows that their mommy's watch with ambulances. Kimberley invited Jace, Charlotte B and Max to come up and be her paramedic helpers.



Kimberley is showing us how her stretcher goes down so we can see it better



Max is listening for a heartbeat using Kimberley's stethoscope



Nicholas J. shows off a paramedic toque



Travis is trying on Kimberley's jacket, toque and stethoscope



Kimberley checks Valentina's heart rate.

Travis was the first patient who laid on the stretcher and had his leg wrapped by Charlotte B. Charlotte and Jace applied wires to Valentina and Kimberley showed us a special machine that lets you see someone's heart rate. She even printed it off for Valentina to take home! Then Valentina had her blood pressure checked with a special cuff that gave her arm a big hug. Matteo and Nicholas were the patient as Kimberley showed us how the stretcher goes up and down with a button.

Then it was time to explore the ambulance! We went out in groups of eight where we got to sit in the back of the ambulance, test out a suction tool, and turn the lights and siren on. As the groups went out, Kimberley left the stretcher in for the other children to play with.



Sitting in the back of the ambulance.



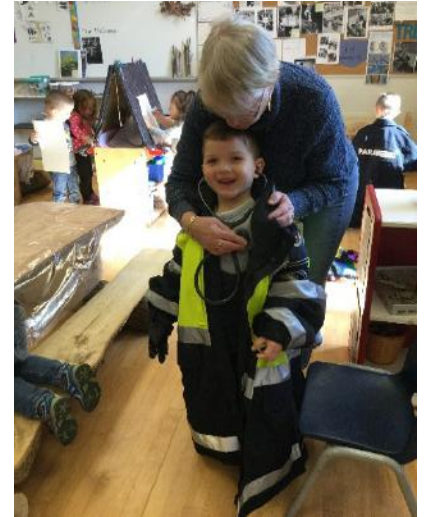
Bavyesh is trying out the suction tool.



On the stretcher



On the stretcher



Matteo tries on gear

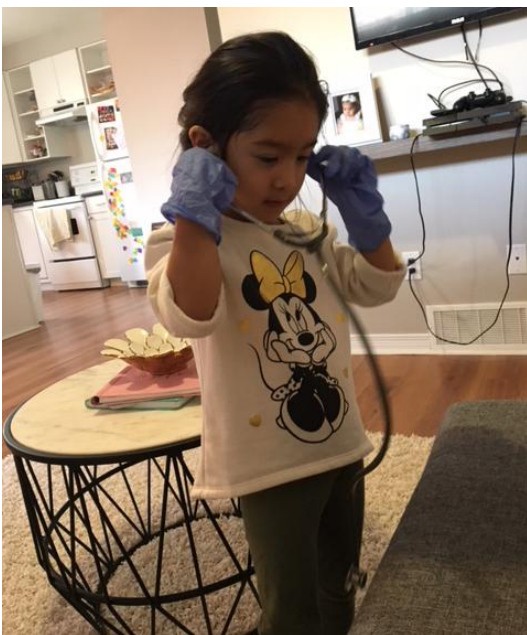


The afternoon after Kimberley came to visit, Brayden, Rowan and Matteo were using the blue mat in our room as a stretcher. Brayden then took the mat and put it on a small table surrounded by chairs to keep it from falling. When Simone asked what he was making, Brayden answered, “an ambulance.” Matteo quickly put a baby under his shirt and climbed under the table. “No, you need to go up on the mat. The blue mat.” Matteo then got on the mat and Brayden pulled up a chair and told Matteo, “I’ll drive the ambulance.” He began to make noises and steer the air. “I’m like Kimberley,” Brayden said with a grin. Rowan, Nicky, and Charlotte L grabbed chairs and joined in driving the ambulance. Simone reminded Rowan and Charlotte that when someone is hurt, you talk to them about what you are doing. Jace joined in with gloves on and a stethoscope. “I’m going to check your heart,” he told Matteo. As the children traded off being the patient, Brayden noticed that their heads were making the mat bend a bit. He grabbed tape from Jen and began to tape the mat to the chair beneath it. When asked what he was doing, Brayden answered, “I need to make a line here to fix that, it’s falling down.” When Simone looked to understand, she saw that Brayden connected the tape to the chair.

Throughout the project, we had parent involvement through the items they contributed to the classroom for the children's play, and feedback on what their child was recalling at home from the day's learning. In addition, many parents would come in and take time to observe our learning. Valentina's mom was able to observe her acting out some of the scenarios we had learned about, and agreed to contribute through a reflection of her learning.

Veronica P, Valentina's Mom:

Naturally, Valentina LOVES taking care of people, so when she got to be a doctor (or pregnant mommy having her baby) she was all over it! Valentina has seen pregnant women walking around, and has grown a huge appreciation for them and has become VERY curious on the development of babies. The hospital project has helped her understand more about babies. She doesn't ever miss a moment to point out a pregnant woman or a newborn baby. Her grandpa comes from the medical field and has a lot of equipment for his job at home. She asked me if we could go over one day and ask for some of his doctor stuff. Of course, with his excitement with her current passion, he took her to his stash and let her pick out everything she wanted. He even handed down his very first stethoscope to her. Oh man, was she ever happy about that! She would constantly make me lay on the couch while she checked me, gave me my shots, and medicine when I was sick. She packed her own "doctor back pack" and said she was going to take it to school to share some of her stuff. That bag is still considered her doctor bag to this day. Since this has been an ongoing conversation at home and at school, she has learned words and started understanding what some body parts are. When she had a blue bath, she referenced to the veins on her wrist and said, "Mommy, look it's blue like the blood holder." I appreciate the big involvement she had with this project, and hope her interest continues to grow for this topic.



Educator Reflections

Janeth Rodriguez' Reflection:

Once again, I was in awe of how much complex information the children were able to learn, understand and apply in their play. Their interpretations of what they learned were very accurate and it was rewarding being able to learn alongside them. Some of the moments that struck me the most were when the children were pretending to go into surgery. They had paid close attention to all the prior information about really scrubbing before surgery. Brayden, Valentina and Matteo always made sure to pretend to scrub and all the way up to their arms. Then, the gentle and attentive care they gave to their "patients," was phenomenal to watch. I had the pleasure of being a patient in play. The children made sure to check all my vitals, chart what was wrong, diagnose and give me proper treatment. This project was another realization of how capable and competent children are, and by far on that, I will treasure.

Jennifer Schiedel's Reflection:

I absolutely loved doing this project with the children. I felt like I learned so much along with them and was amazed at how much information the children retained and how much material they wanted to explore. Valentina's learning is one that will stick with me from this project. She was so interested in the maternity aspect of hospitals, labour and delivery, and post-natal care. Making the incubator with her and seeing her use our IV stand to care for her baby was amazing to see. The care she took in washing her hands to properly care for her child was so touching. Having our community involved and bringing an ambulance for the children was such a benefit. We were able to explore hands on with the children and have them see and touch items that we had only been able to show in pictures. I think that visit really solidified a lot of information for them as they were able to connect what they had learned and seen to something tangible. Kimberley took so much time and was so patient to give the children the best experience possible. With being unable to visit an actual hospital, that was truly the best way to have a field study. I am forever grateful for that visit. I know it was memorable for many of the children as their play reflected it days later. These children have learned so much, it has been my favourite project so far.

Simone Haughton's Reflection:

This is the fourth project that I have done and I have been very happy to see so many families participate and encourage their children throughout the projects. On this particular project of hospitals, this photo/moment happened with Valentina and helped set the stage for this project. This is how the conversation went "Valentina what are you doing?" "I am taking a break." "Why are you taking a break?" "Because that is what doctors do, they see their patients then go to their office and sit down and read." It just makes you think how much they are able to learn. As an educator, you know they're capable and competent but when you see that capability you can't help but picture what they would be like in 15 or 20 years. These projects and experiences that they have influence what they choose to study as a career later in life.

