

# Lost & Found<sup>®</sup>

## Introduction to the Curriculum

For facilitators working with  
children in a daycare setting

We know that for children and their families, the COVID-19 pandemic has been a struggle. **Lost & Found**, which is supported by the Canadian Heritage department of the Government of Canada, will be an opportunity to embed the pandemic experiences and feelings of Canadian children in this country's history.

### Workshop Goals

- » To share and collect the pandemic stories and experiences of young children and their caregivers through a variety of storymaking forms
- » To engender connections between caregivers and children, and between community members as they collectively reflect upon and explore their pandemic experiences

Let's get started!



Canadian  
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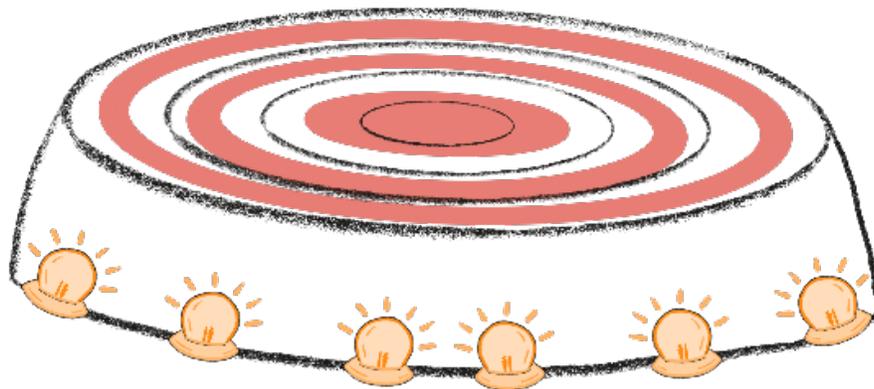
## About the Project

Lost & Found is a fun, interactive workshop that encourages young children to creatively explore their pandemic experiences through writing, art, movement, and oral storymaking.

*What follows is a **simple overview** of the curriculum to help you get oriented.*

## The Basics

- » There are four different **themes** that can be set up at two activity centres called **Planets** and at the circle area called the **Launch Pad**.
- » At **Planet One** is a group **art project**; **Planet Two** has activity sheets for **writing and drawing**. All can be done by children with minimal support, although adult guidance will definitely help.
- » Two activities will take place at the **Launch Pad**, an area for kids to voluntarily join group discussions and sharing facilitated by an adult.
- » **Memory Cards** and **Emotion Cards** are provided to support remembering and feelings.
- » Create and have ready the **Story Transporter** (decorated cardboard box) made to look like a fun spaceship using the **printable templates** provided.



## Creativity Tools

These tools can help children think about and express their experiences and feelings. They will need to be printed and cut prior to the workshop. They will be available at the Launch Pad (circle area) as resources for facilitators and participants. Facilitators can also have an extra set just in case any go missing!

### Emotion Cards

- » Visual prompts to help kids identify feelings attached to different memories

### Memory Cards

- » Visual prompts to help kids remember past experiences

## Emotion Puppets

Use the Emotion Cards to make simple puppets on popsicle sticks or using cut up cardboard. Simply cut out and glue on. Children could also colour them in before you cut them out. If your children are only in attendance for part of the day, you might want to pre-make the puppets.

- » *Children can use the Memory Cards to think of a situation or memory and then pair that with an Emotion Card or puppet to talk about it.*

## What the Children Will Be Doing

- » Each child will **write, draw, or tell** a story about themselves, family, and/or friends.
- » The **Activity Sheets** provided will help you and the children think of and share their story based on different themes.
- » **Memory Cards** are used to jog a memory connected to a story the child has.
- » **Emotion Cards/Puppets** will help children connect an emotion to that story.
- » **Show and Share** encourages children to bring in an object they can share a story about.

## Activities

- **Planet One:** a collective art project children can add to
- **Planet Two:** activity sheets to encourage a simple story and drawing, there is one per each theme
- **Launch Pad** (where you normally do circle): 2 activities per session; choose one or both!
- **Show and Share:** children can bring in objects or photos from home to share stories
- **Grounding:** session exercise/game to help children cope with difficult feelings, done at the start and end of each session if possible

## Grounding Activity

*Suggested script to explain grounding:*

"We are going to start and end with an activity to calm our bodies and minds. This is called grounding. Grounding can help us relax and remind our brains and bodies they are safe, especially if we are thinking of hard memories or have uncomfortable feelings."

### Examples:

- » "Give yourself a big hug, like this!" (Demonstrate by crossing your arms around yourself, putting each hand on your opposite shoulder). "Let's gently pat one arm slowly a couple of times, now let's pat pat pat the other arm. One more time, pat pat pat one arm, and then pat pat pat the other arm. You can do this as many times as you want and feels good!"
- » "Pretend that you are like a tree. Feel your feet on the ground. Now imagine your feet becoming roots, growing down through this floor, to the earth and dirt below, weaving together with other tree roots. Notice yourself growing bigger and stronger, so solid that not even the biggest wind could knock you down."
- » Note: More examples can be found in your Toolkit.

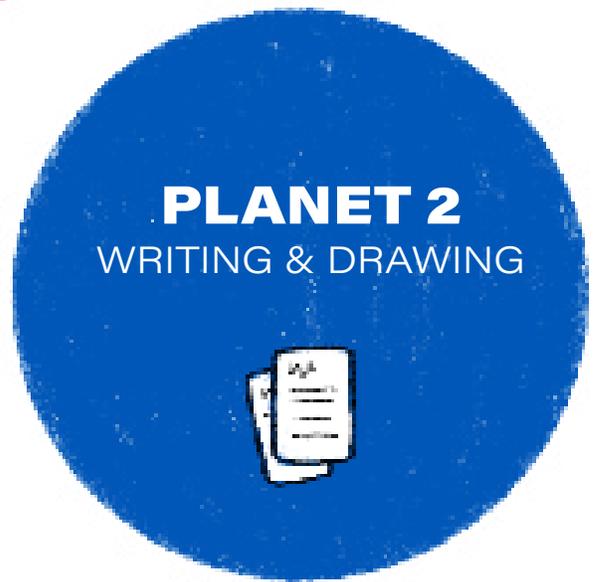
## Room Setup

- » Set the Planets up in a **location** in the room that works for your centre.
- » The Launch Pad is your **circle area** and where you can share with the children what they can do, show the Memory Cards, Emotion Cards, do Show and Share, and record collective stories.

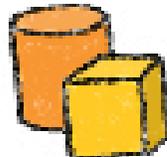
*The diagram on the next page will help you visualize the stations.*

## Room Setup

**Note:** How you set up your stations can be guided by the space you have and the tables and chairs available to you.



Memory Cards



Show and Share



Story Transporter



Activity Sheets



Emotion Cards

## The Themes

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There are four themed modules, each taking about 30 to 40 minutes to run. You can run two in a day (morning and afternoon), or run one each day over four days. The themes are:

1. **New Experiences**
2. **Adventure & Play**
3. **Family, Friends, Neighbours**
4. **Nature & Outdoors**

For each theme there are activity sheets. The themes are to help children think of different memories. You can read more about them in the detailed curriculum guide.

## Prep List

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- ❑ Emotion Cards/Puppets
- ❑ Memory Cards, cut out
- ❑ Themed Activity sheets (enough for each child)
- ❑ Circle area ready for beginning
- ❑ Large paper for Planet One
- ❑ Pen, pencil, markers, and other drawing and writing materials
- ❑ Story Transporter: a cardboard box with templates glued on
- ❑ Recording device (phone or tablet)
- ❑ Optional books and supporting materials

# Session Flow

*How the Session Runs*



## Session Flow

Children **begin** in the welcome circle at the **Launch Pad**.

- » Welcome them and orient them to the following:
  - The **Lost & Found** project
  - The **Planets** and what happens at each one
  - The **Story Transporter**, for them to put their stories into
  - The **Emotion Cards** and **Memory Cards**, to help them identify feelings and to spark creativity
- » Lead a **Grounding Activity**. Instructions are in your detailed curriculum guide.
- » They can then choose to go to a Planet, stay in the circle to share, or do a regular activity of their choice. There should be no pressure for them to engage in an activity if they are not interested.

## How to Introduce the Project

*Suggested script:*

"Does anyone here know what COVID is? Yes, for the past two years there has been a sickness called COVID. We often wear masks to protect ourselves and others, wash our hands, and sometimes we have to stay home if we, or someone, in our family get sick. Today we're going to tell some stories about different things we have done, or not been able to do, because of this sickness."

## Note Regarding Flexibility

- » What we have outlined here is a **suggestion** only.
- » **Choose** activities that work for your centre.
- » If it makes sense to only have **one Planet**, that's fine!

## Role of Caregivers



You, and any volunteers you have, will help the children tell, draw, write, or act out their stories.

- » You can do this in **small or large groups** at the Launch Pad (whatever is manageable)
- » You can work with **individual** children at the Planets
- » You can encourage children to bring items for **Show and Share**
- » You can support children while they **draw or write** their own stories
- » You can support children as they **record** their story
- » You can ensure each child has a **choice** about what they do
- » You can encourage your children to **listen and share** with each other
- » **You** can share too!

## Facilitator's Debrief



Take a few minutes to debrief about the session, using the following questions:

- » What worked?
- » What didn't work?
- » Does anyone need support or checking in with?
- » Did any issues come up that need to be addressed?