

# Lost & Found<sup>®</sup>

## Detailed Curriculum

For facilitators working with children in a daycare setting



Canadian  
Children's  
Literacy  
Foundation

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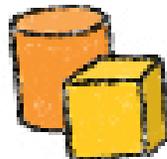
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## Room Setup

**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 Launch Pad

*The Launch Pad is a circle where you begin and end activities. Those joining later in the session can be greeted and oriented at the Launch Pad when they arrive.*

### Setup

- » A comfortable spot where people can sit in a circle
- » Signage found in the workshop toolkit to clearly mark the area
- » A small table or place on the floor for the **Emotion Cards** and **Memory Cards** to be displayed
- » **Story Transporter**, along with simple colouring tools
- » Optional: Add some fun by marking off a circle on the floor with tape that can serve as a launch pad that kids can step onto and count down to their visit to the Planets!

The Launch Pad is the area for **Show and Share** where kids are invited to bring in an object or picture of something that helps them tell a story. This could be a toy, game, piece of clothing, or photo of family or a pet. You can start or end the day with this. As much as possible record or note the stories for inclusion into Lost & Found. Encourage children to ask questions and share thoughts and stories that come up for them when they see another child's item.

The Launch Pad is also the place for collective group stories with props. This is where you can have pandemic-related props that help children tell stories about their experiences. This can be done with just two children or with a small group.

## Welcome Circle

1. **When beginning with your group**, greet participants and explain what they are doing today and how the space is set up. Explain what happens at each Planet and the Launch Pad.

### SUGGESTED SCRIPT

*“Hello everybody and welcome to the Lost & Found project! We hope to have a lot of fun with you throughout our time together! Our goal with this project is to share stories about your lives, during the pandemic. You will always have the choice to share or not share your stories. All the stories you do choose to share will go onto a website where there will be more stories from other kids all across Canada!”*

*You’ll see 2 activity centres set up called Planets and, in a minute, you’ll be free to explore them as you please. I want to emphasize your comfort here! Go to whichever Planet makes you feel comfortable, it’s okay to push yourself a little out of your comfort zone, but not to the point where you feel upset.*

2. Introduce the **Story Transporter** and explain that it is where participants can submit their work to be sent off into the Lost & Found universe! The Transporter is a **simple cardboard box** made to look like a spaceship using the printable templates provided in the toolkit (you will need to prepare it before the workshop). Explain that kids can also feel free to colour and draw on the Transporter throughout the session.
3. Introduce the **creative tools**:
  - **Emotion Cards:** A deck of cards that show different emotions, to help young children identify feelings and emotions attached to different memories
  - **Memory Cards:** 36 visual prompts to help spark thoughts and memories of past experiences

**Ideally these should be spread out and visible at the Launch Pad** as a resource for you and participants to use throughout their session. *[Note: Cards will need to be printed and cut prior to the workshop]*

4. Depending on the group's dynamic, the time available to you, and whether you will be working together for multiple sessions, you may also opt to create a Community Agreement.
5. After participants are oriented, lead a simple grounding exercise (details below).

#### *NOTE ON EMOTION CARDS*

We recommend printing at least one deck of cards to have available at the Launch Pad. Additionally, a deck could be placed at each station to be more readily available for the participants.

Given the ages of the children, we would recommend starting with a reduced number of essential cards, in order to not overwhelm them. These can be put at the Launch Pad (and each station if needed) and the rest of the deck can be on stand-by if participants want more options. The facilitators can choose which cards to keep, and the number of cards displayed **based on their group's needs**.

**Recommended options for essential Emotion Cards:** Happy, Sad, Angry, Excited, Scared, and Hurt.

#### *NOTE ON STORY TRANSPORTER*

The Story Transporter will house the physical work that participants want to share (drawings, written stories, etc.). For video/audio recordings, participants may write their story title/their name on a piece of paper and put it in the Transporter as a way to indicate their intent to share those recordings.

Work included in the Transporter may then be captured digitally (scanned/photographed for physical work). After the workshop is completed, the larger community may also be invited to see the contents of the Story Transporter, displayed as a **gallery exhibit**. This can be done at a time and location that works best for the community delivery partner. Visitors could also be invited to contribute their own memories to it.

## Grounding

A grounding exercise is a very useful activity to do when participants are feeling carried away by emotions and strong feelings. It's good for both children and adults!

### SUGGESTED SCRIPT

*"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 that they are safe, especially if we are thinking of hard memories or having uncomfortable feelings."*

Lead the grounding exercise. Invite kids to participate, and let them know that they can do so with their eyes open or closed—whatever they feel comfortable with.

### SUGGESTED SCRIPT

*"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!"*

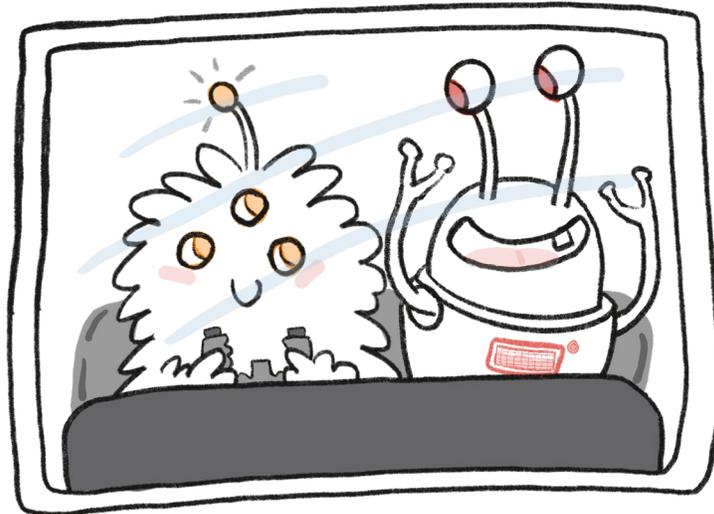
**Note:** More grounding exercises are provided in your Toolkit.

## Sharing Circle

At the end of the session, participants will regroup at the Launch Pad for 10–15 minutes for a sharing circle. While sharing stories is encouraged, it is important to remind children that the choice to share or not is **always theirs**. After the sharing circle, participants may add their work to the Story Transporter if they'd like.

## End-of-Workshop Reflection

At the end of the last session, after the sharing circle, participants will be invited for a group reflection on their workshop experience.



# The Planets

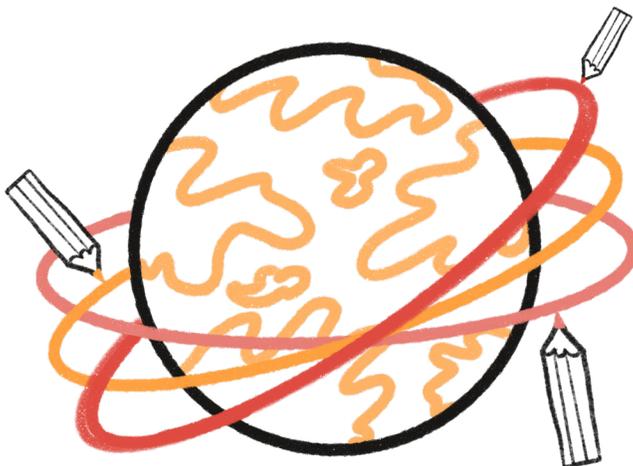
## Planet 1: Group Art Project

This Planet encourages the telling of stories through writing and drawing. Prompts are available for both the caregiver and the child, and these can be done together or individually. Participants can make use of both the Memory Cards and Emotion Cards to help remember stories they'd like to share.

### Setup

- » Signage found in the workshop toolkit to identify the station
- » A table with chairs (preferably kid-sized)
- » A large piece of craft paper that covers the whole table (or several pieces of paper taped together)
- » Art materials required for the themed activity

**Work Produced:** Collaborative artworks



## Planet 2: Writing and Drawing Activities

A daycare worker is encouraged to sit at this station and scribe for participants as necessary. Depending on the preference of the participant, the daycare worker might act as an interviewer and ask the child questions, or they might simply assist in reading the prompts on the activity sheets and writing their story and memories. Children also have the option to draw at this station, requiring less input from the daycare worker.

### Setup

- » Signage found in the workshop toolkit to identify the station
- » A table with chairs (preferably kid-sized)
- » Enough printed activity sheets for each child to complete one if they wish
- » Memory Cards laid out on the table
- » Emotion Cards/Puppets laid out on the table

**Work Produced:** Activity sheets



## Themes

Each session explores a new theme for the children to think about and share memories from. These are:

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

While Lost & Found is a program about pandemic stories, we recognize that children aged 0-6 will not have a large range of memories about what's changed, only what is. Inherently, any stories or memories they share will be rooted in their history of the pandemic. They do not have to specifically refer to COVID-19 for their stories to be represented within the Lost & Found project.

Each theme below is anticipated to run over 1-1.5 hours. Children may choose to freeflow to the two Planets as they wish, and participate in the circle activities as much or little as they like.



## Theme 1: NEW EXPERIENCES



### Launch Pad/Circle: Show and Share

#### Materials needed:

- A large space to gather in the room
- A pre-communicated request for the children to bring in an object from home
- Paper for the daycare worker

#### Role of the daycare worker:

Ask the children to bring in an object that represents an experience, activity, or situation that happened since the start of the pandemic. Have a group discussion about what these objects mean for the kids. Encourage children to ask questions and respond to each other.

### Launch Pad/Circle: Group Stories with Props

#### Materials needed:

- Masks
- Hand sanitizer
- Gloves
- Other materials at discretion

#### Role of the daycare worker:

Using props commonly seen during the pandemic, such as masks, hand sanitizer, gloves, or distance markers, have a collective discussion and story share about what memories these objects evoke in the children.

## Theme 1: NEW EXPERIENCES

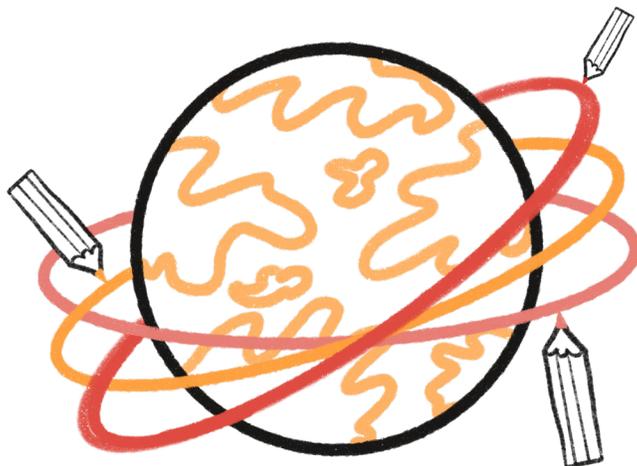
### Planet 1: Group Art Project

#### Materials needed:

- A piece of paper large enough to cover the whole table
- Pens, colouring pencils, crayons, or other mark-making utensils

#### Role of the daycare worker:

- Encourage the children to trace the outline of their hands on some part of the paper. Allow them to decorate their handprint as they wish with available materials. Allow this piece to turn into a collective artwork of the group and note any collaborations, disagreements, or observations during the activity.
- This activity can be extended to talking about the importance of hand washing, what the children understand about germs, and what the word germs makes them think of.



## Theme 1: NEW EXPERIENCES

### Planet 2: Writing and Drawing Activities

#### Materials needed:

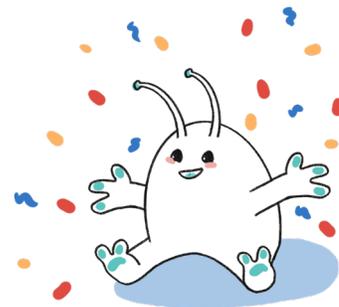
- Memory cards
- Emotion puppets
- Activity sheets
- Pencils and colouring pencil

#### Role of the daycare worker:

- » Allow the children to self-direct while looking at the Memory Cards and Emotion Cards/Puppets. Ask what it makes them think of and then imagine what new thing they would have liked to happen after.
- » To extend, using the puppets, ask the children how the puppets might be feeling about having new experiences. Ask the children if they have had any experiences similar to their suggestions. The children can use the activity sheets to draw or write (with help from a scribe) their responses.



## Theme 2: ADVENTURE & PLAY



### Launch Pad/Circle: Show and Share

#### Materials needed:

- A large space to gather in the room
- A pre communicated request for the children to bring in an object from home
- Paper for the daycare worker

#### Role of the daycare worker:

Ask the children to bring in an object that represents adventure and play. Have a group discussion about what these objects mean for the kids. These stories do not have to directly be about COVID; any stories told within the pre-school age range are fundamentally of pandemic times.

### Launch Pad/Circle: Group Stories with Props

#### Materials needed:

- Toys
- Books
- Photos

#### Role of the daycare worker:

Using props that represent adventure and play, such as toys, athletic equipment, and photos of nearby landmarks, have a group talk and story share about what memories these objects evoke in the children.

## Theme 2: ADVENTURE & PLAY

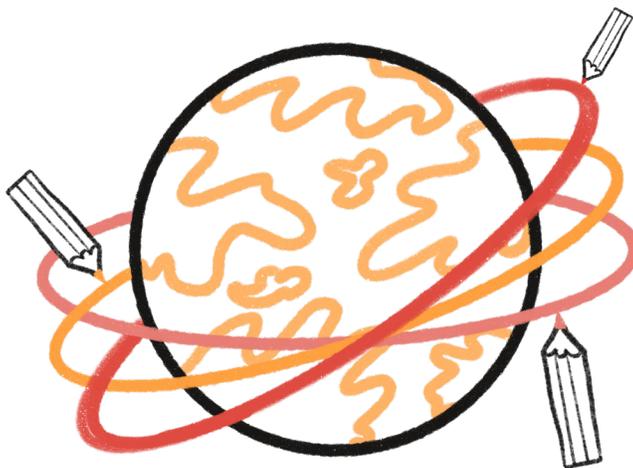
### Planet 1: Group Art Project

#### Materials needed:

- A piece of paper large enough to cover the whole table
- Pens, colouring pencils, crayons, or other mark-making utensils

#### Role of the daycare worker:

- » Encourage students to play with materials available and allow them to create a collective artwork on the paper. This activity in itself is adventure and play for younger students.
- » For older students, ask them to draw things that represent adventure or playing to them.



## Theme 2: ADVENTURE & PLAY

### Planet 2: Writing and Drawing Activities

#### Materials needed:

- Memory Cards
- Emotion Cards/Puppets
- Activity sheets
- Pencils and colouring pencil

#### Role of the daycare worker:

- » Allow the children to self-direct themselves while looking at the Memory and Emotion Cards.
- » With prompts from the activity sheet, ask what adventures, play times, or big moments they're reminded of, if any.
- » To extend, using the Emotion Cards/Puppets, ask the children how the puppets might be feeling about having an adventure or playing.
- » Ask the children if they have had any experiences similar to their suggestions.



## Theme 3: FAMILY, FRIENDS, NEIGHBOURS



### Launch Pad/Circle: Show and Share

#### Materials needed:

- A large space to gather in the room
- A pre communicated request for the children to bring in an object from home
- Paper for the daycare worker
- A large space to gather in the room
- A pre-communicated request for the children to bring in an object from home
- Paper for the daycare worker

#### Role of the daycare worker:

- » Ask the children to bring in an object that represents family, friends, and neighbours. Have a group discussion about what these objects mean for the kids.
- » These stories do not have to directly be about COVID; any stories told within the preschool age range are fundamentally of pandemic times.

## Launch Pad/Circle: Group Stories with Props

### Materials needed:

- Books
- Toys
- Photos of family members
- Other materials at your discretion

### Role of the daycare worker:

Using props that represent family, friends, and neighbours, such as books, toys, and photos of family members and friends, have a collective talk and story share about what memories these objects evoke in the children.



## Theme 3: FAMILY, FRIENDS, NEIGHBOURS

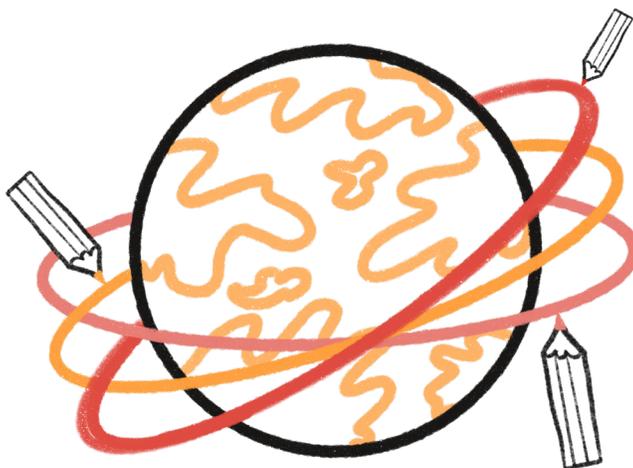
### Planet 1: Group Art Project

#### Materials needed:

- A piece of paper large enough to cover the whole table
- Pens, colouring pencils, crayons, or other mark-making utensils

#### Role of the daycare worker:

- » Get or make a piece of paper large enough to cover the whole table. Encourage students to play with materials available and encourage them to draw or artistically represent their family.
- » Ask the children to connect lines between each others drawings to show how our communities all connect.



## Theme 3: FAMILY, FRIENDS, NEIGHBOURS

### Planet 2: Writing and Drawing Activities

#### Materials needed:

- Memory Cards
- Emotion Cards/Puppets
- Activity sheets
- Pencils and colouring pencil

#### Role of the daycare worker:

- » Allow the children to self-direct while looking at the memory cards and emotion cards. Ask which of the Emotion Cards/Puppets the children think are family, friends, and neighbours? Use this activity to lead organic conversations with the children about their own family, friends, and neighbours.
- » The children can use the activity sheets to draw or write (with help from a scribe) their responses.



## Theme 4: NATURE & OUTDOORS



### Launch Pad/Circle: Show and Share



#### Materials needed:

- A large space to gather in the room
- A pre-communicated request for the children to bring in an object from home
- Paper for the daycare worker

#### Role of the daycare worker:

- » Ask the children to bring in an object that represents nature and the outdoors to them. Have a group discussion about what these objects mean for the kids.
- » These stories do not have to directly be about COVID; any stories told within the preschool age range are fundamentally of pandemic times.

### Launch Pad/Circle: Group Stories with Props

#### Materials needed:

- Masks
- Hand sanitizer
- Gloves
- Other materials at your discretion

#### Role of the daycare worker:

- » Using props that represent nature and the outdoors, such as books, toys, and photos of nearby parks or natural landmarks, have a collective discussion and story share about what memories these objects evoke in the children.

## Theme 4: NATURE & OUTDOORS

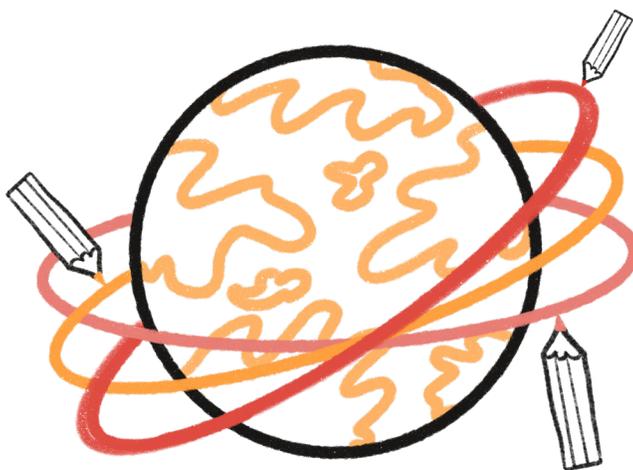
### Planet 1: Group Art Project

#### Materials needed:

- A piece of paper large enough to cover the whole table
- Pens, colouring pencils, crayons, or other mark-making utensils

#### Role of the daycare worker:

- » Get or make a piece of paper large enough to cover the whole table. Encourage students to play with materials available and suggest they draw natural objects and landscapes, or places they've liked to visit.
- » Note any similarities or differences in their ideas and whether their creation is inspired by or inspires other children's lines of thought.



## Theme 4: NATURE & OUTDOORS

### Planet 2: Writing and Drawing Activities

#### Materials needed:

- Memory Cards
- Emotion Cards/Puppets
- Activity sheets
- Pencils and colouring pencil

#### Role of the daycare worker:

- » Allow the children to self-direct while looking at the memory cards and emotion cards. Ask what places in nature or the outdoors they're reminded of, if any.
- » To extend, using the Emotion Cards/Puppets, ask the children what places these puppets may or may not like to go in nature and the outdoors.
- » Follow up with asking why, and how each puppet may be feeling.
- » If the children prefer, they (or a scribe) can fill out the activity sheet to explore this theme.
- » Use this activity to lead organic conversations with the children about their own experiences with nature and the outdoors.



## Flexible Delivery Options

Depending on the age range of your room, below are some delivery options for the Lost & Found program.

<p><b>Option A</b></p>	<p>Each theme is set up with Planets One and Two running concurrently for one hour. Within this hour, both circle activities are offered. The themes can be run once a day for four days in a row, or once a week for four weeks.</p>
<p><b>Option B</b></p>	<p>One circle activity is offered in the morning and one in the afternoon, with one Planet activity being held in the same morning and one in the same afternoon. The themes can be run once a day for four days in a row, or once a week for four weeks.</p>
<p><b>Option C</b></p>	<p>One circle activity and one Planet activity is held in the morning or afternoon. In the same week, the second circle activity and second Planet activity is held in a similar time slot, completing one theme over two days. This can be repeated for four weeks to complete all theme's activities.</p>

We understand that due to the nature of daycare schedules, you will know when the best time in your room's schedule will be to hold the activities, and for what length of time. Please do what feels right for your room and the children within it.