

Lost & Found[®]

Introduction to the Curriculum

For facilitators working with 0-6
year olds and their caregivers

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
Children's
Literacy
Foundation

Fondation pour
l'alphabétisation
des enfants
canadiens

Funded by the
Government
of Canada

Canada



About the Project

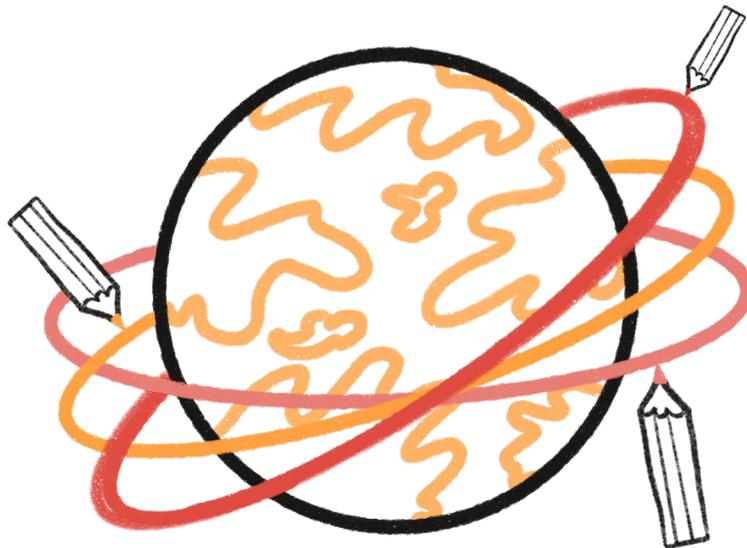
Lost & Found encourages collective storymaking in pursuit of stronger literacy across Canada. The workshop provides a framework to elicit children's pandemic stories as they reflect on things lost, and things found.

It is a fun interactive workshop that encourages children and their caregivers 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

- » Approximately **4 hours** of total workshop time.
- » **Two facilitators** will be present at all times (in addition, volunteers are helpful and encouraged).
- » The workshop is designed for **up to 20 participants** (10 children and their accompanying caregivers). However, this is not a definitive number and will need to be flexible.
- » **Required materials** will be provided in a toolkit; additional materials are minimal/optional.



Flexibility & Choice

Workshop delivery is customizable:

- » There are **four modules**, each with a different theme.
- » While each module represents approximately an **hour of workshop session time**, modules can be **combined** and **customized** in a variety of ways depending on the length of your programming time:
 - Run 1 module per 1-hour session
 - Combine 2 modules over a 3-hour session
 - More details are available in your Curriculum Guide.

Participation by children and caregivers is flexible and allows them to:

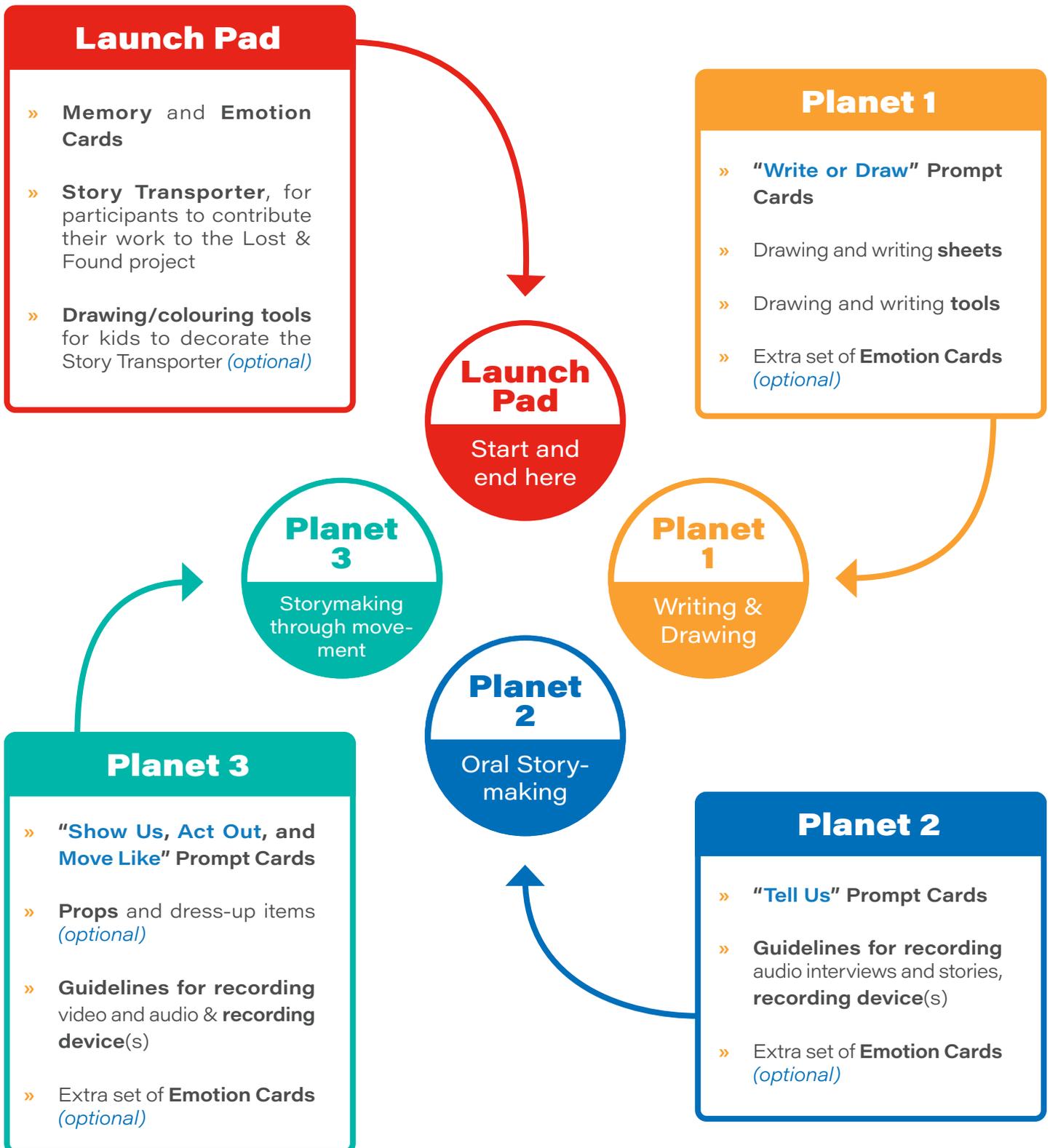
- » Visit different activity stations **on their own** or **with their caregiver**.
- » **Divide their time** between one/multiple stations as they wish
- » **Join in later** during the session.

The Stations

- » There are **4 stations**: 3 Planets and a Launch Pad
- » The **basic flow** for a session will be:
 1. Starting at the Launch Pad - welcome and orientation to the space.
 2. Exploring the Planets - engaging in activities and material related to the chosen themed module(s).
 3. Ending at the Launch Pad - sharing, reflection & goodbye.
- » The following diagram will help you **visualize the stations**.

Station Setup

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



Session Flow



1. Start in a **welcome circle** at the **Launch Pad**. Greet participants and give them information about the workshop, and an orientation on the following:
 - The **Planets**, and what happens at each one.
 - The **Story Transporter** - a cardboard box made to look like a fun spaceship (to be prepared before the workshop, using the printable templates provided in the toolkit).
 - The **Emotion Cards** and **Memory Cards** - tools to help participants identify feelings and to spark creativity. (Sheets provided in toolkit, to be printed and cut before the workshop. You can also have an extra set available at each planet for easier access).
 - The **Community Agreement** - a set of guidelines to help groups feel safe and respected in the space.
2. After participants are oriented, lead a simple **grounding exercise**. Grounding is a way to help bring people to the present moment. This is especially useful in this context if difficult memories or uncomfortable feelings about the pandemic come up, and make the child/caregiver feel anxious or scared.
3. After the grounding exercise, send participants off to **explore the Planets!** For the remainder of the time, they are free to move around the room as they like until the sharing circle back at the Launch Pad.
4. At the end of the session, caregivers will be invited to **reflect on their workshop experience**.
5. **Additional resources** relevant to the workshop will also be available if they'd like.

Note: *For participants dropping in after the welcome circle, greet them at the Launch Pad and guide them on how to take part in the workshop.*

The Four Themed Modules



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

- » Within each module there are theme-related Prompt Cards, and activity sheets for the different Planets.

(Emotion Cards and Memory Cards are common resources reusable with all themes).

Role of Facilitators & Caregivers



Two facilitators. Four stations. Excited children. How do you manage it all?

- » Facilitators **move around the stations** as needed and greet new participants at the Launch Pad.
- » Caregivers act as facilitators for their children, **helping to read** and **scribe** as needed; they are also encouraged to share their own stories on how the pandemic has impacted their children's lives.
- » Volunteers are very helpful and **encouraged to join** as needed