

# Lost & Found<sup>®</sup>

## Curriculum Guide

For facilitators working with 7–12 year olds online

**Running the Lost & Found workshop should be fun and straightforward—and always an adventure!**

This guide will walk you through the curriculum step-by-step, with instructions on how to lead each activity, how to set up for sessions, and more.

Throughout, you'll find references to more helpful tips and information found in your Toolkit.

**Let's get started!**



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## 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.

Through fun writing and art activities, children will recall, shape, and share their pandemic stories. The resulting stories will take many different forms, including poems, drawings, letters, and video and audio recordings.

Through the process, the group will build community, confidence, and empathy by listening to and honouring one another's experiences in a safe and supportive space.

# Workshop Basics

## Structure

There are four sessions, each 75 minutes long; they're ideally delivered once a week but can also be grouped differently as needed.

### **SESSION 1:** *CONNECTING*

Participants recall and share their pandemic experiences

### **SESSION 2:** *EXPLORING*

Participants explore different ways of writing about and drawing their pandemic experiences

### **SESSION 3:** *FOCUSING*

Participants focus on one story to develop further

### **SESSION 4:** *SHARING*

Participants complete their story and celebrate!

## Overall Flow of Each Session

1. Welcome circle and warm-up
2. Agenda for the day
3. Grounding exercise
4. Writing and drawing activities
5. Sharing circle
6. Grounding exercise
7. Instructions for next time and goodbyes

## People Needed

### REQUIRED:

- 1 **lead** facilitator
- 1 **supporting** facilitator

### OPTIONAL:

- Guest **artist** or **author**
- 2–3 **volunteers**

*Detailed role descriptions can be found in Facilitator and Artist Roles in your Toolkit.*

**Note:** *Caregivers' support will also be needed to help kids prepare for the workshop. Guidelines, including a checklist of materials that will need to be shared/emailed in advance of the workshop, are provided in your Toolkit.*

## Creativity Tools You'll be Using

### *LOST & FOUND JOURNAL*

A digital workbook for participants that includes activities, writing, and drawing pages. It will be shared with kids' caregivers prior to the workshop. Kids may choose to work in it digitally or print a copy and use that, whichever they find easier!

### *IDEAS WALL*

A digital collection of pandemic stories, art, poems, and letters by kids from around the world, to inspire participants in their own writing (guidelines and options to set this up are provided in your Toolkit).

### *MEMORY CARDS*

A set of visual prompts to help kids remember different things from the past three years. Facilitators can show these to the kids during sessions. The same images will also be in their journals to reference and use.

### *MEMORY GALLERY*

An online 'gallery' for participants to share the work they may create with each other during or in between sessions. At the end of the workshop, the gallery can also be shared with their community (guidelines and options to set this up are provided in your Toolkit).

### *MEMORY BOX*

A cardboard or other box that can hold small objects, the child's journal or certain pages from the journal (if kids are using a printed one), or any other physical work they may create. If they'd like to share something from it, they may do so during sessions on camera or add a scan/photograph of the contents to the Memory Gallery. Kids are welcome to customise and decorate their boxes however they wish, it is their personal box to keep!

**Note:** *While it's encouraged for kids to have a Memory Box in their Lost & Found storymaking journey online, the workshop can be run without it too, should kids not have one or be able to get one.*

# Session One: Connecting

*Participants recall and share their pandemic experiences*

## Session One Goals

- » To create a safe, supportive, and fun space where kids feel comfortable sharing
- » To ensure that kids understand the Lost & Found project and what is being asked of them, and that they have a choice to participate
- » To begin reflecting on, talking about, and writing/drawing their pandemic experiences

## Session One Prep List

- ❑ **Session Agenda**
- ❑ **Memory Cards**
- ❑ **Memory Gallery**
- ❑ An **online collaborative tool** such as Google Jamboard or Whiteboard in Zoom
- ❑ **Memory Boxes**
- ❑ Lost & Found **Journals** (digital or printed, or both)
- ❑ **Pencils, pens, markers, extra blank paper, scissors, glue/tape**

**Note:** *Ensure that the parents/caregivers of participants are given the list of materials for their kids to have beforehand (refer to the Guidelines for Caregivers document in your Toolkit).*

## Breakdown of Session

ACTIVITY	LENGTH
» Welcome circle	10 min
» Introduction to the project and welcome video	5 min
» Grounding exercise	3 min
» Community Agreement activity	10 min
» Optional break	10-15 min
» Memory Cards activity	25 min
» Sharing circle	10 min
» Grounding exercise	3 min
» Closing	3 min

## Welcome Circle | 10 min



1. As kids join the session, welcome everyone!
2. Ask everyone to make sure they have joined with their own names. Invite them to turn on their videos if possible.
3. Run the introductions and ice breaker activity.
4. Ask kids to grab an object that starts with the same letter as their name and show it. Kids can also think of an object if they don't have a physical one. (Doing a countdown will make this feel like a fun game!)
  - Once kids have an object, explain the activity: *"Now let's use our object to introduce ourselves and our pronouns. Your pronoun is what you want people to use when they talk about you. I'll go first. . ."*
  - Show your item. To help explain, talk about yourself in third person and mention what you like to do with the object. Example: *"Hi, this is Muna, this is her mug. She likes to eat ice cream in it."*
  - Then, pass it on to the kids (they can go in a random order).

**Note:** Other options for this introductory activity are available in your Toolkit.

## Introduction to the Project | 5 min

### 1. Play the **introductory video**.

- If this is not possible, explain what Lost & Found is and what kids will contribute to and receive from their participation.

#### *SAMPLE SCRIPT:*

*“The pandemic has been a once-in-a-lifetime experience for all of us. For you, it may have felt like a roller coaster of online school, stores closing, not being able to see friends and family, and everything else. We haven’t heard enough about what the pandemic has been like for kids, so we wanted to create a way for you to share your experiences with one another and with people across Canada!*

*Why is this so important? Because if we can understand the experience of others, it helps us to empathetically find a way forward. Your stories of truth, love, grief, and community can connect us all to your strength and potential as our youngest generation.”*

**PLEASE NOTE:** For your reference, the Welcome Video script is available in your Toolkit.

### 2. Present the **digital Lost & Found Journal** and explain what it will be used for.

- Ensure kids have been sent the digital journal beforehand. If possible, in addition to presenting the digital version, show a black and white printed copy for kids who might be using a printed version at home.

#### *SAMPLE SCRIPT:*

*“This is your journal, where you can write and add drawings of your ideas. You’ll find fun prompts and activities in it! These can be used online, or if you want you can print your journal! Go ahead and type or write your name on your journal! You’re also welcome to work in it outside of the workshop!”*

3. Present your Memory Box and prompt the kids to get their boxes. If they don't already have one, give them a couple of minutes to look for one (in case they can't find anything, suggest other options like an envelope). They can also get one for the next session.
  - Make sure each child writes their name on it. Explain that the journal is where they'll be writing and drawing. The sheets can be cut out and put into the Memory Box if they choose to share them.

#### *SAMPLE SCRIPT:*

*"These will be our Memory Boxes! They can all be different and that's okay! We can use them throughout the workshop to collect any physical writing and art we create, sheets from a printed journal, or anything else we'd like to include. If you choose to, you can also share something from your collection with the group!"*

*(Demonstrate the 'ritual' for the Memory Box by writing or drawing something simple on a piece of paper and putting it in your box).*

#### *SCRIPTED NOTE:*

*"Feel free to decorate your box when you have a free moment—you can draw and write on it, use stickers, or other things!"*



4. Present the Memory Gallery. (You will need to set up a blank one for the group. (Guidelines given in your Toolkit).

*SAMPLE SCRIPT:*

*"This is our Memory Gallery! It's a space for you to share the work you create with others in the group, if you choose. At the end of the workshop, the gallery can also be shared with the community, so you can tell other people what the pandemic was like for you!"*

- Share the link you have created for the Memory Gallery with the group and ensure kids can access it. Explain how kids can add to it, whether they're using the digital journal or printed one.

## Grounding Exercise | 3 min

1. Explain what "grounding" is.

### *SUGGESTED SCRIPT:*

*"Each time we meet we'll begin 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're thinking of difficult memories or have uncomfortable feelings."*

2. Lead the grounding exercise.

### *SUGGESTED SCRIPT:*

*"Try a butterfly hug by crossing your arms, as if giving yourself a hug! Now gently tap one arm and then the other arm. Keep breathing and alternately tapping your arms for a minute or two, or as many times as you want to and feels good!"*

**Note:** Other options for this introductory activity are available in your Toolkit.

## Community Agreement | 10 min

1. Explain that a 'community agreement' is an opportunity for the group to decide what they need to make the online space and their time together enjoyable and comfortable.

### SAMPLE SCRIPT:

*"Talking and writing about yourself can be hard sometimes. We want to make sure we create a space where you feel valued, where you're having fun, and where you feel safe and free to make choices."*

2. The idea is to make this interactive and collaborative. Some suggested tools to use are Google Jamboard, or the whiteboard in Zoom. Write the following one-word headings at the top of the slide or screen. Invite the kids to type or digitally write words/phrases under each word:
  - » **KIND** (write under this: 'feeling valued' as an example)
  - » **FUN**
  - » **SAFE** (write under this: the word 'choice' as an example)
3. You can also use the suggested script, and encourage kids to share their thoughts out loud or in the chat while you type them out on the blank template in the session agenda (screen shared so kids can see).
  - *"What would make you feel that you're being treated **kindly**?"*
  - *"What do you need to have **fun**?"*
  - *"What would make you feel that you're **safe**?"*

### SCRIPTED NOTE:

*"We can look at this any time we need to, so that we remember."*

## Memory Cards | 25 min

1. Show kids the 45 Memory Cards. These can also be found in their journals.
2. Invite them to look over the images and choose one or two that 'speak' to them—that call to mind a particular memory or experience from the pandemic.

**Note:** *There are also 9 blank cards among the 45. Kids can choose one or more of these if they wish to draw their own cards or add an image to it.*

3. Once they've chosen, have them work on the activities on pages 4-9 in their journals.
4. Check in with the kids as they work, and help as needed. You may also participate in the activity, writing your own responses on a sheet of paper. Kids who are using printed journals may cut out the chosen card to deposit in their Memory Box.

## Sharing Circle | 10 min

1. After sharing what your own card(s) helped you remember, ask kids if they'd like to share what the cards helped them remember.

### *SHARING OPTIONS:*

- In the Memory Gallery (share the link with them)
- Taking turns to talk
- If they've drawn something, you can spotlight their work
- Public or private message in the chat
- They may also choose to continue writing in their own time after the session is over

## Grounding Exercise | 3 min

1. Repeat the grounding exercise used at the beginning of the session.

## Closing | 5 min

1. Check in with the group: How did everyone feel today?
2. Ask them to bring in at least one object that reminds them of the pandemic; they will share this object and their story with the group. The object can be anything, including a photo or drawing.

## Session Two: Exploring

*Participants explore different ways of writing about and drawing their pandemic memories*

### Session Two Goals

- » To continue to **build group connections**
- » To explore different ways to **write about memories**
- » To experiment with creating and writing in **different forms** (poetry, letters, art)

**Note:** *A guest artist or writer would be a fabulous addition to this session! They can share their own pandemic piece on the Ideas Wall and take part in every activity alongside the children and facilitators. For detailed role descriptions of a guest author or artist, refer to Facilitator and Artist Roles in your Toolkit.*

## Session Two Prep List



- Session Agenda
- Ideas Gallery link or slides
- Memory Gallery
- Community Agreement (optional, for reference if needed)
- Lost & Found Journals
- Memory Boxes
- Pencils, pens, markers, extra blank paper, scissors, glue/tape

## Breakdown of Session



ACTIVITY	LENGTH
» Welcome circle	10 min
» Grounding exercise	3 min
» Show & Share	15 min
» Ideas Wall activity	15 min
» Optional break	10-15 min
» Writing and creating time	20 min
» Sharing circle	10 min
» Grounding exercise	3 min
» Closing	3 min

## Welcome Circle | 10 min

1. Welcome everyone as kids join the session!
2. Do a scavenger hunt.
  - The group has 10 seconds to find items in a certain category (e.g. something red, something that begins with a certain letter, something you could use as a hat).
  - *"Find something that is \_\_\_\_\_ (fill in with any description). Ready? Okay, go! 10, 9. . ."*
  - They bring back and show their items to the camera.
3. Check-in: How are they feeling? Try asking them to use a creative, fun way to express how they feel: *"I feel like I lay in a bed of flowers because I had such a good night of sleep. How did you sleep?"*
4. Introduce the guest artist or writer, if present. (Guest artist/author can be involved in a few different activities in the session, indicated where apt.)
5. If there's enough time, lead a short warm up activity.
  - Everyone writes/shares a positive quote, word of encouragement, or picture in the chat.

**Note:** *Other options for this introductory activity are available in your Toolkit.*

6. Remind kids that they can continue to add to the Memory Gallery or their Memory Boxes whenever they like.

## Grounding Exercise | 3 min

1. Lead a new grounding exercise. Invite kids to participate. Let them know that they can participate standing up or sitting down, with their eyes open or closed.
2. Guide them through imagining themselves as a tree, growing roots into the floor.

### *SAMPLE SCRIPT:*

*"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."*

## Show & Share | 15 min



The Show & Share will be a fun icebreaker-like activity as kids show and talk about what they've brought from home. If kids have forgotten to bring something, they can simply present an imaginary object that brings to mind a pandemic memory.

1. You or the guest artist/author can kick off the sharing with your own object and story, and then encourage the kids to share theirs.
2. As kids present, you/the guest can moderate the conversation by encouraging other kids to ask questions about the objects that they're seeing. If a child finds it hard to think of something to say, use prompting questions like: "*How did you get it or make it? Is it special to you? In what way? What, or who does this object remind you of?*"

**Note:** *There is no need to force kids to participate. If someone does not wish to share, remind them that they can do so next session, if they choose.*

## Ideas Wall | 15 min

The Ideas Wall showcases pieces of writing done by other kids in different forms. Its purpose is to provide inspiration and examples for kids as they begin to write about their own memories.

Ensure that kids have the link to access the Ideas Wall for the remainder of the workshop series so that they can re-visit whenever they need inspiration or want to explore more. If this is not possible, kids can always refer to their journals, where the same samples are printed.

1. Begin by explaining the activity to the group.

### *SAMPLE SCRIPT:*

*"You'll see that we've displayed a bunch of writing and art on the Ideas Wall. These are stories written and drawn by kids from Canada and around the world. All of these pieces are reflective of their experience living in a pandemic - take a few minutes now to read and observe, and feel free to make notes of things you find interesting!"*

2. As kids look through, be available to address questions and ideas that they may have about the different forms they see.
  - Prompt them with questions: *"Why do you like this piece? What do you notice about this piece?"* (The guest artist/author may also do this).
3. Afterwards, ask them to open their online journals or get their printed journals and pens and find a comfortable working spot.

## Writing and Creating Time | 20 min

Page 13 of the Lost & Found Journal will guide kids through the process of creating **Word Clouds** and, if they have time, experimenting with the different writing forms shown in the Ideas Gallery.

- » Point out that the same writing and art is reprinted in their journals, so they can read them in more detail: *"Let's take a look at the journal!"*
- » They may use their objects as inspiration for their writing but do not have to.
- » As kids work, support kids in writing or drawing or scribing where needed (guest author/artist may also do this). For kids who might want more one-on-one support, use a breakout room and have the kids take turns working with you.

## Sharing Circle | 10 min

1. Gather again in the main 'room' and invite kids to read aloud what they chose to write or draw with everyone. Make it a fun time to share and ask questions about the process of exploring a new form!
2. Invite kids to add their work to their physical memory box or the online Memory Gallery.

## Grounding Exercise | 3 min

1. Repeat the grounding exercise used at the beginning of the session.

## Closing | 3 min

1. Remind kids to have their journals next time and to continue trying new forms if they want to, at home. They can also bring in another object to share next time if they like.

## Session Three: Focusing

*Participants focus on one story to develop further*

### Session Three Goals

- » To have each participant focus on one memory to develop further
- » To continue inviting kids to share their stories and perspectives with their group

### Session Three Prep List

- ❑ Session Agenda
- ❑ Community Agreement (optional, for reference if needed)
- ❑ Memory Boxes
- ❑ Memory Gallery
- ❑ Pencils, pens, markers, extra blank paper, scissors, glue/tape

## Breakdown of Session



ACTIVITY	LENGTH
» Welcome circle	10 min
» Grounding exercise	3 min
» Choosing a memory	5 min
» Writing and creating time	40 min
» Optional break <i>(halfway into 'Writing and creating time')</i>	10-15 min
» Sharing circle	10 min
» Grounding exercise	3 min
» Closing	2 min

## Welcome Circle | 10 min



1. Welcome and check in with everyone to see if anyone has brought an object that they would like to share, or if there's anything from their boxes or the Memory Gallery that they'd like to talk about.
2. Run the **warm-up activity**:
  - Kids will be paired for this activity. They will teach their partner something interesting or unique that they know (i.e. a hip hop dance move, how to say a phrase in another language, a yoga pose etc.). Assign each pair a breakout room and give them a few minutes.
  - If needed, the lead facilitator can go around the breakout rooms to check in with kids.
  - After a few minutes, invite them back to the main room to share what they have learned from each other.

**Note:** *Other options for this activity are available in your Toolkit.*

## Grounding Exercise | 3 min



With repetition, we hope kids become very familiar and comfortable with two grounding exercises that they can have as tools to use on their own in the future.

1. Lead the same grounding exercise you used in Session One.

## Choosing a Memory | 5 min

For the remainder of the workshop, kids will be working on the final piece that they will be displaying for the community and, if they wish, submitting to the Lost & Found national project. The hope is that some of the activities thus far will have sparked an interest in writing more about one particular story or memory.

1. While still in a circle, explain that they will now be **choosing one memory** that they want to develop further and work on for the next two sessions.
2. They have the option to connect their memory to one of their chosen objects but do not have to. If they have no idea where to begin, remind them that they can find inspiration in the Memory Cards, and read through the Ideas Wall and the prompts on page 10 in their journals.

***Note:** Kids are welcome to create more than one piece if they want to.*

## Writing and Creating Time | 40 min

Having extra volunteers on hand for the independent writing time would be ideal. Some kids may have a hard time getting started. Find strategies and approaches for supporting them in your Toolkit.

1. Kids will begin to write in the main room. If they'd like some support as they work, have the option for them to work in individual breakout rooms with a facilitator or volunteer, ensuring that at least one of the facilitators is present in the main room as the Zoom conductor.
2. Check in with kids to see how they're feeling and progressing through their storymaking. They should be given the opportunity to join individual breakout rooms to work in, with support from a facilitator or volunteer.

***Note:** For kids who are writing stories, a good guideline is to keep their stories to a couple pages of writing to ensure they have time to edit their work in the next session.*

### Sharing Circle | 10 min

1. Invite kids to read aloud their writing and share their artwork or any memories they like.
2. Ask kids to add any finished work that they'd like to share (including audio/video stories) with the group/community in the Memory Gallery. If they choose not to, they're welcome to keep it in their boxes.

### Grounding Exercise | 3 min

1. Repeat the exercise used at the beginning of the session.

### Closing | 2 min

1. Remind kids that they can continue to work outside the workshop too.

## Session Four: Sharing

*Participants complete their story and celebrate!*

### Session Four Goals

- » To complete their pieces
- » To work together to create a collective art piece
- » To reflect on and evaluate their overall workshop experience
- » To honour their participation in the Lost & Found project

### Session Four Prep List

- Session Agenda
- Community Agreement (optional, for reference if needed)
- Jamboard/other online tool link set up
- Thank You cards (one for each child with their name and the facilitators' names - fillable template provided in your Toolkit)
- Pencils, pens, markers, extra paper
- End-of-workshop reflection group guidelines

## Breakdown of Session



ACTIVITY	LENGTH
» Welcome circle	5 min
» Grounding exercise	3 min
» Writing and creating time	40 min
» Optional break	10-15 min
» Collective Word Poster making	15 min
» Reflection and honouring	10 min
» Final grounding exercise and goodbye	5 min

### Welcome Circle | 5 min

1. Welcome everyone!
2. Remind kids that this is the last day for them to complete their stories to the best of their abilities and to add any memories or objects to the Memory Box, which will soon turn into a gallery to share with the community!

### Grounding Exercise | 3 min

1. Lead the grounding exercise from Session Two.

### Writing and Creating Time | 40 min

- » Be available to provide as much support as possible. This will be hugely important this session. The needs for kids will range greatly, with some requiring scribing help, other with editing, and some with prompts to expand upon their ideas.
- » Some kids may be farther along. Consider pairing those to have them 'workshop' each other's work.

## Collective Word Poster Making | 15 min

Using a collaborative online tool such as Google Jamboard, create a collective word poster for kids to sign their names and express their wish for the future. It's creative work for the community to see (guidelines provided in your Toolkit).

- » Invite kids to add their name and thoughts to the 'poster,' either as a break during their work time or after they are finished.
- » They can also add their thoughts about things they're grateful for and what they hope for the future.

### SUGGESTED SCRIPT:

*"We want to create something for us all to remember - something that connects our names and some of the thoughts that we might be experiencing. On the Jamboard, sign your name and write down some of what you are hoping for when it comes to the future, and continued recovery for the pandemic. You can express these ideas anyway through words or pictures! Feel free to use any tools on the sidebar (pen, text box, sticky notes, shapes, images) to create it!"*

## Reflection, Evaluation, and Honouring | 10 min

1. Ask kids to submit their work for the final time to the Memory Gallery. Remind them that whatever they choose to keep in the Memory Gallery will be displayed for their community at a later date, and may also be submitted to the national Lost & Found project.
2. Lead the end-of-workshop reflection group per the guidelines provided in your Toolkit.
3. To close it off on a celebratory note, present the Thank You cards with each child's name and the facilitators' names signed on them. You may also email these to the kids after the end of the session. (Fillable cards provided in your Toolkit).

### SUGGESTED SCRIPT:

*"This project has been an amazing journey, and we're so proud of what you've accomplished throughout these four fantastic sessions! We've made so many new memories together while writing about our own, and to close off this amazing chapter, we'd like to congratulate our amazing young authors and artists here today!"*

## Final Grounding and Goodbye | 5 min

1. At the end of the session, make sure all work is collected in the Memory Gallery (including audio/video recordings).
2. Gather for one last grounding exercise, and say goodbye!



## Facilitator Debriefing Sessions



After each session, take time to debrief about how things went:

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