

CORONA-SAFE ACTIVITY GUIDE

How to Make:

1. A Stuffed Animal Hospital
2. An Open Woods Scavenger Hunt
3. Fairy Libraries
4. An Interactive Family Story Trail
5. A Cooking Show & Children's Café



You Are Beautiful
Illustration by Emily

Field Tested By Story Scouts
Publishing Club of the
Minnesota Children's Press
& Cook County YMCA



Welcome to the Felted Forest (can be part of many corona-safe activities)
Photo by Anne Brataas

Stuffed Animal Hospital

AGES: Preschool-grade 4 | **TIME:** 1 hour; highly flexible

DESCRIPTION This is outdoor imaginative group play with clean stuffed animals that adults have advised children have an injury of some sort and have been abandoned. The animals are alone and need children's help.

BIG IDEAS 1) Empathy. Humans can imagine others' feelings. 2) We can use our ability to empathize to communicate with, care for, comfort, and help others in need.

PURPOSE This empathy workshop is called "Matching Hearts" to familiarize children with the Big Ideas outlined above. For storycrafting skills, this workshop develops characterization, plot invention, role playing, conversational listening, and speaking.

MATERIALS NEEDED

- Clean stuffed animals, one per child if possible
- Painters' tape for "casting" broken limbs or binding wounds
- Old blankets, towels, sweaters, or comfort cloths for swaddling
- Books for reading aloud to the stuffed animal to comfort it
- Markers and paper for children to record their ideas and responses for comforting in a Caring Diary



ACTIVITY

1. Introduce the children to the abandoned, injured animals.
2. Conduct a story circle to ask each child to name 2 actions people take to show they care.
3. Suggest the children use these ideas to comfort the animal.
4. Begin 15 minutes of free exploration of the "story" of their animal's injury and how to comfort it. Group or partner work, going for walks, reading, painting, drawing all occur here.
5. Regroup in story circle and take turns relating the story of the animal's injury and how the child responds with comfort and care.
6. Begin 15 minutes for free drawing and writing to record in the Cozy Caring Diary pictures or words of what worked to comfort and heal the animal.
7. In a final story circle, have each child share their Diary, and frame the experience of their animal's background, injury, and recovery as a story, relating what happened, in a "Show, Tell, & Ask" format that starts with: "This is my _____. Its name is _____." Guide the group to ask the speaker questions.
8. Write or illustrate caring letters that a child can send to family members as a way to learn how to write and mail letters that communicate concern and empathy.

WRAP-UP RECAP Ask the children to put their animals in a safe and cozy place to heal as you summarize what the class just did: "Today we helped injured, orphaned animals feel better by imagining how they feel, and by trying to comfort them. That ability to feel others' feelings and act with concern to help them is called empathy. Empathy might be a new word for you. It's a good one. Practice saying it and doing it because empathy is what makes a person or animal feel safe, cared for, and respected among friends, families, and community."



To hear Sabrina read aloud to comfort injured stuffed animals, go to www.safeandhappy.org.

Activity 2

Open Woods Scavenger Hunt

AGES: Preschool-grade 4 | **TIME:** 1 hour; highly flexible

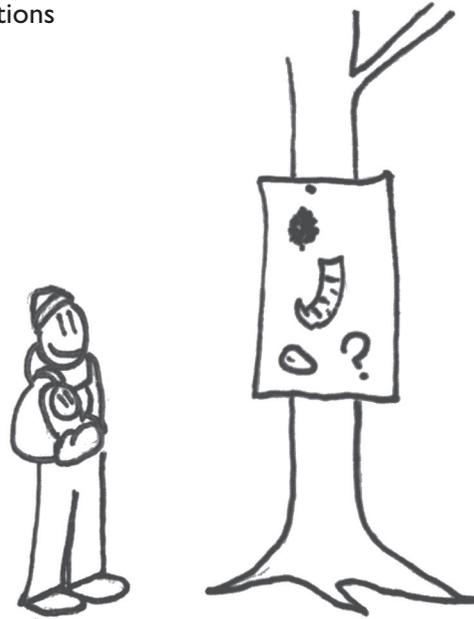
DESCRIPTION This is an outdoor activity loop and scavenger hunt the children design in advance of a holiday or birthday party with the goal of delighting others in the community with riddles and rewards—candy, when it's a COVID-safe Halloween Scavenger Hunt.

BIG IDEAS 1) Creativity is born into each human being. 2) Practicing natural creative abilities allows children to create community by designing a scavenger hunt in a woods, yard, or park, and writing riddles guiding others to find stations of “surprise” rewards.

PURPOSE A scavenger hunt is a creative place-making and community bonding activity. It empowers children to transform a space with an activity that others act out, and through directions they give in the form of riddles that children compose for others to decode. For storycrafting skills, this workshop develops a sense of authorial vision to transform a familiar space into a new and exciting interactive game.

MATERIALS NEEDED

- ❑ A woods, yard, or park
- ❑ Concept for ~6 surprise stations that reward the riddle decoder: trick or treat, for example
- ❑ Materials for the surprise stations you design; At Halloween, we tied clear plastic recycled salad greens boxes to trees and put candy in them
- ❑ Pen, pencils, and markers and paper to write riddles the children compose and for drawing maps needed to help people find the surprise stations



ACTIVITY

1. Introduce the children to the idea of a scavenger hunt.
2. Decide on a theme: Halloween is easy. The surprise is Halloween candy that in the COVID-19 year is safer to get outside in the woods than trick or treating, all bunched up on people's steps or porches.
3. Explain children's imaginative power to transform space. Right now it's a woods. Soon it will be a kind of game board people walk through.
4. Explore the woods to identify 6 or so “surprise stations.” In the Halloween model, they are DIY candy dispensing stations.
5. Discuss directions to explain to people how to find those stations.
6. Write riddles to communicate directions.
7. Draw a map to help scavengers find it.
8. Set up stations, make copies of riddle sheets and maps.
9. Design marketing and public service announcement posters of the day and hours of your Community Scavenger Hunt, and distribute.

 To hear Ari's public service announcement inviting people to our Halloween Community Scavenger hunt, go to www.safeandhappy.org.

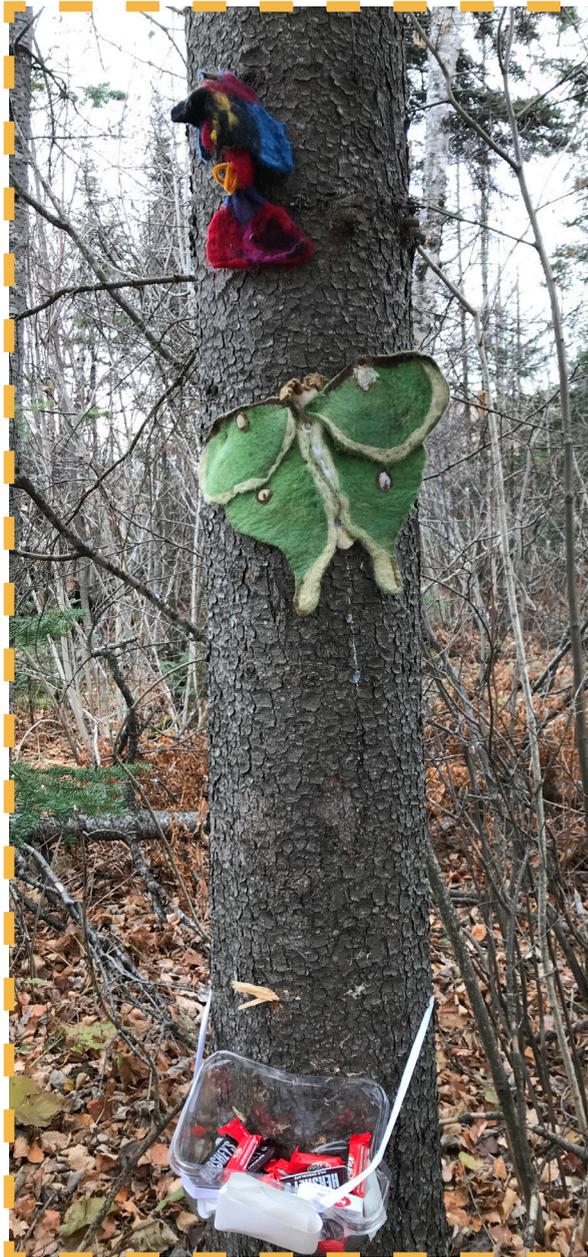
WRAP-UP RECAP Arrive 1 hour early to set up your scavenger hunt and “practice” the loop. Have the adult lead children in a Group Marvel: “Look at the change we made! We made this woods into a different kind of fun, welcoming space that people of all ages will seek out and enjoy! We did it by using our planning skills and empathy to envision what people would need to know to decide to do this. Then we used our storycrafting and artistic skills to make it—we made trails, set up stations, stocked them with candy, and provided riddle sheets and maps.”



CLUES TO THE FELTED FOREST SCAVENGER HUNT

Find the animal, and a candy station near it! Please take just 1 piece!

1. What am I? I have white wings
And black spots. Find me if you can.
Look high!
2. I can run fast! You can see me:
I'm down low. I'm up high.
I'm pretty camouflaged.
3. Look in the middle to find me.
Two, one by each exit.
I'm stuck to a tree and
There's 2 of me!
4. We fly at day
and fly at night
We pollinate plants
To help them grow right
5. We have colors and leaves
and bloom all hours
What are we?
We rhyme with _____(hours!)
6. Black, white and red,
Especially my head.
I have wings on me
But I like to peck trees!
7. I am long and skinny
Hanging from a tree
Most people get scared
When they see me!
8. My ears are long
And I like to hop—
Sometimes at Easter
I make a stop!



Activity 3

Fairy Libraries

AGES: Preschool-grade 4 | **TIME:** 1 hour; highly flexible

DESCRIPTION This is an outdoor world-making activity to build small-scale libraries suitable for fairies, and furnish them with books children make and write.

DETAILS There are 3 parts: 1) Gathering Woods Walk in which children collect nature materials 2) Sketching to See, and then build a structure by gluing or tying sticks, bark, paper, and other natural/non-toxic materials together into a library structure children design. 3) Habitat Hunt in the woods to find the ecologically ideal site for the Fairy Library, and place the built structure there.

BIG IDEAS 1) Unseen woodland spirits are common to all cultures, and fairies make up one character genre common to English-language readers and writers. 2) Creative children can join this great tradition of fairy-world conjuring. 3) They do this through imagining fairy characters and meeting their needs, seeing the woods as fairy habitat, and building out structures to serve their fairy characters and plot purposes.

PURPOSE To encourage children to make a world no one has ever seen through imaginative visioning and building of small structures made of found, natural materials that can support fairy lifestyles, needs, and behaviors. For storycrafting skills, this workshop empowers children to own and flex their inborn world-making imaginative capacities that are the foundation of all art.

MATERIALS NEEDED

- A woods, yard, or park to collect materials, and to place the finished structures
- Background talk to present enduring ideas of fairy, gnome, elf culture
- Recycled paper grocery bags to use when collecting materials on A Gathering Walk
- Found natural materials, including sticks, bark, moss, rocks, leaves, flower, pine cones
- Water-based glue or low-temperature glue guns if there are older interns available to help children use them; Wax twists or twine, can also tie sticks together
- Pen, pencils, markers, and paper to sketch their designs of what fairies need and what they will build, and to write and illustrate small books for the fairy library



ACTIVITY

1. Introduce children to the idea of world storytelling cultures as having traditions of wee, invisible spirits of the woods or waters—fairies, tomten, troll, shape-shifters, and more.
2. In the Gathering Woods Walk, hand out bags to each child or partners and walk through park, woods, and yards to pick up “found” and fallen natural materials to use in building a fairy library.
3. In the Sketching to See phase, have each child sketch a picture (blueprint) of their fairy library and then follow it by gluing their sticks, leaves, bark, and other materials into a fairy library structure.
4. After the structure is built, go on a walking Habitat Hunt to find a place in the woods to establish a fairy village, anchored by the fairy library, and place your structure in the woods or park.
5. Write fairy-sized books on small accordion folded paper to make books, writing and drawing stories, and placing them in the fairy library.
6. Encourage friends and family to respectfully explore the fairy libraries, read the books—and perhaps contribute books or notes.

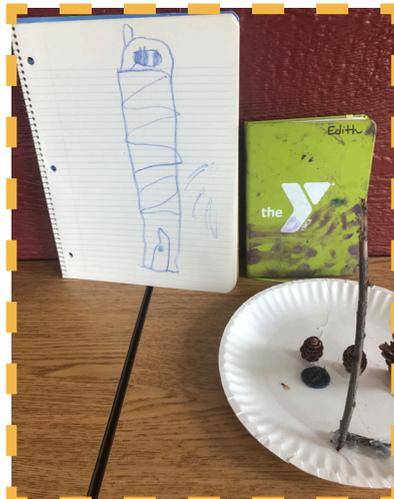
A fairy library in the workshop

A fairy library in the forest

WRAP-UP RECAP Children are invited to use their story-making imaginations to contribute to a world culture of small, fanciful creatures no one has ever seen—but that world literature offers many lively stories about. Children invent new characters and plots for these creatures, build dwellings for them, and imagine a lifestyle that involves fairy libraries, or other structures children build.



IN THE WORKSHOP



IN THE FOREST



Activity 4

Interactive Family Story Trail

AGES: Preschool-grade 4 | **TIME:** 1 hour; highly flexible

DESCRIPTION This is an outdoor walking-story, co-authoring activity. In it, child-adult pairs walk along an outdoor trail of 6 illustrations in search of a story. Story Scouts will integrate submitted story responses into a co-created community story and publish it online.

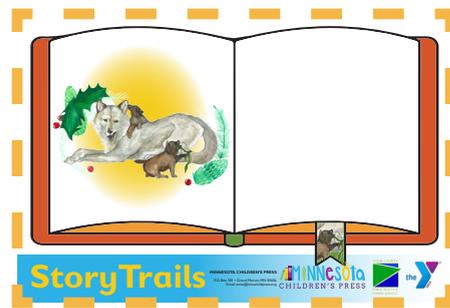
DETAILS At each illustration station, the child imagines a story the illustration sparks and speaks, writes, or draws the response. The adult uses the furnished sticky note to write down the child's story, or takes a picture of the story prompt with a camera phone so the child can refer to it later to write, draw, or dictate a story with the adult. The child-adult team submits the story online to story@minnchildpress.org.

BIG IDEAS 1) Walking in fresh air activates the imagination. 2) Stories are told visually through pictures and conceptually through written words. 3) Anyone can respond to a picture with an idea that becomes a story, and many people can join their ideas into a book.

PURPOSE To co-create an original children's book with community members as a way of bonding through creativity and outdoor movement together. We encourage multigenerational pairs of adults and children to write, draw, and imagine together. They join with other community authoring/drawing teams by responding to story prompts placed on a short outdoor walking trail.

MATERIALS NEEDED

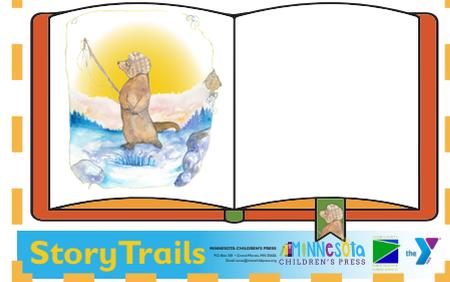
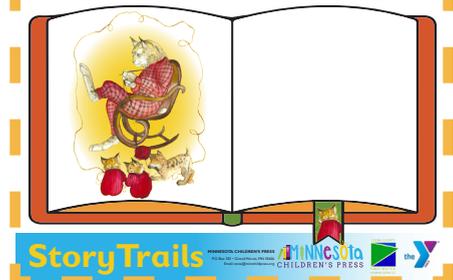
- ❑ Child/children with at least one adult or older teen who can write or has a phone camera
- ❑ 4-6 weather-resistant printed enlargements (11"x17" or bigger) of original illustrations community members have drawn to serve as writing prompts for a children's storybook
- ❑ Family Story Trail walking path marked by 4-6 illustration stations that display enlarged storybook illustrations
- ❑ Sticky-back notes or note paper at each illustration station, with pencils, for jotting the child's response to the illustration; Or, the adult may take a photo and/or record a video of the child's response
- ❑ Internet access to send each child's contribution to the evolving interactive story to story@minnchildpress.org for youth editors and mentors to integrate into a co-created community story made by children and their families walking along a story trail.



ACTIVITY

1. All wear masks and maintain 10 feet of distance from others along the Story Trail.
2. Prepare children by telling them they will walk to look at 6 different pictures, and they should speak out loud, draw, or write, the ideas, activities, or characters the pictures spark in their imaginations.
3. If needed, adults either help write or record with their phones the children's imagined stories.
4. Proceed to each station only when it is fully open with 10 feet of space between families and walkers.
5. At each station, look at the picture, and adults can help children imagine a story by speaking prompting sentences such as, "What does that creature look like to you?" "What are they doing?" "Wearing?" "Why?" "What happens next? Draw it!"
6. Have the adult turn in sticky notes, or papers, with children's response, or email them to story@minnchildpress.org—be sure to include the child's and adult's name and a way to contact the adult.
7. Stay tuned for announcement of the Great Integration of community notes, pictures, or recordings that youth Story Scouts and mentors will fashion into a single story with many authors and post online.

WRAP-UP RECAP Many child-adult creative authoring teams will help co-create one giant story by walking the interactive Family Story Trail. They will stop at each of 6 pictures to interact with it by imagining what the story might be, as suggested by how or what the picture makes them feel or think of. Everyone's contributions will be added together by youth and mentors into a single story, and published online.



Family Story Trail Illustrations
By Lexi Ames

Activity 5

Cooking Show & Children's Café

AGES: Preschool-grade 4 | **TIME:** 1 hour; highly flexible

This recipe is based on the children's cooking show video sponsored by the Cook County Whole Foods Co-op, Grand Marais, Minnesota, October 7, 2020. Families can view this 3-minute video at www.safeandhappy.org to preview what this project involves and produces, and to get nutritional information children will need to make their menu.

This session assumes the children are in an immunological bubble with low-risk of infection to each other. Masks, distancing, and enhanced ventilation are not needed among healthy same-family members, but should be worn and observed if children do not live in the same household.

DESCRIPTION This is an indoor planning, nutrition, cooking, and technology project that produces a healthful and tasty breakfast banana split, as well as an illustrated and printed menu with nutrition information to share with the family—they may want to place orders from the Children's Café!

DETAILS With adult help, children practice sequencing and planning a process that produces a healthful breakfast served “café” style with a menu. They write a grocery list of ingredients (which adults provide), organize the ingredients for easy preparation of the banana split, make the banana split, write and decorate a menu describing its nutritional offering—and invite family and friends to eat it with them.

BIG IDEAS 1) Cooking is a process that requires many steps be done in correct order to produce the desired outcome—something delicious! 2) To be successful, a process needs planning and organizing, which are important life skills. 3) Planning and organizing are key requirements of other processes, too, such as video game design, heart surgery, or gardening.

PURPOSE To create a delicious, nutritious breakfast based on planning, organizing, measuring, and combining foods according to a recipe process—and to celebrate the community-building act of cooking together by eating it as breakfast or a snack.

MATERIALS NEEDED

- Food ingredients for a Breakfast Banana Split for two: 1 banana per child cut in half lengthwise; 1 cup vanilla yogurt (half per child); 1 cup granola (half per child); assorted berries or fruits; 2 tablespoons of chocolate chips
- 2 dishes, 2 spoons; measuring cups and spoons
- Internet access to the WholeFoods Co-op Children's Cooking Show at www.safeandhappy.org
- Markers and paper to design a menu; if collaging, provide recycled magazines, scissors, and glue sticks

ACTIVITY

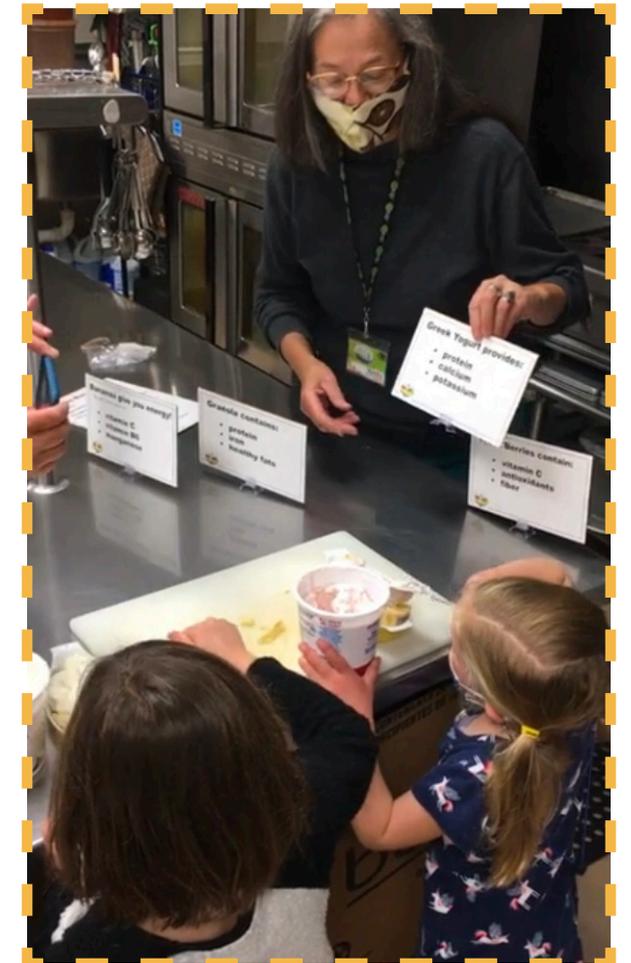
1. Help children draw a visual list or write down and sequence the ordered steps they will take to make the banana split. What comes first? The banana. Next? Yogurt. Then, fruit, then granola, then chocolate chips.
2. Help children design and make a breakfast banana split menu using the nutritional information in the video at www.safeandhappy.org.
3. Practice measuring $\frac{1}{2}$ cup of yogurt and 1 tablespoon of chocolate chips.
4. Help children organize the cooking space to follow the ordered steps of the recipe, starting with bowls and cut banana, progressing to measuring cups to serve yogurt and granola, then fruit and a tablespoon measure of chocolate chips.
5. Follow the recipe to make the banana split.
6. Set the table, serve, delight in deliciousness!
7. Open the Children's Café and repeat the process for other “customers” in your family.

Whole Foods Co-op Marketing and Education Manager Becky Rayman designed the cooking show project, pictured here leading Sabrina and Leah through the Breakfast Banana Split recipe. Thanks Becky!



To see the 3-minute video of the Children's Cooking Show with Becky, go to www.safeandhappy.org.

WRAP-UP RECAP Cooking is a fun activity, life skill and helpful family contribution that children can make. It is an excellent way to learn and practice the planning and organizational skills all ordered sequences and processes need to be successful. Cooking is also an excellent “taste and learn lab” for understanding nutrition, food choices, and meal planning.



Friday

Safe & Happy Productions Presents: Kids Cooking at the Co-op!

Grand Marais, Minnesota, USA

Fall 2020



Pandemic Coping Pro Tip #1: Families can stay safe and happy by masking up and spacing out to connect, create and care for each other - and cook together!

Breakfast Banana Split

Ingredients: (Serves 1)

- 1 ripe banana
- 1/2 cup Greek yogurt (any flavor)
- 1/2 cup fresh berries
 - raspberries, blueberries, blackberries
- 1/2 cup granola

Directions:

- Peel and split banana in half.
- Add 2-3 scoops of yogurt
- Add berries
- Add granola
- Sprinkle with chocolate chips



Bananas give you energy!

They are a good source of:

- vitamin C
- vitamin B6
- manganese



Fresh Berries contain:

- vitamin C
- antioxidants
- fiber



Greek Yogurt provides:

- protein
- calcium
- potassium



Granola contains:

- protein
- iron
- healthy fats

