

INDIGENOUS STAY 'N' PLAY *Summer*

GUARDIANS



LEARNING

Dedicating learning time every day will help your child's brain development and ensure that learning momentum is maintained.



CREATIVITY

Creative activities challenge your child's mind and heart and help them express their emotions creatively.



PLAY TIME

Play supports your child's brain development. It is through play that children engage and interact with the world around them.



FAMILY TIME

Talking about the day's activities and playing a family game help your child's mental and emotional wellness.

DAY

1

Family Teaching Book

Your child will be creating this family teaching book and storing all the teachings he/she learns.

In this package there are 3 teaching activities. Read the text to your child and then ask him or her to write the teachings that resonate with them after hearing the text.

There is no right or wrong teaching, it is what it means to you and your child. Here are some examples:

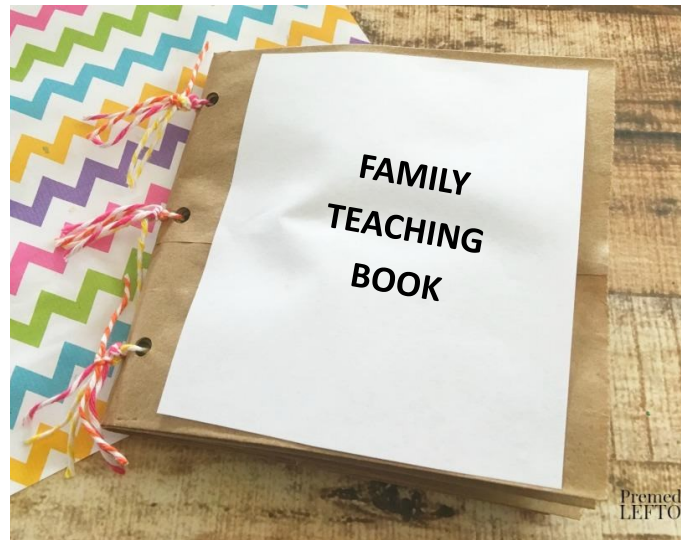
- Confidence
- Overcoming Fears
- Self-Efficacy
- Self-Concept
- Communication Skills
- Trust
- Perspective
- Decreased Isolation
- Self-Acceptance
- Identifying and coping with feelings.
- Impulse Control
- Social Skills
- Setting Boundaries
- Recognizing Boundaries
- Spiritual Connection

There is also a coloring page that can be printed and added to the family teaching book, or you can ask your child to draw a picture.

Glue each teaching sheet and coloring/drawing sheet to the family teaching book.

MATERIALS FOR FAMILY TEACHING BOOK

- Crayons
- Paper bags
- Craft decorations
- Pen or pencil
- Double sided tape
- Hole puncher
- Colorful twine
- Scissors

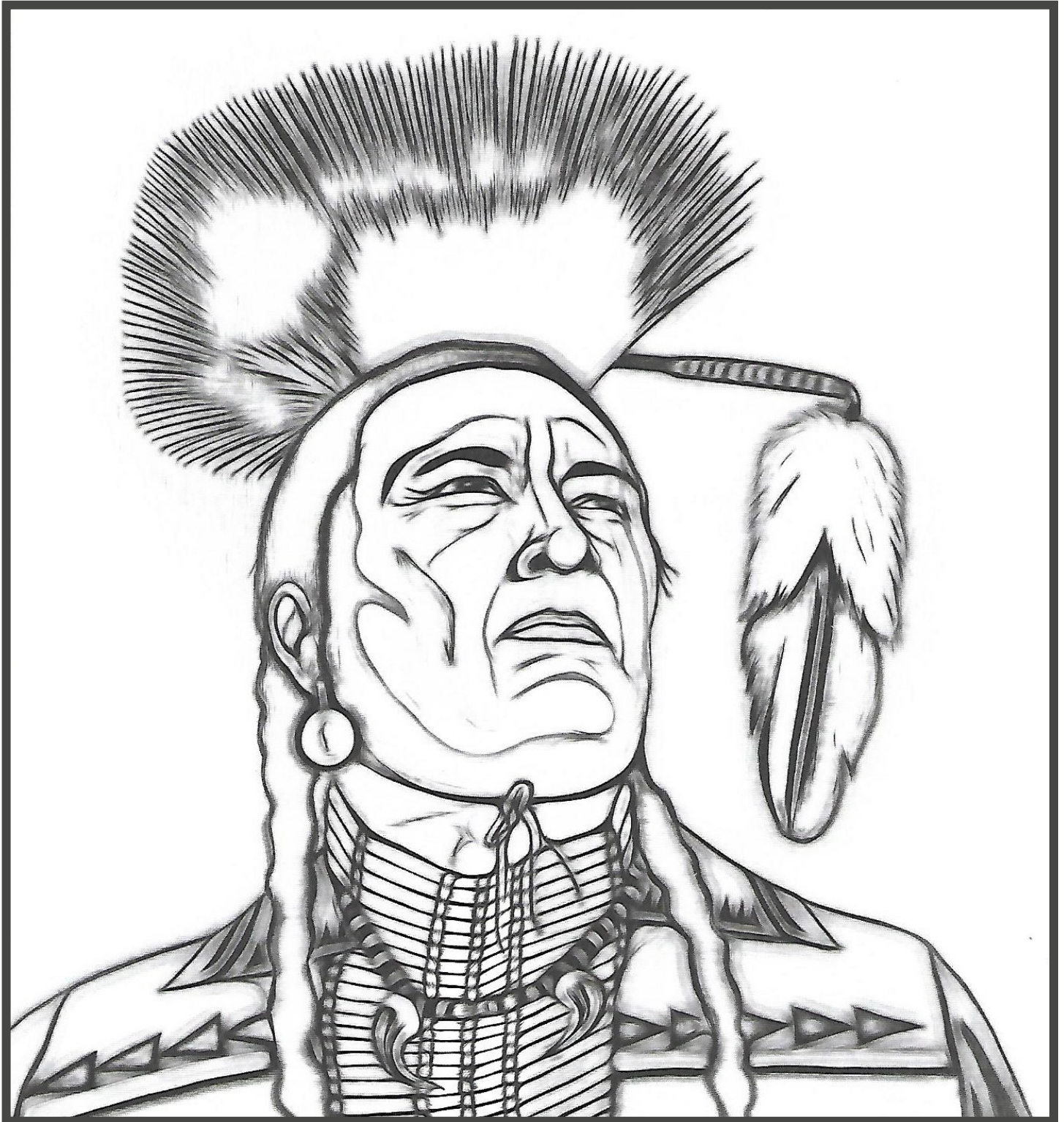


<https://premeditatedleftovers.com/naturally-frugal-mom/how-to-make-a-paper-bag-book/>



DAY 1: LEARNING

Print and color the following art. You can also ask your child to make a drawing of the People of the Plains. Add this to the Family Teaching Book.



DAY 1: CREATIVITY

PEBBLE PEOPLE

Creating pebble art is amazingly simple. And amazingly fun.

MATERIALS

- Smooth, flat rocks
- Twigs
- Tiny pine cones
- Twine
- Tape
- Scissors
- Super glue
- OPTIONAL: Shadow box frame (it needs to have a bit of depth from the glass to the backing - about 3 centimeters)

INSTRUCTIONS

1. Go on a hunt with your child for some smooth, flat rocks. Find rocks that are quite thin and don't have too many lumps or bumps. Search for some twigs and tiny pine cones, just in case.
2. Clean the rocks with a damp cloth to remove any visible dirt and let them air dry.
3. Ask your child to play with the rocks and create different shapes. How can we create the shape of a person? Can we create a people of the plains scene?
4. Once your child is happy with the scene he or she created, glue everything to the paper- the pebbles, twigs, pines cones and twine. Make sure to hold them down for about a minute so that they sticks.
5. Once everything is dry, you can put it in a frame or hang it on a wall-remember the rocks are heavy.
6. The kids will be able to do it all on their own, you just do the gluing when they are done creating their scenes.

<https://www.howweelearn.com/diy-pebble-art-tutorial/>



DAY 1: PLAY TIME

FOOT TAG

Giving children opportunities to practice balance, coordination and speed were very important in Inuit communities as these skills built smart and agile hunters who would bring home food for the community.

MATERIALS

- Open space indoors or out.

INSTRUCTIONS

1. One person is designated "it"
2. The person who is "it" uses his or her own foot to tag the foot of their opponent.
3. Once the other person is tagged, the participants switch roles.

<https://www.nscrd.com/uploads/document/files/indigenous-games-for-children-en.pdf>



<https://activeforlife.com/transform-the-game-of-tag/>



<https://www.verywellfamily.com/ways-to-play-tag-1256794>

DAY 1: FAMILY TIME

SUPER SIMPLE 5 MINUTE BACKYARD TEEPEE

MATERIALS

- 6 6-foot tall bamboo sticks (or branches)
- String
- A bed sheet
- Clothespins

INSTRUCTIONS

1. Push the sticks into the ground just an inch or two to form a circle with an open front.
2. Next, gather up the top of the stakes in one hand (there really isn't a right way to do this - just grab them and how they come together is how they come together) and use the other hand to wrap the string around. While wrapping the string try to weave it in and out of the sticks - this gives it some better holding power. When the string seems secure, tie it off in a bow so it's easy to undo later.
3. With the structure built, it's time to enclose it with the sheet. To do this, simply drape the sheet around the sticks horizontally with the ends being at the front opening. To hold it in place temporarily, bring the two sides of the sheet together at the top and secure it using a clothespin and add another two at the base of the two front stakes.
4. Next up, it's time fix the positioning a little, smooth everything out, tuck in the extra fabric, and secure it all. Start at the front, making sure that both of the front sticks are fully covered and each side has a flap of extra fabric that can be used to close up the teepee completely if desired. To do this, just tug and adjust until it's the way you want it. With the sheet positioned properly, move to the top and add several clothes pins to secure the sheet to the sticks. Super simple, right?



<https://mamapapabubba.com/2013/06/03/super-simple-5-minute-backyard-teepee/>

DAY

2

DAY 2: LEARNING

CREATE EAGLE WINGS AND DO THE EAGLE DANCE



MATERIALS

- Cardboard
- Packing tape
- Elastic
- Hot glue
- Paint

INSTRUCTIONS

1. Measure your wing span and cut a long wing shape out of a length of cardboard. Then cut a smaller wing shape to go in the middle.
2. Attach your 2 wing shapes using tape to make the base of your wings.
3. Add elastic arm straps and cardboard wrist straps using hot glue. Secure ends of elastic in place with a cardboard panel.
4. Cut lots feather shapes from strips of cardboard.
5. Glue your feathers in place using hot glue, starting at the bottom of your wings and layering the feathers on top.
6. Then you can either leave your wings plain or decorate them with paint.
7. Now go watch the eagle dance here: <https://www.youtube.com/watch?v=uiJYnDJM0w>
8. Do the eagle dance with your new eagle wings!

<https://minimadthings.com/blogs/news/cardboard-bird-wings>



DAY 2: CREATIVITY

BALD EAGLE HANDPRINT AND FOOTPRINT CRAFT

If you love little handprints, this is a fun activity to do with your kids.



MATERIALS

- Paint (brown, white, orange and black)
- Paper
- Brushes

INSTRUCTIONS

1. To make your handprint and footprint bald eagle, start by painting your children's feet. Paint the toes in orange, the heels white and the rest brown.
2. Now let them stamp the paper to form the head, body, and feet.
3. Then, use handprints for the wings. Paint the right hand of your children in brown then let them print it on the paper.
4. Finally, add eyes and an orange beak.

<http://www.readingconfetti.com/2013/06/bald-eagle-handprint-and-footprint-craft.html>

DAY 2: PLAY TIME

DUCT TAPE FEATHER AND HIDE AND SEEK THE EAGLE FEATHER GAME



MATERIALS

- Duct tape
- Scissors
- Thin wire (if you want to make them bendable)
- Wire cutter

INSTRUCTIONS

1. Begin by making your own feather at home.
2. First cut the wire to desired length of your feather.
3. Then place wire in the center of the duct tape, fold duct tape over wire then cut the end off.
4. Next cut some duct tape off the sides of the wire then cut it into an oval shape. Now you can cut tiny pieces on the edges. And your done!!
5. Now it's time to play: someone hides the feather and the child tries to find it.

<https://www.instructables.com/id/Duct-Tape-Feathers/>

DAY 2: FAMILY TIME

HAND DRUM AND BEATER

Drums and rattles are percussion instruments traditionally used by First Nations people to provide the background for songs, and songs are the background for dances. Some say, "Drumming is the heartbeat of Mother Earth."

Indigenous and Northern Affairs Canada

MATERIALS

- Balloons (2 per participant)
- Empty plastic container (lid not needed)
- Elastic bands
- Wooden stick (8 to 12 inches in length)
- Cotton balls or other material for stuffing
- String
- Scissors

INSTRUCTIONS

1. Begin by taking scissors and cutting off the top of one of your balloons. Make your cut below the 'neck' of the balloon where it begins to widen out.
2. Discard the top of the balloon and stretch the remaining part over the plastic container. The balloon should be stretched tightly over the container.
3. Wrap an elastic band around the outside of the plastic container to hold the balloon in place. Additional string can also be wrapped around the container to further secure the balloon.
4. Take scissors and cut off the top of another balloon as in step one. Discard top.
5. Stuff the remaining part of the balloon with cotton or another soft material.
6. Take wooden stick and place end securely in the opening of the balloon stuffed with material. Gather the balloon around the stick and use an elastic band to secure in place. Wrap string around this elastic band to strengthen the hold.

<https://www.nscrd.com/uploads/document/files/indigenous-games-for-children-en.pdf>

<http://www.eehibu.com/diy/Hand-Drum-and-Beater>



DAY

3

DAY 3: LEARNING

Print and color the following art. You can also ask your child to make a drawing of the buffalo run. Add this to the Family Teaching Book.



DAY 3: CREATIVITY

CREATE A HORSE FOR THE BUFFALO RUN

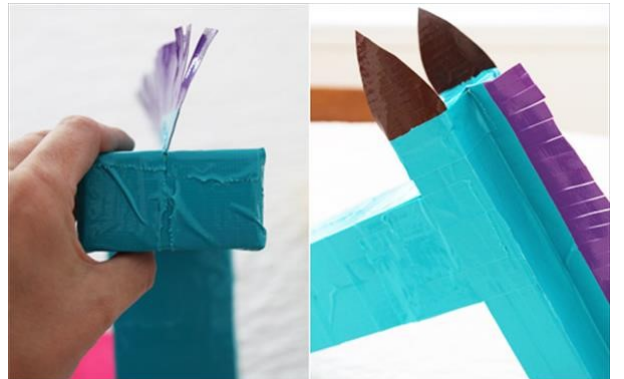


MATERIALS

- Cardboard Boxes (for the neck and face of horse)
- A Wooden Stick
- Duct Tape (multiple shades will be needed)
- Cupcake Holding Paper
- Craft Knife
- Marker
- Scissor

INSTRUCTIONS

1. Start off by overlapping the boxes (like empty spaghetti boxes) first to have a neck and face of the horse.
2. After getting them together in a horse shape wrap them with duct tape.
3. Add the nostrils with a card pattern by tracing out on the box and then peeling off the duct tape.
4. For neck hairs take about 15" inches long strip of the duct tape and make fringes with a scissor.
5. Now stack the neck hair duct tape pattern and move on to make the eye and ears of the horse. Just cut the pieces of cardboard like a flower petal shape and attach on ear positions with duct tape or glue. Make the eyes with cupcake holding papers and draw pupils with a marker.
6. With a marker draw the mouth. Give it a enjoyable length by adding a wooden rod or stick.



DAY 3: PLAY TIME

BUFFALO JUMP GAME

Just six simple lines of tape can lead to a lot of fun while you develop fine motor skills, too!



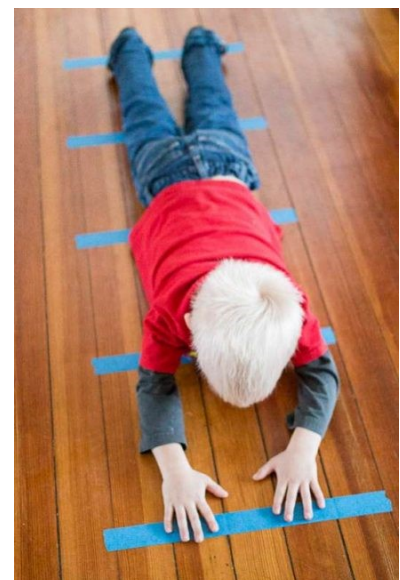
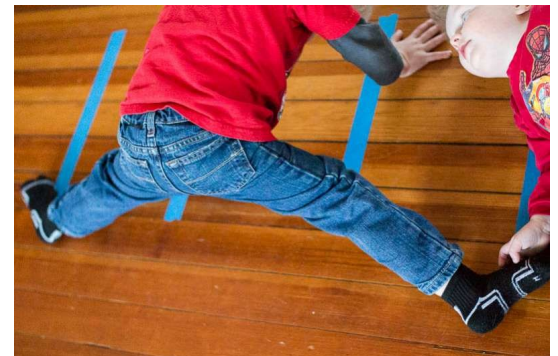
MATERIALS

- Painter's tape

INSTRUCTIONS

First, use painter's tape and make six lines of tape about a foot apart from each other. Now try these 6 different activities:

1. Jump, of course! Jump from the first line and see how far you can jump. You can also jump from line to line or skipping over a line.
2. Jump backward: Same as number 1, just doing backward.
3. Jump with one foot: try to jump on one foot, but if you can't go very far (mostly in place), ask your mom to hold your hand while jumping with one foot to help you.
4. How far can you stretch? Starting with your foot on the first line, see how far you can stretch with your other foot while keeping your first foot in place.
5. How far can you reach? Start by standing on the first line and then bending over to touch the next line with your hands. Then walk forward with your hands, seeing how far you can reach.
6. How long are you? Measure yourself! Lay down and see how long you are.



DAY 3: FAMILY TIME

WATCH AND JOIN AARON IN DRUMMING AND SINGING

9 year old Aaron sings a round dance song at Alexis First Nation. Join along and drum and sing with him!



MATERIALS

- Laptop/Smartphone/Smart TV
- Internet connection

INSTRUCTIONS

Click on the link below OR

<https://www.youtube.com/watch?v=wqBzdNpnyYY>

2. Go to youtube.com and type the following in the search bar: "9 Year Old Rocks Hand drum"
3. Allow your child to watch the video
4. You can ask questions like: What did you learn? What was your favorite part?

The "20-20-20" rule helps protect your child's eyes: Every 20 minutes, ask your child to take eyes off your screen and look at something that's at least 20 feet away for at least 20 seconds.

TIP

DAY

4

DAY 4: LEARNING

Print and color the following art. You can also ask your child to make a drawing of the Guardians. Add this to the Family Teaching Book.



DAY 4: CREATIVITY

HOW TO MAKE ARCTIC ART

Follow the steps below to create your own amazing Arctic scene silhouetted against the Northern Lights. Wow!

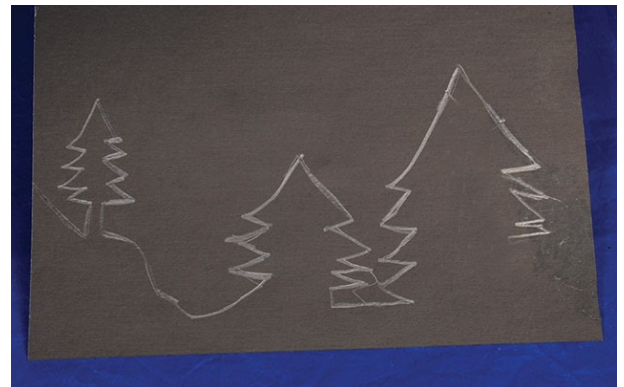


MATERIALS

- Thick white paper (watercolour paper if possible)
- Sponge
- Paints and paint brushes
- Pencil
- Black paper or card
- Scissors
- Glue

INSTRUCTIONS

1. First, wet your paper with a sponge. This will help the colours spread and bleed across the paper.
2. Apply paint to the wet paper to create a swirling Arctic sky lit up with the Northern Lights!
3. Try swiping some of the wet paint away with a dry sponge to create streaks of light. When you're happy with the effect, leave it to dry.
4. Using a piece of black paper the same width as your painting, draw the outline of some pine trees or mountains using a pencil.
5. Carefully cut around this outline, then stick it onto the painting to finish off your magical scene!



<https://www.natgeokids.com/uk/home-is-good/make-arctic-art/>

DAY 4: PLAY TIME

WHAT'S THE TIME MR WOLF?

What's the time Mr Wolf is a classic kids party game for children of all ages to enjoy. Play along and make this kids activity the highlight of your party. Get ready for lots of laughs!



MATERIALS

- An open space
- A group of kids who can vaguely count

INSTRUCTIONS

1. One child is chosen to be Mr Wolf. All the others stand back in a line at least 15 paces and at most about five metres (about 16 feet).
2. Mr Wolf turns his back on the group.
3. Now all the children cry out "What's the time Mr. Wolf?".
4. Mr Wolf chooses a number between 1 and 12 and calls out, for example; "It's 3 o'clock!".
5. Everyone paces forward the corresponding number of steps, counting out loud.
6. This continues until Mr. Wolf perceives that the group are quite close - and then when asked what time it is, he or she can shout out "Dinner Time!" and then turn around and chase the group back towards the start line.
7. The one who is caught becomes the next Mr. Wolf. If no one is caught, the existing Mr. Wolf continues on to the next round.
8. It sounds very simple, and it is, but it is good fun for little kids who are learning to count.



<https://www.kidspot.com.au/things-to-do/activity-articles/whats-the-time-mr-wolf/news-story/da4c14189849d42a50600e7fae3493f8>

<http://kiddley.com/2006/06/01/whats-the-time-mr-wolf-an-outdoors-counting-game/>

DAY 4: FAMILY TIME

EXPLORE YOUR NEIGHBOURHOOD AS A FAMILY LIKE A PACK OF WOLVES

TIPS FOR GREAT FAMILY WALKING

1. **Go easy at first:** If you plan to go too far or make the walk too strenuous you'll put the kids off straight away. So make sure that the first few walks are very easy-going. Find a route that is close to home so there is not too much travelling to get to the walk.
2. **Go slow:** Children like to explore new environments, so let them wander and discover new things as you walk. Don't focus so much on making it to the end of the trail, getting to the top of the hill or getting there in a set amount of time. The more that children are able to encounter and experience, the more likely they are to want to do it again.
3. **Make it an adventure:** Rather than suggesting it's a walk, tell the kids you have planned an adventure. Select a route that has various features that your children might enjoy looking at such as flora and fauna and great scenery. Other great places to visit as part of a walk are islands, beaches, playgrounds, cafes, ice cream outlets, tourist attractions.
4. **Just for fun:** Remember, most children have short attention spans and so looking at nothing but trees or fields for miles on end can get boring. Why not invite them to enjoy a treasure hunt or a game of I-spy as you walk? Or how about a night-time walk for something different?
5. **Snap happy:** Take lots of photos of the walk so you look back and remember the enjoyable outing with your kids. You could start a digital photo album of your family walks. With the advances of cameras on phones it's easy for all the family to take photos and store in one album.
6. **Be prepared:** It is important that you prepare for just about everything when going on a family walk. Essentials include water, snacks, small first aid kit, waterproof jackets, map, compass and binoculars. And dress accordingly, use comfortable walking shoes or boots.



DAY

5

DAY 5: LEARNING

A COAST SALISH STORY – CROW AND LITTLE BEAR

A long time ago, there was a crow who lived by a big river. It was a very big river, with a strong rushing current and fierce rapids. The river was full of fish, but the current was too fast for Crow to attempt fishing. If she fell in the river, she would be swept downstream.

One morning, Crow awoke to find a little bear on the beach by the river. Little Bear was a stranger, and looked lost. Crow watched Little Bear curiously. Little Bear spent several days lying on the beach, watching Crow. Crow spent her time sitting in a big tree, dreaming about the fish she could catch and watching Little Bear.

One day, Little Bear was crying. Crow saw this, so she flew down to the beach to see what the problem was.

"Hello," said Crow.

"Hello," said Little Bear.

"I'm sorry I didn't introduce myself sooner. I am quite shy," said Crow.

"That's okay," said Little Bear. "I am shy, too."

"Why are you crying?" asked Crow.

"I miss my home," said Little Bear. "I'm not from this part of the woods."

Little Bear explained how he had arrived at this beach. One fine sunny day, his parents had gone fishing. Little Bear had wandered off to find an adventure. What he found was a big river. Little Bear thought he would catch a big fish and bring it home to impress his parents. But as soon as he took one step into the swirling rapids, he was swept away downstream. He would have drowned if he had not grabbed onto a log. The log carried him far down the river, for days and nights, until he came to rest on the beach.

"So, that is how I ended up here," said Little Bear. "And I miss my home because there is such good fishing there."

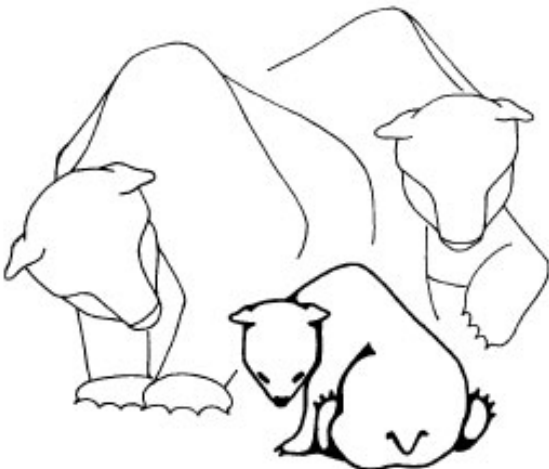
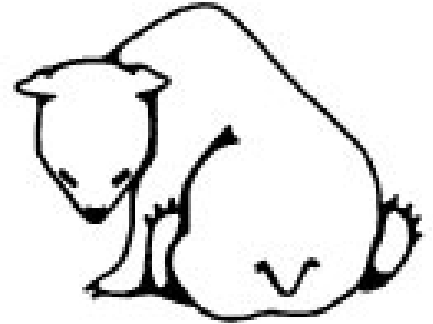
Ahh haa, thought Crow to herself. Good fishing! Crow was always eager to find easier ways of fishing.

"Why don't you go home?" asked Crow. It seemed like a pretty obvious question.

Little Bear shook his head vigorously. "Oh no! I will never set foot in that river again!" Little Bear sat down and began to cry again when he thought of all the good fishing at his home.

Crow sat quietly until Little Bear finished crying. "I think I can get you home," said Crow.

"How?" asked Little Bear eagerly. Little Bear was running around in circles, he was so excited.



Continues on the next page

DAY 5: LEARNING

A COAST SALISH STORY – CROW AND LITTLE BEAR

"It would involve climbing some trees and rocks."

Little Bear fell onto his rump and started to cry again.

"What's the matter now?" asked Crow.

"My parents tried to teach me, but I was never very good at climbing trees or rocks," said Little Bear. "I don't know how."

Crow shook her head. "That's not the right attitude, friend. Let's go give it a try."

Crow and Little Bear walked toward the mountain. When they came to the first set of big rocks, Crow flew to the top and called down, "Come on up, Little Bear."

Little Bear jumped on the rock, and slid straight to the bottom. He jumped up and tried again, with the same result. Little Bear looked like he was about to cry again.

This could be harder than I thought, said Crow to herself.

Crow flew back to the beach, and filled her claws with sand. She spread the sand all over the rocks. "Try it now, Little Bear."

Little Bear shook his head. "No way," he said.

"It will be easier this time, Little Bear," said Crow. "I promise."

Little Bear hopped onto the rock, and to his surprise, he did not slide off. Slowly, he inched his way up the rock until he had reached the top. He and Crow celebrated. They began to make their way up the mountain, with Crow spreading sand on the rocks and Little Bear climbing inch by inch. By the time they reached the top, Crow was not using any sand at all.

"Congratulations," said Crow. "You did that quite well."

"My stomach is kind of sore," said Little Bear. "But I learned how to climb rocks!"

"You should never stop learning."

"I guess that is true."

They took a rest and gazed out at the scene. "I still can't see my home," said Little Bear.

Crow hopped onto the branch of a nearby tree. "If we climb up here, you will be able to see your home."

"I can't climb trees!" said Little Bear. Crow shook her head at him.

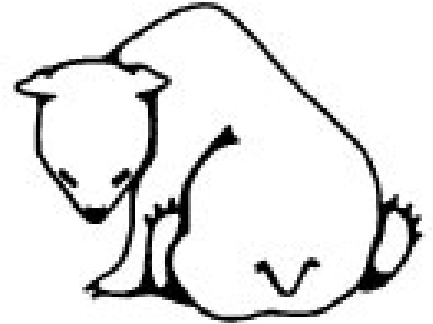
"Oh, okay. I'll try," sighed Little Bear.

Little Bear grabbed Crow's wing and hopped onto the first branch. He started to climb, but lost his hold and nearly fell out of the tree.

This could be harder than I thought, said Crow to herself.

"Little Bear, do you see this bark on the tree? Dig your claws into the bark. That is what you have claws for."

Little Bear was very scared. He tried digging his claws into the bark. To his surprise, he got a very good grip. Slowly, he became more confident in his claws, and he began to make his way up the tree. Crow hopped from branch to branch, encouraging him along the way. Finally, after a great deal of climbing, they reached the top of the tallest tree on the mountain. Little Bear was very excited.



Continues on the next page

DAY 5: LEARNING

A COAST SALISH STORY – CROW AND LITTLE BEAR

"Thank you, Crow. Thank you for teaching me how to climb trees! And look, over there. There is my home!"

Crow looked to the lakes in the west where Little Bear was pointing. She could almost taste the fish.

"But how are we ever going to get from this tall tree to my home?" asked Little Bear.

"Little Bear, we are going to fly," said Crow.

"Crow, my friend, you have taught me quite a lot today. But I think you're getting a little carried away."

"Little Bear, trust me!" cried Crow. "Think of your home and all those tasty fish."

Bear closed his eyes and began daydreaming about all the fish in the lakes. As soon as he closed his eyes, Crow flapped her wing in the air and pushed Little Bear from the tree.

"Yooouuu puuushed meeeeee!" yelled Little Bear as he fell through the sky, legs flailing in the air.

Suddenly, Crow swooped below him and caught him on her back. "Wrap your arms around my neck or you'll fall off," she said.

Little Bear did as he was told. The shock wore off and he realized that he was flying. "Hey, we're flying!"

Little Bear was enjoying the flight. He looked around at the trees and lakes and the big river far below.

Crow kept her wings outspread as Little Bear clutched onto her neck. They flew along the wind currents, rising and falling as they drifted to Little Bear's home. "Flying is pretty neat," said Little Bear.

"Yes, I guess I take it for granted," said Crow.

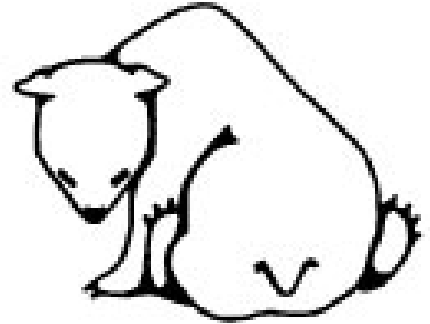
As they got closer to Little Bear's home, Crow was getting quite tired. "Little Bear, you are getting very heavy. I think we should land."

"Good idea, Crow. Take us by that lake. It is good fishing there."

Crow and Little Bear landed by the lake. Now that their long journey was over, they were hungry. Fish began jumping from the water in great numbers right in front of them.

"Look at all those fish!" exclaimed Crow. She grew so excited that she dove into the lake and began flapping around, trying to snap up fish in her beak. She splashed and spluttered, and did not catch one fish.

Little Bear began to laugh at his friend. "No wonder you are hungry all the time. Come here and dry off."



Continues on the next page

DAY 5: LEARNING

A COAST SALISH STORY – CROW AND LITTLE BEAR



As Crow shook all her feathers, Little Bear crept to the shore of the lake. He knelt down and slipped his paw into the water. Little Bear began quietly to sing a song. Crow watched Little Bear. He is taking an awfully long time, thought Crow to herself. Why is he just sitting there? I am getting hungry.

Suddenly, Little Bear scooped his paw and a large fish came flying out of the lake. Minutes later he repeated the action, and another fish landed on the shore. Little Bear turned to Crow and smiled. "That should be enough for dinner. We don't need any more."

The two friends had a meal of fish. "My father taught me that it is important to sing that song when I go fishing. It makes the fish sleepy," said Little Bear.

"Well, it is a much better way of fishing than my method," laughed Crow.

They ate most of the fish, and wrapped the rest as a gift for Little Bear's people. The pair travelled to Little Bear's home. Little Bear's people were overjoyed to see him again and they threw a huge feast for Crow. Crow was happy with Little Bear's people and the good fishing in the lake, so she decided to stay. She never went back to the big river again.

Discussion – Crow and Little Bear

After telling the the story of "Crow and Little Bear," ask your child to talk about some of the themes of the story. Questions you may want to ask your child are:

- Would Little Bear have been able to make it home on his own? Why did he need Crow's help?
- What did Little Bear and Crow learn from each other?
- How did Little Bear and Crow benefit from each other's teachings?
- How did Little Bear feel when he first slipped off the rocks? How did Crow respond? Do you think this was a good way to respond?
- What did you learn from this story?

DAY 5: CREATIVITY

KIDS BEAR CRAFT USING A FORK

A fun art project for kids to make.



MATERIALS

- Brown paint
- Paper
- A fork
- Glue
- Scissors
- Ribbon
- A black marker

INSTRUCTIONS

1. Dip the bottom of your fork into brown paint and start making lines in a circle.
2. Cut out some eyes and a nose with paper. Take a paintbrush and make some bear ears on the top of his head.
3. Glue on the pink ribbon and add a smile with a black marker! Don't forget the pink inside of his ears :)



<https://www.craftymorning.com/kids-bear-craft-using-fork/>

DAY 5: PLAY TIME

BEAR CAVE—A SIMPLE IMAGINATION GAME THAT TEACHES KIDS ABOUT ANIMALS



Bear Cave is a simple make-believe game where toddlers pretend to be hungry bears who wake up from hibernating. As they've been sleeping for months, they're obviously starving and must venture out of the cave in search of food. This is a great way to teach your kids about bears and hibernating and to possibly trick them into taking an impromptu nap on the closet floor.

MATERIALS

- A closet.

INSTRUCTIONS

1. The game begins with everybody lying down in the closet and pretending to be hibernating bears. One person will suddenly yell: "Wake up!" and we all stir/roar like groggy grizzlies who've been asleep for the winter.
2. Anyone can say "I'm hungry," and the bears crawl out of the cave closet on all fours in search of food.
 - a. First stop is the 'beehive full of honey' on the bed. Pretend to devour it like a bear.
 - b. The 'berry bushes' are in the corner of the room. "Roar!"
 - c. Now the bears are off to the 'river' for some fishing.
3. Once your bellies are stuffed, return to the cave and plop down to take a nap. The game can start again if you wish.
4. Admittedly, it can get a bit repetitive, especially if your child doesn't want to take a break, not to mention tiring from all the crawling around the room. But if you want to switch things up, you can also call it 'Bird's Nest' and pretend that everybody just hatched. From there it's off to find worms, berries, and insects, not to mention your mother!

<https://www.fatherly.com/play/bear-cave-is-a-simple-imagination-game-that-teaches-kids-about-animals/>

DAY 5: FAMILY TIME

BROWN BEAR, BROWN BEAR

INSTRUCTIONS

Read this Ojibwa poem about brown bear with your child and have him repeat each line.

Ozaawaamakwa, ozaawaamakwa, awenen waabamad?
Brown bear, brown bear, who do you see?
By Bill Martin Jr.

Ozaawaamakwa, ozaawaamakwa awenen waabamad?
Brown bear, brown bear who do you see?
Niwaabamaa miskobineshii waabamid.
I see a red bird looking at me.

Miskobineshii, miskobineshii awenen waabamad?
Red bird, red bird what do you see?
Niwaabamaa ozaawaazhiishiib waabamid.
I see a yellow duck looking at me.

Ozaawaazhiishiib, ozaawaazhiishiib awenen waabamad?
Yellow duck, yellow duck what do you see?
Niwaabamaa ozhaawaashkobezhigoogaanzhii waabamid.
I see a blue horse looking at me.

Ozhaawaashkobezhigoogaanzhii, ozhaawaashkobezhigoogaanzhii awenen waabamad?
Blue horse, blue horse what do you see?
Niwaabamaa ozhaawaashkomakagii waabamid.
I see a green frog looking at me.

Ozhaawaashkomakagii, ozhaawaashkomakagii awenen waabamad?
Green frog, green frog what do you see?
Niwaabamaa miinaagaazhag waabamid.
I see a purple cat looking at me.

Miinaagaazhag, miinaagaazhag awenen waabamad?

Purple cat, purple cat what do you see?
Niwaabamaa waabinimosh waabamid.
I see a white dog looking at me.

Waabinimosh, waabinimosh awenen waabamad?
White dog, white dog what do you see?
Niwaabamaa makademaanishtaanish waabamid.
I see a black sheep looking at me.

Makademaanishtaanish, makademaanishtaanish awenen waabamad?
Black sheep, black sheep what do you see?
Niwaabamaa ozaawaagiigoo waabamid.
I see a gold fish looking at me.

Ozaawaagiigoo, ozaawaagiigoo awenen waabamad?
Gold fish, gold fish what do you see?
Niwaabamaa gekinoo'amaaged waabamid.
I see a teacher looking at me.
Gekinoo'amaaged, gekinoo'amaaged, awenen waabamad?
Teacher, teacher what do you see?
Niwaabamaag abinoojiiyag waabamiwaad.
I see children looking at me.

Abinoojiiyag, abinoojiiyag awenen waabameg?
Children, children, what do all of you see?
Niwaabamaanaanig ozaawaamakwa, miskobineshii, ozaawaazhiishiib,
ozhaawaashkobezhigoogaanzhii,
We see a brown bear, red bird, yellow duck, blue horse,
ozhaawaashkomakagii, miinaagaazhag,
waabinimosh, makademaanishtaanish
green frog, purple cat, white dog, black sheep,
ozaawaagiigoo gaye gekinoo'amaaged
waabamiyangidwaa. Mii igo niwaabamaanaanig!
Gold fish and a teacher looking at us. That's who we see!

We equip mothers facing multiple barriers to become engaged citizens confident parents, and prepare their children for success in school.

The Mothers Matter Centre, home of the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program in Canada – is a not-for-profit, registered charity incorporated in October 2001. We are a virtual, national consortium of organizations dedicated to serving socially isolated and low economic status mothers and their families.

Our foundational program, Home Instruction for Parents of Preschool Youngsters (HIPPY), was piloted in 2000 at the Britannia Community Service Centre in Vancouver, BC, HIPPY. Since then, it has grown to 25 sites across Canada each of which helps 35 - 100 families each year.

In addition to HIPPY, Mothers Matter Centre delivers a suite of programs that serve isolated, vulnerable families including: Bond to Literacy, the Adopt-a-Reader campaign, and Newcomer Innovations.

Our Honorary Patrons are Her Excellency **Julie Payette**, C.C., C.M.M., C.O.M., C.Q., C.D, Governor General of Canada; The Right Honourable **David Johnston**, P.C., C.C., C.M.M., C.O.M., C.D; and Her Excellency **Sharon Johnston**, C.C., as Patrons of HIPPY Canada. Thank you for your continuous support!

Home Instruction for Parents of Preschool Youngsters (HIPPY) is an evidence-based program that works with families in the home to support parents, primarily mothers, in their critical role as their child's first and most important teacher.

HIPPY strengthens families and communities by empowering mothers to actively participate in Canadian society and prepare their children for success in school and life. As the foundational program of the Mothers Matter Centre, HIPPY Canada has transformed more than 40,000 lives.



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