



A GUMBOOT KIDS CURRICULUM



WINTER HOLIDAY CURRICULUM

 curio.ca

AGES 4-8



GUMBOOTKIDS.COM

This teacher guide supports the following *Gumboot Kids* episodes related to the winter holidays found on CBC Curio:

Scout & the Gumboot Kids

- [The Case of the Shrinking Friend](#)
- [The Case of the Storybook In The Sky](#)
- [The Case of the Invisible Copycat](#)

Jessie & The Gumboot Kids

- [Stars](#)
- [Winterful Day](#)
- [Echo](#)

Please refer to [General Considerations for Educators](#) for more insights.



HOLIDAY SPECIAL

Scout, Daisy and the Gumboot Kids are getting ready for the winter holiday season. They enjoy getting outside and observing the changes in nature as fall turns to winter. Winter is a wonderful time to get outdoors and explore, whether at school or at home over the winter break. To help get you in the holiday spirit here are some activities inspired by *The Gumboot Kids* to help you continue to explore nature this winter.

Plus, join Scout, Daisy, Jessie and The Gumboot Kids for their brand new holiday special which airs December 24, 2019 on CBC.

The Case of the Shrinking Friend

In this episode Scout notices his friend has shrunken, but wonders how this could happen. The Gumboot Kids learn about melting and winter weather.

The three clues: park, snow, sun

Vocabulary: melt, droplet

The Case of the Storybook in The Sky

In this episode Scout shows The Gumboot Kids the night sky is like a storybook. The Gumboot kids learn about constellations and the night sky.

The three clues: sky, night time, stars

Vocabulary: sunset, constellations

The Case of the Invisible Copycat

In this episode Scout goes for a walk and hears a mysterious copycat repeating everything he says. The Gumboot Kids learn about echoes.

The three clues: lake, mountain, listen

Vocabulary: sound waves, echo



POST VIEWING QUESTIONS/ PROMPTS

After viewing the episode have students think about what they have viewed by responding to some, or all, of the following prompts. Children could respond in a variety of ways either individually or as a large group. For example, children could respond by making something with loose parts, sharing their ideas verbally with a friend, drawing a picture, recording a video on a tablet, or creating a brief written response.

Case of the Shrinking Friend

- What is your favourite activity to do outdoors during the winter? Why?
- Imagine you are outside on a cold winter day. Describe what you might feel, see and smell.
- Other than snow, can you think of anything else that melts? What is it?
- As it gets warmer snow melts. Do you know what happens to water when it gets really cold?



*Do you know how wonderful you are?
You're one of a kind, my star, one of a
kind, my star...*

—JESSIE FARRELL



Case of the Storybook in the Sky

- Where might you go to see the stars in your neighbourhood? Why is this a good location to see stars?
- Why is it challenging to see stars from some places—like a city?
- Why do you think you cannot see the stars during the daytime?
- Astronomers are scientists who study stars and outer space. What is a question you would like to ask an astronomer?
- What do you still wonder about sound waves and echoes?
- In *The Case of The Invisible Copycat*, Scout reminds us to choose our words carefully because when we send out kindness it comes back to us like an echo. What is something nice you have said to someone today?

The Case of the Invisible Copycat

- Have you ever heard your echo? Where were you?
- Can you think of a place around your home or school where you might be able to create an echo? Where would it be and why?

LET'S GO OUTSIDE! Mindful Observation Perspectives

In this activity students will hone their observational skills and develop their ability to think about and describe nature from various perspectives. Take the children outside and give them time to explore an area of the school grounds or a local park. Encourage them to get creative and explore the space in different ways. Allow the children to lie on the ground and look up at the sky, jump in puddles or dig in the snow.

Once they have had time to thoroughly explore in an active way invite them to quiet their bodies for a different type of observation. You could say “our bodies are made to move but are also made for quiet observation. When you have done all the jumping and bouncing that you need to do, find a place to sit comfortably and close your eyes. Let’s observe with our ears.”

Once the children are settled help guide their observation by asking questions. For example, can you hear the wind? Are the birds singing? Do you hear the ground crunching under you? If you are in an urban area, maybe you can hear the sounds of a city. Give the children time to quietly observe on their own. After a few minutes have the children form a circle. Invite each child to share one word that comes to mind from their observation, either their more active observation using movement and sight or their quieter observation using their ears. To support all learners to participate in the activity you could allow children to pass the first time around the circle and then to borrow a friend’s word on the second go around if they cannot think of one of their own. To challenge older students you could pose a second question such as “how

might the sounds you hear be different on a snowy day compared to a sunny day or a rainy day?”

Once students have shared their observation word in a circle have them return to the classroom to complete the activity *Observation Perspectives* (see page 11). In this activity children are asked to think about what they observed outside and describe it as if they were a scientist, a poet and a photographer. For younger children this could be completed as a whole class and for older children it could be done independently or with a friend. All children will need some modelling as to how to describe something different from the three different perspectives. Before having children begin the worksheet you could model how you might describe a tree. For example, as a scientist you might describe a tree by its formal name and you would likely describe its size and shape based on measurements. As a poet you might use sound words such as creak, squeak or rustle to describe the trees movement. Whereas as a photographer you would describe the shadows the branches made, the colours and texture of the bark and leaves and the animals or other plants that make their home in and around the tree.





Snowman Scavenger Hunt

Let's go outside! The change from fall to winter brings wonderful surprises to the world around us. The leaves are gone, snow may fall, and the wind brings a rosy glow to our cheeks. Going outside and building a snowman is a wonderful way to explore winter creativity in nature and get some exercise. In this activity children will work collaboratively with peers to create a snow sculpture and gather elements of various textures, smells, sizes and purposes to decorate the sculpture.

Before going outside split children into groups of four. Give each group a *Snowman Scavenger Hunt* activity sheet (page 13) and make sure children who cannot yet read are able to understand what they need to collect using the images on the sheet. You may also wish to have children make predictions about where on their walk they might be able to find each item on their list. Once they are properly dressed and understand the activity, go outside and start scavenging! If you live where there is particularly deep snow and children are unable to find all the scavenger hunt items while outside you could have some back up items to distribute at the end. Alternatively, children could be asked to find items at home that they could not find on their walk.

During the scavenger hunt and building time teachers could use a tablet or camera to capture video and/or still images of the children playing

outside. These could then be shared at a later date in the classroom to help children reflect on their outdoor learning experience. For example, a picture of two children working together to lift a ball of snow could be shared and the teacher could ask children to respond to a prompt such as:

- What did you do?
- Why did you do it?
- What did you learn?

HANDS ON LEARNING

Hurry Up and Melt

In this activity children will be tasked to act like a scientist to undertake a simple experiment. Younger children can participate in the experiment by watching, asking questions, predicting and talking about their wonders. Older children could be asked to document their learning on paper using the *Hurry Up And Melt* activity sheet (page 12).

To begin the activity place five ice cubes on small plates and explain that you will be sprinkling different substances on the ice cubes to help the ice melt faster. Have the children predict which substance will make the ice melt fastest. Depending on the age and comfort of the children they could share their predictions with a friend or the whole class. Children who are comfortable could be prompted to share why they made their prediction. Encourage children to have a reason for their prediction and not to just guess randomly. Once everyone has a prediction sprinkle a little bit of salt on one ice cube, a little bit of pepper on one ice cube, a little bit of sugar on one ice cube and a little bit of sand on one ice cube. Leave one ice cube plain as the control ice cube. Leave the ice cubes for a minute or two then have children observe and talk about what they are noticing. If they are documenting their experience on the activity sheet children could use this time to do their drawing. Depending on the age and interest of the children you could use this time to talk about how and why water freezes and melts. To finish the experiment

you could make the connection to why we often use salt on pathways around the school, at home and on the roads.

Mindful Smelling Station

The sense of smell is closely linked with memory, probably more so than any of our other senses. One of the most vivid ways to bring back memories about holiday time with friends and family is through familiar smells. In this activity children will use their senses to explore different smells and try to match them to the natural elements they represent. This activity works best as a learning station that is introduced to all children and then left available for open exploration for a few days.

Choose between four and six winter themed natural items that have a strong smell. Some examples that work well are a small pine branch with needles, cinnamon, cloves, star anise, maple syrup, candy cane, and vanilla extract. Place each item in a jar filled with water and leave for approximately 24 hours.

After 24 hours remove the item (unless it has dissolved!). You could also use a few drops of different essential oils in water, like peppermint, orange, pine, cypress, or spruce, or baking extracts, like vanilla, almond or lemon. Place the jars on a table and leave a guessing sheet beside each jar

where children can write or draw their guesses. For younger children you could provide a guessing sheet with limited options and pictures to facilitate easier guessing. You may also wish to further develop the table by placing a number of seasonal items on the table that the children can touch, smell and explore. As an extension to this activity older children could be left with some writing prompts to extend their learning. For example, you might use some of the following:

- Which smell did you appreciate the most? Why?
- Did any of the smells remind you of something familiar or evoke a strong memory or feeling? Describe it.
- If you needed to put the smells into two or three groups how would you categorise the smells?

Another fun addition to a scent sensory table could be sensory jars. To make a sensory jar simply place a sprig of pine, holly, fir, pinecones or a similar material into a clear, empty bottle or jar. Fill the bottle almost to the top with water. Add a few pinches of sparkles or confetti. Finally, use a hot glue gun to glue the lid shut on the container. Leave the completed bottles on the sensory table for children to manipulate and observe.



MINDFUL MOMENT

Nature Gifts

Christmas is a perfect time to think about how to have a positive impact on the natural world. In this activity children will be asked to think about the gifts the earth gives us and the value of giving gifts that are made, not bought.

PINECONE BIRD FEEDER

Holiday gifts are not just for human family and friends, they can also be for our animal friends too! Why not make a pinecone bird feeder as a gift for the birds in your neighbourhood. To make a pinecone bird feeder you will need a pinecone for each child, birdseed, peanut butter (or nut free substitute such as wow butter) and string. Before beginning, attach a large piece of string to the top of the pinecone to make a loop for hanging once complete. To start have the children fill their pinecone with peanut butter using popsicle sticks to generously spread the peanut butter all over the pinecone. Then have children roll their

pinecone in birdseed. Children could also use a spoon or their hands to push birdseed into the crevices to fully cover the pinecone. Once complete, the children could select an appropriate spot at home or school to hang their birdfeeder. Encourage them to check the feeder often to notice what is happening, to observe the birds that visit and to know when the feeder needs a refill.

Along with the birdfeeder children could undertake a grounds clean-up around the school to eliminate garbage that could be harmful to birds such as plastic wrappers, straws and bags.



MASON JAR SOUP/COOKIE MIX GIFTS

Making mason jar soups are an affordable and nutritious way to show appreciation during the holidays and they are equally fun to make! There are countless recipes available online to test out. Here are two tried and true options. Get creative and decorate your finished mason jars with a handwritten tag, twine or ribbon tied around a piece of cloth. These gifts can be given to their parents, grandparents, or to anyone they think would appreciate them.



Merry Minestrone

In a quart sized mason jar layer the following:

- ½ cup rice
- ¾ cup split peas
- ¼ cup pot barley
- 1 cup dried kidney beans
- ½ cup lentils
- 3 cubes vegetable bouillon
- 2 tbsp dried onion
- 1 tbsp dried garlic
- 1 tbsp Italian seasoning
- ½ cup dried pasta

To make the soup add the contents of the jar and a 28 oz can of diced tomatoes into a large pot containing 12 cups of water. You may also wish to add 1 lb of ground turkey or beef to the soup. Bring soup to a boil then reduce heat to low and simmer for 45 minutes or until the beans, peas and lentils are tender.



Chocolate Peppermint Cookies

In a quart sized mason jar layer the following:

- ½ cup granulated sugar
- ½ cup brown sugar
- ¼ cup cocoa powder
- ½ tsp salt
- ½ tsp baking soda
- 1 ¼ cup flour
- ½ cup chocolate chips
- 1 cup peppermint chips

To make the cookies add ½ cup of softened butter and 1 egg to the dry mix. Form into one inch balls and bake at 375 degrees for 8-10 minutes.

POPCORN GARLAND

What could be easier than stringing popcorn to make a pretty garland for the class or family tree? All you need is some strong thread, a needle and popcorn. This is an excellent activity to develop fine motor skills in young children, plus it creates minimal waste because you can it can be composted when you are done! For a pop of colour, add fresh cranberries.



Kind Words

The Gumboot Kids remind us that showing gratitude is always in season. In this activity the class will work together to create a gratitude chain that can both decorate the classroom and help the children reflect on something they are grateful for. Give each child a piece of construction paper and have them cut it into three long strips. On each strip have the children write or draw something or someone they are grateful for. For example, "I am grateful that my dad reads to me at bedtime." Children can then glue their strips into interlocking rings to make a chain. All the individual chains could then be connected to make a large chain that could decorate the classroom or be used to adorn a class tree.



Extensions

The very best way to learn about winter is to get outdoors and experience it! Play in the snow, go tobogganing, make a snowman, go snowshoeing. Being outdoors in winter is an important learning opportunity for children. Not only does being outside help them get necessary exercise and fresh air, but it also helps them focus better when they are in the classroom. An important aspect of getting outside during winter, especially for longer periods of time, is being prepared and dressing appropriately for the weather.



“ Winter is the time for comfort, for good food and warmth, for the touch of a friendly hand and for a talk beside the fire: it is the time for home.” —EDITH SITWELL, POET

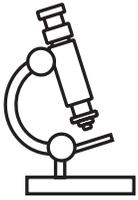
Observation Perspectives

Name _____

How can you describe what you observed outside? What types of words or phrases would a scientist use? A poet? A photographer?

Describe what you observed outside

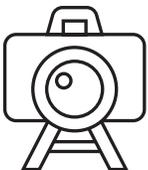
As a scientist



As a poet



**As a
photographer**





Hurry Up And Melt

Science Experiment

MATERIALS

5 Ice cubes

Salt

Sand

5 Plates

Pepper

Sugar

Prediction

I predict that _____ will make the ice cube melt faster.

I think _____ will make the ice cube melt faster because:

Observation

Draw a picture of what you observed during the experiment. Try to add lots of details to your picture.

Conclusion

What helped the ice to melt fastest? _____

Was your prediction accurate? _____



Snowman Scavenger Hunt

Let's make a snowman! Go for a walk around your school or neighbourhood and see if you can find the following items to help decorate your snowman or snow sculpture. Before leaving, you can draw the things you expect to find for each category.

Can you find something...

Fuzzy

Long and skinny

That is an unusual shape

Round

That changes colour

Green

Bright

You wouldn't expect to find outside

One of a Kind (Stars)

Music by Jessie Farrell

We're all the stars in the ocean
We're all stars in the sky
Glowing, growing, sparkling bright ×2

Do you know how beautiful you are
You're one of a kind, my star ×2
Do you know how fragile we are
You're one of a kind my star ×2

Sparkle and shine
Shine and glow
Sparkle and shine
This I know

Do you know how wonderful you are
You're one of a kind, my star ×2
Do you know how fragile you are
You're one of a kind my star ×2

Sparkle and shine
Shine and glow
Sparkle and shine
This I know

Do you know how beautiful you are
You're one of a kind, my star ×2

AVAILABLE ON:
SPARKLE AND SHINE



 gumbootkids.com/music



Winterful Day (Snow)

Music by Jessie Farrell

Snowflakes falling
Children laughing
I love winter because of the snow

Snow is sticking
So we're snowman building
I love winter because of the cold

CHORUS ×3:
It's a winter-ful day oh oh oh
For playing in the snow

Let's give a cheer
Winter is here
Get bundled up, I'll meet you in the snow
Oh oh oh
I'll meet you in the snow
Oh oh oh

Snowflakes falling
Children laughing
I love winter because of the snow

Snow is sticking
So we're snowman building
I love winter because of the cold

CHORUS ×3

Let's give a cheer
Winter is here
Get bundled up, I'll meet you in the snow
Oh oh oh
I'll meet you in the snow
Oh oh oh
I'll meet you in the snow

AVAILABLE ON:
CHIRP CHIRP HAPPY



 gumbootkids.com/music



Echo Echo

Music by Jessie Farrell

Hello (hello) hello (hello) hello (hello)
Everywhere I go
I just stop and say hello
And I hope that I will get a hello back

CHORUS:

It's my echo echo echo ×3
Coming back

CHORUS

Kindness goes so far
Doesn't matter where you are
You'll be sure to get a hello coming back

It's your echo echo echo ×3
Coming back

It's your echo echo echo ×3
Coming back

Everywhere I go
I just stop and say hello
And I hope that I will get a hello back

CHORUS

CHORUS

Kind words travel ×3

It's your echo echo echo
And my echo echo echo
It's your echo echo echo
Coming back

It's my echo echo echo ×3
Coming back ×2

AVAILABLE ON:
CHIRP CHIRP HAPPY



 gumbootkids.com/music



Warm and Fuzzy Times

The holidays are a perfect time to remind children of the value of the class as a not just somewhere children come to learn, but as a connected community of caring friends who look out for one another. Each member of the community brings their unique gifts to the group and these should be celebrated. For each week of December choose a different warm and fuzzy activity for the class to participate in and grow not just their holiday spirit, but their community connections as well!

Warm and Fuzzy #1

One of a Kind Star ([YouTube](#) [Nature Mystery](#) / [Music Video](#))

Everyone is unique and everyone deserves an opportunity to shine bright like a star. What makes you unique and wonderful? What makes you shine?

Allow each child to draw, or write what is special about them. You can use the attached star as a template for each child to cut out of scrapbooking paper, construction paper or plain paper.

Alternately, children can paint the star, wait for it to dry and then write on it with a felt pen. Create a class constellation on the wall outside the classroom to share everyone's unique talents and gifts. You could even leave extra stars in an envelope and encourage others (students, teachers, principal, parents, grandparents, caregivers) to add their own star to the class constellation.

Examples:

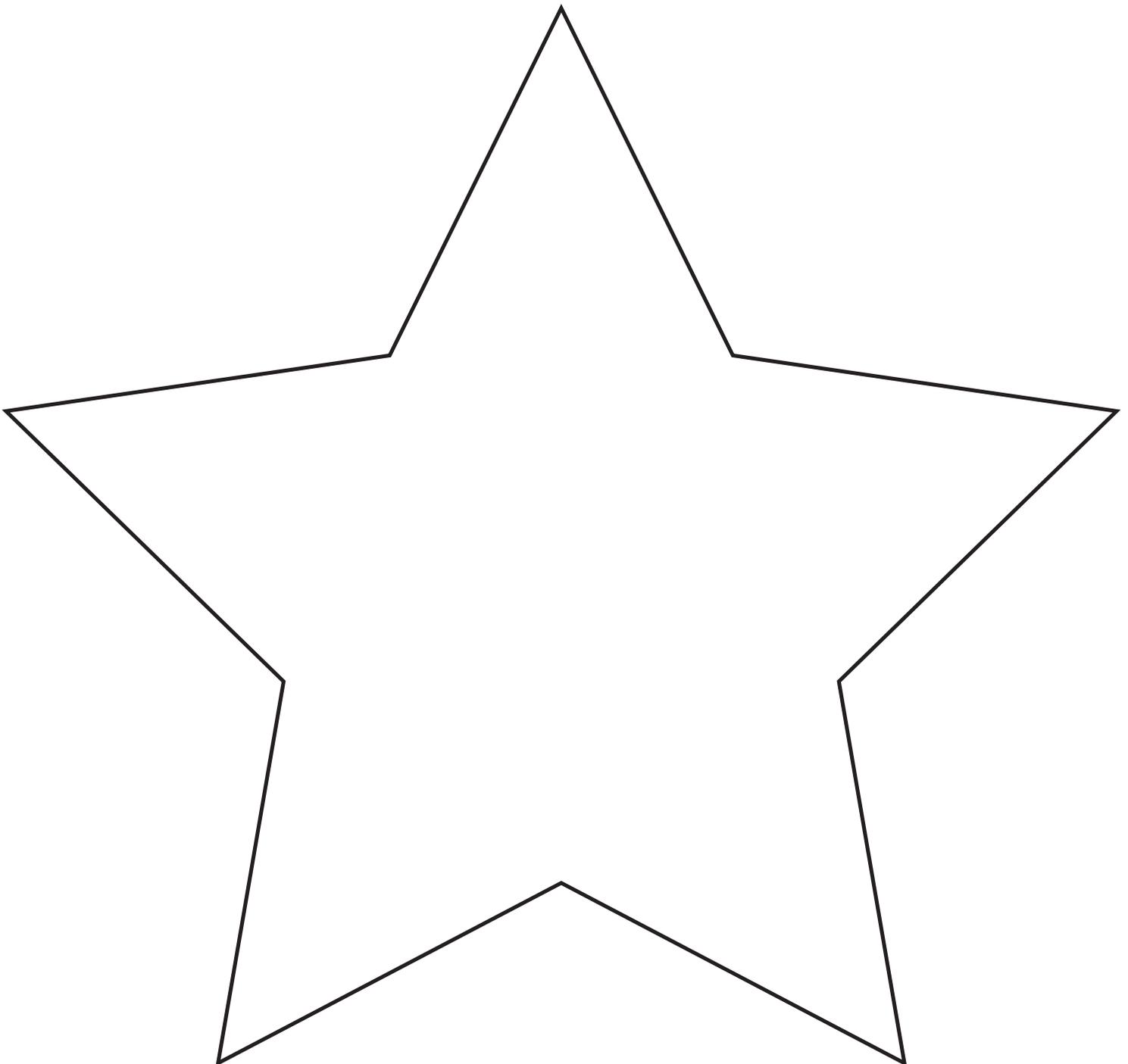
- I make people laugh
- I am helpful with my baby brother
- I am really good at drawing pictures
- I am kind
- I love Math
- I visit my grandma and make her smile
- I plant seeds that grow into flowers
- I am so good at building lego
- I like to bake
- I love reading
- I love my family
- I am really good at playing baseball
- I'm awesome at speaking French
- I love to play chess
- I am very generous and like to share with my friends
- I help at the food bank



One of a Kind Star

Name _____

What makes you unique?



Warm and Fuzzy #2

Kind Words Travel ([YouTube](#) [Nature Mystery](#) / [Music Video](#))

This may take a few sessions. This could be done as a daily warm up or soft start with one child being selected for hot chocolate time for each day in December. Decorate a special chair (maybe even bring in a special comfy chair or bean bag to use especially for this activity) and place it in a prominent place in the classroom. Have the class sit in a circle and go around one at a time to share something they appreciate about the person being honoured. The honoree could even get a chance to sip some hot chocolate while they are being showered with positivity!

It is important to frame this activity before beginning so that children understand that only kind words are to be shared. This would be a perfect time to reiterate the power of positivity not just on the recipient, but also on the giver. Explain to the children that by filling their friend's heart they are filling theirs as well. Use the hot chocolate mug template provided for a teacher or volunteer to record all the lovely kind warm and fuzzy things their classmates share about them. The completed hot chocolate mugs could be displayed around the classroom for the month of December and then taken home by the children to remember all the nice things their classmates said while they are away over the winter break.

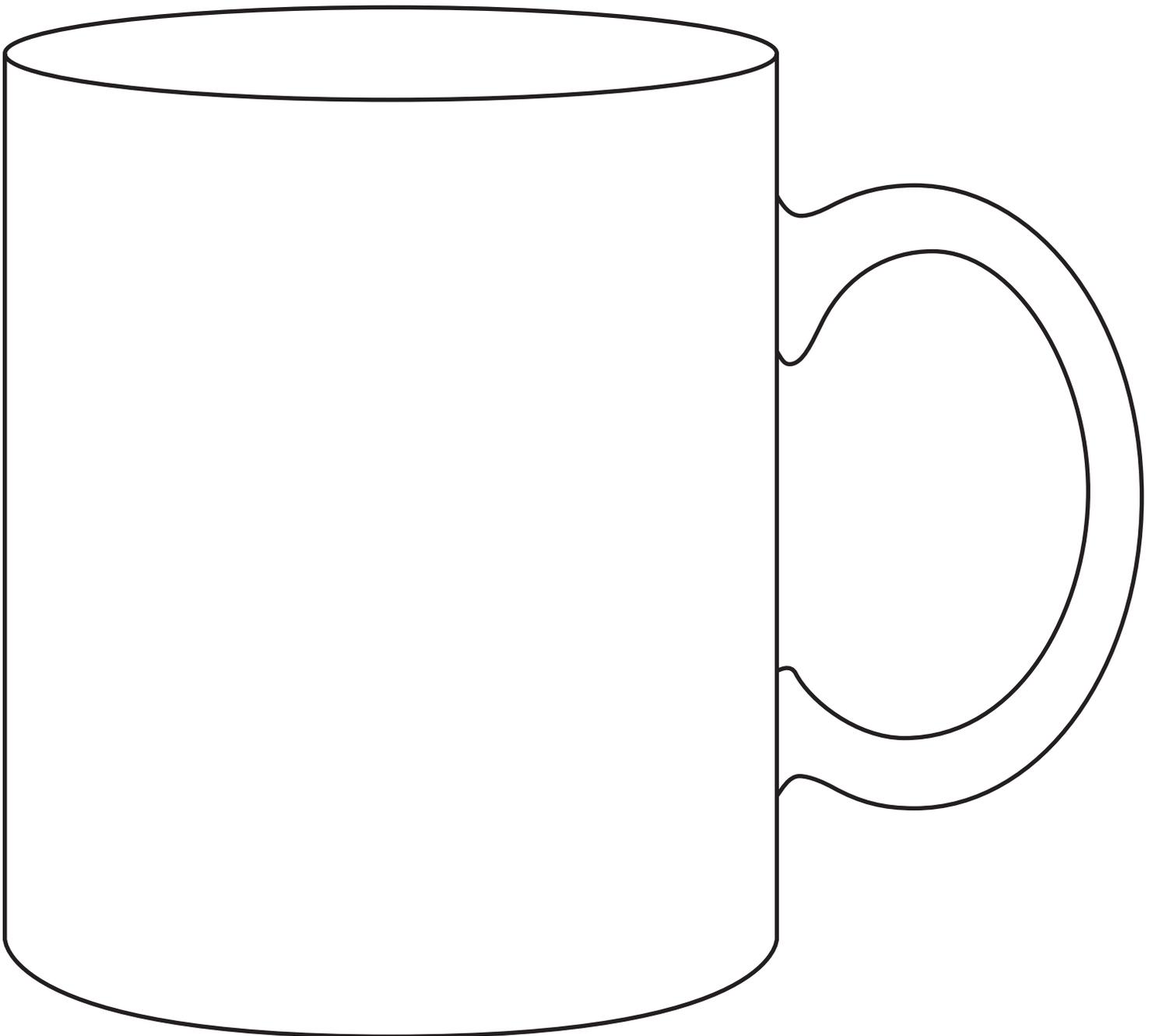


Examples:

- You are really smart
- I like the way you sing
- You are fun to play tag with
- I like your hair
- You have cute freckles
- You're a fast runner
- You're very generous because you always share your supplies with other people

Kind Words About Me

Name _____



Warm and Fuzzy #3

Reflection: What do the Holidays Mean to You?

Together as a class brainstorm what makes the holiday season meaningful for the children. Pose a question such as “what does the holiday season mean for you?” Make sure to scaffold children’s answers by breaking down the question as needed based on the age and understanding of the children. You could also ask more direct questions such as ‘what is your favourite activity to do over the holidays? Do you have any family traditions? What

do you eat? How do you celebrate? You could start by giving an example of what you like to do and what your family traditions are or by inviting another trusted adult such as the principal, librarian, janitor or secretary to share their family traditions. Once the class has generated a collection of ideas have children sign their name or place stickers beside the activities or traditions they participate in that are similar to their classmates.



Examples:

- I love decorating
- Baking cookies
- I love Christmas lights
- Celebrating Hanukkah
- No school
- I sing in a choir and we perform at the mall
- Spending time with my family
- Sleeping in
- Seeing my cousins
- Helping my Dad make a feast
- Volunteering at the food bank
- Playing in the snow
- Watching movies
- Doing puzzles with my Mom
- We go to church on Christmas Eve

Warm and Fuzzy #4

Sharing is Caring



The holidays are about giving as much as they are about receiving. In this Warm and Fuzzy activity children are encouraged to bring their favourite non-perishable food items to show and share with their classmates and then to donate to the local food bank. Make sure that although everyone is encouraged to bring in a food item to share that even children who do not bring an item are still given a chance to share something about their favourite food. This ensures that children who may have food

security issues themselves are still able to participate and are not singled out.

Before starting this activity have the class decorate one or two boxes to collect the food. Then each day for a week (or even each day for the entire month of December) have children bring in their favourite non-perishable food items. Provide time for a few children to share what they brought, why they chose to bring it and if they have a special memory related to the food item.

GUMBOOT KIDS TEAM

Created by Eric Hogan & Tara Hungerford

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Illustrations by Kate Jeong
Photography by Michelle Tseng, Annick Violet
Scout & Daisy Animation Deanna Patridge-David
Additional Animation by Affolter Brothers,
Lynn Dana Wilton

We are passionate about connecting children with nature. We also love how nature teaches and reminds us to be mindful.

We would love to hear from you! Let us know if you have any feedback. We hope you stay connected as we continue to add new curriculums to the Gumboot Kids collection.

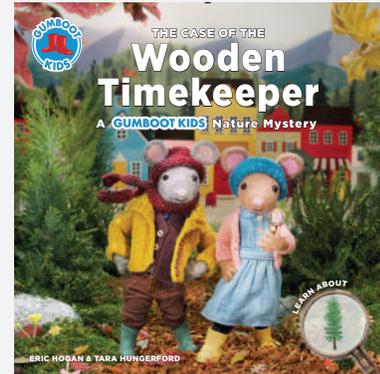
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Share the joy and wonder [#gumbootkids](https://www.facebook.com/gumbootkids)



[gumbootkids.com](https://www.gumbootkids.com)



Additional Resources



*The Case of The
Wooden Timekeeper*

By Eric Hogan &
Tara Hungerford

VIEW NOW!



Learn About Trees

Gumboot Kids Curriculum

VIEW NOW!



FOR MORE HOLIDAY INSPIRATION:

Visit our Pinterest board at pinterest.ca/gumbootkids/winter-holiday-curriculum