

Keeping the Scaries Away Shop

Designed for ages	3 – 6 years old
Adaptable for ages	2 – 9 years old
Learning Experience Summary:	This learning experience provides prompts for creating a play space where the children create an imaginary store that will keep the “scaries” away. It is designed to be offered to children after you have facilitated the Scared Stuff learning experience . If you do not want to facilitate the <i>Scared Stuff</i> , you could offer these play space provocations after reading a book about fear or bravery.
Te Whāriki (Aotearoa New Zealand Early Childhood Curriculum):	Mana aotūroa – exploration
Te Whare Tapa Whā (Māori model for well-being):	Taha hinengaro - emotional and mental well-being.
Te Whare o Oro (Māori framework for understanding the brain):	Limbic system: emotional regulation, empathy, affiliation and tolerance.
Tapasā (Cultural competency resource for teachers working with Pacific learners):	Turu 1: Identities, languages and cultures
Materials: Use found materials that are accessible to you. Step 3 has some suggestions for what type of materials could act as items to be “sold” at the store, but these are just ideas and not requirements.	
Things to consider: <ul style="list-style-type: none"> - This activity is best suited for groups of 4 – 5 children. - Don’t push for the children to play in the space or use a rotational activities chart. The children must WANT to play there. - Don’t worry if the children take the play into different directions. Play is a fun activity, so if they are innovating on what happens in the shop, that is still a valuable outcome. 	

- This is a dramatic play learning experience. However, it does not require performance acting. Rather, you will be asked to model behaviour as noted in Step 4.
- After the play space is up and running, join the play when you are needed. Remember that your job is to keep the players playing, so keep your time in the space to a minimum. Introducing a problem for the players to solve is a good way to achieve this.

Instructions:

Suggest to the children how they might want to create a play space (like home corner) in order to have fun playing with the idea of a shop that sells things that keeps the scary things in life away, including items that help people to feel brave.

Step 1. Review [*Scared Stuff*](#) with the children.

Begin by reminding the children about the activities completed in the Scared Stuff experience and how the little stuffed animal was too scared to show himself to them. Discuss.

Step 2: Wondering about the Keeping the Scaries Away Shop

Remind the children before this conversation begins that you want them to use their imaginations. The shop and its items don't all have to be real, and they can be pretend or magical. For example, the shop might sell special shoes to make you feel brave, or a watch that talks to you when you are worried, or even a light that shines brightly for just a second that makes you remember that you are safe and loved).

Then, together with the children, wonder:

- What this shop might be like?
- Who might want to shop there?
- What might the customers be afraid of (for example: the dark, strangers, shadows, not having any friends, getting lost, about school, being up high, etc.). Emphasise in this conversation that these will probably NOT be things THEY are afraid of, but there are other children and LOTS of adults who are scared of these things! This should free them up to talk about being afraid more openly.
- How will we create the shop and in what part of our classroom?
- What kinds of items might the shop have for sale?
- How might people pay for the items? Does the shop only take money, or can people pay in other ways (acts of kindness etc.)?
- How might the items for sale be arranged? For example, should they be sorted by what it does for you (for example, special shoes make you feel brave) or organized

by the thing you are trying to scare away. For example, a nightlight is good for scaring away the darkness and shadows. Should there be a special darkness and shadows section of the shop? Alternatively, special shoes that make you feel brave or hugs from people who love you can make you less afraid.

- How will the shopkeepers label each item?
- Will we need shelves? A cash register? A counter? What else?
- Who might work in the shop, what will they be called (Scare the Scaries Assistants?) and what they would wear (a badge, a jacket, a hat?).
- What might go wrong in the shop (for example might people end up buying the wrong item and still being scared; or some of the things for sale in the shop might scare end up scaring people, or people don't know what they want or what will work for them).

Step 3: Creating the Stock

In this part of the learning experience, children should be provided with open-ended resources/materials to create items that could be sold in the shop. These resources might include: craft materials; small objects that can be screwed together; digital resources/technologies that no longer work and have had their batteries removed (old mobile phones, laptops, computer screens not connected to power, old fashioned telephones, etc.); shoes, hats and other clothing (for making bravery capes/hats/ coats); paper and pencils/markers; label maker; posters; inventor books etc.

Begin by encouraging the children to think of something someone might be scared of, and then come up with a solution using the materials provided. Before the item can be sold in the shop, it will need to have a label and the child needs to be able to explain what it is for. If children cannot yet write, the teacher should complete the labelling process for the children.

Step 4: Creating the shop and facilitating the play

- a. Work with the children to create and stock the shop.
- b. Once the shop is ready, explain to the children that because the space is small, only a couple of people can work in the shop and be customers at the same time (limit to 4-5 in total).
- c. Don't require the children to play in the space or use a rotational activities chart. The children have to WANT to play there.
- d. Don't worry if they children take the play in different directions. Play is a fun activity, so if they are innovating on what happens in the shop, that is still a valuable outcome.

- e. For some children you will need to MODEL how to play. You might do this by inviting the class to watch while you and a couple of the more confident children play together. This should NOT be like a performance but should be engaging. For example, you could pretend to be the customer who is a bit picky about your purchase or someone who is not sure if the invention will work. Show how you don't just buy the first thing that is offered to you. Make the shopkeepers work.
- f. Once the modelling is complete, talk to the children as a class about what just happened in the play and why it worked. Talk about collaboration, not being bossy, not making it too easy, going along with what the others have said, etc.
- g. Talk to the children about the list of roles and "Possible 'What's up'?" in the table below. This will help the play.
- h. Join the play when you are needed. Remember that your job is to keep the players playing, so keep your time in the space to a minimum. Introducing a problem for the players to solve is a good way to achieve this.
- i. Following a play session, ask the children to tell the class what they played and what happened.

The table below provides some more ideas about how to progress the planning and facilitation of this dramatic play experience for children:

Play space focus	Possible Props	Possible Teacher's Roles	Children's roles	Possible "What's up?" (the sources of dramatic tension that drive the play)
<p>The Keeping the Scaries Away Shop</p> <p>The premise for this space is that customers can come in and buy items that might help them stop feeling scared, make them</p>	<ul style="list-style-type: none"> Shoes, hats and coats of all shapes and sizes (for shoes, shirts and hats the children might want to decorate them) Shoe, shirt and hat racks small chairs for customers to try shoes on 	<ul style="list-style-type: none"> Shop manager Customers of different kinds: already feeling scared of various things As the customer, the teacher could be unsure, low status, nervous, or in a hurry, slow to decide, problem feet, no money, fussy, demanding, confused, greedy, etc. 	<p>Any of the teacher's roles +</p> <p>Any role the children come up with for themselves.</p> <p>They might also like to try being a scary thing, but be careful of this option...the play may</p>	<ul style="list-style-type: none"> Some customers don't feel brave and are still scared. The items for sale are mixed up and out of order so people aren't getting the right solution Too many customers – What to do? Not enough customers – how do we let people know about the shop? Do we need an ad on television or a sign outside the shop? If so, what would it say?



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<p>braver, or scare the scaries away!</p> <p>As workers in this shop (and inventors of the items for sale), they need to be sure to help the customers find out what will help them so they don't feel scared any more.</p>	<ul style="list-style-type: none"> • aprons/other props for the shoe sellers to wear • cash register and money • signage • boxes and bags for the shopping • posters explaining about categories: for the dark, for loneliness, for bugs and insects; etc. • torches, night lights, head lamps • books and stories about bravery • things to hug • pictures of family • music that makes you feel better/helps you to sleep 	<ul style="list-style-type: none"> • Keeping the Scaries away designer/inventor • Shop assistant <p>As a teacher, you might even like to try being a scary thing who has come into the shop to complain about all the people suddenly being brave and not being scared of them anymore.</p>	<p>unravel quickly if we suddenly have a dinosaur on the loose in the store.</p>	<ul style="list-style-type: none"> • People need help but don't have any/enough money to buy anything? • Can one item be used for more than one customer? • An evil person has stolen all of the items from the shop! What can we do? • The store manager needs to go on holidays – who can take on this job?
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