

*I Believe In Faeries*



*A Faery Hunt*

*A Scouting Adventure*

[www.afaeryhunt.com](http://www.afaeryhunt.com); 818-324-6802



A Faery Hunt presents A Scouting Adventure; a creative, structured, experience for children and adults to be entertained while providing an opportunity to expand on themes and ideas rooted within the Common Core Educational Standards. Daisies, Brownies and Girl Scouts who participate in A Scouting Adventure have the opportunity to learn through interactive participation with professional performers during the performance as well as through structured activities and tasks they must complete individually as well as cooperatively.

Use this program as a guide to create a magical and fun experience with your troop. It is suggested that all levels only complete 3 requirements. But please feel free to make it as simple as coming to A Faery Hunt performance to earn your patch. Some of the troops make their costumes to wear to A Faery Hunt performance. You can print these pages and share with others. This program will assist the participants in learning more about the fairy world, famous fairies, sparkly crafts and fun games. To begin your magical fairy adventure all you need is a little creativity and imagination.

There are two parts to this guide. The first part of the study guide was created by a teacher and was prepared to assist you, the educator/Scout Leader, to prepare Daisies, Brownies and Girl Scouts for the performance experience as well as the other activities for follow up that expand on the educational themes and character content put forth through our production. Our goal is to entertain, inspire and excite the imaginations of children of all ages by encouraging hands-on theater arts and communication skills through cross-curricular activities and follow up lessons.

The second part of this guide is a list of other simple activities your troop can do to earn their fun patch. The list begins on page 23.

While enjoying the performance your troop decides to see, whether Auntie Angelica's Faery Garden, The Missing Faery Light or The King of the Faeries, students have the opportunity to participate in the experience as Auntie Angelica and the students determine the central message, lesson, or moral and explain how it is conveyed through key details within the play through characters that are based out of fables, folktales, and myths from diverse cultures. Through the journey of theater, students determine the theme of the story within the drama, as well as poetry from details in the production. This includes how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

Identifying core Reading Standards for Literature, A Scouting Adventure will prompt and support students to describe the relationship between performed characters and the story in which they appear (e.g., what moment in a story a specific character may depict). We introduce scenic elements that allow students to use illustrations and details to describe its characters, setting, and events. The students will then use information gained from the illustrations and performance to demonstrate understanding of the play's characters, setting, and plot.

Students will explain how specific aspects of a theatrical performance contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).



We help students make connections between the context of a drama and a visual and oral presentation of the text, allowing the identification of where each version reflects specific descriptions and directions in the context of the play. Followed by the performance, students will have the opportunity to analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., multimedia presentation of fiction, folktale, myth, poem).

\*Content based on California's Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects

What follows are some suggestions as to the activities your Daisy, Brownie and/or Girl Scout troop may want to accomplish in order to achieve their Faery Hunting patch. Feel free to choose the activities on the ability level of your girls. All of the activities and lessons are tied to the Common Core Curricular standards.

- For many of the Daisies, Brownies and/or Girl Scouts, this may be their first experience seeing a play. You may want to discuss behavior expectations; applause, calling out, respecting the performers and other audience members, etc.
- Ask the girls their thoughts on Faeries. Have they ever heard stories about faeries? Do they have any stories or legends within their ethnic culture about faeries or any other mysterious “little creatures?”
- Use the attached activity and lesson to discuss ecosystems. Your troop may choose to create a pond in conjunction with a local park or at someone's home and, rather than create individual ecosystems, the troop can turn this activity into a public service action. This begins on page 5.
- Use the attached lesson plan and have students make a faery house of their own. Once they've finished, they can bring their Faery House to the performance to show and share with the faeries. This begins on page 9.
- Have each of your girls write a letter to the Tooth Faery. Using the lesson plan attached, your troop can write a letter to the Tooth Faery and ask her any question their heart desires. This begins on page 14.
- Your troop may want to make their own pair of Faery Wings to wear when they come to faery land to look for faeries. Role-play and dress up is an important part of any child's development. Instructions for this activity are attached. This begins on page 18.
- Faeries are associated with many plants and trees. Using the list attached, perhaps your troop can learn to identify each of these plants, how to recognize them in the forest or parks as well as research some of their useful properties. This begins on page 20.



- A beautiful Garland will go well with those Faery Wings your troop has made. Attached are two sets of instructions to make your own. This begins on page 22.

Along with our commitment to providing a creative outlet for students to access Common Core Academic Standards, A Faery Hunt is committed to the highest level of character and behavioral education. Teaching, among other things, Honesty, Respect, Politeness, Friendship and Personal Value, our narrative takes students on a collaborative exploration of patience and growth through the journey of our fanciful folk and their task at hand.



Lesson Topic: Ecosystems – Faery Pond

Materials:

An empty flowerpot

A cork

Sand and little pebbles

One smooth larger stone

Glitter gel or sparkles

Lily pad or floating plant

Copies of attached charts

Grade K-5 Content Standards:

### *Life Science*

All organisms need energy/matter to live and grow and living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

- Students learn that producers and consumers are related in food chains and food webs and may compete with each other for resources in an ecosystem.
- Students know there is variation among individuals of one kind within a population.
- Students observe that ecosystems can be characterized by their living and non-living components.
- Students analyze that within a particular environment, some kinds of plants and animals survive well, some survive less well and some cannot survive at all.

### *Common Core Writing Gr. K-5*

Students write and speak with a command of Standard English conventions appropriate to this grade level.

- Sentence Structure: Use simple and compound sentences in writing and speaking.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Rationale:

Creating, observing and/or analyzing an ecosystem gives students a broader understanding of the role individual plants/animals play in the success of that ecosystem as well as the role they play or the impact they can have within the natural world.

Learner Outcomes:

Students will research ponds and the plant and animal life that can and does exist within that particular ecosystem.

Students will understand the relationship between the plants and animals within a pond ecosystem.



Resources:

California's Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects, [www.afaeryhunt.com](http://www.afaeryhunt.com) (A Scouting Adventure)

Learning Activities:

Introduction:

Vocabulary: Ecosystem, Organism, Pond, Algae, Amphibian

What is an ecosystem? Does anyone know?

An ecosystem is any environment in which organisms can live and thrive. Some examples are Deserts, the Plains in the Central United States, even the side of a mountain can be its own ecosystem. Did you know that ecosystems exist in bodies of water like the oceans, rivers and lakes? A Pond is a body of water and it, too, is an example of an ecosystem. In *The Missing Faery Light*, the faeries said that Gerome the Gnome at from the bottom of Heavenly Pond.

What is a pond? (A body of water that is not fed and does not feed another body of water.)

What kind of organisms might we find in a pond? (Algae, Fish, Amphibians, Plants)

Today you are going to make your own pond.

Explicit Instruction – Model, Demonstrate, Check for Understanding)

Place the cork in the hole at the bottom of your flowerpot from the inside. Now decorate your flowerpot with your glitter, gel and/or sparkles. Faeries love all things sparkly, so use a lot. Don't forget to decorate the inside of your pot as well as the outside.

After you've decorated your pot, add some sand to the bottom of your flowerpot. Put some stones on the sand. Fill your flowerpot with water. You may need to wait a little bit for the sand to settle and for the water to become clear. Add some more glitter to the water if you want for an extra shimmer.

Once the water has settled and is clearer, add your floating plants. You can take your pot home and put it outside for the faeries to enjoy. You can set it on your front or back steps or you can find a nice shady spot outside and dig a hole about the same size as the bottom of your flowerpot and put it in the hole. You can add small steps going up into your faery pond so the faeries can walk up into the pool.

The faeries will come out at night and have parties and celebrations in the water. If you have a lot of faeries use the pond, make sure you clean it out every few weeks.

Differentiating Strategies:

This lesson was designed specifically to attend to all students regardless of academic ability. Identified Sheltered, SLD, ELL, LEP students and any student with special needs within the class should be addressed prior to the activity to prepare for any need they may have.

Learning Activities: Guided Practice (Check for understanding and provide feedback and re-teaching)

The attached worksheet can be used to help develop vocabulary and further students' understanding of pond and ecosystems.

Students may work in collaborative groups to continue and expand upon their research.



The worksheet activity can be turned into a research paper for the upper grades to further students' understanding of the importance of their research and to parley their science work into a cross-curricular, English Language Arts assignment.

**Assessment and Evaluation:**

Monitor student progress as they work together to research ecosystems as well as their use of the vocabulary in proper sentences.

Make sure students know to site each of the websites they find information on. Monitor their use of the Internet closely so as to keep them focused on the task at hand as well as staying aware of any and all websites they may be on.

**Independent Practice: Practice that supports learning outcome**

In their collaborative groups and/or pairings, students work together, as organisms in an ecosystem, to complete the tasks noted. Lessons are intended to be accessible to multiple grade levels and ability levels. Evaluation sheets and narratives should be graded accordingly.

**Closure: Student reflection on learning**

Have a class discussion and share highlights of this lesson and this lesson's activities.



Companion Activity to building your Faery Pond:

With a partner or in a small group, use a dictionary and look up the following vocabulary words. Write the definition and use each word in a sentence.

Ecosystem

Organism

Pond

Algae

Amphibian

With your teacher's guidance, go online and research Pond ecosystems. Try to answer the following questions as you read and discover. Answer each using complete sentences please.

What is the difference between a pond and a lake?

What animals might you find living in and around a pond?

Are there ponds on every continent?

Why and how are ponds important to our environment?





Lesson Plan: Subject: Visual Art      Grade K-5

Lesson Topic: Found Object Art and Sculpture

Materials:

Natural objects found by students such as leaves, twigs, feathers, shells, rocks and the like.  
Anything! Faeries love nature!

Optional:

Glue and/or tape

Scissors

Shoeboxes

Crayons/Colored Pencils/Markers etc.

Grade K-5 Visual Arts Content Standards:

*Artistic Perception Gr. K-5*

1.0 Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

*Creative Expression Gr. K-5*

2.0 Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.

2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.

*Aesthetic Valuing Gr. K-5*

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

4.1 Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).

4.2 Identify and describe various reasons for making art.

4.4 Select something they like about their work of art and something they would change.

*Written and Oral English Language Conventions Gr. K-5*

1.0 Students write and speak with a command of standard English conventions appropriate to this grade level.

1.1 Sentence Structure: Use simple and compound sentences in writing and speaking.

Rationale:

Creative expression is an essential tool to learning, especially at the elementary level. To see, understand and create within the context of your personal creative idea and vision builds confidence and joy into the learning process.



### Learner Outcomes:

Students will develop confidence and personal aesthetic as they create their Faery Houses.

Students will describe and connect the essential ideas of Faery Folklore as they construct their Faery Houses.

Students will utilize the vocabulary words discussed in this lesson to explain their Found Object Art as well as analyzing the aesthetic of their peers' Faery Houses.

This will be evident by their completion of their Faery Houses and the accompanying evaluation sheet students will fill out as they view others' works of art.

### Resources:

CA Visual and Performing Arts Content Standards, [www.afaeryhunt.com](http://www.afaeryhunt.com)

### Learning Activities:

#### Introduction:

#### **How to build a Faery Home**

Where do Faeries live? Our Folklore stories tell us they love all things from nature we can presume they live in houses made from natural object. What might an example of a natural object be?

*Allow students to answer . . .*

Today you are going to make faery houses of your own. In art we call this an assemblage. An **assemblage** is a three-dimensional composition in which a collection of objects is unified in a sculptural work. If you can, make the frame of the faery house out of stone, wood, or other natural objects. You can use leaves, dried grass, sticks, moss for the walls and the roof.

#### Explicit Instruction – Model, Demonstrate, Check for Understanding)

Try wrapping twigs together with a green stem or a long leaf. Decorate the house with flowers, colorful rocks, pebbles, acorns or crystals. You can even use some pretty jewelry for faeries love shiny and bright objects. Do not use paint, iron or nickel for the faeries do not like these substances. When you are finished place your faery house somewhere in your garden or in the flowerbeds. The faery house should almost be hidden because of the natural things you used to build it. Plant your favorite flowers and plants that will attract the kinds of faeries you like. Let the faeries know that this home is for them by calling out to them in a loving voice or perhaps a little song. You can also place some milk or honey cakes near the house to let them know you are their friend, but don't put out food if you're afraid of attracting unwanted animals. Your faery friends will surely feel welcomed with all the care, work and love you've put into their new home and will visit you often.

#### Differentiating Strategies:

This lesson was designed specifically to attend to all students regardless of academic ability. Identified Sheltered, SLD, ELL, LEP students and any student with special needs within the class should be addressed prior to the activity to prepare for any need they may have.

Learning Activities: Guided Practice (Check for understanding and provide feedback and re-teaching)



Option 1: Teachers may choose to invite students to create their Faery Houses on their own time as part of a competition among other students with prizes given out for participation and creative problem solving.

Option 2: Students may work in collaborative groups to create Faery Houses for the classroom.

Option 3: Take a nature walk as a class around your school campus and have students collect their objects then make Faery Houses individually within the context of the lesson on Faery-Lore.

**Assessment and Evaluation:**

Students could write a reflection on their creating process or a short narrative involving their faery house. Students should perform a gallery walk to view one another's faery houses and give supportive critique both verbally and written via attached evaluation sheet.

**Independent Practice: Practice that supports learning outcome**

Students build their own house, assess other's art, write a narrative using established vocabulary and write a short reflection on their experience. Lessons are intended to be accessible to multiple grade levels and ability levels. Evaluation sheets and narratives should be graded accordingly.

**Closure: Student reflection on learning**

Have a class discussion and share highlights of this lesson and this lesson's activities.



Student Evaluation of Faery House: Gr. K-2

Draw the shapes you see:

Draw a picture of a faery house other than yours.

Now draw a picture of that same faery house but make changes to it that you think would improve it.



What shapes do you see in other faery houses?

Pick a faery house that you like other than your own. Describe what you like about that house.

Tell why a faery might want to live there.

How would you change that faery house to improve it?



Lesson Topic: Letter Writing

Materials:

Paper

Pencil/Pen

Cloth at least 6 inches square

(old t-shirts are great for this kind of project)

Ruler

Ribbon

Markers

Glue

Glitter

Grade K-5 Content Standards:

#### *Common Core Writing Gr. K-5*

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Common Core Writing Standards. To do this, students will:

- Write personal and formal letters, thank-you notes, and invitations:
  - Show awareness of the knowledge and interests of the audience and establish a purpose and context.
  - Include the date, proper salutation, body, closing, and signature.

#### *Visual Arts Gr. K-5*

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

- Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.

Rationale:

It is important for all students to learn formal and informal letter writing skills as well as an understanding of the importance of those skill as they grow and look forward to writing letters to colleges as well as future employers.

Learner Outcomes:

Students will create a small pouch while following directions.

Students will produce a letter, showing awareness of the knowledge and interests of the audience and establish a purpose and context. The will include the date, proper salutation, body, closing, and signature.



Resources:

California's Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects

Learning Activities:

Introduction:

The Tooth Faery comes when a child has lost a tooth. She comes in the middle of the night and retrieves the tooth under a child's pillow. She leaves money and takes the tooth to her tower. We are going to make a tooth pouch and write a letter to the tooth fairy.

Explicit Instruction – (Model, Demonstrate, Check for Understanding)

Let's start by cutting the piece of cloth in front of you to the size you want. Using your ruler, measure out a 6-inch square. You may use a piece of paper or a protractor to get a right angle or choose to cut a different shape. Just make sure your shape has 4 sides. Choose one side of the piece of cloth in front of you to decorate. You may use the glitter, glue, markers; any other materials you have at your desk. After it is decorated, fold it in half and glue 2 sides together. Once the glue is dry, use a piece of ribbon to tie the open side closed. Your tooth pouch is finished.

Now take a piece of paper and a pencil. We are going to write a letter to the tooth faery. Start your letter with a greeting such as Dear Tooth Faery. Followed by the greeting is the body of the letter.

Think about what you would like to ask the Tooth Faery or what you would like to say. Maybe you would like to tell the Tooth Faery about your family or what you are doing here at school. You might also thank the Tooth Faery for leaving you a special treat in exchange for your tooth. We always close a letter with a salutation like Thank you, Respectfully, Sincerely or even Love. This shows our respect for the person we are writing too.

Differentiating Strategies:

This lesson was designed specifically to attend to all students regardless of academic ability. Identified Sheltered, SLD, ELL, LEP students and any student with special needs within the class should be addressed prior to the activity to prepare for any need they may have.

Learning Activities: Guided Practice (Check for understanding and provide feedback and re-teaching)

Students may work independently or in collaborative groups to make their pouches.

Students may use the attached writing template or you may choose to have them write their letter using their own paper.

Assessment and Evaluation:

Monitor student progress as they write their letters.

Students may turn in their letter for the teacher to evaluate before taking it home for the Tooth Faery.



Independent Practice: Practice that supports learning outcome

Students write their letters in class and/or they may take their letter home to complete as homework. Students may also share their letters with one another to get ideas, observe other letters written with the same standard in mind with the emphasis on peer support and learning. Lessons are intended to be accessible to multiple grade levels and ability levels. Evaluation sheets and narratives should be graded accordingly.

Closure: Student reflection on learning

Have a class discussion and share highlights of this lesson and this lesson's activities.





Below is a template for you to write your letter to the Tooth Faery. The greeting is written for you, as well as the salutation. It is up to you to write the body and sign your name. Feel free to use your own paper if you want.

Dear Tooth Faery,

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Thank you,

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## Faery Wings



Faeries love all things that glitter and sparkle. Starting with hardware store wire and mommy's nylon stockings as a base, paints, sequins, flowers, leaves and ribbons can transform these ordinary objects into beautiful faery wings.

Start with simple store-bought faery wings for the younger faery enthusiasts or build from scratch.

Here are the materials you will need:

heavy-gauge wire  
2 pairs nylon knee-high stockings  
assorted acrylic paints  
flat-back crystals  
assorted glitter  
artificial flowers and foliage  
decorative butterflies  
assorted ribbons  
assorted beads  
fabric glue  
electrical tape  
invisible fabric pen  
needle and thread  
beading thread  
hot glue gun and glue sticks  
assorted artist paint brushes  
wire cutter  
1 inch elastic  
Scissors



## Steps:

1. Cutting a 4-foot length of wire. Starting at one end, begin bending it into your upper wing shape, leaving 3 inches of the wire free at the beginning and the end of the shape.
2. Wrap the 3-inch pieces at the beginning and end of your wing shape with electrical tape to close the shape off.
3. Repeat steps 1 and 2 for the opposite upper wing shape and both lower wing shapes, making the lower shapes slightly smaller.
4. Using one stocking for each wing shape, slide the stocking over the wire frame and wrap extra fabric around the wing base, taping the ends in place.
5. Draw a design on each wing with invisible fabric pen.
6. Begin painting in your penned design with acrylic paints.
7. While paint is still wet, cover desired areas with glitter and shake excess off on a piece of newspaper.
8. Wrap electrical tape around the 4-inch wing centers to connect the upper and lower wings together, creating a four-wing wire frame. You can now curve the wings into a more natural shape if desired.
9. Tie elastic onto wings for attaching to body once finished. Hot glue into place.
10. Wrap a wide ribbon around the base to cover it neatly, securing ends with hot glue.
11. Hot-glue an assortment of artificial flowers and foliage, decorative butterflies to your wing base for the final touch.



## Faery Plants:



**Bluebells:** Faeries are summoned to their midnight revels and dances by the ringing of these tiny flowers.

**Fern:** Pixie faeries are especially fond of ferns. One story tells of a young woman who accidentally sat on a fern, and instantly a faery man appeared and forced her to promise to watch over his faery son and remain in Faeryland for a year and a day.

**Foxglove:** The name "foxglove" came from the words "folk's glove." Folks referred to little people, or faeries. One legend says that faeries gave the blossoms to foxes to wear as gloves so they would not get caught raiding the chicken coop. According to another legend, if you picked foxglove, you would offend the faeries. And if the faeries stole your baby, the juice of the foxglove would help to get it back. In some stories, foxglove appears as a faery's hat. Foxglove can sometimes heal and sometimes hurt. It is a poisonous plant, but it is also used as medicine to treat heart disease.

**HEATHER:** This flower lights the flame of fairy passions and may open the gates between the fairy world and our own.

**Mushrooms:** Used by faeries as tables and stools.

The species Amanita is the red and white mushrooms. They are very poisonous.

**PANSIES:** May be used in fairy love potions.

**PEONY:** The faeries use these seeds made into necklaces and are to protect children.

**POPPIES:** Take a nap among the poppies. They can be used to fairies into your dreams.



used

bring



**Primroses:** Primroses are one key into Faeryland. There is a German legend about a little girl who found a doorway covered in flowers, and when she touched it with a primrose, the door opened up, leading into an enchanted faery castle.

**Ragwort, cabbage stalks, grass and straw:** all of these were used by faeries for transportation in the same manner as a witch uses a broom.

**Roses:** The sweet smell and soft petals of rose attract faeries to your garden and like the primroses is one of the keys into Faeryland. A popular love spell uses roses. Sprinkle rose petals under your feet and dance on them softly while asking the Faery for a blessing on your magic



Saffron Crocus: The stamens from this fall flowering crocus constitute the herb saffron. Any food prepared with saffron is a favorite faery food. Saffron used as a dye will turn cloth a royal gold. Such cloth is very valuable to faeries. Some of these are: Foxgloves -- Faery like to make their clothing from them. Ferns -- these make nice soft beds for the little guys. Apple and or Oak trees -- Fae often inhabit these trees. The oak is held sacred by many of them.

THYME: Wear a sprig of to increase your ability to see the wee ones. Thyme may also be planted by the doors and windows of your house to invite the faeries to come inside.

TULIPS: the faeries like to use the tulip bloom to put their babies to bed. Rosemary, heartsease, forget-me-nots are some others. While there are many others that faery like these are some of their favorites.



### MAGIC FAERY TREES



ELDER trees offer protection to fairies from negative spirits. They may become offended by the misuse of the wood from the elder. Never lay a baby in an elderwood cradle or fairies will pinch them so that they bruise.

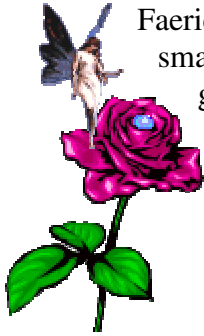
HAWTHORN is also known as Witches Tree. Along with the Oak and Ash, when growing naturally together these three will make a natural place where fairies can easily be seen.

OAK trees are safe havens and homes for many varieties of fairies. Oakmen are created when an oak stump sends up shoots. One should never take food offered by them as it is poisonous.

ASH has healing properties in fairy lore. Druids' wands were made of ash twigs. It was believed that children with crooked bodies, legs or arms should be passed through young ash trees. If the tree grew tall and straight, so also would the child.



## Faery Garlands



Faeries find everything from nature precious. Faery treasures (leaves, flowers, small sticks from the yard) can be a perfect compliment to your faery-hunting gear.

Here are the materials you will need. Use some or all of the suggested materials to make your beautiful faery-friendly garlands.

### GARLANDS 1

Pre-made long wire garlands from a craft store such as Michael's or Jo-Ann's and Colored ribbon

1. Take apart the pieces of the garlands so there is a piece of wire in each part.
2. Twist into a circle
3. Add other wire flower, leaf pieces, and/or real flowers and leaves.
4. Add ribbon streaming down the back of your headpiece and/or wrap ribbon around the garlands to further decorate.

### GARLANDS 2

Sparkly pipe cleaners for garland base  
Faery treasures that they have gathered  
Beads that fit on the pipe cleaners  
Wired artificial flowers and leaves for easy attaching  
Hot glue gun and glue sticks  
Colored ribbon  
Scissors

1. Thread beads on to the pipe cleaners (Optional).
2. Form the pipe cleaners into a circle to use as the base.
3. Wrap pipe cleaners around the treasures and attach to base.
4. Wrap artificial flowers and leaves.
5. Hot glue to secure the loose items.
6. Tie ribbon to the back of the finished garlands.



Here are some more ideas to have a Fairy Adventure with your girls:

1. The collection of fairies has no age bounds. From magic wands to beautiful dolls they are adored by people of all ages. Create a collage of fairy items with items found in nature, view a collection or start a collection.
2. Complete a craft that has to do with fairies. Some examples are to design your own fairy with a doll or drawing, create a special treasure box, make fairy jewelry, wands, fairy dust, bookmarks, puppets, face painting or masks.
3. There is a variety of good fairies, pixies, dwarfs, or elves pictured in films, books, or TV. Choose one fairy to learn more about, watch a film, read a book, or see a play. Examples are Tinkerbell; Fairy Godmother; the Blue Fairy in Pinocchio; or Bridget, Queen Ainé and the other fairies from “A Faery Hunt,” available on DVD at [www.afaeryhunt.com](http://www.afaeryhunt.com). “A Faery Hunt” is parent-approved and rated G for goodness.
3. Flower Fairies can be very shy. They live in the flowers in gardens, in nature and in flowers you bring to your homes. They will hide themselves by taking on the shapes of the flowers they are near. Observe 3 flowers. What it would look like as a fairy dress? Draw or color a flower fairy or create your own flower fairy and dress her with a flower wreath.
5. Night Fairies can be very beautiful. They appear at dusk and all through the night. They are known to collect the stardust from the sky. The stardust is also known as fairy dust. Create your own pouch of fairy dust, magic wand, and lucky charm to wish on, view stars in the sky, and see if you can catch the fairies gathering the fairy dust.
6. Fairies can be categorized as earthly elements. Wind Fairies like to spend time with family, nurturing, and offer good advice. Earth Fairies take pride in what they do. They like to be outside and are also know to be stubborn. Fire Fairies have strong opinions. They like to be in crowds and are very active. Water Fairies like to have quiet time. They will read books and tend to have close friends. What type of fairy are you similar to? Draw a picture of the kind of fairy you are most like.
7. Dress up like a fairy. Decide what kind of fairy you are and use elements of that fairy for your costume. Examples are daisies for a flower fairy; stars for the night fairy; and vines for an earth fairy. How to make your wings and garlands are on pages 17 and 21.
8. Read a story or poem about a fairy, act out a play, or make up a skit.
9. Have a fairy-themed party. This could be a tea party, slumber party, tea party, picnic, or party of your choice. Decorate with handcrafted placemats, streamers, paper wings, tissue or silk flowers, or colorful paper products. Play fairy games. Gather treasures you find outside in nature or hide clues to find a hidden treasure.



10. Plant a fairy garden. Get individual pots to decorate and add a favorite fairy flower to it. Some examples of the fairy's favorites are on pages 18-19.

11. Fairies love singing, dancing and playing musical instruments. Create your own fairy dance to a tune that reminds you of the fairies. Or make your own instruments and make your own fairy music. Other websites:  
<http://www.teacakesandteddybears.com/FairyPrincessTea.htm>

12. Fairies may disguise themselves as dragonflies, butterflies, birds or bees. Only people with fairy sight can actually see them. If you see a circle of mushrooms then fairies live nearby. Sometimes a fairy will ride on a humming bird's back or a dragonfly when they want a rest. Go in nature and see if you can find an area where fairies have been or maybe catch a glimpse of a fairy or two.

