 For Love Knows No Borders 

**By**  
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**Program Activities Piloted at**  
**Instituto Madre Asunta,**  
**Tijuana, Mexico,**  
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**Special Thanks To:**  
**Rosario Castro, La Maestra**

*“Liberating education consists in acts of cognition, not transfers of information.”*  
— Paulo Freire

The following is a low-cost shelter program designed for all ages and all size groups of children.

This in-house program contains 10 hours' of recreational activities so that shelters do not have to depend on outside organizations.

It can be used to supplement any curriculum.

For more information and to access additional resources, check out our site at:  
<http://bit.ly/QualityEducationForAll>

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— Paulo Freire

## PROGRAM BENEFITS

The following activities are *low-cost* and proven effective for groups of *all ages and all sizes*. It contains 10 hours' of Recreational Activities and can be used to supplement any program.

Unless specifically noted, the number of child participants should be minimally 5-6, but can be 50+.

The activities are designed for Students with Limited/Interrupted Formal Education (SLIFE) and assumes a population not accustomed to structured learning (\*see following page).

However, activities can be used with any group of children, because they are centered in *LAUGHTER* and *PLAY*.

I piloted this project and wrote the curriculum with my own time, my own money, and with my GoFundMe. I made this free to you, but please give credit when credit is due! Thank you 😊

### LAUGHTER

Laughter triggers the release of *endorphins*, the body's "feel-good" chemicals.

It reduces depression and anxiety.

This creates an over-all sense of well-being.

It can even have some pain-relieving effects.

Laughter also relieves stress, and can even boost the immune system!

### PLAY

These program activities have been selected for their cognitive benefits, known to *reduce the effects of trauma*.

Our Play-time Incorporates:

**Physical Activities**

**Music/Dance Activities**

**Art Activities**

**Game Activities**

**Early English**

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## TEACHERS' NOTES

### ♥ Teaching Students with Limited/Interrupted Formal Education (SLIFE) ♥

This program is an intermediary step to formal education for children who are largely not used to structured learning.

The duration of all activities is intentional and *it is not recommended* to stretch out 5-10 minute activities beyond their intended duration.

Activities are not meant to be fronted by much verbal explanation-- *people who are Auditory-Learners represent just a fraction of students!*

All children do not need to be seated and present to begin- **just start**. They will all come to play!

In populations that come from community-based social structures, elimination activities are misunderstood and hurtful; it is recommended to avoid them and propose an alternative.

(For example, rather than be eliminated, students who would normally be 'out' can instead practice a review item, such as a math fact or English.)

All activities can be used in emergency/rural learning situations, but some are better in a more structured setting. These can be identified by the symbol: 🏠

### ♥ The Teacher Seen as An Empowering Figure ♥

You will see that the teacher is often directed to participate, playing alongside the students. While this is not strictly necessary, the participation of the teacher helps remove the archaic barrier of a teacher traditionally seen as an authoritarian figure, something that *unintentionally* promotes social oppression.

Instead, participating together with students promotes a learning environment where teachers and students feel safe and free to explore their sense of creativity and self, and, importantly, feel free to make mistakes and grow together. This enables *everyone* to learn more, promotes respect and agency, and builds self-confidence. 😊

### ♥ Use for Indigenous Language Revitalization ♥

Program activities can be used as a template to support Language Learning. Nearly all songs have a Sing-Along version, and the program's multi-disciplinary approach can be used to teach *any* subject, and thus, *any language*.

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# Physical Play Activities






Physical activity isn't just good for our physical health, but also contributes to:

- ♥ Psychological well-being,
- ♥ Cognitive development (attention and concentration),
- ♥ Social competence and
- ♥ Emotional security (controlling emotions and behavior, self-esteem and self-respect);

In essence, it helps repair damaging psychological effects seen in sufferers of trauma.

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# Freeze Tag

<p>Students will practice listening skills and basic physical concepts as required in a physical education class. Students will also work on balance and coordination.</p>	<p> SUBJECT: Physical Education</p> <p> LENGTH OF TIME: 10 minutes; 3 Minutes Per Round</p> <p> AGE: Any</p>
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## Objectives & Outcomes

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Learners should be able to keep moving and then hold a position when tagged.

## Materials Needed

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- Large, open area in which the children can run
- Cloths/Headbands/Bandanas—something to tie around the wrists of those who are ‘It’
  - Choose 1 student to be ‘It’ for every 10 students

## Procedure

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### Opening to Lesson

Begin by asking students if they know what the word ‘freeze’ means. Have students start jogging in place and explain when you say ‘freeze’ that they have to stop and not move at all, they are frozen until someone else ‘unfreezes’ them.

Bring up 2 volunteer students. Wrap a cloth (we used cloth headbands) around 1 student’s wrist—they’re ‘It’. Demo the activity pretending to run and get the child to physically reach out and tag you. Once they understand this is what you want, repeat the demo, this time running away slowly with the other child. Have the ‘It’ student tag you again—this time freeze! Call for the second student to come ‘unfreeze’ you.

Wrap the cloth around the wrist of the second student (if you have more than 10 students playing). The two students are now a team.

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Explain that there are 2 teams: those who are not 'It' vs those who are.

## Body of Lesson

Have students spread out. Have the 'It' students waiting for your count of three: 1-2-3! Start running with the students and FREEZE when tagged, to remind students that there is the 'freezing' part.

Once the game is fully understood, teacher can step out of game play.

Each round is played for 3 minutes. Total of 3 rounds is usually good.

## Closing




Have students get some water. They are ready to concentrate for a sit-down activity.

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# Freeze! Dance!

<p>Students will practice listening skills and basic physical concepts as required in a physical education class. Students will also work on balance and coordination.</p>	<p> SUBJECT: Physical Education</p> <p> LENGTH OF TIME: 10 minutes</p> <p> AGE: Any</p>
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## Objectives & Outcomes

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Learners should be able to keep moving and then hold a position.

## Materials Needed

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- Large, open area the children in which the children can freely move
- Music with a strong beat

## Procedure

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### Opening to Lesson

Begin by asking students if they know what the word ‘freeze’ means. Have students start jogging in place and explain when you say ‘freeze’ that they have to stop and not move at all, they are frozen until someone else ‘unfreezes’ them.

Bring up 2 students to volunteer a demonstration. Have Student 1 press play on the music. Teacher demonstrates silly moves and dance with Student 2 (it’s okay if they just run!). Have Student 1 pause the music and freeze—make sure Student 2 freezes as well. Have Student 1 hit play and move again.

Demo is complete.

### Body of Lesson

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Have students spread out. Everyone is waiting for the music. On the count of three: 1-2-3! Press play and have the kids move around as freely as they want. Encourage and demonstrate moves that are different forms.

They should continue to dance and move until the music is stopped. If the music stops they must freeze in whatever position they happen to be in at the time and hold it until the music starts again.

If they move they aren't 'out', but they can be pointed at and laughed, "Ahh!! You moved!!!"

For the students that can hold position well, encourage with "Wowww! Look at \_\_\_\_! Good job!"

Students that appear to not want to participate or cannot 'freeze' well can take turns controlling the music.

Play for about 10 minutes.

## Closing




Have students get some water. They are ready to concentrate for a sit-down activity.

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# Parachute Play: The Basics

<p>Students will practice listening skills and basic physical concepts as required in a physical education class.</p> <p><b>Fine and Gross Motor Skills:</b> in hands, forearms, upper arms, shoulders (handwriting preparation).</p> <p><b>Developmental Skills:</b> Language, Socio-emotional, Sensory Input, and Coordination</p>	<p> SUBJECT: Physical Education</p> <p> LENGTH OF TIME: 15 minutes</p> <p> AGE: Any</p>
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## Objectives & Outcomes

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Learners should be able to lift the parachute and use listening skills while remaining seated in structured play.

## Materials Needed


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- Large, open area
- Play Parachute

## Procedure

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### Opening to Lesson

 <p>Classroom Management Tip</p>	Use Super Simple Songs “Make a circle” song activity!
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Children should remove shoes—NO shoes on the parachute!  
Have children seated in a circle with the parachute covering their legs.

Warm-up by waving the parachute up and down for a little bit.

Teacher explains that all students are to remain seated—no crawling on or under the parachute!

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## Body of Lesson

Peek-A-Boo: Children lift the parachute above their heads and peek across at the child opposite them on the other side, letting the parachute gently float down.

Under the Mountain: Teacher verbally explains the process. Children lift the parachute above their heads to peek and on cue (“Ready? 1-2-3!”), then they quickly place the parachute behind their backs and sit down inside until it floats to the floor. Teacher goes around for the first couple rounds to physically lift the parachute up and behind the children so that they understand the concept.

## Closing

They are ready to concentrate for a sit-down activity.

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# Parachute Play: *The William Tell Overture*

Suggested Warm-Up Activity: Super Simple Songs, “Open, Shut Them”

**\*\*Note:** To watch a great example of this activity, click the following video on the Youtube Channel for Nysmith School for the Gifted: [Nysmith Private School: Today In Kindergarten Music - The Parachute Song](https://youtu.be/CXsBtiKSyvg) (<https://youtu.be/CXsBtiKSyvg>)

<p><b>Fine and Gross Motor Skills:</b> in hands, forearms, upper arms, shoulders (handwriting preparation).</p> <p><b>Developmental Skills:</b> Language, Socio-emotional, Sensory Input, Coordination, and Sense of Rhythm</p>	<p> SUBJECT: Physical Education</p> <p> LENGTH OF TIME: 15 minutes</p> <p> AGE: Any</p>
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## Objectives & Outcomes

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Learners listen to verbal and musical cues while building strength by raising, lowering, and shaking the parachute at varying heights and speeds.  
If the activity is done in a foreign language (e.g., English as a Second Language), using the words in **bold** will help learners grasp the vocabulary.

## Materials Needed

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- Large, open area
- Play Parachute
- Music Player and Music
  - *The William Tell Overture*
  - (Teacher is recommended to watch the sample video or fully listen to the song at least once to the end to get an understanding of the different phases of the song.)

## Procedure

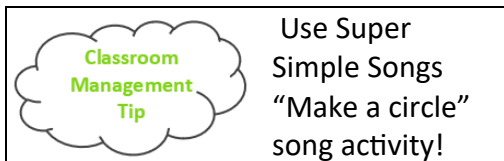
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### Opening to Lesson

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Without the parachute, begin by spreading out in a large, open area. Physically practice the following commands, doing each at least 2 times:

- “Up!” (raise hands up)
- “Down!” (drop down to a crouch position)
- “Stand up!”
- “Side to side!” (rock on feet while shaking wrists side to side)
- Ready, Go! (run)
- Freeze! (stop)
- Wait for the count of 3...1-2-3! Walk!
- Freeze! Walk *fast*- Wait for the count of 3...1-2-3- Walk *fast*!
- Freeze! Walk *slow*- Wait for the count of 3...1-2-3- Walk *slow*!

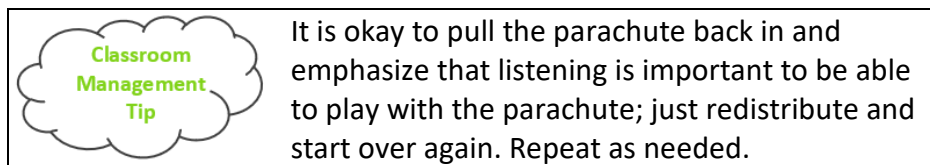


Have children seated in a circle.

Sit down in the circle with them with the parachute in your lap.

Saying, “Hello, Parachute!”, introduce the parachute *only when children are seated*.

NO children should go on the parachute for this activity. NO shoes allowed on the parachute at anytime.



## Body of Lesson

Once everyone is holding (and probably by now waving) the parachute, say “Everybody **stand up!**”

Parachute Play Phases

NOTE: Briefly practice some of the Parachute Play Activity *without the music* first.

Parachute Phases are REPEATING and TIMED to the musical movements of the *William Tell Overture* and roughly as follows (do not need to follow exactly!):

Phase 1: Everybody is standing still and waiting for the count of 3. 123- **Go!**

Phase 2: At “Go!”, begin walking in a circle. “**Walk!**”

Phase 3: Face the center of the parachute, say “Wave **Fast!**” for the duration of the music phase. Then “**Freeze!**” or “**Stop!**”

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Phase 4: Walking in a circle for duration of musical movement (“**Walk!**”), then “**Freeze!** Face the center!”

Phase 5: Face the center of the parachute, say “Wave **Slow!**” for the duration of the music phase. “**Up! Down!**” Then “**Freeze!**” or “**Stop!**”

Phase 6: Gently, “**Side-to side!**”

wait, then 1 big up (raise arms) and down low (bring parachute down in a crouch). Do one more.

Phase 7: Face the center of the parachute, say “Wave **Slow!**” for the duration of the music phase. “**Up! Down!**”

Phase 8: “Wave **Fast!**” for the duration of the music phase. Then “**Freeze!**” or “**Stop!**”

Phase 9: “Ready, **Go!**” ( Walking in a circle). “Freeze! Face the center!”

Following are in rapid succession:

Phase 10: “Wave **slow!**”

Phase 11: “Wave **Fast!**”

Phase 12: “Wave **Slow! Up! Down!**”

Phase 13: Gently, “**Side-to side!**”

Phase 14: “Wave **Slow! Up! Down!**” **After a few, go up high and bring it all the way down to** the floor and wait with the children. Explain that on your verbal cue of the count of 3 you’re going to let go of the parachute....

Final few seconds of song “1 (stand up)...2 (lift parachute high)...3 (let go!)” This may need to be tried again to get it right! 😊

## Closing




Students are ready to concentrate for a sit-down activity.

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# Hot Potato

<p>Students will practice listening skills and basic physical concepts as required in a physical education class. Students will also work on reviewing key classroom concepts learned.</p>	 SUBJECT: Physical Education  LENGTH OF TIME: 10 minutes  AGE: Any
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## Objectives & Outcomes

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Learners will review and practice concepts such as:

- Mental math (what is 3 + 2?)
- or English (what is your name? My name is \_\_\_\_\_)

## Materials Needed


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- A fun toy as the Hot Potato (1 per 10 students if doing multiple circles)
  - We used a human toy Rubber Chicken and a dog Squeaky Toy Pig. The Squeaky pig was everyone’s favorite, and the only one durable enough to survive the squeezing kids!)
- Music with a strong beat
- (Optional) Flashcards with review material

## Procedure

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### Opening to Lesson

 <p>Classroom Management Tip</p>	<p>Use Super Simple Songs “Make a circle” song activity!</p>
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Can have 1 giant circle or multiple circles with multiple “Hot Potato” games running.

No need for verbal instructions, just begin to play.

### Body of Lesson

Hand the ‘Hot Potato’ toy to any student. Press ‘Play’ on the music.

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Encourage the students to pass the toy around quickly.

As it is being passed press 'Pause' on the music.

**RULE:** the one who is caught holding the Hot Potato, Student A, has to turn to the person on their *right*, Student B.

*Student B* is actually the one who has to ask Student A (the one holding the Hot Potato) a review practice question.

Questions can be drawn from flashcards (offered to Student B spread in a fan, face-down)

#### Examples

- (English) Student B: "What color is it?" Student A: "It's blue."
- (Math) Student B: "What is  $3 \times 4$ ?" Student A: "12"
- (Reading) Student B: "How do you spell 'cat'?" Student A: "c-a-t"

Music resumes. Repeat until most kids have had a chance.



It's good to aim for the majority to participate, but not necessary that every child gets a chance! It's better to keep the lessons flowing than stalled. Kids get more annoyed about boredom than they do about not getting a turn!

Any complainers can be volunteers for demonstrating the next activity 😊

## Closing

They are now ready to concentrate for a sit-down activity.




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# Balloon Racing

<p>Students will practice listening skills and basic physical concepts as required in a physical education class. Students will also practice coordination and balance.</p>	<p> SUBJECT: Physical Education</p> <p> LENGTH OF TIME: 15 minutes</p> <p> AGE: Any</p>
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## Objectives & Outcomes

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Learners coordinate and move together as a team.

## Materials Needed

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- 1 Balloon Per Pair of Racing Students (minimum 2)
- Wide and long, open area for racing
- Stickers (reward)

## Procedure

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### Opening to Lesson

Have children seated. If there is a large group, split them in half and have them sit against the sides.

Choose 2 similar-sized children as volunteers.

Explain to everyone that you are going to show the next activity, which will be a race.

Take the balloon and place it between the back shoulders of each child so that they are holding it between their backs.

Holding each child gently by the shoulder, guide them to move together like this and encourage with "Go! Go ! Go!" so that they hurry.

Let the games begin!

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## Body of Lesson

Pair the children based on size. Depending on how much space is available, there can be a minimum of 2 teams at a time, or a maximum of the entire group of teams at a time.

Mark a clear Starting Line and Finishing Line.

Have the teams line up and wait with the balloon between their backs at the Starting Line.

On the count of three: 1-2-3! They race to one end, then race back up to the Starting Line. Teacher claps and cheers to encourage the race. Call out 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> positions.

Race until all pairs have had at least one chance.




Switch it up and play with the balloon held between foreheads!

## Closing

Take a few minutes to hand out stickers to everyone. They are now ready to concentrate for a sit-down activity.

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# 3-Legged Race

<p>Students will practice listening skills and basic physical concepts as required in a physical education class. Students will also practice coordination and balance.</p>	<p> SUBJECT: Physical Education</p> <p> LENGTH OF TIME: 15 minutes</p> <p> AGE: Any</p>
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## Objectives & Outcomes

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Learners coordinate and move together as a team.

## Materials Needed

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- 1 old bed sheet, cut width-wise to make enough ties for 5 teams at a time
- Wide and long, open area for racing
  - !NOTE: Children can and will fall down! It's part of the fun, so try to find a safe surface.
- Stickers (reward)

## Procedure

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### Opening to Lesson

Have children seated. If there is a large group, split them in half and have them sit against the sides.

Explain to everyone that you are going to show the next activity, which will be a race.

Choose 2 similar-sized children as volunteers.

- 1) Have the children hold each other, arm-in-arm
- 2) Securely tie a piece of the sheet down low, around their ankles

Students should look like this:

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(img src: <https://www.dreamstime.com/stock-illustration-boy-girl-arm-arm-waving-kids-illustration-vector-image75264417>)

Encourage the pair to move as quickly as possible to the Finish Line and back up to the Start Line like this.

## Body of Lesson

Pair the children based on size. Depending on how much space is available, there can be a minimum of 2 teams at a time, or a maximum of the entire group of teams at a time.

Mark a clear Starting Line and Finishing Line.

Have the teams line up and wait with the sheet tied around their ankles.

On the count of three: 1-2-3! They race to one end, then race back up to the Starting Line. Teacher claps and cheers to encourage the race. Call out 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> positions.

Race until all pairs have had at least one chance.




## Closing

Take a few minutes to hand out stickers to everyone. They are now ready to concentrate for a sit-down activity.

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# Locomotor Duck, Duck, Goose!

<p>Students will practice listening skills and basic physical concepts as required in a physical education class.</p>	 SUBJECT: Physical Education
<p>Students will also practice various locomotor skills.</p>	 LENGTH OF TIME: 10 minutes
	 AGE: Any

## Objectives & Outcomes

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Learners practice various locomotor motions (skipping, hopping, jumping, galloping, running, walking) while playing the game Duck, Duck, Goose.

## Materials Needed


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- Large, open area

## Procedure

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### Opening to Lesson

	<p>Use Super Simple Songs “Make a circle” song activity!</p>	<p>Have children seated in a circle. Walk around the circle gently patting the top of each child’s head saying out loud, “Duck” with each pat.</p>
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Pause to explain that when you say “Goose!” there are the following options (teacher physically demonstrates each):

- Running
- Walking
- Hopping
- Jumping
- Skipping
- Galloping

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Say, "This time, I want to *run!* We are *running!*" Return to patting heads, saying out loud, "Duck...duck..."

When you get to the child you select as being "It," say "Goose!" as you pat and encourage the student to stand up. Start running and motioning for them to run after you.

Hurry and sit down in their place.

The game is ready to start.

## Body of Lesson

The "It" student chooses (with the help of the teacher physically demonstrating various choices if necessary), which locomotor motion they want to use.

She then walks around the circle: "Duck...duck...duck...duck...duck...goose!"

The 'Goose' stands up and chases the "It" student using the selected type of locomotor movement.

The Goose is now 'It' and announces which locomotor motion they choose.

## Closing

They are now ready to concentrate for a sit-down activity.

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This activity is recommended for more structured learning environments.

# Parachute Play: Cat and Mouse Game

**\*\*Note:** To watch a great example of this activity check out Carly's Youtube Channel here: [Parachute Game - Cat and Mouse with 2 cats](https://youtu.be/xQLE-ovFp84) (<https://youtu.be/xQLE-ovFp84>).

She also offers PE Games on her Blog Here: [Carly's PE Games](http://carly3.blogspot.com) (<http://carly3.blogspot.com>)

<p>Students will practice listening skills and basic physical concepts as required in a physical education class.</p>	 SUBJECT: Physical Education
<p><b>Fine and Gross Motor Skills:</b> in hands, forearms, upper arms, shoulders (handwriting preparation).</p>	 LENGTH OF TIME: 15 minutes
<p><b>Developmental Skills:</b> Language, Socio-emotional, Sensory Input, and Coordination.</p>	 AGE: Any

## Objectives & Outcomes


Learners should be able to play tag by crawling around and also be able to wave the parachute.

## Materials Needed

- Large, open area
- Play Parachute

## Procedure

### Opening to Lesson



Use Super Simple Songs "Make a circle" song activity!

Children should remove shoes—NO shoes on the parachute!

Have children seated in a circle with the parachute covering their legs.

Choose one child to be the 'mouse' and have them crawl under the parachute.

The Teacher or Older Student is the first 'cat.'

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Teacher makes a “Meow!” sound and paws like a cat, pointing to self or older student, then folds hands down in front like little paws and makes a high pitched “cheepcheepcheep!” sound while pointing at the student under the parachute.

Students can now understand one is predator, one is prey. Game is ready to begin.

## Body of Lesson

The rest of the children make small waves with the parachute to hide the ‘mouse’.

The ‘cat’ has to try and find the mouse and tag him/her.

Teacher demo’s lesson as the ‘cat’ and afterwards selects a new student to be the cat. Likewise, the mouse chooses a new mouse.

Repeat until everyone has had a turn.

## Closing

They are ready to concentrate for a sit-down activity.

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# Art

# Activities



## The Benefits of Making Art




- ♥ Increases Connectivity and Plasticity in the Brain
  - Stimulates communication between various parts of the brain, proven to increase psychological and emotional resilience and resistance to stress.
- ♥ Relieves Stress by Lowering Cortisol (the stress hormone)
- ♥ Encourages Creative Thinking
- ♥ Boosts Self-Esteem/ Provides a Sense of Accomplishment
- ♥ Increases Empathy, Feelings of Tolerance, and Love
- ♥ Improves Overall Behavior and Reduces Impulsiveness
- ♥ Eases Suffering from Chronic Health Conditions

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# Reach for the Stars



(Hands were collected over a series of 3 weeks at the shelter.)

<p>This lesson is great as a continuous project the shelter can use as new children join. Used as wall art, it creates a feeling of pride, inclusion, and inspiration.</p>	 SUBJECT: Art
<p>Practices Fine Motor Skills, building coordination and strength for handwriting.</p>	 LENGTH OF TIME: 30 minutes
	 AGE: Any

## Objectives & Outcomes

Learners should be able to keep moving and then hold a position when tagged.

## Materials Needed

- PREP: Trace your arm/hands, color, and cut out
- PREP: Background:
  - 4 pieces of Dark Blue poster paper
  - Yellow/Gold paper for stars
  - Bright colored paper with letter cut-outs for the phrase “Reach for the Stars” (in any language!)

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- Strong tape to hang on a wall without causing damage
- Hands:
  - Plain, white cardstock paper
  - Pencils, for tracing hands
  - Markers for coloring
  - Scissors
  - Glue
- Music Player and Music:
  - Mozart, *Eine kleine Nachtmusik*, K. 525
  - Search Youtube “Relaxing Music”

## Procedure

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Before beginning the hands it is advised to already have the background made and on the wall.

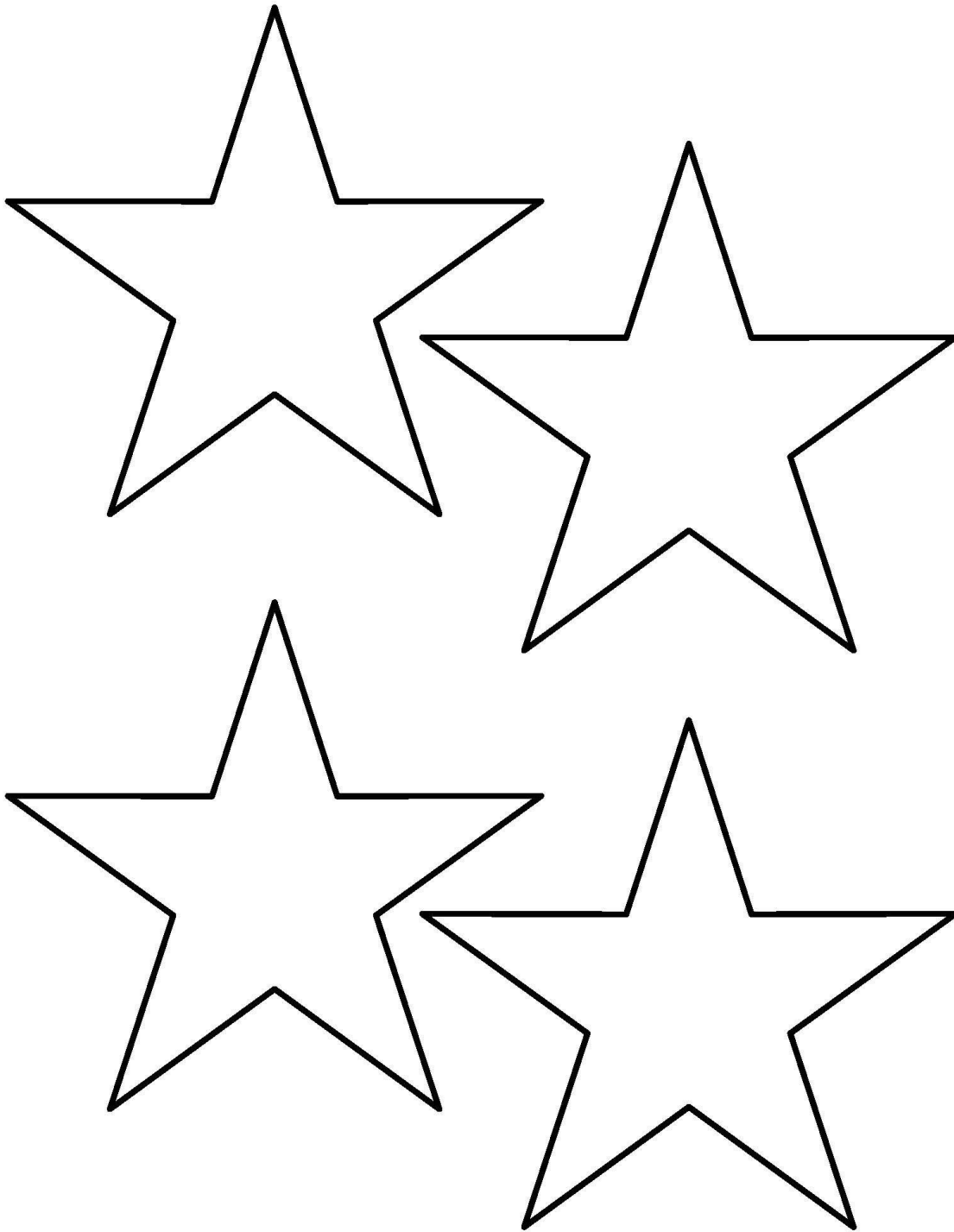
Hang background up a little out of reach of young children.

For the Background:

Trace cut-outs of stars onto yellow or gold paper:

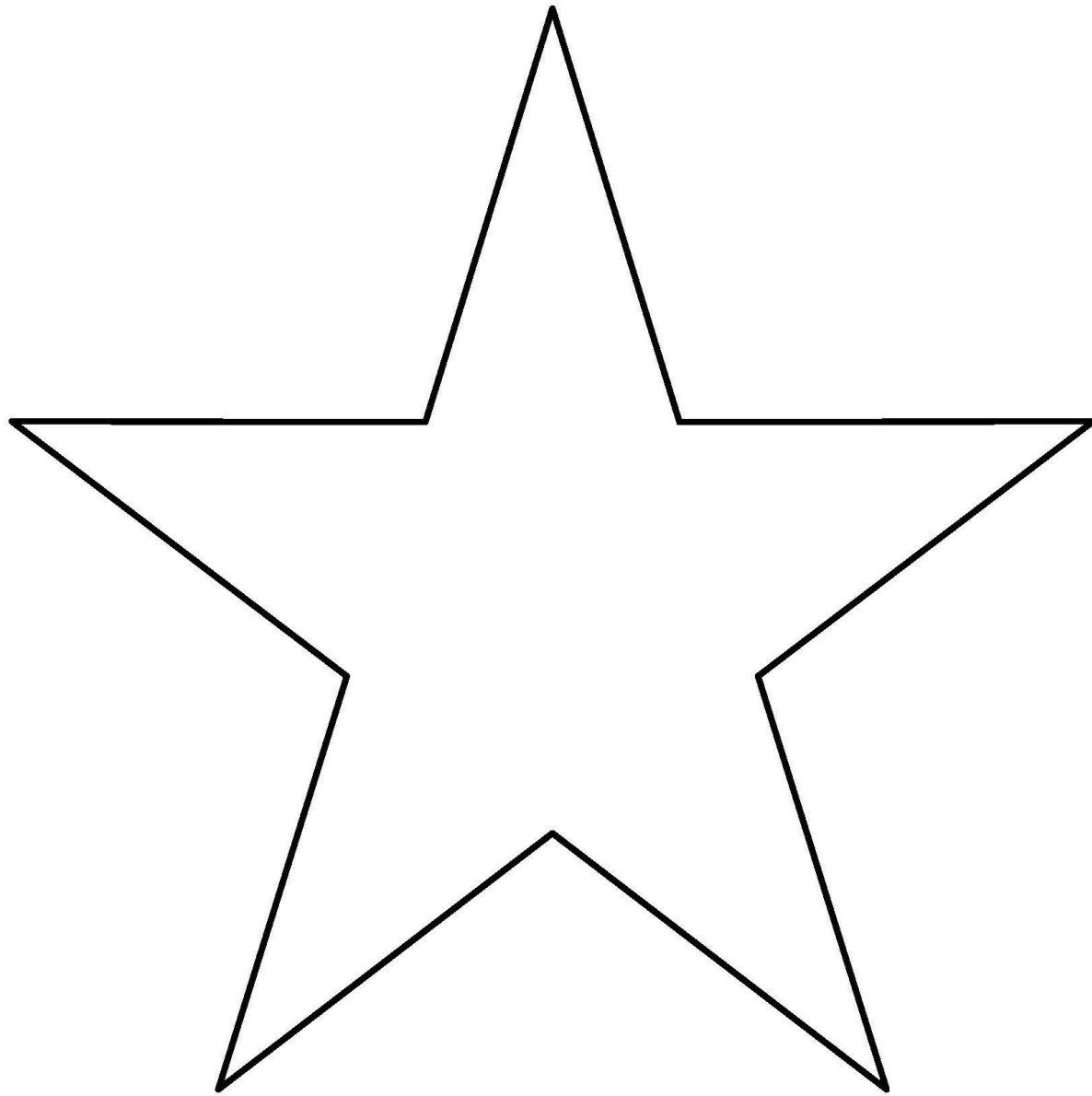
“Liberating education consists in acts of cognition, not transfers of information.”

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Source for free printable pattern cut-outs: <https://patternuniverse.com>

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Securely hang the 4 dark blue poster papers in a quad-shape on the wall.

Decorate the top 2 blue posters with the stars and words. Save the bottom 2 for the hands.

It is recommended to hang the quad in such a way that the bottom 2 pieces can be removed and replaced to accommodate the transient nature of the student population.

## Opening to Lesson

Begin by showing the students your own cut-out and colored/designed hands. Pass them out for students to look at.

To demo the lesson, hold up a white cardstock paper and press your arm/hand against it. Use a pencil in your other hand to pretend to trace your full arm and hand.

Be sure to press 'PLAY' and have the soft music on in the background. This helps with concentration and is conducive to the trauma relief of art-making. You will see a peacefulness fall over the students.

Lesson is ready to begin.

## Body of Lesson

Pass out a white cardstock to every student.

Have volunteers passing out pencils.

Help children too small to trace on their own, and keep an eye to make sure the older students are including their arms.

After a number of students have finished tracing their hands, distribute markers throughout the tables in containers that are accessible for all.

Encourage and praise new designs and thoughtful colorations. Many children and mothers liked to represent their home countries on their hands.

When students are ready, begin passing out scissors to those able to cut their own.

A cloud-shaped icon containing the text "Classroom Management Tip".

Classroom  
Management  
Tip

Have those who finish first help you cut the hands of smaller children.

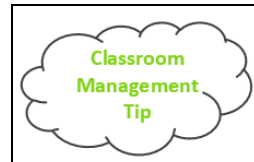
When ready, have the students line up near the background on the wall. Stand beside the poster and have the glue available. Let 3 to 4 students at a time begin gluing. Instruct them to glue only the palms and arms—*leave the fingers unglued*. This will enable a layering effect.

“Liberating education consists in acts of cognition, not transferals of information.”

— Paulo Freire

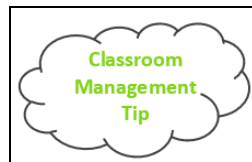
Aid their placement of the hands onto the blue poster paper so that it creates 1 row at a time, starting from the bottom.

The poster is meant to fill with hands gradually over time.

 A cloud-shaped icon containing the text "Classroom Management Tip" in green.	You can also save the hands and glue them yourself after class!
---	---

## Closing

Start to clean-up, having younger children throwing away trash, older children capping all markers, collecting scissors, and sweeping.

 A cloud-shaped icon containing the text "Classroom Management Tip" in green.	Sing/play Barney's "Clean Up" song while cleaning and this can become an auditory cue for future clean-ups of any sort!
--	---




Students are ready for a game or physical activity.

---

"Liberating education consists in acts of cognition, not transferals of information."

— Paulo Freire

# “I See Something Blue”

<p>This interdisciplinary music and art lesson can be done as an Early English or Spanish activity.</p> <p>Students engage in self-directed, mindful creative making.</p> <p>Practices Fine Motor Skills, building coordination and strength for handwriting.</p>	<p> SUBJECT: Art</p> <p> LENGTH OF TIME: 30 Minutes Total (includes a 10 minute Physical Education activity)</p> <p> AGE: Any</p>
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## Objectives & Outcomes

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Learners sing a colors song while looking to find the color on themselves and their classmates' clothes.

After playing a game to reinforce color vocabulary, learners meditate and are mindful as they then choose which color with which they will begin their art.

## Materials Needed

---

- Music Player and Music:
  - Super Simple Songs, “I See Something Blue”/ Super Simple Español, “Veo Algo Azul”
  - Music for relaxation/Meditation
- Super Simple Songs Flashcards “I See Something Blue” (Free Printables: <https://supersimple.com/content-type/free-printables/>) \*\* See End of Lesson.
- Coloring Materials (crayons or markers)
- Blank Paper
- (Optional) Lesson Plan for ‘Hot Potato’ (see Physical Education Activities)

## Procedure

---


### Opening to Lesson

Have students seated in a circle.

Explain that they are about to play with some colors in a song.

“Liberating education consists in acts of cognition, not transferals of information.”

— Paulo Freire

 <p>Classroom Management Tip</p>	Use Super Simple Songs “Make a circle” song activity!
--	---



Make sure flashcards are in correct number order and press 'PLAY' for "I See Something Blue" song.

## Body of Lesson

Follow the prompts of the song, being sure to lay down in front of you, face-up, the color flashcards after each use so that they are all laid out on display for the end of the song.

During the pause of the song to 'find something (blue)', have kids find something in the room, or on one another's clothing, the song's color. "I see (blue) on Angelica! I see (blue) on Jeffrey!"

### ALTERNATIVE ACTIVITY

For groups that are mostly older (8 years+), prep the activity by hiding multiples of the flashcard print-outs all around the room and have the students race around looking for the color cards within the song's countdown limit!  
Make sure there are plenty of print-outs to minimize conflict.

After the song, it is suggested to play "Hot Potato" (see Physical Education Activities) with the flashcards.

### Sample Frames

Student A: What color is it? Student B: It's \_\_\_\_\_.

Student A: What color do you see? Student B: I see \_\_\_\_\_.

Have students sit at tables. Press 'PLAY' for Relaxing Meditation Music. In a low voice, tell students to be quiet and relaxed. Encourage those who put their heads down or close their eyes. Gently emphasize the need for silence.

Still in a low voice, ask students to think of what color they will want to use for their art. They can make anything they want, choose any color they want.

Give the meditation music 2 minutes to play quietly like this, then begin to pass out the paper, still emphasizing quietness.

Go around individually to each and every student. Offer them the box of crayons/markers and ask them to choose the color they want. When the student pulls the color, say quietly out loud the color's name, repeat the color name once more.

"Liberating education consists in acts of cognition, not transfers of information."

— Paulo Freire

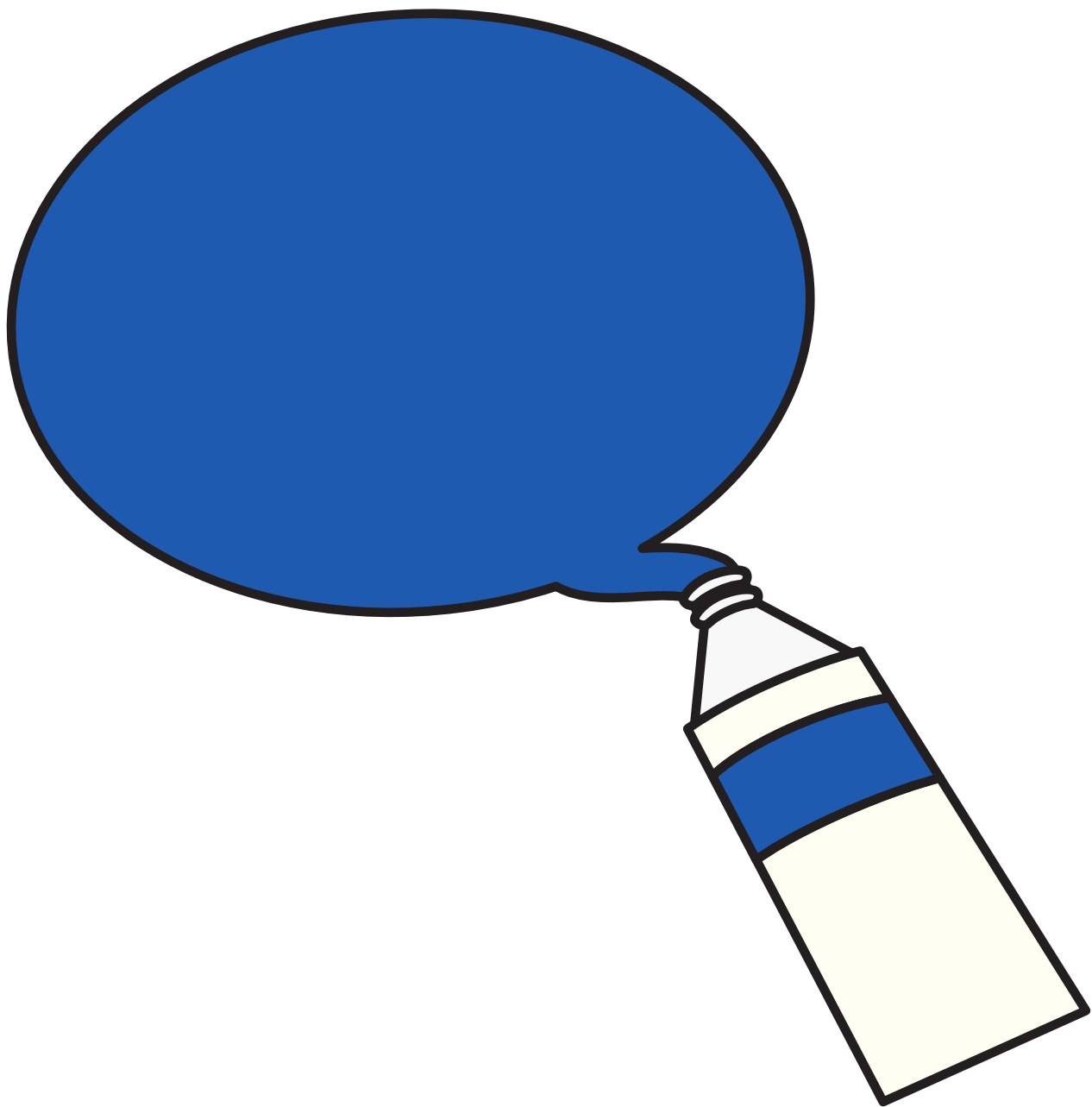
Go around and place multiple stacks of additional blank paper equally around the tables.  
Students are free to draw whatever they want for as long as they want.

## Closing

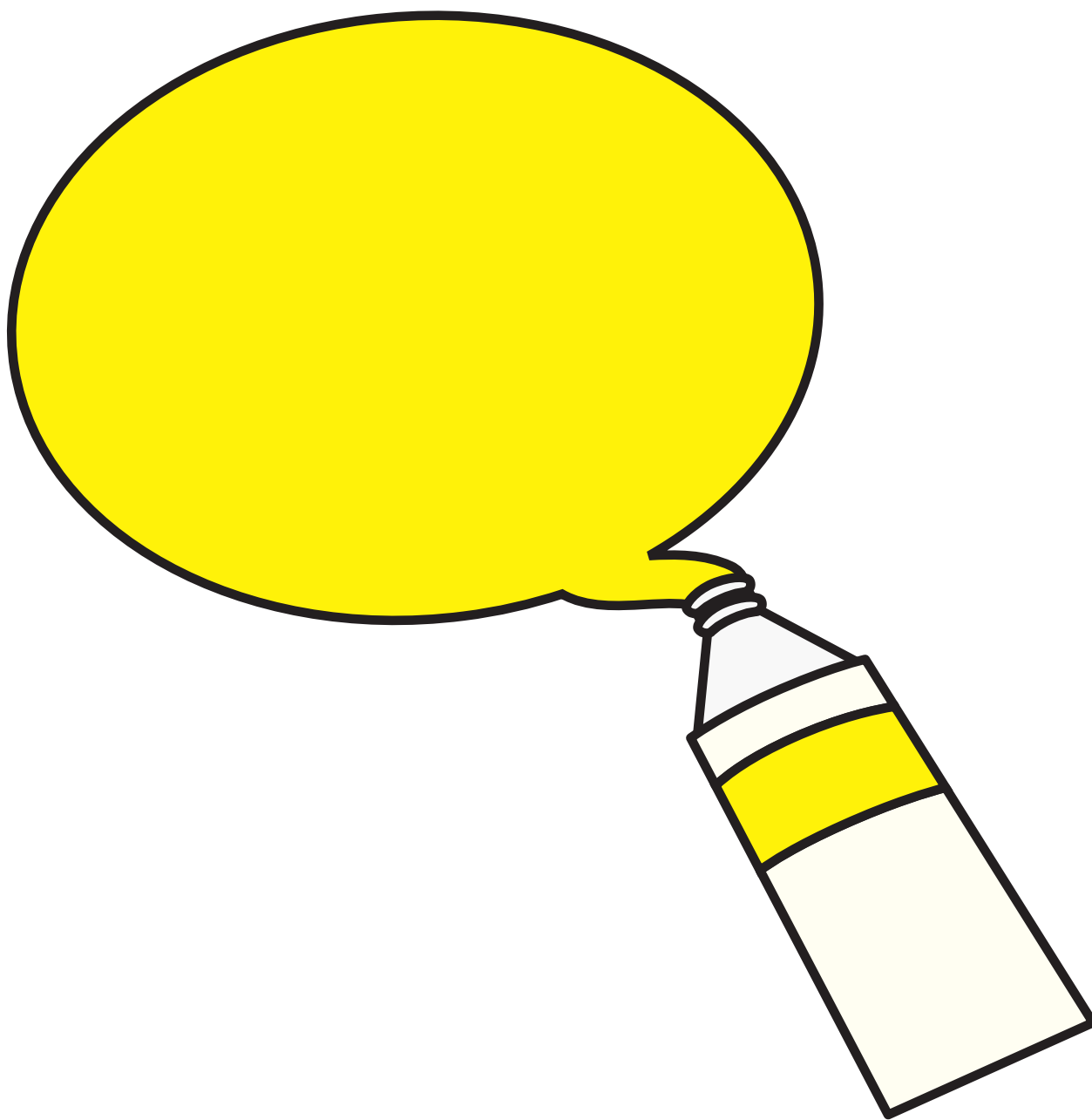
Go around to talk about each student's work. Be mindful to collect all the art that is gifted to you before you leave for home that day. Students will appear relaxed.

They are ready for a game or physical activity.

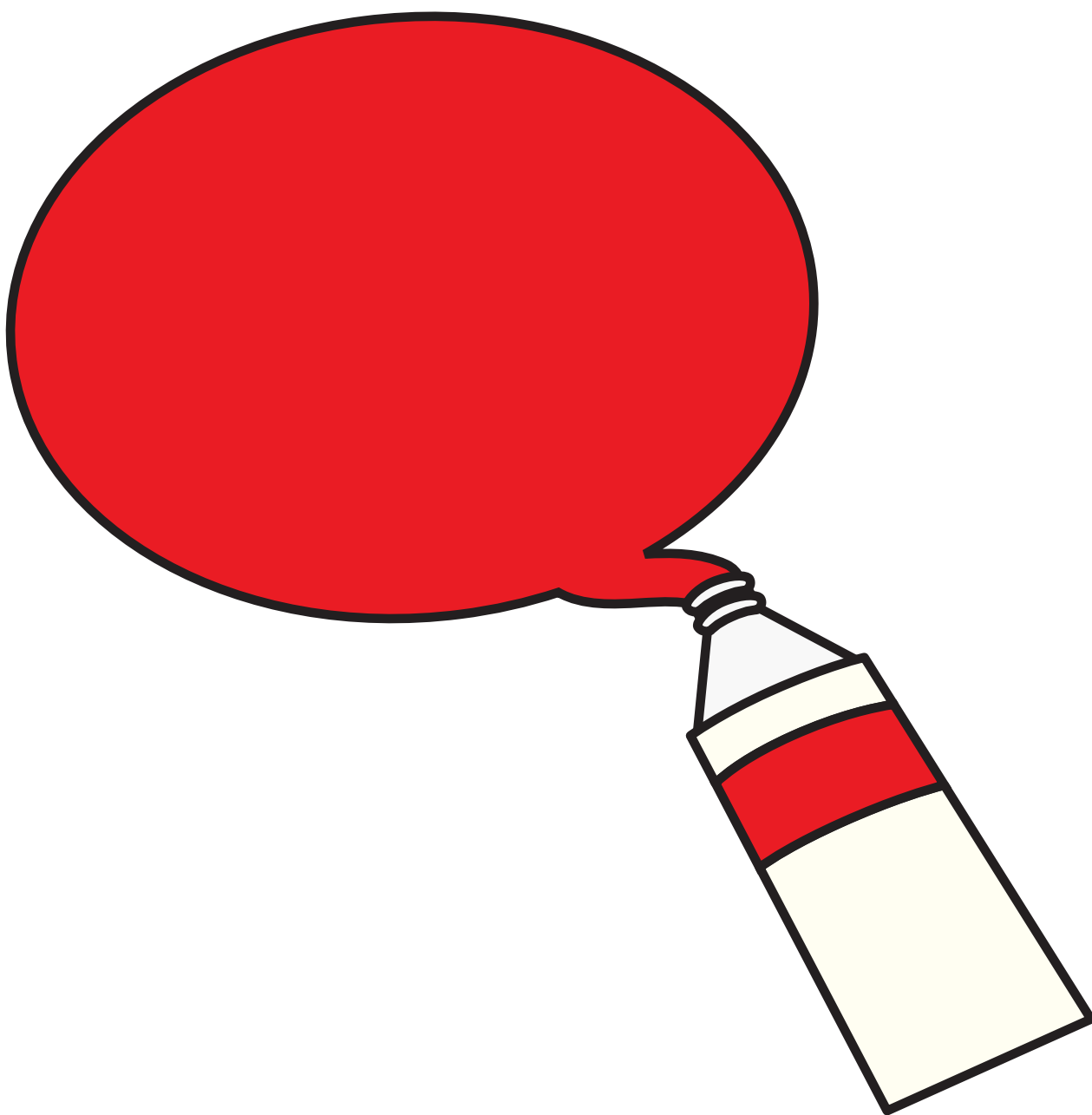
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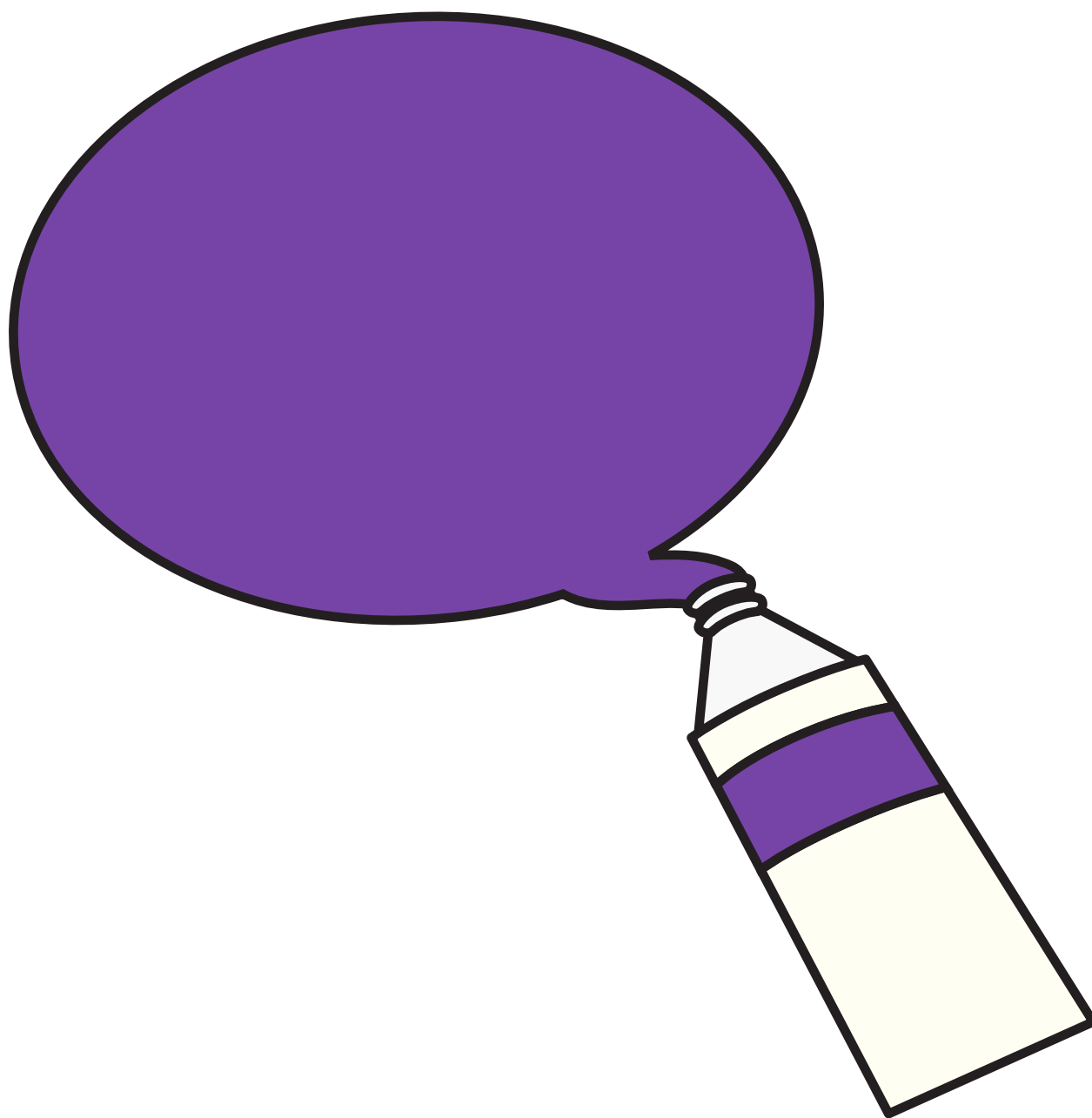
blue



yellow



red



purple



This activity is recommended for more structured learning environments.

# Cardboard Playhouses

This lesson can/should involve both children and their parents.

It is an inexpensive way to create endless hours of fun!

Teacher must be prepared to make a playhouse in order to guarantee a successful outcome.



SUBJECT: Art



LENGTH OF TIME: 2 hours



AGE: Varies Based on Project Phase



(Test playhouse built for my niece.)

## Objectives & Outcomes

Learners engage collaboratively in exploration and imaginative play with the cardboard houses.

The objective for this activity is an inexpensive, foldable playhouse for small children:

- Option A: Students learn to work in teams to build cardboard playhouses for smaller children.
- Option B: An adult builds 1 or 2 playhouses and gives them to the children to play and decorate

When finished, all can continue to decorate and play with the playhouse until it is discarded.

## Materials Needed

“Liberating education consists in acts of cognition, not transfers of information.”

— Paulo Freire

- PREP: Printed photo of completed cardboard playhouse
- Large, open area in which to build
- 1 copy of the cardboard playhouse pattern per playhouse
- 1 large cardboard box (can purchase cheaply) per playhouse
- 1 medium cardboard box (roof) per playhouse
- 2 large rolls of strong tape (suggested: Duck tape) per playhouse
- 1 strong pair of scissors
- Paints, stickers, crayons—materials with which to decorate the house

## Procedure

---

### Opening to Lesson

Explain to the older students that they will be building playhouses for the smaller children. Pass around a printed photo of one so that everyone can see the final product.

Arrange students into teams and distribute the materials necessary for making each cardboard playhouse. Be ready to be very hands-on, but give students space to explore its construction.

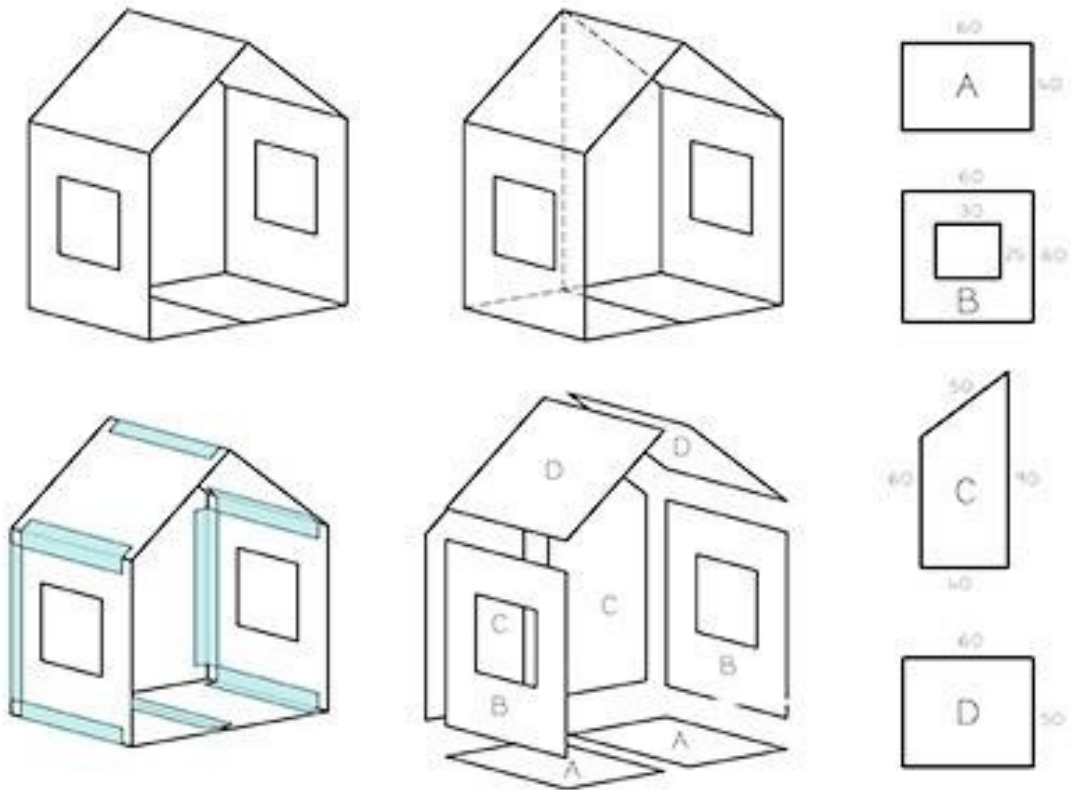
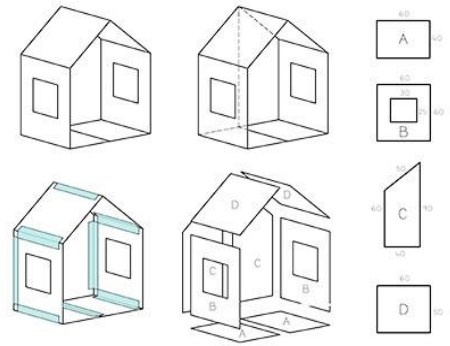
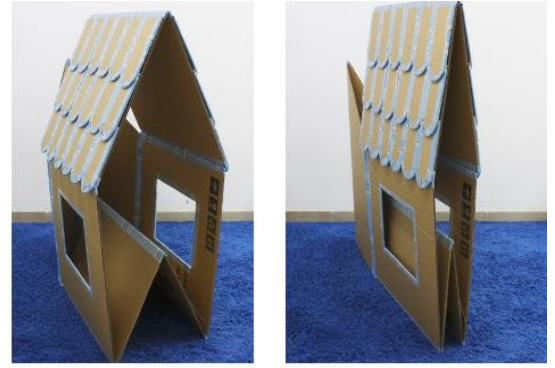
### Body of Lesson

I found this pattern for the cardboard playhouse offered by *Papelisimo.es* to be very straight-forward and it made a good, durable playhouse:

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— Paulo Freire

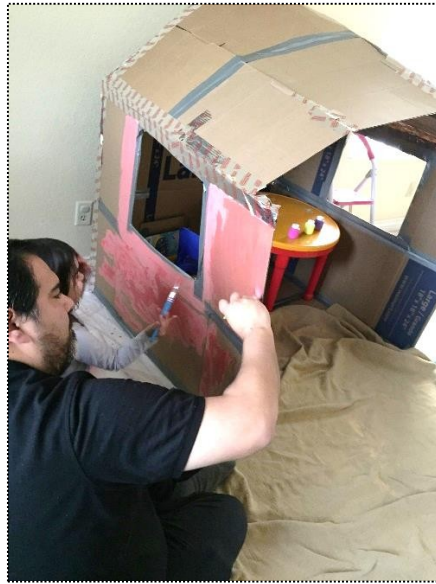




“Liberating education consists in acts of cognition, not transferals of information.”  
 — Paulo Freire

(Enlarged diagram: <http://papelisimo.es/wp-content/uploads/2016/11/Casa-de-cartón-plegable-DIY-Folding-cardboard-house.png>)

All edges must be taped (including windows') and all tape reinforced. It is worth it to invest a little time and make it long-lasting!



## Closing

When finished, the artistic possibilities and hours of imaginative play are endless: painted flowers, trim, crayon scribble; acting out the 3 Little Pigs or Goldilocks, etc.

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“Liberating education consists in acts of cognition, not transfers of information.”  
— Paulo Freire



This activity is recommended for more structured learning environments.

# Painted Popsicle Sticks

This lesson is great as a continuous project the shelter can use as new children join.

Used as wall art, it creates a feeling of pride, inclusion, and inspiration.

Practices Fine Motor Skills, building coordination and strength for handwriting.



SUBJECT: Art



LENGTH OF TIME: 25 minutes



AGE: Any

## Objectives & Outcomes

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Learners will explore the use of paints and tools to create works of art and design.



(Image source: <https://www.weareteachers.com/school-auction-art-projects/>)

## Materials Needed

---

- PREP: 3 to 4 already painted and designed popsicle sticks
- Table Covers
- Washable Paints
  - At least 4 different paint colors (recommended to not use white or black, expensive)
- Every table has:
  - Paper Plates with 1 color per plate and 4 paint brushes per color
  - PREP: dip each paint brush into its plate's color beforehand
- Various Size Paint Brushes

“Liberating education consists in acts of cognition, not transfers of information.”

— Paulo Freire

- 4 to 6 Large Wooden Popsicle Sticks per Student
- Glue
- Foamboard
- Music Player and Music:
  - Mozart, *Eine kleine Nachtmusik*, K. 525
  - Search Youtube “Relaxing Music”

## Procedure

---

### Opening to Lesson

Explain that the students will be making art. Each paint brush can only paint 1 color. If the students want to use a different color they must use a paintbrush assigned to that paint. For example, a student cannot paint something green, and then use the same brush to paint something pink; they must use the pink paint brush. Physically demonstrate this concept with the paints and brushes while explaining.

Pass around the prepared painted popsicle sticks for demonstration.

Press ‘PLAY’ and have the soft music on in the background. This helps with concentration and is conducive to the trauma relief of art-making. You will see a peacefulness fall over the students.

### Body of Lesson

Give each student 4 to 6 large wooden popsicle sticks to color in completely with paint. Encourage designs and varying colorations.

Have students place their completed sticks at an area designated for drying.

When they are dry, collect the sticks. Lay them out on a foam board in a ‘checkerboard’ manner and glue.

Can frame the foam board or attach to a wall using strong tape on the back of the foam board.

### Closing

Explain that you will be collecting the sticks and creating an art piece that will hang on the wall. Thank your students for contributing their creativity and art to helping make the classroom look more beautiful.

Students are ready for a game or physical activity.

“Liberating education consists in acts of cognition, not transfers of information.”

— Paulo Freire



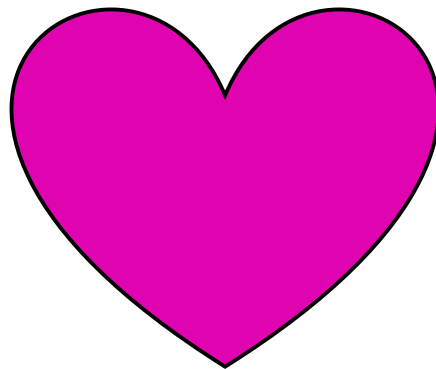
# ✿ Play Activities ✿

These play activities have cognitive benefits known for *decreasing the effects* of poor memory, concentration, and decision-making seen in sufferers of Trauma, PTSD, Depression, and Anxiety.

Laughter triggers the release of *endorphins*, the body's "feel-good" chemicals. It reduces depression and anxiety.





This creates an over-all sense of well-being and can even have some pain-relieving effects.

Laughter also relieves stress, and can even boost the immune system!



"Liberating education consists in acts of cognition, not transferals of information."  
— Paulo Freire

# Giant Floor Puzzles

 <p>The problem-solving associated with puzzle-making creates new connections in the prefrontal cortex, offering alternate routes for neurons when other pathways have been damaged by trauma. The result is an increase in concentration, memory, and focus.</p> <p>Students also develop fine-motor skills, and visual and spatial perception.</p>	 <p>SUBJECT: Games</p>  <p>LENGTH OF TIME: 30 minutes</p>  <p>AGE: Any</p>
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## Objectives & Outcomes

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Learners form groups to put together giant floor puzzles.

## Materials Needed

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- Large, open area in which the children can make the floor puzzles
- Giant 48+ Piece Puzzles
  - These are worth the investment! They will last much longer because during clean-up it is harder to misplace their big pieces.
  - We also observed these to engage children of all ages more than smaller piece puzzles did.
- Music Player and Music:
  - Mozart, *Eine kleine Nachtmusik*, K. 525
  - The Youtube channel *Classical Tunes* has put together a really nice Bach composition here: [The Best Relaxing Classical Music Ever By Bach - Relaxation Meditation Focus Reading](https://youtu.be/MkYSmIPBEGE) (<https://youtu.be/MkYSmIPBEGE>)
  - Our Puzzle Playlist Included:
    - Artist: Passenger, Album: *All the Little Lights*, Song: “Let Her Go”
    - Artist: Israel Kamakawiwo’ole, Album: *IZ, The Best of Israel Kamakawiwo’ole*, Song: “Over the Rainbow”

“Liberating education consists in acts of cognition, not transfers of information.”

— Paulo Freire

- Artist: Yann Tiersen, Album: *Amelie from Montmartre*, Song: “La Valse d’Amelie (orchestra version)”

## Procedure

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### Opening to Lesson

Choose volunteer students to come forward as Puzzle Captains, 1 per puzzle. They each wait as all captains choose which puzzle they want. When they all have a puzzle, have them spread out in different “stations” to sit and make them.

Other students choose which puzzle station they want to go sit at.

### Body of Lesson


Students sit and put together the puzzles. With peaceful music on in the background, this offers a moment for there to be calmness and cooperation.

Allow students to do the puzzles as long as they want to, groups switching to new stations as they complete.

Our students usually wanted to do this activity for a good half-hour.

### Closing

Have students clean-up all the puzzle pieces.





	Sing/play Barney’s “Clean Up” song while cleaning and this can become an auditory cue for future clean-ups of any sort!
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“Liberating education consists in acts of cognition, not transfers of information.”

— Paulo Freire

# Giant Bubbles

 <p>The deep breathing required to make bubbles (not to mention the joy of playing with them!) is calming and therapeutic.</p> <p>The benefits of bubble-making:</p> <ul style="list-style-type: none"><li>• hand-eye and foot-eye coordination</li><li>• visual tracking skills</li><li>• spacial awareness and a sense of direction</li><li>• gross motor movement, balance and muscle tone development</li><li>• oral motor skills</li><li>• the overall calming effect they have on children</li></ul>	 <p>SUBJECT: Games</p>  <p>LENGTH OF TIME: 45-60 minutes</p>  <p>AGE: Any</p>
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## Objectives & Outcomes

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Learners make and play with giant and normal sized bubbles.

## Materials Needed

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- Large, open outdoor area
- Newspaper or cardboard for absorbing the slippery soap
- Bubble Ingredients
  - Joy or Dawn original dish soap (1 cup/240 ml)- **Must be high quality!**
  - Baking Powder (2 tbsp (30 ml)
  - Water (16 cups/3.840 l)
- PREP: Bubble Wands
  - 2 straws, 1 piece 100% cotton string, 1 small washer (suggested) per Giant Bubble Wand (See Instructions and Image Below)
  - At least a few store-bought bottles of bubbles with wands—SAVE THE WANDS
  - (optional) Bubble Gun (sold at Dollar Tree)
- (Optional) Music Player and Music:
  - Upbeat music with a strong beat

“Liberating education consists in acts of cognition, not transferals of information.”

— Paulo Freire



# Procedure

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## Opening to Lesson

Explain to the children that they are going to play with bubbles. Yay! 😊

### IMPORTANT NOTES:

1. The bubble mixture gets better after use, so give it a little time!
2. Try to do on a day that is overcast and humid.
3. Try to do on a day with little wind.
4. Try to keep the bubbles in the shade so that they don't dehydrate in the sun.

### PREP: Giant Bubble Wands

Using the bubble wands suggested by [Happy Hooligans](#):

“I used two drinking straws, and a length of yarn that was 6 to 8 times longer than the length of one straw. Thread the yarn through the straws, tie a knot, and you're good to go!”

For my Bubble Wand I added a washer recommended by [Scholastic](#):



PREP: Lay down plenty of cardboard or newspaper to absorb the slippery soap!

## Body of Lesson

Press 'PLAY' to put on some fun music and let the bubbles begin!

Encourage little ones to chase after bubbles and pop them, and older ones to take turns using wands to blow smaller bubbles for the little ones.

“Liberating education consists in acts of cognition, not transferals of information.”

— Paulo Freire

Here are some photos from when I tested with my nieces and their friends:







## Closing

Have students rinse their hands with water to get the soap off. Now they've all washed their hands really well! 😊

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“Liberating education consists in acts of cognition, not transfers of information.”  
— Paulo Freire

# Bingo!

 <p>Bingo is great for concentration, memory, and focus.</p> <p>Playing Bingo is fast-paced and builds Executive Function in the Frontal Lobe, offering alternate neural pathways when other pathways have been affected by trauma.</p> <p><b>Fine Motor Skills:</b> Hand-Eye Coordination</p> <p><b>Developmental Skills:</b> Develops memory, listening, and matching skills, as well as vital early literacy skills.</p>	 <p>SUBJECT: Games</p>  <p>LENGTH OF TIME: 15-20 minutes</p>  <p>AGE: Any</p>
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## Objectives & Outcomes

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Learners practice listening and sitting in place during a duration of game play.

## Materials Needed

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- Game of Bingo/Loteria:
  - Numbers only (i.e., “normal” Bingo), and must accommodate up to 36 players
- Bingo chips:
  - Can have students tear a piece of paper into smaller pieces to cover their boards if the originals have been misplaced!
- Stickers (enough for everyone)

## Procedure

---

### Opening to Lesson

Have volunteers pass out the Bingo Cards and distribute the Bingo chips/ paper.

“Liberating education consists in acts of cognition, not transferals of information.”

— Paulo Freire

Teacher starts out as the first Bingo caller. Make sure all students can see the number called and that the preschoolers are sitting near to you.

Set the tone and pace of how Bingo should be called. Not too slow, not too quick.

## Body of Lesson

Begin Bingo play.

Winner gets to be the next caller (In the event of multiple winners, think of a number 1-10 and have them guess).

## Closing



Keeping the paper pieces will help get Bingo started faster next time!

Have students clean-up the Bingo.





All students receive praise and a sticker for participation in order to positively reinforce training their brains!

---

“Liberating education consists in acts of cognition, not transferals of information.”

— Paulo Freire

# Team Cereal Box Scramble

 <p>The problem-solving associated with puzzle-making creates new connections in the prefrontal cortex.</p> <p>In addition, the fast-paced racing builds Executive Function in the brain.</p> <p>This offers alternate routes for neurons when other pathways have been damaged by trauma. The result is an increase in concentration, memory, and focus.</p> <p>Students also develop fine-motor skills, and visual and spatial perception.</p>	 <p>SUBJECT: Games</p>  <p>LENGTH OF TIME: 10-15 minutes</p>  <p>AGE: Any</p>
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## Objectives & Outcomes

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Learners team up to assemble a puzzle made from the front of a cereal box.

## Materials Needed

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- Timer
- Tables
- Cereal Boxes for cutting (1 per team), aim for 5 teams at once.
- 1 cereal box that is still whole
- PREP:
  - Cut each cereal box cover into 16 equal parts
- Stickers (enough for all)

## Procedure

---

### Opening to Lesson

Hold up the whole cereal box and a stack of cut-up cards. Gesture that the cards come from the cereal box and that there will be a race to put together the pieces like a puzzle.

“Liberating education consists in acts of cognition, not transferals of information.”

— Paulo Freire

Set up stations where each cereal box cover will be assembled.

Randomly stack each box's cut up squares into a single pile, with picture sides facing down.

Have pairs of student waiting at their station for your cue...

## Body of Lesson

Start the timer.

Each team has 60 seconds to turn over the pieces and reassemble the cereal box cover.

If a piece of a puzzle falls to the floor, they must pick it up before continuing with the puzzle.

The final puzzle must be on the table.

Repeat until all students have had a turn.

## Closing

Pass out stickers and give praise for their hard work! Concentrating under pressure is tough!

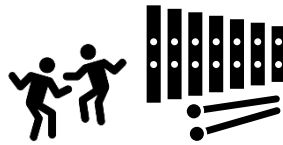
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“Liberating education consists in acts of cognition, not transferals of information.”

— Paulo Freire

# Music and Dance

## Activities



### The Benefits of Singing/Listening to Music

- ♥ Boosts the immune system
- ♥ Relieves stress
- ♥ Benefits the heart
- ♥ Increases energy
- ♥ Improves memory




### The Benefits of Dance

- ♥ Relieves stress
- ♥ Benefits the heart
- ♥ Increases energy
- ♥ Improves memory

“Liberating education consists in acts of cognition, not transfers of information.”

— Paulo Freire

# Names to a Beat

<p>Ice-Breaker/Warm-Up Activity.</p> <p>With guidance, students explore and experience the music concepts of “beat” and “rhythm” while introducing their names.</p>	<p> SUBJECT: Music</p> <p> LENGTH OF TIME: 5 Minutes</p> <p> AGE: Any</p>
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## Objectives & Outcomes

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Learners should be able to maintain a steady beat while introducing their names with a rhythm that fits the beat.

## Materials Needed


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- None

## Procedure

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### Opening to Lesson

 <p>Classroom Management Tip</p>	<p>Use Super Simple Songs “Make a circle” song activity!</p>	<p>Sit with children in a circle.</p> <p>Begin by introducing yourself: My name’s <u>    (Cecelia)    </u>. Point to yourself and emphasize, “ <u>    (Cecelia)    </u>.”</p>
---	--	---

Start patting the tops of your legs and setting a simple beat. Gesture to the students that they are to follow you doing the same.

Once the beat is established, say your name anyway you’d like, while maintaining the beat on your legs (play around a little with the syllables you accent to encourage the same in your students).



## Body of Lesson

Ask the child to your left what their name is (“    (Cesar)    ”). Turn to the circle and start again, still patting the beat:

“Cecelia!”...Turn towards the left and nod, “Cesar!”, look at the 3<sup>rd</sup> student and wait while patting the beat for them to say their name before moving on.

If there remains confusion, start over from beginning and have “Cesar” shout out their own name.

Go around the entire circle introducing names.

Next, go around the circle again, this time playing around with the pitch of your voices as you say your names:

- High pitch
- Low pitch
- Starts High ends Low
- Starts Low ends High

## Closing




Students are all warmed-up!

---

“Liberating education consists in acts of cognition, not transferals of information.”

— Paulo Freire

# Do You Like Broccoli Ice Cream? By Super Simple Songs

<p>This lesson uses a Call and Response method for students to sing about what they like and don't like.</p> <p>Great as an Early Language Learning tool. Fun and engaging in general.</p> <p>Comes with a karaoke version for languages other than English or Spanish.</p>	<p> SUBJECT: Music</p> <p> LENGTH OF TIME: 5 Minutes</p> <p> AGE: Any</p>
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## Objectives & Outcomes

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Learners will demonstrate appropriate singing skills while performing a song that expresses likes and dislikes.

## Materials Needed


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- Music Player and Music:
  - Super Simple Songs, "Do You Like Broccoli Ice Cream"/ Super Simple Español, "¿Te Gusta El Helado De Brócoli?"
- Super Simple Songs Flashcards "Do You Like Broccoli Ice Cream" (Free Printables: <https://supersimple.com/content-type/free-printables/>) \*\* See End of Lesson.

## Procedure

---

### Opening to Lesson

	<p>Use Super Simple Songs "Make a circle" song activity!</p>	<p>Sit with children in a circle.</p> <p>Have the flashcards in numbered order.</p> <p>Explain that they are going to learn a new song together.</p>
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"Liberating education consists in acts of cognition, not transferals of information."  
— Paulo Freire

Hand a student to your right the green “Thumbs Up!” cut-out from the flashcards. Give “Thumbs Down!” to the student on your left.

## Body of Lesson

Press ‘PLAY’ for music and hold up flashcards on cue with an accompanying thumbs up/thumbs down. Can sing along or can emphasize normal conversation registers for the language.

Emphasize the “Yes, I do!” with ‘mmm’ and nodding your head smiling. Emphasize the “No, I don’t, Yuck!” with making a disgusted face and shaking your head with a thumbs down.

## Closing

With students already seated in a circle, this is a great lead into a game of ‘**Hot Potato**’ using the flashcards and the sentence frame, ‘Student A: “Do you like broccoli?” Student B: “Yes I do!”’

---

“Liberating education consists in acts of cognition, not transferals of information.”

— Paulo Freire



broccoli



ice cream



broccoli ice cream



donuts

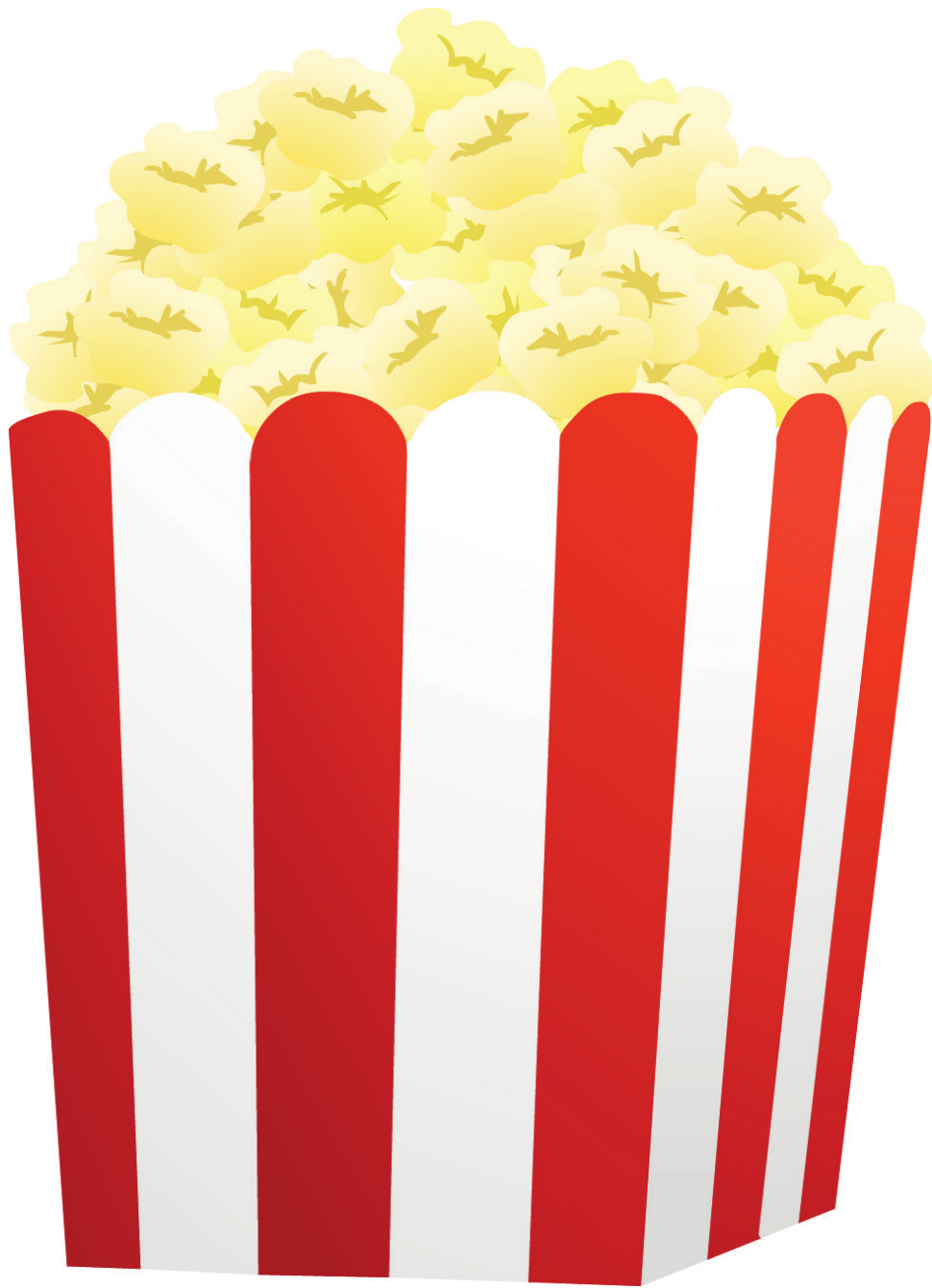


juice





donut juice



popcorn



pizza



popcorn piz



bananas



SOUP







banana soup





# A La Limón

<p>“A La Limón” is a traditional arch-game (similar to “London Bridge is Falling Down” or “La Víbora de la Mar”) played by young children in Puerto Rico.</p> <p>A game played around the world, the end of this lesson presents an opportunity for inclusivity and pride in each child’s homeland.</p> <p>There is no set number of people who can play the game, but you need at least 7 players.</p> <p>Facilitates Gross Motor Skill Development.</p>	<p> SUBJECT: Music and Movement</p> <p> LENGTH OF TIME: 10 Minutes</p> <p> AGE: Any</p> <p> NUMBER OF STUDENTS: 7+</p>
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## Objectives & Outcomes

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Learners will demonstrate appropriate singing skills while strategizing timing and movement.

## Materials Needed

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- None (\*\*Music is optional)
- PREP: “A La Limón Song”
  - Can hear the song provided to [Youtube](#) by [The Orchard Enterprises](#) here: [A la Limón Sing'N'Play](https://www.youtube.com/watch?v=RF7g3DJYg7I) (<https://www.youtube.com/watch?v=RF7g3DJYg7I>)
  - Can hear actual children singing provided to [Youtube](#) by [Smithsonian Folkways Recordings](#) Here: [A-la-Limon](https://youtu.be/wLQVdos1Mfl) (<https://youtu.be/wLQVdos1Mfl>)
  - Sheet Music is provided at the end of the lesson.

## Procedure

---

“Liberating education consists in acts of cognition, not transfers of information.”

— Paulo Freire

## Opening to Lesson

Explain to the students that they are going to learn a new song and game from Puerto Rico.


**\*\*NOTE:** Can adapt lesson as “London Bridge is Falling Down” if there are only native English speakers or use as a Spanish language lesson!

Line up the students and choose 2 children to be the “trap.”

## Body of Lesson

Have two players stand facing each other, holding each other’s hands and lifting them up into the air in order to allow the other children to pass through under them (like an arch). These two players are the “trap.”

All the other children line up.

 <p>Classroom Management Tip</p>	<p>It’s okay if the children don’t yet know the song. It is highly repetitive and they will learn quick! You can choose to play this song in the background or just have the group sing if music is not an option.</p>
--	--

The children who form the trap raise their arms and together with you start singing the following:

1. A la limón, a la limón, que se rompió la fuente,  
A la limón, a la limón, mandala a componer,  
Hurri, hurri, hurrá, la reina va a pasar,  
Hurri, hurri, hurrá, la reina va a pasar.
2. A la limón, a la limón, no tenemos dinero,  
A la limón, a la limón, nosotros sí tenemos,  
Hurri, hurri, hurrá, la reina va a pasar,  
Hurri, hurri, hurrá, la reina va a pasar.
3. A la limón, a la limón, de qué se hace dinero,  
A la limón, a la limón, de cascarón de huevo,  
Hurri, hurri, hurrá, la reina va a pasar,  
Hurri, hurri, hurrá, la reina va a pasar.

While singing, direct the other children to start passing below the arch of the “trap.” Each child who makes it through the trap returns to the end of the line to come through again.

“Liberating education consists in acts of cognition, not transferals of information.”

— Paulo Freire

When the song ends (after Verse 3), the two students who are the “trap” bring down their arms and catch one of the players.

The player whom they catch has to say something to be freed! Example ideas are:

- Practicing a phrase in English
- A Math Fact
- Spelling
- Etc!




The 2 students that were the “trap” choose 2 new students to become the “trap.” Play continues until most students have had a turn.

## Closing

When the game is nearly over, pause before the last round and ask students if they play a similar game in their home countries. Have them take turns teaching you and the rest of the students their version from home!

---

# The Chicken Dance

<p>“The Chicken Dance” is a worldwide party dance and an instant hit!</p> <p><b>Fine and Gross Motor Skills:</b> in hands, forearms, upper arms, shoulders (handwriting preparation).</p> <p><b>Developmental Skills:</b> Language, Socio-emotional, Sensory Input, Coordination, and Sense of Rhythm.</p>	<p> SUBJECT: Movement and Dance</p> <p> LENGTH OF TIME: 5 Minutes</p> <p> AGE: Any</p>
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## Objectives & Outcomes

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Learners will move to the sequence of the Chicken Dance.

## Materials Needed

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- **Dance Sequence** of “The Chicken Dance”: Park View Primary School’s Youtube channel has a great example of the dance here: [Chicken Dance Music \(https://youtu.be/4xmV5uHWNag\)](https://youtu.be/4xmV5uHWNag)
- Music Player and Music
  - **BEST SONG VERSION:** “The Bird Dance” by The Emeralds ([The Bird Dance](#))
- Space to dance

## Procedure

---

### Opening to Lesson

Explain to the students that they are going to learn a new dance and song called “The Chicken Dance.”

Have children spread out. No need to front-load with verbal instructions, just press ‘Play’ and lead the dance!

### Body of Lesson

Stand in front of the students and lead the sequences as follows:

“Liberating education consists in acts of cognition, not transfers of information.”

— Paulo Freire

1st Sequence --- 4x Bird Squawking/Duck Quacking (pinched fingers to thumb to mimic a chicken squawking). Add Chicken noises for added giggles and to provide a cue that they're supposed to be chickens!

2nd Sequence --- 4x Wing Flaps (arms go up & down, elbows bent)

3rd Sequence --- 4x Wiggles (hips and knees bend low, shake booty)

4th Sequence --- 4x Hand Claps

Instrumental Break:

Students skip around in a circle when the music changes to the slower beat.

Can grab each other arm-in arm and circle around in a partner dance.

When music returns to 1<sup>st</sup> Sequence, repeat the steps above.

The end speeds up! Shout and go as fast as you can!

## Closing




Ask students to share a dance from their home countries! Students are ready to focus in a sit-down activity.

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“Liberating education consists in acts of cognition, not transfers of information.”

— Paulo Freire

# The Tarantella Dance

<p>“The Tarantella” is an Italian circle dance found in variations all throughout the world.</p> <p><b>Fine and Gross Motor Skills:</b> in hands, forearms, upper arms, shoulders (handwriting preparation).</p> <p><b>Developmental Skills:</b> Language, Socio-emotional, Sensory Input, Coordination, and Sense of Rhythm.</p>	<p> SUBJECT: Movement and Dance</p> <p> LENGTH OF TIME: 5 Minutes</p> <p> AGE: Any</p>
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## Objectives & Outcomes

---

Learners will move to the sequences of the Tarantella Dance.

## Materials Needed

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- **Dance Sequence** of “The Tarantella”. Very easy! You can check my choreography of 3 and 4 year olds here: [Early Steps Preschool Tarantella Dance](#)
- Music Player and Music
  - **Song:** “Balla Di Napoli” [“Tarantella Napoletana”](#) in giordano102’s Youtube Channel
- Space to dance

## Procedure

---

### Opening to Lesson

Explain to the students that they are going to learn a new Italian dance and song called “The Tarantella.” It is an old folk dance used in Italy for weddings, and can be found all over the world in different forms.

Have children form a circle holding hands.

Stand in the circle with children and begin by practicing the various moves (repeat sequences are omitted):

1<sup>st</sup> Sequence: Alternate kicking your left and right foot out in a half-circle motion.

“Liberating education consists in acts of cognition, not transfers of information.”

— Paulo Freire

2<sup>nd</sup> Sequence: Continuing to hold hands, the entire circle rushes in to the middle and back out again to the music rhythm.

Teacher can encourage with whoops and shouts and screams so everyone knows now is the time to let out all the screams you have inside!

4<sup>th</sup> Sequence: At the slower music beat, continue to hold hands while walking around together in a circle. Change directions when there's a slight break.

6<sup>th</sup> Sequence: Grab a partner and dance arm-in-arm, switching partners at slight breaks in the beat. Continue until song finishes.

## Body of Lesson

Press 'Play' and begin the Tarantella!

### Tarantella Full Dance Sequence

1<sup>st</sup> Sequence: Alternate kicking your left and right foot out in a half-circle motion.

2<sup>nd</sup> Sequence: Continuing to hold hands, the entire circle rushes in to the middle and back out again to the music rhythm.

Teacher can encourage with whoops and shouts and screams so everyone knows now is the time to let out all the screams you have inside!

3<sup>rd</sup> Sequence: Repeat the 1<sup>st</sup> Sequence then 2<sup>nd</sup> sequence

4<sup>th</sup> Sequence: At the slower music beat, continue to hold hands while walking around together in a circle. Change directions when there's a slight break.

5<sup>th</sup> Sequence: Repeat the 1<sup>st</sup> and 2<sup>nd</sup> Sequence

6<sup>th</sup> Sequence: Grab a partner and dance arm-in-arm, switching partners at slight breaks in the beat. Continue until song finishes.

## Closing

Ask students to share a wedding dance from their home countries! Students are ready to focus in a sit-down activity.

---

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— Paulo Freire

# Early (English\*)

## Activities



Despite their preschool nature, these activities were well-received by *children of all ages*.

My explanation to the older students was a simple one:

**“ I know some of our activities seem like they’re for babies, but how old were you when you learned to speak your language? You were a baby! And that’s because language for babies makes language learning easy. Even if you just sit and listen you will learn a lot of English with these activities! ”**

The result was a highly engaged group of learners listening to stories, doing finger-plays, and immediately using the English they learned:



Reading a story book in Spanish

VS



Reading a story book in English

My observation: teaching English in this setting gives *hope*. It’s a proud investment in their new futures.




\* These activities can be used as a template for **any language** as the songs also have “Sing Along” versions.

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— Paulo Freire



# Five Little Monkeys

<p>This activity features a story, a song, and accompanying fingerplay, followed by a coloring activity.</p> <p>The story is highly relatable and incorporates number counting. Its highly repetitive language provides a structure students can immediately begin to process.</p>	<p> SUBJECT: Early English</p> <p> LENGTH OF TIME: 25 Minutes</p> <p> AGE: Any</p>
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## Objectives & Outcomes

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Learners sit for a story and then sing the song that accompanies it.

## Materials Needed

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- PREP: Learn the fingerplay with DreamEnglish here: [5 Little Monkeys Jumping on the Bed | Finger Play for Children](https://youtu.be/WFqMV3nlbzA) (https://youtu.be/WFqMV3nlbzA)
- *Five Little Monkeys Jumping on the Bed* storybook by Eileen Christelow
- Music Player and Music
  - “Five Little Monkeys” by Super Simple Songs
- Coloring Activity Print-out (see below)
- Tables and chairs
- Coloring supplies, enough to quickly distribute 2 boxes per table

## Procedure

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### Opening to Lesson

Begin by explaining to students that we’re going to learn English, and that if the lesson seems too ‘baby’ that’s because the fastest way to learn a language is to start with children’s language.

Have children seated before you.

Sit in a chair so all can see the story (sitting on the floor in this case is not recommended, you will end up with students in your lap!).

“Liberating education consists in acts of cognition, not transfers of information.”

— Paulo Freire

## Body of Lesson

Read out loud *Five Little Monkeys* by Eileen Christelow.



To create attentive listeners, try to use a mix of story-telling and normal conversation tones. Give reactions to what is happening in the story, especially the unexpected ending. Take a moment to count out loud the number of monkeys in a group chant.

The more enthusiastic, the more captive your audience will be!

At the end of the story, have students stay seated and ask them to put up their 'little monkeys' holding up their five fingers. "How many monkeys do we have? 1-2-3-4-5!"

Make the bed with one hand, and hold your hand upside-down so that the monkeys are 'on the bed'.

Press 'PLAY' to begin the "Five Little Monkeys" song.

While singing along, lead students in the accompanying fingerplay. Add gestures and reactions while singing. Be sure to chant out the numbers, counting off with your fingers the remaining monkeys.

When finished, have students "Stand up!"

Go over to tables and chairs and begin the monkey coloring page (see next page).

Practice English as they color:

- "What is her name? What is his name? What is your name? What is my name?"
- Color names "What color is it? It's \_\_\_\_\_."
- "Monkey"

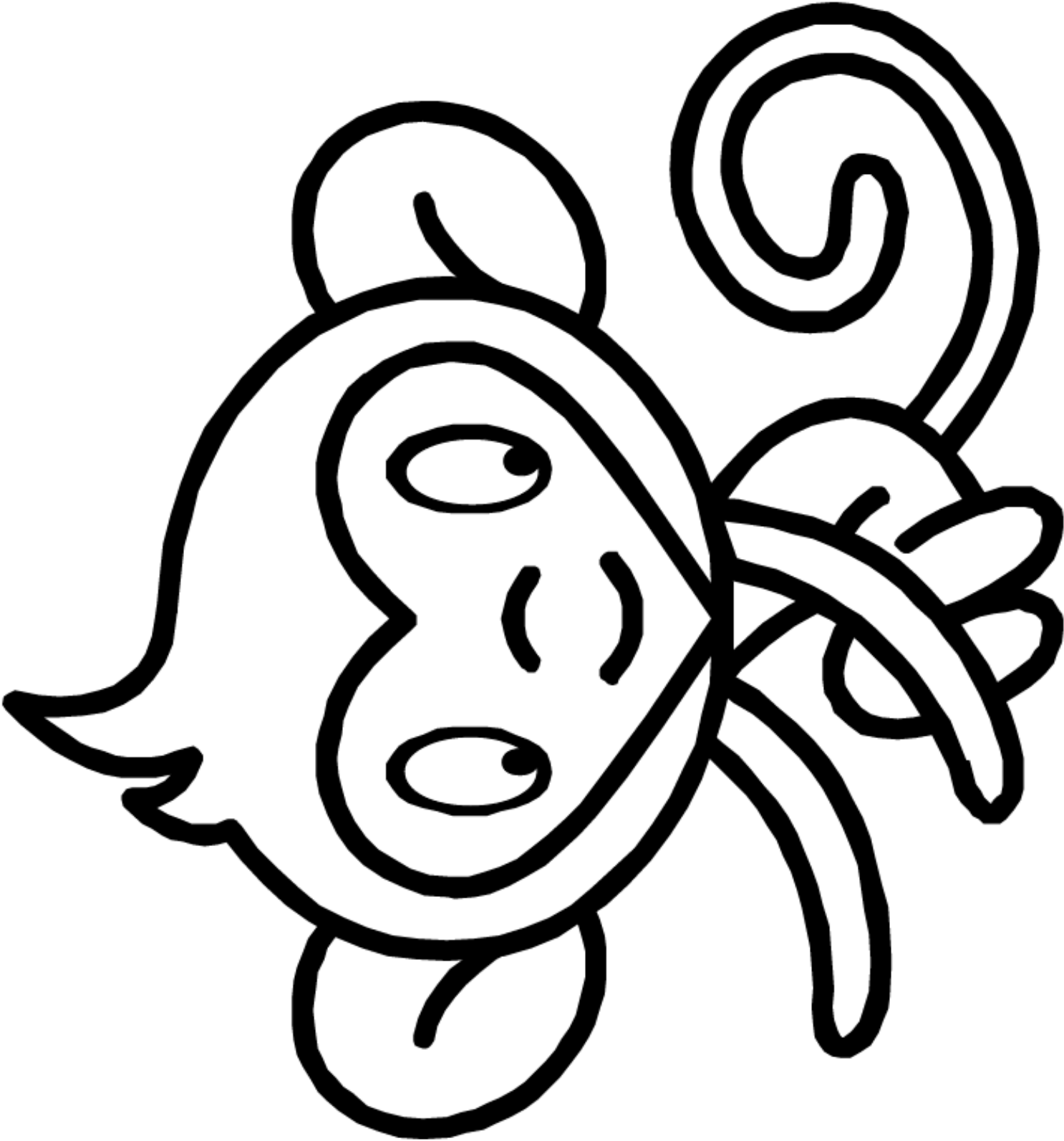
## Closing

Students are ready for a game or physical activity.




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— Paulo Freire



# English ABC's

<p>This activity features a rhythm activity, a song, and a story.</p> <p>The story is relatable and incorporates a lot of familial English. Its repetitive language provides a structure students can immediately begin to process. Its song accompaniment makes it an even more engaging experience!</p>	<p> SUBJECT: Early English</p> <p> LENGTH OF TIME: 20 Minutes</p> <p> AGE: Any</p>
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## Objectives & Outcomes

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Learners chant and pat a rhythm to learn English ABCs, then sit for a story and its accompanying song.

## Materials Needed

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- *Chicka Chicka Boom Boom* storybook by Bill Martin, Jr., John Archambault
- Music Player and Music
  - “The Alphabet Chant” by Super Simple Songs [The Alphabet Chant | Super Simple Songs](https://youtu.be/aEYcmNh7Uc) (<https://youtu.be/aEYcmNh7Uc>)
  - “Chicka Chicka Boom Boom” Song (As heard here by Weston Woods and Scholastic), [Chicka Chicka Boom Boom](https://youtu.be/BPWk3SjKRAs) (<https://youtu.be/BPWk3SjKRAs>)
- ABC Print-outs, preferably laminated (see below)

## Procedure

---

### Opening to Lesson

Begin by explaining to students that we’re going to learn English, and that if the lesson seems too ‘baby’ that’s because the fastest way to learn a language is to start with children’s language!

Have students seated in a circle.

Show the ABC chant cards and explain that you will be learning the English Alphabet.

“Liberating education consists in acts of cognition, not transfers of information.”

— Paulo Freire

Begin by patting the tempo of the first sequence to “The Alphabet Chant” by Super Simple Songs. Once everyone has the idea, press ‘PLAY’ and begin.

## Body of Lesson

Sit on a chair with students seated before you. For the 1<sup>st</sup> verse, point to each letter on the alphabet print-outs and chant along.

Then, for the remaining verses, put the alphabet cards down and Pat/Clap together, chanting along to the increasing tempos of “The Alphabet Chant.”

When song is finished, take out *Chicka Chicka Boom Boom* by Bill Martin, Jr., John Archambault.

Can read aloud, but the words to the story have actually been put into a very fun, upbeat song! With the song, just press ‘Play’ and point to the story as the action unfolds.

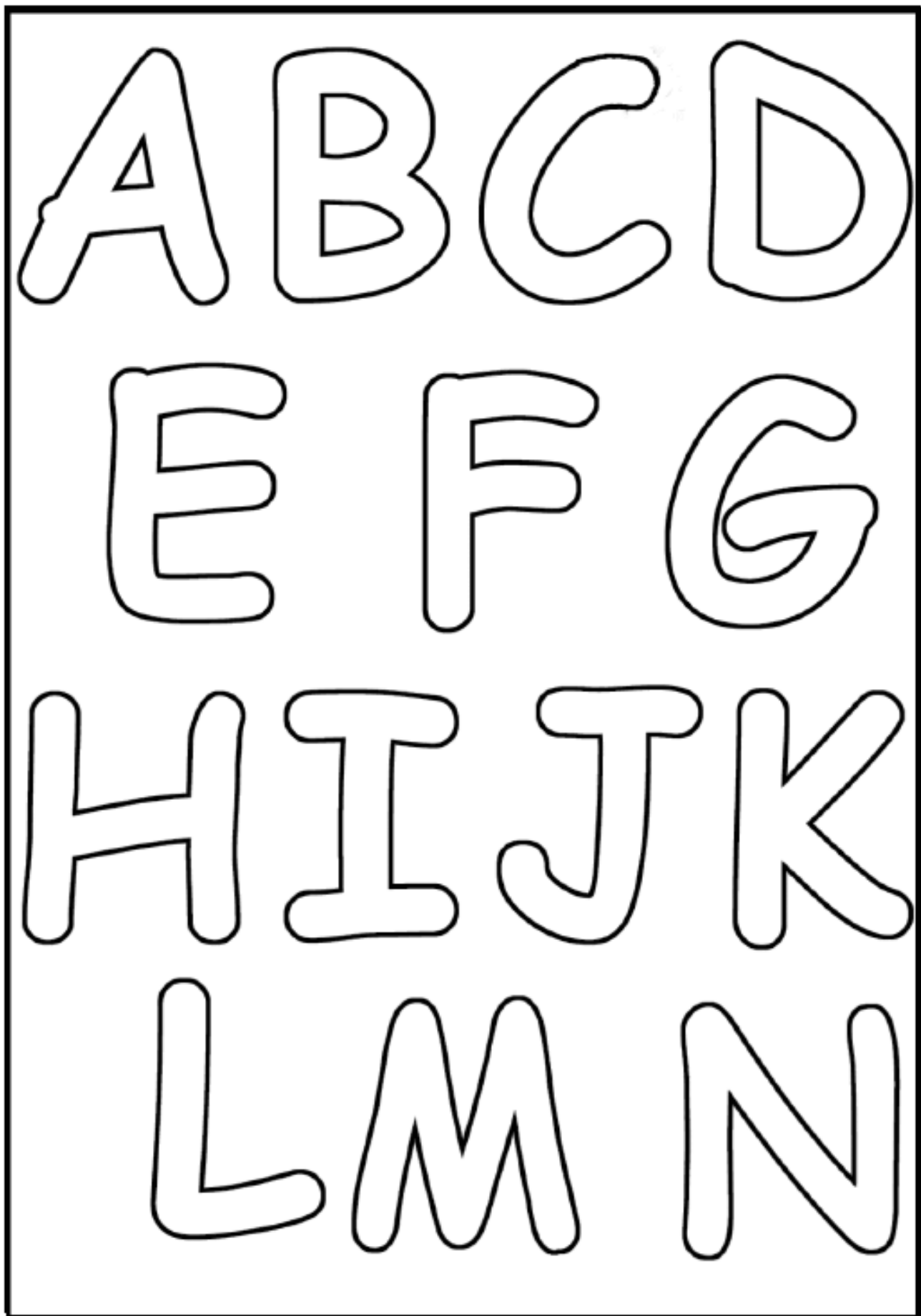


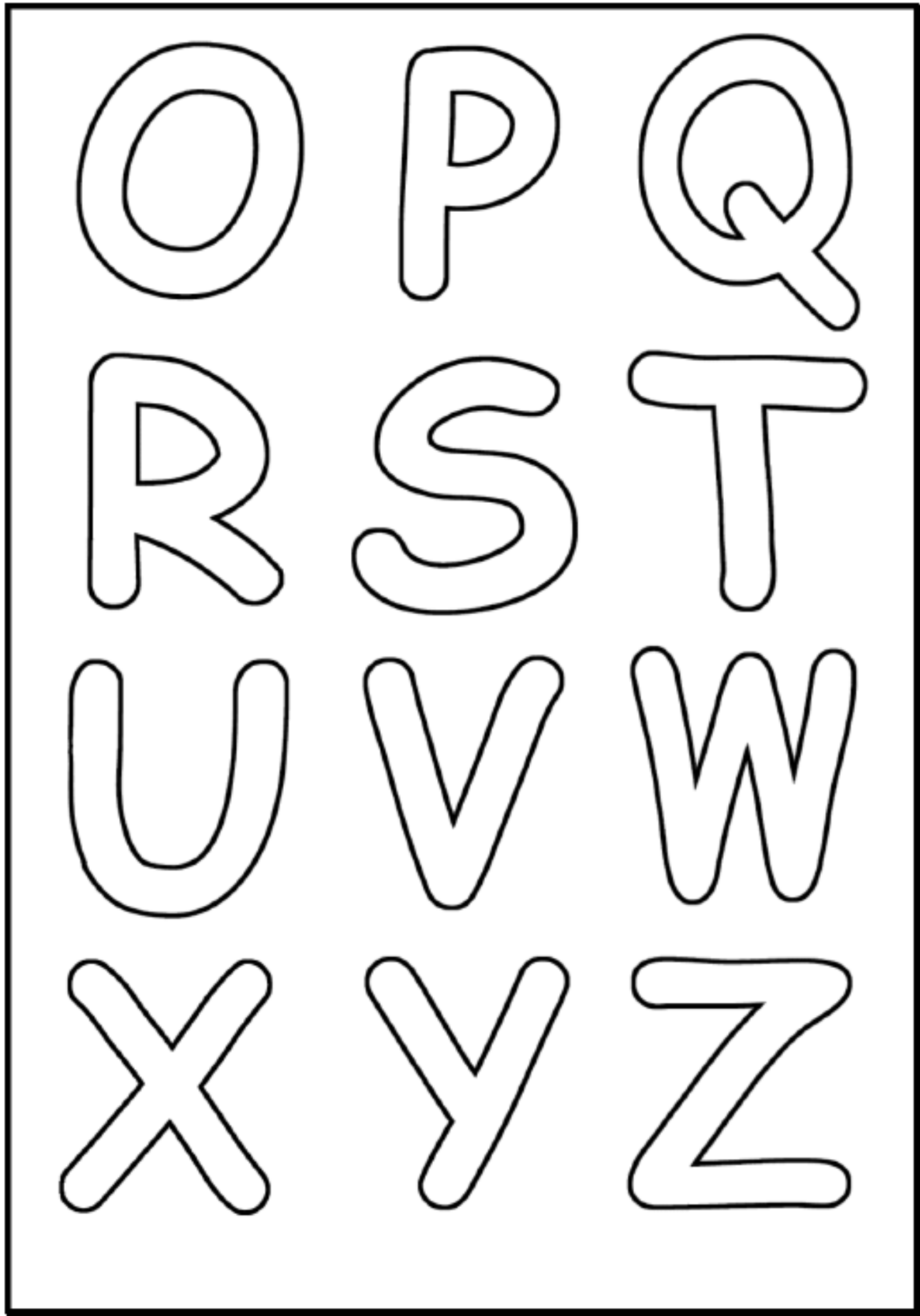
To create attentive listeners, try to use a mix of story-telling and normal conversation tones. Give reactions to what is happening in the story, especially the unexpected ending.  
The more enthusiastic, the more captive your audience will be!

## Closing

Students are ready for a game or physical/movement activity.

---





# English 'Opposite' Adjectives #1

This multi-disciplinary activity offers an engaging song and an easy, fun craft for students to engage in creative making.

Practices Fine Motor Skills, building coordination and strength for handwriting.



SUBJECT: Early English



LENGTH OF TIME: 40 Minutes Total



AGE: Any

## Objectives & Outcomes

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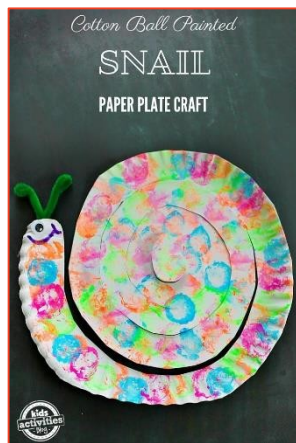
Learners gain English “opposites” adjective knowledge and afterwards make a snail craft that they can keep and show to their family.

## Materials Needed

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- PREP: Pre-made Snail to Model

Thank you to [KidsActivities.com](https://www.kidsactivities.com) for this activity! (Ours does not use paint as it has been adapted for a shelter learning environment, but feel free to use paint and cotton balls if you like!)



- Area to sit down in a circle, and also have tables set up for the art activity that follows
- Music Player and Music:
  - Super Simple Songs, “Open, Shut Them”
  - Mozart, *Eine kleine Nachtmusik*, K. 525
  - Search Youtube “Relaxing Music”

“Liberating education consists in acts of cognition, not transferals of information.”

— Paulo Freire



- 1 White Paper Plate per snail
- Coloring Materials (crayons or markers)
- Pencils (to draw the spiral)
- 1 Fuzzy Pipe-cleaner per snail (for the antennae, see image)
- (Optional) 1 Googly Eye per snail
- Dark Markers (to draw on the smile and eyes (if not using googly eyes)
- Glue
- Scissors

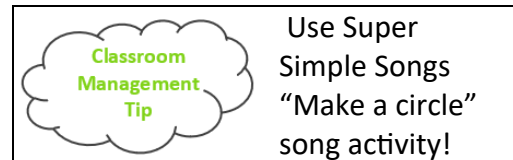
## Procedure

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### Opening to Lesson

Have students seated in a circle.

Explain that they are about to learn English opposites in a song.



Press 'PLAY' and start Super Simple Songs' "Open, Shut Them" song. Make gestures to the pairs of opposites in very exaggerated form with the kids:

- Open/Shut
- Clap
- Put them in your lap
- Big/Small
- Fast/Slow
- Loud/Quiet
- Peekaboo!

For the 'Loud/Quiet' part, make sure you shout REALLY loud! 🗣️

After the song have everyone stand up and go sit at the tables for their art activity.

### Body of Lesson

Show students the completed snail craft you have prepared. "Is the snail 'fast-fast-fast!' (move the snail quickly), or 'slow-slow-sloooooow?' (move the snail slowly).


Help students chant the sentence frame: "The snail is slow-slow-slow!"

"Liberating education consists in acts of cognition, not transferals of information."  
— Paulo Freire

Press 'PLAY' and put on relaxing music.

Pass out the paper plates and pencils.

Help students trace a spiral onto their plates.

 <p>Classroom Management Tip</p>	Have all children unable to cut on their own seated at the same table with no scissors.
--	---

Pass out the coloring materials and have students design/color their snail however they'd like.

Pass out scissors to students able to cut. Help smaller children that cannot.

"To make the snail , start cutting the paper plate from the outside, in a continuous circle until you reach the middle. This will create a spiral shape. Trim the edge and round the snail "head"."

Pass out glue and 1 fuzzy pipe cleaner to each student. Have them bend the pipe-cleaner in half to have 2 antennae and glue it on their snail.

If using googly eyes, pass out 1 of these per student as well.

Have dark markers available for smiles (and eyes if not using googly eyes).

## Closing

Go around and use English to talk about each student's work. Be mindful to collect all the art that is gifted to you before you leave for home that day. Students will appear relaxed.




They are ready for a game or physical activity.

---

"Liberating education consists in acts of cognition, not transferals of information."

— Paulo Freire

# English 'Opposite' Adjectives #2

<p>This multi-disciplinary activity offers an engaging song and an easy, fun craft for students to engage in creative making.</p>	 SUBJECT: Early English
<p>Practices Fine Motor Skills, building coordination and strength for handwriting.</p>	 LENGTH OF TIME: 40 Minutes Total
	 AGE: Any

## Objectives & Outcomes

---

Learners gain English “opposites” adjective knowledge and afterwards make a bunny craft that they can keep and show to their family.

## Materials Needed

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- PREP: Pre-made Bunny to Model
- Area to sit down in a circle, and also have tables set up for the art activity that follows
- Music Player and Music:
  - Super Simple Songs, “Open, Shut Them”
  - Mozart, *Eine kleine Nachtmusik*, K. 525
  - Search Youtube “Relaxing Music”
- Bunny Coloring Print-outs (see below)
- Coloring Materials (crayons or markers)
- 3 Cotton balls per Rabbit (for the bunny tail)
- Glue
- (optional) 2 Googly Eyes per Rabbit

## Procedure

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### Opening to Lesson

Have students seated in a circle.

 Classroom Management Tip	Use Super Simple Songs “Make a circle” song activity!
---	---

“Liberating education consists in acts of cognition, not transferals of information.”

— Paulo Freire

Explain that they are about to learn English opposites in a song.

Press 'PLAY' and start Super Simple Songs' "Open, Shut Them" song. Make gestures to the pairs of opposites in very exaggerated form with the kids:

- Open/Shut
- Clap
- Put them in your lap
- Big/Small
- Fast/Slow
- Loud/Quiet
- Peekaboo!

For the 'Loud/Quiet' part, make sure you shout REALLY loud! 😊

After the song have everyone stand up and go sit at the tables for their art activity.

## Body of Lesson

Show students the completed rabbit craft you have prepared.

"This is a *rabbit*." (point to the craft and emphasize, "*rabbit*."

"Is *the rabbit* 'fast-fast-fast!' (move the rabbit quickly), or 'slow-slow-sloooooow?' (move the rabbit slowly).

Help students chant the sentence frame: "The rabbit is fast-fast-fast!"

Press 'PLAY' and put on relaxing music.

Pass out the paper rabbit for coloring.

Pass out the coloring materials and have students design/color their rabbit however they'd like.

Pass out glue and 3 cotton balls to each student. Have them break up the cotton balls and then glue it on their rabbit's tail.

## Closing

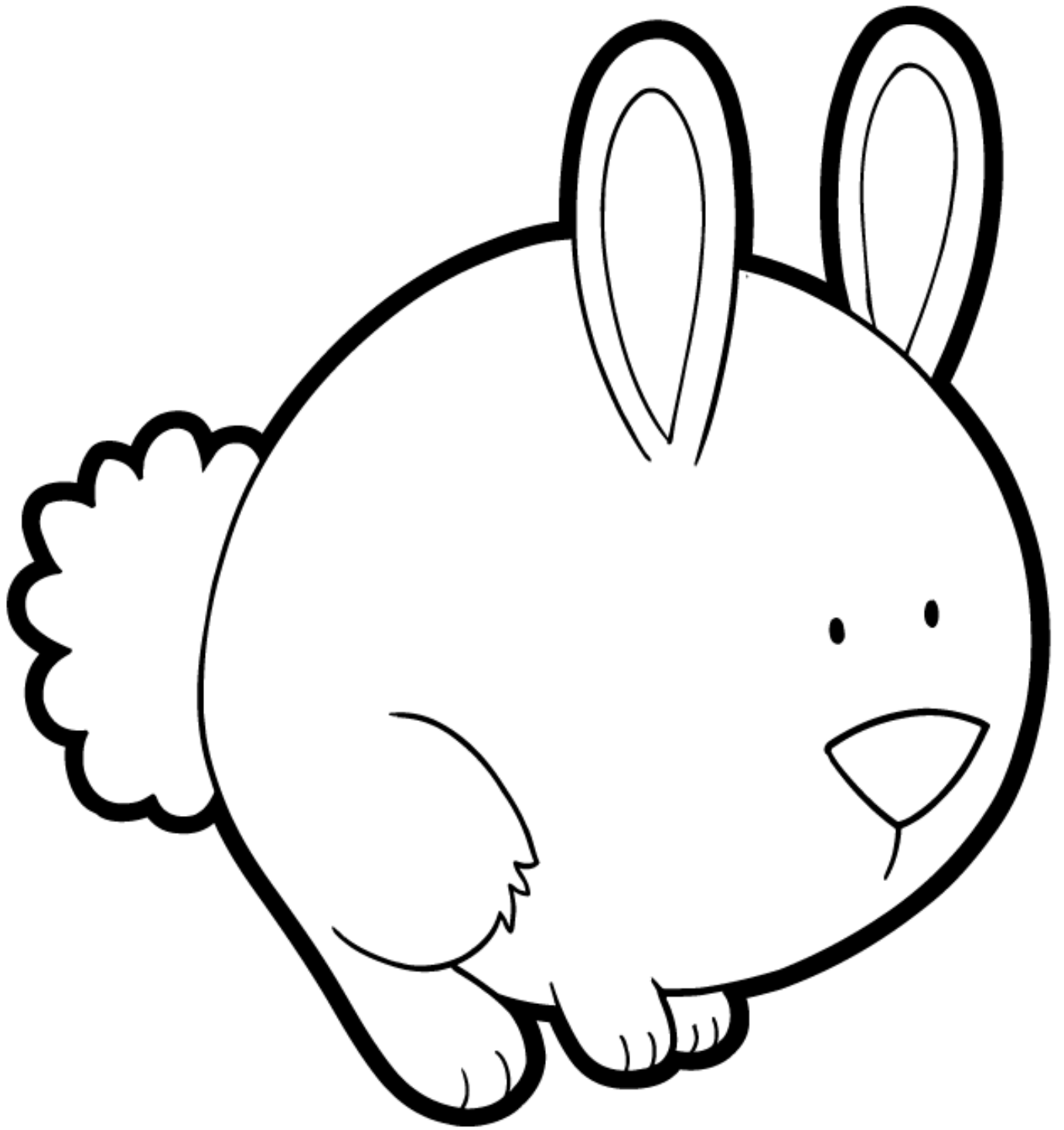
Go around and use English to talk about each student's work. Be mindful to collect all the art that is gifted to you before you leave for home that day. Students will appear relaxed.

They are ready for a game or physical activity.

---

"Liberating education consists in acts of cognition, not transferals of information."

— Paulo Freire



## For Love Knows No Borders

### Estimated Budget

(Based on USD currency and USA Retailers)

<b>Program START-UP Cost*</b>	
\$	409.55

<b>Estimated Yearly Maintenance*</b>	
\$	1,188.42

\*Assumes No Donations, No Prior Materials, and 20 Students Per Activity

PROGRAM SUPPLY LIST AND PRICING						
Item Description	Activity Type	Suggested Retailer	Count	Quantity	Price	Total Item Cost
Cloth Headbands	Physical	Dollar Tree	1	2	\$1.00	\$ 2.00
Play Parachute	Physical	Sonyabecca Amazon	1	1	\$50.99	\$ 50.99
Bluetooth Speaker	All	JBL Clip-On	1	1	\$39.99	\$ 39.99
Pig Squeaky Toy	Physical	Multipet Pigglesworth	1	1	\$4.97	\$ 4.97
Balloons	Physical	MESHA via Amazon	128	1	\$9.99	\$ 9.99
Dark Blue/Yellow Paper	Art	Royal Consumer Amazon	25	1	\$24.56	\$ 24.56
White Cardstock	Art	Neenah Cardstock Amazon	300	1	\$11.99	\$ 11.99
Pencils, pre-sharpened	Art	Amazon Basics	150	1	\$12.49	\$ 12.49
Scissors	Art, English	Dollar Tree	1	20	\$1	\$ 20.00
Blank Paper	Art, English	Dollar Tree	100	20	\$1.00	\$ 20.00
Large Cardboard Box	Art	Walmart	1	1	\$1.25	\$ 1.25
Medium Cardboard Box	Art	Walmart	1	1	\$1.00	\$ 1.00
Strong Tape	Art	Duck Tape		2	\$3.97	\$ 7.94
Industrial Grade Scissors	Art	Titan Elite	1	1	\$9.40	\$ 9.40
Colored Pencils	Art	Crayola, Target	100	1	\$14.99	\$ 14.99
Table Covers	Art	Dollar Tree	1	2	\$1.00	\$ 2.00
Washable Paint	Art, English	Crayola, Target	10	1	\$4.99	\$ 4.99
Paper Plates	Art	Staples	100	1	\$8.50	\$ 8.50
Paint Brushes	Art, English	Amazon Basics	50	1	\$14.99	\$ 14.99
Wooden Popsicle Sticks	Art	Amazon	1000	1	\$17.90	\$ 17.90
Foam Sheets	Art	Chenille Kraft Wonderfoam, Amazon	10	1	\$13.73	\$ 13.73
Giant Floor Puzzle	Games	Amazon Basics	1	3	\$12.99	\$ 38.97
Quality Dish Soap	Games	Joy/Dawn Brand, Walmart	1	1	\$2.64	\$ 2.64
Baking Powder	Games	Great Value, Walmart	8.1oz (230g)	1	\$1.24	\$ 1.24
Jumbo Drinking Straws	Games	Comfy Package, Amazon	100	1	\$5.95	\$ 5.95
100% Cotton Twine/Yarn	Games	Norpro, Amazon	1	1	\$3.50	\$ 3.50
Numbers BINGO	Games	Trend Enterprises, Amazon	1	1	\$9.99	\$ 9.99
Stickers	All	1000 Stickers, Walmart	1000	1	\$9.99	\$ 9.99
Cereal Boxes	Games	99 Cents Only	6	6	\$0.99	\$ 5.94
Book, 5 Little Monkeys	English	Barnes and Noble	1	1	\$3.20	\$ 3.20
Book, Chicka Chicka	English	Barnes and Noble	1	1	\$6.99	\$ 6.99
Fuzzy Pipe Cleaners	English, Art	Chenille Kraft, Amazon	500	1	\$1.89	\$ 1.89
Googly Eyes	English, Art	Dollar Tree	125	1	\$1.00	\$ 1.00
Markers	Art, English	Crayola, Target	100	1	\$23.58	\$ 23.58
Cotton Balls	English, Art	Hollar, Amazon	300	1	\$1.00	\$ 1.00

**Est Bi-Monthly Maintenance\***

**\$ 198.07**

Item Description	Activity Type	Suggested Retailer	Count	Quantity	Price	Total Item Cost
Dark Blue/Yellow Paper	Art	Royal Consumer Amaz	25	1	\$24.56	\$ 24.56
White Cardstock	Art	Neenah Cardstock Am	300	1	\$11.99	\$ 11.99
Pencils, pre-sharpened	Art	Amazon Basics	150	1	\$12.49	\$ 12.49
Blank Paper	Art, English	Dollar Tree	100	20	\$1.00	\$ 20.00
Large Cardboard Box	Art	Walmart	1	1	\$1.25	\$ 1.25
Medium Cardboard Box	Art	Walmart	1	1	\$1.00	\$ 1.00
Strong Tape	Art	Duck Tape		2	\$3.97	\$ 7.94
Colored Pencils	Art	Crayola, Target	100	1	\$14.99	\$ 14.99
Table Covers	Art	Dollar Tree	1	2	\$1.00	\$ 2.00
Washable Paint	Art, English	Crayola, Target	10	1	\$4.99	\$ 4.99
Paper Plates	Art	Staples	100	1	\$8.50	\$ 8.50
Wooden Popsicle Sticks	Art	Amazon	1000	1	\$17.90	\$ 17.90
Foam Sheets	Art	Chenille Kraft Wonder	10	1	\$13.73	\$ 13.73
Quality Dish Soap	Games	Joy/Dawn Brand, Wal	1	1	\$2.64	\$ 2.64
Baking Powder	Games	Great Value, Walmart	8.1oz (230g)	1	\$1.24	\$ 1.24
Jumbo Drinking Straws	Games	Comfy Package, Amaz	100	1	\$5.95	\$ 5.95
100% Cotton Twine/Yarn	Games	Norpro, Amazon	1	1	\$3.50	\$ 3.50
Stickers	All	1000 Stickers, Walmar	1000	1	\$9.99	\$ 9.99
Cereal Boxes	Games	99 Cents Only	6	6	\$0.99	\$ 5.94
Fuzzy Pipe Cleaners	English, Art	Chenille Kraft, Amazon	500	1	\$1.89	\$ 1.89
Googly Eyes	English, Art	Dollar Tree	125	1	\$1.00	\$ 1.00
Markers	Art, English	Crayola, Target	100	1	\$23.58	\$ 23.58
Cotton Balls	English, Art	Hollar, Amazon	300	1	\$1.00	\$ 1.00