

Talk Takeaway

Everything Counts

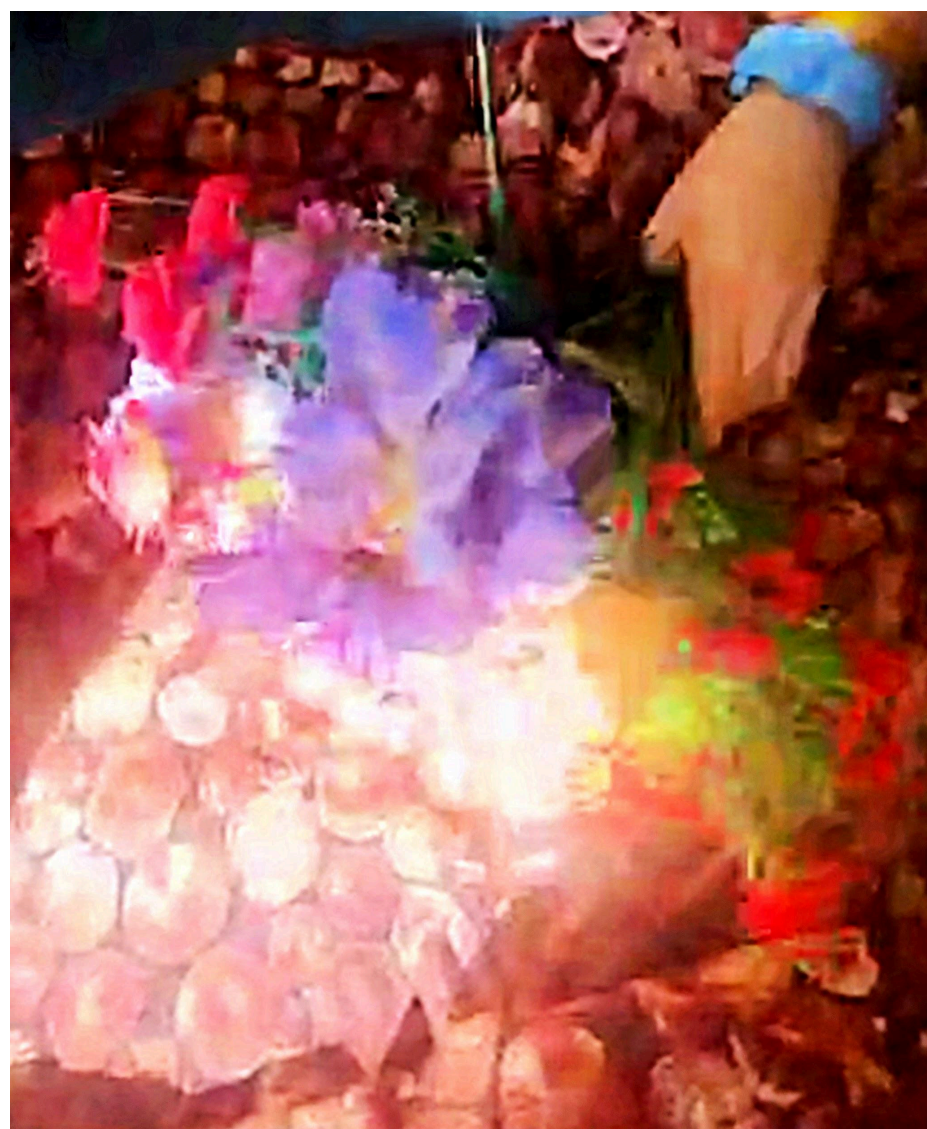
6/25/202

The Blended Garden Reading.

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PS 89 NYC





Children were given a bouquet of flowers and a discussion began.

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Oh, let's go. Let's say, what do you know about diversity, equity, and inclusion? There are three of them. My name is --- Hi, ---

Child-We actually did a study on equity, and equity means, like, chance, I think. Chance? Like, you have a chance? Yes.

J- Like, anybody can go, chance, like, pick, and it doesn't, and you never know what's going to come out. I love that. So it's like an option. It's not like one thing.

Child- We have equity sticks, and sometimes it's a normal pick from it, and that will be whoever gets called.

J- I love that. So it's fair, and it's equal. I've never heard of that. You see, I love talking to children. And young people like you, could teach anything? That is a great way to put it. And it's not based on anything. And it's not based on anything, but it is what it is, right? What's your name? -----

Hi, ---- Thanks,----- . What's yours?

Child- Equity means, like, we're different cultures, and it would actually, like, really explain, because it would explain, like, what race group you're in, and then what, like, your race is. Oh, great.

J- Ethnicity? Say that again, ----? Ethnicity.

Child- Ethnicity. It's, like, your group of what your race is, but then what your place of birth is.

J- I love that word, your place. Like, where? Where do you belong, right? Okay.

J-What's your name? My name is ----, and I think equity is, like, making things fair, and, like, every person is created equal, not just for one race to be favored over another.

J- That's a beautiful way to put it. Yeah. Thank you.

J- What's your name? My name is -----, and I think equity includes something that's not. Right now, we have a whole board. And it's kind of, like, we talked a lot about race, and how we can, like, like, a lot of the topics, like, what we can do about racism, how we can, like, really make racism a more positive thing, and we also, like, did these interviews, like, who we are and what we think our race is.

J- That's pretty awesome. I love that you all are really talking about this, and it's a part of your classroom. That's so awesome.

J- What's your name? My name is ----. Oh, Aiden. Okay, go ahead,-----,

Child- I think what equity is, it's kind of like what --- said, it's kind of all about skin tone, and how we can talk about race vaccines, and how it was, like, really unfair for a lot of people.

J- Wow, you went to the social piece. I love that, and that means, like, you're an advocate, right? An advocate can protest and say, no.

J- You're going to hear about that a little bit in the book The Blended Garden. Thank you.

Child- My name is--- and I think equity means that everyone gets what they need.

J- Everyone gets what they need! That's a great way to put it. I

love that. All right, so are you all ready to hear about The Blended Garden? Yes. Okay. Before I read this, now, just so you know, I work with very little children, and I also speak to grown-ups. So you all are kind of in the middle, which I love, because you still have a sense of play, but you also have ideas that are developing about the real world. So, usually, with the little ones, I bring in things that they can touch and feel, just to get a sense of the story. But I think it may be interesting to talk about it. So this is a bouquet. Tell me what you know. What do you know about a bouquet?

Go for it. What's your name?

Child----- I know that it's made up of all different kinds of flowers. Okay. ----- said that a bouquet is made up of all different kinds of flowers. Awesome. Anyone else want to say what they know about a bouquet?

Child- It's usually partially green.

J- It's usually partially green. Okay. So different colors are in the bouquet. Is that what you are saying? The green and the blue. Cool?

What's your name? Okay.

Child -My name is -----

And the bouquet is like a group of things bunched together.

J- I love that. A group of things bunched together. I guess you can say a bunch of things bunched together. So I'm the same color? Yes. Okay, so a bunch of groups are bouquets. Cool. Okay, one more thought, and then we'll get to the book.

Child- So a bouquet is like a variety of flowers of different

colors coming together.

J- Yeah, a variety of flowers come together. I love the language in this group. Okay, so if I did not call on you after we read the book, I promise I'll listen to everyone's thoughts. So I'm just going to take these flowers, and I'm going to do something with them. And tell me if you know what I'm doing with them. You can just call out. What am I doing?

Children- Separating them into groups.

J- I'm sorting them. Who said sorting? I'm sorting them. So I'm separating and sorting them into what? Into groups. And what else can you notice? What flowers they are. What flower? The type. The type of flower they are. What else?

Child-The color of the flower. Some are blossoms, some aren't.

J-Right. Like some are short, some are tall, some are growing, some haven't grown. Like look around in this group. Can you find someone, just look at them and see someone that doesn't look anything like you, something about them. Maybe their hair, their eye color, their size, their shape. Yeah?

Right? And we're all different. We're all sitting in our own special place, right? But I guess if we all clumped together, we'd be a bouquet of, I don't know, what do you like to call it?

Child- A cheese ball.

Teacher (Susanne) What do we see that's the same or what do we see that's different? That was the first time I realized

that, no, it's not the same. They're different. Oh, that's so true. Look at that. Jahidah has been my mentor for 20 years. She encouraged me to be a teacher. I've told you kids this already. I just love you.

J- Oh, well, you're my mentor because people come and go in your life and some people stay. And Susanne has been a person who has stayed and has been a wonderful friend and I think you have a great teacher.

Okay. So here we go. The Blended Garden. So I wrote this during COVID. You all remember COVID? Yeah.

And the good thing that came out of it was I had time to really think and spend time in my garden. And I noticed how my garden was growing, that there were so many flowers that were intertwining and growing in each other's space and coming all together. So I wrote this while I had time to spend time in my garden. Did you want to say something? Yeah.

Child- So you're like the type of person that's an author. So if we look up a book. It would say, author, by your name?

That's just cool to know. That's cool. Yeah. You can buy the book, too. Hey, why not? You can go on Amazon and ask your parents and you'll have it in your own library to share with your friends.

Child- Yeah, because I like authors.

J- Go for it. I would love that. Share it with your friends. All right. Here we go.

The story is read to the children and the discussion continues.

J- Do you like that story? Yes. You did? Okay, we'll talk about the story and what you liked about it, what you didn't like about it and what you're curious about. But I want to tell you a little bit about this picture. This picture was drawn by a little boy who had something called special needs. And so he was given special rights. Does anyone know what that means?

Child- Well, special, someone with special needs means like they can't see photos, or like they're trying to like to do it, or as we would, um, what do you call it? Or like someone like this means like a photo, like they can't hear.

J-They're overwhelmed, right? Maybe by the sound, or the space, right?

Child- I know there's something like, um, um, I don't know what it's called, but it's something like being in a place with a bunch of people in a box.

J- Right. Okay, does anyone know what that word means? Thank you. You want to share something?

Child- Um, like if a person, like, like, they need something, like, you know, like, like, they're going to something, like, they can't go so close to it, or like.

J- Right. And can I, can I interrupt and help you and share what I think you're saying? So you're saying it's someone that can't stay focused and they need help, right? So look at you all. You all are sitting here listening to this book. (Child raising hand)

I'm going to get you in one second, okay? You're all sitting here, just listening, right? Some kids can't do that. When I was your age, I was a kid that could not do that. I couldn't sit still. I had to be moving. I was moving around the room all the time. I was always following my teacher around and talking. I couldn't stop talking, okay?

So this little boy had that situation going on. So he was not able to go to a school where he could be inside of a classroom all day. So he stayed home and his mom spent time with him and worked with him and he had teachers come to the house. So I asked her, well, but he had a special gift. He was able to draw. So I asked her and I said, can he draw the old lady gardener for me in my book? And so, what do you notice? Did he draw an old lady?

What did he draw?

Oh, that could be me. I'll take that. But that's not me. But he drew someone. Does this look like an old person or a younger person? Young. Young. Could be an older person that looks young. Could be an older person that looks young. That's true. We do look young, right? What do you want to say? It could be an older person.

Okay, okay, I love your imagination. So basically, what he decided to do, he saw the old lady gardener as a child.

Do you think the old lady gardener in this story was someone who was passionate in the beginning about diversity, equity, and inclusion? Why not?

Child- Because she thought a thing needed to be grouped together and not grouped in with other things, like what they are. Not they can't be, like, if there's this flower, she thought she had to sort them with all those flowers, not put it with that flower or that flower.

J- Right, she was into sorting. So when we do work that's in diversity, equity, and inclusion, we're not sorting, we are blending. We're trying to bring them together. Go ahead, my love, I'm sorry.

Child- Can I talk about, like, special needs?

J- You can talk about special needs people, yeah.

Child- So basically, I kind of talk really loud so we can all hear you. I kind of know about this because I might kind of have it. Okay. A little bit of it. So basically, it's like we either have an IEP plan or a 504 plan. And I think those might, like, impact the school law. Like, so you have a little bit more of, like, relief over you. So not all of the school laws give it to you. And it really just, like, explains what you need and you are able to learn and be comfortable and actually being, like, within a public community that you love.

J-I love that. Yes! And everything you said, the word it's called accommodation, just so you know. And I love that you know what you need and you can advocate for yourself, right? So that you can be in a group of your peers and learn together and be treated equally and special. Right. Was there a character in the book that kind of reminds you of this?

Child- Yeah. That was the dandelion.

J- Now, the beautiful thing about the dandelion... What did you think about the part where the dandelion transformed?

And the gardener asked, is there, is this dandelion just a weed or is there magic in the food? Anyone?

Hold on. Does anyone who hasn't shared anything, do you want to share something? What's your name? What's my name? ---- Hey, ---- What did you think about the dandelion? Do you have any thoughts about the dandelion?

Child- No, not really.

J- No, not really? Okay. Then go ahead.

ChildSo, I think that, like, I think, I kind of feel that the dandelion is kind of, like, it's separated from all the, well, I'm not trying to be mean, but, like, it's kind of separated from all the, like, most people, especially me, and it's kind of, like, it's trying to be, it's trying to, like, like, up there, and regular. J- Right, right. So, now, let's talk about that word. I love this, that you're older, because we can talk about this. That word is regular, because sometimes we use that word, right? Sometimes we use the word normal, right? And sometimes we use the word regular. And so, what does that mean, like, when you hear that, regular or normal? What does that look like, to you?

Child- It's kind of like there's like an average, like there's like an average, like there's an average, and they're not anything special, they're not like, anything special. Okay, okay, uh-huh.

Child- Um, Can you read some of the questions?

J- Sure, we sometimes hear the word regular, like a regular person, and then a person maybe that has a disability, or a person that is like the dandelion, maybe they have their own space, and maybe the world or the community can look at them and say, oh, you're different.

So, what do you think about those words, regular, normal? And how do we use them?

Child- I think. Um, I think about how we use them, because a lot of people start saying something that's common.

J- Hmm, okay, common, okay. And what do you mean by using them? Using certain words.

Child- Like, I may say, um, um.

J- So, here... I'm going a little deeper with you all. So, a long time ago, they would just call children, or label children who maybe had, like myself, a hard time sitting, and just couldn't focus. But I had all these other gifts. I could write a story, but I just couldn't read a paragraph. And so, I was kind of looked at as, oh, well, you have a problem. You're not like all the other kids who can't read. Instead of seeing the gift. So, does that make sense? So, how can we, like, use these terms where we're not separating and sorting people by label? Does that make sense?

Child- Um, we're all different in a way. We're all normal.

J- There you go. We're all pretty common, right? Oh.

Susanne (Teacher)- Can I add on to that?

J- Yeah.

Susanne- (Teacher) I almost, because we haven't talked about the ideas of, of, like, using the word normal. Mm-hmm. Or using the word regular. And we should, because I think to myself, to draw a picture like that, to illustrate like that, that's not normal for me. I can't do that. I need help. I need someone to teach me. I need someone to guide me in each step.

J- Mm-hmm.

Susanne- Right? Some of you in this class could actually help me do that. It's not normal for me. It's normal. Right? That's normal for him. Yeah. It's all relative, right?

J- And everyone in this class has things that are normal for them, right? And things that are not normal for them, right? Yeah. It's all relative. It's all relative. I love that.

And we can learn from each other, right? You can, someone can help you with something maybe that you can't do. They have a gift. You don't have that gift. We can work together.

Child- Um. I think I hear it too, yeah. And, like, some people have, like, normal, like, schedules like they do at home. So, they might think that's normal. And other people might not because they do it differently.

Child- Yeah, but I don't think the word normal should be used on people.

Child- No, no, no. Because it might, like, hurt other people's feelings, like, because we're all, like, normal in one way. Even though, like, you might have, like, special needs that they

have. You might still like things that other kids like. And that would be considered normal. And, you know, like, I think, like, I think that's a good thing.

J- I love that. I don't think that should be used on people. I love that. And also, can I add on to what you're saying? All these flowers that we sorted, they're all different, right? But what are they all?

Children- Flowers.

J- Flowers. Right. Because they're all people. Exactly. Um. Go ahead, my dear.

Child- Um. So, basically, in my opinion, normal is a made-up word. Nobody can be normal. Everyone is different in their own way. It's like, all these flowers, if they were all put in the same way, that would take someone basically, like, months, because they would have to separate every single flower and put them in their own territory.

But nobody can be normal. Like, some people are better colors than other people, and some people are better at doing anything.

J- Exactly. We're all kind of blended into this nice little bouquet. I love that. You know, I love that. You all have such great thoughts. Let's talk about the protest. Let's go to the page about the protest. Um. Okay.

So, someone talked about a protest earlier. Right. Do you remember? Should we get up and do a little stretching?

You guys okay? You, are you all okay? Stand up. Yeah. A little stretch. And we should pick up Blueberries to keep our

conversation going. And they usually fall for each other. Oh, I love that. Yeah. Tell me what you do. How about this? Let's do it, can we, can we, can I take a little walk around the room? Yeah. Let's protest. We're going to do like, what a protest would be. All right. Just to get out of our bodies a little bit. And then we'll get back to, we'll get back to how you all call on each other and you leave me in that. All right. So, as we're walking, just yell out. What do you think a protest is? What is a protest?

Child- Going against something that you believe in.

Child-You don't agree with something, you don't believe in something. Something you don't agree about. Okay. Keep following me.

Child-Boycott it.

J-What else?

Child- You want something to change.

J-What does it mean?

Child- You can see blue bears' hands on their hands.

J- What is a protest?

Child- A sign.

J-What's the sign for?

Child-What you think has to change?

J-Okay, I want to vote. It could be a protest. What did you say?

Someone said, you wanna go home? Okay, that's your protest, that's your protest.

Children get really excited and start talking over each other.

I protest that we should be in school as long. I protest that we should be in school as long.

J-Oh, I'm noticing that some of you are chanting. I'm noticing. I protest that you're making a protest. I'll protest, okay.

Children chanting- We want, I want, we want, we want, we want.

J- Shh, shh, shh, shh.

Children-We want, we want. Everybody's free. Listen, listen, listen.

J- Just for one minute, we'll have our own little protest, okay? But we have to agree before we do our protest. What? We're, wait, wait, I have a little few parameters, okay, and then you add to it. This protest has to be about diversity, equity, and inclusion.

And it has to only have a certain amount of words. Because when you protest, you know, you have to say, bah, bah, bah, bah, bah. But you have to repeat the same mantra over and over. So let's talk about it while we're moving around. What should we make our mantra about? Move your body around while we're talking and thinking. Okay, and I'm going to add to

that, too.

Children begin shouting out their protest ideas.

J- Yes, having access to an education for children, having access to an education is something that Americans and human beings around the world have fought for, right? To be able to educate our children. We're still working on the best way to do it so the kids are happy when they're in school, right? Yes. The fact that you're here and you get to learn is a right, and it is a bit of a privilege, too. Okay? So we're thinking about the topics that you need to ask us to think about.

Okay, ideas?

Children- I want lunch together, I want lunch together.

J- Okay, I want lunch together. What's your protest idea?

Child- No separation.

J- No separation, okay. Of what, of who? Of people. No separation of people. What's your protest?

No, I think. I want to advance mathematics. I want to advance mathematics. For all. For all.

J- Oh, I love that, yeah. Advance mathematics for all.

Children- We want soccer. We want soccer.

J- Any protest you tell me? No. No. Go ahead.

Child-I want kids to be able to vote. I want kids to be able to vote.

J- All right, we're going to stop there. We're not writing

anything down, so we have to really use our brains, and let me just say, that is another thing about diversity. Some people learn, some people learn by just listening.

Some people learn by looking at letters on a board, right? And other people learn by doing. So, right now, we're going to just kind of put this together with our ears and our brains. So, I heard, I want soccer, we're going to take a vote. I want soccer, raise your hand if you want to protest. I want soccer. Okay. I want to eat lunch together, raise your hand. Okay, you can keep track, you guys are opposed, these are opposed. Good, okay, you boys. Five, five, five. Five, okay, you keep track. Six, six, seven.

This is soccer, okay. Seven, eight. You can only vote once, just keep that in mind, right? Yep. Okay, let's keep it moving. Okay, I want to eat lunch together.

Okay, just so you know, I would vote for that, I love to eat with my friends. Okay, um, mathematics for all, higher math for all. Okay, I love that, great. And then what was yours? I want to go to driving school. Oh, no, voting for kids. Voting for kids? Yeah. And no separation for people. No separation for people.

Okay. All right, so soccer won. So let's close our door. We are only going to go around the room one time for a protest. We are not yelling and screaming. Listen to my volume, try not to yell and scream, okay? So, I want soccer, is that the between? We want soccer. We want soccer. Okay, okay, okay, here we

go.

Remember, you'll try not to yell. Now when you protest, you can put all your power in your feet, all your power in your feet. You can put your fist in the air if you don't have a sign. You can pretend to have a sign. All right, ready? Here we go, here we go.

Children chanting- We want soccer, we want soccer, we want soccer, we want soccer, we want soccer, we want soccer, we want soccer, we want soccer. All right, get your bags back to the ground. We want soccer, we want soccer, we want soccer, we want soccer, we want soccer, we want soccer, we want soccer. All right, because we ... I'm not protesting lies. Up, up. We want soccer, we want soccer. We want soccer, we want soccer.

All right, so we got all our little willies out. Okay. So, is there anything in the book that you have a question about? Is there anything about the author you have a question about?

Child-Yes. She doesn't count as normal. She doesn't count normal as a word.

J- Okay, so everyone is normal in their own way. So, you feel like it's okay to use the word normal because we're all normal in our own way. That goes back to what Susanne said, right? And it's all relative, our normalcy, our schedules, our lives, how we do things. It's normal for you.

Child- Personally. And if it's normal for you, then it's okay, right?

J- Yes. Thank you for adding on to that_____

Child- Who illustrated the book for you? Who illustrated the book? That's a great question. So, right here on the book, it says it was written by Jahidah Diaab, illustrated by Anna O'Donnell. So, when I was writing the book, I had all the words, but I didn't have the pictures. And like Susanne, we were talking about how this little boy was an artist, but I wasn't. So, I'm like, oh, great. How am I going to make a book with no pictures? So, I got in touch with a friend of mine who's an art teacher. And I said, do you know anyone that paints pictures? And she introduced me to her friend. And her name was Anna O'Donnell. And she actually lives in a house that actually resembles a lot of these plants.

So, this picture, when she sent me the picture and was showing me what she started with, she told me. She said, I'm sitting in my backyard and let me know if you like this picture. And I thought, this is beautiful. Because also in my own backyard, there's a little shack that's a shed from my neighbor. So, it kind of resembled my garden. So, it was a wonderful connection. So, I found the illustrator through a friend. But I also believe that a lot of times the perfect person comes to you when you need something. And I believe she was the perfect illustrator for my book.

Child- What gave you the inspiration to write the book? What made you want to write it?

J-Oh, what gave me the inspiration? Well, I grew up as a child

in a home that did not really, we didn't really talk about the world as a whole. We only talked about racism in the world. So, as a child growing up. It was confusing to me, you know, because I loved everyone. I wanted to play with everyone. But growing up in a home where I was taught, well, we kind of stay to our own kind. And they stay over there. As I got older, I went out into the world and went to college and I made friends. I had friends from Brazil, friends from Africa. My best friend was from Japan.

I just felt like I like this a lot better. It felt better to me. Okay. And so, that's kind of always been following me. That I just love people. If you're a nice person, we can get along. I don't care what you look like, you know. And so, when I wrote the book, I just noticed that the flowers were all so different. And they just look more beautiful all together. Did I make sense? That was my inspiration. My garden and how I grew up and then seeing the world and how blended and beautiful the world actually is.

Child- How long did it take you to make a book? How long did it take me to make a book? Well, it was during COVID and I remember I sat in my yard and I looked around and I had a napkin. And most writers, they don't sit down and say, I'm going to get my computer out and I'm going to write a story. You know, that only comes after they have an idea. And a lot of times when you have an idea. To write, you're somewhere where there's no computer, there's no. So, all I had was my

napkin from my coffee. So, the ideas were coming. So, I just grabbed a pen and started writing on the napkin. And before I knew it, it was a poem. It was really a poem at first. So, I bought it inside and I have a son who's 16. And he was your age, maybe a little older. And I read him the poem and do you know what he said? Do you know what he did? He did.

So, I thought, well, we'll see, whatever. And I wrote the book. And so, that process took a long time. The ideas come quickly, but then you have to... It's like schoolwork, right? Schoolwork. Like, oh, I love math. Oh, but now I've got to do all these assignments, right? I love to write, but now I've got to write a 10-page paper. So, there's a lot of steps that have to go. And all that took a lot of time. Going back and forth, getting all the pictures uploaded.

And, you know, but it was good because it taught me. I learned a lot about the whole process. That's a great question.

Susanne (Teacher) And we got to meet Jahidah's son last year, the fourth grader, last year. Because he's a photographer. Yes, we did. He's doing a photography project. The kids were, like, swarming on him, wanting to know about his camera and learn all about it. Jahidah, right? That was so much fun.

J- Today, he's actually taking a physics regent, so he couldn't come. So, he's in school now, too. But he's still taking pictures and, yeah, that was awesome.

Child- How did you, kind of, like, figure, like, out of all topics, like, how did you, kind of, like, figure out, like, which one you really, like, wanted to, like, that you were really passionate about, that you wanted to write about?

J- Mmm, wow. That is a really good question because, right before I came here, I was sitting across the street. I had time. And I was working on another project because sometimes, like, maybe you also have a lot of ideas that go through your head and you have to, that's a great question, choose which one. So, sometimes, when you're writing or you have an idea for any creative project, you may choose one that speaks to you, like, you're passionate about it. Or you may just choose one that's easiest to, you know, put together. Express. And express. Right, right. So, it depends. Do any of you have your own ideas or projects or maybe writing? Books or poems or anything you're working on privately?

Child- No.

J-You do? Do you want to share a little bit about it?

Child- Um, I don't, I don't know if this counts, but, like, I'm working on this really big painting.

J- That counts. Okay. That counts. And so, what's moving you about your painting? Like, what are you painting about? And is it connected to something that you feel passionate about? Or maybe you're painting just something you see and you want to replicate it.

Child- I'm just thinking about Harry Potter.

J- Okay. So, you're okay. Are you painting a specific picture or are you painting an idea? I'm painting an idea. A scene. Okay. That's huge. Of course that counts. Maybe I'll call you next time I need an illustrator.

Susanne (Teacher) Um, she's good, very good at drawing.

Oh, she's very good?

J- I love how you all are.

Child- Um, and also, my friend, um, had this idea to write a book and she asked me if I wanted to do it as well. And so, we just finished the first book and we're thinking about the second.

J- What is it about?

Child-And we illustrated ourselves.

J- Okay. So you and your friend wrote a book and you're illustrating it yourself. This is your second book. First book. Your first book.

Child- And we're starting the second book.

J- Can you, is it okay to tell us maybe the title or what it's about? If you don't feel comfortable, that's okay. That's fine. Keep your work private until you're ready. That is great. Congratulations on writing a book of your own.

Child- Um, we're doing like plays. We didn't write them, but we're practicing doing it together and kind of like acting it out. And like, this is our first time doing something like this.

J- Oh, yeah. We're all doing it. And you're all doing it. That lights me up. Like our readers.

Susanne (Teacher) You're an actress, too. You write plays. I've seen your plays before. That's really amazing.

J- Yes, I'm actually thinking of turning this into a musical play.

J- So keep writing. Don't stop because your writing can turn into anything.

Susanne (Teacher) That's pretty amazing. I think we have a few more minutes, so maybe we'll take one more thought, and then we'll gather our flowers in a bouquet.

Child- I feel like I kind of feel something with you because I do background acting, and I'm getting better soon, and I feel like the musicals, they have to be very well-trained. It's basically like people are telling a story, but with their words.

J- Okay. Can I say something to you about that before I leave? I'm glad we'll end on this note. So, yes, I agree. You should have some training.

But I am, as Suzanne said, I've been writing and directing and producing plays and musicals for a very long time. And, yes, you may have to be well-trained, but you know what? You really only need one thing to be well-trained on the stage.

Child-Talent?

J-Partly.

ChildConfidence?

J- Confidence, definitely. What else?

Child- Yourself.

J-Yourself, yes. What else?

Child-Makeup and your costumes. Yeah, that comes later, and

that's the fun part. That's like when you put the jelly beans on a cake.

Child- Courage.

J-Courage, yes.

Child- Perseverance, yes.

J- And let me tell you something, when I look for actors, when I do my shows, I look for perseverance, people who have courage, people who have passion, people who just want to be themselves because that's what brings a character. So, yes. And then get your training, because that's important, too.

So remember that in your head. All right, well, that's all I have to share. Thank you, everyone, for just kind of hanging out with me. Thank you, everybody.

Let's put our flowers in the bouquet.

And then we'll put them in here and wrap them all up. Awesome.

Good night, flowers. Good night. Aren't they so pretty? Aren't they beautiful? They look beautiful together, right? Oh, one of them fell off.