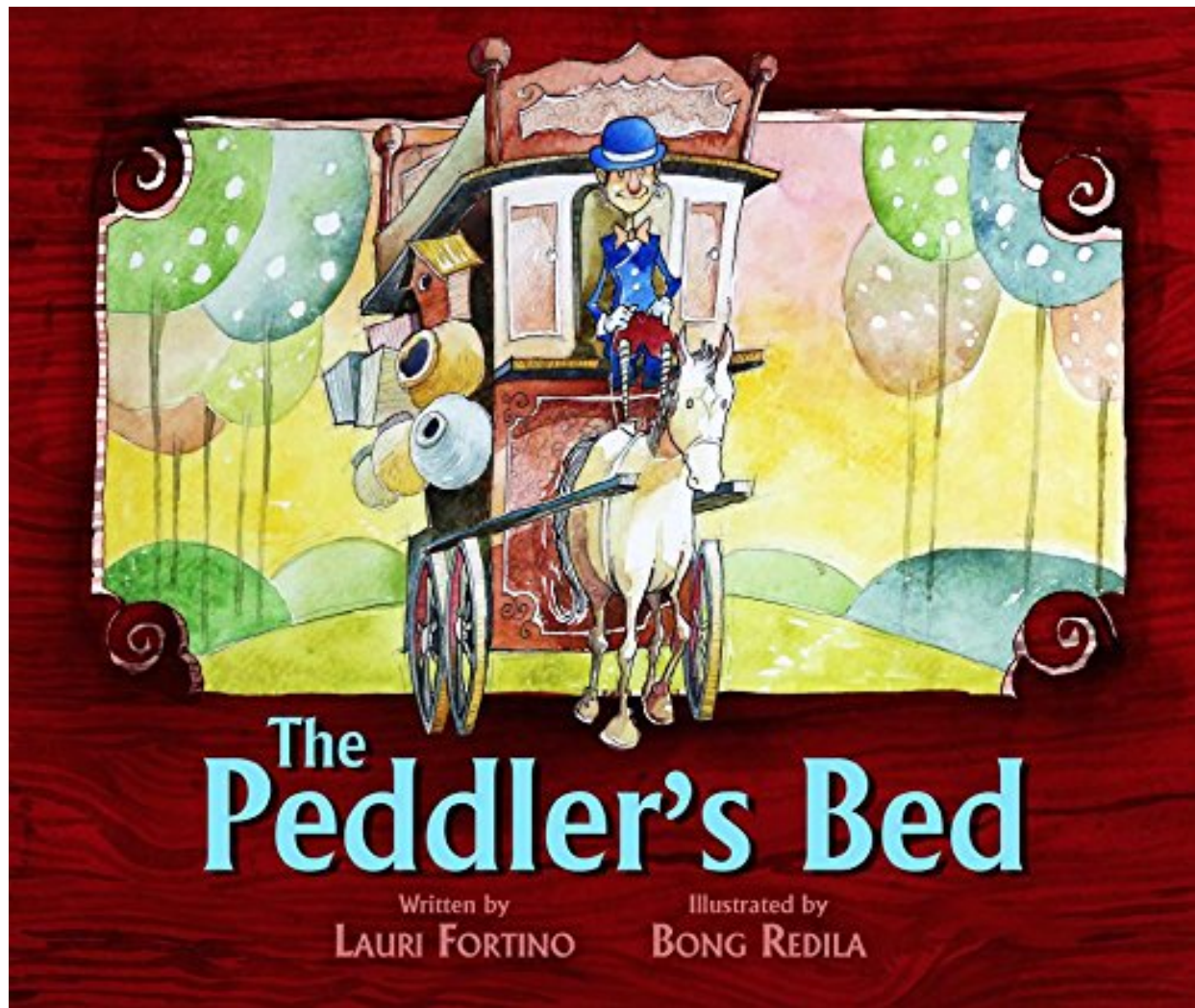


The Peddler's Bed

A teacher's guide created by Marcie Colleen
based upon the picture book
written by Lauri Fortino and illustrated by Bong Redila



Published by
Ripple Grove Press
Portland, Oregon

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How to Use This Guide

This classroom guide for *The Peddler's Bed* is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *The Peddler's Bed* into English language arts (ELA), mathematics, science, and social studies curricula.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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English Language Arts

Reading Comprehension

Before reading *The Peddler's Bed*, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover~

Describe the cover illustration.

- What do you see?
 - Describe the horse-drawn cart.
 - Who is driving the cart? Do you know what a peddler is?
 - Where do you think the peddler is going?
 - Mimic what the peddler is doing. How does it make you feel? What do you think he is thinking?
- Can you guess what the story might be about? What clues can you find?
 - Look closely at the frame of the cover, spine, and back cover. Why do you think it was made to look like wood?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- What is the little man doing when the peddler arrives?
- How does the little man know the peddler is coming down the road?
- What is the dog's name?
- Why do you think the peddler stopped to talk to the little man?
- Using your own words, describe the bed on top of the cart.
- Why doesn't the little man buy the bed?
- What is the deal that the peddler makes with the little man?
- The little man tries to make the bed squeak by placing a mouse on it. What happens when the mouse is placed on the bed?

- What does the little man make for supper? What are some of the ingredients he uses? What kind of ingredients do you like in your soup?
- Before he eats, the little man gives thanks for what two things?
- Using your own words, describe the little man's bed?
- Before he goes, the peddler asks the little man if he would like to sit on the bed a moment. What happens?
- Do you think the peddler wanted to give the little man the bed? Why or why not? Use evidence from the text to support your opinion.

Let's talk about the people who made *The Peddler's Bed*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Now, let's look closely at the illustrations.

- Bong Redila creates some whimsical illustrations of the trees in *The Peddler's Bed*.
 - How many different colored trees can you find?
 - Do the trees remind you of anything?
 - In drawing imaginative trees, what do you think Bong Redila is saying about the setting of the story? Is it realistic? Fantasy?

Using the illustrations from *The Peddler's Bed* as inspiration, students may draw their own imaginative, tree-filled landscapes, perhaps of some place familiar, like their neighborhood or the schoolyard.

- How does Bong Redila illustrate the squeaky sounds?
 - Why do you think Redila chose to represent the squeakiness this way?
 - How many squeaky objects can you find throughout the book?
 - If you were illustrating *The Peddler's Bed*, how would you choose to show the squeakiness visually?

Using the illustrations from *The Peddler's Bed* as inspiration, students can draw a squeaky object of their own.

Simon's Recipe Says ~ How to Read Recipes

Recipes are really instructions for cooking or baking. If students can follow directions, they can cook.

In a game of Simon Says, students do everything that Simon tells them to do. In cooking, the recipe is Simon. Here is a twist on the classic Simon Says game called Simon's Recipe Says.

- Take a close look at this simple recipe for soup.

The Little Man's Simple Soup Recipe

Ingredients:

3 stalks celery, sliced
2 large carrots, peeled
2 medium onions, chopped
2 medium potatoes, peeled
3 medium tomatoes, chopped
1/2 teaspoon basil, thyme, marjoram
1 bay leaf
1/2 cup parsley
1 1/2 Tablespoons salt
1/2 teaspoon pepper
1/2 cup rice

Directions:

1. Place all ingredients into a large crock pot. Cover with water.
2. Cook 2 to 3 hours on high. Remove bay leaf before serving.

- Read aloud the list of ingredients, paying close attention to the measurement associated with each ingredient.
- Explain and, if possible, demonstrate the use of measuring cups and spoons.
- Read aloud each step in the directions, explaining each step in detail.
- For each step in the recipe, create a gesture or pantomime.
- Once there is a pantomimed gesture for each step, play Simon's Recipe Says.
 - Simon's Recipe Says 2 large carrots, peeled (Students pantomime 2 large carrots, peeled)
 - Simon's Recipe Says cook for 2 to 3 hours (Students pantomime cooking)
 - Add a sliced banana. ("I didn't say Simon's Recipe Says.")
- Play continues as traditional Simon Says would, until one kid is left.
- The lesson: when following a recipe, ONLY do what the recipe says.

Students can bring in their favorite recipes from home and lead the class in their own round of Simon's Recipe Says.

Writing Activities

Who is the little man? ~ Character Study

How a character acts and what a character says can tell us a lot about who they are.

Read *The Peddler's Bed*, paying close attention to the character of the little man. Scene by scene, record your thoughts, as in the chart below.

What the little man does	What the little man says	How would you describe the little man?
<i>Example: working in his tiny garden</i>	<i>n/a</i>	<i>Cares for living things, grows his own food</i>

After gathering information regarding the little man's character and the scenarios below, write a new scene for *The Peddler's Bed*. What would the little man do and what would he say in one of the following situations?

- The little man finds a hungry, stray cat.
- The little man sees a storm brewing in the distance.
- The little man takes Happy for a walk.
- The little man wakes up the next morning in the peddler's bed.

Next, look closely at the peddler.

What the peddler does	What the peddler says	How would you describe the peddler?
<i>Example: steps down from his seat</i>	<i>"It's a fine day."</i>	<i>Friendly, polite</i>

After gathering information regarding the peddler's character and the scenarios below, write a new scene for *The Peddler's Bed*. What would the peddler do and what would he say in one of the following situations?

- The peddler comes upon a bird that has no nest. (Hint: the peddler has a bird house on his cart.)
- The peddler sees a storm brewing in the distance and needs to turn back to the little man's house.
- The peddler is sleepy and no longer has a bed.

The Peddler's Bed: the sequel

At the end of *The Peddler's Bed*, the peddler pushes the bed up onto the porch while the little man is deep asleep. What do you think happens after the story? What happens after the peddler leaves? How long does the little man sleep? What does the little man do when he wakes up? How does the little man get his bed inside the house? Be creative and create a sequel to *The Peddler's Bed*.

BONUS: Using their sequel, students can work individually or as a class to complete the following activities.

Art center ~ Provide a variety of art materials including crayons, pencils, markers, paint, scissors, colored paper, old magazines, and glue for students to illustrate the scenes in their stories.

Drama center ~ Provide puppets, costumes, and props so students can recreate their new stories.



Dear Peddler, Thank You

It is always nice to formally thank someone who does something nice for you.

Using the events from *The Peddler's Bed* as inspiration, pretend that you are the little man and write a thank you letter to the peddler.

The letter should include

- a brief re-cap of what the peddler has done for you
- a thank you
- a closing

Then, think of someone in your life who has done something special for you and make them a thank you card. As a class, invite these special friends to the class for a party and present the thank you notes to them.

How to Write a Recipe

As a class, create a list of instructions on how to make a peanut butter and jelly sandwich.

- 1) Gather the ingredients: a jar of peanut butter, a jar of jelly, and two slices of bread.
- 2) Get your tools: spoon, knife, plate, etc.
- 3) Lay the pieces of bread side by side on the table.
- 4) Open the jar of peanut butter.
- 5) Place the knife in the jar and scoop out some peanut butter.
- 6) Spread the peanut butter on one of the slices of bread.
- 7) Open the jar of jelly.
- 8) Using the spoon, scoop out some jelly and spread the jelly on the other piece of bread.
- 9) Place the pieces of bread together, joining the jelly and the peanut butter sides.
- 10) Using the knife, cut the sandwich in half.
- 11) Place on plate.
- 12) Eat.
- 13) Clean up and put the jars of peanut butter and jelly away.

Students can create their own recipe cards for their favorite treats, complete with illustrations.

Examples:

- Hot fudge sundae
- Grilled cheese sandwich
- Veggies and hummus
- Ham and cheese sandwich
- Fruit salad
- Scrambled eggs and toast

Create a class cookbook to include all of the recipes.

For some extra fun, bring in all of the tools necessary to complete a recipe and have the students walk you through it step by step. If they miss a step, hilarity might ensue!

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *The Peddler's Bed* to life in your classroom and also have fun with speaking and listening skills!

Choral Reading

- Turn *The Peddler's Bed* into a script. Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

Mime

- While the teacher reads the book aloud, students can act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.

Drama

- Create a TV commercial to encourage people to read *The Peddler's Bed*.

Language Activities

Vocab Detectives

The Peddler's Bed has some new and challenging vocabulary. Words like "humble" and "remarkable" may be unknown to some young readers.

Re-read *The Peddler's Bed* aloud and ask students to listen carefully for words they do not know.

- As soon as they come across a new vocabulary word, they should raise their hands.

- Repeat the phrase using the unknown word. What might it mean, based on context?
- Look up the word in the dictionary. (*Depending on the level of your students, a student volunteer can do this or the teacher can.*) Read the definition.
- Come up with a way to remember what the word means. Using *Total Physical Response*, students can create an action that symbolizes the word and helps them remember it.
- Create a list of the vocabulary words and hang it on the wall. Revisit it again and again.

Genre: Folktales

Some people have said that *The Peddler's Bed* reminds them of a folktale. But, what is a folktale?

- To demonstrate, provide students with a small collection of folktale picture books. Read a few to the class. Some examples are

Tomie dePaola, *Jamie O'Rourke and the Big Potato* (1997)

Jan Brett, *The Mitten* (1989)

Verna Aardema and Leo Dillon, *Why Mosquitoes Buzz in People's Ears* (1992)

- Then, give the class two minutes to write down any observations about the stack of books. (i.e., similarities and differences, etc.)
- Once the two minutes is up, record their lists on the board.
- Explain that the books are all folktales. Ask students to guess what 'folktale' means.

Look up 'folktale' in the dictionary. (*Depending on the level of your students, a student volunteer can do this or the teacher can.*)

- Read the definition.
- How does *The Peddler's Bed* fit the 'folktale' genre?
- Is *The Peddler's Bed* a true folktale? Why or why not?

Challenge students to tell their own version of *The Peddler's Bed* orally.

Encourage students to explore a library or bookstore and find other folktales to share with the class.

Math

Word Problems

*For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on *The Peddler's Bed* or any other book of study.*

- 1) The little man has 5 carrot plants in his tiny garden. The little man waters 1 of the carrot plants in his tiny garden. How many more carrot plants does the little man have to water in his tiny garden?
($5 - 1 = ?$)
- 2) The peddler eats 4 spoonfuls of the little man's delicious soup. The peddler then eats 3 more spoonfuls of the little man's delicious soup. How many spoonfuls of the delicious soup does the peddler eat?
($4 + 3 = ?$)
- 3) The little man has 6 potatoes to peel for the soup. The little man peels 5 of the potatoes for the soup. How many potatoes does the little man still have to peel for the soup? ($6 - 5 = ?$)
- 4) The peddler bounces on the sturdy bed 2 times. The peddler then bounces on the sturdy bed 1 more time. How many times does the peddler bounce on the sturdy bed?
($2 + 1 = ?$)
- 5) The little man gives the peddler's pony 9 carrots. The peddler's pony eats 7 of the carrots. How many carrots does the peddler's pony have left? ($9 - 7 = ?$)



Lemonade: A Recipe Riddle

Cooking is math. As long as you know how much of something to use, you can create some delicious food to eat and drink.

See if your students can solve this tricky recipe problem as they make lemonade to serve the peddler with his soup.

This activity requires that students know the difference between the following amounts: 1, $\frac{1}{2}$, and $\frac{1}{4}$. A discussion of these amounts should precede the activity.

You will need: zip lock bags, lemons sliced into quarters with seeds removed, water, sugar, straws, a measuring cup with graduated measurements on it, a knife, and a measuring teaspoon.

The students will be given the following recipe:

- In the zip lock bag, place ____ lemon with the seeds removed, ____ cup of water, and ____ teaspoon of sugar. (ask students to predict which blanks to place the following numbers: 1, $\frac{1}{4}$, and $\frac{1}{2}$).
- Zip the bag securely and gently mix the contents for about 30 seconds, making sure to really squeeze the lemon.
- Open a small section of the top of the bag and insert the straw. Taste test the lemonade.
- How is it? Too much lemon? Need more water? Not enough sugar? Try the recipe again, this time switching the numbers until the desired taste is achieved.

The Peddler's Cart: Learning About Money

Spend some time helping students identify money coins (penny, nickel, dime, and quarter) and dollar bills, while also discussing the values of the money.

- What is the purpose of money (to buy food, toys, clothes, give to charity, etc.)?
- Which do you think costs more—a car or a loaf of bread; a beach ball or a diamond ring?

Brainstorm some ways to earn money.

- Set up a "peddler's cart" in the classroom filled with some fun items.
- Provide, or have students create, "play money".
- Place prices on all of the items.
- Have students complete the following tasks:
 - Make a purchase as a customer.
 - Gather a list of items to purchase using a set amount of money or budget.
 - Add an item to sell at the peddler's cart and set the price. Determine how many items you would need to sell in order to make a certain amount of money.
 - Make a sales transaction as the peddler.

- Discuss the difference between selling, bargaining, and swapping.
 - Have students bring in an item from home that they no longer want and set up a Class Swap Meet.
- Looking back at *The Peddler's Bed*, did the peddler sell the bed to the little man? Why or why not?
- Did the peddler bargain with the little man? What would the little man need to bargain?
- Did the peddler swap with the little man? What do you think the little man gave the peddler for the bed?

Science

The Simple Things in Life: Observing Nature

The little man might not have much, but he seems content to work in his tiny garden next to his small house with his dog Happy. For many people, just being in nature can be soothing and make them happy.

Create a Nature Journal:

- Gather together 6-8 pieces of paper (some can be lined for writing, others blank for drawing).
- Add on top a piece of blank paper for the cover.
- Punch three holes through the pieces of paper and the cover sheet.
- Cut a piece of cardboard just a bit larger than your paper.
- Punch three corresponding holes in the cardboard.
- Place the papers on top of the cardboard and top everything with the cover sheet.
- Line up the paper and cardboard holes. Then tie together with yarn or string.
- Copy the following text from *The Peddler's Bed* onto the cover sheet and decorate. "*Come, have a seat in the shade of my porch.*"
 - Have you ever just sat somewhere, maybe on a porch, and relaxed?
 - What did you see as you sat?
 - Name a time you might want to just sit and relax.
- You are now ready to head outside and observe nature.

Observing nature.

- Find a spot to sit outside where you can be quiet and observe. Be sure to have your Nature Journal and something to write with. You may use colored pencils, crayons or markers if you prefer.

- Sit for at least fifteen minutes. You may set an alarm.
- Look all around you. What do you see? What do you hear? What do you smell? What do you feel?
- Find something you want to write about or draw and record it in your Nature Journal.
- Continue to observe nature in the same spot, fifteen minutes at a time, for a whole week. Every day, take care to notice something different to write about or draw.

Share your notebook with the class.

- What did you discover when you paid attention?
- What did you feel? What did you smell? What did you hear? What did you see?
- Did the weather ever change? How was it different? How did the weather (wind, rain, snow, etc.) affect nature?
- What astonished you?
- If you were to continue observing nature, what spot would you choose? Why?

An Eye for Nature

Nature in itself is beautiful art and Bong Redila's trees in *The Peddler's Bed* definitely prove it.

Go on a nature walk around the school or ask students to take a nature walk in their neighborhoods and gather pieces of natural art that they find (acorns, leaves, flowers, petals, rocks, etc.) *Be sure to mention not to pick or harm any growing/living things while gathering items.*

Activity #1

Once items have been gathered, take time to look at each item closely.

What are the shapes that make up this piece of nature?

What are the different colors?

Are there small details that you didn't notice before?

Show the class examples of Georgia O'Keeffe's flower paintings. As the children look closely, tell them about her life and her work.

Two great books on O'Keeffe are *Through Georgia's Eyes* by Rachel Victoria Rodriguez and Julie Paschkis (Holt 2006) and *My Name is Georgia: A Portrait by Jeanette Winter* by Jeanette Winter (HMH 2003).

Explain that making something larger than life catches our attention and causes us to look more closely.

- Each student should choose one item to paint.
- Using pencils, have the children draw the basic outline, or outer edge, of their item on paper. Encourage them to draw the outline so big that it touches or even goes off the edge of the paper.
- Have students paint their item, closely observing the variety of colors, textures and details.
- When the paintings are completed, the students should paint the backgrounds.

Display the paintings in a classroom gallery.

Activity #2

Drying and pressing leaves and flowers can be done by placing the items under a large heavy book, or you can get scientific about it and use a fun chemical reaction to create 3-dimensional artwork.

Materials needed:

Sand

Household Laundry Borax

Medium-sized cardboard box with cover removed

Directions:

1. Make a mixture of 3 parts borax and 1 parts sand.
2. Dump this mixture into the cardboard box and spread evenly.
3. Place each flower or leaf face down into the mixture, making sure that it is fully covered. Stems can be left uncovered and upright.
4. Store in a dark, dry place for 2-3 weeks.

The dried flowers and leaves can then be used to create a piece of art. Apply the flowers or leaves to a piece of paper, canvas, or poster board with simple white glue.

What is it about the sand and borax that dries out the flower and leaf? Research the reason online!

“Build a Bed” Challenge

This challenge allows students to problem solve a way to build a small bed! Of course, a little imagination is going to go a long way here, too!

- Explain to students that they will be working in groups of 2-3 to build a bed to hold at least three stuffed animals.
- Provide the students with several craft items (rulers, paper, cardboard tubing, empty boxes, tape, glue, etc.) Check the recycling for more ideas for materials.
- Each group’s bed must:
 - Be at least two feet wide, four feet long, and stand one foot off the ground.
 - Be a construction made up of at least two different materials.
 - Be strong enough to hold three stuffed animals.
- The groups must create blueprints or sketches for their bed and carefully document their use of the method of construction throughout the process of building their bed.



Once all beds have been built, present them to the class.

Offer up awards to increase the competition.

- Sturdiest Bed
- Most Attractive Bed
- Most Materials Bed
- Least Materials Bed
- Quietest Bed (no squeaks!)

Social Studies

Modern Day Peddlers

A peddler is a traveling vendor of goods. For another example, read *Caps for Sale: A Tale of a Pedder, Some Monkeys, and Their Monkey Business* by Esphyr Slobodkina.

Even today the tradition of the peddler lives on.

There are many different peddlers on the streets of large cities like New York City. When it rains, people sell umbrellas on the sidewalk. And on just about every corner you can buy a newspaper, piece of fruit, or a hotdog from a cart.

- What kinds of peddlers have you seen in your neighborhood?

Assign a modern day peddler for students to research in the library and on the Internet.

A few are listed below, but do not feel limited to those on the list.

- The Ice Cream Man
- The Knife Sharpener
- Fruit cart salesperson
- Farmer at the farmer's market
- Balloon salesperson
- Umbrella salesperson
- Newspaper salesperson
- Hot dog cart salesperson

Take notes and gather as much information as possible on the type of peddler.

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

Where Children Sleep

The book *Where Children Sleep* by photographer James Mollison is a book of large-format photographs of children's bedrooms around the world--from the U.S.A., Mexico, Brazil, England, Italy, Israel and the West Bank, Kenya, Senegal, Lesotho, Nepal, China, and India--alongside portraits of the children themselves. Each pair of photographs is accompanied by an extended caption that tells the story of each child.



A slideshow of some of the bedrooms can be found online at:

http://www.huffingtonpost.com/2012/07/16/where-children-sleep-james-mollison-photography_n_1664731.html

As a class, discuss a few of the photographs.

- Describe where the child sleeps.
- Are there any similarities to your own bedroom? Any differences?
- What predictions might you make about the person who lives here?
- Where in the world could this be?
- How does this bedroom make you feel?

Then read the accompanying child's biography.

- Were any of your predictions about the child correct?
- Where in the world is this bedroom? Find it on a map/globe.
- What new information do you have about this child?
- How does this bedroom make you feel now?

Where I Sleep Diorama

Using their own bedrooms as inspiration, have students build a bedroom diorama.

Materials

- Large shoebox or gift box
- A variety of small boxes
- Various art supplies (ie: construction paper, craft foam, gift wrap paper, acrylic paint, paint brush, glue, scissors, self-hardening clay, pipe cleaners, beads, sequins, craft punches, etc.)

Instructions

1. Use a large shoe box or gift box to turn into your miniature bedroom. Think of a color scheme for your bedroom. Paint both the inside and outside of the large box with acrylic paint (or you can also cover with colored paper).
2. Cut craft foam or gift wrap paper to cover and glue onto the bottom of the large box for rugs or floor coverings.
3. Use smaller boxes to make furniture such as a bed, bedside table, dresser, etc. You may need to trim off parts of these small boxes to obtain the desired size. Glue any open flaps on these small boxes.
4. You can also cut and glue box parts together to make custom furniture parts such as the shelves in a bookcase.
5. Paint the small boxes to make them look more like bedroom furniture, such as adding drawers to the bedside table.

6. To make the bed, cut a headboard and footboard from construction paper. Glue them on either side of a small box. If you have craft punches, punch out some designs on the bed's headboard and footboard.
7. Cut a piece of colored paper or gift wrap paper to cover and glue onto the bed.
8. Cut a smaller piece of colored paper and glue this onto the bed as the blanket.
9. Make a pillow by cutting a rectangular piece of craft foam. Apply glue on its surface and roll into a pillow shape.
10. Glue the pillow onto the bed.
11. Glue the furniture in place inside the bedroom.
12. Be creative and decorate your bedroom with miniature objects. (Some ideas include toys, stuffed animals, books, picture frames, plants, clocks, lamps, etc.) Create these objects using materials like self-hardening clay, paper, beads, pipe cleaners, or sequins.
13. When you are finished, arrange and glue the objects in place around the bedroom.

Afterward, have students share their dioramas with the rest of the class.

How many similarities can they find within the bedrooms? How many differences?

Gratitude Mural

There is no doubt that the little man would wake up grateful for the peddler's bed. And how very generous of the peddler to give it so willingly.

As a class, create a list of things to be grateful for.

Additionally, create a list of ways to express gratitude to those around you or "give back".

One way to "give back" or express gratitude is to make a mural for your school community!

Throughout history, art has been used to transform public spaces into places of beauty and reflection. Most importantly, these pieces of public art are used to bring about tighter community and to "give back" for all that we have been given.

Look up examples of public art on the Internet: in subways, under bridges, and in parks. Be sure to find examples of traditional murals painted on walls, but also sculptures and knit-bombing.

How can art be used to foster community?

- Bring people together to create it
- Reflect all people in the community in the artwork
- Create a space that people will want to visit and hang out in

Then,

1. Choose a space within the school that could use some brightening or some inspiration.
2. Brainstorm a mural or other piece of temporary art called "Gratitude" that can be created in this space.
3. Brainstorm how this mural can build community and offer thanks to those around us.
4. Involve as many people as possible in the creation.

