

The Four Friends

Build a New School



A Children for Health book

Characters



Amad



Sara



Esme



Miggy

Acknowledgements

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Chapter One

Amad, Esme, Sara and Miggy were taking care of their little brothers and sisters while their parents worked on the coffee farms. 'Quick, come and look at my little sister,' said Amad. 'Something is wrong with Vero.' Vero was lying in the shade of a tree with her eyes shut. Her breathing had started to sound strange. It was fast and shallow and the middle of her body moved up and down quickly as she took her breaths.

'Does your sister always breathe like that?' asked Sara.

'No, but she's been coughing and now she seems very sleepy. What shall we do?'

'We must tell your parents,' said Miggy.

'My mother is working in the fields. She will not like me to stop her working.'

Esme frowned. She had heard the health visitor say that when a young child starts to breathe fast, it is dangerous. 'Amad, we HAVE to talk to your mother. Hurry!'

'Go on,' said Sara. 'I'll look after Vero.'

Amad and Esme ran and found Vero's mother picking coffee beans.

'What are you doing here?' said Amad's mother. 'And Esme too! But where's Vero? I thought you were looking after her.'

'Come quickly,' said Esme. 'Vero is sick. She's breathing fast. Maybe she needs to go to the clinic.'



Vero's mother dropped her basket and called for her husband who was working nearby. They ran down to the village. Vero's mother knelt down by her little girl and called her name, but she did not open her eyes. 'We have to get her to the clinic.'

Vero's father picked Vero up and ran down to the bus stop. Amad ran beside him with his bag.

The blue bus was crowded with people but they helped Vero's father climb on and made space for them. 'I hope she is going to be all right,' said Amad as they walked back to the village.

'The doctor will take care of her,' said Esme. 'I want to be a doctor when I grow up and help children like Vero.'

'But you have to go to school first,' said Amad. 'And there's no secondary school near us.'

'I know,' said Esme sadly. 'But somehow, I must find a way to be a doctor.'

In the evening, Vero and her father came back to the village. The children were happy to see that Vero was well again.

Vero's mother hugged her tight. 'Thank goodness Esme saw her breathing too fast. But how did you know this was a dangerous sign?'

'I learned about it when the health worker came to the village.'



That evening, the four friends sat around talking. Esme said, 'I really wish we had a secondary school. We could learn so much!'

'If there was someone to coach me, I could be a great footballer,' said Amad. He was the tallest of the four friends. He was strong, brave and loyal. Amad practised his ball skills all day long and dreamed of playing on the national team.

'I want to learn about mobile phones and computers,' said Sara. 'I need to find out how they work and how to make new apps and even robots. But who is going to teach me? The parrots in the trees?' Sara always carried a backpack filled with surprising things like parts of radios or mobile phones that might help fix a gadget that got broken one day.

Esme started laughing. 'So are you going to build robots when you are older? Hahahaha!' They all started laughing at the thought. Even Sara.

Miggy always had pockets full of bugs and little animals. He wanted to grow up to be a great conservationist and take care of the forests and the animals that lived there. He always carried a magnifying glass made from a lens from a pair of spectacles and a pot to keep his new insect finds in. 'I can always find lots of bugs and birds but I don't have enough books to find out all the things I want to know about them.'

'And how am I going to pass all the exams to become a doctor?' said Esme. Esme had lost a hand in an accident and had spent some time in hospital. Now she wanted to be like the doctors who had helped her and help other children. 'And if we had a school we could all learn more about how to be healthy and help our little brothers and sisters to stay well. We have to find a way to build a school for us older children.'

'But how?' said Miggy.

The four friends save Vero by knowing what to do when she is sick. They wish they had a secondary school where they could learn many more things and grow up to be a doctor, a footballer, a computer specialist and a conservationist.

Chapter Two

Esme's brother came back from the town where he worked to visit his family.

'Esme, you look sad. What is the matter?' he asked.

'I wish we had a school for older children so I could learn to be a doctor when I grow up.'

'I think the government gives land to village communities to build a school. Why don't we talk to our parents? Perhaps they can ask the village elders about building a new school at the next meeting.'

'I'm sorry,' said the village leaders. 'We started to build a school a few years ago but it was too much expense and too much work for one village.'

Sara had an idea. 'I was reading something on my father's mobile phone,' she said. 'Villages had come together to build a secondary school. What if we asked the villages around our valley if we could do the same and build a new school?'

'That's a good idea,' said one of the elders. 'Maybe it is time to try again.'



A week later the village elders went to discuss building a new school with the village leaders around the valley. They came back with good news.

'We have an important announcement,' said the head elder. 'We are going to build a new school.' The four friends jumped up and down cheering. They could not believe it.

People from all the villages came to help build the school down in the valley. As they cleared away the trees and shrubs, Miggy helped collect animals and birds and bugs first so that they were safe and took them to new homes. Amad helped the strong men shift rocks and stones. Soon the villagers began digging foundations and laying bricks. The four friends liked to sit in the shade of their favourite tree and talk about what the new school would be like.



'I hope the teachers don't shout at us,' said Miggy.

'Of course not. They will be kind and helpful,' said Esme.

'Esme, you always have a pen and paper,' said Miggy. 'Let's make a list of ideas for the best school ever.'

We want to learn about health and help everyone learn how to be healthy.

Our teachers help us make and keep good friends.

We don't allow bullies.

The teachers are kind and helpful – no shouting or hitting.

We can be free to talk about problems.

Our school is a place to play after school.

Children with special needs are welcome at our school.

When children are sad they have people to talk to.

The villages around the valley decide to build a school together. The four friends make a list of all the things they hope for in a school.

Chapter Three

The children went home but Esme stayed under the tree. It was hot and soon Esme felt her eyes closing. 'The best school ever,' she muttered to herself as she fell asleep.

Up in the branches, two parrots had listened to the children.

'Let's have some fun,' said Zaza. 'Why don't I use my dream feather to give Esme a dream about a new school?'

Zuzu jumped up and down on the branch. 'Yes. Let's make her dream what is 'the best' school. This is going to be fun.'

Esme muttered in her sleep again. The dream had begun ...



Esme dreamed that the school was finished. The four friends were very happy to be going to their new school. But what a surprise! All the teachers were robots, all exactly the same.

'Welcome to the best school ever,' said the teacher robots. 'Now please put on your new uniforms. They are all the best size ever.'

But oh, no! The uniforms were all the same size. Amad could not button up his shirt. Sara's uniform was so big that it flopped over her hands.

'Sit down please. We have made the best size desks and benches for you.'

But the desks were all the same size. They were not the right size for either the older and bigger children or the younger ones.'

Then the lessons began. Every day, all day long, the teacher robots taught them about mobile phone engineering and then mobile phone engineering again and then mobile phone engineering yet again.

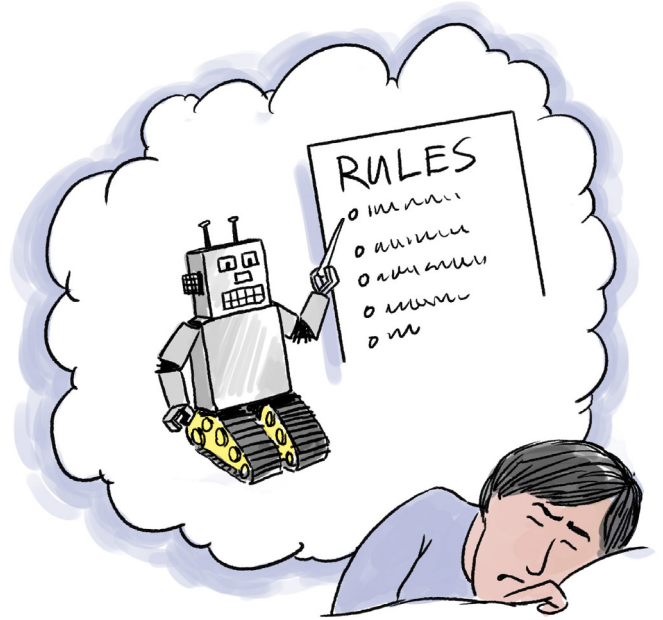
'But aren't we going to do any sport?' muttered Amad. His legs were used to running about. Miggy was bored. He took a few bugs and mice in his pockets so he could talk to them in lessons. A lizard got out of his pocket and ran up the blackboard where the robot teacher was writing sums. Even Sara who loved mobile phones was getting bored with learning the same thing all day. Esme wanted to learn about biology so she could be a doctor one day. At the end of lessons, feeling very nervous, the four friends went to see their teachers. 'We find it difficult to always have to study one thing,' explained Amad.

'But the best job when you grow up will be making mobile phones. That is why we must study mobile phone engineering every day. That is the rule in this school.'

The children still looked sad.

'Do you want a school with no rules?'

'No,' said Miggy. 'The smaller children might get pushed aside by the big kids.'



So the children went back to studying the same lessons every day. 'If only we had someone to talk to,' said Esme. 'It is good to have the same rules for everyone to keep people safe, but we also need teachers who know us and listen to our problems.'

'Yes,' said Miggy. 'Just like the different animals and birds, we are all different. We need help to become the person we were meant to be when we grow up, whether it's a doctor, a scientist, a footballer, or a mobile phone engineer.'

Esme woke up. She rubbed her eyes. She was so happy to be awake. 'Thank goodness that was just a dream,' she said. She ran to find her friends and tell them about it.

The two parrots jumped up and down on the branch, squawking.

'That will make Esme and her friends think about what really makes a happy school,' said Zuzu.

The children listened to Esme tell them about her dream. They fell about laughing. 'Maybe I was the one who made the robot teachers,' laughed Sara. But Esme still looked worried.

'Don't worry,' said Amad, 'Our school will not be like that. We will have good rules and our teachers will listen to us and help us with our different problems and talents.'

'Phew,' said Esme, 'Now I feel a bit better. And I am glad I have friends who listen to me.'

Esme dreams of going to the best school ever, but it turns into a nightmare because everything is the same size and fits no one. The children try to explain to the teachers why they are unhappy but the teachers do not understand. Esme is glad to wake up.

Chapter Four

At last, the first day of school arrived. But was it going to be like the school in Esme's dream, or as the children hoped?

Esme put on her new uniform. She felt proud when she saw the green badge in the mirror. Her uniform fitted well and was comfortable.

You could hear the children singing as they went down the hills to the new school. The four friends hurried into the school playground where more than 200 children were waiting.

In the morning they studied many interesting things. There were different sized benches for big and small children.

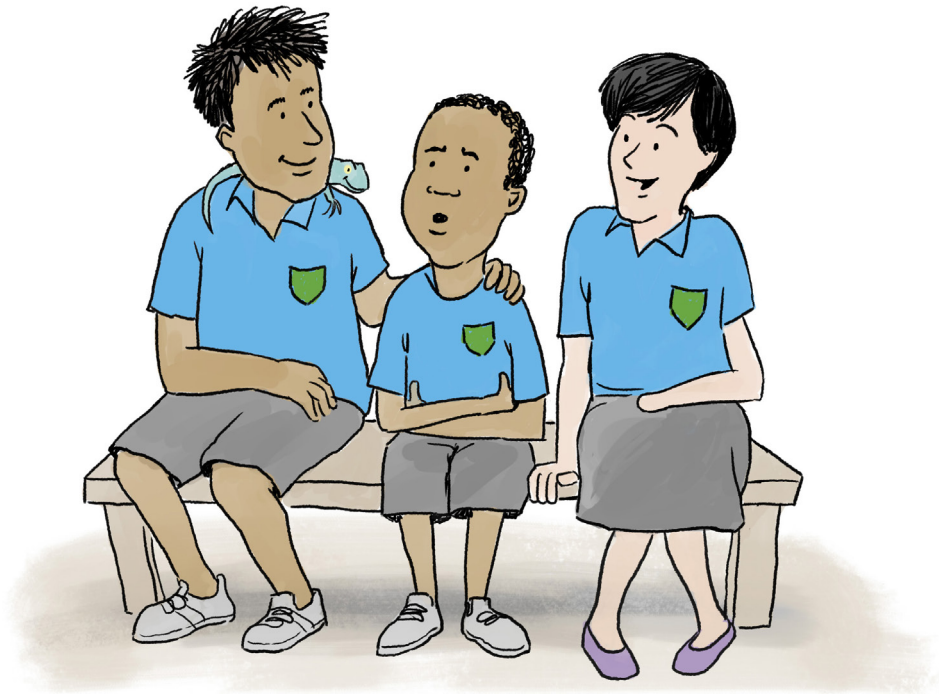
But out in the playground Miggy, found a little boy crying. 'What is the matter?' asked Miggy.

'It is so noisy and I can't find my friends. I feel scared with so many children running around.'

'Look,' said Sara. 'Can you see that bench under the tree? Older children will take it in turns to sit on that bench so that anyone who feels lonely or worried can come and talk to us. What's your name?'

'I'm Jose.'

Jose sat and talked with Esme and Miggy.



'I can see my friends over there,' he said. 'I feel better and I am going to play now.'

'Come back if you want to,' Sara told him.

Chapter Five

The next morning, as Esme and her friends walked to school, talking and laughing together, they saw Mari going to fetch water. 'I wish I could come with you to school,' said Mari. 'It looks like you are having fun.'

'Why don't you?' said Esme.

'I can't. I have to help my mother at home.'

'You must find a way to come with us. Ask your family.'

'I asked my mother already. She said she was sorry but I had to help her.'

When Mari got home, she started to brush the floor. 'Mari, What is the matter?' asked her grandmother. 'Why are you so sad?'

'I wish I could go to school like the other children. I want to learn to be a teacher one day.'



'You would make a good teacher. Perhaps we should talk to your parents. If the boys helped you with the water and the house then you could go to school. They are kind boys and will want to help you become a teacher.'

That night Mari's family talked together.

'If Mari wants to go to school, then we will help at home,' said her brothers.

Mari jumped up and down. 'Really? Can I go?'

Mari ran to Esme's house. 'I am coming to school with you tomorrow!'

'Hooray,' said Esme. 'We can all walk there together. Now we will be five friends. And tomorrow is my favourite day. We are going to be learning about keeping healthy.'

'Then we can help people when we grow up!' said Mari.

'In fact, we can start helping our friends and family now, if we learn how to,' said Esme.

Esme was pleased that they had lessons about how to keep healthy: by eating a colourful diet - by washing their hands often, - by using bed nets treated with insecticide, tucking them in properly each night. They learned about wearing sandals to avoid contact with worms - and about getting immunised. The children worked out songs and dances and performed them at community gatherings to pass on messages, like not smoking. They shared many of these health messages with their families and friends in the village.

The children are pleased to find that the school teaches many different subjects and takes notice of their different needs and worries. Esme encourages Mari to get permission to come to school. Esme is pleased that they are learning how to keep healthy at school.

Chapter Six

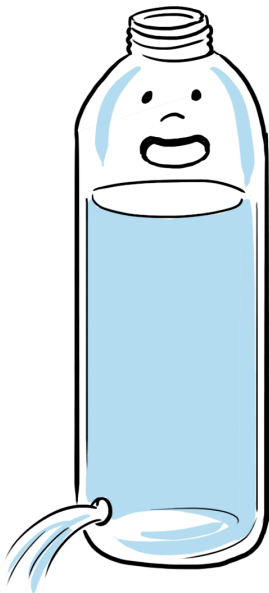
Esme loved her new school. Her favourite teacher was Emily. Sometimes Emily brought Charles, her two-year-old son and talked about how to feed babies and keep them healthy.

One day, Emily had a meeting in the next-door village. The baby was being looked after by her young cousin, Clementine.

The parents had planted a garden in front of the school with colourful vegetables that were beginning to grow. The children often sat chatting by the garden after school. The cousin came running into the playground.

'Do you know where Miss Emily is?' She said to the children. 'Charles has had sickness and diarrhea since the morning.'

'We need to make sure he has something to drink,' said Esme.



'Yes, said Miggy. 'Remember what we learned, how babies and small children's bodies are like a bottle of water that needs to be kept filled up to more than half way. If the diarrhea runs out at the bottom, then you need to give them sips of clean, safe water or they get even more sick.'

Sara fetched some cooled boiled water from the kitchen while Cousin Clementine cleaned up the diarrhea. 'And we must wash our hands with soap properly after helping children with diarrhea,' said Esme.

Emily came around the corner and ran up to Clementine, she was happy to see that Charles seemed fine. 'I will take him for a check-up at the clinic but thank you for your help and well done!

The children are allowed to play in the school-yard after school. They help the teacher's cousin care for her child who has diarrhea. They are glad that they have learned so many health messages.

Chapter Seven

The head teacher was a tall man with a kind face. 'I heard how you helped Emily and her baby,' he said. 'We want to have a children's school council and I would like you all to join the meeting we are having about making a manifesto for the school. Would you like to do that?' The five friends felt very proud.

Over the next few weeks, the teachers and the children met together and talked about all the things they wanted. They wrote down all the ideas in a way that the children could easily understand.

School Manifesto

- We know that learning and succeeding is important and that being kind and helping others is important, too.
- We learn about and collect health messages to teach and share with others.
- Children help one another in every aspect of the school day.
- Our school has a play area where the community are welcome.
- Our school is a place that the community feels welcome and happy to offer help.
- Our school is a healthy and hygienic place, for example we have hand washing stations near latrines which are kept clean.
- Our school is a place where we learn how to grow local food in the 'front gardens'
- Our school is a safe place where we take care of each other – no adults or children hurt others with their words or hands.
- Children with special needs are welcome at our school and the whole school community support these children, their families and learn from them, too.
- At the start of every day, we sing the school song and we speak our school motto in our classrooms – "A Great Place To Be!"
- At our school we treat each individual and their different talents with respect and empathy, and help each other grow into the person they were meant to be, so that they can serve the wider community.

Chapter Eight

The children went home happy that the teachers had listened to them.

At the end of the first term, the children were told, 'It is time for us to celebrate our new school. Let's invite all the villagers and parents who have helped build and support our school. We will have a party.'

Esme, the children and teachers danced at the party, 'I never knew school was going to be this much fun!' she said.

The years went by. The children grew up. Amad became the sports teacher at school, looking after the school football matches. He also taught the children about keeping healthy. Esme ran the clinic in town and came back to school to help with vaccinations. Miggy came back to the school too sometimes, to tell the children about how he was looking after the animals in the safari park. And one day Sara came back with something very special for the children. She had invented a phone app so that children could read health messages on their parents' phones to help children in the village and all over the world keep healthy.



The teachers invite the children to create a school manifesto with them. The community celebrate with a fun party. Many years later the children grow up to do the jobs that suit their special talents, and come back and help at the school as often as they can.

Four Friends Activities Section

The story *The Four Friends* is for children aged 10-14 depending on their reading ability. They can read it to younger children using the red sentences at the bottom of the pages plus the pictures. The focus of the book is about creating a school where the children, their teachers and the community work together to make sure that the school is a happy, safe environment for children and adults to learn, play and be together.

Ideas for Using the Story Book

Ask the children to look at three of the pictures. Ask them to guess what the story is about. The right answer is not needed but this activity helps to develop curiosity.

1. Read the story with the children.
2. Ask the children to read the story to each other or retell the story chapter by chapter.
3. Divide the children into groups. Each group can read, retell or act out their chapter and think about what they learned or liked about that chapter.

Add your own ideas!

Ten comprehension questions

These are questions suitable for pairs or groups of children to ask and answer or, if writing practice is required, select one or two of the questions and ask children to write an answer. With the discussion or writing approach, children can take it in turns to read or tell their answers to the whole group.

1. Why was little Vero breathing in a strange way?
2. What did Esme want to be when she grew up?
3. What did the four friends want their village to build?
4. What did Esme dream about?
5. What did the children wear to school?
6. What was the special bench for?
7. Why did Mari not go to school?
8. What was wrong with the teacher's baby?
9. How did the water bottle story show the children how to help the baby?
10. What did the children do when they grew up?

Add your own ideas!

Other Questions

The questions that follow ask children to think more deeply about the story and link the story to their own lives. Select one or two questions or ask children to vote for the questions they like the best. Ask children to 'take a question home' to talk about with their friends and family and then ask them to describe what their friends and family discussed. Use one or two of these questions as a topic for a lesson or a class project. For example:

If a dream feather were dropped on you now, what would you like to dream about?

Ask children to talk about this, make up music or songs, draw or dance.

These are our suggestions and you can add your own ideas!

Response to the story questions

1. If a dream feather were dropped on you now, what would you like to dream about?
2. At the start of the story the children are looking after their younger brothers and sisters. They saw that Vera was unwell and Amad and Esme ran for help. When do you look after your younger siblings? Have you or anyone you know had to run for help? Would you know the signs of rapid breathing like Sara did? What do you think children need to learn about their own and others' health?
3. All the children had ideas about what they would like to do when they are older. Do you have ideas like this? What are they?
4. Are there times when children are treated differently when they should be treated the same? Or times when they are treated the same when they should be treated differently? Give examples.
5. You notice that Sara wears spectacles. Do you know children who wear spectacles? Do you know how they feel about this?
6. Why do you think Mari is not allowed to go to school? Do you know any children who have to stay at home? What do you think about this?

Reading between the lines questions

1. How can you tell what other people are feeling? For example: sad, happy, confused or angry?
2. What words could you use to tell someone that you feel happy, sad, confused or angry?
3. When is it important for children to tell adults their ideas or talk about things that are important to them? At school? In a family?
4. Would you like a school with no rules? Give your reasons.

5. Esme had a bad dream about her worries. Were her worries real? What made Esme feel better? Are all worries real?
6. Do you think different children would be good at different jobs? Would Esme be a good footballer? Could Miggy be a doctor? Give your reasons.
7. Why is it important for children to learn about health messages?
8. Why did Mari have to stay at home? Why was she shy to talk to her family about going to school?
9. Is growing colourful vegetables something you could do in your school? How?
10. How does the community help your school? How does your school help the community?

'Suppose you were' questions

1. Suppose you were Esme and you saw a little child breathing too fast. What would you do?
2. Suppose you were one of the four friends. What would you write on your list of things you wanted for a new school?
3. Suppose you were sitting on a special listening bench at school and a small child came and sat next to you who looked sad. What would you do and say? Is a listening bench a good idea? Give your reasons.
4. Suppose you were Mari and you wanted to go to school. What would you say to your family?
5. Suppose you were one of the four friends and you saw that a neighbour's baby had diarrhea. What would you say and do?
6. Suppose there were five friends – including you. What would you tell them that you want to do when you grow up? What are your favourite subjects in school?
7. Suppose you were at Esme's school. Who would you talk to if you had worries?

Linking the story to real life questions

1. If you learned health messages at school, describe how you would share these messages with others - when, where, how? How do you think others would react when you did this (friends, younger children, family members, etc.)?
2. What health messages do you already know that you can share with your family?
3. How can we make sure that children have someone to talk to at school when they need to?
4. If someone feels sad, how does it help to have someone to talk to?
5. Do you think it is important for ALL children to have the chance go to school? Give your reasons.

Other Activities

Magic Carpet Thinking

1. Ask children: *If you could get onto a rocket ship or onto a magic flying carpet and travel to a new planet or to a new land where there are no schools, what kind of school would you set up and why?*
2. Make a list of ideas like the four friends did on Page 5.
3. Use some of their ideas if you like them but add some more ideas, too.

Health Messages

Try creating health messages linked to health topics that you think are important OR you can ADOPT or ADAPT other health messages that you know or find. It is important that health messages are accurate, so always ask a health worker to check your messages.

Children for Health have created 100 short health messages for children to learn and share in ten topics including Nutrition, Malaria and HIV. Download them from our website at www.childrenforhealth.org/resources

The Rainbow Stick

Make a *Rainbow Stick* to help learn, collect and remember health messages. Children love to collect, they love to learn new things and they love to share. Children can possess a Rainbow Stick of their own or they can make one in a group or as a class. They are simple and cheap to make. The *Rainbow Stick* can inspire and motivate each child to collect as many ribbons as they can, to help each other learn them well, and to share stories about how they shared the messages with other children and in their families. With support from their families and teachers, a *Rainbow Stick* enables children to record their progress and have a teaching tool to use with younger children.



Once a child or a group of children learns then shares and then tells the story about the experience of sharing a message, give them a ribbon or strip of fabric to symbolise this achievement. The colours of the fabric could be different for each of the messages or you could have one colour for each health topic. Ribbons are given to children who learn and share a message PLUS tells the story of how they shared the message.

Just as children worldwide learn their times tables until they can recite them, children can learn their 'health times tables'. Children may like to make up other messages and add new topics and shades of colour to the stick. Check these are accurate.

Remember a message is like a DOORWAY to discussion and action!

Methods to get Children Talking, Understanding, Remembering and Sharing

Think-Pair-Share (TSP)

A three-step method often used at the beginning of a session.

1. **THINK** Ask the children to think about a statement or a question or even draw something or write key words that relate to it.
2. **PAIR** Ask the children to talk about their ideas with one other person (or in threes in a group with an odd number).
3. **SHARE** Ask the children to share their ideas in a small group and/or a larger group or the whole group.

When the children get used to this method you can create a hand signal to tell the children to use the method. This makes them feel part of a team with its own rules.

Drama, Role-plays and Dialogues

- A DRAMA is when the children act as if they are another person in an imaginary situation.
- A ROLE PLAY is a method to practice a skill or situation, like asking a *good question* to a family member. Children can act as themselves or others, for example, a group of mothers at a clinic.
- A DIALOGUE is a conversation between two people – either themselves or acting the part of others. Finger puppets can be used to develop dialogues. This method is good for exploring sensitive topics like breastfeeding or the lack of money for a balanced diet, etc.



Ask a Good Question

This is about children asking a good question that helps them understand the practical problems faced by people wanting to follow a health message. For example:

*Wash your hands properly: use water, a little soap.
Rub for 20 seconds, rinse & air-dry.*

...is a simple message to learn and share but it can be difficult to do in real life. What are the practical everyday problems that prevent children washing their hands properly?

A good question that children can ask on this topic is:

Why don't families use soap when washing their hands?

The children can collect ideas and opinions and discuss these with others at the next session. Children can discuss ways to overcome practical problems and then these ideas can be presented at community meetings. Children can help overcome practical problems with the help of adults. There might be some challenges that children cannot help with directly, but reporting the challenges to an adult can be very helpful.

Vote With Your Feet

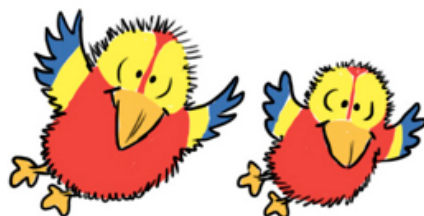
- Ask the children a question with a YES or NO answer. For example:
Should mothers breastfeed their babies for 6 months without giving them any other food or drink?
- Ask the children to move to one of three parts of a room. For, YES they move to one side of the room. For, NO they move to the other side. You can also give the option of moving to the end of the room to show they DON'T KNOW.
- Once the children have moved, give the children a few minutes to discuss why they moved to the position that they did and then ask one or two children why they moved to that side of the room.
- Ask the rest of the children to comment on their answer.
- When the correct answer is given or agreed (that in this case is YES), ask the children to gather in the middle again and this time move to the correct side after you have asked the question. Repeat and use as many times as you like.

Clapping to Learn Health Messages

Children love clapping games and many traditional songs and rhymes can be used. These games can be used alongside children chanting health messages. So when children play the clapping game they remember and share the message!

Using Puppets

ZuZu and ZaZa are two scarlet macaw puppets used by *Children for Health* as a fun method to communicate health messages. They are puppets with sound boxes in their beaks so they squawk. ZuZu could be an older brother (of around 10-12) and ZaZa his younger sister. The puppets can be used to tell stories about the caring role of children in families. Puppets can take on any personality as needed. Other reasons why puppets work well include:



- Puppets make people smile when they see them. They are a reminder that the work we do is about being light and playful and having fun even though as we focus on health we are dealing with serious topics.
- Parrots are birds known for their intelligence and ability to relate to humans.
- Many types of parrots, including the Scarlet Macaw, are able to listen to the human voice and repeat what is said. This makes them good ambassadors for activities in which we want to listen to and amplify children's voices.
- Puppets in general can be used in puppet shows and dramas to tackle issues that may be too sensitive otherwise. Hygiene, Diarrhoea, Family illness, Nutrition and HIV and AIDS can raise sensitive issues in families. Children can speak 'through' or talk to puppets.
- Puppets are eye-catching and memorable.
- Playing with puppets can develop creativity and imagination in children and adults working with them.

Singing Stories Of Change

When children help their friends, brothers and sisters, there are often heart-warming stories on how this happened. Some schools use story telling to find out 'what's changed' since the programme began. A good way to do this is to create a singing circle where the group forms a circle and sings or hums lightly to a tune while the story teller goes into the middle of the circle and tells their story of change. When children start to tell these stories, write them down and, or get groups of children to turn them into a role-play or an acted-out story for others to hear and enjoy.



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