# LOST AND FOUND: EDUCATION RESOURCE

### INTRO & CONTEXT

Welcome!

This Teacher’s Resource is your guide to preparing for your visit to see *Lost And Found* or to expand the experience into your classroom. In this document we follow the same structure we present in our schools programme, where we work with groups of KS1 young people and educators around the *Lost and Found* themes. This structure aims to activate young people’s imaginations through adventure and play - this means a healthy mix of physical, crafts and collaborative activities. Get ready to imagine a wonderful journey to the South Pole with your class!

Inside this resource, you will find:

**Themes:** A brief explanation of the key themes derived from *Lost and Found*.

**A Journey for you and your class:**

**Part 1:** TRAINING TO BECOME EXPLORERS

This part compiles a number of drama ice-breaker games for you to use whenever you want. We reimagine them as an induction to our new explorers. You may find these games useful outside of this context!

**Part 2:** BECOMING PENGUIN EXPERTS

This part is about learning everything we need to learn about penguins and our mission. We’ll make sure they become penguin experts and will give them a very important mission.

The activities in this part are built around inquiry techniques.

**Part 3:** PREPARING OUR SUITCASES

A box filled with penguin eggs arrives at the classroom. This kickstarts our mission of returning the eggs to their original environment. The activity focuses on collaboration, asking young people in pairs to take care of their penguin egg.

**Part 4:** EVERYONE ABOARD!

This part is about becoming a boat, becoming its crew, the sea or a storm. This activity allows you to create a little scene and explore what happens when you use improvisation techniques with a whole classroom.

**Part 5:** HATCHING THE EGGS

This part is about returning penguin eggs to their original environment and hatching them. The crafts activity allows you to create your own penguin puppet with recycled materials.

### NATIONAL CURRICULUM LINKS

During the creation of this Educator’s Resource, we kept in mind the current KS1 national curriculum to aid you in the delivery of the activities below. These common curriculum links and overarching themes provide a holistic educational experience mixing drama techniques, geography, creative thinking and collaboration. They align with various curriculum goals, making this resource beneficial for classrooms who want to explore key themes through play and imagination. You’ll find more information about these links on each activity.

This resource is also about supporting the Educator in their development, introducing and allowing you to experiment with different approaches. For this iteration of our resources, we focus on inquiry Based Learning, providing a casual opportunity to use it in the classroom. We also provide further links and resources for you to dive into this approach, should you like it.

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### THEMES

During the creation of the resources, the Creative Learning team at Factory International extracted key themes from *Lost and Found*. These 5 concepts were chosen with schools in mind:

* **FRIENDSHIP:**

In the original work by Jeffers, friendship is not a status or an explicit thing - friendship is the treasure at the end of the adventure. We’ve aimed to create resources that do not talk explicitly about friendship, but generate the space for it to blossom. Hence the collaborative element of some of the activities.

**Educator questions;**

*Have you ever witnessed young people developing friendships?*

*What kind of environment supported them?*

*Do you play an active role in the creation of these relationships?*

* **REUSE:**

Sustainability sits at the core of our work at Factory International.

For us, it looks like targets and constant review of our programme’s impact, but when imagining how it looks for young people, we identified ‘reuse’ as the keyword.

**Educator questions;**

*Do you think about environmental impact in your classroom?*

*Are there any materials or resources you can reuse?*

*Do the young people recycle at home or in the classroom?*

* **ADVENTURE:**

Who doesn’t love a great adventure? May it be experienced by trekking to the top of a mountain, by reading a good book or creating it from scratch with the power of our imagination. We want to support young minds to exercise their imagination with these activities!

**Educator questions;**

*What do you think were your pupils' last adventures?*

*And yours?*

*Does imagination play a role in your classroom?*

* **RESILIENCE:**

Young people these days have experienced different forms of resilience. But in this case we use the resilience of the young protagonist, who no matter what wants to do the right thing. Like friendship, we don’t explicitly talk about resilience, but it’s an element we’d like to blossom in your own classroom adventures.   
Let’s keep going, class!

**Educator questions;**

*Do you think your pupils’ levels of resilience are high or low?*

*If you could, what quality would you grant to the whole cohort?*

* **PENGUINS:**

The stars of Lost & Found! Within this resource you’ll find plenty of facts and activities involving these fascinating creatures.

**Educator questions;**

*What do you know about penguins (before you keep on reading)?*

*What do you think your class knows about penguins?*

*Why do you think Oliver Jeffers used a Penguin in Lost and Found?*

### *PART 1 - BASIC EXPLORER TRAINING*

**Activity Type:** Icebreaker /Physical / Drama Game

**Links to KS1 Curriculum:**

* **GOAL 1:** This part involves physical and drama games that can contribute to personal, social, and emotional development.
* **GOAL 2:** The use of drama techniques and exploration of the world aligns with aspects of the KS1 English curriculum.

**Needs:**

* Access to the links in GAME 4 and GAME 5.
* Making sure GAME 4 works *(it loads safe YouTube videos, so it will depend on your security settings at school)*.

**Context**

These games aim at providing little respite points that allow you to change the energy in the room. This can be to prepare for a high-focus activity or to wake them up! We recommend you use them individually and at any point you need them (you don’t have to do them all or in this order).

Most of the activities use drama techniques to help them play, be present in their own bodies and express themselves. There’s a couple that support the overarching narrative of the resource and help them explore the world around us through technology.

**How to use this resource**

This resource contains an overarching narrative (adventure) where you and your students will become explorers & penguin experts with a mission.

Each activity will commence with a little paragraph for you to read to your students. Encourage them to play the role you’re about to give them, and ask them to stay in character at all times during the activities.   
  
Don’t worry about this if you are just using some of the activities below individually. This is just in case you’d like to replicate our school workshop structure!

**Adventure 1**

*Welcome to Explorer school! To become expert explorers, you will have to train really hard and get really good at a few things.*

*Are you all good at working as a team?*

*Are you good at looking at the world around us?*

*Let’s see. If you finish this training, you’ll be brand new explorers!*

**Instructions**

* **GAME 1: Penguin dance**

[SONG VIDEO](https://youtu.be/uf0uKmKwnKs?si=eMn-ZCrCRHE-RbUc)

Physical song and dance game. Use it to improve coordination and wake them up after a long lesson. Feel free to play the video as you all participate, but you can also sing it together once they learn the melody!

* **GAME 2: Penguin in the pond**

[DEMO VIDEO](https://www.youtube.com/watch?v=N34UNb6q9uA&ab_channel=DramaMenu)

Theatre ice-breaker/warm up. This is great to keep them focused and on their toes. It will increase their coordination and test their comprehension. Although the original game involves a frog, you can use a penguin if you wish!

The trick to this game is that they need to do what you say, and not what you do.

* **GAME 3: Yes, and…**

[INSTRUCTIONVIDEO](https://www.youtube.com/watch?v=zUMR3vy6HmM&ab_channel=ZipZapZopEnrichment)

This game comes from Improvisation techniques. One of the core rules of this performative practice is to never block other people’s ideas - but to embrace them and incorporate them into the narrative. This exercise will help them with their creative thinking, storytelling and ability to articulate thought.

The video explains really well how to deliver this activity, however we would like you to use the prompt: “You’ve opened the classroom door and found a penguin”. Let’s see where the story takes you!

* **GAME 4: Explorer game\*\*\***

[GAME](https://virtualvacation.us/guess)

This game uses technology to get you all outside of the classroom and explore the world. There are different options, we recommend starting with the “monuments” one for the youngest, and “worldwide” for the older years.

The goal is not to be accurate, but to be observant about the elements, sounds, languages, vegetation or signs, gather information from them, and make an informed guess.

Once they’ve made a guess, feel free to input the guess by clicking on the green button and placing a marker on the map.

Again, this activity is about them looking at the world out there, finding the differences with their daily environment, and being able to generally locate them in a continent or culture.

*\*\*\*There may be some assumptions made by your students during this exercise. Be ready to take those learning opportunities and use them to expose what cultural assumptions and prejudice are and look and feel like!*

* **GAME 5: Cities of the UK**

[MAP GAME](https://www.geoguessr.com/vgp/3104)

This is a simpler version about locating the main UK cities in the map. This would help them to start getting familiarised with maps, and the geography of our country. Take any opportunities that may arise to discuss how those cities and regions are different or similar.

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### *PART 2 - BECOMING PENGUIN EXPERTS*

**LO1:** Students demonstrate active participation and engagement in the inquiry-based learning process, contributing thoughtful questions and sharing observations about penguins.

**LO2:** Students collaboratively examine and discuss key facts about penguins, demonstrating their ability to draw conclusions.

**LO3:** Students showcase critical thinking skills by asking questions and engaging in discussions that demonstrate a deeper understanding of penguins and their habitats.

**Activity Type:** inquiry Based Learning/ Discussion

**Links to KS1 Curriculum:**

* **GOAL 1:** Students actively participate in inquiry-based learning and discussions, which aligns with the KS1 Science curriculum.
* **GOAL 2:** Collaborative examination of key facts connects to the English curriculum, fostering communication and language skills.

**Needs:**

* Familiarise yourself with an inquiry Based Learning approach through the links below.
* Access to the stimuli videos.

**Context**

This part is about learning everything we need to learn about penguins and our mission. We’ll make sure they become penguin experts and will give them a very important mission.

We are going to give a go to Inquiry Based Learning.Its main characteristics are:

* + **Student-Centred:** The focus is on the student's role in the learning process. Students take an active role in asking questions, exploring topics, and constructing their own understanding.
  + **Question-Driven:** Learning begins with questions, often generated by students themselves. These questions guide the investigation and research process.
  + **Real-world Relevance:** Inquiry-based learning often involves real-world problems or scenarios, making the learning experience more meaningful and applicable to students' lives.
  + **Critical Thinking:** Students develop critical thinking skills as they analyse information, draw conclusions, and solve problems independently.
  + **Collaboration:** Inquiry-based learning often involves collaborative activities, encouraging students to work together, share ideas, and learn from each other.
  + **Teacher as Facilitator:** The role of the teacher in inquiry-based learning is often that of a facilitator or guide. The teacher provides support, resources, and guidance while allowing students to drive their own learning.

**Adventure 2:**

*“I can see you are now very good explorers, ready to adventure around the world! But the mission we have coming up is a mission that needs something more: It needs penguin experts.*

*Are there any penguin experts in the room?*

*Let’s watch a quick video to get us started.”*

**Instructions:**

Now follow these steps to generate a space of inquiry:

* **Preparation:**
  + Review the BBC documentary videos about penguins below. Make sure they align with the age of your group and are suitable for the classroom.
* **Setting the Stage:**
  + Begin the session by introducing the idea of becoming penguin experts. This adventure will involve watching videos, asking questions, and collaboratively exploring the world of penguins.
* **Introduction to IBL:**
  + Explain that we are going to be doing things a bit differently. Emphasise that they will be taking an active role in asking questions and exploring penguin-related topics together. They will be the ones providing the answers to their own questions.
* **Initial Questioning:**
  + Ask the initial question to the students: "WHAT DO WE KNOW ABOUT PENGUINS?" Encourage them to share their existing knowledge about penguins. This phase is more about questioning than providing definitive answers.
* **Stimuli - BBC Documentary Videos:**
  + Introduce the stimuli, which are the BBC documentary videos about penguins. Explain that these videos will provide insights and information about penguins, sparking curiosity and raising more questions. Keep your eyes open!
* **Inquiry Process:**
  + Watch the documentary videos as a class. Encourage active watching, and let the students absorb the information.
  + Don’t be scared of silence. Once the videos finish, repeat the initial question and stay in silence for as long as you need to until someone starts replying. The first answer is the hardest one. Let them brew the answers, let them share them in their own time. They may be just little observations. Everything they say counts.
* **Guided Discussions:**
  + Facilitate guided discussions based on the students' questions. Encourage them to share their observations, thoughts, and other inquiries about penguins.
  + Be ready to ask great follow up questions. Don’t ask ‘What’ questions, try and use ‘What if’, ‘How do you think’, ‘Why do you think’. Every answer gets us closer to a shared knowledge built collaboratively in the classroom.
* **Teacher as Facilitator:**
  + Take on the role of a facilitator, guiding the discussions, providing support, and encouraging collaboration among students. Avoid providing all the answers; instead, guide them toward finding answers through further exploration.
* **Deeper Understanding:**
  + Encourage critical thinking. Connect themes that have been up for discussion so far. Ask questions like, "Why do you think penguins do this or that? How does this relate to their survival in the wild?"
* **Reflection and Mission Introduction:**
  + End the session by reflecting on the exploration. Ask students to share what they found most interesting or surprising about penguins.
  + Congratulate them and keep on reading the By the end of the season narrative.

**By the end of the session:**

*“Yes, I can see a room filled with explorers who are also penguin experts! Let’s find out what our mission is!”*

**Watch**

* [Seminar on inquiry Based Learning](https://www.youtube.com/watch?v=P2WtDnQ1tE8&ab_channel=TeachingEnglishwithOxford)

**Relevant Links to become penguin Experts (Stimuli)**

* [Penguins laying eggs](https://www.youtube.com/watch?v=8IWcbIieR2E&ab_channel=BBC)
* [Penguin eggs hatch](https://www.youtube.com/watch?v=Oyo6lz839h4&ab_channel=BBCEarth)
* [Baby penguin makes friends](https://www.youtube.com/watch?v=q3uXXh1sHcI&ab_channel=BBCEarth)
* [Penguins diving for food](https://www.youtube.com/watch?v=StyA47XyCXw&ab_channel=BBCEarth)

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### *PART 3 - PREPARING OUR SUITCASES*

**LO1:** The student collaborates well with a partner on artistic creation

**LO2:** The collaboration is able to articulate why their objects are important / how to use them

**LO3:** The students are able to imagine abstract scenarios and respond to them

**Activity Type:** Drawing / Art / Collaboration / Abstract Imagining

**Links to Curriculum:**

* **GOAL 1:** Collaboration in artistic creation supports personal, social, and emotional development.
* **GOAL 2:** The activity involves drawing and art, connecting to aspects of the KS1 Art and Design curriculum.
* **GOAL 3:** Imagining abstract scenarios and responding to them relates to creativity and imagination development.

**Needs:**

* Preparing Eggs:

1. Print a sheet below per 4 students
2. Draw the same symbol or number inside the eggs in pairs
3. I.e. The first page contains four eggs, each pair should share a symbol
4. Separate the eggs individually by cutting the sheets in half
5. Place them all in a box from where young people will pick them up

* Preparing the suitcases:

1. Print a suitcase sheet below per 2 students

* Crafts materials (pens, paper, glue)

**Context**

A box filled with penguin eggs arrives at the classroom. This kickstarts our mission of returning the eggs to their original environment, so they can hatch safely. The activity focuses on collaboration, asking young people in pairs to take care of their penguin egg - but also on imagining an abstract scenario where they are packing their suitcase for a long journey across the sea.

**Adventure 3:**

This part is here to help you immerse them into the journey you’re about to begin - but feel free to read it as it is, disregard it completely and put it in your own words, or give them a spin depending on your young people’s needs. The more excited they are and the more they get into the fantasy through playing, the better results. We’ve added some questions to the text below that would be good to extend the ***inquiry Based Learning*** environment, if you feel up for it. Let them answer, and reply with a “***Yes, and…”*** mindset to all of their answers.

“*What is this!? It is addressed to all the penguin experts in the classroom, should we open the box?*

*They are penguin eggs - they’ve been found in our area and we have no idea how they got there. Do any penguin experts have any possible explanations on how they made it to our city?”*

*“Well, I think we’re going to have to take them back to the… Where do penguins live again?”*

*“How can we even get there?”*

*“I know! Let’s take a boat and go together across the sea. But, what do we have to do before we can leave the classroom and travel? Pack our suitcases!”*

**Instructions**

1. Make them get one egg each from the box - that’s how the pair will be made. We recommend this method so the pairs are randomised, this way friendship may come in unexpected ways. If you think it’s best to interfere in the creation of pairs, please go ahead and arrange them yourself!
2. Depending on how much you’ve prepared the eggs, allow them to cut around the edges and decorate their sides of the egg. Then stick them together creating a single egg with two decorated sides. As penguin experts, all of them should promise they will take care of the egg until you reach your destination.
3. Then let them get a suitcase per pair. Ask them to pack only objects that would be useful for penguins, themselves and the long journey through the seas. The objects should not touch or overlap each other, let’s see how much they can prioritise with logic, or develop their imagining skills.
4. To end the activity you can ask them to share why they packed what they packed OR move onto the next activity, where they will be using them and showcasing them anyways.

**Relevant Links**

# [Encouraging Imagination through child-led Role Play](https://youtu.be/ZKw0awvfUtA?si=FH4TMqe3Lr1BR9wg)

* [TED talk - example of game/play based-learning](https://www.ted.com/talks/john_hunter_teaching_with_the_world_peace_game?language=en)

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### *PART 4 - EVERYONE ABOARD!*

**LO1:** Students engage with imagination play and be able to follow an abstract scene

**LO2:** Students will exercise creative thinking and use their bodies to tell a story

**LO3:** Students will use drama techniques and improvisation to devise a narrative

**Activity Type:** Physical / Drama techniques / Improvisation

**Links to Curriculum:**

* **GOAL 1:** Students engage in imaginative play, aligning with aspects of the KS1 English curriculum.
* **GOAL 2:** Creative thinking and storytelling using drama techniques connect to personal development and English skills.

**Needs:**

* Sea (Blue fabrics, blue paper, anything big enough to pretend it’s the sea)
* Suitcases filled with objects
* Penguin eggs
* Access to links with audio

**Context**

This part is about becoming a boat, becoming its crew and the sea. This activity allows you to create a little scene and explore what happens when you use improvisation techniques with a whole classroom.

**Adventure 4**

*“Time is running out. Everyone, let’s get going! Make sure you bring your eggs and suitcases. I hope you’ve packed brollies because the forecast is STORM!”*

**Instructions**

1. Divide the classroom

* Depending on the number of pairs that you have from the previous exercise, divide the classroom into SAILORS, BOAT and SEA.

**These will be the different roles:**

* **TEACHER:** You will be narrating, presenting different situations that the group will have to respond to. Your voice should be the only one that can be heard.
* **SAILORS:** They only use gestures to communicate. They will have to use the objects they’ve packed to respond to the narration. There should be a maximum of 3 pairs on the boat.
* **BOAT:** By holding hands, half of the classroom will create the shape of the boat. Facing inwards towards the Sailors, they will try to be steady and follow the sailor’s direction.
* **SEA:** They will be outside the boat, surrounding it and using props (fabrics, blue paper…) to make it look like a sea. They will respond to the narrative, and they can use their voices only to make sea sounds.

1. Practise the different roles, show them how to make [storm sounds](https://www.youtube.com/watch?v=hdFBBPVExKQ&ab_channel=StandUpKids.org), form different boat shapes and ask if they want to add anything to their suitcase before starting.
2. Once you are ready, and everyone is in place, start reading the narrative. Remember the “Yes, and…” exercise and try to incorporate as many of their suggestions as possible:
3. Start playing the [Soundscape](https://www.youtube.com/watch?v=beOw8MEojQ4&ab_channel=MichaelGhelfiStudios).

**NARRATIVE:**

It was a sunny day when we left,

The sun was shining, the sailors were smiling and

the boat seemed to quietly cheer them on their new adventure

The sea seemed playful, we could almost hear it giggling around our boat

One of the sailors got a bit seasick

Then another one offered some help with an object from their suitcase

Then once the situation was sorted,

The sailors started to get bored.

They took each an object from their suitcase

And pretended they were instruments

They were playing music and dancing together

The boat, sailing the seas, seemed to dance on top of the waves as well

***SWAP****(Now ask a few of them to swap if you feel like it, so everyone gets to experience every role)*

The first night arrived and the sailors went to sleep

The sea moved slowly and quietly, not wanting to disturb the sleeping sailors

The boat moved really slow as well, rocking the sleeping sailors

And then the morning arrived!

The sea brought seagulls to wake them up, being very loud and very annoying!

The sailors used some objects in their suitcase to make them go away.

Then one of the sailors used one of the objects in their suitcase as a telescope

What happens next, sailor? *(give them the chance to come up with something by themselves, we encourage you to use this question as much as possible, as long as they are still immersed in the story.)*

***SWAP***

As the sailors were getting ready to sleep, THUNDER!

A storm was approaching from afar,

The sea moved away from the boat, and turned into a far away storm

Slowly approaching

The sailors started to find objects in their suitcases to prepare for the storm

The storm started like a slow drizzle

The winds were picking up, moving the boat a lot

More THUNDER!

More RAIN!

The objects were very useful, but they were in the middle of the storm!

The seagulls came back trying to refuge themselves inside the boat.

The wind instruments inside the boat started to play by themselves

Trumpets!

Flutes!

The storm continued raging. THUNDER!

And all of sudden it stopped!

The sun came out again, and it was as if nothing had happened.

***SWAP***

But a lot had happened,

The boat was getting really tired after all that movement

And started to slowly break down

The sailors tried to repair it by holding its pieces together

But then the icebergs came! We were getting closer to our destination.

The icebergs were big still rocks in the sea

The boat was dividing into different pieces

And slowly became part of the sea

The sailors held hands with parts of the boat quickly so they could float

One of the sailors screams “I SEE AN ISLAND!”

And then, protecting their penguin eggs from the cold water

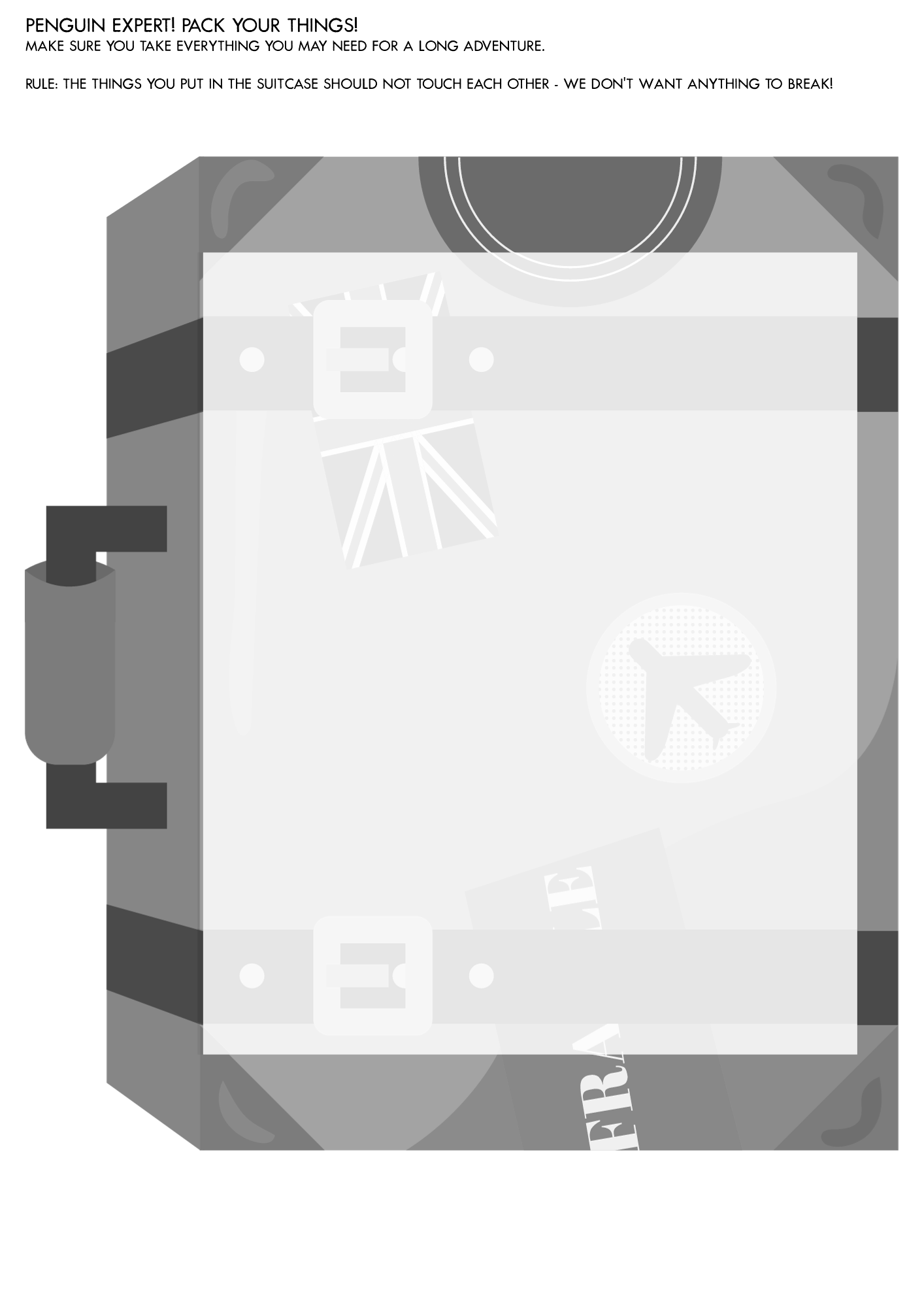
They started to swim towards the island

WE MADE IT!

**Other Soundscapes you can use:**

If this exercise works really well, we recommend you change the mission or the objective of the journey, but there are thousands of adventures awaiting you and your classroom!

* [Jungle soundscape](https://www.youtube.com/watch?v=GsZG1ggSQFw&ab_channel=GeorgeVlad)
* [Desert soundscape](https://www.youtube.com/watch?v=_YO8rKMCeck&ab_channel=NatureSoundscapes)
* [Big city soundscape](https://www.youtube.com/watch?v=ntGy5Hl_Rd0&ab_channel=BriannaPeters)
* [Spaceship soundscape](https://www.youtube.com/watch?v=r3pnjxV2CPE&ab_channel=RetrocausalMemories)
* [Underwater soundscape](https://www.youtube.com/watch?v=uUU_BkBBAZ0&ab_channel=RelaxingGuru)

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### *PART 5 - HATCHING THE EGGS*

**LO1:** Students will demonstrate fine motor skills and creativity while crafting a penguin puppet out of a sock.

**LO2:** Students will understand the concept of reusing materials by creating a penguin puppet from a sock.

**LO3:** Students will follow step-by-step instructions to assemble their penguin puppet.

**Activity Type:** Crafts / Recycling

**Links to Curriculum:**

* **GOAL 1:** Encourage students to express their creativity by decorating their penguin puppet with various materials.
* **GOAL 2:** Promote an understanding of recycling and reusing materials to create something new.
* **GOAL 3:** Develop fine motor skills through cutting, glueing, and assembling the penguin puppet.

**Needs:**

* A clean sock (black or white works best)
* Coloured felt or construction paper (orange, white, and black)
* Googly eyes
* Glue
* Scissors
* Rubber band or string
* Optional: other decorations like buttons or fabric scraps

**Context**

This part is about returning penguin eggs to their original environment and hatching them. The crafts activity allows you to create your own penguin puppet!

**Instructions**

The eggs! After the storm, they feel so comfortable being back in their environment that they are hatching!

Go to your seats and in pairs or individually make the socks into penguins.

Instructions:

Step 1: Getting Ready

Gather all your materials and make sure you have a clean, dry sock. If you have buttons or fabric scraps, these can be used for extra decoration.

Step 2: Penguin Body

Place the sock on a flat surface with the heel facing up. This will be the penguin's body. If the sock is not black, you can cut out black construction paper or felt to wrap around the sock and glue it on.

Step 3: Penguin Belly

Cut a piece of white felt or construction paper into an oval shape. Glue it onto the centre of the sock, covering the front part. This is the penguin's belly.

Step 4: Eyes

Glue googly eyes near the top of the sock, on either side. These are the penguin's eyes.

Step 5: Beak

Cut a small triangular beak out of orange felt or paper. Glue it between the eyes, a little below, to create the penguin's beak.

Step 6: Wings (Optional)

Cut out two wing shapes from black felt or paper. Glue these on each side of the sock, near the top. Penguins' wings are short and stubby, so keep the shapes simple.

Step 7: Feet

Cut two small rectangles out of orange felt or paper. Fold each in half and glue the folded part to the bottom front of the sock. These are the penguin's feet.

Step 8: Finishing Touches

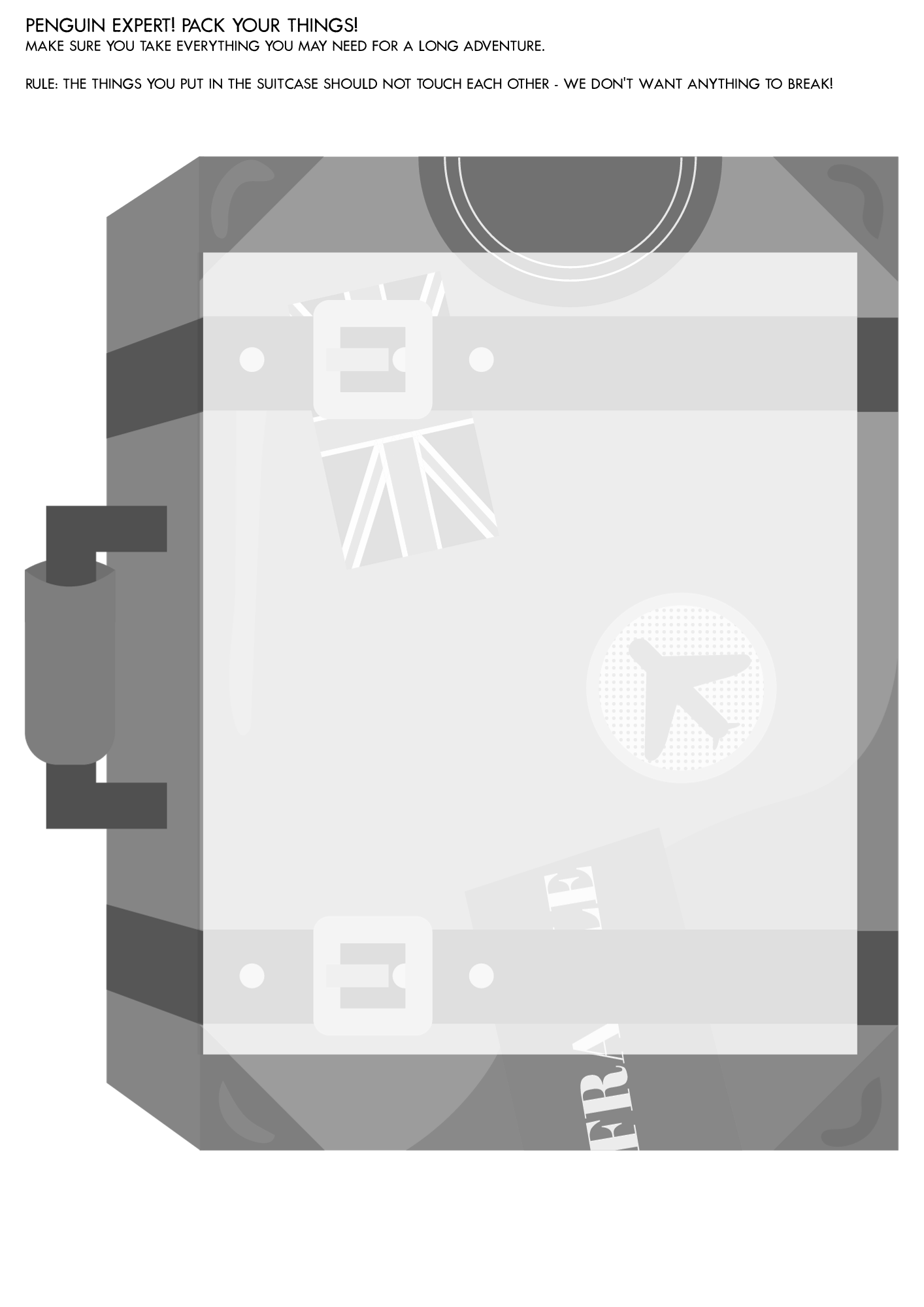
If you have extra decorations, glue them on to add personality to your penguin. Let the glue dry completely.

**Other versions, that may require less skills:**[Paper cup penguin](https://www.youtube.com/shorts/8CflYMeoVsc)  
[Simple sock penguin](https://www.youtube.com/watch?v=8DAOcsKYUd8&ab_channel=KidzeePudukadai)

[Penguin hand puppet](https://www.youtube.com/watch?v=-YXauIPOBTc&ab_channel=TwoLittleHandz)

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