

WORKING WITH KIDS, WORKING WITH HEARTS

CHING-CHING YANG, YUMING ELEMENTARY SCHOOL

To readers who are concerned about education,

Please feel free to find the entry you are interested in, go directly to it and begin reading, skipping the rest. Here is the structure of this article:



PART 1: THE TRIP

Goal

"I'm here. What do I want to know?" I asked myself at three o'clock in the morning. It was early on the first morning of our stay at our destination, Des Moines, the capital of Iowa. After a long journey, we finally had a place on the ground to get a sound sleep.



What Frank, a friend who welcomed us the next day, said really impressed me, "We (Teachers) can create the learning environment, but kids learn with their 'here'". He pointed to his head. I understood the part he meant as "mind", which I totally agree with. I reflected on what I believe about learning. People learn with their whole body and mind. The experience of learning reshapes the nerves' connections in the brain. As teachers, we design the learning process to invite kids to experience what we plan to teach. By trial and error, we work to create a learning environment for kids to maximize their learning experience.

To design classes, teachers need to understand the physical and mental development of kids. By understanding these two processes, we can gain some insight to help us face our main challenge: "How can teachers create an ideal learning environment for kids?" I'd like to find out more about it.

Host Family

After writing in my diary in the morning, I took a walk outdoors so I could be ready to meet my host family. Then Carmen and Olivea, two members of my host family, came with their friend, Juni. Juni and Olivea are good friends, and the two kids are both students at Hubble Elementary School, the school I was to visit. The first day we met we were both



After writing in my diary in the morning, I took a walk outdoors so I could be ready to meet my host family. Then Carmen and Olivea, two members of my host family, came with their friend, Juni. Juni and Olivea are good friends, and the two kids are both students at Hubble Elementary School, the school I was to visit. The first day we met we were both Often they go to the lake to play. Then we went by car to the Earth Day Fair. I took lots of photos there because there were many good ideas to learn and remember. Then we went to the Gateway Market and home. Their house is in Des Moines. Inside the house there is one cat Snowball, and one dog, Kiera. While Carmen was preparing dinner, Olivea and I went to the pond. We walked by the pond and saw a turtle and a swimming dog.

Having BBQ, rice, bread and salad for dinner in the yard, we ate, talked and watched kids jump and play on a trampoline. Carmen is a fantastic cook and a good companion, so I was relaxed to ask even stupid questions. For example, I wondered how cold was "chilly". They told me that when it's chilly, they get a jacket, and when it's cold, they need a coat. In other words, cold is colder than chilly. A "pansy" is a kind of beautiful flower that people can eat. "Prom" is a dance where the boys and men buy flowers for their female partners.

The next morning I woke up at six a.m., did my morning prayers, and wrote my diary on a computer in my room. It was as if I set up my routine to deal with being nervous about going to my new school, Hubble Elementary School. In the car on the way to the school, Olivea talked about having a quick test every morning. Hearing of this I was relieved a bit because I was not the only one who faced challenges that day. She said that it was a math test with forty items to finish within one minute. The students didn't have to finish all of the questions. They could set their own goals, and the teacher would personally discuss the goals with each student. I thought it was quite a cool design for teachers to know the progress and the learning attitude of the students. During the day at the school, I observed classes until 3:10 p.m., when Olivea finished her school day and met me at the principal's office. Olivea and I stayed in the after-school daycare, and Carmen would come and pick us at around five p.m.

One evening, Carmen invited her friends and their kids to her home. The potluck was held in the yard with a lot of fantastic food like hamburgers, salads, tea eggs and chicken legs. I shared my wedding cake with them as well. They were friendly people who welcomed me warmly. We had great conversations. There was also a close relationship between my host family and their neighbors, the Rich family. We played basketball, walked by the pond and talked a lot. They are so close that now and then the Rich's youngest kid would come to our kitchen. Olivea and the Rich's daughters are like sisters.





Saturday was a busy day. We went to the Learning Post to buy teaching aids while Olivea was at Troy's birthday party. After that, we went to the science museum. Inside we saw a lot of lowan snakes. In the Oriental Market there were many food items which were familiar to me. The history museum had some animal samples, printing machines and caucuses, which is part of the process of electing the president. The huge mole and the dinosaur bones were very impressive. For the last dinner, we got pizza dough from the market and made homemade pizza.

After dinner, we played basketball with the big Rich family, which included the Rich's mom, dad, wife, two daughters and a boy. We had fun! Before going to sleep, Carmen, Olivea and I watched TV together and again we talked a lot.

Then it was Sunday morning. Before we went to our farewell party, we had a big breakfast in a famous morning restaurant. Carmen took me to buy chocolate for my parents, and Olivea led me to a church she belonged to. She learned singing and had classes there. I have a wonderful memory of my time with my host family and all the friends I met in Iowa. Thank you very much.



About the School

These Are My Notes from Music Class

Class 1

1-10 In the first 10 minutes, they have the first song. Kids make 3 lines in front of the teacher. They sing a song of greeting. After practicing the actions with the music, kids make a circle to sing in pairs. Then they kept switching partners which made them laugh all the time.

11-15 Then they have the second song. There are different actions, and this time they clap hands with 2-3 people together. The instructions are also sung:

"one two ready sing"

6 6 6 6 6

"here we go"

6 6 6

16-23 They sing and they make a circle. They have a chaser run after a cat right after they finish singing the song.

24-25 They spend 2 minutes to "move like a bubble", which means not touching anyone and move back to 3 lines. T says, "Act like bubbles. Walking, no touching, no bumping, and sit down."

25-30 They play a guessing game with rhythm.

T: "Good afternoon, boys and girls"

6 6 6 4 6 6 4

S: "Good afternoon, Ms. Glynn"

6 6 6 4 6 4

T: "Have you seen my ___?"

S: "What was he wearing?"

T: "Good question. Let me see."



At the end of the class, T asks kids to "go with your tiptoes."

Class 2

- 1-5** The kids in the kindergarten come in in line and make 3 lines. T plays the piano and they sing the song of greeting. When the piano gives a high pitch music, they stretch their body and reach high. When the sound is low and deep, they go down to the floor. When it is 54321, they all sit well in the right place. Teacher announces that she will give out star award today. "Good communicator who follows the directions quickly."
- 6-10** T sings a song to tell a story "the Crabfish" (ISBN 1-57999-383-4) T asks S to come closer but not touching the front row. T uses hands to stop a kid talking. When the story is finished, T asks the kid right away.
- 11-17** It's the second time to tell the story. Kids can sing the refrain. Then kids ask questions about the story.
- 18-20** Kids line up and follow the CD to act.
- 21-28** Kids make 3 lines. They listen to the piano. When the rhythm is quick then they step quickly. When the music stops, T shows a picture for S to do. This picture makes S laugh. Another song with different rhythm and then a different picture.
- 29-30** goodbye song

The music class was really impressive. The teacher, Mrs. F, didn't use a lot of fancy materials, but kids just enjoyed music in many ways. When we talked about her ways, she said, "...same concept, but make it in a different way."

These Are My Notes from Art Class

It was an art class for the fourth graders. The art teacher showed kids the finished work first and asked kids to think about how it could be made. In groups, kids discussed with each other. Then they came back and discussed together as a whole class. I recorded the teacher's words: "Let's work on the concept now." "What do you find about this one?" "You got to keep it simple." "Lion or tiger? Which one might be easier?" I also recorded the kids' words: "I observe the ____." "It kind of reminds me of the ____."



The teacher encouraged kids to express their own ideas. She allowed kids to speak their own ideas in the beginning, during the instruction while the teacher introduced the techniques, and at the end of the class. She put works from each grade on the bulletin board so the students would know what they would do during the next year.



These Are My Notes from the 4th Graders' Class

The 4th graders went to a rock n' roll performance in the senior high school which is next to the elementary school. It was noisy. To overcome the noise, I just let myself flow with the sound and let the sound pass by. Following the rhythm, I even danced a little bit. After coming back, the whole class had a talk about the experience. Then the topic turned to "noise". The kids talked about their feelings and opinions about it. The classroom teacher, Ms F., took advantage of the opportunity presented by this "mini-field trip", and talked with the kids about popular music. I especially liked the part where she let the kids talk about what they think and feel about noise. One thing worth mentioning is that this teacher was also Olivea's teacher when she was a 3rd grader. Ms F. and my host family are good friends.

These Are My Notes from the After School Care

Because I stayed with Olivea during her after school care, I had a chance to know what it was like to stay after school at Hubble. At 3:10 pm Olivea, I and the other kids gathered on the field. After drinking some milk and eating a snack, the kids played with balls and other equipment on the playground. If a kid wanted to go to the toilet which was inside the school building, he/she would tell the guard and get permission. On Monday evening, most of the 4th graders joined a kids' play in the gym. They sang, danced, read poems and did a drama. Later, they would have a show in the playhouse, so they were rehearsing. Their drums were trashcans. Cool! If it rained, the kids would stay in the cafeteria and play with play dough, play with bidding beads, paint, play with Lego's, chat, or just be alone. I didn't see any kids do homework or study during this time. It was quite different from the situation back in Taiwan. Before 5:30 pm, all the kids went home with their parents.



These Are My Notes from the Kindergarten

8-8:45

The teacher introduces the guest and asks kids to introduce themselves. Kids say "I'm ____" or "My name is ____."

Kids make a square so they can see each other's face. T picks my name's ending, '-ing', and reviews words that end with '-ing'. T: "Pick a letter or two to make it first."

Kids: "string / sting / ding / wing / king / ling / ping / sing / wing / zing / thing." T says a new word: "bling". She explains the meaning and gives a sample sentence, "They're covered with 'bling'." Then they compare '-ing' in 'sing' and 'n' in 'queen'.



All the kids go back to their squares and together they face the direction T says. T says the directions in different ways: "Look at the west." "Face south." "Turn to the opposite of south." (There are four direction words around the classroom.)

T makes kids notice the poster on the wall. T says, "Every day is Earth Day." T asks, "What makes you think of earth?" Kids recall their own experiences and answer, "caterpillar", "butterfly"... Then T takes out a big book and they look at the cover together. T says, "Name the animal if you think it's a cool animal in the picture." Then T reads the story to the class. Sometimes she reads first, and then shows the picture. Sometimes kids listen while looking at the picture.

8:45-8:50

They line up and drink water. After drinking water, T gives a token to a kid and the kid gives a clue about the color of the token.

Q: "It's what we talked about today." A: "Green."

8:50-9:15

T writes down the key points on the poster paper. T takes out a puppet, Haidi. T says, "Haidi would like to talk to everybody who is sitting on his own square." "Say something about green." "Find out some ways to save the earth."

An accident happened. One kid was bleeding a bit, so the other kids were distracted. T asks the kids to sit on their own square and checks the kid. After giving the kid a Band-Aid, the T praises the kid for what he did. First, he told the teacher, and kept the place clean. Secondly, he did not cry a lot. He cried a little at first because he felt pain. That was OK. It's good that he didn't keep crying after that. Then the puppet Haidi plays silly games with the class and they come back to "go green".



At 9:00, T writes down some ways to save the earth on the poster. While she's writing, she keeps checking understanding by asking, "Does it make sense?" "Tell me what it means." T asks, "What can we recycle?" and uses different colors to identify the different items. T says, "It wasn't until today that I knew we could recycle foil. It's good to know." (It's a good way to emphasize the positive learning attitude.) While writing, a kid suggests adding a hyphen to a word because it looks like there might not be enough space to write the word on the line. T says they don't have to use a hyphen, and proves it by counting the number of letters in the word. At 9:08, T and the puppet, Haidi, review the sentences written down as a class. T speaks slowly and clearly and points to each word.

T takes out a big compost bag. She puts a kid in the bag and asks him/her to say a key sentence. The kids are excited and want to be compost. They play for a while, until another teacher comes in. They play "wiggle out" and sit down.

9:15-9:45

Another teacher, Mrs. M., comes in and talks about madness. First T reviews the content "stop...think...it's your own choice" by singing a song and doing some actions. Then T introduces the new topic by talking about being mad: "Being mad is OK." "What might not be OK is what you choose to do when you're angry." T shows kids a picture. She invites kids to observe a boy in the picture. T asks the kids to find clues that let them know the boy is angry. "When a person is angry, his body is tight." "When you find that your body is tight, you can breathe like this: Breathe in... Count to three...Breathe out." (There are hand signals to go with the three steps.) They practice anger by holding their hands tightly, and then doing the three steps three times.

Then T introduces the ways: "Let's talk about the things we can do when we're angry." "At home we can do many things. What can we do?" After kids talk about their ways, T keeps going: "But at school we can't do so many things." "At school we can, 1. Take a slow breath. 2. Count numbers. 3. Think about happy things. 4. Talk to yourself like you are talking to a puppy. At 9:30, there is a summary. "Who can tell me one thing you can do when you get your mad feeling?" T shows the second picture. In the picture a teacher is talking with the angry kid. It means that kids can talk about their anger with adults.

Then they practice. T shows the third picture. Two kids are playing. S bumped into A. A fell on the ground and got angry. T asks, "What does S need to do?" "What does A need to do?" For next practice, T takes out two puppets. The two puppets have an argument and one is mad. Kids try to help them by using what they have just learned. (Wow. It was amazing. The kids were really involved.)



At 9:39, T claps her hands to attract the kids' attention. They listen to a related song and sing together. At the end of the class, kids stretch their body without touching others. They wiggle and sit down.

9:45-9:55

They have preparation for recess. T assigns kids to their own place, so everyone can see what T is doing. T makes compost and talks with kids: "We can make compost with the food we don't eat." "The food can be eaten by other animals." T announces that during recess the whole class will make compost. In 6 weeks, before the kids have their summer vacation, the compost will be ready.

9:55-10:35

During the recess, while the kindergarteners are putting the compost on the field, 4th graders are planting plants. After this activity, Ms. A watches the kids play on the playground.

10:35-11:45



It's working time. Kids work on reading and writing. Together they read the sentences T writes. Then T asks kids to tell which sentence is longer or shorter. Later, some kids sit by the teacher to read books, while others sit on other tables to copy the sentences onto paper. Kids who finish his/her own writing work can draw. In the first reading group, they talk about turnips and potatoes. Then T gives each kid a copy of "The Great Big Turnip". Kids flip through the pages. T says, "We have to really keep our fingers on the place." Then they read together in their own space. T says, "You can take this book home if you want." T puts a book in a bag and writes a name on the bag.

The second group reads about Earth Day. The third group reads "Miss Mary Mad." The fourth group reads "July the Fourth". Then the whole class comes back to their squares. T looks at the writing work in her box. She says, "There are some really beautiful works today."

11:45-12:15

It's Math and Date time. They count straws by tens. Each time they count up by ten more. Today they are up to 140. T then asks kids some questions about math. "How do you make ten?" "Make ten some way." Kids answer: "2 and 8 are ten." "Ten times ten is one hundred."



They then talk about the date. "Today is April twenty-second." "Here we say second, not two." At 12:08, the class stands up and faces the four directions. They do some TPR. At 12:10, T takes out the date cards and announces that there are four trick cards. One kid draws a card and reads the word. Other kids check by saying, "correct" or "incorrect". Another kid puts the card in the right place. T says that there are two ways to say the year 2010. One is 'two thousand and ten'. The other is 'twenty ten'. The activity is stopped because it's time for lunch.

12:15-13:15

Lunch and Recess

13:15-13:30

Video-magic school bus "rainbow"

13:30-14:12

They talk about the Date again and dance. They continue the date activity. Then they sing and dance with Haidi. (It may be their ending activity for the day because in the afternoon they have PE and Music.)

14:10-15:10

PE and Music class

This is a class I shadowed the whole day. Ms. A. was an experienced teacher who has been teaching for more than 30 years. She repeated the same routines every day, i.e. numbers, directions, phonics, songs, writing and reading. She grouped the kids into four groups and helped them read books of different levels. Gradually kids picked up the language because the teacher spoke English slowly and clearly. It was a so-called English environment.

The class about emotions was great. Kids learned to be aware of being mad, to control their own breath as well as learning some things to do when they were mad. They were kindergarteners and it was really great that they have these tools to deal with their own anger when they were young and fresh to school. Both teachers changed locations and did various activities to allow kids move their bodies while learning.

These Are the Words the Teachers Use

Show me the bathroom symbol. / Moving on. / Should we come back in a minute? / I can't hear you. Use your school voice. / Look at the west. / Spell "west". / Is there a vowel in east? / Face south. / Turn to the opposite of south. / Walk, then sit down. / What makes you think of earth? / Name the animal if you think it's a cool animal in the picture. / Raise your hand if you want to talk. / Line up. / Who wants to earn a token? / It's what we talked about today. / Find out some ways to save the earth. / Five seconds to be on your own square. / Watch my mouth. / Does it make sense? / Tell me what it means. / Wiggle out. /



Make sure your body is on your own square. / Being mad is OK. / Take a slow breath. / Who can tell me one thing you can do when you get your mad feeling? / What does ___ need to do? / We're going to stop. / We have to really keep our fingers in place. / You can take this book home if you want. / It's working time. / Fingers up. Find ___ / Before we hear every word that you yell, cool it. / There are some nice beautiful works today. / How do you make ten? / Make ten some way.

PS: One kid said to the other, "You're laughing at me, but I don't like to be laughed at." That was very straight and powerful.

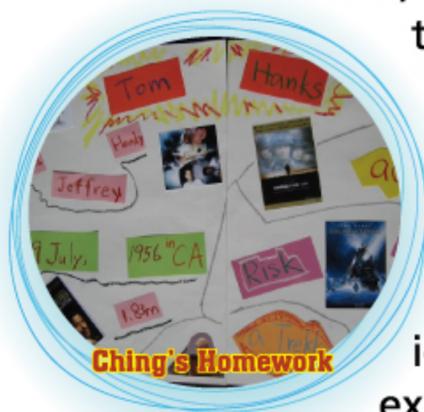
Conclusion

If there is any misunderstanding in the content, it's all the writer's responsibility. There is a lot more to say, but my words are limited. For the welcoming, openness, and excellent experiences on the trip, I would like to say thank you all sincerely.

PART TWO: APPLICATION

Homework with a Poster

Right after the trip to Iowa, I attended the TPAN, a language training course for English teachers in Taipei County. For one assignment I had to introduce a famous movie star, Tom Hanks. We were supposed to know the date of birth, the occupation, gossip about the person and something that I thought was interesting about him. After collecting all the data, I was thinking hard about how to do the presentation. Suddenly, the way Olivea did her homework struck me.



At that time, Olivea had a chance to introduce herself because she was the kid of the week. As the kid of the week, she could use the whole bulletin board to show her pictures, words, and things that were important to her, so she and Carmen looked through their old pictures and wrote anything they could think of on a piece of A4 paper. They put all the things in a file, and Olivea set everything up during the lunch recess. It was splendid! The way she did it gave me the idea how to make my presentation work. By doing this, I had an experience to use a poster to give a presentation in front of a class.

This was much more fun and more relaxing than before.

Classroom Decoration

It was good to share my photos of the trip in this way. Thanks for Olivea's homework again. My generous colleague, Yu Feng, gave this wonderful prop of US dollars to me so I could put it in my classroom.



Classroom Management in Daily 5

As a systematic way to build kids' literary ability, Daily 5 focuses on five tasks including Reading to Self, Reading to Someone, Listening to Reading, Working on Writing and Spelling/Word Work. In a given period of time like 45 minutes, kids can choose their own tasks within the five tasks and do it independently. Below are the pictures of each task and the reading group with the teacher. (The six pictures were taken by myself and my partners on the trip.)



This boy enjoys reading to himself.



These girls are listening to an audiobook together.



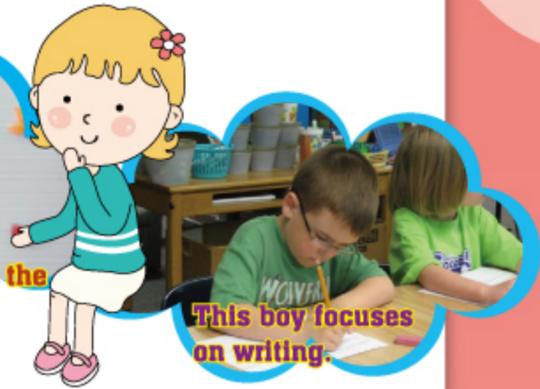
These are two girls reading to each other.



Teachers are reading with a small group.



"Magnetic letters" is one of the tools for spelling work.



This boy focuses on writing.

When kids can do their tasks independently, the teacher can be in the corner with five kids reading together, have one-on-one instruction with an individual kid, or just stay out of the way. This is quite different from our traditional classes in Taiwan. In Daily 5, kids work effectively and independently, while in the traditional way kids follow the teacher and wait for their turn. Besides, kids have one-on-one or group instruction, so the instruction can meet the different needs of kids. What's more, in Daily 5, kids have a whole work period instead of smaller steps and a shorter work period like in traditional classes. I love this idea! After coming back to Taiwan, I kept wondering "how" the teachers built this kind of classroom. Because of the help from my partners, I have some ideas about it.



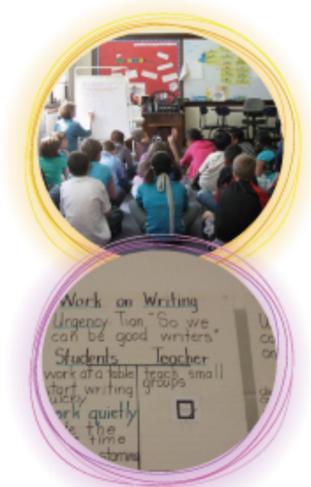
First of all, we need to have trust that kids can do it. Secondly, we need to have practical expectations for the learning outcome. Kids need time and opportunities to learn, so we have to be patient. As the author of Daily 5 said, "Whatever we teach, whether learning to walk down the hall correctly or learning to read independently, we were mistaken when we assumed that once shown how to do something, children would do it successfully ever after. If we provided practice time, we often made the first few practices too long or did not repeat the sessions often to ensure success for all." Therefore, in Daily 5, teachers use short intervals of repeated practice.

Michael Grinder suggested that the brain receives input through three different external memory systems: visual, auditory, and kinesthetic. Once received, the input is stored by the same internal memory systems. When information is stored in more than one of these systems, the memory is improved. Memory stored in the kinesthetic system evokes the longest memory. To activate the kinesthetic system, kinesthetic learning experiences are provided and then labeled so children hear and feel what they are doing. This movement is stored in muscle memory and becomes part of their default behaviors. According to this, if we want the kids to know exactly what to do during each learning activity, we need to carefully design the learning steps. We have to make sure they have sufficient visual, auditory and kinesthetic input and learning.

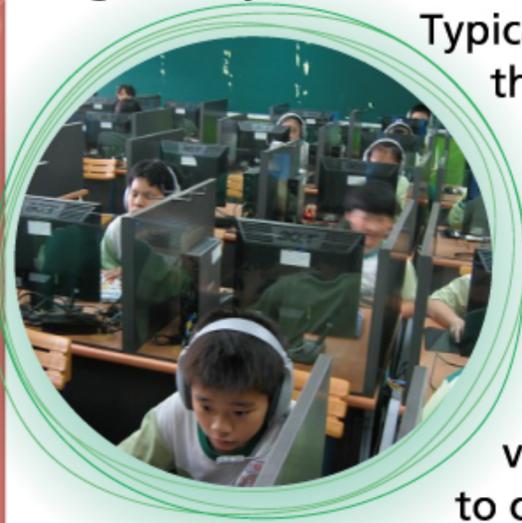


There are ten steps in Daily 5 to improve muscle memory. Teachers need to have a gathering place to talk with the kids and an I-chart to write the concept introduced. The I-chart can be part of the poster in the classroom for kids to read.

- 1 **Identifies what is to be taught.** For kids, there are both auditory and visual inputs because they see the poster with a title and they hear the teacher talk about it.
- 2 **Set a purpose and a sense of urgency** by asking kids why they do this and write the reasons down. Again the kids have both auditory and visual input.
- 3 **Brainstorm behaviors desired using an I-chart.** The teacher asked, "If you do read to yourself independently, what might it look, sound or feel like?" The teacher put down the kids' answers on the I-chart.
- 4 **Model most-desirable behaviors.** The teacher picks a person to model the behavior. While the student models, the teacher quietly goes over the I-chart with the rest of the class. At this time, one student has auditory, visual and kinesthetic input while the others are watching and listening.
- 5 **Incorrect model—least-desirable behaviors, then model most-desirable behaviors.** The teacher finds a student to model 'read to self' in an inappropriate way. Then invite the same kid to model the appropriate way.
- 6 **Everyone practices and builds stamina (3 minutes).** "The reason for a three-minute practice is that most children can be successful for that amount of time." Then gradually the teacher adds more minutes until kids can run it for 30-45 minutes. Now all the kids have kinesthetic input.
- 7 **Teacher stays out of the way.** Once one kid does an improper action, the teacher calls back the entire class and discusses the chart again.
- 8 **Quiet signal—Come back to group.** The Teacher signals the class back to the gathering place to check in. Some good signals include: clapping hands, counting to three or saying "show me the tiger". Daily 5 authors suggest using chimes.
- 9 **Group check-in—"How did you do?"** Together they read the I-chart again and give the class enough time to reflect on each item. The teacher says, "If you know in your heart that you were successful today, put your thumb up. If in your heart you know that you can improve in that area, put your thumb sideways." This is auditory and visual input with kinesthetic output.
- 10 **Repeat 1 through 9.** Whenever there is an incorrect behavior, the teacher can call the class back to the chart and ask the kids to model the behavior again. And if everyone's OK, the teacher will add more minutes each subsequent time to build stamina.



I applied these practical and clear steps into to my class right away for the sixth graders in the language lab. It was the first time they had used a lab to learn English. If you have been to TPAN, we have a similar language learning system.



Typically our language lab time goes like this: I send each student the same sound file to practice and tell them that we will have a test later. I assumed they could listen to their own headphones, so I could stay out of their way and observe them work until time was up. I was wrong. Some problems I faced included: many kids listened for a while and told me they were finished. Then they asked me what to do next. I said, "Do it again," many times. Some practiced with a loud voice, and were stopped by others. Some moved to other seats to chat. Therefore, I applied the Daily 5 steps. I made the I-chart with the kids, modeled correct behaviors, called them back when there was an improper behavior, asked kids to model incorrect then correct behaviors. After all the steps, the kids seemed to improve. They stayed in their own place and read in a quieter voice. More kids practiced the whole time.

Some settings changed. One of them was the space. We didn't have a grouping place to discuss together since kids were more restricted to their own place in the lab. Besides, we discussed the rules in Chinese instead of English.

The benefit of knowing these steps is that I don't have to quit right after the disorder occurs. I could be patient because I knew I didn't make my expectations clear enough for the kids. It's good to know that I can improve my way of instruction in a certain way. Secondly, the process can be applied to any other routines or activities we want to set up. My creative colleague created a way for kids to help each other spell words. If she wants to make it a routine, she may follow the process. For me, I would like to make kids do pair work properly.



The third benefit is for those teachers who have a language lab and are interested in Daily 5. When the kids listen to the sound file and practice reading, they are improving their fluency with "I read, you read" in Daily 5's 'Read to Someone'. Therefore an I-chart in Daily 5 may be useful. You can find the first chapter of Daily 5 in Google books.

Conclusion

Reviewing the goal I set up in the very beginning, I find it leads me to open my heart to all the educators I met in Iowa: the teachers, the principals, the parents, the officers in the educational bureau, the workers in public TV and so on. They are not only working with/for the kids, but also working with their hearts.