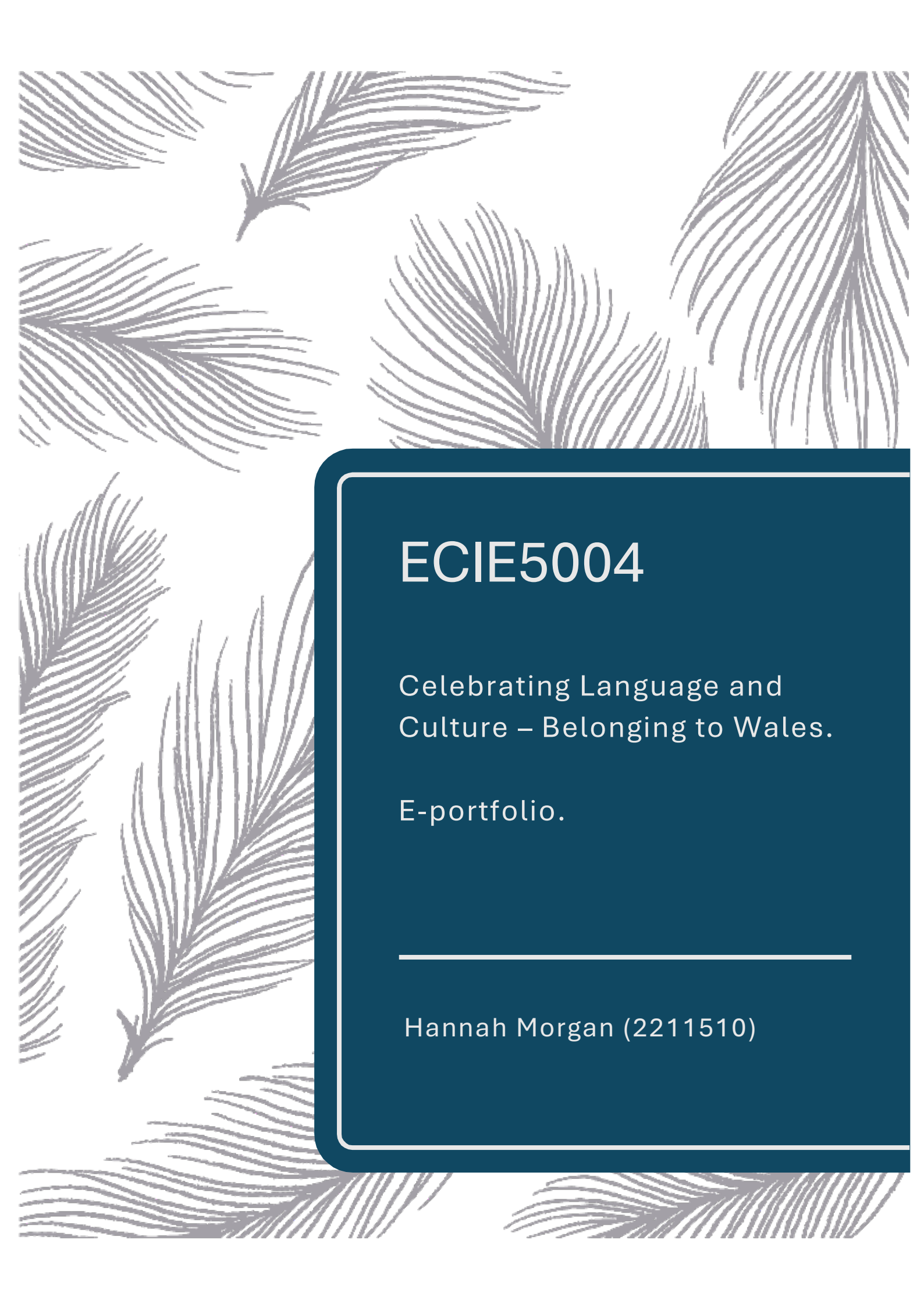




ECIE5004

Celebrating Language and
Culture – Belonging to Wales.

E-portfolio.

Hannah Morgan (2211510)

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Rationale

The Welsh language and culture have withstood a lot in 4,000 years of evolving and becoming Britain's oldest language. (Welsh Government, 2024). Belonging to Wales and how each individual that identifies as Welsh celebrates this may be a personal experience however, "there is agglomeration of such individuals who call themselves Welsh, then that constitutes a community with an identity" (Jones and Roderick, 2003). The role of educators in Wales has changed drastically throughout the years yet in modern school settings, the promoting of the Welsh Language and Culture has become priority, in 2017 the Welsh Government published their long-term Strategy "Cymraeg 2050: A million Welsh Speakers" (See Appendix A), including educators as a vital component of the approach. In this portfolio the writer will be evaluating the importance of supporting the growth of the Welsh Language, Activities that promote the Welsh language in their personal setting and the benefits of proving bilingualism in learners across wales.

Curriculum and Policies:

The Cwricwlwm Cymreig was a result of the Education Reform Act of 1888, with original intentions to establish a common curriculum for Wales and England however campaigned for a separate curriculum, one for Wales which would reflect culture, environment, economy and history of Wales. (Welsh Government 2013).

The Cwricwlwm Cymreig is the statutory requirement for all schools and is essential in the curriculum and ethos. The benefit of having a Welsh focused curriculum is that it helps pupils "understand and celebrate the distinctive quality of living and learning in Wales in the 21st Century, to identify their own sense of Welshness and to feel a heightened sense of belonging their local community and country" (Welsh Government, 2003).

The New Curriculum for Wales (2022) placed a stronger emphasis on Welsh as a vital part of Welsh identity and culture. The curriculum outlines ways of not only teaching Welsh as a subject but integrating it across other subjects, Promoting bilingualism. The new curriculum notes that "opportunities to use Welsh within and beyond the classroom (including digital platforms) supports learners to use Welsh confidently and appreciate its usefulness to communication in a bilingual Wales" (2022).

The Wellbeing of Future Generations Act is a law that was instated in 2016 which emphasised the want to make Wales a better place to live now and

in the future tackling issues such as climate change, poverty and poor health and jobs. (Welsh Government, 2016). The Wellbeing of future Generations Acts has a strong influence over the curriculum and what we teach our learners to become ethically aware and responsible citizens of Wales and the World.

Donaldsons Successful Futures is a 2014 report where the Welsh Government asked Professor Graham Donaldson to review the curriculum and assessment arrangements in Wales. He concluded that the curriculum should have 4 purposes (see appendix B) and that the Welsh language needs to be strengthened. (Welsh Government, 2015).

Practical Settings and Theories in Practice:

The **Siarter Iaith Framework** has been developed by the Welsh Language Charter to provide a clear framework to promote and increase the use of Welsh throughout schools, promoting a strong Welsh ethos and promoting enriching and different activities to help children enjoy learning Welsh. (O’Conner, 2016).

The Welsh Government (2019) outlines the main aims of Siarter Iaith are to embed positive attitudes towards the Welsh language and promoting the use of informal Welsh dialect in and outside of the school setting. The importance of learners having a positive language is essential for their acceptability too willing to learn and being part of Welsh Language activities.

To make promoting the Welsh Language our school settings desirable and enjoyable for our learners, Schools can be awarded three different awards by the Siarter Iaith; Bronze, Silver and Gold (see appendix C), all with different achievable targets to better the use of Welsh Language in and around schools. The use of a whole school award such as the Siarter Iaith not only links to Skinner’s theory of Operant Conditioning which stated, “Behaviour that is reinforced (rewarded) will likely be repeated” (Mcleod, 2024) but also gives the whole school accountability and credit to being able to achieve each award.

An **Example of the Siarter Iaith** in the writer’s personal practice is the achievement of Siarter Iaith Aur/Gold which over the past few years has been a main focus for the school (See Appendix D). The aim of the framework is to achieve the gold award within a three-year period, over this period interest and use of the Welsh Language in the setting increased significantly Aswell as pupils’ involvement in wanting to succeed. In order to achieve the Siarter Iaith Aur/Gold there are ten targets which need to be completed in no particular

order, one of these targets included 'A positive attitude' (see appendix E). Whilst undergoing some of the challenges in this target such as playing Welsh playground games and providing visual/audio Welsh stimuli and a range of exciting activities exponentially increased the excitement around the Welsh language and created more use of it independently around the setting which coincides with Donalds successful futures reports guideline to create Ambitious Capable Learners.

The **Bilingualism Policy** is a policy and procedure in the writers personal setting that was agreed and approved by the governing body. The policy includes the definition and benefits of bilingualism, and the schools aims to promote the Welsh Language but also supporting the school's ethos of a rights respecting school as "children have the right to use their own language, culture and religion" (UNICEF, N.D). The writers personal setting welcomes all languages in addition to Welsh and proudly promotes their bilingual students around the school (see appendix F).

Baker and Wright (2021) rationalise that Bilingualism is far more complex to be defined as just being able to speak two languages, they argue that individuals may be able to speak two languages fluently, some may only have one dominant language and weaker secondary skills, individuals may be able to converse but have poor literacy or vice versa and some may mix languages in creative ways hence why there is an essential difference between language ability and language use. The Minister for Education and Welsh language comments:

I want all learners to have the opportunity of becoming bilingual citizens, but what's important to me is that we create speakers who use the language. Welsh belongs to us all and I want to make sure that people are not only able to speak the language but are happy to use it in all walks of life. (Miles, 2021).

There are numerous benefits to becoming bilingual however Baker (2014) categorised these as Communication Advantages, Cultural Advantages, Cognitive Advantages, Character Advantages, and Cash Advantages. Adesope et al (2010) expands on the cognitive advantages from results from a meta-analysis of 63 studies that indicate that bilingualism is associated with cognitive outcomes such as increased attentional control, Working memory, Metalinguistic awareness and abstract and symbolic representation skills. The New Welsh Curriculum (2022) supports the usefulness of bilingualism and ensures all learners have appropriate opportunities to learn Welsh and English and in encourage them to use both languages confidently in everyday life. (Welsh Government, 2021).

Welsh Activities

The Welsh Government states that pupils should be “given opportunities, where appropriate to develop and apply knowledge of the cultural, economic, environmental, historical and linguistic characteristics of Wales” (2003). The writers personal setting is English-medium but however following the Cwricwlwm Cymreig aim to become bilingual. In the writers personal setting every area in the school will have bilingual posters or interactive Welsh boards for the students (see appendix G), In addition to these visual prompts there are numerous other Welsh resources and activities that the setting uses to promote Welsh.

Activity One: Whole School Eisteddfod and Eisteddfod yr Urdd.

Every year in March in honour of St. Davids Day the whole school prepare to celebrate The Eisteddfod. The Eisteddfod is a celebration of Welsh culture that involves competitions for music, poetry, and other art forms including traditional Welsh dancing and celebrating current and former Welsh legends. The Welsh Government (2024) notes that the word Eisteddfod means ‘gathering’ or ‘sitting together’ and although times have changed The Welsh people still hold annual Eisteddfod festivals from local communities to The National Eisteddfod, however no matter the scale all Eisteddfod events carry great cultural importance to Wales.

In preparation for the Eisteddfod in the writers personal setting, the school involve the Criw Cymraeg to ask their peers and bring ideas of what the school wants to see in the festival (see appendix H). The advantages of involving pupils in school discussions and events results in higher interest and keeping events relevant to pupils wants and needs to avoid tediousness. Giving pupils an active voice also supports Jean Piaget’s theory of active learning which emphasises the importance of “children being active participants in their own learning rather than passive recipients of information, Piaget believed that children construct their own understanding through interaction with their environment” (Mcleod, 2024).

The Eisteddfod is a celebration of culture which coincides with the curriculum guidance that states learners must be “ethically informed citizens that are knowledgeable about their culture, community, society and the world, now and in the past” (Welsh Government, 2020). The Eisteddfod is a very pleasant and upbeat event which learners enjoy partaking or watching, this can be linked to Pavlov’s Theory of Classical Conditioning where those associated with pleasant events take on more favourable evaluations and “attitudes can

change when associated with pleasant events” (Baker, 1992) such as the Eisteddfod.

The **Eisteddfod Y Urdd** is run by the Urdd Gobaith Cymru which describes itself as a “National Voluntary Youth Organisation with over 55,000 members of young people aged 8-25, providing opportunities through the medium of Welsh to make positive contributions to their communities” (N.D). The Urdd offers various competitions in the leading months which pupils can enter although only a select few are chosen to take part after local and regional rounds. A representative comes to the school each year to explain what is on offer to the children (see appendix I). This event heightens excitement of the Eisteddfod and even if pupils are not chosen, the school proudly celebrates other Welsh schools thriving in the competition although in the writer's personal setting, our Urdd choir had a successful Eisteddfod in 2023 placing second in the overall competition (see appendix J).

Activity Two: Weekly Welsh Assemblies.

In the writer's personal setting weekly, Welsh assemblies are held by the Criw Cymraeg (see appendix K). The Criw Cymraeg was established as part of the Siarter Iaith framework but has continued to hold great importance after attaining the highest award. During the assembly they:

Present the Welsh pattern, Song and App of the Week and play a weekly Kahoot game with the Children to ensure they have remembered and understood what the Welsh of the week is. They try to make this learning as fun and engaging as possible. (Penllergaer Primary, N.D).

One of the School's favourite things about the weekly Welsh assembly is the certificates awarded by the Criw Cymraeg for Pupils they have encountered using or promoting the Welsh Language around the school. This again promotes positive attitudes around the Welsh Language and raises motivation for Welsh outside of the classroom. This again links to skinner's theory of operant conditioning, where the pupils receiving the awards are more likely to repeat behaviour, and those who did not are motivated to achieve in the following week.

Evaluation.

The Welsh Governments mission and dedication to the growth of the Welsh Language is clear, and as Educators have a vital role in the achievement of this the constant evaluation and review of setting practices should be in place in order to ensure best practice is in place. The writer will now be evaluating the two activities presented earlier and how their personal setting could improve.

Activity One: Whole School Eisteddfod and Eisteddfod yr Urdd.

The importance of the Eisteddfod is greater than just promoting Welsh Language in schools, it's a long-held tradition in Wales that celebrates belonging to Wales and other than the Welsh Competitions is all about celebrating and loving the country. The Welsh Government (2023) states that pupils who appreciate identity, heritage and cynefin can be influenced spiritually and emotionally which can help build their sense of self and belonging. The word Cynefin has been described as 'the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable' (Mayo, 2023).

The Eisteddfod is held every year in the setting and competitions differ from foundation phase, key stage 1 and key stage 2; by doing this each pupil is familiar with St. Davids day and the Eisteddfod and can look forward to being able to take part further as they move up the school. This coincides with Vygotsky's term The Zone of proximal Development "often termed scaffolding, underscores the importance of providing support that aligns with the learner's current capabilities and gradually diminishes as the learner gains mastery" (Mcleod, 2024). For example, the tasks and lesson plans for foundation phase will be simplified and have more guidance than the pupils in key stage 2 and once pupils are in Key Stage 2 will have better knowledge and understanding of their culture and identity to wales.

The Eisteddfod is relevant and accurate to the Welsh Governments goal of A Wales of vibrant culture and thriving Welsh Language, however, has come under critique by Pitts (2023) in a Welsh Arts Review, after several artists refused to perform due to the rule of Welsh Language Only. All artists were Welsh Bilingual Performers and have let a controversy of whether English should be incorporated into The National Eisteddfod. This may be a sign that although the Eisteddfod is a Welsh Tradition there is room for improvement in modernising it for the youth, yet the complicated history of English and Welsh remains prominent in keeping the Welsh Language strong in the Eisteddfod.

Activity Two: Weekly Welsh Assemblies.

The weekly Welsh Assembly follows the new Curriculum of Wales (2022) guidance where Welsh is not only taught as a subject but is also integrated across other learning areas. The Assembly being pupil made and led also supports Piaget's theory that "Emphasizes the Importance of understanding the child's perspective, rather than imposing adult ways of thinking on them" This means that the children leading the assembly have more understanding of what their delivering and also the peers listening have a greater understanding as its child delivered. However, to improve this activity, as sometimes assemblies are cancelled due to absence, have backup students which would be happy to be a part of the Welsh assembly.

To conclude, the activities presented by the writers personal setting are inclusive and promotive of the Welsh Language whilst abiding to Welsh Government guidelines and following theories of learning. However, they can be seen as repetitive which proves the importance of student input to on how they could improve whilst still adhering to the curriculum.

Appendices

Appendix A.

	Cymraeg 2050: A million Welsh speakers Audience Welsh Government departments; public bodies in Wales; third sector bodies in Wales; private sector companies in Wales; educational organisations in Wales; organisations working to promote the use of Welsh; organisations working with families, children and young people, and communities; and other interested parties. Action required Interested parties to note the content of the strategy and act accordingly. Overview This is the Welsh Ministers' strategy for the promotion and facilitation of the use of the Welsh language. It has been prepared in accordance with Section 78 of the Government of Wales Act 2006. This strategy supersedes <i>A living language: a language for living - Welsh Language Strategy 2012-17</i>, and its associated policy statement, <i>A living language: a language for living - Moving forward</i>. The Cymraeg 2050 Strategy sets out the Welsh Government's long-term approach to achieving the target of a million Welsh speakers by 2050. Further information Enquiries about this document should be directed to: Welsh Language Division Welsh Government Cathays Park Cardiff CF10 3NQ e-mail: Cymraeg@gov.wales Additional copies This document can be accessed from the Welsh Government's website at gov.wales Related documents <i>Taking Wales Forward 2016-2021</i> (2016); <i>A living language: a language for living - Welsh Language Strategy 2012-17</i> (2012); <i>A living language: a language for living - Moving forward</i> (2014); Welsh Language (Wales) Measure 2011; Welsh-medium Education Strategy (2010) Mae'r ddogfen yma hefyd ar gael yn Gymraeg. This document is also available in Welsh. OCL © Crown copyright 2017 WGL20501 Print ISBN 978 1 78059 035 8 Digital ISBN 978 1 78059 033 4																																																																												
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Evaluation and research</td><td>77</td></tr><tr><td>Conclusion</td><td>79</td></tr><tr><td>Bibliography</td><td>80</td></tr></table>	Ministers' foreword	2	Vision	4	A million Welsh speakers by 2050	4	Realising the vision	4	Context	6	A national strategy	7	A long-term strategy	11	Our targets	11	Achieving our targets	12	How we will put the strategy into action	13	Conceptual basis and principles	14	Life-course approach	17	Reaching a million	20	Language skills acquisition	20	Projection and trajectory to a million	22	The assumptions that form the basis of the trajectory	26	Language use	27	Three strategic themes	28	Theme 1: Increasing the number of Welsh speakers	31	1. Language transmission in the family	33	2. The early years	35	3. Statutory education	37	4. Post-compulsory education	40	5. The education workforce, resources and qualifications	43	Theme 2: Increasing the use of Welsh	47	6. The workplace	49	7. Services	52	8. 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The 2011 Census results presented us with an opportunity to have frank conversations and re-evaluate the future that we want to see for the language. Things need to change. We need to renew our energy, be systematic in our approach to planning, and improve collaboration in order to secure the legacy our language deserves. We are very clear that it is our responsibility as a Government to set the direction and provide leadership for this work. This Government has the will and the commitment to do so. But it is also vital that we as a nation take ownership of the challenge. Government cannot insist that parents and carers use the Welsh language with their children, that children play together in Welsh or that someone uses Welsh socially. We can, however, work to provide the conditions to facilitate an increase in the number of Welsh speakers and an increase in the use of Welsh. Education is central to our vision, but we must ensure our young people come out of the education system ready and proud to use the language in all contexts. Without a doubt, digital technologies will be central to the vision within education, helping workplaces become bilingual and supporting social use. The overarching message in this document is that we need to reach a position where the Welsh language is an integral element of all aspects of everyday life. If we want to achieve this, the whole nation has to be part of the journey - fluent Welsh speakers, Welsh speakers who are reluctant to use the language, new speakers who have learned
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the language, and also those who do not consider themselves to be Welsh speakers. Everyone has a part to play, and we want everyone to contribute to realising our ambition.

By raising our expectations and adopting an ambitious vision we have the potential to change the future outlook for the language. Together, we can enable the Welsh language to grow, and create a truly bilingual Wales with a living language for all.



Rt. Hon Carwyn Jones AM
First Minister




Alun Davies AM
Minister for Lifelong Learning
and Welsh Language



Vision

A million Welsh speakers by 2050

The year 2050: The Welsh language is thriving, the number of speakers has reached a million, and it is used in every aspect of life. Among those who do not speak Welsh there is goodwill and a sense of ownership towards the language and a recognition by all of its contribution to the culture, society and economy of Wales.

Realising the vision

The challenge of achieving a million Welsh speakers by 2050 calls for far-reaching changes. Boundaries need to be pushed and ambitious action taken to enable more people to learn and use Welsh. This strategy builds on existing foundations and moves us on to the next stage in our language journey. We have identified three strategic themes to achieve this vision.

1. Increasing the number of Welsh speakers
2. Increasing the use of Welsh
3. Creating favourable conditions - infrastructure and context

In order to realise the vision, we will need to take action under the three themes and also understand the interdependencies between them.



Context

This strategy is not the beginning of the journey. Considerable progress has been achieved through Government support for the Welsh language over the last quarter of a century.

The Welsh language now has official status; legislation is in place which provides rights for Welsh speakers to receive Welsh-language services, and a Welsh Language Commissioner has been appointed to oversee the implementation of these rights. Through the Well-being of Future Generations Act (Wales) 2015 specified public bodies covering the whole of Wales are required to work towards seven well-being goals, one of which is 'A Wales of vibrant culture and thriving Welsh language'; and the system for planning Welsh-medium education provision also has a statutory basis. Welsh Government is under a duty to promote and facilitate the use of Welsh and work towards the well-being goals.

In September 2016 we published *Taking Wales Forward 2016-2021*, the Welsh Government's programme for the next five years. It sets out the Government's programme to drive improvement in the Welsh economy and public services, delivering a Wales which is prosperous and healthy and active, ambitious and learning, united and connected. *Taking Wales Forward 2016-2021* outlines this Government's priorities for delivering those improvements. They are ambitious measures, aimed at making a difference for everyone, at every stage in their lives.

Within this strategy we set out our ambition for the Welsh language to be used more extensively and for the number who speak it to grow. We also set out our commitment to work towards one million people speaking the Welsh language by 2050 and to continue to invest in encouraging more people to use and speak Welsh in their daily lives.

Alongside our programme *Taking Wales Forward 2016-2021*, we have published well-being objectives which set out how we will use the Well-being of Future Generations Act (Wales) 2015 to help deliver our programme for government and maximise our contribution to the seven shared national well-being goals.

A national strategy

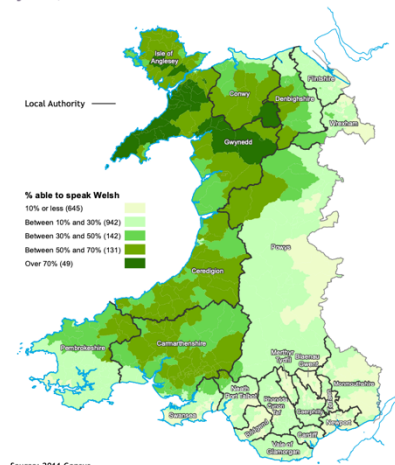
This is a strategy for the whole of Wales, and we want every part of the country to share in the vision of a million Welsh speakers. There is potential for growth in the number of Welsh speakers, particularly in areas of Wales that have high population density but lower percentages of Welsh speakers. At the same time we need to ensure the future vitality of Welsh-speaking communities as places that facilitate the use of the language in every aspect of life.

Our vision is to secure favourable circumstances throughout the country that support language acquisition and use of Welsh language skills. We want to see an increase in language transmission in the family, early introduction of Welsh to every child, an education system that provides Welsh language skills for all, and greater appreciation of Welsh language skills in the workplace. At the same time, we are committed to supporting people to use Welsh socially, at work, and when accessing services.

This means considering each area of Wales on the basis of its own linguistic composition, and planning in order to strike the appropriate balance locally. For example, in Welsh-speaking communities, the challenge is to ensure that people have good quality jobs, fulfilling careers and homes so that they can stay, or return to those communities. In other areas, promoting the use of Welsh as a language for the workplace and business will become increasingly important.

The Welsh language must be part of the digital revolution, which spans the three themes of this strategy. We must ensure that high-quality Welsh language technology becomes available during the early stages of this strategy to support education, workplaces and social use of Welsh.

Proportion of people (aged 3 and over) able to speak Welsh, by LSOA, 2011



Appendix B.

For bespoke support to create learning driven by the 4 Purposes contact us
enquiries@lupact.wales

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THE 4 PURPOSES of Curriculum for Wales

@lupactwales

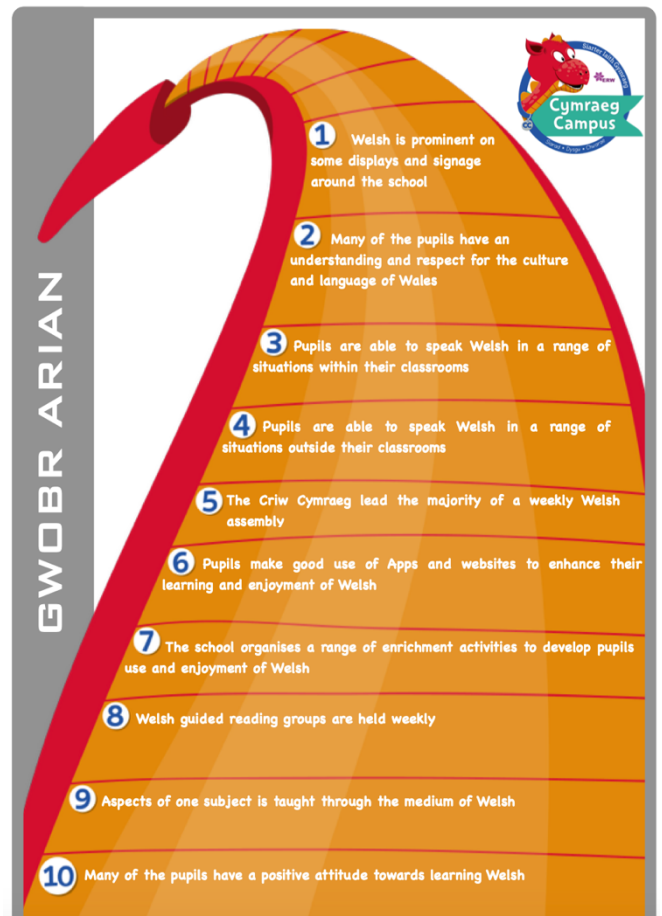
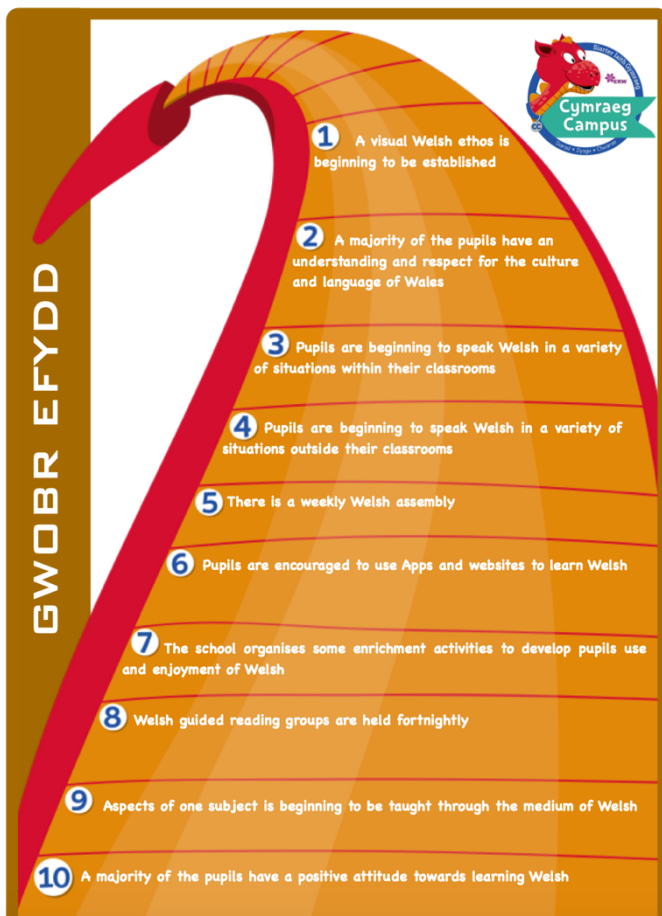


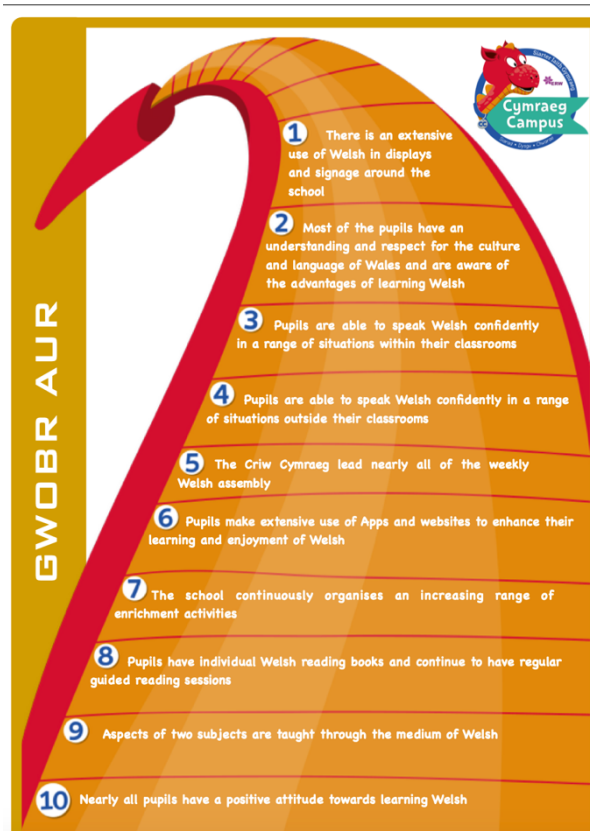
- * Why do we need the 4 Purposes for Curriculum for Wales?
 - * to set a common mission for all teachers & leaders.
 - * to support teachers & leaders to make appropriate choices about curriculum content & pedagogy
- * How should schools be using the 4 Purposes statements?
 - * as a set of guiding principles to aid planning decisions.
 - * as an evaluation tool to identify pupils' greatest needs.
- * Create a curriculum driven by the 4 Purposes:-
 - * know which of the 4 Purposes pupils need the most
 - * create teaching & learning that addresses those needs
 - * support pupils to **progress** in those areas

The 4 Purposes of Curriculum for Wales are underpinned by:

Principles enshrined by UNITED NATIONS Convention on the Rights of the Child	Welsh language and Culture	Principles of inclusive education	Community & civic role of schools	Health & well-being of pupils
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Appendix C





Appendix D.

We have been on our Siarter Iaith journey and are currently a Gold school. Y wobr Aur! Over the past few years the children and staff yn Ysgol Gynradd Penllergaer have been working extremely hard developing and learning their Welsh skills. We are proud of our use of Welsh at Ysgol Gynradd Penllergaer and enjoy using our native language daily and with pride.

Beth yw'r Siarter Iaith amdano? What is the Siarter Iaith about?

The Siarter Iaith aims to inspire children and young people to use Welsh in all aspects of their lives. The Siarter Iaith is for everyone, all members of the school community have a part to play, the school council, learners, workforce, parents, carers, governors and the wider community. The Siarter Iaith aims to increase the social use of Welsh by children and young people.

The main feature of the Siarter Iaith is that the schools involved have an active and dedicated Criw Cymraeg who help the staff and pupils make Welsh fun and engaging in their learning environment. The Siarter Iaith is comprised of 10 targets. There are roughly 10 statements within the 10 targets which need to be embedded within active school life.



Appendix E.

GWOBR AUR: TARGED 10
A POSITIVE ATTITUDE

☐ Pupils play a variety of games through the medium of Welsh e.g.
*classroom language games
*yard games
*warm up games during PE lessons
*interactive games.

☐ The school has a constantly evolving graffiti wall where pupils respond in Welsh to questions asked by teachers or the Criw Cymraeg.

☐ The Criw Cymraeg distribute rewards in the weekly Welsh assembly e.g.
siaradwr yr wythnos
dosbarth yr wythnos.

☐ The school uses a variety of ways to reward children and staff for speaking Welsh e.g.
*win a place on the Welsh table in the dinner hall
*tocyn iaith
*team points
*certificates.

☐ The school has an active Criw Cymraeg which leads on developing Welsh in the school.

☐ Welsh stickers or stampers used to reward good work. Teachers use a bank of simple marking comments in Welsh.

☐ Pupils are provided with a range of audio / audio visual Welsh stimuli and are able to participate in a range of exciting activities through the medium of Welsh e.g.
* Welsh DVD's
* Welsh TV programmes
* Jamboree
* Theatrical experiences
* drama workshop
* arts project
* activities at an adventure centre.

☐ Pupils are given the opportunity to use Welsh in a range of real life situations e.g.
* buying items
* ordering food.

☐ Questionnaire shows that nearly all pupils enjoy learning Welsh.



Appendix F.



Appendix G.



Appendix H.



Appendix I.



Penllergaer Primary @Penller... · 06/10/2022 ...

Diolch yn fawr to Nia from @UrddGorMor for our gwasanaeth grêt this afternoon! 👍 The boys and girls in Penllergaer Primary are extremely excited for the upcoming competitions that you have to offer and cannot wait to take part #CYNEFIN #PPSACL #PPSWelsh



Appendix J.



Appendix K.

On Wednesdays our Criw Cymraeg Pupil Voice Group are responsible for leading assemblies which celebrates Cynefin and is an opportunity for our Criw to share what they have been doing and introduce our patwrn y pythefnos.



PUPIL VOICE NEWSLETTER



CRIW CYMRAEG



Criw Cymraeg have had a fantastic Autumn term! In September we welcomed our new members who have really taken on board their responsibilities. They have been meeting weekly to present the Welsh of the Week Assemblies to the whole school and what a fantastic job they have been doing. They have worked hard to raise positive attitudes towards speaking Welsh both inside and outside of the classroom.

In October they planned an exciting 'Dydd Shwmae' for the whole school to enjoy. They created some lovely posters to promote the day. We decided to celebrate by asking everyone to join us in wearing coch, gwyn a gwyrdd to represent the Welsh flag. Every class did their own fun activities.



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