

~FINAL DRAFT~
Thursday 9-25-08

Dismantling the PIC
or
How Radical Kids Destroyed “The Prison Monster”
by Regeneración Childcare NYC

Dramatis Personae

Akila: A Black American whose grandmother was a Black Panther. Akila's power is that of knowledge--knowing the histories of oppression and resistance.

Luna: A Navajo girl living on the Reservation whose mom was taken by the PIC monster because they thought she was crazy. Luna's power is that she can create anything from the earth.

Jadu: Is mixed Black, Chinese and Indian from Trinidad, living in Mississippi. Jadu's power is that he is a dreamer who has powerful visions.

Esperanza: A Latina transwoman who hangs on The Pier of NYC with a community of other queer and genderqueer folks of color. Esperanza's power, along with her community, is that they are shape-shifters.

Eli: A white genderqueer Jewish person. Eli is an ally whose special power is empathy and feeling, and as one who knows that it is important to bring people together.

Scene 1

Narrator: Once Upon a Time in America... there was a girl named Akila who lived in Oakland, California. Akila had the power of knowledge. Because of who she was and where she lived, Akila learned a lot about the world and how to make it better from her elders.

Akila: Hi! I'm Akila—I'm 9 years-old and I live with my mom, dad, and grandmother right here in Oakland. I go to school and it's ok, but what I really like to do is fill my backpack with books and walk to Lake Merritt where I can read for hours. I like learning about different things that happened in the past. I especially like to listen to my grandma's stories about when she was young.

(Akila walks into her room background and lays down on the bed next to her Grandma.)

Grandma: ...and then we all stood outside the jail yelling, until they let your uncle Huey out! Now sleep well.

(Grandma exits.)

Narrator: One night, Akila went to sleep and had dreams of a terrible monster. The monster was underneath her bed, trying to grab her; it was outside her windows, looking in while she slept; the monster was stalking around through her house!

Akila: What's going on? I'm really scared! Why are people out to get me? What have I done? I don't like this monster—I want this monster to go away and leave me alone!
(Akila tosses and turns and falls back into a fitful sleep)

Narrator: The next day Akila got to school late, exhausted after a night of fitful sleep and bad dreams. She was making her way down the hall quickly, trying to get to class before the second bell, and was in such a hurry that she bumped into another student in the hall.

Kid: Hey, watch where you're going, nerd. Why are you in such a hurry? Gonna be late for class? Don't want to get in trouble, do you?

Akila: I dunno. I need to get to class... I'm late.

Kid: Whatcha got in that big old backpack? A whole bunch of books, bookworm?

(Akila tries to push the kid out of the way; he pushes back. Hitting! Shoving! The Kid falls down and shouts that he's bleeding.)

Principal: Akila! No pushing in the hallway--you're coming with me!

Narrator: Akila was taken to the principal's office and blamed for hitting the other student. The principal decided Akila needed to go to juvenile detention, aka jail for kids. As Akila walked into the jail building, she saw the monster from her nightmares eating all of the people who were being taken to the building!!

(Principal leads Akila toward the Monster on the edge of the stage. She has her hands behind her back, as if zip-cuffed.)

Principal: Akila, I know this monster you're talking about, but you've got it all wrong. The monster is helping us! You did something wrong, and so we have to feed you to the monster so that it stays happy and keeps protecting all of us good people.

(Principal leaves and Grandma enters.)

Grandma: No way, honey, he's wrong! That monster is the prison monster, and it's very very bad, just like you saw in your dream. It eats people unfairly and destroys families and communities instead of helping anyone.

(Monster gets louder and louder as Grandma speaks)

It needs to be stopped. Soon. Remember how I always tell you about when I was young, and when I used to be a Black Panther. We used to practice self-defense and make free breakfast for kids at the Oakland church to show the prison monster we weren't afraid of it. Don't be afraid! Fight back! I love you!

(Grandma hugs Akila as the monster, grabs her and pulls her... monster eats Akila--she goes under the sheet and comes out on the other side in front of a black backdrop.)

Narrator: Akila was inside the prison monster's belly for three months. The whole time, she thought about what her grandma told her. She also met other people who had been eaten by the prison monster, and talked to them about how the prison monster wasn't keeping them safe, or their families safe, or helping to make life better for anyone.

(Akila fakes talking to kids in the audience)

But at night, when she tried to sleep, Akila felt her good dreams being taken away-- all she could dream about was the prison monster.

One night instead of going to sleep, she snuck out of bed and saw the good, happy, peaceful dreams of the other people being taken down a dark corridor.

(Monster puts the dream clouds into the dream vault and leaves)

Akila crept after the dreams, and snuck into the vault. There she saw one dream of a magick carpet! She knew she could use it to escape, and so she grabbed the carpet and flew over the prison wall to her freedom...

Akila: Oh, I wish I could go home and tell everyone the truth about this prison monster! But I can't go home or to school, because it'll be looking for me there. I need to have courage, and find friends who can help me fight the monster so we can all be free.

Activity 1

Sing-along and group building

All Ages

Format: Discussion (10 min) followed by sing-along (10 min) and optional game (10 min)

Discussion

Akila is on a scary, dangerous, challenging journey. She needs to reach back to her memories and knowledge for things that make her feel safe.

- Where do you feel safe?
- Who do you feel safe with? Who do you go to when you need help?
- Is there a song or a story that makes you feel capable, safe or brave?

Sing-along

When Akila was small, her grandmother used to sing her a song about Harriet Tubman. While Akila flies she needs inspiration; she sings the song to herself. Let's sing along with her to keep her company. While playing the chord progression, introduce Harriet:

- Harriet Tubman was a woman who escaped slavery and fought for freedom--does anybody know about Harriet Tubman?
- She escaped slavery in Maryland, and traveled to Pennsylvania. Is anyone here from those states? Underground railroad ran through them
- Harriet freed herself, and then went back to free her family and others. Over 70 people were freed by her alone, and hundreds more by her efforts. Called her Moses.

(Teach kids chorus while passing out shakers, and rhythmically-abled folks get tambourines. Play with sing-along chorus)

Optional 2nd activity

Hug tag-- everyone must band together (with hugs) to escape a threat.

Scene 2

Narrator: Akila flew into the mountains to hide. She noticed that all around her the plants and animals looked like they were sick and dying.

Akila: Ugh. This place smells terrible—like burning rubber! I don't think I'd want to live here. I wonder why all the plants and animals are dying....

(She trails off and falls asleep because she is so tired from her journey. Later, Akila wakes up to hear someone singing sadly the Harriet Tubman song. Another girl is sitting under a tree nearby; she has short black hair and carries a leather bag. Akila sees that the other girl has lit a fire to keep her warm, and then the girl looks at her and smiles.)

Luna: Hi I'm... Luna. I saw that you were cold and alone, so I used my powers to make a fire.

Akila: Hi, I'm Akila. I've just flown here on a magick carpet—I'm trying to get away from a terrible prison monster.

Luna: Oh, *the prison monster*, I know all about it. The monster is what's taking up all the land, and making the plants and animals sick. It pours chemicals onto the land and digs up the mountains that we live on.

(In the background, Luna's mother is picking plants and making medicine. The prison monster creeps up behind her)

Luna: My mother knows how to make people well again, by using plants from the mountains, but the prison monster said she was crazy and came and ate her up. That's why I'm so sad.

(The monster has dragged her mother away - Akila seems to see it.)

Akila: That's terrible! We have to stop the monster together!

Luna: Yes we do. Because we're stronger together!

Activity 2

Focus on experiences and memories of colonization

Ages 3-5

Format: Activity (15 min) followed by discussion (15 min)

Activity

Making a web out of string; The kids stand in a circle, and connect the strings randomly, into a complicated pattern.

Discussion

What happens to the web when the string is cut? Maybe the first cut not everything falls apart, but if it is cut enough times it will. What happens if you work together to tie it back together?

Ages 6-12

Format: Game followed by discussion

Game

Musical Chairs of Colonization: The participants will play a game of musical chairs in which, rather than standing out if they don't get a seat, they share the seats that remain after each round. The facilitators who are taking the chairs then use them to create a set of seats that they share just between the two of them. After awhile, the participants will just be sharing one seat--some will not have a place at all.

Discussion

We'll discuss how that feels. Is it fair that the facilitators have all the chairs between them? We'll talk about the history of colonization using maps.

Scene 3

Narrator: Akila and Luna flew away on their magick carpet, and soon came upon a vortex of clouds churning in the sky. These were all the dreams that the prison monster had not yet eaten. They were beautiful, and showed all kinds of wonderful things.

Akila: look! This is a dream of a lovely river that we can swim in!

Luna: and this is one of trees we can climb, and pick juicy mangos to eat!

Akila: and here's one of a family hugging each other!!

Luna: Do you hear that snoring? Let's fly down and see what that boy is doing asleep under that tree.

Narrator: Luna and Akila flew down to the ground and they saw a little boy from Trinidad, sitting alone under a tree. He was asleep.

Akila: Wake up!

Jadu: I'm not sleeping, I'm meditating. All those dreams you saw up in the clouds are what I see when I meditate. The dreams help me get strong so I can fight the prison monster...

Luna: You know about the prison monster too??

Akila: We are trying to stop the monster too! Would you like to join us?

(Jadu is snoring)

Akila: Wake up!

Jadu: I'm not sleeping, I'm meditating! I'll go with you, because the prison monster ate my whole family.

Akila: Ok! My name is Akila, and this is Luna. What's your name?

Jadu: Jadu

Akila: Why did the monster eat your family, Jadu?

Jadu: My family worked on a tobacco farm with many other people who came to Mississippi from other countries like Mexico, Guatemala and Haiti. They worked hard, but they were never paid enough, and they were all treated poorly.

The bosses said we didn't deserve to be working in the United States at all. Then one day, the prison monster tore through the farmland and gobbled up all of the people working on the farm.

Akila: that's so unfair! All those people were working so hard and not even being paid enough and then the monster ate them anyway!

Jadu: It was so hard to get here in the first place, and then that stupid monster just gobbled up my whole family without even caring.

Luna: Why was it hard for you and your family to get here?

Jadu: Oh, let me show you...

Activity 3

Focus on experiences of migration

All Ages

Format: Game (20 min) followed by discussion (10 min)

Game

The Crossing: This game re-enacts the experience people have immigrating to this country. We give each kid/group of kids a small # of tokens. They are traveling from the global south to the U.S. Each place they go, they are stopped by a coyote that makes them do crazy things and takes their tokens. We show how these coyotes are servants of the monster. Everyone has to make it from one side of the crossing to the other - so kids have to share their resources.

Facilitators: This game is about how hard it was for Jadu and his family to get to America. Lots of people can only travel to the United States by paying lots of money to evil people who work for the prison monster. These people are called coyotes! The only way to make it to the other side of this game is to listen to everything they say, even if it is really unfair.

Part One: the coyotes say “It’s time for us to go to America! Give us a penny and we’ll tell you how to get there.” Kids have to give a penny.

Coyotes: You have to meet us at the other side of the field in one minute.

(kids all have to run to the other side of the field).

Coyotes: Okay. Give us two pennies!!! Now you have to be really quiet and sneak over to the other side of the field.

(kids all have to crawl on their bellies)

Coyotes: Okay, Give us three pennies!!! Now, each of you has to take each other in a wheel barrow across this rocky desert.

(wheel barrow race to America, where the kids have to sit in a big circle.)

Coyotes: Okay... now you're in America. But the prison monster is here too. If you don't want us to tell it where you are, you have to work for us, and you have to give us all your pennies.

The coyotes run away with all the money.

Discussion

Participants talk about how it felt to face such big challenges with so few resources. Were the coyotes fair? How did it feel to be forced to do crazy things and lose tokens? How did people make it to the other side?

Scene 4

Narrator: Akila, Luna and Jadu were on their way to stop the monster from eating more people, land and communities. They flew high up in the air and looked down at the United States as it passed underneath them.

Jadu: Look! Down in that big city! It's the monster! I can sense it... the prison monster is chasing a woman down there by that river.

Akila: We have to help her.

Narrator: They swooped down to rescue her, but the roofs of the building were too high for them to reach her.

Luna: You can reach us! Jump!

Narrator: The woman looked up at them and leapt into the air, changing into a bird as she flew toward them. When she landed on the magic carpet, she turned back into a human.

Esperanza: (relieved) I'm Esperanza--thanks for saving me! That stupid monster is always trying to get me and my friends just because we're shapeshifters.

Akila: Shapeshifters??

Esperanza: Yes. I can change the shape of my body. It all started when I was a teenager, and wanted to change from being a boy to a girl, so I did. I met a lot of other people who wanted the same thing. With practice, we learned how to change into different animals and other creatures that we imagined.

Akila: That's amazing! I wanna learn how to do that

Jadu: Me too!

Esperanza: I'll teach you! Shapeshifting always comes in handy, especially if you're running away from the prison monster.

Jadu: That's what we're doing!

Esperanza: ok, so let's practice shapeshifting. The first step is being comfortable with being human in many different ways. Like, not believe that a girl can only act in a certain

way, or a boy can only act in a certain way, or that we have to choose between being a boy or being a girl at all. Really, we're so much more than words can say!

Activity 4

Focus on gender identity and self-expression

3-9 year olds

Format: Discussion (10-15 min) followed by activity (15-20 min)

Discussion

Potential discussion questions followed by activity:

- What does a girl/boy look like, sound like, move like, feel like?
- What are all the different ways people tell you to be a boy or girl?
- What makes a 'girl' a 'girl'?
- What makes a 'boy' a 'boy'?

Facilitators should write down what kids are saying and encourage them to elaborate.

Discussion Wrap-Up: Getting to a place where we begin to discover that boy vs. girl isn't the end of the story. That gender binary is false, and we can change the way we perform our genders and be multiple genders all at once....Gender ambiguity

- How would you be if no one told you what to do?
- How can we be prepared for that feeling of difference when we know we're fabulous!

Activity

Huge pile of props in the center of the room, top hats, boas, tiaras, shoes, suspenders, baseball hats, jackets etc. Everyone is in a circle around the props and everyone runs and grabs a prop and puts it on and then a word or series of words is shouted out and everyone INTERPRETS how to move to those words....The song *Shapeshifters* plays in background.

Ex. Fancy and strong, Sleek and tough, gentle and smooth, pretty and handsome, gorgeous and tall, etc...

Take-Away: We are always making decision on how to present ourselves and our gender—it's complicated but we have control of our own decisions and we support each other through our different interpretations/presentations of gender.

10-12 year olds

Format: Drawing exercise (15 mins) followed by discussion (15 mins)

Drawing Exercise

Participants break up into pairs – an artist and a describer --and then they switch roles half-way through. The describer is given a card with clues about a character or a

behavior and s/he has to explain it to the artist without using the words on the card. The artist draws/interprets what the describer is describing!

The descriptions of people or behavior won't use pronouns but will use descriptive words that can be interpreted in many ways, such as "tall, dark and handsome." These will be descriptions of Esperanza's friends from the pier.

Discussion

similar to that of the younger kids, but more developed

Scene 5

Narrator: Flying high above the country, Luna, Akila, Jadu, and Esperanza learned that the prison monster liked to throw parties with all of its friends, who fed it and helped it grow stronger. The monster's friends were sometimes really rich and greedy people, and sometimes just people who were afraid to stand up to it.

This time the prison monster was throwing a huge party for its richest friends.

Akila: Let's go crash that party!

Narrator: They flew across the land to the city where the party is being held. From above they can see that many other good people were there to stand up to the monster and its friends. These were activists, and they were being attacked by the monster's friends, the police.

Akila: Look! The police are helping the monster! They're attacking all those people down there!

Narrator: Down below, they saw a line of activists and a line of police, and the police reach out to grab one of the activists and pull them away to feed the monster.

Akila: Let's link our hands together so we can reach them!

Luna: Come on! Grab hold of our hands so we can pull you up!

(Akila, Luna, Jadu, and Esperanza link their hands together to form a chain and they grab the captured person and pull them up onto the magick carpet. Person gets pulled up--whoa!--and lands in the sky backdrop with our hero(in)es)

Akila: What's your name?

Eli: Eli

Esperanza: Hey Eli - are you a boy or a girl?

Eli: Neither. Just call me Eli or "they".

Akila: So like, Eli went to the park, and then THEY got some ice cream?

Eli: yea!

(Akila, Jadu, and Luna look at Esperanza)

Jadu: What are you doing here?

Eli: I'm here with my friends to learn how to stop the prison monster. Did you know that the monster is going to other countries and attacking them too? It says that it's keeping us safe by starting wars. But we know that's not true.

Narrator: They now knew that the prison monster was affecting the world in so many ways, and none of them were good.

(The monster is miming at the edge of the stage)

The prison monster was eating people and taking them away from their families and their lands.

The prison monster was poisoning the earth with pollution.

The monster was telling people they couldn't be different.

The prison monster was spreading its claws over the entire world.

In fact it was bad, really bad; so bad that there was no way that they could let it go on. But they knew how to stop it...

ALL (Akila, Esperanza, Luna, Jadu, Eli, Narrators): together!

(The heroes turn and chase the monster off the stage).

Activity 5

Group participation and working together, focusing on teamwork and solidarity

All Ages

Format:

Picket Fences: Form a human "fence," where we can only save Eli if we all link arms together

Reclaim Eli: Similar to capture the flag, except with only one team holding a flag which, in this case, will represent Eli. Participants will have to dodge "police" in order to reach the safe zone, and police will be looking specifically to tag those participants who are running on their own, without a partner or a group. Once they've all made it there together, then they can reclaim Eli.

Day 2 Recap of the story:

Narrator: Akila is a little girl from Oakland, California. She has dreams about a scary monster called the prison monster. One day she got in trouble at school and was fed to the prison monster, but she found a way to escape.

She met Luna. A girl from the Navajo reservation. The prison monster was eating up the Navajo land and making it polluted, and the monster took away her mother for fighting against it.

They both met Jadu, who came from a faraway country and could dream about a world where the monster didn't exist. His family had been eaten by the prison monster too.

All three of them met Esperanza, a shape-shifter who was being chased by the prison monster because she didn't want to be a boy or a girl.

Then they finally rescued Eli, an activist who was fighting against the prison monster and his friends, because the monster was trying to eat the entire world.

They all decided to band together to defeat the prison monster and make a world where everyone could be together, safe, and happy.

All: Today, we're going to stop the monster!

Akila: First we need to make the land a healthy and clean place to live so that Luna and her mom and all of their people can be safe.

Luna: I know what we can do together to clean up all the poison that the monster has put in the land.

Activity 6

Focus on healing the land connecting with wild systems

All Ages

Format: Outdoor visualization activity (15 mins) followed by discussion (15 mins) and planting activity (30 min)

Visualization

Participants lay on their backs on the grass, facilitators ask them to close their eyes and feel it... The facilitators will ask the participants to think about where they live... Where are the parks? Do they use them? How is life different if you live in the country? Or in a forest? What would it feel like if everything was made of concrete, metals, and plastics? How would it feel if your land or place where you live was being destroyed?

Discussion

What do we do to strengthen the living Earth? When we heal the land, we heal ourselves. When we take care of the land, we heal ourselves. When we take care of the water, we heal ourselves. Your land is like your momma – if you take care of it, it will bring you abundance and love... if you mistreat it, it will defend itself.

Activity

Use small, biodegradable planters that can be later transplanted into larger planters at home – each participant will get a little planter, soil, and a seed(s) to plant (preferably medicinal/food).

Luna: Thanks for cleaning up our land. With clean water we can grow healthy food to eat, and all the animals and plants will be happy. But now we have to learn to shapeshift so that the monster can't find us...

Esperanza: Also by shapeshifting, we can be all the things that we want to be. Let me teach you how!

Activity 7

Practice shapeshifting like Esperanza to elude the monster and be all we want to be!

All Ages

Format: Discussion (15 min) followed by dress-up activity (20 min) and skits (30 min)

Discussion

Drag Show! Re-cap with those who participated from previous day. Shape-shifting is a powerful tool; it gives us the freedom to be who we want. Gender is a performance but we get to choose how to run the show. Discussion questions:

- How do school/the monster/the PIC tell us to be a boy or girl?
- What do you do when you do feel really different?
- What does it look/feel like when the monster/school/PIC is discouraging?
- What do you do when the world/monster/school discourages?

How can we be prepared for that feeling of difference when we know we're fabulous! In naming gender as fluid and defying gender binaries we find our power.

Activity

Now, dress-up! Have FUN! --put on something that is going to make you feel fabulous! Clap and be proud of each other during the drag show... We are performing for each other to show each other the powers that we have.

- What are the powers that you have to defy the monster? List out the powers that we have --- 5 or 6 powers

Skits

Break up into 5 or 6 groups of 5 or 6 people (1 adult per group hopefully.) Choreograph dances/skit/whatever that shows your power (to music!!) Do this for 10-15 mins and then report back.

Everyone gets in big circle-shape and each group takes turns showing us their simple dance, or at least one or two moves from it...everyone moves together to defy the monster and express/perform who we are. Be your full self!!

Esperanza: Akila... I think you know the most about the prison monster. Can't you teach all of us everything that you know so that we can learn how to defeat it.

Akila: Well, I don't know everything. I learned about the prison monster from my grandma, and my friends, and my elders. So let's talk to them...

Activity 8

Focus on gathering knowledge and experience

3-5 Year Olds

Format: Scavenger hunt (20 mins) followed by arts and crafts (20 mins) and break time (20 mins)

Scavenger Hunt

Little kids will scatter outdoors and hunt for pieces of Akila's picture. They will be hidden under rocks, in flowers, in trees, etc. Facilitators will be there to help if need be. It isn't about getting the most pieces, it's about working as a team to find them all, so we can put all the pieces together!

Arts and Crafts

Bring the pieces of the picture back to the arts and crafts area, and paste them together in a complete picture. Make them the cover of Akila's book, and put them in her room!

6-8 Year Olds

Format: Guest character interview (25 mins) followed by arts and crafts (15 mins) and break time (20 mins)

Guest Character Interview

Luna's mom will make a guest appearance for the 6-8 year olds, and be available for questions. She will share about indigenous experience, mental health policing and how to stay strong in the face of these systems.

Arts and Crafts

Compile people's notes from Luna's interview in Akila's book!

9-12

Format: Discussion (20 mins) followed by outdoor interviews (30 mins) and arts and crafts (15 mins)

Discussion

Participants spend 1 minute thinking about a challenge that they face in their lives. Facilitators could give examples from their lives: when so-and-so was little, their family didn't have a lot of money, and they got made fun of in school.

Break into pairs and share your challenge with each other. Then come up with a question that can help you learn about how you can deal with the situation.

Interviews

Interview scavenger hunt! Go out in pairs (with facilitators) into the CR10 conference and find people who match the descriptions on a scavenger hunt handout. Things like: find someone who was born outside the U.S; find someone who has a family member in prison. Ask each person the personal challenge questions from earlier, and record it on the handout.

Arts and Crafts

Report-back on how people's interviews went, and compile the answers in Akila's book!

Akila: Jadu, we've been learning about the past but we need to imagine our future too... I forgot all about the dream vault that I saw in the prison monster's belly.

Jadu: We have to rescue our dreams from the vault! I can show how to make dreams that the monster can't capture.

Activity 9

Visioning for a better world

All Ages

Format: Visioning activity (15 mins) followed by arts and crafts (30 mins)

Activity

ART visioning, meditation, imagining. Jadu is helping everyone to vision and dream and rescue our dreams of a better world from the monster's dream prison. Everyone has to close their eyes and meditate. We ask people to think about different things...

1. Something that makes you happy
2. Someone that you love
3. What you wish school was like
4. What you love to eat
5. Peace
6. Justice

Arts and Crafts

Then we sit down in little groups and draw out our dreams, individually or cooperatively. The papers are already in the shape of clouds (if we have time to do this) to mirror how Jadu's dreams were in the clouds at the beginning of the story. Afterwards, everyone covers up our mural of the PIC (jails/school/armies/prisons) with their dream art to create the dream world.

Eli: We know so much about the monster and we know that it doesn't help ANYONE! But everything we do to make the world better makes the monster ANGRY and he wants to EAT us.

Narrator: Everyone has to work together to dismantle the prison monster. They had to love each other and protect each other and help each other...

Akila: When we're together, the prison monster can't harm us!

All: Now let's use all our powers to make the monster go away forever.

Activity 10

Culminating activity and celebration!

All Ages

Format: Activity (15 mins) followed by trust games (30 mins) and culminating activity (20 mins)

Activity

Everyone knew that they had to work together to dismantle the monster, and they had to love each other and protect each other and help each other, because the monster can hurt you when you're alone, but when you're together it can't harm you. Empathy— monster is chasing them because it is not being fed any more and they have to protect each other, then they all together have to tie up the monster to destroy it.

Trust Games

Blind Trust Walk. Other Cooperation Games - three-legged race, egg on a spoon relays

Culminating Activity

Dismantling the Monster grand finale: after answering some questions about the different characters together in order to take apart the monster, Stevie Wonder starts playing and we all have a giant dance party to celebrate!!!

THE END