



ATTENTION SANCTUARY GUIDELINES

With Eve Mitchell
1 November 2024

13:56:45 From Peter Schmidt to Everyone:
https://drive.google.com/file/d/1fhztOv19fXeEm6JrM1QBKOSRAqYxs8Fe/view?usp=drive_link

13:56:57 From Peter Schmidt to Everyone:
https://drive.google.com/file/d/1pfyWV1Z1Kxb1fXcvzyncy-0SBKxCI-Qf/view?usp=drive_link

14:00:51 From Peter Schmidt to Everyone:
New friends!

14:02:00 From Peter Schmidt to Everyone:
Hey Brit! Louisville!

14:02:18 From Brit Naylor to Everyone:
Reacted to "Hey Brit! Louisville..." with 🤔

WARMUP EXERCISE NOTES

14:22:17 From Peter Schmidt to Everyone:
peter@sustainedattention.net

14:30:34 From D. Graham Burnett to Everyone:
I chose a small succulent plant in a vase made by my older kid. In thinking about “sanctuary” for it — I was mostly concerned to protect it from breakage. Breakage of the vase (always a risk for ceramics!) and breakage of the fragile stem of the plant. I imagined a metal frame in which the whole thing could live — and could be sheltered within...

14:30:39 From Etienne Turpin to Everyone:
I attended to my small metal “editing” ruler, a 15 cm long (apologies to those who use imperial measurements) extremely fine little piece of stationary; then I imagined Quanta: A Museum of Affordances & Limitations where visitors could attend to a sanctuary for tools of measurement throughout history.

14:30:44 From Justin Ginsberg to Everyone:
I chose a laser measuring tool:
Your description of the BOSCH laser measuring device floating in space is beautifully poetic!
Here’s an extended version that plays with the cosmic imagery and sense of timelessness:

In the sanctuary of stars, the BOSCH laser drifts, weightless, unanchored by gravity's hand. Its beam stretches forward, an arrow aimed at infinity, yet knowing no end, no limit, no landing. With no air to dilute its light, the laser travels, unscattered and undisturbed, slipping between the stars with quiet grace. It spins softly in the void, where distance loses meaning—an instrument designed to measure, now free from all measure, content to glow in silent eternity.

14:30:45 From kristinlawler to Everyone:

Attending to a glass on a glass table, reflections of the sky and the building behind me, what is the sanctuary? Bubble wrap? No. Needs to be held just so, it's a little delicate, but it wants to be in the world, maybe at a party... imagined a sanctuary where all the glass things go from time to time, what an extraordinary work of art that would be

14:31:12 From Larry Berger to Everyone:

First attended to my heart and head from the inside. Then I imagined a wider space in which I was contained as a sanctuary, which protected me and was more expansive.

14:32:01 From Kyle Winston-Lindeboom to Everyone:

Object:

semi-reflective red klean kanteen bottle.

At first it only seemed to reflect the window next to me -- the highest contrast in the room -- but as continued to look, more and more details came to the fore.

I could sense the subtle light, my head shape, my sleeve, the light bouncing off other objects behind me, and, most strikingly, the dark distorted shape of my arm as it angled toward the bottle.

Then, at the end, I noticed how the high-contrast window's corner bent over the curve of the top of the bottle to connect with a a mirror image of itself -- an hour-glass of light.

Surrounding:

Constantly changing surrounding in order to activate the different parts of the bottle and capture different details in the room?

Alternatively it could be more punched windows in order to create more hour glasses.

14:32:07 From Peter Schmidt to Everyone:

I chose a flower from my partner's garden. It's in a glass on my kitchen table. It's slightly wilted, and facing away from me. I usually think about sanctuaries as spaces that are protected "from" outside influences, but seeing the flower in a state of partial decay made me think, strangely, of a compost heap as the ideal sanctuary! What is the characteristic of my object that I choose to identify as its definition? In this case, it was the birth and death of the plant... thus, compost! (D. Harraway fans unite!)

14:32:14 From Jason Snider to Everyone:

Object: my glass of water.

When and where was the last time this water saw the light of day before it was processed and delivered to my kitchen tap? Where was the silica which was melted and formed into the glass collected? Where did the melting and annealing take place? Who was involved? How many people have had a hand in the steps which went into putting water inside this glass in my hand?

14:32:40 From Justin Ginsberg to Everyone:

Replying to "Attending to a glass..."

Hi Kristin 😊

14:32:42 From Jacob Weger to Everyone:

I attended to my mate gourd sitting on the counter.

A sanctuary for this object would be a place where its qualities as an object could be admired and appreciated, but also used, a place of sociality and/or quiet reflection and study. A platform. A countertop. A table in a coffee shop, shared between two people. The could pass the gourd back and forth taking sips from its metal straw. Or an individual can read or study or write and think. The object itself can come to the fore - both in its physical, visual presence and in its use as a special kind of drinking vessel.

14:34:15 From Alex to Everyone:

My object was my sewing machine, and its spool, which in French is called canette (duckling), then I found a copy of a poem by Ilse Garnier which represents a crescent shape carrying the word *voice* repeated endlessly — this poem became a pond for the duckling

PRESENTATION FROM THE ATTENTION SANCTUARY GUIDELINES WORKING GROUP

14:39:05 From Brit Naylor to Everyone:

What is "dark flow"?

14:39:33 From D. Graham Burnett to Everyone:

"Dark Flow" is an expression used to invoke the addictive features of UI/UX....
14:39:47 From Peter Schmidt to Everyone:
See this AMAZING book:
https://press.princeton.edu/books/paperback/9780691160887/addiction-by-design?srltid=AfmBOoq6mJGXiiyTFKUIIbmWnrRQqHQHmdJRbG_k5LwyL-bdiDTfv3fF
14:40:05 From Brit Naylor to Everyone:
Reacted to "See this AMAZING boo..." with ❤️
14:40:12 From Peter Schmidt to Everyone:
Reacted to "See this AMAZING boo..." with ❤️
14:40:15 From Peter Schmidt to Everyone:
Removed a ❤️ reaction from "See this AMAZING boo..."
14:40:28 From kristinlawler to Everyone:
Replying to "Attending to a glass..."

Hi Justin!!!
14:40:54 From Brit Naylor to Everyone:
Reacted to ""Dark Flow" is an ex..." with 👍
14:41:05 From Etienne Turpin to Everyone:
Reacted to "See this AMAZING boo..." with ❤️
14:41:08 From Etienne Turpin to Everyone:
Reacted to ""Dark Flow" is an ex..." with 👍
14:41:40 From Justin Ginsberg to Everyone:
Reacted to "Hi Justin!!!" with ❤️
14:42:00 From Peter Schmidt to Everyone:
First doc:
https://drive.google.com/file/d/1fhztOv19fXeEm6JrM1QBKOSRAqYxs8Fe/view?usp=drive_link
14:42:11 From Peter Schmidt to Everyone:
Thumbs up to confirm this link works?
14:42:17 From Ana Marques to Everyone:
Reacted to "Thumbs up to confirm..." with ✨
14:42:21 From Holmes, Brooke to Everyone:
Reacted to "Thumbs up to confirm..." with 👍
14:42:22 From Zoe Silverman (she/her) to Everyone:
Reacted to "Thumbs up to confirm..." with 👍
14:42:23 From amalia mayorga to Everyone:
Reacted to "Thumbs up to confirm..." with 👍
14:42:28 From Brian Janosch to Everyone:
Reacted to "Thumbs up to confirm..." with 👍
14:42:53 From Peter Schmidt to Everyone:
Reacted to "First doc: https://d..." with 🌹
14:43:50 From Etienne Turpin to Everyone:
Reacted to "Thumbs up to confirm..." with 👍
14:55:32 From D. Graham Burnett to Everyone:
Reacted to "My object was my sew..." with ❤️

FEEDBACK FROM FIRST BREAKOUT GROUPS (ON THE GUIDELINES)

14:56:43 From Brit Naylor to Everyone:
Building Attention Sanctuary in the Classroom

Eve, Ana, Alex, Brit

Ana - Good summary of the issue and very practical

Alex - There is a poetry to it - balance between pragmatism and aesthetic - beauty of language, a way to convey sort of abstract

Brit - the audit is like mapping a territory; adding friction as antidote to frictionlessness of extractive technologies

Ana - Does it imply teachers have previous work or experience with attention sanctuaries / attention pedagogy? Is this legible to somebody who is not literate in this topic?

Alex - Wondering about the layout and appearance of the document -- comparing it to a score or manifesto

Ana - Questioning -- what length of time do these guidelines refer to? Do this once a day, once a week? A little bit more about the timing. Possibilities for going deeper -- different options, like a menu, that are suitable for different situations.

14:57:13 From Brit Naylor to Everyone:

Reacted to "First doc: <https://d...>" with 👍

14:57:15 From Peter Schmidt to Everyone:

(1/1) Etienne: I think it's super effective once we hit the bold bulleted points. I think the framing at the beginning lacks a sharp edge. It's a positive agenda, but it frames the work as a reaction to a negative thing. It feels "post-reactionary." I feel that the first paragraph gives too much airtime to the political context. We should start by saying "the sanctuary is what we have and we are defending it" rather than "we have lost the sanctuary and need to get it back."

Lawler: This is about the relationship between attention and study. I think the emphasis on STUDY should be stronger.

14:57:34 From Peter Schmidt to Everyone:

(2/2) Tim: Give less space and time to the crisis we're fighting against. Also we need to celebrate that teachers are already doing attentional practices. As a teacher, I already run my classroom with attention. This offers ANOTHER LENS to frame what I'm *already* doing. One of my principal values is helping students develop their "META-ATTENTION" We see students who are less able to decide what to do with their attention. Specify what skill we are developing: focusing on what is important, and focusing on the agency of students (the ability to choose not to look at the board).

Jacob: It's important to help students articulate how they are paying attention. I LOVED the language of friction...

14:57:45 From Zoe Silverman (she/her) to Everyone:

Roses

There is a useful structure toward an attention lesson/space – tips for design of time and "beats". "Friction" as an embodied metaphor is particularly exciting as an education design concept!

There are other educational movements that do some of these already – lots of potential to link out to other movements/curricula!

Questions

Designed with a particular age/age cluster in mind?

Which elements could teachers find operationalizable in their classrooms now? Would elements/steps link to individual lesson plans, are these to be written? By whom?...

Who is the audience for this document?

Which exemplars are available to illuminate each point?

14:57:58 From Peter Schmidt to Everyone:

(3) Tim: It's also important to emphasize: there is MORE THAN ONE KIND of attention in the classroom. Our attention to each other must be valued as much as the attention they give to the academic material.

Etienne: Start here: "CLASSROOMS ARE ATTENTION SANCTUARIES." Therefore: "TEACHERS ARE FRONT-LINE WORKERS." So how is the collaborative practice between those two groups benefiting from all this solid material that follows the first paragraph.

Tim: The definition of "attention sanctuary" was succinct and effective. I loved "Laboratory of the mind."

Etienne: The bulleted section is excellent.

Jacob: I appreciated the emphasis on physicality and physical space — and the idea that this is a collaborative effort! So good!!

14:58:25 From Jac Mullen to Everyone:

age of students would be a strong driver in how this looks.

how are we preparing and training the teacher who implements this?

wondering: "What part of my classroom is a sanctuary? how might it be used? a little information would be helpful here."

really appreciated the tactical nature and brevity of document

14:58:29 From jahony gerosen to Everyone:

One Page Notes:

Furniture aspect: maybe give an example for our own space

"All forms of attention are important", what are some examples?

What examples can we give to teachers for practices in the classroom

Examples of attention practices, examples of what attention looks like in the classroom

"Add Friction", Unpack this a little bit

"Safe", "Democratic" — maybe these words are too close to political terms

Loved, "giving kids ownership of the space" very powerful! Very "promising"

14:58:37 From Tim Garvey to Everyone:

Reacted to "age of students woul..." with 100

14:58:50 From Jacob Weger to Everyone:

Justin

As a professor in a studio art class, all these points are important and I've been integrating these in some form or another. This seems like a great foundation and there are specific adaptations to make for the next document, in terms of specific resources needs, etc. But a good starting point.

Kristen

I also teach at a university and that's what brought me to the Friends in terms of all of our eroded attention, my own included. I appreciate this final step: collect feedback and asses. That seems particularly important: a time that felt good to all of us and how we can build on it in the future.

Justin:

Also about communal agreement and discussion at the end very important.

14:58:57 From Jacob Weger to Everyone:

How can we do this outside the classroom in community spaces even with folks that aren't young impressionable people, older folks in retirement communities, e.g.

Cultivating other sanctuaries of attention should apply to other spaces as well.

How do we cultivate language that can resonate with everyday folks as well?

Academia is where the thoughts take place, things get off the ground, but can also be very insular as well.

14:58:58 From amalia mayorga to Everyone:

Michael discussed the difference between understanding and validating. To him, validation implies agreement or acceptance, which he finds challenging to offer without distraction from the primary issues at hand.

He suggested that adopting a critical stance—acknowledging realities without necessarily validating them—is more productive for political discourse.

Ana read the friction part as being interested in validating the drive or intention to approach challenges, but not necessarily the technology itself.

14:59:04 From Jacob Weger to Everyone:

Justin:

This seems to be a focal point of the politics of attention. We start in one place (art, community, etc.) and try to expand it to other spaces/publics.

Thinking about how this operates in pre-established spaces is an important place to start, and expand out from there.

Jason:

Like your rural gun club.

Justin:

How do you reach the people that aren't already engaged.

14:59:12 From Jacob Weger to Everyone:

Jason:

It comes down to the messaging I think, find ways to make it more appealing.

Justin:

I've heard stories about how the Strothers School is transformative for people. It helps to have people with experience bring it to other communities.

Joining forces with already established spaced, building that network

Kristen:

Parents could hopefully be good deliverers of this stuff

15:00:12 From Larry Berger to Everyone:

Larry Berger (the wiser one)

I feel there are a lot of inner distractions that don't seem to be considered. Daydreams, inward distractions. Sanctuary protecting from inner and outer distraction.

Jesse Prinz: I'd like to feel the sanctuary-ness of it all. Eve alerted us to the attention crisis and our students are so wired. Entering a place where attention is cherished is foreign to them. Turn off the devices. Groupwork does not address attention as such.

I liked the negative and the positive.

Freedom from and freedom to

My knee-jerk response is that emphasizing groupwork has been lionized for a long time, is this a new direction for that, or the same vision of group work.

Students need to be inspired to do it. How do you inspire them to do it.

Building a sanctuary for a thing that students have no will to do.

Jesse: They need to be entertained. Kids can't handle thinking. They can't handle quiet. Having space to sit back and reflect is outside.

15:00:15 From Larry Berger to Everyone:

Kyle Winston - we need to reset. We need sanctuary to prepare for sanctuary. I like doing cold opens, or forced exercises, but a kind of warmup for people who are not ready to attend. Because they are not ready to do this.

Larry Berger (the wiser) Stopping to say "where are we?" Where are your minds? You guys are not present. You may not want to be present, but it is important that you be aware."

Larry Berger (the note taker) There is a premise here: build it and they will come, students are ready to attend, and just need a sanctuary, but more recognition of the idea that they don't know what it is.

Kyle: I have students who need a fidget spinner. Is that a problem to deal with or to provide for? Let people bring what they need in order to be able to attend.

15:00:23 From amalia mayorga to Everyone:

Molly appreciated the document's focus on practical, direct applications, especially within restorative practices that emphasize both individual and collective engagement.

She noted the importance of creating accessible resources for educators who might feel overwhelmed and want clear, actionable steps.

Suggested having resources and links on a separate page for easy reference.

The language and approach seem ideal for high-functioning 10th graders.

Raised a question about introducing concepts like "friction" to younger students, specifically third graders.

The emphasis on student voices and collaborative work (as opposed to a top-down approach) was appreciated. There was particular support for celebrating student-led outcomes rather than imposing them.

15:00:38 From Justin Ginsberg to Everyone:

Im so sorry my friends... but just got called to attend to an emergency issue in our highly industrial studio.

15:01:22 From Peter Schmidt to Everyone:

Document 2: <https://drive.google.com/file/d/1pfyWV1Z1Kxb1fXcvzyncy-0SBKxCI-Qf/view?usp=sharing>

15:01:57 From Larry Berger to Everyone:

Should say that our group felt intensely the need for attention sanctuaries and liked the practicality of the approach

15:02:03 From amalia mayorga to Everyone:

Reacted to "Should say that our ..." with ❤️

15:02:13 From Peter Schmidt to Everyone:

<https://drive.google.com/file/d/1pfyWV1Z1Kxb1fXcvzyncy-0SBKxCI-Qf/view?usp=sharing>

15:02:18 From Peter Schmidt to Everyone:

Reacted to "https://drive.google..." with 🌹

15:02:18 From Jesse Prinz to Everyone:

Reacted to "Should say that our ..." with ❤️

15:02:22 From Brit Naylor to Everyone:

Reacted to "Should say that our ..." with ❤️

BREAKOUT ROOM TWO (ON THE TWO-PAGE OUTLINE FOR PROCEDURES)

15:13:50 From Peter Schmidt to Everyone:

Room 1 (1):

Peter: very useful framing of the distinction between "freedom FROM" and "freedom TO..." The word "VALUES" shows up a lot, and starts to lose a bit of its flavor, to my reading...

Etienne: This should be a book! I recommend the book "Eaten by the Internet" as a model for this kind of project. <https://ia600508.us.archive.org/32/items/eaten-by-the-internet/MSP_eatenbytheinternet_DIGITAL_LR.pdf>. Incredibly POSITIVE INVITATIONAL VIBE. "If you're interested, you're qualified" is EXCELLENT.

Kristen: I like that part too. The focus on community and autonomy is good, too. This is an autonomous production of the group you're in.

Jacob: I'm interested in the verbs "GREET" and "ARRIVE." I'm curious how other folks read those.

Peter: Those verbs felt weird to me. But I love the "stage directions" that they create - bodies in space.

15:13:54 From Brit Naylor to Everyone:

Breakout 2

Eve, Ana, Alex, Brit

Ana - Thinks this should be document 1! This is about what sanctuary is. This one brings the person in, the other document is focused and specific.

Alex - The question format works well as a way of developing sanctuary concept. Boxes makes him think of cards or posters or blocks - how are they going to exist in space? Questions invite action.

Ana - Process of answering questions collectively is itself a sanctuary -- this is you paying attention to how you pay attention, which is the foundation of sanctuary.

Alex and Ana both interested in a game format.

Brit - Maybe we should not only say that attention is "for you to decide." There are things that are and things that aren't.

Ana / Eve - Sanctuary can be religion-coded - may not mean quite the same thing in different languages and cultures -- freighted with meaning. Is there an attention glossary / taxonomy?

15:13:54 From jahony germosen to Everyone:

Two Page:

Loved the building blocks, and the order is very precise

Positive things should be more up front, it could affect the way that people are attending to these documents. If the positive things are put first, there is a different sort of care.

Looking "Strong"

Maybe we should add another document just foregrounding everything. Giving more direct definitions, maybe some specific examples provided to the entire public. What is Attention, what are practices, what makes them important, Why should we care?

Negative framing, what state does it create for readers right in the beginning

Inviting people to question where in their own lives they feel a sense of sanctuary and following it up with, "well we can intentionally create this sanctuary daily"

How are we working with specificity?

Specify the activity that the group is doing, is this a knitting club, a drawing group, a writing group, a sports team, a singing group, etc?

15:13:59 From Zoe Silverman (she/her) to Everyone:

"Freedom From" resembles design cycle → seems the easiest set of questions to ask right away

Cayla: Questions in this worksheet are productive prompts, open-ended → Vitória: Could be useful to generating exemplars. Each group will be different

What's the relationship between values and practices in the first section? Clarify/contextualize what an "attention practice" is and how they relate to values.

Clarifying the logic of the prompt order: Are we starting with values? With the kinds of practices we want to do together? With what "attention" means to participants? And then how we want to treat each other? If there is a logic to the order, clarifying that would be excellent! (Graphics may be helpful here.)

15:14:06 From Jac Mullen to Everyone:

appreciation for the questions — "how will we know we have created the sanctuary?"

watching out for certain turns of phrase that might be uhh forbidding

question — collectively arriving at things, not sure what that means. collective deliberate process?

15:14:33 From Peter Schmidt to Everyone:

Room 1 (2):

Tim: Attention sanctuary should be welcoming - so I LIKE those verbs. In my classroom, we talk about what we want o feel. The community should use the question, "HOW DO WE WANT TO FEEL?" How can we frame this so it's about bringing NEW UNDERSTANDING into community practices you ALREADY have.

Etienne: We can get to this feeling and this experience by agreeing upon the conditions necessary to produce it. But "IT" is more than the conditions. The RITUALIZATION of this is really, really critical.

Jacob: The RITUAL element is really strong. Makes me think about "SANCTIFYING" a space, and ritual's role in that process.

15:14:35 From Larry Berger to Everyone:

Kyle:

Is it within the purview of the sanctuary organizers to want to establish collective values.

Attention practices

Values

(These might be inaccessible)

Freedom From and Freedom to seem very important and strong parts of it.

People don't need to arrive at collective values or shared practices. But they have a shared understanding of what they need to achieve freedom from and freedom to. The third and fourth boxes.

Why are we even here in this space?

This format and the slightly more elbow room made the 2nd one clearer, more inspiring.

You aren't necessarily sharing a practice. You'd have to explain what one is.

15:14:37 From Larry Berger to Everyone:

A lab has a shared practice. A sanctuary is the space - there could be more than one lab within, attending in different ways.

Why are you here? What do you want out of this? Their answers tend to be totally different. It gets them listening to each other and respecting each other and thinking about a plurality of goals.

The language of liberalism. The Freedoms to... But also the Responsibility to care for each other, what do we owe each other vis-a-vis attention is one possible formulation. We have stopped listening to each other. This asks that we have the freedom... but what about the responsibility...

15:14:51 From Peter Schmidt to Everyone:

Room 1 (3):

Etienne: Get a designer! What is the DESIGN LANGUAGE that this is going to be shared with?

Tim: On the verso, I like the use of questions to frame the responses as exploratory. When I think about adapting spaces that already exist, I wonder, "How can we take an existing space and make it into an attentional sanctuary?" How does adding this sanctuary framework COMPLEMENT the original function of the space?

15:15:30 From Jacob Weger to Everyone:

Kristen: It's always tough for me when people speak of attention in muscular terms. Isn't it something decidedly non-muscular? That's something small, but again I really appreciate the final step of an audit. Identifying times when that sanctuary was felt is really important.

Jacob: It'll be interesting to see examples from different varieties of attention activism and sanctuary.

Jason: It's so subjective, it'll be important to consider it from different perspectives as well.

It's gonna depend on the space, on the participants. It'll be useful to get feedback from those different types of spaces

Kristen: Sometimes even the agreement that's necessary is hard to come by in the classroom.

15:15:34 From Jacob Weger to Everyone:

Jacob: A major point of friction is how to create the conditions for those positive freedoms, to enable students to leave their worries, their personal concerns behind at the door, whatever may be going on in their lives. This is so important but a big challenge.

Jason: How to continue those practices outside of that space, make it a regular part of your self-care routine. To make it appealing. Again, to develop language to make it “cool.” To share it with your friends, with everyone in your lives.

Jacob: Some of our students are so bought-in, so committed to their participation in these media ecosystem, they believe themselves to be better adapted to this world than we are.

Jason: Perhaps they may be.

15:15:41 From amalia mayorga to Everyone:

Ana : the poetics help breed inspiration. If I were to get people to join in, put the last line first, the “how do we know we have achieved sanctuary” put it at the top, because right now there is a lack of hope, and this line might light peoples fire quickly. Molly liked “ freedom too and freedom from” section. What is the baseline of understandings and skillful practices around attention, that the people who are going to be reading this have? Who is our direct audience? Is it any teacher?

Michael : What are the building blocks? - liked the greeting individually and arriving collectively, and with intentionally as foregrounding the place where individual and collective identity can meet and work. How will we know section, fantastic. We would could an embodied notion of a place, as opposed to space.

(using the word place instead of space)

15:15:57 From Jac Mullen to Everyone:

DON'T POP OFF

15:16:00 From amalia mayorga to Everyone:

Reacted to "DON'T POP OFF" with ❤️

15:16:05 From Peter Schmidt to Everyone:

Reacted to "DON'T POP OFF" with 🌹

15:16:23 From kristinlawler to Everyone:

Thank you so much! Amazing work!!!

15:16:43 From Ana Marques to Everyone:

let's turn this into a game!!!!

15:16:47 From Peter Schmidt to Everyone:

Reacted to "let's turn this into..." with ❤️

15:16:48 From amalia mayorga to Everyone:

Reacted to "let's turn this into..." with ❤️

15:16:51 From Alex to Everyone:

Reacted to "let's turn this into..." with ❤️

15:16:52 From Holmes, Brooke to Everyone:

Reacted to "let's turn this into..." with ❤️

15:16:57 From Ana Cristina (Tininha) to Everyone:

Reacted to "let's turn this into..." with ❤️

15:17:08 From Ana Cristina (Tininha) to Everyone:

Yes, Ana!

15:17:12 From amalia mayorga to Everyone:

Weenie but mighty!!!