**Keen tae Ken yir Kin**

**A “handsel” from one school to another**

HANDSEL, *n.*, *v.* Also *handsell, hansel(l), hansle.*

“A gift bestowed to commemorate an inaugural occasion, event or season, *e.g*. the beginning of the year, the first visit to a friend's new home or the commencement of a new undertaking...”  ***Dictionary of the Scots Language***

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| **Context for learning:**  Exchanging regional varieties of Scots language between two classes | **Level:**  Third/Fourth |

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| **Curricular areas:**  Literacy and English; Social Studies; Technologies; Modern Languages | **Learning across the curriculum:**  Literacy; Health and Wellbeing |

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| **By learning about their local variety of Scots, that of a partner class and participating in the included activities, learners have opportunities to:**     * demonstrate a range of verbal and non -verbal skills when interacting with or presenting to others * use knowledge of language to read texts with understanding and expression * make notes under given headings, using these to create texts * write independently for a range of purposes and audiences * use a variety of punctuation and sentence structures to convey meaning * use strategies to spell familiar and unfamiliar words * communicate, collaborate and build relationships * develop their self-awareness, self-worth and respect for others * experience personal achievement, building resilience and confidence * develop an understanding of what is special, vibrant and valuable about their own and other cultures and their languages | **Experiences and outcomes covered in the whole sequence of lessons\*:**    *LIT 3-01a; LIT 3-02a;* ENG 3-03a; *LIT 3-04a; LIT 3-05a; LIT 3-06a; LIT 3-07a; LIT 3-08a; LIT 3-09a; LIT 3-10a; LIT 3-11a;* ENG 3-12a*; LIT 3-13a; LIT 3-14a; LIT 3-15a; LIT 3-16a;* ENG 3-17a; *LIT 3-18a;* ENG 3-19a; *LIT 3-20a; LIT 3-21a; LIT 3-22a; LIT 3-23a; LIT 3-24a;* *LIT 3-25a; LIT 3-26a;* ENG 3-27a; *LIT 3-28a*; *LIT 3-29a;* ENG 3-30a; ENG 3-31a;  SOC 3-01a; SOC 3-02a; SOC 3-03a;  TCH 3-03a; TCH 3-04a;  *HWB 3-05a; HWB 3-09a; HWB 3-10a; HWB 3-11a; HWB 3-12a; HWB 3-14a;*  MLAN 3-01a; MLAN 3-02a; MLAN 3-06a; MLAN 3-06b; MLAN 3-07a;  MLAN 3-08a; MLAN 3-09a; MLAN 3-10a; MLAN 3-11a; MLAN 3-11b;  MLAN 3-12a; MLAN 3-13a; MLAN 3-13b; MLAN 3-14a  \* the Es&Os listed are for 3rd level but can be adapted to 4th where appropriate |
| **By learning about their local variety of Scots, that of a partner class and through participating in the included activities, learners will develop many skills for life, learning and work, as outlined in the ‘Ideas for further lessons & links’ document. Keen tae Ken yir Kin also addresses several articles of the UN Convention on the Rights of the Child, as outlined in the ‘Ideas for further lessons & links’ document.** | |

**1 – Initial Exchange**

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| **In this lesson (or lessons, depending on the degree of detail you will explore):**  Both schools prepare and send their partner an introductory “handsel” on their area, their school, their class, themselves and the regional variety/dialect of Scots language they use. As a class, discuss Scots language and regional varieties of Scots, identifying features which are common in your area. The handsel should be sent via email - to allow a quick start to the project - containing writing in Scots by the learners, together with videos or sound recordings of learners speaking in Scots. | |
| **Additional ideas & advice:**  To get started, begin by brainstorming what learners already know and what they would like to/need to find out. Is there a local festival or tradition you could include in the handsel? This could be a community event of some kind, or a festival, or could be something that some learners do in the home, with family which relates to a particular tradition. Decide on where to obtain this information and allocate research to learners. Encourage learners to ask their parents/carers at home for more information on the Scots language used in the local area.  Look for written Scots language – is there any Scots on display in the school? What Scots language books are on the shelves or in the library? Take pictures of Scots on display. Could signs be created as part of this project? Look at the school display folder in the [Resources section](https://glowscotland.sharepoint.com/sites/staff/scotsblether/SitePages/Resources.aspx) of the Scots Language Blether for ideas. Where is there Scots on display in the wider area? Perhaps the names of places, of shops, on posters... View the Scots Language Centre [Flickr display](https://www.flickr.com/photos/42594346@N03/) for ideas and possibilities. This type of activity supports skills in working together, negotiating and decision-making. Once the pictures have been assembled, translate each into English and learn about the origins of local places names as well as the influences that have shaped the language of your local area – these influences may be insular, or they may be due to past events or the actions of individuals or groups shaping not only language but also the life and culture of Scotland. Also be conscious that a shop or poster in the part of Scotland where you live which has a Scots word or words in its name might be something particular to the local history of where you live. If there are words you wish to check the meaning of, the [Dictionary of Scots Language](http://www.dsl.ac.uk/) is available online – but bear in mind, dialects of Scots often differ from the National Dictionary – wherever you find this to be the case, make notes because they will be very interested to hear from you and can be contacted via their learning site [Scuilwab](http://www.scuilwab.org.uk/).  To complete the introduction to your area, school, class, yourselves and variety of Scots, discuss as a class: what else could be included in the handsel? Decide how to fill any gaps – this might need to be writing or sound/video clips, if there aren’t yet any included. Learners could each complete a personal piece of writing for the handsel, understanding the important qualities of building positive relationships. Tips for beginners writing in Scots can be found on [Scots Hoose](http://www.scotshoose.com/writingtips.html). These could equally be used as oral tasks to be recorded/filmed. | |
| **Experiences and outcomes available when exploring lesson suggestions above:**  *LIT 3-01a; LIT 3-02a;* ENG 3-03a; *LIT 3-04a; LIT 3-05a; LIT 3-06a; LIT 3-07a; LIT 3-09a; LIT 3-10a; LIT 3-11a;* ENG 3-12a*; LIT 3-13a; LIT 3-28a*  SOC 3-01a; SOC 3-02a; SOC 3-03a; TCH 3-03a; TCH 3-04a; *HWB 3-05a; HWB 3-09a; HWB 3-10a; HWB 3-11a; HWB 3-12a; HWB 3-14a;*  MLAN 3-01a; MLAN 3-06a; MLAN 3-06b; MLAN 3-09a; MLAN 3-11a; | |
| **Resources:**  The local area  Reference library/local experts/internet  Blether/Scots dictionary/Scots Language Centre/Scots Hoose | **Reflection/product:**  Emailed handsel, containinglearners’ writing in Scots; videos or sound recordings of learners speaking in Scots; a description of a festival or tradition which takes place near them and has a Scots element; pictures from the area/school of Scots on display. |

**2 – Translating Fiction**

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| **In this lesson:**  Now that the schools have been introduced, learners can begin to take a closer look at not only the regional variety of Scots used by their partner school, but also at their own. Translating an excerpt from a piece of popular fiction is a fun and creative way to begin this. Each class can choose their own excerpt, but it is usually best to choose something well-known and enjoyable. This can be done as a class, with help from the teacher, or with learners working on their own, and one class text being created from the various versions. The exercise should be done in either written Scots, or recorded spoken Scots. | |
| **Additional ideas & advice:**  Choose an excerpt to be translate, for example, a favourite chapter from *Charlie and the Chocolate Factory.* For advice,see Appendix 1 at the end of this document. Classes might choose to translate the same passage as their partner class, or choose different ones – agreeing in advance. Watch this glow tv episode of [Matthew Fitt at Mayfield Primary School](https://blogs.glowscotland.org.uk/glowblogs/glowtv/2015/09/17/mr-mingin-mr-stink-in-scots/) in North Ayrshire reading from and talking about translating David Walliams’ book *Mr Stink* into Scots language. Encourage learners to share experiences of reading Scots language texts they have enjoyed.  Comparison could be made, for example, between *The Gruffalo* in English and in Scots, or between an extract from *Alice in Wonderland* in English and in a regional variety of Scots, available from the publisher: [Evertype home](http://www.evertype.com/scots.html). “A Mad Tea-Party” might be a good excerpt to look at as it is a well-known scene and great fun. There are also many Scots translations of classic pieces of poetry, for example, James Robertson’s translations of the French poet Baudelaire ‘Fae the Flouers o Evil’ or Robert Garioch’s translations into Scots of Italian poet Guiseppe Belli (1791-1863) whose satirical sonnets were written originally in a Roman dialect. Working on translations can support learning in a number of ways, particularly in terms of deepening literacy skills.  Guidance on spelling can be found in [Dictionary of the Scots language](http://www.dsl.ac.uk/). Spelling should comfortably represent the local pronunciation – if the dictionary does not list the appropriate spelling for your voice then one can be created. This is common practice in Scots language writing. Use what you learned and shared in your handsel to help with this – as well as what you have learned from the handsel shared by the partner class.  Once complete, the translation should be typed and proofread before being emailed to the partner class. | |
| **Experiences and outcomes available when exploring lesson suggestions above:**  *LIT 3-13a; LIT 3-16a;* ENG 3-17a; ENG 3-19a; *LIT 3-20a; LIT 3-22a; LIT 3-23a; LIT 3-24a;* ENG 3-27a;  MLAN 3-07a; MLAN 3-10a; MLAN 3-11a; MLAN 3-11b; MLAN 3-13a; MLAN 3-14a | |
| **Resources:**  Appendix 1  Extracts from model texts/model texts  Scots dictionary  Extract to be translated  Regional Varieties of Scots documents | **Reflection/product:**  Translated text(s) |

**3 – Creative Writing**

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| **In this lesson:**  All participating learners should now create their own Scots language text. It can be prose or poetry, fiction or non-fiction. Selecting, listening and watching other Scots texts may help learners to create the text of their choice.  Each text should include a statement by the author, discussing the regional variety of Scots they use. There is an example pro-forma in Appendix 2 at the end of this document and can be done in either Scots or English  The collections should be typed and emailed to the partner school. For helpful tips on writing in Scots go onto glow and visit the resources and links pages on the Scots Language[Blether](http://bit.ly/scotsblether) and website [Scots Hoose](http://www.scotshoose.com/). | |
| **Additional ideas & advice:**  Decide on writing to be produced. All learners might be given the same task or a wide choice of tasks/genres from which to choose. Agree success criteria with the class. Deadlines should be set for writing/reviewing and redrafting pieces. Peer review might be included at this stage.  Consider sharing tasks/success criteria on the on the [Blether](https://glowscotland.sharepoint.com/sites/staff/scotsblether/_layouts/15/start.aspx#/SitePages/Home.aspx). Learners have an opportunity to practise I.T. skills through accessing and uploading their work onto an online blog in this way.  For a specific breakdown of how to explore Scots language writing in a regional variety, read the creative writing tips for Shetlandic on the [Shetland ForWirds](http://www.shetlanddialect.org.uk/assets/files/tinder-box/files/creative-writing.pdf) website. Tips are offered on writing poetry and prose, how to approach spelling in a Scots regional variety as well as ideas on using illustrations and story starts to get going. | |
| **Experiences and outcomes available when exploring lesson suggestions above:**  *LIT 3-01a, LIT 3-20a; LIT 3-21a; LIT 3-22a; LIT 3-23a; LIT 3-24a; LIT 3-26a;* ENG 3-27a; ENG 3-31a;  TCH 3-04a; TCH 3-04b;  MLAN 3-11a;MLAN 3-11b; MLAN 3-12a; MLAN 3-13a; | |
| **Resources:**  Blether/Scots Hoose  Range of tasks  Learner statement proforma – Appendix 2  Models from Information Sheet on own variety of Scots. | **Reflection/product:**  One piece of writing per learner  Learner statements about writing |

**4 – Reflection and further enquiry**

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| **In this lesson:**  By this stage, all participants should have spoken, written, listened to and read some Scots language. Different areas of Scotland use some words which are unique to them, as well as sharing words, which they sometimes spell or pronounce differently. There may also be learners who spell or use words differently to others in their own class, because of their own personal relationship with the language. Learners should be encouraged to reflect on their own experiences of using/hearing Scots language.  From the various texts which have been exchanged up to this point, learners should examine each and gather a list of words they have seen or heard which are new to them, or which fall into the categories outlined above. Learners should note their observations, list their questions and email them to the partner class. An example pro-forma has been prepared, see Appendix 3 at the end of this document. | |
| **Additional ideas & advice:**  As discussed in the prior lessons, Scots is a language without a standard and therefore a language which requires learners to explore and consider how Scots has been published in the past. Learners should be encouraged to express their own opinion on the regional variety of Scots unique to their area, justifying opinions with a convincing line of thought and using relevant supporting detail/evidence where possible.  The ability to think critically and creatively developed here is a key skill for all learners. | |
| **Experiences and outcomes available when exploring lesson suggestions above:**  *LIT 3-02a; ENG 3-03a; LIT 3-04a; LIT 3-05a; LIT 3-06a; LIT 3-07a, LIT 3-08a; LIT 3-09a; LIT 3-10a; LIT 3-13a; LIT 3-14a; LIT 3-15a;* ENG 3-19a; *LIT 3-26a;*  MLAN 3-07a; MLAN 3-08a; MLAN 3-11a; MLAN 3-11b | |
| **Resources:**  Copies of all written texts shared to date  Appendix 3 | **Reflection/product :**  List of new/interesting vocabulary/spellings  Questions and Observations |

**5 – Factual Writing and discussion**

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| **In this lesson:**  Using the observations and questions sent and received during the previous lesson, learners can now write an individual or class response, reflecting on what has been shared, as well as researching answers to any of the questions. In their answers they can quote from other sources, and should also use their own knowledge.  This could be done in English, depending on the detail of the explanation required and the confidence of the learner – writing in Scots should be encouraged, however learners can complete their piece of factual writing by adding an end paragraph sharing thoughts on what their experience of ‘Keen tae Ken yir Kin’ has been so far. | |
| **Additional ideas & advice:**  Answers to questions should be researched if necessary, with learners mindful of differentiating between facts and opinions. Sources of information should be acknowledged as appropriate. When discussing regional varieties of Scots, both facts and opinions have their place – it is important to ensure they are identified and referenced appropriately. Every Scots language speaker has a unique personal history in terms of how they use the language, and every Scots language learner living in Scotland will have personal experiences of hearing, reading, seeing and understanding the language of their area.  Within your school can you discuss these questions and answers with another class? Or you may know of a member of staff or suitable person from the community to discuss them with? This person might be interested in acting as a Scots Language Ambassador for the class or school working on other Scots-related projects across the school. Whether the learners are sharing their findings or seeking to ask further questions, there is an opportunity here for Scots language to be used to develop links within the school and within the wider community. The class could share what they have done in the ‘Keen tae Ken yir Kin’ partnership with another class from the school – possibly presenting findings to those younger than them working at an earlier curricular level. Learners might find that there are individuals in their school or community who have detailed knowledge of Scots and enjoy the opportunity to share their understanding of the language.  Places to seek help from and people to ask Scots language related questions are: [Dictionary of the Scots language](http://www.dsl.ac.uk/contact/), [Scots Language Centre](http://www.scotslanguage.com/books/view/10), teachers and staff within your school, or people from the community. The ability to learn, continue learning and to take responsibility for their own learning gives learners the skills required to prepare for the world of work. | |
| **Experiences and outcomes available when exploring lesson suggestions above:**  *LIT 3-02a;* ENG 3-03a; *LIT 3-07a; LIT 3-08a; LIT 3-10a;* *LIT 3-13a; LIT 3-14a;* ENG 3-17a; *LIT 3-18a; LIT 3-22a; LIT 3-23a; LIT 3-25a; LIT 3-26a;* ENG 3-27a; LIT 3-29a; ENG 3-30a; *HWB 3-09A*; *HWB 3-12a*;  MLAN 3-08a; MLAN 3-13a; MLAN 3-13b; MLAN 3-14a | |
| **Resources:**  Received lists of observations and questions on spelling.  Scottish National Dictionaries/Scots Language Centre  Teachers/staff/local people | **Reflection/product:**  Piece of writing in two parts – response to questions received and reflection on project to date. |

**6 – The art of rewriting and glossary writing**

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| **In this lesson:**  Each learner can now return to their piece of creative writing. They should redraft it using what they have learned about spelling and features of the regional variations of Scots. Some learners may wish to compose a new text, reflecting on what they have learned.  Each learner should add a glossary explaining all the unique features of their writing and language.  These newly completed pieces are now of publishing quality and should not only be shared with the partner class, but also with the rest of their own school, members of the community and the wider literary world. This could be done via school newsletters, websites, blogs, on glow... | |
| **Additional ideas & advice:**  There are several organisations you can contact for information on how to publish in Scots as well as lists of Scots language publications:  - [Creative Scotland](http://www.creativescotland.com/contact-us) (who connect with publishers on a national scale)  - [Scottish Poetry Library](http://www.scottishpoetrylibrary.org.uk/)  - [National Library of Scotland](http://www.nls.uk/contact)  - [Scottish Book Trust](http://scottishbooktrust.com/)  - Local publishers and authors  - Does your school have a Patron of Reading? | |
| **Experiences and outcomes available when exploring lesson suggestions above:**  *LIT 3-11a; LIT 3-14a; LIT 3-15a; LIT 3-20a; LIT 3-21a; LIT 3-22a; LIT 3-23a; LIT 3-24a; LIT 3-25a; LIT 3-26a;* ENG 3-27a; *LIT 3-28a*; ENG 3-30a; ENG 3-31a;  MLAN 3-12a; MLAN 3-13a; MLAN 3-14a | |
| **Resources:**  Original pieces of writing and feedback  Lists, questions and responses to spelling lesson  Organisations listed above | **Reflection/product:**  Completed pieces of writing at final draft stage, with glossary  Share the new drafts and new texts with partner school |

**Lessons 7 & 8 – To be decided upon by the learners, shared and agreed on by both classes in the partnership**

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| **What is going to be done in this lesson?** | |
| **What are the steps involved in completing this lesson?** | |
| **Experiences and outcomes:**  *Which Es&Os can be addressed in the lesson?* | |
| **Resources:**  What resources will support the lesson? | **Reflection/product:**  What is created from the lesson? |

***Suggestions for lessons:***

- make a documentary and send it to the Scottish Documentary Institute

- make a short film and send it to a local film festival or to Creative Scotland

- write presentations on Scots language in your regional variety. Debate different points of view and include everyone in the discussion.

***Whatever you choose – share the results with others.***

See the ‘Ideas for further lessons & links’ document for more suggestions.

**Keen tae Ken yir Kin: Appendix 1**

**Translating English into Scots**

Translating English into Scots has become quite popular. We now have some very famous characters speaking in and described in Scots language, such as *Asterix the Gaul* and *Tin Tin*, as well as some very well-known stories such as Robert Louis Stevenson’s *Kidnapped* and *The Curious Case of Doctor Jekyll and Mr Hyde*.

When participating in ‘Keen tae Ken yir Kin’, we emphasize the opportunity learners have to use their own local and unique regional variety of Scots. Applying the distinct features of the own local dialect to a piece of well-known fiction is a great way to introduce others to new and different versions of Scots language. See the 4 regional varieties of the Gruffalo in Scots for an example of this.

Here is the opening lines of *Charlie and the Chocolate Factory* translated into Shetlandic:

Dis twa aafil owld fokk is da faider an midder o Mr Bucket. Dir names is Daa Joe an Nanny Josephine.

An dis twa aafil owld fokk is da faider an midder o Mrs Bucket. Dir names is Daa Geordie an Nanny Georgina.

Dis is Mr Bucket. Dis is Mrs Bucket. Mr an Mrs Bucket hae a peerie boy caa’d Charlie Bucket.

Dis is Charlie.

Foo’s du? Foo’s du, inaa? An foo is du es weel? He is da blyde ta meet dee.

When reading this along with the original English as printed in the book, you get a quick idea of some features of Shetlandic. Such as, dis = this, faider = father, midder = mother. You can see that in Shetlandic, ‘t’ becomes ‘d’ in many words.

Reading the translation without the book has one obvious disadvantage...like so many stories, a great deal of charm in *Charlie and the Chocolate Factory* comes from Quentin Blake’s illustrations. After you have done your translation, there may be learners who could add new illustrations to give your new version full impact.

**Keen tae Ken yir Kin: Appendix 2**

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I am \_\_\_\_\_\_\_\_\_\_\_ years old and in \_\_\_\_\_\_\_\_\_\_\_year.

I have chosen to write a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because

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It is about:

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**Thoughts on my Creative Writing**

**Success Criteria agreed by my class:**

**Vocabulary used in my text which is unique to my variety of Scots:**

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**My comments and feelings on my piece of writing:**

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**Keen tae Ken yir Kin: Appendix 3**

**Spelling Scots Language**

* There are four key areas to explore in this task.
* The class should look at the writing they have been sent from the other area of Scotland and list all the words which are new to them. They should also list all the words that are used in their area but which they spell differently. This may also include words from their own area, which learners have learned from each other during the initial exchanges during the project.
* What observations do the class have from looking at the lists? What questions would the class like to ask about the new variety of Scots they have seen after comparing it with their own?

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| **Scots words used in KTKYK which are new to me:** | **Scots words which we use but spell differently:** | **Observations:**  *For example:*  In the Shetland translation they used “fokk” for people. In our area we use a similar work “fowk” which we pronounce and spell slightly differently. The same can be seen in their use of “aafil” and our use of “aafie” |
| peerie (small) | fokk (people) |
| blyde (happy) | aafil (very) |
| **Questions:**  *For example:*  In our area the Scots word for small is “wee”. How did Shetland dialect speakers come to have the word “peerie” instead? Is it linked to the French *petit*? | |

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| **Scots words used in KTKYK which are new to me:** | **Scots words which we use but spell differently:** | **Observations:** |
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| **Questions:** | |