Frankfort Square School

Physical Education

Parent/Student

Informational Packet

2019-2020

Frankfort Square School

Physical Education

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**Physical Education Expectations**

**Dear Parents/Guardians and Students,**

**Welcome to Physical Education class. We are eager for all students to have the best possible experience in class. We want students to understand that fitness activities can bring a quality of life that ‘money cannot buy’.  Fitness activities should and will be fun. By understanding the curricula presented to them, the students should be able to make good choices for a lifetime of physical activity.  Please read the following information, sign the last page and return the last page by Friday, September 6th to Mr.Tadla, Frankfort Square School Physical Education Teacher. If you have any questions or concerns, please do not hesitate to contact me.**

**Mr. Tadla**

mtadla@summithill.org

**Physical Education Teacher**

**Frankfort Square School -------- (815)469-3176**

**Please read the PE web site, weekly!**

**The school web page can be found at:** [**www.summithill.org**](http://www.summithill.org) **– link to Frankfort Square School, link to Teacher Pages, link to Tadla, Matthew (1st-4thPE)**

**Physical Education Vision Statement:**

Every class is a practice session, preparing for the big game of life…

Where students:

1. Become proficient in the fundamental skills necessary to enjoy physical

activities for a lifetime.

1. Cooperate with and are accepting and supportive of one another.
2. Play hard, fair, and safely while having fun!
3. Work toward their personal best.
4. Are given frequent opportunities to express their feelings about their physical education program.
5. Think of physical education as a very enjoyable part of their day.

**Physical Education Model Content Standards for**

**Illinois Public School**

**State Goal** **19**: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity. **State Goal 20**: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

**State Goal 21:** Develop skills necessary to become a successful member of a team by working with others during physical activity.

**State Goal 22:** Understand principles of health promotion and the prevention and treatment of illness and injury. **State Goal 23:** Understand human body systems and factors that influence growth and development.

**State Goal 24:** Promote and enhance health and well-being through the use of effective communication and decision-making skills.

**NASPE Standards**

**(National Association for Sport and Physical Education)**

**Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.**

**Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Dress in Physical Education Class**

For your child’s comfort and safety, please have your child wear comfortable clothing. If a sweater or sweatshirt is worn, please have a t-shirt underneath, so the child may take off the sweater/sweatshirt if he/she becomes too hot. Girls will need to wear shorts under their dress/skirt, even if tights are worn, in order to participate. Shorts are fine.

A water bottle can be brought to the gym but left in the drinking area.

Thank you for reminding your child to wear his/her athletic sneakers. The sneakers required for your child to participate in class should be designed for athletic use, non-marring, with tie shoelaces or Velcro. Please note that “backless, slip-ons, platform sneakers, boot-like shoes, sandals, heelies, and any heeled shoes are not permitted since they not only inhibit skill development, but also present safety concerns in class. Proper footwear helps enhance your child’s overall physical development while also serving to provide for safe participation. Please know that ensuring your child’s safety at all times is a top priority of our program.

When your child cannot participate in physical education class due to inappropriate dress, they will be given written/reading work to complete while sitting at a table.  Please help your child remember to dress safely for physical education class.   To help your child to always be prepared for physical education class, try having an extra pair of sneakers in their academic classroom.

**CLASS EXPECTATIONS:**

As in all classes at Frankfort Square School, students are expected to come to Physical Education class prepared and ready to learn. Students are expected to put forth their best effort and always allow and encourage others to do the same. Each physical education class will follow the school’s PBIS Expectations of being Respectful, Responsible, and Safe. Frankfort Square School Physical Education Class Essential Expectations sheet will also be posted on the downloads of my web page.

**In Physical Education Class**

 **Basic Expectations**

**Follow Directions and Safety Rules**

**Offer Help to Make a Big Problem Smaller**

**Remain in Control of Body and Words**

**Cooperate and Be Kind to Others**

**Exhibit Excellent Effort All Class Long**

**Frankfort Square Physical Education Class Essential Expectations**

**(These are guidelines for your child. They will NOT be punished for not following every single expectation. They will be reminded to be respectful to work on the development of their character.)**

1. When responding to any adult, you must answer by saying “Yes, Mr. Tadla”, or “No Mr. Tadla”.
2. Make eye contact.
3. If someone in the class wins a game or does something well, we will congratulate that person.
4. During discussions, respect other students’ comments, opinions and ideas.
5. If you win or do something well, do not brag. If you lose, do not show anger.
6. If you are asked a question in conversation, you should answer appropriately in return.
7. When you cough, sneeze, or burp, it is appropriate to turn your head away from others and cover your mouth with your arm or shoulder.
8. Do not smack your lips, tsk, roll your eyes, or show disrespect with gestures.
9. Always say thank you when I/We or someone gives you something.
10. When you receive something, do not insult the gift or the giver.
11. Surprise others by performing random acts of kindness.
12. Follow along when we read together in class.
13. Answer all written questions with a complete sentence.
14. Do not ask for a reward for good grades or behavior.
15. You must complete your homework every time.
16. Be organized as possible. When homework is assigned, do not moan or complain.
17. When a substitute teacher is present, all class rules still apply.
18. Follow the specific classroom procedures.
19. You may bring a bottle of water to class and place it on the table. You may only get a drink during a game or work activity.
20. Know other teachers by name and greet them in the hall by name.
21. Keep yourself and bathrooms clean and germ-free.
22. Do not stare at a student who is being reprimanded.
23. When meeting new people, shake hands and repeat their names.
24. If someone drops something and you are close to it, pick it up.
25. Hold the door for people rather than letting it close on them.
26. If someone bumps into you, say excuse me, even if it was not your fault.
27. On a field trip, enter the public building quietly.
28. During an assembly do not speak or call out to friends.
29. When returning from a trip, shake the hands of every chaperone.
30. When standing in line, keep your arms at your sides and move quietly.
31. Never cut in line.
32. If anyone is bullying you, let me/us know.
33. Stand up for what you believe in.
34. Be positive and enjoy life.
35. Live so that you will never have regrets.
36. Learn from your mistakes and move on.
37. No matter the circumstances, be honest.
38. Be the best person you can be.

**GENERAL PHYSICAL EDUCATION CLASS POLICIES:**

**DAILY ROUTINE**

Each day, students will be given information regarding the unit. This information will be used in the unit assessment. All students will complete warm-up exercises, participate in the unit activity and then do cool down exercises. Each classroom will have physical education 5 days a week for 35 minutes, which is a total of 175 minutes each week.

**ABSENCES**

I encourage students to ask another student or the teacher before or after class for information that was missed. Missed formal assessments will be completed by the teacher and students before the end of the quarter.

**Summative Assessments/Formative Assessments**

1ST-4th GRADE: Summative Assessment, use of pedometers, second through fourth grade only, Physical Development Rubric (State Goals 19, 20), Physical Development Rubric (State Goal 21,), Health Rubric (State Goals 22, 23, 24). Pre-test, (Formative Assessments) and Post-test, (Summative Assessments) will be given for Physical Skills., which may be videotaped for assessment purposes only. Pre-test, (Formative Assessments) and Post-test, (Summative Assessments) for Written Assessments,

**HOMEWORK**

When homework is given to the students, it does not have to be returned. Homework will be for the purpose of practice and to study for the summative assessment. Homework is intended to be practice, whether guided or independent, and practice is not an assessment of student learning---it is an assessment for learning, a formative assessment. The purpose of practice is for students to improve their understanding. “Practice makes Progress”, however going to practice is not what counts, and it’s performing well on the assessments. Homework completion does not count toward a student’s grade, instead homework practice will be an opportunity for students to conduct self-assessment on their skills/understanding and obtain direct feedback to improve their skills and understanding.

**EXCUSED PARTICIPATION** –

If your child needs to be excused from physical education activities, please write a note\* to us and have your child bring it to us, or the nurse, either at the beginning of the day or when physical education class begins. A note from a parent/guardian will excuse a student from class participation for a maximum of 3 consecutive days (a note is valid for one day unless otherwise stated in the note).

In excess of 3 days the school district requires a physician’s note.

 \*A parent note including: student’s name, date, number of days to be excused, reason for the excuse, parent/guardian signature, contact number, and any modifications that can be made or ways in which the student can still participate

(i.e. – Right arm is injured, but still able to walk and use left arm).

**DOCTOR'S NOTES:** If a student is unable to participate for more than three (3) days, a physician’s note is required. The student should bring the note to the office to be recorded; a copy will then be given to the PE teacher.

**\* Doctor’s notes should include: Student’s name, student’s condition, limitations, modified activities or restrictions allowed (i.e. can bounce ball right handed, but not with the left), and the duration of the limitations, as well as when they are able to again fully participate in class.**

If a student gets ill or hurt during the school day, the student must see the school nurse for a note in order to be excused from participation. A school nurse’s note is only good for one school day.

**Exemptions from Physical Education**

Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certificate from a doctor to the school; for religious beliefs, when accompanied by a statement in writing from the parent to the school. When exemption is granted, activities consistent with the program outcomes will be substituted, where appropriate.

(Example: asthma-student will have modifications for the pacer test.)

**INJURIES**: must be reported to the teacher immediately, so that proper treatment can be given.

**JEWERLY**

Students are not allowed to bring or wear any electronic devices or jewelry during PE. These items can interfere with class safety, activities, and limiting participation. Items include but not limited to: Ankle bracelets, Cell Phones, I pod, bracelets, earrings, rings, watches, necklaces, etc.

**EQUIPMENT**

No student is allowed to use or be on equipment without permission and supervision by a teacher. If a student intentionally destroys any equipment, (example, not following directions on the proper use of equipment, so breakage happens), they will be expected to pay for the damage and replacement of item.

**UNITS OF ACTIVITY**

Students in 1st through 4th grades will participate in approximately 2-4 units per quarter. Units’ orders are determined by space, time availability, and teacher discernment.

The physical education units for a child in grades 1-4 will enhance and continue to refine skills and concepts centered on the following themes:

 **Body Awareness** (body parts and body shapes)

 **Spatial Awareness** (moving through space by self and with others; moving in

 different directions; different levels; and different pathways)

 **Effort** (moving with variations in force, speed, and smoothness/control-“flow”)

 **Relationships** (with self and objects; to partners; to groups)

 **Locomotor Movements** (walk, run, hop, skip, jump, gallop, slide, and leap)

 **Jumping and Landing** (with jump ropes; from different heights, for distance)

 **Rolling, Balancing, and Weight Transfer**

 **Chasing, Fleeing, Dodging** (skills used in tag and other group games)

 **Dribbling with the Hands**

 **Kicking and Punting**

 **Throwing and Catching**

 **Volleying**

 **Striking with Short and Long-handled implements**

 **Fitness and Nutrition** (Fitnessgram, heart health, bone, muscles, myplate.gov, etc.)

Activities in the above section are put into the contexts of appropriate games; dance and rhythms; and educational gymnastics. They are sequenced with your child’s abilities in mind, with the end result to help your child learn and be successful in these situations.

**FITNESS TESTING**

 In keeping with the Physical Education State/National Standards (Illinois Standards and National Standards) all 1st through 4th grade students will complete the Fitnessgram Fitness Assessments. Following each fitness assessment, (Fall-Spring), student results will be recorded and test scores will be compared to national norms. The results will then be used to develop physical fitness goals. Students will practice and train for the fitness tests during class time; however, they should also practice on their own outside of school throughout the year. Keep in mind these tests are not a means of assessing athletic ability, and they are not tests your child can fail.  They should be viewed as an indicator of fitness levels at the time they are given and are only one form of many assessment opportunities that take place throughout the year.  Fitness testing helps to accurately track the areas of your child's strengths and the areas in which he or she could improve.  Students will receive a participation grade for taking the assessments. Students are not graded according to the norm reference given for the test. Students may receive a copy of their results along with the first and fourth quarter report card. Result to our best ability, will be e-mailed, unless a hard copy is needed. Due to the new state law, grades 5-7-11, fitness scores will be sent to the State Of IL, by gender group only.

**Handouts/Newsletters/Weekly Events**

**Handouts/homework:** to the best of our ability, the handouts and homework will be posted on our teacher’s school web page and a hard copy will be sent home with your child.

**Weekly events:** to the best of our ability, we will post the weekly activities on our teacher’s web page.

**Frankfort Square School Physical Education**

**Physical Development Rubric (Goal 19, 20)**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_

Homeroom Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Quarter \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

 1 2 3 4

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| --- | --- | --- | --- |
|  **Score** | **KNOWLEDGE**Knows and can distinguish between physical education terms, facts concepts, principles, theories or methods | **PERFORMANCE**Demonstrates skill in execution of movement, creation of movement and analysis of movement | **EXPLANTIONS**Explains what was done and why and judges the quality of the product |
| **4** | Descriptions and identification of physical education terms, facts, concepts, principles, theories or methods are complete and correct. | Demonstration of skill, fitness, strategies, game or dance is thorough, appropriate, and accurate. | Explanation is organized, effective and correct; evaluation of quality is complete and accurate. |
| **3** | Descriptions and identification of physical education terms, facts, concepts, principles, theories or methods are mostly complete and correct. | Most of the demonstration of skill, fitness, strategies, game or dance is thorough, appropriate, and accurate. | Most of the explanation is organized, effective and correct; most of the evaluation of quality is complete and accurate. |
| **2** | Descriptions and identification of physical education terms, facts, concepts, principles, theories or methods are somewhat complete and or correct. | Demonstration of skill, fitness, strategies, game or dance is somewhat appropriate, and accurate. | Some of the explanation is organized, effective and correct; some of the evaluation of quality is complete and accurate. |
| **1** | Descriptions and identification of physical education terms, facts, concepts, principles, theories or methods are minimally present or correct. | Demonstration of skill, fitness, strategies, game or dance is minimally appropriate and accurate. | Little of the explanation is organized, effective and correct; little of the evaluation of quality is complete and accurate. |
| **0** | All descriptions identification of physical education terms, facts, concepts, principles, theories or methods are missing and/or incorrect. | All demonstration of skill, fitness, strategies, game or dance is missing and/or incorrect. | All of the explanation is missing and/or lacks organization; all of the evaluation of quality is missing and/or lacks organization |

90-100% Exceeds - must receive no more than one 3 and the rest 4s in the other areas of the rubric.

70-89% Meets - may receive no more than one 2 and a combination of 3s and 4s in the other areas of the rubric.

60-69% Approaches - may receive no more than one 1 and a combination of 2s, 3s, or 4s, in the other areas of the rubric.

50-59% Begins - must receive at least a 1 all 3 areas of the rubric.

**Frankfort Square School Physical Education**

**Physical Development Rubric (21)**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classroom Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Quarter \_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

 1 2 3 4

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| --- | --- | --- | --- |
|  | **Knowledge** | **Performance** | **Explanation** |
| **Score** | Identify and describe the principles of working toward a common goal, leading a group, and making responsible decisions. | Demonstrate the principles of team building, individual responsibly, leadership, respect, and conflict resolution. | Assess and explains how individuals were effective within a group and how the team worked toward a common goal. |
| **4** | Identification and descriptions of the principles of working toward a common goal, leading a group, and making responsible decisions are compete and correct. | Demonstration of the principles of team building, individual responsibility, leadership, respect, and conflict resolution is thorough, appropriate, and accurate. | Assessment and explanation of individual were effective within a group and how the team worked toward a common goal are complete and accurate. |
| **3** | Identification and descriptions of the principles of working toward a common goal, leading a group, and making responsible decisions are mostly complete and correct. | Most of the demonstration of the principles of team building, individual responsibility, leadership, respect, and conflict resolution is thorough, appropriate, and accurate. | Most of the assessment and explanation of how individuals were effective within a group and how the team worked toward a common goal are complete and accurate.  |
| **2** | Identification and descriptions of the principles of working toward a common goal, leading a group, and making responsible decisions are minimal present or correct. | Demonstrate of the principles of team building, individual responsibility, leadership, respect, and conflict resolution is somewhat, appropriate, and accurate. | Some of the assessment and explanation of how individuals were effective within a group and how the team worked toward a common goal are compete and accurate. |
| **1** | Identification and descriptions of the principles of working toward a common goal, leading a group, and making responsible decisions are minimally present or correct. | Demonstrate of the principles of team building, individual responsibility, leadership, respect, and conflict resolution is minimally appropriate and accurate. | Little of the assessment and explanation of how individuals were effective within a group and how the team worked toward a common goal is complete and accurate. |
| **0** | All identification and descriptions of the principles of working toward a common goal, leading a group, and making responsible decisions are missing and/or incorrect. | All demonstration of the principles of team building, individual responsibility, leadership, respect, and conflict resolution is missing and/or incorrect. | All of the assessment and explanation of how individuals were effective within a group and how the team worked toward a common goal are missing and/or incorrect. |

90-100% Exceeds - must receive no more than one 3 and the rest 4s in the other areas of the rubric.

70-89% Meets - may receive no more than one 2 and a combination of 3s and 4s in the other areas of the rubric.

60-69% Approaches - may receive no more than one 1 and a combination of 2s, 3s, or 4s, in the other areas of the rubric. 50-59% Begins - must receive at least a 1 all 3 areas of the rubric.

**Frankfort Square School Physical Education**

**Health Rubric (Goal 22, 23, 24)**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_

Homeroom Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Quarter \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

 1 2 3 4

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Knowledge** | **Application** | **Communication** |
| Score | Knows and understands health terms, facts, concepts, and principles; and basic body parts and functions  |  Applies health knowledge, skills and methods to manipulate, analyze, synthesize create and evaluate | Communicates health knowledge and applications through writing, speech, and visual displays. |
| 4 | Identification and descriptions of health terms, facts, concepts, and principles; and basic body parts and functions are complete and correct. | Applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create and evaluate are complete, appropriate, and accurate. | Written, oral and/or visual communication of health knowledge and applications is well-organized and effective. |
| 3 | Identification and descriptions of health terms, facts, concepts, and principles; and basic body parts and functions are mostly complete and correct. | Applications of health knowledge, skills, and methods to manipulate, analyze, synthesize, create and evaluate are mostly complete, appropriate, and accurate. | Most of the written, oral and/or visual communication health knowledge and applications is well-organized and effective. |
| 2 | Identification and descriptions of health terms, facts, concepts, and principles; and basic body parts and functions are somewhat complete and correct. | Applications of health knowledge, skills, and methods to manipulate, analyze, synthesize, create and evaluate are somewhat completed, appropriate, and accurate. | Some of the written, oral and/or visual communication health knowledge and applications is organized and effective. |
| 1 | Identification and descriptions of health terms, facts, concepts, and principles; and basic body parts and functions are minimally present or correct. | Applications of health knowledge, skills, and methods to manipulate, analyze, synthesize, create and evaluate are minimally completed, appropriate, and accurate.  | Little of the written, oral and/or visual communication health knowledge and applications is organized and effective. |
| 0 | All identifications and descriptions of health terns, facts, concepts, and principles; and basic body parts and functions are missing and/or incorrect. | All applications of health knowledge, skills, and methods to manipulate, analyze, synthesize, create and evaluate are missing and/or incorrect. | All of the written, oral, and/or visual communication health knowledge and applications is missing and/or lacks organization.  |

90-100% Exceeds - must receive no more than one 3 and the rest 4s in the other areas of the rubric.

70-89% Meets - may receive no more than one 2 and a combination of 3s and 4s in the other areas of the rubric.

60-7-69% Approaches - may receive no more than one 1 and a combination of 2s, 3s, or 4s, in the other areas of the rubric. 50-59% Begins - must receive at least a 1 all 3 areas of the rubric.

**Please be sure to read the ENTIRE Physical Education Information Packet with your child and then sign and return this page only to Mr. Tadla, Physical Education Teacher, no later than Friday. August 31, 2016**

**Agreement:**

|  |
| --- |
| I have read this Physical Education Information Packet with my parents, we will check the PE web site weekly, and we understand what is expected of me. I will return this paper to Mr. Tadla by Friday, August 31, 2016 |

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 Student’s First and Last Name Grade Classroom Teacher’s Name

 (Printed)

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 Parent’s Name (printed) Parent’s Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail address

***Are there any special needs that I should be made aware of?***

(Permanent or long-term conditions must be on file in the student’s health folder in the Health Office)

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| **Please do not bend, or fold this paper!** |

**Pleas**

**-9-**