

PSPE Upper Primary
HORIZONTAL AND VERTICAL PLANNER
2023-2024

Duration	Unit 1 Aug. – Oct.	Unit 2 Nov. – Jan.	Unit 3 15th Jan – 8 March	Unit 4 Apr. – Jun.
P4	<p>Stand Alone Unit</p> <p>Who we are.</p> <p>An inquiry into the nature of the self; beliefs and values, personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures, rights and responsibilities; what it means to be human.</p> <p>Key concepts: Function, Connection & Responsibility</p> <p>Related concepts: Community & Relationship</p> <p>Central idea: Physical activities require skills, strategies and safety.</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Proper exercise with diet is the key to stay healthy and active. 2. Appropriate warm-up helps us to stimulate our athletic potential. 3. Taking risks and safety are equally important. 	<p>Stand Alone Unit</p> <p>How we express ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Key Concept: Change, Perspective & Form</p> <p>Related concepts: Development & Motion</p> <p>Central idea: Through games and sports we express ourselves and interact with others.</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Teams are made up of all individuals. 2. Sports involve different complex skills and require long periods of practice. 3. Different ways we can express our ideas and cultures in sports. <p>Learner profile: Communicators & Open-minded</p>	<p>Transdisciplinary unit</p> <p>How the world works</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>Central Idea: Energy can be transformed, changed, and used in various ways.</p> <p>Key Concepts: Form, Change, Responsibility</p> <p>Related Concepts: Transformation, Sustainability, Properties</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Different energy sources. (Renewable and non-renewable) 2. Uses of energy. 3. Sustainable energy practices. 	<p>Stand Alone Unit</p> <p>Who we are.</p> <p>An inquiry into the nature of the self; beliefs and values, personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures, rights and responsibilities; what it means to be human.</p> <p>Key concepts: Form, Function & Responsibility</p> <p>Related concepts: Agility & Flexibility</p> <p>Central idea: Healthy choices lead to a balanced lifestyle.</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Making wise choices to bullying and other challenges. 2. How daily exercise form our living habits. 3. Factors that affect our physical and social development. <p>Learner profile: Caring & Knowledgeable</p> <p>Learning Outcome</p>

	<p>Learner profile: Communicators & Risk-takers</p> <p>Learning Outcome</p> <p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.</p> <p>A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>B1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small group activities.</p> <p>B1.3 describe the physical and mental benefits of participating in physical activity every day.</p> <p>B2.1 Daily physical activity (DPA): participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to</p>	<p>Learning Outcome</p> <p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.</p> <p>A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>C1.2 demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control.</p> <p>C1.3 perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions.</p> <p>C1.4 send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment.</p> <p>C1.5 retain objects of different shapes and sizes in different ways, using different body parts and equipment.</p>	<p>Learner Profile: Principled, Balanced</p> <p>ATL:</p> <p>Thinking Skills</p> <p>T3.7 Combine knowledge, conceptual understandings and skills to create products or solutions.</p> <p>Social Skills</p> <p>SS1.1.9 Build consensus and negotiate effectively.</p> <p>SS1.1.12 Take on a variety of roles in group learning.</p>	<p>A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences, in order to promote a sense of optimism and hope.</p> <p>D1.1 demonstrate an understanding of how the origins of food affect its nutritional value and how those factors and others can affect the environment.</p> <p>D1.2 demonstrate an understanding of concussions and how they occur, as well as an awareness of the school board's concussion protocol.</p> <p>D1.4 identify the characteristics of healthy relationships and describe ways of responding to bullying and other challenges.</p> <p>D1.5 identify factors that affect physical development, social-emotional development, and the development of a healthy body image.</p> <p>D1.6 explain how the brain responds when it thinks there is a threat and how that response might affect thoughts, emotions, and actions.</p> <p>D2.1 demonstrate an understanding of the importance of good oral health to overall health and assess the effect of different food choices on oral health.</p> <p>D2.2 apply their understanding of good safety practices by developing safety guidelines for a variety of</p>
--	---	--	---	---

	<p>the best of their ability for a minimum of twenty minutes each day.</p> <p>B2.2 identify new capabilities and other benefits that may result from improved cardio- respiratory fitness.</p> <p>B2.4 develop and act on personal goals related to physical activity.</p> <p>B3.1 demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>B3.2 describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity.</p> <p>Subject focus: physical education, social study, language</p> <p>ATL Skills:</p> <p>SM2.1.3 Use strategies to support concentration and overcome distractions.</p> <p>C1.1.4 Listen to and follow the information and directions of others.</p>	<p>C1.1 perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment.</p> <p>C2.1 demonstrate an understanding that different physical activities have different components.</p> <p>C2.2 apply a variety of simple tactics to increase their chances of success during physical activities.</p> <p>Subject focus: physical education, performing art, music, drama.</p> <p>ATL Skills:</p> <p>R1.1.4 Outline a plan for finding necessary information.</p> <p>SS1.1.6 Listen closely to others' perspectives and to instructions.</p>		<p>places and situations outside the classroom, including online.</p> <p>D2.3 apply decision-making strategies to make healthy choices about behaviors and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered.</p> <p>D3.1 explain how local foods and foods from various cultures can be used to expand their range of healthy eating choices.</p> <p>D3.3 describe how visible differences and invisible differences make each person unique and identify ways of showing respect for differences in others.</p> <p>Subject focus: physical education, social study, mathematics</p> <p>ATL Skills:</p> <p>SM1.5 Plan short- and long-term tasks.</p> <p>SM1.6 Set goals that are challenging and realistic.</p>
P5	<p>Unit 1</p> <p>Aug. – Oct.</p>	<p>Unit 2</p> <p>November - January</p>	<p>Unit 3</p> <p>Jan. – Apr.</p>	<p>Unit 4</p> <p>Apr. – Jun.</p>

	Transdisciplinary Unit	Stand Alone Unit	Stand Alone Unit	Stand Alone Unit
	<p data-bbox="293 140 759 384">Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p data-bbox="293 416 759 507">Central Idea: Changes during adolescence can affect our behavior and emotions.</p> <p data-bbox="293 539 759 603">Key Concepts: Form, Connection, Perspective</p> <p data-bbox="293 635 759 699">Related Concepts: Growth, Behavior, Choices, Relationship</p> <p data-bbox="293 730 759 762">Lines of Inquiry:</p> <ol data-bbox="293 794 759 1098" style="list-style-type: none"> 1. The physical, social and emotional changes that occur during adolescence. 2. Our choices affect our relationships with others. 3. Ways we can manage stress, changes and challenges during adolescence. <p data-bbox="293 1161 759 1193">ATL:</p> <p data-bbox="293 1225 759 1257">SM2.5.6 Work through change.</p> <p data-bbox="293 1321 759 1385">SM2.3.3 Use strategies to reduce stress and anxiety.</p>	<p data-bbox="790 140 1234 408">Who we are. An inquiry into the nature of the self; beliefs and values, personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures, rights and responsibilities; what it means to be human.</p> <p data-bbox="790 440 1234 531">Key concepts: Causation, perspective & responsibility</p> <p data-bbox="790 563 1234 627">Related concepts: Collaboration, conflict, ideas</p> <p data-bbox="790 659 1234 746">Central idea: An effective group capitalizes on the strengths of its individual members.</p> <p data-bbox="790 778 1234 810">Lines of inquiry:</p> <ol data-bbox="790 842 1234 1090" style="list-style-type: none"> 1. Ways to solve the conflict in a group activity. 2. The interaction between groups and individuals 3. Strategies of collaborating with each other. <p data-bbox="790 1121 1234 1185">Learner profile: Communicator & Knowledgeable</p> <p data-bbox="790 1217 1234 1249">Learning Outcomes</p> <p data-bbox="790 1281 1234 1457">A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical</p>	<p data-bbox="1261 140 1704 408">Who we are. An inquiry into the nature of the self; beliefs and values, personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures, rights and responsibilities; what it means to be human.</p> <p data-bbox="1261 440 1704 504">Key concepts: Function, Connection & Responsibility</p> <p data-bbox="1261 536 1704 600">Related concepts: Community & Relationship</p> <p data-bbox="1261 632 1704 711">Central idea: Identifying factors that affect our health and well-being helps us promote the healthy living.</p> <p data-bbox="1261 743 1704 775">Lines of inquiry:</p> <ol data-bbox="1261 807 1704 1007" style="list-style-type: none"> 1. Good living habits help us form a balanced lifestyle. 2. Keep daily exercise to stay active. 3. Taking risks and safety are equally important <p data-bbox="1261 1038 1704 1102">Learner profile: Communicators & Risk-takers</p> <p data-bbox="1261 1134 1704 1166">Learning Outcomes</p> <p data-bbox="1261 1198 1704 1437">A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p>	<p data-bbox="1731 140 2175 384">How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p data-bbox="1731 416 2175 480">Key Concept: Change, Perspective & Form</p> <p data-bbox="1731 512 2175 576">Related concepts: Development & Motion</p> <p data-bbox="1731 608 2175 687">Central idea: Movement involves different elements and can be expressed in various ways.</p> <p data-bbox="1731 719 2175 751">Lines of inquiry:</p> <ol data-bbox="1731 783 2175 1007" style="list-style-type: none"> 1. Types of movement around the world. 2. Mastery of expression requires constant practice. 3. Different ways we can express our ideas and cultures. <p data-bbox="1731 1038 2175 1102">Learner profile: Communicators & Open-minded</p> <p data-bbox="1731 1134 2175 1166">Learning Outcomes</p> <p data-bbox="1731 1198 2175 1406">A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.</p>

	<p>SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns.</p>	<p>education, in order to promote a sense of optimism and hope.</p> <p>B1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviors that enhance their readiness and ability to take part.</p> <p>B1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>B1.3 identify factors that motivate participation in physical activity every day at school, at home, or in their communities.</p> <p>B2.1 Daily physical activity (DPA): participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each.</p> <p>B2.2 identify how different physical activities affect the body and contribute to physical fitness and good physical and mental health.</p> <p>B2.4 develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity.</p>	<p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviors, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.</p> <p>D1.1 identify the key nutrients provided by foods and beverages, and describe their importance for growth, mental and physical health, learning, and physical performance.</p> <p>D1.5 describe the physical changes that occur at puberty and the emotional and social impacts that may result from these changes.</p> <p>D1.3 describe various types of bullying, abuse, and other non-consensual behavior, including cyberbullying, and identify the impacts they can have and appropriate ways of responding.</p> <p>D2.1 identify personal eating habits through self-monitoring over time, and set a goal for developing healthier eating habits, on the basis of the recommendations and guidelines in Food Guides.</p> <p>D2.2 apply a decision-making process to assess risks and make safe decisions in a variety of situations.</p> <p>D2.4 demonstrate an understanding of personal care needs and the application of personal hygienic</p>	<p>A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>C1.1 perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment.</p> <p>C1.2 demonstrate the ability to jump and land, in control, from a low height.</p> <p>C1.3 perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions.</p> <p>C1.4 send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement.</p> <p>C1.5 retain objects of various shapes and sizes in different ways, using different body parts, with and without equipment, while moving around others and equipment.</p> <p>C2.1 demonstrate an understanding of the basic components of physical activities and apply this</p>
--	--	---	---	--

		<p>B3.1 demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>B3.2 describe common precautions for preventing accidents and injuries, including concussions, while participating in different types of physical activity.</p> <p>ATL Skills: SM2.2.6 Use strategies to remove barriers. C1.3.4 Speak and express ideas clearly and logically in small and large groups.</p>	<p>practices associated with the onset of puberty.</p> <p>D2.5 demonstrate an understanding of how choices they make every day can have a positive impact on their mental health.</p> <p>D3.1 identify ways of promoting healthier eating habits in a variety of settings and situations.</p> <p>D3.3 demonstrate an understanding of different strategies they can use to manage stress in situations in which they have some control, as well as to adapt to challenging situations over which they have less immediate influence.</p> <p>ATL Skills: SM1.7 Use time effectively and appropriately. SM1.8 Bring necessary equipment and supplies to class.</p>	<p>understanding as they participate in a variety of physical activities.</p> <p>C2.2 identify common features of specific categories of physical activities, and identify common strategies and tactics that they found effective while participating in a variety of physical activities in different categories.</p> <p>C2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p> <p>ATL Skills: R1.1.5 Evaluate and select appropriate information sources and/or digital tools based on the task. SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns.</p>
P6	Unit 1	Unit 2	Unit 3	Unit 4

	Aug. – Oct.	Nov. – Dec.	Jan. – Mar.	Apr. – Jun.
	<p>Stand Alone Unit</p> <p>Who we are.</p> <p>An inquiry into the nature of the self; beliefs and values, personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures, rights and responsibilities; what it means to be human.</p> <p>Key concepts: Function, Connection & Responsibility</p> <p>Related concepts: Community & Relationship</p> <p>Central idea: Physical activities require skills, strategies and safety.</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Good living habits help us form a balanced lifestyle. 2. Techniques and strategies of major global sports 3. Taking risks and safety are equally important <p>Learner profile: Communicators & Risk-takers</p> <p>Learning Outcome</p> <p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviors, as they participate in learning experiences, in order to</p>	<p>Stand Alone Unit</p> <p>Who we are.</p> <p>An inquiry into the nature of the self; beliefs and values, personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures, rights and responsibilities; what it means to be human.</p> <p>Key concepts: Change, Form & Responsibility</p> <p>Related concepts: Collaboration & Conflict</p> <p>Central idea: Effective teamwork can be dominant in many sports.</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Teams are made up of experienced individuals. 2. Coordinating and group decision making. 3. Effective communication and clear mission are the keys to success. <p>Learner profile: Principled & Knowledgeable</p> <p>Learning Outcome</p> <p>A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical</p>	<p>Transdisciplinary Unit</p> <p>Who we are.</p> <p>An inquiry into the nature of the self; beliefs and values, personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures, rights and responsibilities; what it means to be human.</p> <p>Central Unit: Understanding physical changes in our body helps us take care of our wellbeing and safety.</p> <p>Key Concepts: Form, Connection, Function</p> <p>Related Concepts: Health, Interaction, Puberty</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Physical changes can affect our personal, physical, emotional, and social well-being. 2. Strategies for coping with change. 3. Actions we can take for personal safety. <p>Learner Profile: Balanced, Caring</p> <p>ATL:</p> <p>SS1.2.5 Be aware of own and others' emotions.</p> <p>SM2.4.1 Practice positive thinking and language that reinforces self-motivation.</p>	<p>Transdisciplinary Unit</p> <p>Stand Alone Unit</p> <p>How the world works</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Key Concept: Connection, Perspective & Form</p> <p>Related concepts: Development & Force</p> <p>Central idea: All actions and interactions involve forces, which follow scientific and universal rules.</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Types of forces. 2. Interaction among forces. 3. Application of forces in daily lives (Athletics Activities) <p>Learner profile: Communicators & Open-minded</p> <p>Learning Outcome</p> <p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences, in order to improve their ability to express their own feelings</p>

	<p>support the development of personal resilience.</p> <p>A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>D1.1 identify trusted people that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behavior, and abusive and violent situations.</p> <p>D1.3 identify the parts of the reproductive system and describe how the body changes during puberty.</p> <p>D2.1 explain how to use nutrition fact tables and ingredient lists on food labels to make informed choices about healthy and safe foods.</p> <p>D3.1 describe how advertising, food marketing, and media affect food choices, and explain how these influences can be evaluated to help people make healthier choices.</p> <p>D3.2 explain how a person's actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others' feelings, self- concept, mental health and emotional well-being, and reputation.</p>	<p>education, in order to promote a sense of optimism and hope.</p> <p>B1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviors that enhance their readiness and ability to take part.</p> <p>B1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>B1.3 identify factors that can either motivate or make it difficult for people to be physically active every day and describe ways of overcoming obstacles to staying active.</p> <p>B2.1 participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day.</p> <p>B2.2 identify the components of health-related fitness and the benefits associated with developing and maintaining each of them.</p> <p>B2.3 assess a specific component of their health-related fitness by noting physical responses during various physical activities and monitor changes over time.</p> <p>B3.1 demonstrate behaviors and apply procedures that maximize safety and lessen the risk of injury,</p>	<p>C4.1.7 Document information and observations in a variety of ways.</p>	<p>and understand and respond to the feelings of others.</p> <p>A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>C1.1 perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment.</p> <p>C1.2 demonstrate the ability to jump in control for height or distance, using a variety of body actions.</p> <p>C1.3 explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways.</p> <p>C1.4 send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement.</p> <p>C1.5 retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment.</p> <p>C2.1 demonstrate an understanding of the components of physical activities and apply this</p>
--	--	--	---	---

	<p>D2.2 demonstrate the ability to deal with threatening situations by applying social- emotional learning skills and safety strategies.</p> <p>D3.4 demonstrate an understanding of how our attitudes about mental health affect those around us and how they might contribute to or prevent creating stigma.</p> <p>ATL Skills- SM2.5.6 Work through change.</p> <p>C1.3.7 Discuss and negotiate ideas and knowledge with peers and teachers.</p>	<p>including the risk of concussion, for themselves and others during physical activity.</p> <p>B3.2 demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities.</p> <p>ATL Skills: SM1.12 Take on and complete tasks as agreed. SM1.13 Delegate and share responsibility for decision-making.</p>		<p>understanding as they participate in a variety of physical activities.</p> <p>C2.2 describe common features of specific categories of physical activities and describe strategies that they found effective while participating in a variety of physical activities in different categories.</p> <p>C2.3 apply a variety of tactical solutions to increase their chances of success as they parti- capote in physical activities.</p> <p>ATL Skills: R1.2.4 Gather information from a variety of primary and secondary sources.</p> <p>SS1.1.11 Encourage others to contribute.</p>
--	--	---	--	---