Possible Futures

Communication Mini Unit

# About This Mini Unit

This is a draft mini unit of the Communication unit within JFF’s Possible Futures Skills for Success curriculum. These mini units are pared-down versions of the full units, designed to be more easily accessed by teachers, students, and families during the current context of remote learning. They are intended to be used in the order they are listed. The lesson numbers correspond to the lesson numbers of the full unit, so you can easily reference the full versions of each lesson as well, though some activities were created specifically for remote learning and do not appear in the original version of the lessons. This mini unit contains five lessons.

Each lesson is "student-facing" so it can easily be cut and pasted into Google classroom or any other platform you are using. They include suggested assignments, and you can assign due dates if you choose. Any worksheet referenced in a lesson is included at the end of the lesson and can be made into an online document or form. We invite and encourage you to make any adjustments that make sense for you and your students—these resources are intended to provide an easy-to-use starting point.

# Lesson 1: What is Communication?

## Lesson Overview

In this lesson, you will learn about effective communication. You will do a brainstorm about ways you communicate and then learn about communication skills and barriers. You will also reflect on a personal communication problem or challenge you have experienced and how you can improve on it in the future. Start by reading the guiding question, learning targets, and agenda. Then follow the directions for each activity.

## Guiding Question: *Why is communication important?*

## Learning Targets

* Identify the components of communication
* Illustrate your understanding of communication with an example from your own life

## Agenda

|  |  |  |
| --- | --- | --- |
| Activity | Due Date | Activity Time |
| Brainstorm | xx/xx/xx | 3 minutes |
| Watch and Write 1: Communication Skills | xx/xx/xx | 10 minutes |
| Watch and Write 2: Communication Barriers | xx/xx/xx | 10 minutes |

## 

## Brainstorm (due xx/xx/xx)

Brainstorm the ways you communicate with the world around you. Write downleast two ways you communicate in each of the following categories:

* Visual: things you/others can *see*
* Auditory: things you/others can *hear*
* Tactile: things you/others can *feel*
* Olfactory: things you/others can *smell*

## Watch and Write 1: Communication Skills (due xx/xx/xx)

Watch this video: [Understanding Communication Skills](https://www.youtube.com/watch?v=F4XWfe2NEI4).

While you watch, complete “The Communication Process” graphic organizer, including an example of each skill from your own life.

## Watch and Write 2: Communication Barriers (due xx/xx/xx)

Watch this video: [10 Barriers to Effective Communication](https://www.youtube.com/watch?v=slq1nAhZuqE).

Choose **one of the barriers** from the video and describe a communication problem or challenge you have personally experienced related to that barrier, answering the following questions:

* What happened?
* What was the problem? What were the barriers?
* What could you do differently next time for more effective communication?

# The Communication Process Graphic Organizer

What is communication?

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| **Component** | **Meaning** | **Example** |
| **Source** | A close up of a logo  Description automatically generated |  |
| **Encoding** | A close up of a logo  Description automatically generated |  |
| **Channel** | A close up of a logo  Description automatically generated |  |
| **Decoding** | A close up of a logo  Description automatically generated |  |
| **Receiver** |  |  |
| **Feedback** | A close up of a logo  Description automatically generated |  |
| **Context** | A close up of a logo  Description automatically generated |  |

# Lesson 2: Building Meaning Together

## Lesson Overview

In this lesson, you will add to your understanding of communication and how it can be used to build meaning with others. Start by reading the guiding question, learning targets, and agenda. Then follow the directions for each activity.

## Guiding Question: *How can communication be used to build meaning together?*

## Learning Targets

* Use art to reflect on building meaning

## Agenda

|  |  |  |
| --- | --- | --- |
| Activity | Due Date | Activity Time |
| Watch and Draw: Exquisite Corpse Drawing Game | xx/xx/xx | 10 minutes |
| Watch: Exquisite Corpse Video | xx/xx/xx | 5 minutes |
| Writing Reflection | xx/xx/xx | 10 minutes |

## Watch and Draw: Exquisite Corpse Drawing Game (due xx/xx/xx)

Watch this video that explains how to play the game: [Exquisite Corpse Game](https://www.youtube.com/watch?v=FUKwnewqQms).

Then, play the game in-person OR digitally, as explained in the video. Finally, paste a picture of your final drawing (or describe your drawing if you can’t paste a picture).

## Watch: Exquisite Corpse Video (due xx/xx/xx)

Watch this video: [Exquisite Corpse | Hugo Crosthwaite | The Art Assignment](https://www.youtube.com/watch?v=bauTo2C7M3Q)

While you watch, listen for words that Hugo Crosthwaite uses to describe how he makes meaning with other artists.

## Writing Reflection (due xx/xx/xx)

Communication is creating meaning with others. Reflect on that idea by answering the following questions:

* What did you like about the Exquisite Corps game?
* What did it teach you about making meaning with other people?

# Lesson 3: Body Language

## Lesson Overview

In this lesson, you will learn about the importance of nonverbal communication and evaluating body language. Start by reading the guiding question, learning targets, and agenda. Then follow the directions for each activity.

## Guiding Question: *What speaks louder than words?*

## Learning Targets

* Identify the importance of nonverbal language in communication
* Evaluate images for types of messages projected through body language

## Agenda

|  |  |  |
| --- | --- | --- |
| Activity | Due Date | Activity Time |
| Read and Write: Body Language Notes | xx/xx/xx | 10 minutes |
| Look and Write: Body Language Notes | xx/xx/xx | 10 minutes |
| Watch and Write: Body Language TED Talk | xx/xx/xx | 10 minutes |

## Read and Write: Body Language Notes (due xx/xx/xx)

Read the “Body Language Notes” worksheet. Choose one example and pretend you are the person telling this to a friend or someone you know. Describe what your body language would look like in that situation. Include:

* Facial expression
* Posture or what your body would look like
* Eye contact

## Look and Write: Body Language Images (due xx/xx/xx)

Look at the three “Body Language Images.” Choose one and:

* List three words or phrases you would use to describe the person’s energy
* List three words or phrases you would want people to use to describe your energy

## Watch and Write: Body Language TED Talk (due xx/xx/xx)

Lastly, watch part of this TED Talk (start at minute 10:24 and watch until the end): [Your Body Language May Shape Who You Are](https://www.youtube.com/watch?v=Ks-_Mh1QhMc).

Then answer the following questions:

* The presenter claims, “Our bodies change our minds.” Do you agree or disagree? Explain.
* What’s your “power pose”? Describe it or upload a picture.

# Body Language Notes Worksheet

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### SMS

Hey Jeremiah, you have been removed from the group chat. You and I have been best friends since day one, but recently, you started hanging with some new people. You have honestly changed, and you’re not the same friend I once knew. You used to come by the house every day, but not anymore.

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### Bike Missing

Nick, did you use my bike?You think that since you’re my little brother, it’s fine to take my bike, but it is not. You’ve broken every nice thing Mom has given you this year already, and it’s only May! You don’t care about anything, except maybe for your ugly shoes. So, I am going to ransom your shoes until I get my bike back.

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### Tougher

Shane, I don’t want any drama with you, but you’ve got this crazy look in your eyes every time you look at me. I know you just moved here a few weeks ago and you’re already trying to act tough for your new friends. But, what makes it worse is your new friends; I am not too fond of them either. But this morning, when I was just peacefully eating my breakfast, you put your hands all up in my food. I was sharing it with your sister.

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### Mentions

Dear @GCash\_Supreme, I saw that you mentioned me in a tweet. You’ve been in my mentions all week, and I have to admit at one point it was getting kind of annoying. But I really like the memes and videos you sent me. They were super funny! You have to tell me where you find these. Anyway, I followed you back, so just DM me!

# A person looking at the camera Description automatically generatedA person in a yellow shirt Description automatically generatedBody Language Images

A person standing in a room

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Photos by Etty Fidele, Sorin Sîrbu, and BBH Singapore on Unsplash

# Lesson 7: Listening to Understand

## Lesson Overview

In this lesson, you will learn about the communication principle of *Listening First to Understand*. You will also be introduced to the *Eight Habits of Highly Successful People* and learn about a strategy called *PAQ* that you can use to Listen First to Understand. Lastly, you will complete an assignment to try out your new understandings. Start by reading the guiding question, learning targets, and agenda. Then follow the directions for each activity.

## Guiding Question: *How can I get you?*

## Learning Targets

* Use what you learn about the 8 Habits of Successful People and the PAQ strategy to analyze a case study and apply the Listen First to Understand principle to create a win-win solution

## Agenda

|  |  |  |
| --- | --- | --- |
| Activity | Due Date | Activity Time |
| Read and Answer Questions: The 8 Habits of Highly Successful People | xx/xx/xx | 10 minutes |
| Read: PAQ | xx/xx/xx | 5 minutes |
| Read and Answer Questions: Listen First, It Works | xx/xx/xx | 10 minutes |

## Read and Answer Questions: The 8 Habits of Highly Successful People

Read the definitions of the “8 Habits of Highly Successful People” definitions from Dr. Stephen Covey, author of *The Seven Habits of Highly Effective People* (he later added an eighth habit).

Then, answer the questions on the “8 Habits of Highly Successful People” worksheet.

## Read: PAQ

The PAQ protocol will help you become a more active listener, navigate conflict, and listen first to understand before trying to be understood. You need to think like an explorer. The idea is to try to explore what the other person is thinking and feeling using the three components of PAQ:

**Paraphrase:** Repeat the gist of the story as you understood it, looking for confirmation and correction if necessary. (You’ll do this while reading a case study during the next activity.)

**Acknowledge:** Validate the speaker’s feelings by listening empathetically and trying to put yourself in their shoes. (Imagine doing this as you read the case study.)

**Question:** Ask relevant and/or clarifying questions or questions that will expand your understanding. Ask yourself, do I really get what the person thinks happened?

## Read and Answer Questions: Listen First, It Works

Using what you read about the 8 Habits and the PAQ strategy, choose one of the two case studies below and use the “Listen First, It Works” graphic organizer to answer the following and create a win-win solution.

* Who is seeking to be understood?
* Who should try to understand? What PAQ strategies could they have used to understand? (Paraphrase / Acknowledge / Question)
* How could this end in a win-win situation?

# 8 Habits of Highly Successful People Definitions

|  |  |
| --- | --- |
| Habit | Definition |
| Be Proactive A close up of a logo  Description automatically generated | In life, there are things that we can change—these fall within our Circle of Influence. Then, there are things that require us to change—these fall within our Circle of Concern. Work on the things that you can influence or change, and constantly work to expand what’s inside your circle. Don't sit and wait for things that concern you; act on things before problems happen (Circle of Concern). |
| A close up of a logo  Description automatically generatedPut First  Things First | Everyone can’t accomplish everything all at once. To be successful, it’s important to prioritize things. Priority should be given in the following order:   1. Important and Urgent 2. Important and Not Urgent 3. Not Important and Urgent 4. Not Important and Not Urgent |
| A close up of a logo  Description automatically generatedSeek First to Understand, Then to Be Understood | Using empathetic listening to understand someone makes them want to listen to you instead. Trying to put yourself in their shoes creates an atmosphere of caring, positivity, and problem solving. |
| A close up of a logo  Description automatically generatedSharpen the Saw | It is important to live a balanced lifestyle with time for exercise, work, and reflection, as well as time with friends and family, and time to give back to your community. Balancing these things will ensure that you have enough energy and good physical, emotional, and social health to live a sustained, long-term, effective lifestyle. |
| Begin With the  End in Mind A close up of a logo  Description automatically generated | By thinking about what you want in the future, you are able to plan for it. This could be any kind of goal, from running a marathon to being an astronaut, starting your own business to being a better friend. This will help you make decisions along the way by asking “Will this get me closer to my goal?” This will ensure you are always directing your energy toward your goal and avoiding spending energy going down paths that waste energy and take you away from your objective. |
| Think Win-Win Handshake | Oftentimes, we think of the solution to problems as a zero-sum game—I WIN: YOU LOSE or YOU WIN: I LOSE. However, there is often an opportunity to create a mutually beneficial solution—I WIN: YOU WIN! Win-win solutions are better long-term solutions because both people feel good about the outcome. Creating a win-win solution isn’t about being nice, though, and they often aren’t the easiest solutions. They take time to discuss and create, and they require value, respect, and understanding. |
| A close up of a logo  Description automatically generatedSynergize | Everyone has their strengths and weaknesses. Working together as a team to achieve a goal means that one person’s strengths balance another’s weakness. From working together, everyone has the opportunity to strengthen their own areas of weakness by working and learning from one another. |
| A close up of a black background  Description automatically generatedFind Your Voice  and Help Others  Find Theirs | This isn’t about talking, singing, or rapping. It’s about finding what makes you unique, significant, and important. Your voice is the way you positively contribute to a situation. Helping others find their voice means helping them see how they are unique, significant, and important and how they can positively contribute to a situation. |

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# 8 Habits of Highly Successful People Worksheet

Pick one of the 8 habits that you think you already have, or that you would like to have, and answer the following questions.

Habit:

Describe the habit in your own words.

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How does it help with collaboration and communication?

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Give an example from your own life or elsewhere.

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# Case Studies

**I Wasn’t Fighting**

Standing at my open locker door, I forgot what I was looking for. I overheard Michael jawing at that tall kid from my science class. I didn’t know what he was upset about. The two of them started pushing and shoving each other, chest to chest. Mike swings on him. It didn’t really phase me because I see this soft kind of fighting all the time; I was just watching, nothing serious really to get amped up about. But then, Mike gets on top of the other kid and starts whaling on him, and he looks like he’s getting hurt really bad. I thought Mike was going to kill him, so I jumped in there to stop this ruthless beating.

Ms. Parrilla came running in, yelling at us to stop cause that kid’s face was a mess. She assumed I was involved in the fight, rather than me trying to spare that kid from getting his head bounced off the floor. Ms. Parrilla started talking to me like I was some type of criminal, dragging us both down to the principal’s office. I was trying to explain to her that I was breaking it up, but she just continued yelling, shutting me down for trying to speak. So, I ripped my hand away from her grip and yelled right back.

**Honestly, I Didn’t Believe You**

Mr. Katz’s class isn’t much fun, and he has been dealing with students leaving class to go to the bathroom. They usually don’t come right back and end up hanging out in the hallways when they should be back in class. Recently, some students have even vandalized a couple of bathrooms and disrupted other classes. This is a trend across all Mr. Katz’s classes, but it’s also starting in other teachers’ classes too. The principal has noticed and made a new policy that permits detention for students that don’t come right back to class. Mr. Katz informs us that he will give detention to any student that takes longer than five minutes to go to the bathroom.

The next week, I ask to go to the bathroom; my stomach is killing me, and I think I ate some bad food last night. After I go to the bathroom, I go to the nurse for some TUMS and then head back to class. When I get back, Mr. Katz says I took six minutes and hands me a detention slip. I’m furious and hurt and try to explain that I went to the nurse, but he tells me that “rules are rules” and if I needed to go to the nurse, I should have come back to get another pass. He clearly thinks I was hanging out in the hallway and doesn’t believe me. I try again to tell him that I went to the nurse, but Mr. Katz isn’t listening. He and I go back and forth until he threatens to send me to the principal’s office. I shut up and sit down, but I’m really mad at Mr. Katz.

# Listen First, It Works Graphic Organizer

|  |  |
| --- | --- |
| **MegaphoneWho is seeking to be understood?** | Thought bubble**Who should try to understand?** |
| **What PAQ strategies could they have used to understand? ( Paraphrase / Acknowledge / Question )** | |
| **How could this end in a win-win situation?**  Handshake | |

# Lesson 16: Communication Skills that Pay the Bills

## Lesson Overview

This lesson is about the importance of strong communication skills on the job. You will solidify your new learning by providing your future self with some advice to help you succeed in your first job. Start by reading the guiding question, learning targets, and agenda. Then follow the directions for each activity.

## Guiding Question: *What skills will make me employee of the month?*

## Learning Targets

* Identify the economic benefits of strong communication skills
* Evaluate the actions of an employee and create alternatives
* Describe actions that will make me an outstanding employee in my first job

## Agenda

|  |  |  |
| --- | --- | --- |
| Activity | Due Date | Activity Time |
| Read, Rank, and Reflect: Communication Skills that Pay the Bills | xx/xx/xx | 10 minutes |
| Watch: Perception Is Everything | xx/xx/xx | 5 minutes |
| Read and Answer: Scenarios | xx/xx/xx | 10 minutes |
| Write: Employee of the Month | xx/xx/xx | 10 minutes |

## Read, Rank, and Reflect: Communication Skills that Pay the Bills

Read this brief excerpt from an article on what skills employers want by Susan Adams, Forbes Magazine education reporter:

Can you work well on a team, make decisions and solve problems? Those are the skills employers most want when they are deciding which new college graduates to hire. The next-most-important skill: ability to communicate verbally with people inside and outside an organization. Employers also want new hires to have technical knowledge related to the job, but that’s not nearly as important as good teamwork, decision-making and communication skills, and the ability to plan and prioritize work.

After reading the excerpt above, complete the “Communication Skills Ranking Worksheet.”

## Watch: Perception Is Everything

Since you will be getting your first job soon, it’s important to know that good communication skills matter to employers—and are therefore necessary—skills to pay the bills. You will look at scenarios in the workplace through the eyes of the employee and the employer. Then, you will think about what the employee might do differently.

Watch the “[Soft Skills Communication](https://www.youtube.com/watch?v=X0voPlW2pSs&list=PL5-XYot2VKQM9o8zNFuVWXMhrNLSTkEpM&index=2)” video.

Ask yourself:

* What was the employee thinking?
* What might the employer think of the situation?
* What could or did the employee change to be more successful?

## Read and Answer: Scenarios

Read the three scenarios below. Pick one scenario and answer the following questions:

* What was the employee thinking?
* What might the employer think of the situation?
* What could or did the employee change to be more successful?

**Scenarios:**

***Dress Code***

Samantha is wearing her favorite red sneakers to work today. The dress code for all Red Panda employees is to wear only white or black non-slip shoes during their shifts. Samantha’s manager notices that she is not wearing shoes that meet the dress code and sends her home.

***Belt Holster***

Dennis just got a new phone case that came with a belt holster for easy access. Dennis keeps his phone on him all the time because his little brother has been sick, and he’s worried about him. Even on the job, his phone is on his hip. As it flashes and rings for every new notification, he stops frequently to check his phone. Working in the backend of the store, doing inventory and shelfing of heavy boxes, Dennis doesn’t have to worry about customers all too much. However, the backend supervisor has asked Dennis to leave his phone in his car.

***One Pound of Distraction***

Austin loves his job at the supermarket deli and gets along with his coworkers very well. Several times during his shift, Austin tells his coworkers jokes and stories that really brighten the mood, but really only for those on one side of the counter. This really slows down production, causing long lines and extended wait times for frustrated customers.

## Write: Employee of the Month

What two pieces of advice can you give to help your future self to succeed in a new job?

# Communication Skills Ranking Worksheet

**Directions:** Rank the following skills from 1 to 10(1 being most important and 10 being least important). There are no wrong answers.

|  |  |
| --- | --- |
| Communication Skill | Rank |
| I can leave a record for the next shift of what I’ve done and what still needs to be done. |  |
| I know how to count back change and figure out a discount. |  |
| I know what needs to be done and what is most important to do first. |  |
| If I don’t know something, I know how to find the answer. |  |
| I can use the cash register or point of sale machine. |  |
| I know how to perform all the tasks at my job. |  |
| When something goes wrong, I know how to solve the problem. |  |
| I am friendly with customers and other staff. |  |
| I am good at convincing others what they should buy. |  |
| I work well with others and am a team player. |  |

After completing your rankings above, briefly explain your choice for the #1 most important skill. Why do you think it’s the most important? Remember, there are no wrong answers!

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