



Cleeve Park School

Commitment, Pride, Success.

Welcome to our Year 11 curriculum evening

This evening:

- **The GCSE revision tools and how to support your child.**
- **Safeguarding update**
- **3 x 20 min workshops in English, Maths and Science on how to support a young person with revision in that subject.**



Revision Strategies

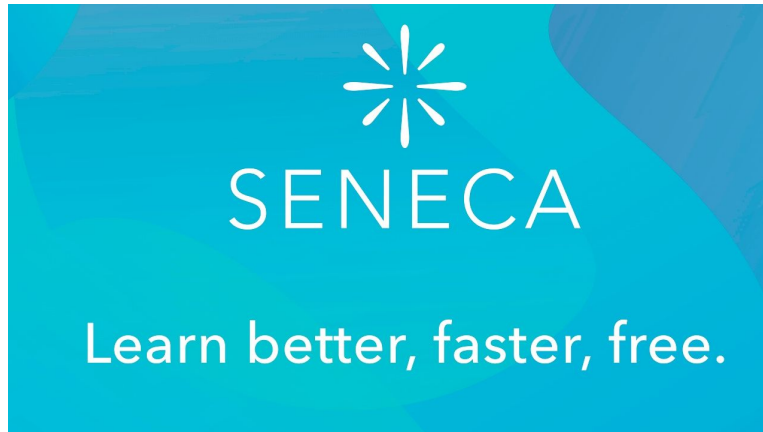
1. Start Revision early
2. Organise your revision time
3. Distributive Practice
4. Test yourself / Active Recall: Flash cards, practice questions, quizzes and mini tests
5. Organise your revision Notes: Use knowledge organisers and create mind maps

3 Revision Techniques that are common but **ineffective**:

1. Highlighting text
2. Re-reading notes or text book
3. Re-writing notes



Online revision tools



How to support our students at home:

1. Having a copy of the revision timetable and supporting a routine for working at home
2. Over 95% attendance to school
3. Ensure they are getting enough sleep
4. Encourage and support students to use the range of revision resources provided.
5. Give them opportunities to teach you!



Cleeve Park School



SAFEGUARDING

Are you worried about something?

Do you need help?

Would you like to speak to someone?

We are here to listen to you!

Cleeve Park Email:
tellit@cleevepark-tkat.org

Useful Numbers

Childline: 0800 1111
NSPCC: 0808 800 5000
Samaritans: 116 123



Meet the Team



Ms Bonner



Ms Lawrence



Ms Mayzes



Ms Priestley

Safeguarding- everyone's responsibility

Structure and systems at Cleeve Park School:

- Designated Lead- Mrs Bonner
- 4 safeguarding officers
- 6 Pastoral leaders
- 6 mental health first aiders
- Safer School Police Officer
- School counsellor
- Comprehensive PSHE and RSE curriculum
- www.tellit.co.uk



Does my child need mental health support?

It is normal to feel angry, sad, worried or stressed sometimes. If they are struggling to cope, they may need support.

Look out for:

- Sudden changes in behaviour
- Negative thoughts and low self esteem
- Arguing and fighting
- Sleep problems
- Avoiding school or staying with you all the time
- Aches and pains





Find time to talk and check in. Be a role model- show your children how to cope with difficult feelings and how to look after yourself.

Children and young people can be affected by big changes like:

- Death or illness in the family
- Parents separating
- Moving school or moving house
- Tests and exams
- Adolescence and puberty
- Relationship and friendship problems
- Seek help and advice





Maths workshop

How to be successful in exams



Foundation

$\frac{2}{3}$ of the
paper

Overall grade boundaries	5	4	3	2	1	U
Percentage	76%	62%	45%	30%	14%	0



3 Strategies

1. 5 mins timer - Grades 1-2
2. Flash cards- Grade 3-4 (80 topics)
3. Problem solving - Grade 4-55

Demo of how to use booklet including timer

Crossover topic - You cannot afford to drop these marks

(a) Work out $\frac{7}{8} \div \frac{3}{4}$ (2)

Give your answer as a mixed number in its simplest form.

Crossover topic - You cannot afford to drop these marks

(b) Work out $1\frac{5}{6} \times \frac{2}{9}$ (2)

Answer to demo questions

Crossover topic - You cannot afford to drop these marks

(a) Work out $\frac{7}{8} \div \frac{3}{4}$ (2)

Give your answer as a mixed number in its simplest form.

$$\frac{7}{\cancel{2} \cancel{8}} \times \frac{\cancel{4}^1}{3} = \frac{7}{6} = 1 \frac{1}{6}$$

Crossover topic - You cannot afford to drop these marks

(b) Work out $1\frac{5}{6} \times \frac{2}{9}$ (2)

$$\frac{11}{6} \times \frac{2}{9} = \frac{22}{54} = \frac{11}{27}$$

Using flashcards

Each flashcard has the question on one side and the answer on the back

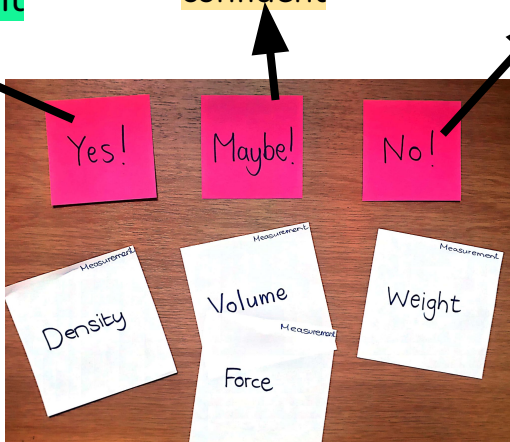
Don't spend more than 30 seconds on each card

After you have gone through each one, put them into one of 3 piles

I understand it

I am not fully confident

I don't understand it



We are only going to model this for 5 minutes but get your child to do the full set when they are doing it

5:00



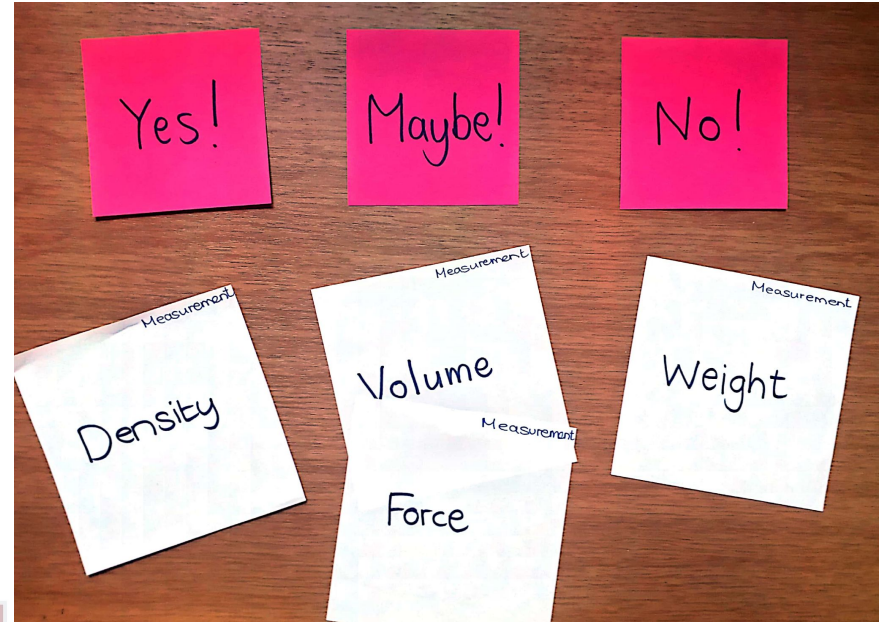
What next?

Choose at least one topic from the maybe pile and at least one from the no pile.

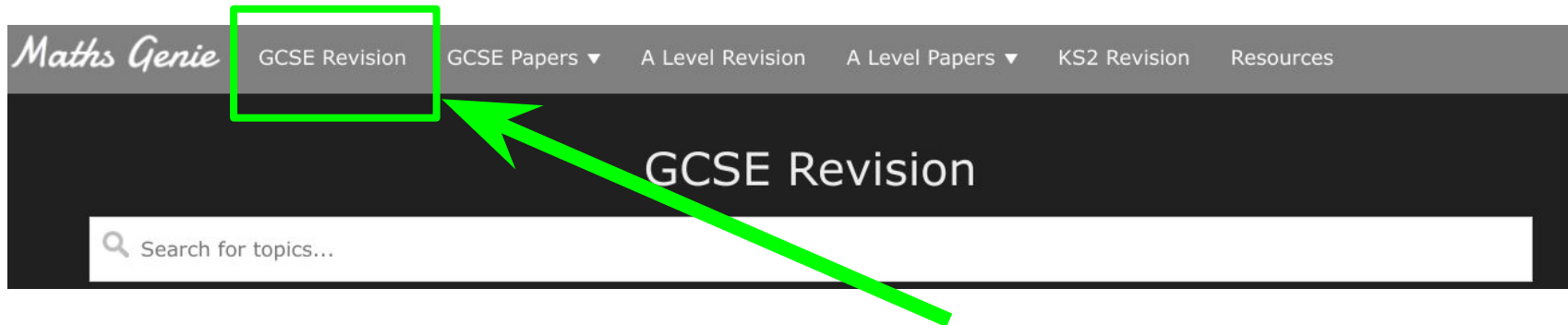
This is going to be what we revise next using:

Mathsgenie.co.uk

Maths genie is a free website with resources specific to helping with GCSE and A-level Maths



How to use mathsgenie.co.uk



Click here to find resources to help you revise each topic

Foundation tier get tested on grade 1-5 topics

Higher tier get tested on grade 4-9 topics



How to use mathsgenie.co.uk

Grade 4

Videos	Exam Questions	Exam Questions Booklet	Solutions
Compound Interest and Depreciation	Exam Questions	Compound Interest and Depreciation	Solutions
Indices	Exam Questions	Indices	Solutions
Prime Factors, HCF and LCM	Exam Questions	HCF, LCM	Solutions
Real Life and Distance Time Graphs		Real Life Graphs	Solutions
Inequalities	Exam Questions	Inequalities	Solutions
Forming and Solving Equations	Exam Questions	Forming and Solving Equations	Solutions
Sequences (Nth Term)	Exam Questions	Sequences (nth term)	Solutions

Scroll down to find the topic you want to work on. The topics are in order of difficulty or grade

How to use mathsgenie.co.uk

Grade 4			
Videos	Exam Questions	Exam Questions Booklet	Solutions
Compound Interest and Depreciation	Exam Questions	Compound Interest and Depreciation	Solutions
Indices	Exam Questions	Indices	Solutions
Prime Factors, HCF and LCM	Exam Questions	HCF, LCM	Solutions
Real Life and Distance Time Graphs		Real Life Graphs	Solutions
Inequalities	Exam Questions	Inequalities	Solutions
Forming and Solving Equations	Exam Questions	Forming and Solving Equations	Solutions
Sequences (Nth Term)	Exam Questions	Sequences (nth term)	Solutions

Click on the first column to find a video explaining how to answer questions on the topic

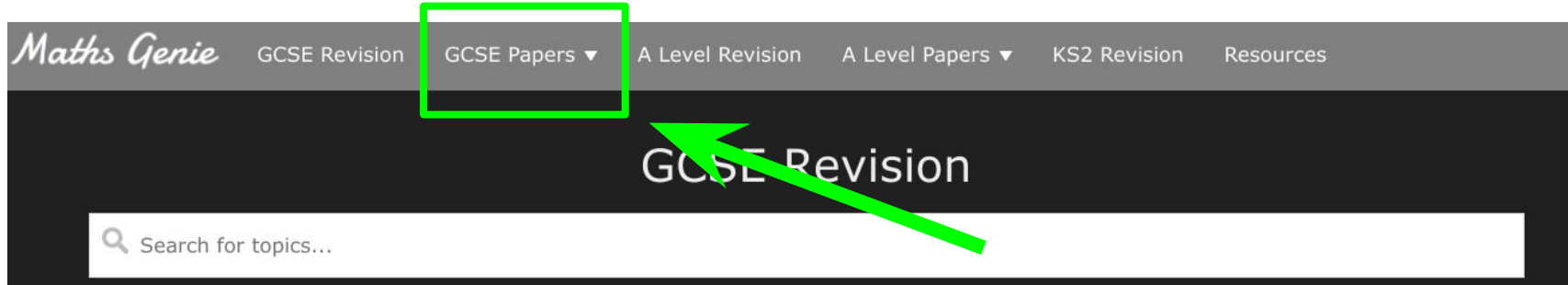
Click on the second or third column to find practise questions on the topic

Click on the last column to find the answers to the practise questions on the topic

Repeat these steps 3 times a week in the lead up to your exams to give you a good chance of being successful



Past papers on mathsgenie.co.uk



If you feel you have mastered all the topics and want to try a past exam paper, click here. Our exam board is Edexcel

Please make sure you click on the correct tier paper





Maths workshop

How to be successful in exams



Higher

$\frac{2}{3}$ of the
paper

Overall grade boundaries	9	8	7	6	5	4	3	U
Percentage	85%	73%	61%	47%	33%	20%	13%	0



3 Strategies

1. 5 mins timer - Grades 3-4
2. Flash cards- Grade 5-6
3. Problem solving - Grade 7-9

Demo of how to use booklet including timer

10 mins timer - Grades 3-4

Crossover topic - You cannot afford to drop these marks

Express 108 as the product of powers of its prime factors.

Crossover topic - You cannot afford to drop these marks

Write 0.00037 in standard form

Write 8.25×10^3 as a normal number

Work out $(2.1 \times 10^8) \times (6 \times 10^{-5})$

Answer to demo questions

Crossover topic - You cannot afford to drop these marks

Express 108 as the product of powers of its prime factors. $2^2 \times 3^3$

Crossover topic - You cannot afford to drop these marks

Write 0.00037 in standard form

$$3.7 \times 10^{-4}$$

Write 8.25×10^3 as a normal number

$$8250$$

Work out $(2.1 \times 10^8) \times (6 \times 10^{-5})$

$$12.6 \times 10^3 = 1.26 \times 10^4$$

Using flashcards

Each flashcard has the question on one side and the answer on the back

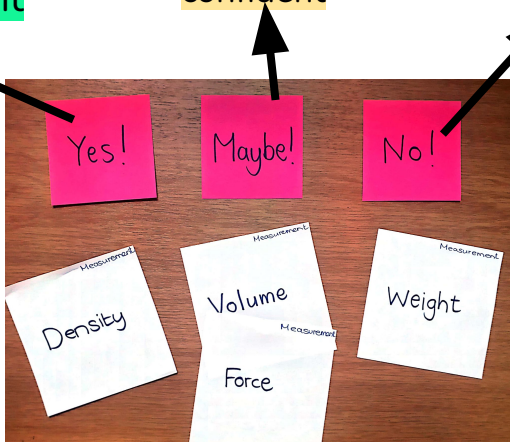
Don't spend more than 30 seconds on each card

After you have gone through each one, put them into one of 3 piles

I understand it

I am not fully confident

I don't understand it



We are only going to model this for 5 minutes but get your child to do the full set when they are doing it

5:00

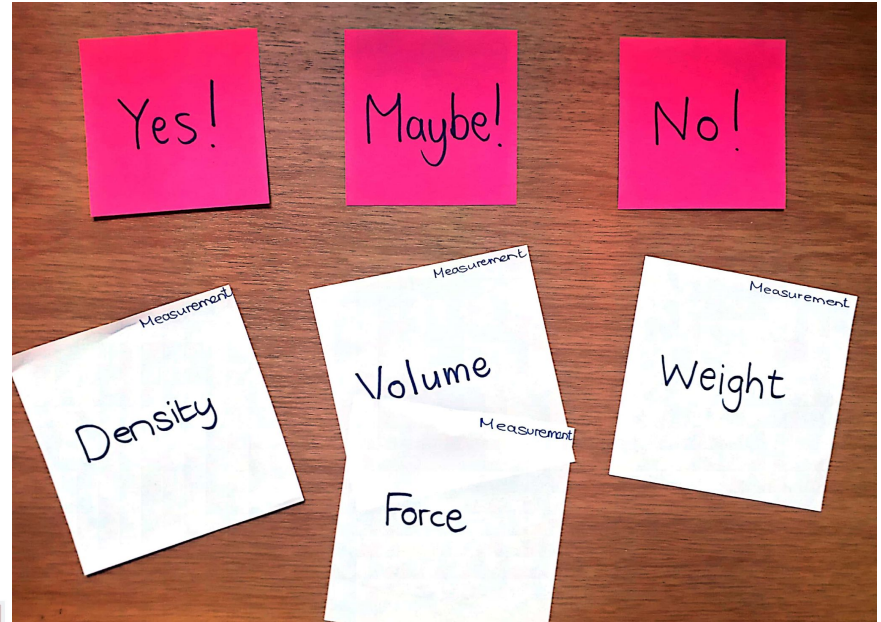
What next?

Choose at least one topic from the maybe pile and at least one from the no pile.

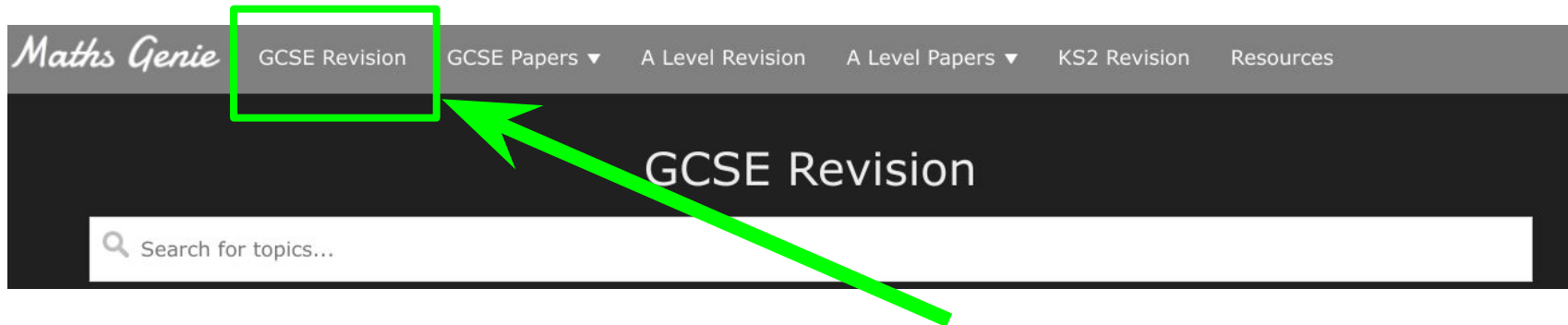
This is going to be what we revise next using:

Mathsgenie.co.uk

Maths genie is a free website with resources specific to helping with GCSE and A-level Maths



How to use mathsgenie.co.uk



Click here to find resources to help you revise each topic

Foundation tier get tested on grade 1-5 topics

Higher tier get tested on grade 4-9 topics



How to use mathsgenie.co.uk

Grade 4

Videos	Exam Questions	Exam Questions Booklet	Solutions
Compound Interest and Depreciation	Exam Questions	Compound Interest and Depreciation	Solutions
Indices	Exam Questions	Indices	Solutions
Prime Factors, HCF and LCM	Exam Questions	HCF, LCM	Solutions
Real Life and Distance Time Graphs		Real Life Graphs	Solutions
Inequalities	Exam Questions	Inequalities	Solutions
Forming and Solving Equations	Exam Questions	Forming and Solving Equations	Solutions
Sequences (Nth Term)	Exam Questions	Sequences (nth term)	Solutions

Scroll down to find the topic you want to work on. The topics are in order of difficulty or grade

How to use mathsgenie.co.uk

Grade 4			
Videos	Exam Questions	Exam Questions Booklet	Solutions
Compound Interest and Depreciation	Exam Questions	Compound Interest and Depreciation	Solutions
Indices	Exam Questions	Indices	Solutions
Prime Factors, HCF and LCM	Exam Questions	HCF, LCM	Solutions
Real Life and Distance Time Graphs		Real Life Graphs	Solutions
Inequalities	Exam Questions	Inequalities	Solutions
Forming and Solving Equations	Exam Questions	Forming and Solving Equations	Solutions
Sequences (Nth Term)	Exam Questions	Sequences (nth term)	Solutions

Click on the first column to find a video explaining how to answer questions on the topic

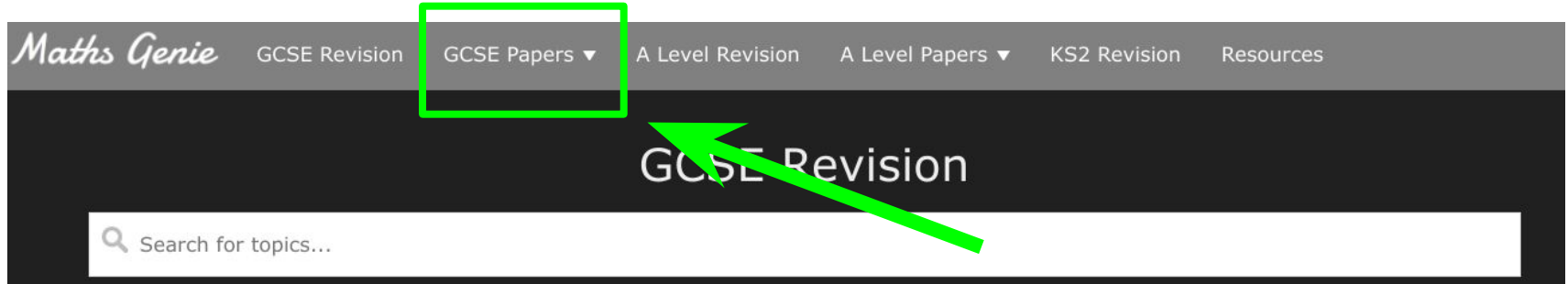
Click on the second or third column to find practise questions on the topic

Click on the last column to find the answers to the practise questions on the topic

Repeat these steps 3 times a week in the lead up to your exams to give you a good chance of being successful



Past papers on mathsgenie.co.uk

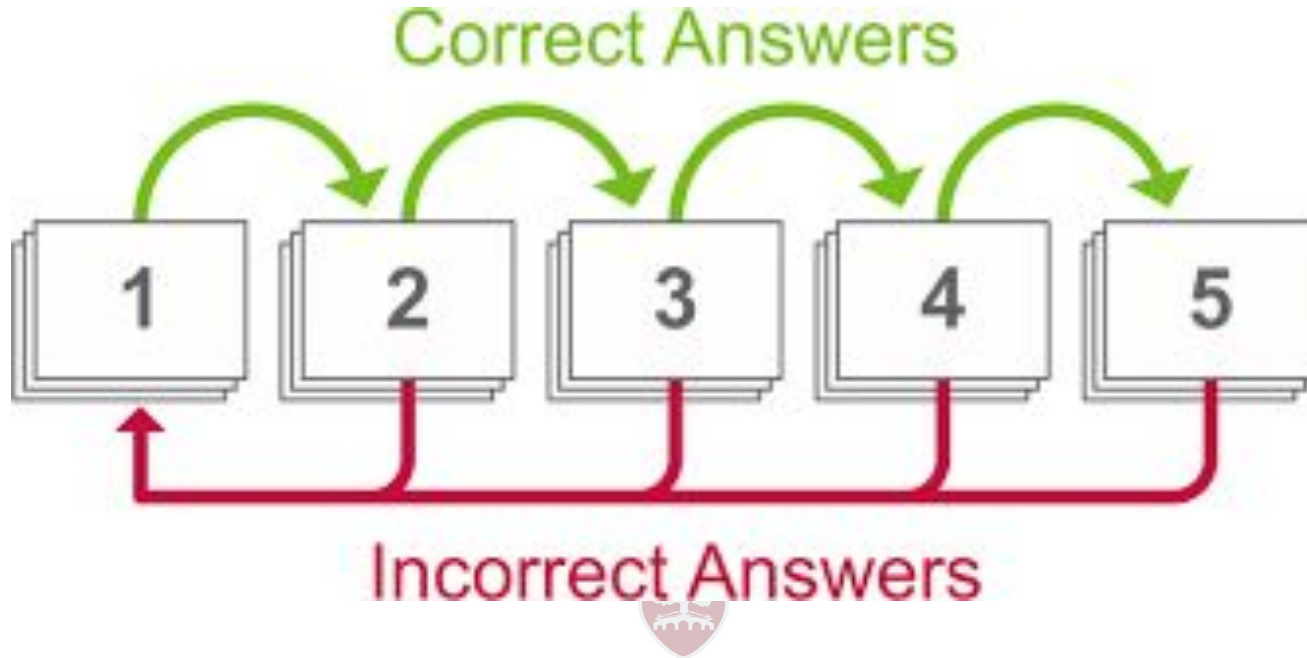


If you feel you have mastered all the topics and want to try a past exam paper, click here. Our exam board is Edexcel

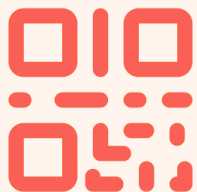
Please make sure you click on the correct tier paper



FINAL TIP - Revising when not at home:
Take your flashcards with you



slido



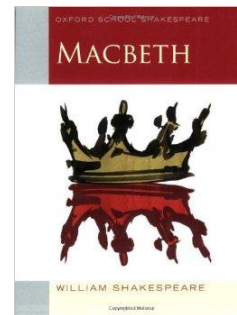
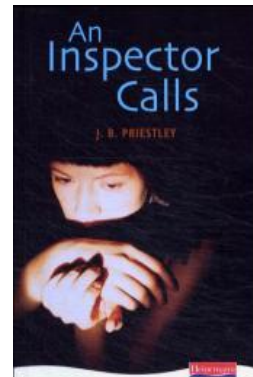
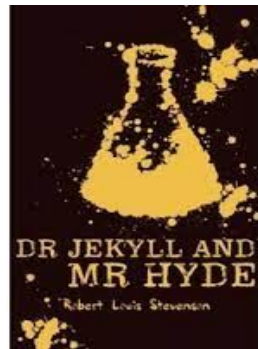
Join at **slido.com**
#1314107

① Click **Present with Slido** or install our [Chrome extension](#) to display joining instructions for participants while presenting.



GCSE English Language and Literature

Ways to support, stretch and challenge your child at home.

[illegible]

2 GCSEs and a speaking and listening qualification.

4 Exams - 2 language, 2 literature

4 texts: An Inspector Calls, Jekyll and Hyde, Macbeth, Power and Conflict anthology of poems

How will my child be assessed?

All texts in the examination will be unseen. Students are studying the AQA English Language and English Literature Course

English Language			English Literature			
Paper 1: Explorations in Creative Reading and Writing		Paper 2: Writer's Viewpoints and Perspectives		Paper 1: Shakespeare and the 19 th - century novel		
What's assessed? Section A: Reading <ul style="list-style-type: none">- One literature fiction text Section B: Writing <ul style="list-style-type: none">- Descriptive or narrative writing		What's assessed? Section A: Reading <ul style="list-style-type: none">- One non-fiction text and one literary non-fiction text Section B: Writing <ul style="list-style-type: none">- Writing to present a viewpoint		What's assessed? <ul style="list-style-type: none">- Shakespeare (Macbeth)- The 19th Century novel (Jekyll and Hyde)	What's assessed? <ul style="list-style-type: none">- Modern texts (An Inspector Calls)- Poetry (power and conflict anthology)- Unseen poetry	
How Assessed? <ul style="list-style-type: none">- Written exam 1 hour 45 minutes- 80 marks- 50% of GCSE		How Assessed? <ul style="list-style-type: none">- Written exam 1 hour 45 minutes- 80 marks- 50% of GCSE		How Assessed? <ul style="list-style-type: none">- Written exam 1 hour 45 minutes- 64 marks- 40% of GCSE	How Assessed? <ul style="list-style-type: none">- Written exam 2 hours 15 minutes- 96 marks- 60% of GCSE	
What sort of questions? Reading (40 marks 25%) One single text <ul style="list-style-type: none">- 1 short form question. Retrieval / inference (4 marks)- 2 longer form questions. Language / structure (2 x 8 marks)- 1 extended question evaluate / analyse (20 marks) Writing (40 marks 25%) <ul style="list-style-type: none">- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)	+	What sort of questions? Reading (40 marks 25%) Two linked texts <ul style="list-style-type: none">- 1 short form question. Retrieval / inference (4 marks)- 2 longer form questions. Synthesis / language (1 x 8 marks, 1 x 12 marks)- 1 extended question analyse viewpoint(16 marks) Writing (40 marks 25%) <ul style="list-style-type: none">- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)	+	What sort of questions? Section A: Shakespeare Students will answer one question on their play of choice (Macbeth). They will be required to write in detail about an extract from the play and then to write about the play as a whole. Section B: 19th Century novel Students will answer one question on the novel of choice (Jekyll and Hyde)). They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.	+	What sort of questions? Section A: Modern Texts Students will answer one essay question from a choice of two on their studied modern prose or drama text (An Inspector Calls) Section B: Poetry Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster (power and conflict) Section C: Unseen Poetry Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem

Assessment Objectives

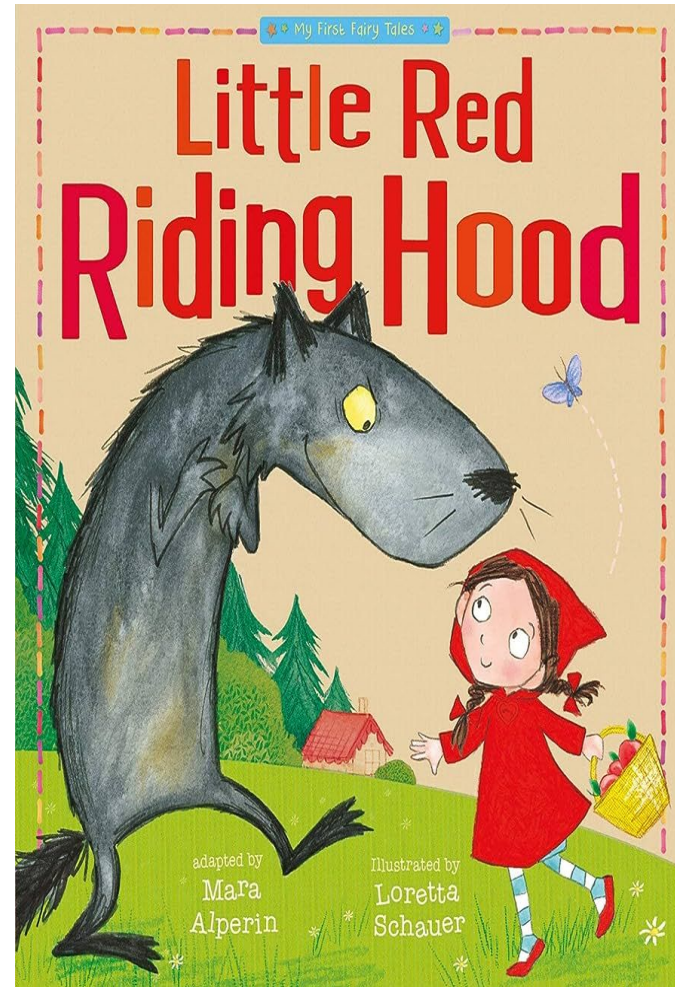
English Language	English Literature
Reading	
AO1 (10%) Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.	AO1 (37.5%) Read, understand and personally respond to texts in a critical style. Use textual references, including quotations to support interpretations.
AO2 (17.5%) Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology.	AO2 (42.5%) Analyse the language, form and structure used by a writer to create meaning and effects, using relevant subject terminology where appropriate.
AO3 (10%) Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.	AO3 (15%) Show understanding of the relationships between texts and the contexts in which they were written.
AO4 (12.5%) Evaluate texts critically and support this with appropriate textual references.	AO4 (5%) Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
Writing	
AO5 (30%) Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audience. Organise information and ideas, using structural and grammatical features to support coherence and cohesion and texts.	
AO6 (20%) Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation	
Spoken language	
AO7 Present in a formal setting.	
AO8 Listen and respond appropriately to spoken language.	
AO9 Use spoken standard English appropriately.	

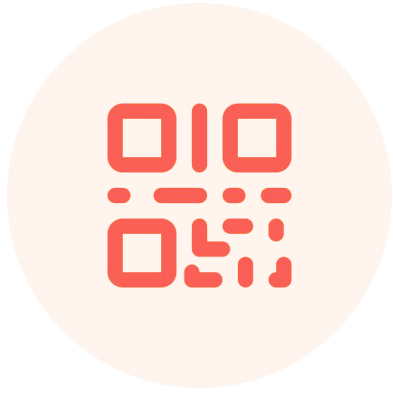
**In essence,
there are 6
skills being
tested.
Support with
A01 and A02**



Arriving at a conceptualised
response...

What's this text about?





But what
is the text
really
about?

Join at slido.com
#1314107

slido



But what is the text really about?

① Click **Present with Slido** or install our [Chrome extension](#) to activate this poll while presenting.

Shoulders

A man crosses the street in rain,
stepping gently, looking two times north and south,
because his son is asleep on his shoulder.

No car must splash him.

5 No car drive too near to his shadow.

This man carries the world's most sensitive cargo
but he's not marked.
Nowhere does his jacket say FRAGILE,
HANDLE WITH CARE.

10 His ear fills up with breathing.
He hears the hum of a boy's dream
deep inside him.

We're not going to be able
to live in this world

15 if we're not willing to do what he's doing
with one another.

The road will only be wide.
The rain will never stop falling.

Naomi Shihab Nye

What is the text about?

Shoulders

A man crosses the street in rain,
stepping gently, looking two times north and south,
because his son is asleep on his shoulder.

No car must splash him.

5 No car drive too near to his shadow.

This man carries the world's most sensitive cargo
but he's not marked.
Nowhere does his jacket say FRAGILE,
HANDLE WITH CARE.

10 His ear fills up with breathing.
He hears the hum of a boy's dream
deep inside him.

We're not going to be able
to live in this world
15 if we're not willing to do what he's doing
with one another.

The road will only be wide.
The rain will never stop falling.

Naomi Shihab Nye

But, what
is the text
really
about?

slido



So, what is the text **REALLY** about?

① Click **Present with Slido** or install our [Chrome extension](#) to activate this poll while presenting.

slido



So, what is the text **REALLY** about?

① Click **Present with Slido** or install our [Chrome extension](#) to activate this poll while presenting.

Shoulders

A man crosses the street in rain,
stepping gently, looking two times north and south,
because his son is asleep on his shoulder.

No car must splash him.

- 5 No car drive too near to his shadow.

This man carries the world's most sensitive cargo
but he's not marked.

Nowhere does his jacket say FRAGILE,
HANDLE WITH CARE.

- 10 His ear fills up with breathing.
He hears the hum of a boy's dream
deep inside him.

We're not going to be able
to live in this world

- 15 if we're not willing to do what he's doing
with one another.

The road will only be wide.
The rain will never stop falling.

Naomi Shihab Nye

Which 3
moments in
the poem
help us to
work this
out?

In 'Shoulders', how does the poet present ideas about the importance of protecting and taking care of each other?

[24 marks]

Shoulders

A man crosses the street in rain,
stepping gently, looking two times north and south,
because his son is asleep on his shoulder.

No car must splash him.

5 No car drive too near to his shadow.

This man carries the world's most sensitive cargo
but he's not marked.

Nowhere does his jacket say FRAGILE,
HANDLE WITH CARE.

10 His ear fills up with breathing.

He hears the hum of a boy's dream
deep inside him.

We're not going to be able
to live in this world

15 if we're not willing to do what he's doing
with one another.

The road will only be wide.

The rain will never stop falling.

Naomi Shihab Nye

“Stepping gently” / “looking two times” - parent as a protector.

“Sensitive cargo” / “fragile, handle with care” / “dream”
- children as special / in need of protection / have potential and a future

“Rain” / “car” / “shadow” World as a frightening / scary place full of danger

“No car must splash him” Instructions used to show the importance of protecting children

“No car must splash him. No car can drive too near”
Repetition / anaphora to stress the importance of protecting children

The dad looking after the child is a metaphor for how all human beings need to look after each other.

“The road will only be wide” declaratives (statements) to make the poet sound knowledgeable and therefore persuade us to change / act.

In 'Shoulders', how does the poet present ideas about the importance of protecting and taking care of each other?

[24 marks]

Shoulders

A man crosses the street in rain,
stepping gently, looking two times north and south,
because his son is asleep on his shoulder.

No car must splash him.

5 No car drive too near to his shadow.

This man carries the world's most sensitive cargo
but he's not marked.
Nowhere does his jacket say FRAGILE,
HANDLE WITH CARE.

10 His ear fills up with breathing.
He hears the hum of a boy's dream
deep inside him.

We're not going to be able
to live in this world
15 if we're not willing to do what he's doing
with one another.

The road will only be wide.
The rain will never stop falling.

Naomi Shihab Nye

Autumn

Autumn arrives
Like an experienced robber
Grabbing the green stuff
Then cunningly covering his tracks
5 With a deep multitude
Of colourful distractions.
And the wind,
The wind is his accomplice
Putting an air of chaos
10 Into the careful diversions
So branches shake
And dead leaves are suddenly blown
In the faces of inquisitive strangers.
The theft chills the world,
15 Changes the temper of the earth
Till the normally placid sky
Glow red with a quiet rage.

Alan Bold

In 'Autumn', how does the poet present the effects of the season of autumn?

[24 marks]

On Aging

When you see me sitting quietly,
Like a sack left on the shelf,
Don't think I need your chattering.
I'm listening to myself.

5 Hold! Stop! Don't pity me!
 Hold! Stop your sympathy!
 Understanding if you got it,
 Otherwise I'll do without it!

10 When my bones are stiff and aching,
 And my feet won't climb the stair,
 I will only ask one favor:
 Don't bring me no rocking chair.

15 When you see me walking, stumbling,
 Don't study and get it wrong.
 'Cause tired don't mean lazy
 And every goodbye ain't gone.

20 I'm the same person I was back then,
 A little less hair, a little less chin,
 A lot less lungs and much less wind.
 But ain't I lucky I can still breathe in.

Maya Angelou

In 'On Aging' how does the poet present the speaker's attitudes to growing old?

[24 marks]

The Richest Poor Man in the Valley

On the outside
he seemed older than he was.
His face was like a weather map
full of bad weather
5 while inside
his heart was fat with sun.

With his two dogs
he cleared a thin silver path
across the Black Mountain.
10 And when winter
kicked in
they brought his sheep
down from the top
like sulky clouds.

15 Harry didn't care for things
that other people prize
like money, houses, bank accounts
and lies.
He was living in a caravan
20 until the day he died.

But at his funeral
his friends' tears
fell like a thousand
diamonds.

Lindsay Macrae

In 'The Richest Poor Man in the Valley', how does the poet present ideas about living a happy and contented life?

[24 marks]

Scaffolding

Masons, when they start upon a building,
Are careful to test out the scaffolding;

Make sure that planks won't slip at busy points,
Secure all ladders, tighten bolted joints.

- 5 And yet all this comes down when the job's done
Showing off walls of sure and solid stone.

So if, my dear, there sometimes seem to be
Old bridges breaking between you and me

- Never fear. We may let the scaffolds fall
10 Confident that we have built our wall.

*masons: people who make buildings from stone

Seamus Heaney

In 'Scaffolding', how does the poet present the speaker's feelings about their relationship?

[24 marks]

A London Thoroughfare*. 2 A.M.

They have watered the street,
It shines in the glare of lamps,
Cold, white lamps,
And lies

- 5 Like a slow-moving river,
Barred with silver and black.
Cabs go down it,
One,
And then another.
- 10 Between them I hear the shuffling of feet.
Tramps doze on the window-ledges,
Night-walkers pass along the sidewalks.
The city is squalid and sinister,
With the silver-barred street in the midst,
- 15 Slow-moving,
A river leading nowhere.

Opposite my window,
The moon cuts,
Clear and round,

- 20 Through the plum-coloured night.
She cannot light the city;
It is too bright.
It has white lamps,
And glitters coldly.

- 25 I stand in the window and watch the moon.
She is thin and lustreless,
But I love her.
I know the moon,
And this is an alien city.

*Thoroughfare: street

Amy Lowell

In 'A London Thoroughfare. 2 A.M.' how does the poet present the speaker's feelings about the city at night?

[24 marks]



Revising Science

“Everything is theoretically impossible until it is done.” –

Robert A. Heinlein



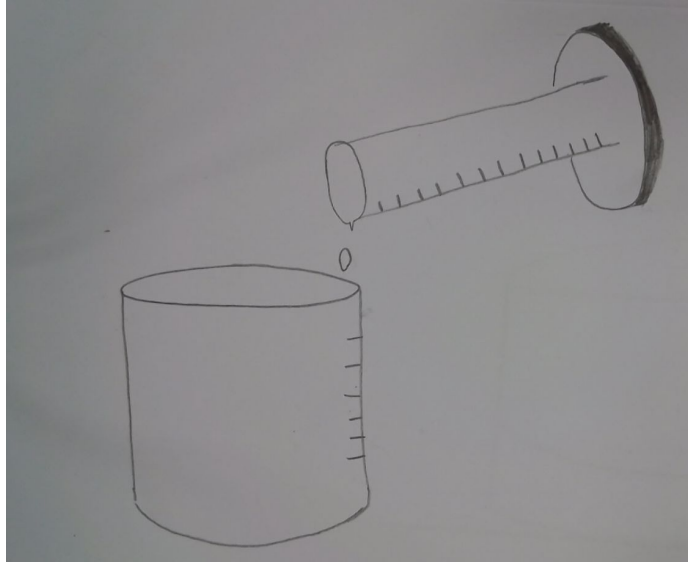
Investigation Methods

1. Measure 40cm³ sulfuric acid into the beaker.
2. Heat the acid gently using the Bunsen burner until it is almost boiling.
3. Using the spatula, add small amounts of copper (II) oxide powder at a time, stirring with the glass rod.
4. Stop adding it when some black powder remains after stirring.
5. Filter the contents of the beaker from step 3.
6. pour the contents of the conical flask into the evaporating basin. Evaporate this gently using a water bath.
7. Transfer the remaining solution to the crystallizing dish. Leave this in a cool place for at least 24 hours.



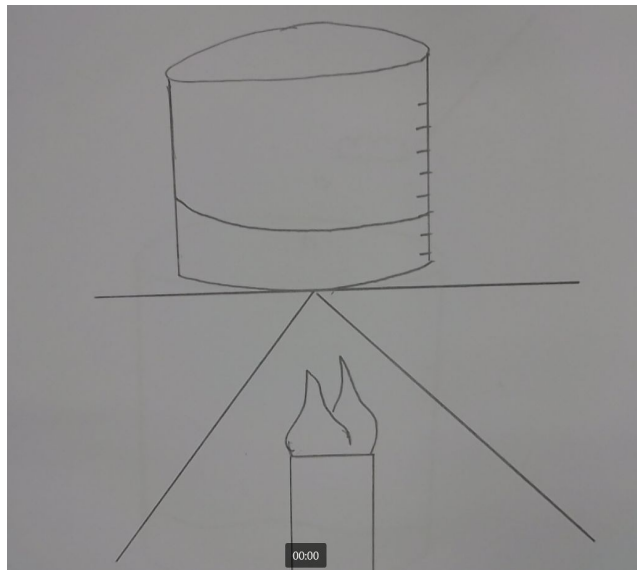
My Example

1. Measure 40cm³ sulfuric acid into the beaker.



My Example

2. Heat the acid gently using the Bunsen burner until it is almost boiling.





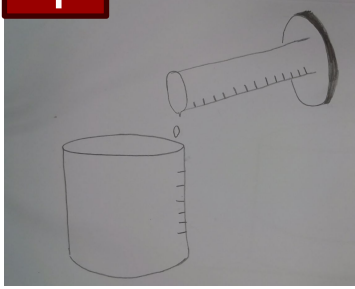
Can you continue?

3. Using the spatula, add small amounts of copper (II) oxide powder at a time, stirring with the glass rod.
4. Stop adding it when some black powder remains after stirring.
5. Filter the contents of the beaker from step 3.
6. pour the contents of the conical flask into the evaporating basin. Evaporate this gently using a water bath.
7. Transfer the remaining solution to the crystallizing dish. Leave this in a cool place for at least 24 hours.

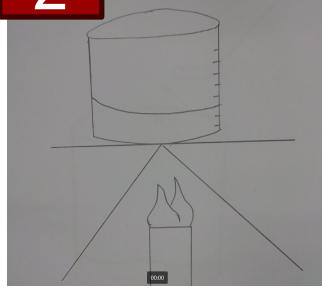


Using your images can you remember the steps?

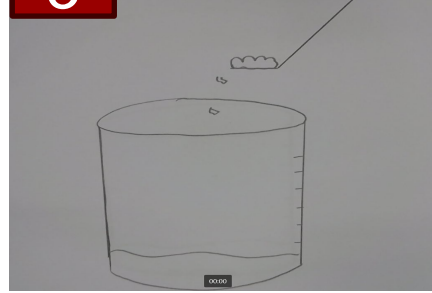
1



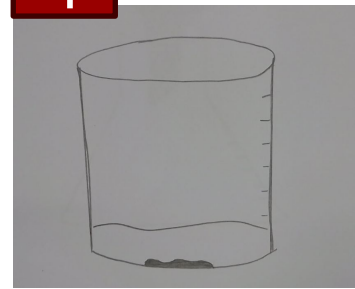
2



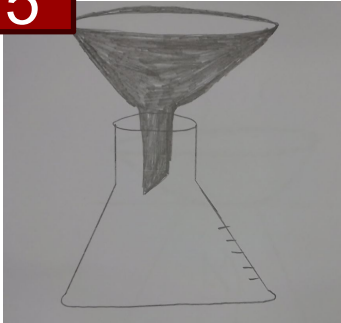
3



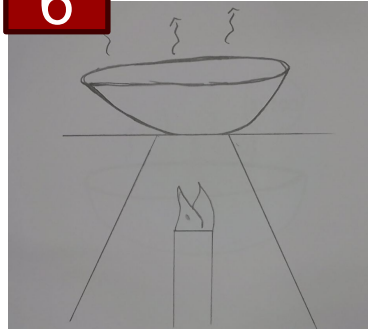
4



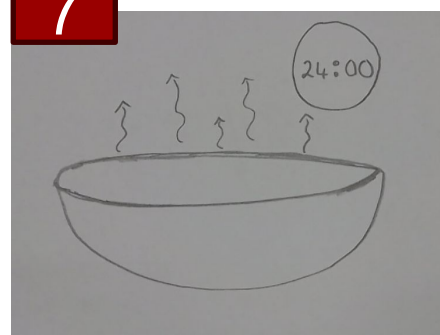
5



6



7





Did you recall more?

1. Measure 40cm³ sulfuric acid into the beaker.
2. Heat the acid gently using the Bunsen burner until it is almost boiling.
3. Using the spatula, add small amounts of copper (II) oxide powder at a time, stirring with the glass rod.
4. Stop adding it when some black powder remains after stirring.
5. Filter the contents of the beaker from step 3.
6. pour the contents of the conical flask into the evaporating basin. Evaporate this gently using a water bath.
7. Transfer the remaining solution to the crystallizing dish. Leave this in a cool place for at least 24 hours.



21 practicals, 21 methods!

Please take a booklet with you and practice this skill at home!

