



Te Kura

TE AHO O TE KURA POUNAMU

THE CORRESPONDENCE SCHOOL



**celebrate
good times**

INT201
CURRICULUM LEVEL 2-3



INT201



Introduction

Food, party games, colourful decorations, special costumes, lively music and your favourite people all in one place – yahoo, it's celebration time!

Celebrations are special because you do things that are different from an ordinary day. Celebrations are festive special times that you might celebrate with your family, everyone in your town, or even with people across the whole country.

You can celebrate ...

- getting older on your birthday
- welcoming a new baby sister or brother at a baby shower
- winning the championships with a parade and speeches
- adults getting married.

A celebration can be any size and involve many or few people. It may have a long history and involve traditions that go back hundreds of years, or it could just be something that your family do.

During this unit you will focus on the following understandings:

- that celebrations acknowledge significant events in people's lives
- that celebration is an essential part of a balanced life
- that celebrations contribute to community identity.

Learning outcome

By the end of this unit you will understand that celebrations are an important way for people to express their cultures.

Main curriculum areas

SOCIAL SCIENCE

- Understanding how cultural practices vary but reflect similar purposes.
- Understanding how people remember and record the past in different ways.

HEALTH AND PE

- Understanding own personal identity, and how expressing personal identity contributes to a sense of self worth.

ENGLISH

- Writing – recount and procedure.
- Reading – recount and procedure.
- Presenting and viewing.
- Speaking and listening.

Key questions

Focus on these questions with your supervisor during this unit, and they will help you learn.

1. Why do groups of people celebrate?
2. What occasions do my family and community celebrate?
3. What types of celebrations are there?
4. What things are common to all celebrations?
5. How do people express themselves through celebration?
6. How do I celebrate my New Zealand identity?
7. How did people celebrate in the past and how do we celebrate today?
8. What are the similarities and differences between the way I celebrate and the way others do?
9. Why do communities have certain celebrations?

Materials you will need:

- exercise book for recording your learning
- the pack of photographs provided
- photographs of your own family celebrations
- A3 paper
- paper for poster
- card
- pastels, crayons, coloured pencils
- felt tip pens or highlighters
- items to dress up in for a celebration from another culture
- a recipe from another country, ingredients and cooking equipment
- the journal stories that your teacher has sent you
- access to celebration music or Internet access
- an example of a celebration poster.

Resources included in this unit:

- photo set
- Toolbox item: Conducting an interview
- Tool box item: Brainstorming.



Your teacher may send you:

- ENW301A The writing cycle – A4 sheet
- ENW301B Deeper features for personal recount – A4 sheet
- ENW301 Personal recount – booklet
- ENG 226 Procedures or ENW 307 Tell me how
- a variety of reading materials.

This unit on Celebrations should take about 6 weeks. At the end of **Part 3**, please send in what you have completed so your teacher can see how you are going.

PART 1

HOW MY FAMILY CELEBRATES

- writing a personal recount about a celebration.

PART 2

CELEBRATING MY NEW ZEALAND IDENTITY

- designing a flag or a poster
- describing ways that my family or community celebrates its New Zealand identity.

PART 3

CELEBRATIONS FROM ANOTHER CULTURE

- completing a chart that compares the similarities and differences between two celebrations from different cultures
- dressing up for a celebration from another culture
- making some food from another country.

Return what you have completed to your teacher at this point.

PART 4

CELEBRATIONS PAST AND PRESENT

- creating an A3 chart using images and text to present findings about how wedding celebrations have changed over time in New Zealand.

PART 5

CELEBRATION HATS

- making a hat for a celebration.

PART 6

PLANNING A CELEBRATION

- planning and presenting a poster to advertise a celebration
- writing a procedure for something that is used at the celebration I am planning.

PART 1

How my family celebrates

Learning Intention

I am learning to:

- identify why and how my family celebrates
- write a recount about a celebration.

Success Criteria

I will show my learning by:

- writing a recount about a family celebration I have participated in
- including information about how and why we celebrated.

KEY DISCUSSION QUESTIONS

Discuss the following questions with your supervisor.

1. What does my family value and celebrate?
2. How does my family celebrate?

DIFFERENT TYPES OF CELEBRATIONS

YOU WILL NEED:

- the pack of photographs showing different celebrations (christening/naming ceremony, birthday party, graduation, wedding, Chinese New Year and Diwali) included with this booklet.





WHAT TO DO

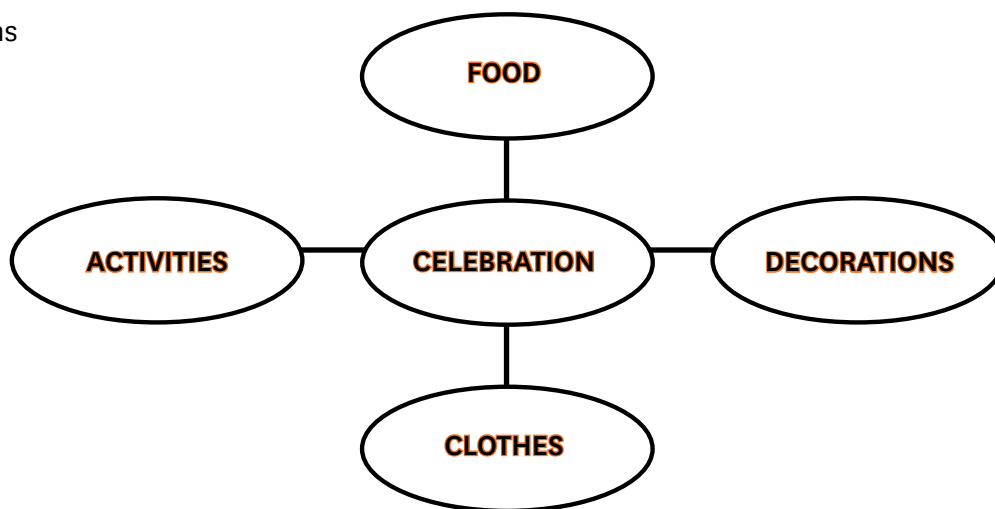
Spread the eight photographs from the pack out on a table. Identify and talk about each of the eight types of celebrations. Choose at least two of the photographs to discuss with someone.

- What is happening in the photographs?
- Is there special food? If so, what food is there?
- Are the people wearing special clothes?
- Are there decorations? If so, talk about what they look like.
- How do you think the people are feeling? Why do you think that?
- What else can you see is happening in the photographs? For example, do you think there is music playing?

Choose one of the photographs and complete a diagram with words that describe what you can see. Use the headings from the list.

In your exercise book, write the name of the celebration you have chosen in the middle of the page and extend four branches from it. Each branch is to include one of these headings:

- Food
- Decorations
- Clothes
- Activities



Talk about what you have noticed about the celebration, and write down your observations under the appropriate headings.

WRITING A RECOUNT

- A **recount** tells the story of something that has happened.
- A **personal recount** tells about your own experience.

YOU WILL NEED:

- photographs of your own family celebrations
- someone to discuss photographs and memories with
- Tool box item: Brainstorming
- ENW301A The writing cycle – A4 sheet
- ENW301B Deeper features for personal recount – A4 sheet
- ENW301 Personal recount – booklet.

WHAT TO DO

1. Spread your own celebration photographs out on a table. Identify the types of celebrations in your photographs.
 - Are they similar celebrations to those in the photograph pack?Choose a photograph of a celebration that you were at.
 - What memories do you have of the celebration?
2. Think about a family celebration that you have been part of. Talk about:
 - what the celebration was for
 - who the celebration was for and who was there
 - where the celebration took place
 - what happened at the celebration.
3. Read some of the recounts that your teacher has sent you. This will help you to write your own.
4. Record your ideas about a celebration in your exercise book. Use the Toolbox item: Brainstorming.
5. Use ENW301 Personal Recount to write your recount of a celebration you have been part of. Begin by completing the Thinking Frame in the ENW301 booklet.
6. Work through the rest of the ENW301 to help you complete your recount.
7. Write the first draft of your recount, using only every second line so that you can edit it later. If you are using a computer, double space the lines.

Celebrate your great writing!

Send in your draft as soon as you have completed it, so your teacher can comment on it.



The image shows a 'Personal recount thinking frame' worksheet. It is a green-bordered sheet with a white background. The title 'Personal recount thinking frame' is written in a cursive font at the top. Below the title, there are several sections for writing:

- Title**: A blank space for the title.
- First sentence**: A section labeled 'Audience grabber' with a blank space for writing.
- Setting**: A section with questions 'Who?', 'When?', 'Where?', 'What?', and 'Why?' and a blank space for writing.
- Events in time order**: A section with five lines for writing events, labeled 'Event 1: paragraph 1', 'Event 2: paragraph 2', 'Event 3: paragraph 3', 'Event 4: paragraph 4', and 'Conclusion: paragraph 5'.

At the bottom of the sheet, there is a small text box that says 'Contact your teacher to discuss your thinking and planning.' and a page number '6'. The bottom left corner has the text 'ENW301 © TCS 2005'.





PART 2

Celebrating my NZ identity

Learning Intention

I am learning to celebrate my New Zealand identity.

Success Criteria

I will show my learning by (choose two activities):

- designing a new flag for New Zealand using symbols that show its identity
- or
- designing a poster that shows your city or country's identity using kiwiana images.
- designing a poster that shows how my family or community celebrates its New Zealand identity.

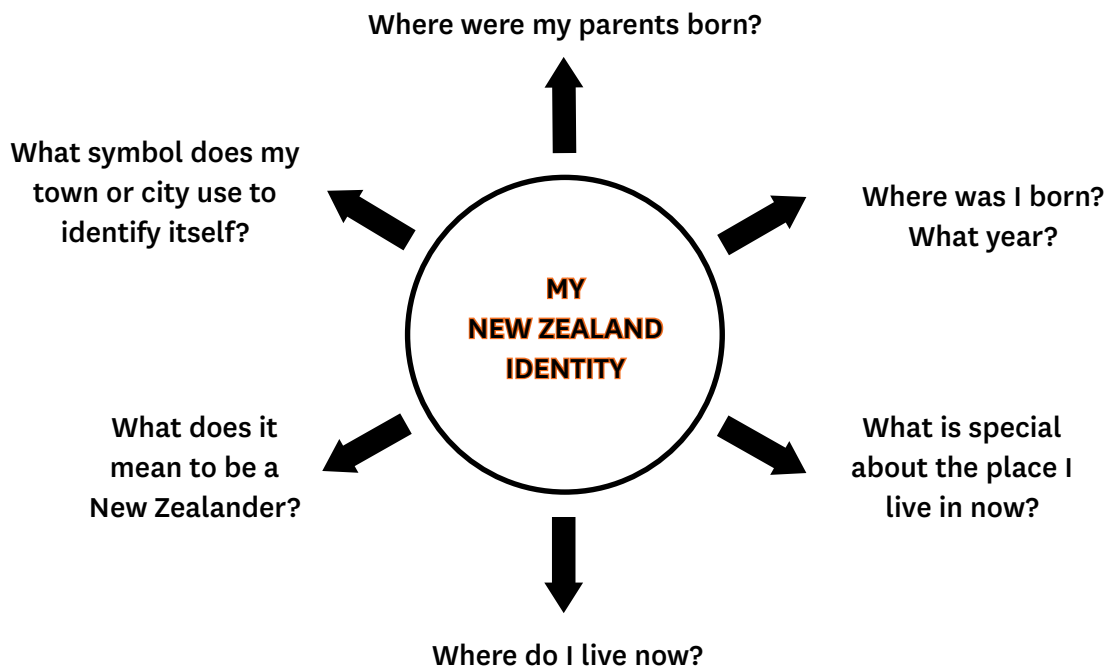
Supervisor note: If you don't live in NZ, you could do this with the country that you relate to.

YOU WILL NEED:

- A3 paper
- crayons, coloured pencils or paint.

KEY DISCUSSION QUESTIONS

Read the following questions with your supervisor and discuss your ideas together.



NEW ZEALAND / AOTEAROA

Look at a map of the world in an atlas or using a website such as Google Earth. Find out where New Zealand is and talk about the following questions with others in your family.

- What countries are close to New Zealand?
- What oceans or sea surround New Zealand?
- What do you notice about the land and shape of it?
- Do you know any stories about how or when it was discovered?

Record any important ideas that you have about the questions above in your exercise book.

NEW ZEALAND'S FLAG

Read the article 'Flying the Flag' from the School Journal Part 1, Number 1, 2006. Cut out the two flags below and paste them in your exercise book or draw your own in your book.



On one of the flags is a silver fern. Discuss with your supervisor what other icons could be used to represent New Zealand. What things and ideas does the fern symbolise when it is used on this flag and why is it used? Are there times when this flag is used instead of the national flag?

Think about what you have discussed and what you learnt from the story, and write about this and any other important facts you have found out about New Zealand in your exercise book. Include what you think the fern and the other symbols on the two flags mean.



DESIGN A NEW ZEALAND FLAG

The purpose of this activity is to design a new New Zealand flag that you think shows New Zealand's identity.

YOU WILL NEED:

- a sheet of A4 art paper
- pastels, crayons or paint
- books, magazine or websites that have images of New Zealand
- flags from a variety of countries.

WHAT TO DO

1. Look at flags from around the world and talk about the types of symbols that are used on them. Look at the images that you have that show what you think are New Zealand icons and important to its identity. Select a symbol or two that you think are significant enough to be included on a national flag e.g. a silver fern, kiwi, or the Southern Cross star constellation.
2. Practise sketching the icon(s) in your exercise book. Experiment with shape and size, colours and different media.
3. Draw your final flag in your exercise book and include a caption about why you have decided on this flag.

KIWIANA



Talk about these images.

- Where have you seen each of these items?
- Why are they called kiwiana?
- What other items have you seen that could be called kiwiana?

KIWIANA POSTER

YOU WILL NEED:

- coloured pencils
- A3 paper or two pieces A4 attached together
- kiwiana icons.

WHAT TO DO

1. Discuss any symbols that you know of that are connected with specific New Zealand cities and towns. Taihape has a gumboot, Ohakune a carrot and Paeroa has a bottle of Lemon and Paeroa (L&P). The symbols used to represent these places have special meanings to the places. What other examples can you think of?
2. Discuss with your supervisor places that you have visited and something special that could be connected with these places. Note your ideas. Choose one of these places and design a poster to promote it. Choose an icon or symbol to use on the poster that represents something connected to the place you have chosen.
3. Decide on the information to go on the poster.

This could be:

- the town or city
 - the kiwiana icon
 - a slogan. (This is a short statement about the place.)
4. Create your poster, thinking about:
 - the layout (the size and place of images and text)
 - colour
 - images
 - text size and shape.

Remember to paste your poster into your exercise book.



It's a girl



CELEBRATING OUR NEW ZEALAND IDENTITY

The purpose of this activity is to find out about one New Zealand celebration and why it is celebrated.

YOU WILL NEED:

- books or websites on New Zealand celebrations.

WHAT TO DO

1. Talk to your supervisor about the events in New Zealand that are important enough to remember each year. Write down as many of these events as you can think of in your exercise book.
2. New Zealanders celebrate Waitangi Day and ANZAC Day every year. Research either Waitangi Day or ANZAC Day. You could go to the library, ask people you know or use the Internet to find the information. Use the questions below to focus your research, add your own questions as required.
 - What is Waitangi Day?
 - Where is Waitangi?
 - Why is it a special place?
 - What does Waitangi Day celebrate?
 - How does your family celebrate Waitangi Day?

 - What is ANZAC Day?
 - Why do we have a public holiday on ANZAC Day and on Waitangi Day?
 - What other days celebrate New Zealand's history?
 - How does your family or community celebrate New Zealand's identity on these days?
3. Present your research findings on a chart, in a PowerPoint, or orally record what you have found out, telling *what, where, when, who* and *why*.

CELEBRATING MY NEW ZEALAND IDENTITY

The purpose of this learning activity is to write a description of a family celebration you have experienced so that the reader can see it vividly in their mind.

A description is a form of writing that creates a vivid impression of a person, place, object or event.

The two main ways of describing are:

- looking outside of yourself and using your senses – looking, listening, smelling, touching and tasting
- looking inside yourself to create ideas – thoughts and feelings.

Aim to have your description include both of these ways and answer the following questions.

- What happened?
- Where did it occur?
- When did it happen?
- Who was there?
- Why did it take place?

Once you have completed your description in your exercise book, read it aloud to another person. Ask them what they saw when you were reading. Is there anything else that needs to be added to make the description complete?

EXEMPLAR: CELEBRATING MATARIKI

My family celebrated Matariki. We set the alarm, and got up just before dawn, when Matariki appears. It was freezing outside. We had rugs and a fire to keep us warm. There were no clouds in the sky, so we could see the Matariki stars clearly. My koro knows a lot about Matariki, and showed us where to look in the sky. Everyone brought food to share. We sat by the fire and my koro told us legends of the stars. It was a great celebration.

PART 3

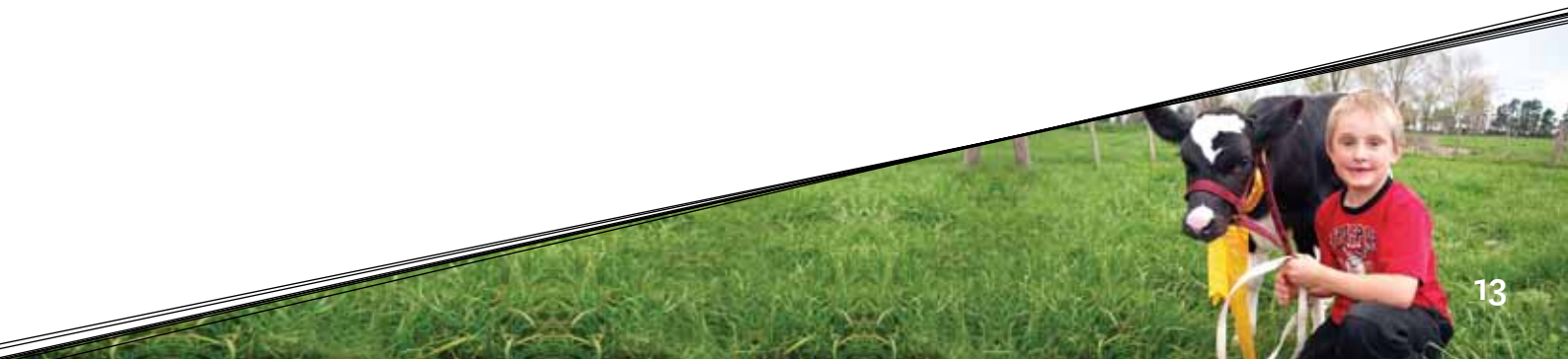
Celebrations from another culture

The purpose of this learning activity is to investigate how people from around the world celebrate events in different ways.

Learning Intention

I am learning to:

- describe celebrations from other countries and understand why they are celebrated
- identify the similarities and differences between two celebrations.





Success Criteria

I will show my learning by:

- talking with my family about a celebration from another country
- including details of the what, when and why of the celebration
- completing a similarities and differences chart of two celebrations.

YOU WILL NEED:

- journal stories that your teacher has sent you
- items to dress up in for a celebration from another culture
- a recipe from another country, ingredients and cooking equipment.

WHAT TO DO

1. Read at least two different stories about celebrations from the school journals that your teacher has sent you.
2. Discuss with your supervisor what happens at these celebrations. Look at any pictures to see what clothes are worn or what sort of food they have.
3. Discuss the following questions.
 - When does the celebration occur?
 - Why do people celebrate it?
 - What happens at the celebration?
 - Would you like to participate in this celebration? Give reasons.

Choose two of the celebrations and create a similarities and differences chart comparing the two, using the headings in the table opposite. List the features of each of the celebrations. You will need to cut out the table and paste it into your exercise book, or you can rule a table directly into your book.

	CELEBRATION ONE	CELEBRATION TWO
Name		
Date of the celebration		
Clothing worn		
Food		
Music /dance		
What happens		
Other important things		

Talk with your supervisor about what is the same and different about these celebrations.





CELEBRATION CLOTHING

Think about some of the celebrations that you have read about that are from different countries. Make use of materials in your house to dress up in clothes you would wear if you were participating in one of these celebrations from another country. Take a photo or draw a picture of yourself in the costume and put it in your exercise book. Write three to four sentences about your clothing and why you would wear it beside it in your exercise book.

CELEBRATION MUSIC

Listen to some music from different countries e.g. Indian, Chinese, Irish. This could be accessed from:

- a local library
- your own music collection
- the websites referred to in the introductory letter.

Make up a dance to go with the music. Do you think this music would be played at the celebrations you have read about? (If you can, record your dance on a short video and send it to your teacher.)

CELEBRATION FOOD

Food is an important part of any celebration, and often celebrations have particular special foods. Choose a food from a different country that you are able to make. If possible, try and find one that is special to a celebration. You could find a recipe from:

- recipe books at home
- an Internet search
- your local library
- a neighbour.

In your exercise book, describe what you made and what it was like. Make comments about:

- what kind of celebration the food might be part of
- why this food is special.

Include a photo of the food if you have access to a camera.

Supervisor note: If you have the Internet, you can search online for music and recipes from different countries.

Return what you have completed to your teacher for feedback. Learning activities to return are:

- recount
- ENW301 Personal Recount
- New Zealand flag design
- kiwiana poster
- Waitangi Day or ANZAC day research
- personal celebration description
- similarities and differences chart
- celebration music, celebration food and celebration clothing.

PART 5

Celebrations past and present

Learning Intention

I am learning:

- how celebrations have changed over time
- how to carry out an interview.

Success Criteria

I will show my learning by:

- creating a chart or poster showing how wedding celebrations have changed over time in New Zealand
- planning, carrying out and recording an interview.

Celebrations may change over time in some ways, while in other ways they stay the same. A wedding is the celebration of the marriage of two people. Weddings have been celebrated in New Zealand for over three centuries, but the way they are celebrated may have changed in many ways over that time.

WEDDINGS IN THE PAST





YOU WILL NEED:

- A3 paper
- crayons or colouring pencils.

WHAT TO DO

1. Brainstorm with someone else about all the things that happen at a wedding. Use Toolbox item: Brainstorming to help with this. Include all the features of a wedding that you know about.
2. Interview an older person, such as a grandparent or a family friend, about a wedding in their past. Use Toolbox item: Conducting an Interview and the wedding brainstorm just completed to help you plan and carry out the interview. You may want to use an MP3 player to record the interview and take notes after. Some questions you might like to ask are:
 - Why did the people get married?
 - Who married them?
 - Where was the wedding?
 - Was there a reception? If so, where was the reception?
 - How many people were at the wedding?
 - Was there a photographer?
 - Did someone make a movie of the wedding?
3. Rule a table in your exercise book labelled 'Celebrations past and present' or cut out the template opposite and paste it in your exercise book. Use the chart to record the features of the two weddings, the one that you brainstormed and the one that the person you interviewed remembers.

Supervisor note: If it is not possible to carry out an interview about a wedding in the past, select another important celebration.



	WEDDING IN THE PAST	WEDDING TODAY
Date/year of the wedding		
Clothing worn		
Food		
Music /dance		
What happened		
Other important things		

4. Discuss with your supervisor the similarities and differences between the wedding in the past and a wedding of today. Think about what the main changes and differences are. What has not changed and why do you think this is?
5. Choose a way to present your findings, making use of pictures, space, colour and text. Some ways you may wish to present them are:
 - an A3-sized chart
 - an oral or video recording
 - a PowerPoint presentation to email to your teacher
 - other digital presentation.





PART 6

Celebration hats

Some celebrations include a hat or special head covering. In this learning activity you will explore how and when these are used.

Learning Intention

I am learning to make an item of clothing for a celebration.

Success Criteria

I will show my learning by:

- identifying the celebrations where people wear hats or head coverings
- writing a procedure for making a hat or head covering out of cardboard or paper
- making a hat or head covering following the procedure.

YOU WILL NEED:

- pencils
- paper and/or card
- coloured pencils, felt tip pens or highlighters.

KEY DISCUSSION QUESTIONS

- What celebrations can I find where the costumes include a hat or head covering?
- What types of head coverings are there?

WHAT TO DO

1. Sketch a picture of a celebration you enjoyed going to. Think about the following questions and try and include some of the features in the sketch.
 - What special items, such as flowers or decorations, were at the celebrations?
 - Was the celebration for a certain person and did they receive something?
 - How did people change their appearance for the celebration?
 - What did they wear?
 - What food was served?
 - Were there special people there such as entertainers, or people organising the celebrations?
2. Label the characteristics of the celebration on your sketch. For example, the wedding cake and the bride and groom at a wedding.

3. Ask five to ten people what celebrations they have attended. Make a list. Group these celebrations under different headings. Some may appear two or three times. Your headings may include:
Public celebration, Family celebration, Annual celebration, Cultural celebration, Religious celebration.
4. Highlight the celebrations where someone wore a hat or a special head covering.
5. Draw a sketch of a hat or head covering used in one of these celebrations. This could be a mortarboard hat at a graduation, a veil at a wedding or a birthday party hat.
6. Choose a hat or head covering to make that would be appropriate for one of the celebrations. You may need to find a craft book from the library or search the Internet for instructions on how to make the hat out of card or paper.
7. Write the procedure for making a hat. Use either procedure unit ENW 307 Tell me how or ENG 226 Procedures to help you, but record your procedure in your exercise book. Make sure you include headings that show:
 - the type of hat or head covering
 - a list of the materials you will need to make the hat or head covering e.g. 'To make this hat I will need ...'
 - the instructions.

The instructions should be a brief summary of the procedure you will follow. It would be a good idea to use numbered steps, as this makes it easier for people to follow the procedure.

8. Gather the resources you need to make your hat and follow your procedure. Once you have made it, take a photo of it. Remember to include a copy of this in your exercise book to send to your teacher with your procedure, or you could email both to your teacher.

CELEBRATION AND THE ARTS

The Arts are made up of music, drama, dance and visual arts, and these are often an important part of celebrations. Explore how the Arts are used in a celebration of your choice. Places you may get information from for this could be:

- the journal stories that your teacher has included with this unit
- through discussion with others
- books
- a celebrations website.

Record your findings about the celebration and the Arts in your exercise book.





PART 7

Planning a celebration

Learning Intention

I am learning to design a poster to advertise a celebration.

Success Criteria

I will show my learning by designing a poster that:

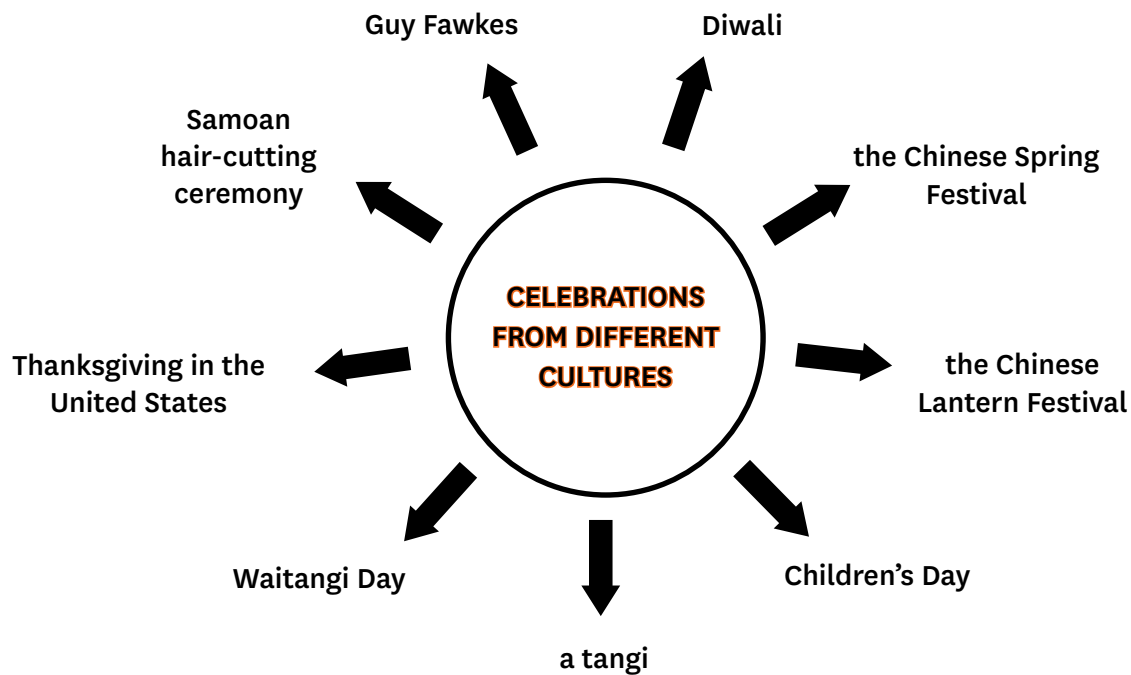
- includes the information about *when*, *where*, *why* and *what* the celebration is
- includes at least four different activities that that will be part of the celebration
- is eye-catching with a clearly written title
- has colourful illustrations that reflect the reason for the celebration
- has the information written clearly and set out attractively.

YOU WILL NEED:

- A3 sheet for poster
- coloured pencils or felt tip pens
- books or Internet sites about celebrations.

WHAT TO DO

1. Choose a celebration for which you would like to plan and design a poster. It could be a festival, carnival, fair, gala or a parade, like the celebrations listed below. Alternatively, it could be a celebration that you can actually make happen with your friends and family, like a birthday, Mother's Day celebration or any other family event.




2. When you have chosen your celebration ask people about it, look in books and go on the Internet to find out more information. In your exercise book, record the following information.
 - The celebration I have chosen is ...
 - The country/culture it is from is ...
 - It happens because ...
3. You will also need to find out:
 - why and where the celebration happens
 - the kind of food people eat at the celebration
 - the decorations that are used
 - the types of clothing and costumes that people wear
 - the types of activities that are part of the celebration e.g. games, dancing, kite flying.
4. Use the following table to plan your celebration. Some of the information in your plan will need to be included on your poster to advertise the celebration.



<p>NAME (Of the celebration.)</p>	
<p>DATE (Day, month, year.)</p>	
<p>VENUE (Where it will be held? Include a map or some clear directions for how to get there.)</p>	
<p>ACTIVITIES (Include at least four games, dances, crafts, displays, or demonstrations.)</p>	
<p>FOOD (Traditional food from the culture or country that celebrates the event.)</p>	
<p>MUSIC (Include some traditional songs and instruments.)</p>	
<p>DANCE (Include traditional or cultural dances if they are part of the celebration.)</p>	
<p>COSTUMES (Include traditional or cultural costumes if they are part of the celebration.)</p>	
<p>BUDGET (What is the celebration going to cost?)</p>	
<p>SPONSORS (Who is going to help you?)</p>	



- 
5. Find an example of a poster advertising a celebration and look at it to see how the information could be presented. Look at the images, layout, spacing, text sizes and colours.

Use the information in your planning guide and an A3 sheet of paper to create your own poster to advertise the celebration you have chosen. It would be useful to sketch a design of your poster in your exercise book beforehand to work out the design.

Learning Intention

I am learning to write a procedure for my celebration.

Success Criteria

I will show my learning by writing a procedure where:

- the steps are numbered in the correct order
- the sentences are short and to the point
- each step starts with an action verb like 'cook', 'fold', or 'add'
- diagrams are used where necessary.

PROCEDURE WRITING

Choose something to write a procedure for. It could be:

- a decoration such as a Chinese lantern or a jack o' lantern
- how to ice and decorate a celebration cake
- how to make a food item such as chapattis
- how to make a traditional costume
- how to play a celebration game
- how to do a celebration dance.

Level 2: To write your procedure, use **ENG 226 Procedures** that your teacher has sent you.

Level 3: To write your procedure, use **ENW 307 Tell me how** that your teacher has sent you.

Send in your poster and written procedure to your teacher with this unit of work.

Optional: **Carry out your celebration with friends, family and others in your community and HAVE FUN!**

Return what you have completed to your teacher for feedback. Learning activities to return at this point are:

- interview about past and present celebrations
- celebration hats
- celebration planning
- celebration poster
- self-evaluation and evaluation
- reading materials.



Self-evaluation

Complete the following self-evaluation and evaluation with your supervisor.

✓ or 😊 to show your achievement.

LEARNING INTENTION	NOT ATTEMPTED	ATTEMPTED	SUCCEEDED	DID VERY WELL	DID AN EXCELLENT JOB	TEACHER
I can write a recount about a family celebration I have participated in that tells about how and why we celebrated.						
I can celebrate my New Zealand or other identity.						
I can describe celebrations from other countries and understand why they are celebrated.						
I can identify how two celebrations have changed over time.						
I can plan and carry out an interview, including recording responses.						
I can plan and present a poster to advertise a celebration.						
I can write a procedure for something that is used at the celebration I planned.						



Evaluation

The activity that I enjoyed most in this booklet was
because

The activity I enjoyed least in this booklet was
because

The things I have done well are

One thing I would like my teacher to comment on is

Something new I learned

Supervisor's comment:

Teacher comment:



