

# P.E Scope and Sequences

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## Central Idea: Technique, practice and motivation can improve the effectiveness of individual performance.

### Learning Experience: Individual Pursuits

<p>Phase 1 Conceptual Understanding IDENTITY As people grow and change they develop new skills, understandings and abilities.</p> <p>Emotions, attitudes and beliefs influence the way we act.</p> <p>Positive thoughts help us to develop a positive attitude.</p> <p>ACTIVE LIVING We can explore our body's capacity for movement.</p> <p>Safe participation requires sharing space and following rules.</p>	<p>Phase 2 Conceptual Understanding IDENTITY Understanding and respecting other peoples' perspectives helps us to develop empathy.</p> <p>Identifying and understanding our emotions helps us to regulate our behaviour.</p> <p>ACTIVE LIVING We can apply a range of fundamental movement skills to a variety of activities.</p> <p>The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.</p>	<p>Phase 3 Conceptual Understanding IDENTITY A person's self-concept is influenced by how others regard and treat him or her.</p> <p>Embracing and developing optimism helps us to have confidence in ourselves and our future.</p> <p>Understanding ourselves helps us to understand and empathize with others</p> <p>ACTIVE LIVING Attention to technique and regular practice can improve the effectiveness of our movements.</p> <p>There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety.</p>	<p>Phase 4 Conceptual Understanding IDENTITY The physical changes people experience at different stages in their lives affect their evolving identities. Stereotyping or prejudging can lead to misconceptions and conflict.</p> <p>ACTIVE LIVING Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.</p>
<p>Learning Outcomes IDENTITY Describe how they have grown and changed</p> <p>describe some physical and personal</p>	<p>Learning Outcomes IDENTITY describe how personal growth has resulted in new skills and abilities</p> <p>identify feelings and begin to understand how</p>	<p>Learning Outcomes IDENTITY identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions</p> <p>recognize personal qualities, strengths and limitations</p>	<p>Learning Outcomes IDENTITY recognize how a person's identity affects self-worth</p> <p>recognize how a person's identity affects how</p>

<p>characteristics and personal preferences</p> <p>identify their feelings and emotions and explain possible causes</p> <p>identify positive thoughts and attitudes in themselves and others</p> <p>ACTIVE LIVING</p> <p>explore and reflect on the changing capabilities of the human body</p> <p>develop a range of fine and gross motor skills</p> <p>recognize that acting upon instructions and being aware of others helps to ensure safety</p>	<p>these are related to behaviour</p> <p>demonstrate a positive belief in their abilities and believe they can reach their goals by persevering</p> <p>ACTIVE LIVING</p> <p>explain how the body's capacity for movement develops as it grows</p> <p>use and adapt basic movement skills (gross and fine motor) in a variety of activities</p> <p>understand the need to act responsibly to help ensure the safety of themselves and others</p>	<p>motivate themselves intrinsically and behave with belief in themselves</p> <p>ACTIVE LIVING</p> <p>identify different stages of life and how these can affect physical performance</p> <p>develop plans to improve performance through technique refinement and practice</p> <p>identify potential personal and group outcomes for risk-taking behaviours</p>	<p>they are perceived by others and influences interactions</p> <p>embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being.</p> <p>ACTIVE LIVING</p> <p>exhibit effective decision-making processes in the application of skills during physical activity</p> <p>recognize the importance of moderation in relation to safe personal behaviour</p>
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**CENTRAL IDEA: Performing movements using different stimuli can convey feelings and emotions to an audience.**  
**Learning Experience: Movement Composition**

<p>Phase 1 Conceptual Understanding <b>IDENTITY</b> Each person is an individual.</p> <p>Emotions, attitudes and beliefs influence the way we act.</p> <p>Positive thoughts help us to develop a positive attitude.</p> <p><b>INTERACTIONS</b> Ideas and feelings can be communicated with others in a variety of modes.</p> <p><b>ACTIVE LIVING</b> We can explore our body's capacity for movement.</p> <p>Our bodies can move creatively in response to different stimuli.</p>	<p>Phase 2 Conceptual Understanding <b>IDENTITY</b> There are many factors that contribute to a person's individual identity.</p> <p>Identifying and understanding our emotions helps us to regulate our behaviour.</p> <p><b>INTERACTIONS</b> There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms.</p> <p><b>ACTIVE LIVING</b> We can apply a range of fundamental movement skills to a variety of activities.</p> <p>Movements can be used to convey feelings, attitudes, ideas or emotions.</p>	<p>Phase 3 Conceptual Understanding <b>IDENTITY</b> A person's identity evolves as a result of many cultural influences.</p> <p>Understanding ourselves helps us to understand and empathize with others.</p> <p><b>INTERACTIONS</b> Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion.</p> <p><b>ACTIVE LIVING</b> Attention to technique and regular practice can improve the effectiveness of our movements.</p> <p>A dynamic cycle of plan, perform and reflect can influence a creative movement composition.</p>	<p>Phase 4 Conceptual Understanding <b>IDENTITY</b> influence identity formation.</p> <p>Being emotionally aware helps us to manage relationships and support each other.</p> <p>Being emotionally aware helps us to manage relationships and support each other.</p> <p><b>INTERACTIONS</b> Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others.</p> <p><b>ACTIVE LIVING</b> Appropriate application of skills is vital to effective performance.</p> <p>Complexity and style adds aesthetic value to a performance.</p>
<p>Learning Outcomes</p> <p><b>IDENTITY</b> identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender)</p>	<p>Learning Outcomes</p> <p><b>IDENTITY</b> describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences</p>	<p>Learning Outcomes</p> <p><b>IDENTITY</b> explain how a person's identity is made up of many different things, including membership in different cultures, and that this can change over time</p>	<p>Learning Outcomes</p> <p><b>IDENTITY</b> examine the complexity of their own evolving identities</p>

<p>identify their feelings and emotions and explain possible causes</p> <p>recognize that others have emotions, feelings and perspectives that may be different from their own</p> <p>identify positive thoughts and attitudes in themselves and others</p> <p>ACTIVE LIVING develop a range of fine and gross motor skills</p> <p>explore creative movements in response to different stimuli</p> <p>INTERACTIONS</p> <p>share their own relevant ideas and feelings in an appropriate manner</p>	<p>identify feelings and begin to understand how these are related to behaviour</p> <p>are aware of their emotions and begin to regulate their emotional responses and behaviour</p> <p>ACTIVE LIVING explore different movements that can be linked to create sequences</p> <p>display creative movements in response to stimuli and express different feelings, emotions and ideas reflect upon the aesthetic value of movement and movement sequences</p> <p>INTERACTIONS</p> <p>cooperate with others</p> <p>ask questions and express wonderings</p> <p>share ideas clearly and confidently</p> <p>reflect on the process of achievement and value the achievements of others</p> <p>understand the impact of their actions on each other and the environment</p>	<p>identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions</p> <p>use understanding of their own emotions to interact positively with others</p> <p>embrace optimism to shape a positive attitude towards themselves and their future</p> <p>ACTIVE LIVING develop plans to improve performance through technique refinement and practice</p> <p>demonstrate greater body control when performing movements self-assess performance and respond to feedback on performance from others plan, perform and reflect on movement sequences in order to improve</p> <p>INTERACTIONS develop a shared plan of action for group work that incorporates each individual's experiences and strengths</p> <p>reflect on shared collaborative performance</p>	<p>identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued</p> <p>use emotional awareness and personal skills to relate to and help others</p> <p>ACTIVE LIVING introduce greater complexity and refine movements to improve the quality of a movement sequence</p> <p>recognize the importance of moderation in relation to safe personal behaviour</p> <p>INTERACTIONS</p> <p>reflect critically on the effectiveness of the group during and at the end of the process</p> <p>build on previous experiences to improve group performance</p> <p>work towards a consensus, understanding the need to negotiate and compromise</p>
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## CENTRAL IDEA: Interacting with others, using tactics, strategies and improving skills can help to increase fun and enjoyment in games.

### Learning Experience: Games

<p>Phase 1 Conceptual Understanding IDENTITY As people grow and change they develop new skills, understandings and abilities.</p> <p>Positive thoughts help us to develop a positive attitude.</p> <p>INTERACTIONS Interacting with others can be fun.</p> <p>Group experiences depend on cooperation of group members.</p> <p>ACTIVE LIVING We can explore our body's capacity for movement.</p> <p>Safe participation requires sharing space and following rules.</p>	<p>Phase 2 Conceptual Understanding IDENTITY Understanding and respecting other peoples' perspectives helps us to develop empathy.</p> <p>A person's self-concept can change and grow with experience.</p> <p>INTERACTIONS Participation in a group can require group members to take on different roles and responsibilities.</p> <p>There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms.</p> <p>ACTIVE LIVING We can apply a range of fundamental movement skills to a variety of activities.</p> <p>The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.</p>	<p>Phase 3 Conceptual Understanding IDENTITY A person's self-concept is influenced by how others regard and treat him or her.</p> <p>Self-efficacy influences the way people feel, think and motivate themselves, and behave.</p> <p>INTERACTIONS A plan of action is a necessary strategy for a group to achieve its goal.</p> <p>An effective group capitalizes on the strengths of its individual members.</p> <p>ACTIVE LIVING Attention to technique and regular practice can improve the effectiveness of our movements.</p> <p>There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety.</p>	<p>Phase 4 Conceptual Understanding IDENTITY The physical changes people experience at different stages in their lives affect their evolving identities. Being emotionally aware helps us to manage relationships and support each other.</p> <p>INTERACTIONS An effective group can accomplish more than a set of individuals.</p> <p>An individual can experience both intrinsic satisfaction and personal growth from interactions.</p> <p>ACTIVE LIVING Appropriate application of skills is vital to effective performance.</p> <p>Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.</p>
<p>Learning Outcomes IDENTITY describe how they have grown and changed</p> <p>identify positive thoughts and attitudes in themselves and others</p>	<p>Learning Outcomes IDENTITY describe how personal growth has resulted in new skills and abilities</p> <p>demonstrate a positive belief in their abilities and believe they can reach their goals by persevering</p>	<p>Learning Outcomes IDENTITY examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group)</p>	<p>Learning Outcomes IDENTITY examine the complexity of their own evolving identities</p> <p>recognize how a person's identity affects how they are perceived by others and influences interactions</p>

<p>ACTIVE LIVING explore and reflect on the changing capabilities of the human body</p> <p>recognize that acting upon instructions and being aware of others helps to ensure safety</p> <p>INTERACTIONS enjoy interacting, playing and engaging with others</p> <p>take turns listen respectfully to others</p> <p>share their own relevant ideas and feelings in an appropriate manner</p> <p>celebrate the accomplishments of others</p> <p>reach out for help when it is needed for themselves or others</p> <p>identify when their actions have impacted on others</p>	<p>ACTIVE LIVING explain how the body's capacity for movement develops as it grows</p> <p>use and adapt basic movement skills (gross and fine motor) in a variety of activities</p> <p>understand the need to act responsibly to help ensure the safety of themselves and others</p> <p>INTERACTIONS value interacting, playing and learning with others</p> <p>discuss and set goals for group interactions</p> <p>cooperate with others</p> <p>recognize the different group roles and responsibilities</p> <p>assume responsibility for a role in a group</p> <p>share ideas clearly and confidently seek adult support in situations of conflict</p> <p>reflect on the process of achievement and value the achievement of others</p> <p>understand the impact of their actions on each other and the environment</p>	<p>ACTIVE LIVING develop plans to improve performance through technique refinement and practice</p> <p>demonstrate greater body control when performing movements</p> <p>identify potential personal and group outcomes for risk-taking behaviours</p> <p>INTERACTIONS recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes</p> <p>identify individual strengths that can contribute to shared goals</p> <p>develop a shared plan of action for group work that incorporates each individual's experiences and strengths</p> <p>reflect on share and collaborative performance</p>	<p>embrace a strong sense of self- efficacy that enhances their accomplishments, attitudes and personal well-being.</p> <p>ACTIVE LIVING exhibit effective decision-making processes in the application of skills during physical activity</p> <p>recognize the importance of moderation in relation to safe personal behaviour</p> <p>INTERACTIONS reflect critically on the effectiveness of the group during and at the end of the process build on previous experiences to improve group performance</p> <p>independently use different strategies to resolve conflict</p> <p>work towards a consensus, understanding the need to negotiate and compromise</p> <p>take action to support reparation in relationships and in the environment when harm has been done</p>
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## CENTRAL IDEA: Solving challenges requires a team to communicate using critical thinking skills, a positive attitude and an open min.

### Learning Experience: Adventure Challenge

<p>Phase 1 Conceptual Understanding <b>IDENTITY</b> Positive thoughts help us to develop a positive attitude.</p> <p>Reflecting on our experiences helps us to understand ourselves better.</p> <p>Developing independence builds self-worth and personal responsibility.</p> <p><b>INTERACTIONS</b> Interacting with others can be fun.</p> <p>Group experiences depend on cooperation of group members.</p> <p>Our relationships with others contribute to our well-being (for example, parent:child; teacher:student; friend:friend).</p>	<p>Phase 2 Conceptual Understanding <b>IDENTITY</b> A positive attitude helps us to overcome challenges and approach problems.</p> <p>Using self- knowledge allows us to embrace new situations with confidence.</p> <p>Different challenges and situations require different strategies.</p> <p><b>INTERACTIONS</b> Participation in a group can require group members to take on different roles and responsibilities.</p> <p>There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms.</p> <p>Accepting others into a group builds open-mindedness.</p>	<p>Phase 3 Conceptual Understanding <b>IDENTITY</b> Self-efficacy influences the way people feel, think and motivate themselves, and behave.</p> <p>Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity.</p> <p>Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.</p> <p><b>INTERACTIONS</b> A plan of action is a necessary strategy for a group to achieve its goal.</p> <p>An effective group capitalizes on the strengths of its individual members.</p> <p>Healthy relationships are supported by the development and demonstration of constructive</p>	<p>Phase 4 Conceptual Understanding <b>IDENTITY</b> Being emotionally aware helps us to manage relationships and support each other.</p> <p>A person's self-worth is reinforced and reflected in engagement with and/or service to others.</p> <p>Coping with situations of change, challenge and adversity develops our resilience.</p> <p><b>INTERACTIONS</b> An effective group can accomplish more than a set of individuals.</p> <p>An individual can experience both intrinsic satisfaction and personal growth from interactions.</p> <p>Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others.</p>
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<p>Our behaviour affects others.</p> <p>ACTIVE LIVING</p> <p>Safe participation requires sharing space and following rules.</p>	<p>Our actions towards others influence their actions towards us.</p> <p>ACTIVE LIVING</p> <p>The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.</p>	<p>attitudes such as respect, empathy and compassion.</p> <p>Behaviour can be modified by applying deliberate strategies.</p> <p>Communities and societies have their own norms, rules and regulations.</p> <p>ACTIVE LIVING</p> <p>There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety.</p>	<p>People have a responsibility to repair and restore relationships and environments where harm has taken place.</p> <p>ACTIVE LIVING</p> <p>Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.</p>
<p>Learning Outcomes</p> <p>IDENTITY</p> <p>recognize that others have emotions, feelings and perspectives that may be different from their own</p> <p>identify positive thoughts and attitudes in themselves and others</p> <p>willingly approach and persevere with new situations</p> <p>reflect on their experiences in order to build a deeper understanding of self</p> <p>demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence</p> <p>ACTIVE LIVING</p> <p>explore and reflect on the changing capabilities of the human body</p>	<p>Learning Outcomes</p> <p>IDENTITY</p> <p>solve problems and overcome difficulties with a sense of optimism</p> <p>Recognize others' perspectives and accommodate these to shape a broader view of the world</p> <p>Identify and understand the consequences of actions</p> <p>demonstrate a positive belief in their abilities and believe they can reach their goals by persevering</p> <p>ACTIVE LIVING</p> <p>use and adapt basic movement skills (gross and fine motor) in a variety of activities</p> <p>understand the need to act responsibly to help ensure the safety of themselves and</p>	<p>Learning Outcomes</p> <p>IDENTITY</p> <p>Identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions</p> <p>Recognize personal qualities, strengths and limitations</p> <p>Motivate themselves intrinsically and behave with belief in themselves</p> <p>ACTIVE LIVING</p> <p>self-assess performance and respond to feedback on performance from others</p> <p>identify potential personal and group outcomes for risk-taking behaviours</p>	<p>Learning Outcomes</p> <p>IDENTITY</p> <p>Recognize how a person's identity affects how they are perceived by others and influences interactions</p> <p>Analyze how assumptions can lead to misconceptions</p> <p>Identify causal relationships and understand how they impact on the experience of individuals and groups</p> <p>Embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being</p> <p>ACTIVE LIVING</p> <p>exhibit effective decision-making processes in the application of skills during physical activity</p> <p>recognize the importance of moderation in relation to safe personal behaviour</p>

<p>develop a range of fine and gross motor skills</p> <p>recognize that acting upon instructions and being aware of others helps to ensure safety</p> <p>INTERACTIONS enjoy interacting, playing and engaging with others</p> <p>listen respectfully to others take turns</p> <p>share their own relevant ideas and feelings in an appropriate manner celebrate the accomplishments of others</p>	<p>others</p> <p>INTERACTIONS discuss and set goals for group interactions</p> <p>value interacting, playing and learning with others cooperate with others assume responsibility for a role in a group</p> <p>recognize the different group roles and responsibilities</p>	<p>INTERACTIONS recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes</p> <p>identify individual strengths that can contribute to shared goals</p> <p>develop a shared plan of action for group work that incorporates each individual's experiences and strengths</p> <p>adopt a variety of roles for the needs of the group, for example, leader, presenter</p>	<p>INTERACTIONS reflect critically on the effectiveness of the group during and at the end of the process</p> <p>build on previous experiences to improve group performance</p>
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**CENTRAL IDEA: Choices that are made can impact physical, social and emotional health.**  
**Learning Experience: Health Related Fitness**

<p>Phase 1 Conceptual Understanding IDENTITY Emotions, attitudes and beliefs influence the way we act.</p> <p>Positive thoughts help us to develop a positive attitude.</p> <p>Reflecting on our experiences helps us to understand ourselves better.</p> <p>Developing independence builds self-worth and personal responsibility.</p> <p>INTERACTIONS: none</p> <p>ACTIVE LIVING</p> <p>Our daily practices can have an impact on our well-being.</p> <p>We can observe changes in our bodies when we exercise.</p>	<p>Phase 2 Conceptual Understanding IDENTITY Identifying and understanding our emotions helps us to regulate our behaviour.</p> <p>A positive attitude helps us to overcome challenges and approach problems.</p> <p>Using self- knowledge allows us to embrace new situations with confidence.</p> <p>Different challenges and situations require different strategies.</p> <p>INTERACTIONS: none</p> <p>ACTIVE LIVING</p> <p>Regular exercise is part of a healthy lifestyle.</p> <p>Food choices can affect our health.</p> <p>Maintaining good hygiene can help to prevent illness.</p>	<p>Phase 3 Conceptual Understanding IDENTITY Embracing and developing optimism helps us to have confidence in ourselves and our future.</p> <p>Self-efficacy influences the way people feel, think and motivate themselves, and behave.</p> <p>Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity.</p> <p>Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.</p> <p>INTERACTIONS: none</p> <p>ACTIVE LIVING</p> <p>Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle.</p> <p>We can develop and maintain physical fitness by applying basic training principles.</p>	<p>Phase 4 Conceptual Understanding IDENTITY Stereotyping or prejudging can lead to misconceptions and conflict.</p> <p>Being emotionally aware helps us to manage relationships and support each other.</p> <p>A strong sense of self-efficacy enhances human accomplishments and personal well-being.</p> <p>Coping with situations of change, challenge and adversity develops our resilience.</p> <p>INTERACTIONS: none</p> <p>ACTIVE LIVING</p> <p>Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle. There is a connection between exercise, nutrition and physical well-being.</p> <p>Setting personal goals and developing plans to achieve these goals can enhance performance.</p>
<p>Learning Outcomes IDENTITY Recognize that others have emotions,</p>	<p>Learning Outcomes IDENTITY express hopes, goals and aspirations</p>	<p>Learning Outcomes IDENTITY identify how their attitudes, opinions and beliefs affect</p>	<p>Learning Outcomes IDENTITY analyse how assumptions can lead to</p>

<p>feelings and perspectives that may be different from their own</p> <p>willingly approach and persevere with new situations</p> <p>reflect on their experiences in order to build a deeper understanding of self</p> <p>ACTIVE LIVING demonstrate an awareness of how being active contributes to good health</p> <p>demonstrate an awareness of basic hygiene in their daily routines identify some of the effects of different physical activity on the body</p> <p>explore and reflect on the changing capabilities of the human body</p> <p>INTERACTIONS None</p>	<p>identify and understand the consequences of actions</p> <p>are aware of their emotions and begin to regulate their emotional responses and behaviour</p> <p>demonstrate a positive belief in their abilities and believe they can achieve their goals by persevering</p> <p>ACTIVE LIVING recognize the importance of regular exercise in the development of well-being communicate their understanding of the need for good hygiene practices reflect on the interaction between body systems during exercise</p> <p>explain how the body's capacity for movement develops as it grows</p> <p>INTERACTIONS None</p>	<p>the way they act and how those of others also impact on their actions</p> <p>recognize personal qualities, strengths and limitations</p> <p>use understanding of their own emotions to interact positively with others</p> <p>motivate themselves intrinsically and behave with belief in themselves</p> <p>ACTIVE LIVING identify ways to live a healthier lifestyle</p> <p>understand how daily practices influence short and long term health demonstrate an understanding of the principles of training in developing and maintaining fitness</p> <p>identify different stages of life and how these can affect physical performance</p> <p>INTERACTIONS None</p>	<p>misconceptions</p> <p>use emotional awareness and personal skills to relate to and help others</p> <p>identify how their self-knowledge can continue to support the growth and development of identity</p> <p>embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being</p> <p>ACTIVE LIVING reflect and act upon their preferences for physical activities in leisure time</p> <p>identify realistic goals and strategies to improve personal fitness exhibit effective decision-making processes in the application of skills during physical activity</p> <p>INTERACTIONS None</p>
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