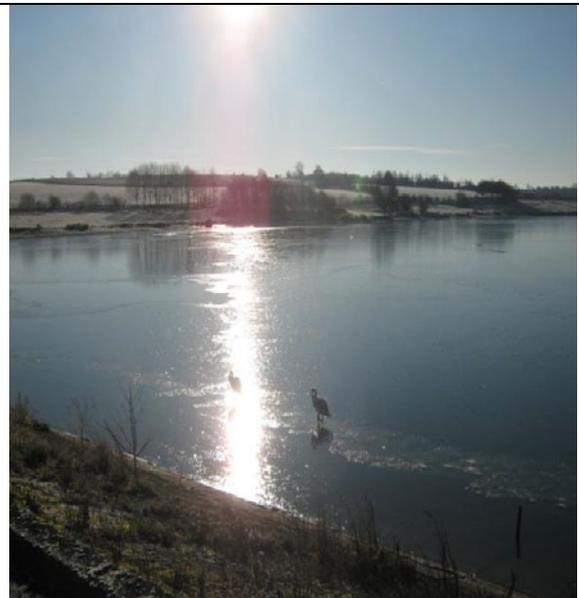




The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification (School Selected Unit)



Title: *Whose World Is It? How was the world created and why should I care about it today?*

Year Group: 5/6



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About this unit:

This unit enables pupils to explore the question about how the world was created and issues around the relationship between humans and the environment. They will consider the teachings of a number of religions as well as their own beliefs. They will learn about the beliefs of Christians, Jews, Muslims and Hindus as well as exploring scientific views about how the world began. They will focus on how the beliefs that faiths hold may determine how followers relate to, and care for, the natural world. They will consider a variety of views conveyed through text such as different creation stories, Psalms, songs and poetry. Pupils will be encouraged to think for themselves about how and why the natural world is important to them and why they should care about what happens to it. They will be enabled to develop their understanding of how people's beliefs affect their actions and relate what they learn to their own questions of values and commitments. Pupils will be encouraged to consider what can be learned from religious and non-religious examples and teaching referring to their own experiences, beliefs and values.

Where this unit fits in:

This is a unit that can be selected by schools in addition to the mandatory units.

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of Creation and caring for the natural world.

It will focus on the theme of "How the World Began" and the relationship between humans and the environment by using the concepts of beliefs, responsibility and interdependence. Pupils will examine how religious and non-religious teachings relate to behaviour and practice. They will be enabled to make connections between their own beliefs and those of different faiths as well as reflecting on the challenges for all humans in understanding the importance of caring for the environment and acting upon it.

This unit contributes to the continuity and progression of pupils' learning by building on their basic learning about religions in Key Stage One and extending their understanding of how beliefs affect behaviour and actions from both Key Stage One and Lower Key Stage Two. The unit anticipates a further study of Creation and issues about conservation at Key Stage Three.

Estimated teaching time for this unit: 12 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 12 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and to link with other curriculum areas as appropriate to maximise learning opportunities and experiences.

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Values and Teaching
- Religious Practices and Ways of Life

AT 2: Learning from Religion and Belief

- *Questions of Meaning, Purpose and Truth*
- *Questions of Values and Commitments*

The core RE concepts that the unit develops are:

- **Belief** (Our beliefs affect our actions);
- **Responsibility** (We are responsible for our actions);
- **Interdependence** (People and the natural world depend on each other).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by becoming increasingly aware of their own beliefs and those of others about caring for the world around them;
- **Respect for all** by developing a willingness to learn from the teachings of different faiths and consider scientific and non-religious views;
- **Commitment** by understanding the importance of living one's life according to a set of values;
- **Open mindedness** by engaging in positive discussion and debate about creation and caring for the environment;
- **Appreciation and wonder** by developing their capacity to respond to the world around them.

The unit will provide these opportunities for pupils:

- To consider the concepts of creation, stewardship, interdependence and responsibility;
- To consider a diverse range of views about questions of how the world began and how people should care for it;
- To learn about the beliefs of a number of different faiths;
- To think about their own experiences and views in relation to questions of how the world began and how we might take care of the environment;
- To engage in discussion, debate, a variety of writing styles, music, design and art activities;
- To use ICT through exploring websites and organising information;
- To reflect upon the wonders of the natural world and respond creatively;
- To reflect upon their own views and the views of others.

Background information for the teacher:

- In Christian thinking, the Earth and all life on it are a gift from God and have been created by God. Human beings are seen to be the stewards of God's creation. Many Christians will support conservation work.
- In Muslim thinking, everything is sacred because all has been created by Allah. Mankind has a responsibility to look after the natural world. They are considered to be trustees of the world (KHALIFAH) who have a responsibility to care for Allah's

creations. They are accountable to Allah for their actions. The Shariah outlines how to stop cruelty to animals, conserve forests and limit the size of cities.

- In Jewish thinking, the world and all life have also been created by God, Judaism teaches that nature was created for humans to enjoy and love. This means not causing damage to the environment.
- In Hindu thinking, all living things are sacred as they have a part of God within them (ATMAN). This means that if we destroy the natural world we are destroying God. All things should be treated with respect and compassion. Many Hindus are vegetarian.
- Among non-religious people, there are a vast variety of views. Some believe that the world should be cared for so that our children continue to have a beautiful world in which to live. Others feel that nature holds many keys to advances in science and human health and that development may inevitably lead to changes in our natural world.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Christianity Bible Genesis God Psalms</p> <p>Islam Allah Qur'an</p> <p>Hinduism Atman Brahma Vishnu Shiva</p> <p>The language of shared human experience: Awe Big Bang Theory Conservation Consumerist Creation Destruction Environment Environmentalist Evolution Industrialist Pollution Recycle Responsibility Scientist Solar System Vegetarian</p>	<p>Teachers might use:</p> <p>Web</p> <ul style="list-style-type: none"> ▪ The National Association of Teachers of RE (NATRE) has two excellent web starting points for these issues: www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people. ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials. ▪ www.channel4.com/learning ▪ www.bigmyth.com for online stories. ▪ www.oxfam.org.uk/coolplanet ▪ www.warteraid.org.uk ▪ www.arcworld.org.faiths.htm ▪ www.request.org.uk/issues/topics/environment/envioronment01.htm <p>Books</p> <ul style="list-style-type: none"> ▪ "Picturing Creation" book, pictures and CD Rom (RE Today Services) ▪ "Green Issues" (RE Today Service) ▪ "Science and Religion in Schools" (Millwood Educational Trust) ▪ "How The World Began and Other Stories" - Andrew Matthews (MacDonald Books) ISBN 0-7500-1606-X ▪ Storyteller Series (for six major world religions) – Anita Ganeri (Evans 2007) ▪ "Stories from the World" (for six major world religions) – various authors. (Ta-Ha Publishers) ▪ ."Worlds of Difference" – Martin Palmer and Esther Bissett (Blackie & Son) ISBN 0-216-916674 <p>Film and video</p> <ul style="list-style-type: none"> ▪ Quest: Creation Stories (Channel 4)

Contributions to spiritual, moral, social and cultural development of pupils:

- Opportunities for **spiritual development** come from reflecting on the wonders of the natural world and how it was created;
- Opportunities for **moral development** come from considering their own attitudes to caring for the environment and the wider world;
- Opportunities for **cultural development** come from taking account of diversity in the world and of different religious and cultural attitudes towards the creation and caring for the natural world. They will also have the opportunity to recognise the needs of developing countries compared to the western world.

EXPECTATIONS:**At the end of this unit....****Pupils working at level 3 will be able to:**

- Describe the key teachings of Christianity and other faiths with regard to creation and conservation. (AT1)
- Use religious or spiritual vocabulary (such as environmentalist, consumerist and conservation) in their descriptions. (AT1).
- *Make links between their own values about the natural world and the idea of God as Creator. (AT2)*
- *Make links between beliefs/values and behaviour/action. (AT2)*

Pupils working at level 4 will be able to:

- Use a widening religious vocabulary to show some understanding about how belonging to a religion can involve taking responsibility for the environment. (AT1)
- Use the vocabulary learned in RE, to show their understanding of different interpretations of how the world was created. (AT1)
- *Apply ideas from the teachings of religions to show understanding of why some things are held to be right or wrong. (AT2)*

Pupils working at level 5 will be able to:

- Explain the impact of religion and beliefs upon responsibilities for the environment. (AT1)
- Explain some similarities and differences between religions and beliefs related to how the world was created. (AT1)
- *Explain some ways in which they agree/disagree with various views about creation. (AT2)*
- *Express thoughtful views about why people should care about the natural world today (AT2)*
- *Use accurately and thoughtfully the language of spirituality and morality to explain their responses to questions about how the world was created. (AT2)*

ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE. unit. Continuing use of Assessment for Learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit, across the ability range.

Create a PowerPoint presentation or use a writing framework to compare and contrast two views (at least one of which must be a religious view) about how the world began and what effects these beliefs have upon the way followers of those beliefs treat their environment. Conclude by explaining their own personal view about how the world was created and what they think about how they should treat the environment.

Higher attaining pupils: To extend this work, ask pupils to write a song or poem, "Whose World Is It Anyway?" Or "Our Wish For the World". This should express their personal views in light of their learning.

UNIT TITLE: Whose World is it: *How was the world created and why should I care about it today?*

Key Question: *Whose world is this?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect upon the beauty and destruction of the natural world.</p> <p>To consider the place of mankind in the natural world.</p> <p>To express views on our responsibilities to the natural world.</p>	<p>Have pictures of the natural world, particularly different scenes of natural beauty, stuck up around the room before the pupils enter.</p> <p>Play appropriate music to accompany.</p> <p>Ask pupils to write, on sticky notes, what the pictures make them think about, what they remind them of and how they make them feel. Stick these notes around the pictures.</p> <p>Pupils individually choose one particular picture which has the most effect on them (the 'wow' factor) and stand by it.</p> <p>Pupils then sit with their selected picture. Ask them to look in great detail.</p> <p>Imagine they are in the picture. Place themselves carefully.</p> <p>What can they see from there?</p> <p>What can they smell?</p> <p>What can they hear?</p> <p>How do they feel?</p> <p>Can they touch things near to where they are?</p> <p>What do they feel like?</p> <p>Would they like to move to another place in the picture? Or stay where they are?</p> <p>Give quality time for reflection.</p>	<p><i>I can reflect upon and respond to the beauty and destruction of the natural world and explain my feelings to others.</i> (AT2 L4)</p> <p><i>I can pose and suggest answers to questions of meaning and purpose of the natural world.</i> (AT2 L5)</p>	<p><i>A PowerPoint presentation can be used effectively as a starter but it is then useful to have an extensive number of pictures available for pupils to walk round, consider and choose from, then attach their sticky notes to. (This is a useful kinaesthetic activity).</i></p>

	<p>Then come back to the classroom and in trios discuss why certain pictures have the most significant effects upon individuals. Explain how places can have an effect on feelings/behaviour etc. Trios feed back some ideas to whole class. Discuss how beautiful/complex the natural world can be.</p> <p>Then, play contrasting music and hand out pictures of scenes of destruction (litter, forest clearance, pollution etc). Repeat the sticky note task. Discuss the contrast in trios. What feelings do the pictures evoke? Pose and discuss the questions: “Are we destroying the natural world?” “Whose world is it anyway?”</p> <p>Give sets of about 20 or more cards with statements about the Earth on them.</p> <p>Get groups to rank, diamond 9 or traffic light the statements. Report back the main ideas from each group.</p> <p>Discuss key points. Individuals write about “The world we live in” explaining their responses to the beauty and destruction pictures and posing and suggesting answers to questions about protecting and destroying the natural world.</p>		<p><i>Cards should have different views of the Earth and its use on these, such as:</i> <i>“The world was created by God to be cared for by humans.”</i> <i>“The world is a treasure chest for humans to open and use the contents as they wish.”</i> <i>“The world should be cared for so that it can be enjoyed by future generations.”</i> <i>Views from religions, genetic scientists, consumerists, environmentalists etc should be expressed.</i> <i>(See RE Today services “Whose World is it Anyway?” for more ideas).</i></p>
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Key Question: *What do we want to know about the natural world?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To raise questions and suggest answers about the sacredness of the natural world.</p>	<p>Refer to the key findings from the last activity. Conduct a community of enquiry. Ask the groups to think of questions they would like to ask and choose one or two of these for the whole class to debate. The questions are compiled and the class decide the order in which they will be addressed. The discussion begins with the group who raised the question. Other pupils can join in by agreeing or disagreeing with the previous contribution. They must give a reason for their views. Conclude the session.</p> <p>Draw out the key findings about what pupils might believe regarding the sacredness of the natural world and whose responsibility it is to care for it.</p>	<p><i>I can raise questions and suggest answers about the sacredness of the natural world. (AT2 L4)</i></p>	<p><i>Community of Enquiry is from Philosophy for Children (P4C). Examples can be found in Vivienne Baumfield's "Thinking Through Religious Education" and in many other materials.</i></p>

Key Question: *What do Judaism and Christianity tell us about the natural world?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To begin to understand how religious sources can be used to help provide answers to ultimate and ethical questions.</p>	<p>Give to groups of pupils copies of various psalms which focus on an appreciation of the natural world. What are the psalmists saying? What does that tell us about the beliefs of Judaism/Christianity? What effect might those beliefs have on how they treat the natural world?</p> <p>Go out into the natural environment and allow time for pupils to really explore in detail. What can they see, hear, smell? How does it make them feel?</p> <p>Make sure that they look closely and notice the intricate details of things such as stones, bark, leaves, insects etc.</p> <p>On returning to the classroom, share what the pupils found fascinating, what they discovered, how they felt etc.</p> <p>Then ask them to create their own 'psalms' (poems) in praise of the natural world, expressing their own views (and those of others, if appropriate).</p> <p>Share extracts of their work.</p>	<p>I can explain how religious sources can be used to provide answers to ultimate questions. (AT1 L5)</p> <p><i>I can express my own views and the views of others through a poem. (AT2 L4)</i></p>	

Key Question: *What does the story from Genesis tell us about the natural world?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To begin to explain how religious sources are used to provide answers to ultimate and ethical questions.</p>	<p>Read the Creation Story from Genesis, using something like Kate Neal's art work to focus attention and thinking.</p> <p>Explain that this story is extremely important to millions of Jewish and Christian people worldwide but that there are different interpretations of it. It explains how and why the world was created. Which is more important? How or Why?</p> <p>Emphasise key message i.e. God created the world and that it is good and has a purpose (according to Judaism and Christianity.) Link back to work on Psalms. Can pupils think about how a Christian or Jew might feel when they look at the world? How might this affect the way they live and treat the world?</p> <p>Put up the quote from the Genesis story:</p> <p>"God saw everything that had been made and it was good."</p> <p>Consider how Jews and Christians might think that God would feel about the world today.</p> <p>Refer back to the pictures from the first session. Listen to songs or read poems about the destruction of the natural world. Groups discuss things they think God would approve of /disapprove of in the world today. Conduct a "Conscience Alley" to reveal both sides. Swap over. Pose the question: "Who can help protect the world?"</p>	<p>I can pose questions and suggest answers about the creation of the world. (AT2 L4)</p> <p>I can begin to explain how religious sources are used to provide answers to ultimate and ethical questions. (AT1 L5)</p>	<p><i>"Picturing Creation" pack available from RE Today Services.</i></p> <p><i>The story is contained in the Torah and The Bible.</i></p> <p><i>Help pupils to be clear about the distinction between beliefs about "HOW" and "WHY" the world was created. The "why" is important to religions and this is where the difference with science lies.</i></p> <p><i>There are many interpretations of the story by people, even within Christianity itself, and it is important to point that out. Some groups believe the story happened as it says, others think there is symbolism, others do not think the how has any relevance but the why does.</i></p> <p><i>"Conscience Alley" involves splitting the class into two. Half line up facing the other half with an 'alley' down the centre. One side will reveal 'good' things (the positive conscience). The other side will reveal 'bad' thoughts (the negative conscience). Teacher walks down the centre of the alley hearing thoughts alternatively from one side of the conscience and then the other.</i></p>

Key Question: *What can we do to help the natural world?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand the impact that religion can have on people's lifestyles.</p> <p>To reflect upon our responsibilities to care for the natural world.</p>	<p>Listen to the songs or poems about the destruction of the natural world again as pupils enter the room.</p> <p>Consider why people who are Christians or Jews should care about the earth and why should we all care. What has it got to do with us?</p> <p>Explore the Jewish festival of Tu B'Shevat which occurs in January time. Jewish people plant trees as part of the celebration of this festival. Why do trees make a good symbol of hope for the future? Look at other ways in which different faiths treat trees with respect. Discuss how trees play an important role in some of the oldest stories of the major faiths. Trees are also important in some of the world's smaller faiths and, indeed for many non-religious people. Create a display with a tree as the focal point. Give leaf cut outs to everyone and ask them to write a hope for the world on one side of the leaf and something they could do to make a difference to it on the other. These should be practical actions such as turning off lights, recycling carrier bags etc. Display with blank leaves for additional hopes to be added by others in the school, if possible. Revisit these hopes regularly to ensure everyone is trying to play their part in achieving the hopes for the environment. Use as a focus in an assembly.</p>	<p>I can describe the impact that religion/beliefs can have on people's lives. (AT1 L4)</p> <p><i>I can apply ideas from my learning to my own life. (AT2 L4)</i></p> <p><i>I can explain how actions can damage the Earth and what charges I can make to protect the environment. (AT2 L5)</i></p>	<p><i>There are a huge variety of songs (and poems) that could be used. Examples: Simply Red – "So Many People" Jackson Browne – "How Long". Joni Mitchell – "Big Yellow Taxi" Thomas Donovan – "Calling Around The World" Michael Jackson – "Earth Song" Robert Palmer – "Mercy, Mercy Me"</i></p> <p><i>Link with other curriculum areas as appropriate.</i></p>

	<p>Groups could go onto research specific problems (acid rain, ozone layer, litter, deforestation etc) and present their findings to the class as a leaflet or PowerPoint presentation. Consider things that individuals, the local community, wider global community could do to help.</p> <p>Arrange a school/community recycling project, litter sweep, energy saving campaign etc (link with sustainable development, citizenship.)</p> <p>Present to the rest of the school through an assembly and broaden the campaign.</p>		
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Key Question: *What do Muslims believe about how the world was created?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know a number of stories of creation from different religions.</p> <p>To understand the impact that religion can have on people's lifestyles.</p>	<p>Tell the Islamic Creation Story from a book or use "Quest Creation Stories."</p> <p>In pairs, pupils identify similarities with Judaism/Christianity. Share with another pair.</p> <p>What key beliefs can be identified from the story? (I.e. World made by Allah. All life is precious because it came from Allah. Muslims consider themselves stewards of Allah's creations).</p> <p>Explain that Muslims believe that it is disrespectful to draw things they believe to be created by Allah. Instead, pattern and Arabic writing is used in a beautiful way to decorate.</p> <p>Groups research another Creation story and consider the key beliefs expressed in the story. What impact might those beliefs have upon followers within that faith? (For example, devout Sikhs/Hindus may be vegetarian etc.)</p> <p>How do such beliefs affect the way believers treat the environment?</p> <p>Groups present their findings to the rest of the class.</p>	<p>I can make links and describe some similarities and differences between religions. (AT1 L4)</p> <p>I can explain how religious sources are used to provide authoritative answers to ultimate and ethical questions. (AT1 L5)</p> <p>I can describe the impact that religion/beliefs can have on people's lifestyles. (AT1 L4)</p>	

Key Question: *What does science tell us about the creation of the world?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand a non-religious answer to the question of how the world was created.</p> <p>To reflect upon and respond to the scientific account of how the world began.</p> <p>To recognise diversity of views.</p>	<p>Recap what pupils now know about different religious views of how the world began. What does each say about <u>WHY</u> the world was created? Discuss the problems with trying to explain the <u>HOW</u> it was created. This causes many further questions to be raised. Conclude that religious people are more concerned with “why” than “how” the world was created.</p> <p>However, people who do not follow a religion do not agree. They may look to science to explain the creation of the world. They believe that the world and all life are the result of an incredible scientific event that had no deliberate cause. Science has a way to answer <u>HOW</u>, but not <u>WHY</u> the world was created. Explore the Big Bang theory. In groups, “Hot Seat” a Scientist. Teacher, TA or pupils take role of Scientist and answer questions put to them by each group. Any questions which cannot be answered should be written down and researched later.</p> <p>Discuss how the Big Bang theory and Genesis account could both be true.</p> <p>Some scientists are Jews or Christians and hold both as true. How can this be?</p> <p>Introduce the idea of evolution. Is there a problem for people who read the story of Adam and Eve and then read about evolution? If so, why is it a problem? Can it ever be solved? How?</p> <p>What is the place of mankind in the creation stories of different religions? Is mankind important?</p> <p>How does the scientific theory compare with this?</p>	<p><i>I can raise questions and suggest answers about what different people believe about creation. (AT2 L4)</i></p> <p>I can make links between religious and non-religious views about creation. (AT1 L4)</p> <p>I can use an increasingly wide religious vocabulary to describe and show understanding of beliefs. (AT1 L4)</p>	<p><i>The Quest “Creation Stories” video programme 5 – “As Science Sees It” has an account of the Big Bang theory.</i></p> <p><i>In the Big Bang theory, the time taken for the first human beings to appear was about five hundred million years. If this was reduced to one year, the first human being did not appear until the equivalent of 10.10 p.m. on 31st December!</i></p>

Key Question: *What do I think about the creation of the world?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect upon my own views about the creation of the world, in light of my learning.</p>	<p>Pupils choose at least two views about the creation of the world (at least one should be a religious view).</p> <p>Then, using a writing framework if necessary, compare and contrast these views about how the world began and what impact these beliefs have upon the way followers of those beliefs treat their environment. They should conclude by explaining their own personal view about how the world was created and what they personally think about how they should treat the environment.</p>	<p>I can make links and describe some similarities and differences between beliefs. (AT1 L4)</p> <p>I can describe the impact of religion on people's lifestyles. (AT1 L4)</p> <p>I can explain how religious sources are used to provide answers to ultimate questions. (AT1 L5)</p>	<p><i>This activity could act as an assessment.</i></p>

Key Question: So, whose world is it?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand and empathise with a different range of views about the purpose of the natural world.</p> <p>To describe the impact of religion/beliefs upon a person's life.</p>	<p>Return to the cards used during the first session of this unit, with statements about the world on.</p> <p>Divide pupils into 6 groups. Give each a set of the cards. Then give each group another card with a title and definition on. This could be:</p> <ol style="list-style-type: none"> 1) Christian or Jew 2) Hindu or Sikh 3) Muslim 4) Genetic Engineer 5) Consumerist 6) Environmentalist. <p>The group should now re-rank the cards from the viewpoint they have chosen. They should be clear about why they are ranking as they are. What are the beliefs held by their character? How would it affect their actions?</p> <p>Group members are then sent as envoys so that new groups are formed, consisting of members who hold different character roles.</p> <p>The new groups should once again consider the set of cards, this time arguing from their character against others who will be arguing from different viewpoints.</p> <p>Report back on how the characters agreed/disagreed. Discuss shared and conflicting views.</p>	<p>I can describe the impact of beliefs upon behaviour. (AT1 L4)</p> <p><i>I can explain what inspires and influences people, expressing some of the challenges of belonging to a religion. (AT2 L5)</i></p> <p><i>I can reflect upon my own views and respond to my learning. (AT2 L4)</i></p>	

	<p>Discuss how beliefs impact on behaviour. Discuss the challenges that might be faced with regard to the environment when belonging to a religion. Pupils write statements to summarise their own views on the environment, what it means to them and how they see themselves within it.</p> <p>I think this because..... I think my role within it is..... This because I believe.....</p> <p>Share reflections.</p>		
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