


















STUNTS AND TUMBLING TABLE OF CONTENTS


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GRADES 3-6


 = Individuals


 = Pairs


 = Groups

 = Pedometer SPARK It Up!

 = Academic




 = Fun Fact

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 = Wellness



STUNTS AND TUMBLING TABLE OF CONTENTS

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STUNTS AND TUMBLING

Introduction

The *SPARK Stunts and Tumbling Unit* provides activities for students to practice and develop the fundamental skills required to successfully perform a variety of individual and partner stunts and tumbling skills.

Engaging instructional formats create an environment that keep students continually active and on task. Aligned with the NASPE standards, *SPARK Stunts and Tumbling* activities are designed to include and challenge all students' physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class.

What You Have

SPARK Manual

- * **Skill Builders**

Use the *Daily Dozen* activity with each lesson to challenge students to improve their fitness specific to stunt and tumbling requirements.

- * **Activities**

3 *Stunts and Tumbling* activities. Most lessons will be spent on *Learning the Stunts*. The *SPARK It Up!* variations on the

backside of activities allow you to modify activity challenges, according to the developmental and/or grade level of your students.

- * **PACE (Physically Active Choices to Enjoy) Activities**

2 activities that allow students to practice cooperative skills while they work at their own pace, with a partner or small group.

SPARK Instructional Media CD

- * **Pedometer Activity**

An activity that specifically incorporates the use of pedometers.

- * **Task Cards**

Includes instructions for *PACE Activities*. Print on card stock and laminate for durability.

- * **Skill Cards**

Half-sheets with graphic and/or verbal depictions of stunts and tumbling skills to create stations, use as visuals for learning, help with creating routines, etc. Print on card stock and laminate for durability.

- * **Assessment Samples**

Performance rubric and student self-check samples to document and guide learning.

- * **Limited Equipment/ Large Class Ideas**

Ideas for how to use the activities when faced with limited equipment and/or more students than you expected.

- * **Inclusionary Strategies**

Tips on how to modify activities for special-needs students.

- * **Home Play Activity**

A take-home page with interesting facts and information on 1 side, and fun challenges on the other side. Designed to go on the refrigerator!

STUNTS AND TUMBLING

How To Use It

- * Make copies of the *Home Play Activity* (SPARK Instructional Media CD), and distribute 1 to each student after the first class.
- * Use *Stunts and Tumbling Skill Cards* from the SPARK Instructional Media CD. For longevity, print on card stock and laminate the cards. The list on page 4 indicates which skills require a mat.
- * Use the *Daily Dozen Skill Builder* at the beginning of each class to warm-up and practice fundamental locomotor skills, flexibility exercises and strength builders.
- * Select the *Stunts and Tumbling Skill Cards* that you will use for the lesson. Which skills and how many you teach depends upon many variables: the skill level of students, number of days you will spend on this unit, availability of mats and duration of each class.
- * Place the *Stunts and Tumbling Skill Cards* in front of mats (or work space). Some days, you may want students to practice specific stunts at more than 1 mat. Simply make a 2nd copy of those cards.
- * As you teach, assess student comfort with the stunts and adjust accordingly. Challenge by choice, i.e., place 2 *Skill Cards* at each mat.
- * Integrate the *PACE Activities* throughout the unit. Make copies prior to teaching. *PACE Activities* engage students in self-directed learning and provide you opportunities to gather assessment data.
- * Review the assessment samples on the SPARK Instructional Media CD. The *Stunts and Tumbling Student Self-Check* is a student-paced assessment that can be administered throughout the entire unit. The *Stunts and Tumbling Performance Rubric* is an observational assessment you can use to collect skill development data. Ideally, you would take rubric observations at the beginning, middle and end of the unit.
- * There is a sample unit plan on page 5, built on an instructional model of 3 PE classes per week. Use this as a guide to adjust and create a unit plan that meets your particular instructional requirements.

Safety

- * Emphasize safety first (second and third!). Students must stay on task and follow flow throughout the pattern.
- * Inspect the activity area before teaching. Look for objects that may cause injury (e.g., slippery floors, close corners, nearby furniture, etc.).
- * Use mats for all inverted activities.
- * Use soft surfaces for jumping and landing.
- * Start each lesson with the *Daily Dozen Skill Builder* to warm-up and prepare students for activity.

STUNTS AND TUMBLING WHAT YOU NEED

	QUANTITY	INVENTORY	NEED
EQUIPMENT			
Gymnastic Mats 4'X8'	8-12		
Directional Arrows	8-12		
Cones for boundaries and stations	8-16		
Music and Player optional	1		
Pedometers optional	1 per 4 students		
SPARK INSTRUCTIONAL MEDIA (on CD)			
<ul style="list-style-type: none"> * Stunts and Tumbling Partner Switcheroo Stunt Hunt Task Card * Create a Routine Task Card 		<ul style="list-style-type: none"> * Create a Game Task Card * Stunts and Tumbling Skill Cards * Assessment Samples * Home Play 	
FACILITIES			
* Use a multi-purpose room, gym, empty classroom, etc. Activities may be done outdoors on grass as well.			
OPTIONAL			
* Use any additional mats or apparatus you may have for this unit. For example: Balance beam (low), incline mats (help with forward and backward rolls), spot trainers, bars, vault, etc. Include these in the pattern.			

GRADES 3-6

STUNTS AND TUMBLING SKILLS

The following *Skill Cards* can be printed from the *SPARK Instructional Media CD*. Each card provides a picture of the stunt or tumbling skill, along with basic cues for students. Select skills from 1 of the skill theme categories, or mix them up for variety.

Balance and Strength Skills	Jumping and Landing Skills	Weight Transfer Skills	Partner Stunts and Challenges
T-stand	S-shaped Landing	Inch Worm	Wring the Dishrag
Egg Sit	Pencil	Seal Walk	Partner Hopping
Superhero	Banana	Seat Walk	Twister
Rocker	Star	Bear Walk	Partner Fan
Knee Balance	Tuck	Crab Walk	Double Scale
V-sit	Straddle	Mule Kick	Back-to-Back Stand
Knee Scale	Pike	Crab Kick	Back-to-Back Get-Up
Front Scale	Heel Slap	Seat Spin	See Saw
Stork	Heel Click	Egg Roll	Partner Push-up
Asymmetrical Balance	180° Turn	Log Roll	Piggy Back*
Shoulder Stand	360° Turn	Forward Roll*	Partner Leg Push-up
Push-up Position		Backward Roll*	Wheelbarrow
Turk Stand		Cartwheel	Shoulder Wheelbarrow
Tip-up*			Reverse Wheelbarrow
Tripod*			Table*
Head Stand*			Horizontal Stand*
			Partner Forward Rolls*

* *These skills require a mat.*

STUNTS AND TUMBLING SAMPLE UNIT PLAN

The following unit plan can be used as is or modified to suit your needs. Variables are many, including: number of students, skill level of students, minutes per PE class, days per week taught, weather, facilities,

equipment, etc. This unit uses the model of 3 PE classes per week. As students gain skills in this area through the years, you can meet their needs by using the *SPARK It Up!* variations on the back of each activity.

DAY 1	DAY 2	DAY 3
* <i>Introduce Daily Dozen</i>	* <i>Daily Dozen</i>	* <i>Daily Dozen</i>
* Stunts and Tumbling Introduction * Introduce Home Play	* Look, Learn and Leave	* Look, Learn and Leave
DAY 4	DAY 5	DAY 6
* <i>Daily Dozen</i>	* <i>Daily Dozen</i>	* <i>Daily Dozen</i>
* Those Tricky Transitions	* Those Tricky Transitions	* PACE Activity #1 or Assessment
DAY 7	DAY 8	DAY 9
* <i>Daily Dozen</i>	* <i>Daily Dozen</i>	* <i>Daily Dozen</i>
* Stunt Stories and Tumbling Tales	* Stunt Stories and Tumbling Tales	* Pedometer Activity
DAY 10	DAY 11	DAY 12
* <i>Daily Dozen</i>	* <i>Daily Dozen</i>	* <i>Daily Dozen</i>
* PACE Activity #2 Create a Routine	* PACE Activity #2 Create a Routine	* Perform Routines

Italic = Skill Builders
Regular = Activities

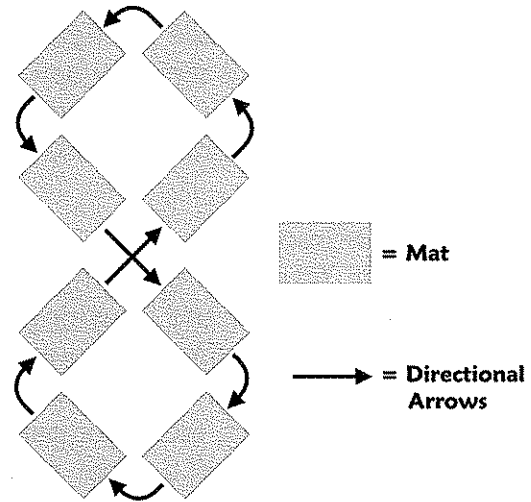


Ready...

- 8 mats or 1 carpet square per student
- 8 directional arrows

Set...

- Place mats (or combine carpet squares into work sections) in a large figure-8 pattern.
- Place directional arrows to indicate flow between mats.



GO!

1. The object is to increase flexibility, build strength and develop aerobic capacity.
2. As you enter the area, begin walking around the figure-8 of mats.
3. As soon as everyone is walking safely, I'll call a locomotor skill.
4. On signal, you have 5 seconds to move to the closest mat, and begin practicing either a flexibility exercise or a strength builder.
5. When you hear a new locomotor skill, hurry to the perimeter, and practice that movement.
6. Each time you move to the mats, we'll alternate between a flexibility exercise and strength builder until you've completed the *Daily Dozen!*

CHALLENGES

- * Identify your best and weakest strength builder. Can you teach somebody how you use such good form? Can you make time to practice your weakest strength builder at home?
- * When stretching, can you stretch farther than last time?

CUES

- * Find the closest mat and begin quickly.
- * Flexibility Exercises – Stretch and exhale. Hold your stretch. Don't bounce. Relax.
- * Strength Builders – Focus on form. Slow and steady. Push for 1 more.

* SPARK* IT UP!

* Figure-8 Travel

Instead of traveling outside the figure-8, travel in the figure-8 pattern. Be careful when crossing in the center. Eyes up, slow down, yield and give way. Run next to, not on, the mats.

* Match And Mirror

Find a partner. Take turns matching during the locomotor movements and mirroring during the flexibility/strength exercises. When matching, follow your partner and do exactly what they are doing. When mirroring, face your partner and reflect their movement. (I.e., Your partner is the mirror, and you are the reflection, remember, you are doing the opposite.) After you have mirrored and matched, switch with your partner.



FUN FACT

Bakers Dozen (13 for 12!) - In 13th century England, laws specified how much a loaf of bread should weigh. Heavy penalties and fines were levied on bakers who sold underweight loaves. Thus, bakers would routinely add a 13th loaf, called a vantage loaf, so that they would be assured of meeting the weight minimum imposed by law. So don't loaf, get active.

STANDARDS ADDRESSED

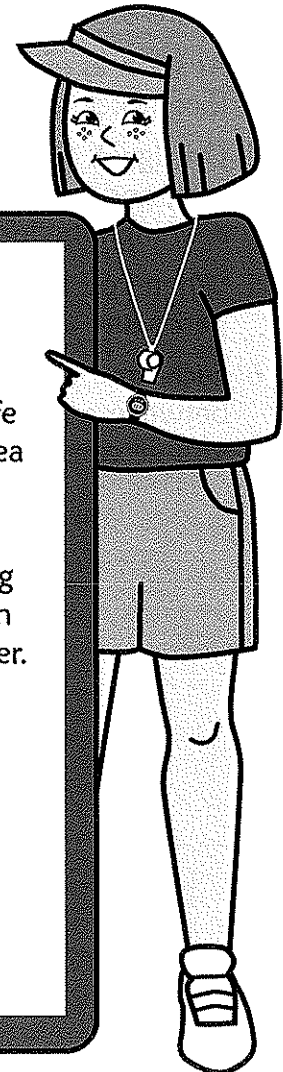
NASPE

#1, 2, 3, 4 Warm-up

Your State (Write in here)

PAULA'S POINTERS

- The Daily Dozen exercises are safe to do on the floor or a grassy area if mats or carpet squares are not available.
- Remind students to avoid running over carpet squares or mats when moving to and from the perimeter.
- Use music to start, stop and motivate.
- Suggested duration: locomotor skills, 30-45 seconds; flexibility exercises, 30 seconds; strength builders, 30 seconds.





Locomotor Skills
(Aerobic Movements)

Walk

Power Walk

Tip-Toe Walk

Heel Walk

Jog

Gallop

Fast Change Gallop
(Alternating lead foot every other step)

Skip

Side Slide
(Alternating lead foot every 4 slides)

March or Skip March

Grapevine

Leap

Shaded=Flexibility Exercises
White=Strength Builders

Ankles: Kneel and sit on feet to stretch ankles.

Quadriceps: Lunges in place (alternating sides).

Hamstrings: Sit and reach.

Hip Flexors: Standing straight leg raise. Slow up, slow down (alternating sides).

Hip Flexors: Deep lunge (alternate sides).

Triceps: Push-ups (on knees or feet).

Shoulders: Join hands behind back. Lean forward and lift hands up.

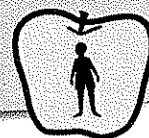
Abdominals: Curl-ups, sit-ups or crunches.

Back: Cobra stretch – lie on stomach, hands under shoulders. Extend arms, arch back, hips on floor, nose to sky.

Triceps: Dips (from bench or crab stand). Bend and straighten elbows.

Hip Adductors: Butterfly stretch or straddle sit.

Abdominals: Mad cat – Get on all 4s, contract abdominals and curve back up. Release. Repeat several times.

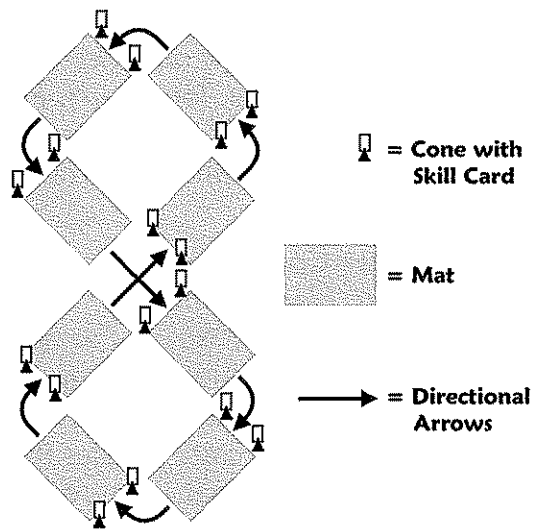


Ready...

- 8 mats or 1 carpet square per student
- 8 directional arrows
- 16-24 *Stunts and Tumbling Skill Cards* (SPARK Instructional Media CD)
- 16-24 cones

Set...

- Place mats (or combine carpet squares into work sections) in a large figure-8 pattern.
- Place directional arrows to indicate flow between mats.
- Choose 16 *Stunts and Tumbling Skill Cards* (based on students' skill levels).
- Secure cards to cones, and place 2 cones at each mat (or set the cards on the mat and anchor them with a beanbag). Disperse students evenly among mats.



GO!

1. The object is to learn and practice a variety of individual and partner stunts and tumbling skills.
2. We'll learn a skill, and you'll have time to practice it at your mat.
3. Once you have learned all of today's skills, we'll practice them in a traveling pattern, moving from mat to mat.
4. (Move from mat to mat, and teach each stunt using the Skill Cards. Allow students to practice the stunts being demonstrated at their own mat before moving to the Figure-8.)
5. **Figure-8**
 - Next, we'll perform all the stunts by moving from mat to mat in a figure-8 pattern.
 - There are 2 cards at each mat. If someone is on the mat, do a stretch or strength activity while waiting. Then choose 1 tumbling or stunt skill to practice.
 - When you are finished practicing at 1 mat, move to the next in rotation.

CHALLENGES

- ★ When you return to a mat, try the skill you didn't practice last time.
- ★ Can you perform the skill with better form than last time?
- ★ What is a symmetrical stunt? (Both sides look the same.) What is an asymmetrical stunt? Here's a hint: Asymmetrical stunts should be practiced on both sides.

CUES

- ★ Focus on proper form, not speed.
- ★ Keep muscles tense, and hold still for balance stunts.
- ★ Think to yourself, LOOK (look for others, and then look for the cards); LEARN (practice 1 of the skills for a few moments) and LEAVE (go to the next mat).

* SPARK™ IT UP!

* Pathways

(Draw different pathways on index cards [zigzag, wiggles, curves, straight, loops, etc]. Place each index card on the far end of the mat, or secure it to the cone. This indicates how students must travel to the next mat.)

* Mini-Obstacle Course

(Between mats, place "obstacles" such as hoop, jump rope, spot marker, etc.) When you reach an obstacle, do the following: hula hoops (jump in and out), pieces of rope (tightrope balance), spot markers (giant stepping stones), milk crate hurdles (hurdle over), springboard or folded mat (jump off and land), low balance beam (walk backward) etc. Carefully navigate obstacles when moving from mat to mat.

* Mirror, Mirror, Please Don't Fall

Work with a partner. Face each other and mirror your partner's movements. Take turns being the mirror at each mat. Remember, if you are the mirror, you must "reflect" your partner's movements. Think opposites.



WELLNESS

Stunts = Safety. According to the American Academy of Orthopedic Surgeons, the greatest numbers of fractures and head injuries to children occur from falls. Over 125,000 are from bikes, 92,000 from trampolines, 297,000 from roller sports and 25,000 from cheerleading. What's the point? Be stunt savvy. Wear a helmet, spot your partner, know your limits and just say **NO** to double-dog dares!

STANDARDS ADDRESSED

NASPE

#1, 2 Locomotor/non-locomotor skills

#3, 4 Strength, flexibility

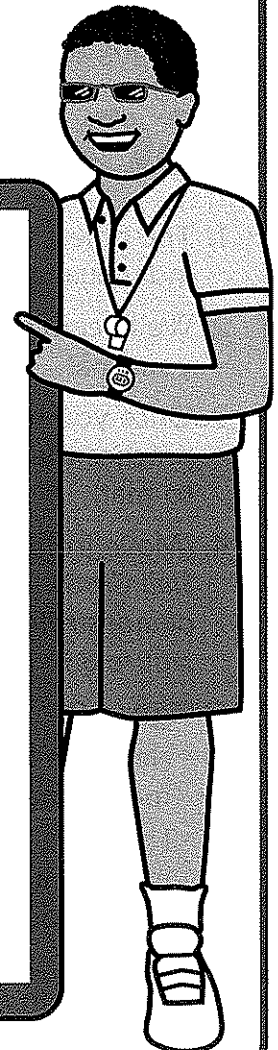
#6 Appreciating fitness,

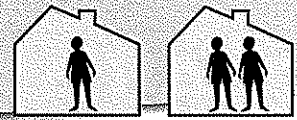
- accepting challenges

Your State (Write in here)

TONY'S TIPS

- Allow 10-15 minutes for the students to circulate through the mats. The idea is to create a measure of aerobic movement while students visit each mat a number of times.
- Watch for "traffic jams." Alternate mats with more and less difficult stunts. Allow passing a mat if more than 2 are waiting.
- Repeat this lesson 2-3 times. Choose a mixture of stunts and tumbling skills each lesson until all the *Stunts And Tumbling Skill Cards* have been introduced.



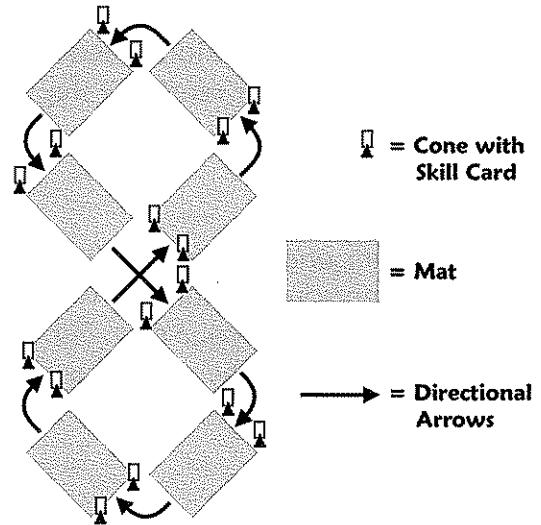


Ready...

- 8-12 mats
- 8-12 cones
- 2 *Stunts and Tumbling Skill Cards* (SPARK Instructional Media CD) per mat
- Music and player

Set...

- Create 8-12 stations with the mats.
- Select cards (2 per mat) from the *Stunts and Tumbling Skill Cards*, and secure them to cones.
- Alternate individual and partner stunts throughout the circuit, or stay with the 1-skill focus.
- Divide class by number of mats, and assign each group a starting mat.



GO!

1. The object is to combine skills and stunts you have learned, and perform them in smooth and effortless sequence.
2. Transitions are how your movement flows from 1 skill to the next.
3. You'll find 2 skills at each mat station. Some mats have individual stunts, and others have partner stunts.
4. First, practice each skill for a few moments. Then combine the 2 skills. This is your sequence.
5. Explore how you can best transition from one skill to the other. The transition should flow (e.g., seem effortless and a part of the movement sequence).
6. On signal, begin practicing skills at your station.
7. On signal to rotate, move to next mat station.

CHALLENGES

- * Can you switch the order? Does this make the transition(s) easier or harder?
- * Practice your sequence slowly at first. Can you gradually increase the pace?

CUES

- * Focus on technique and form, and then add speed.
- * Your sequence should have noticeable starting and ending points.

* SPARK™ IT UP!

* Pedometer

I'll give 1 student per station a pedometer to wear. The wearer must reach 50 steps before rotating to next station.

* Jigsaw

(Place all Stunts and Tumbling Skill Cards in a hoop.) Each person at your mat will draw a Skill Card, and return it to your mat. Put them along the edge of the mat. Then, use these skills to create a movement sequence with smooth transitions.

* Your Choice, Your Pace

(Print 3-4 Stunts and Tumbling Skill Cards per mat, and place at all mats.) At each mat, choose any 2-3 skills, and sequence them together. Practice your sequence until the transitions between skills are smooth. When finished, move to a new mat, and choose 2-3 new skills, and repeat. If you finish with all mats before signal, repeat, choosing a new skill at each mat.



HOME

Home Stunts and Tumbling Circuit - Assign a skill to each room in your house (yes, even the bathroom). For instance, kitchen = wringing the dishrag, living room = push-up, bedroom = superhero and bathroom = dips. Perform that skill each time you are in that room. Be careful not to "dip" in the toilet if you are really doing dips in the bathroom. Yuck!

STANDARDS ADDRESSED

NASPE

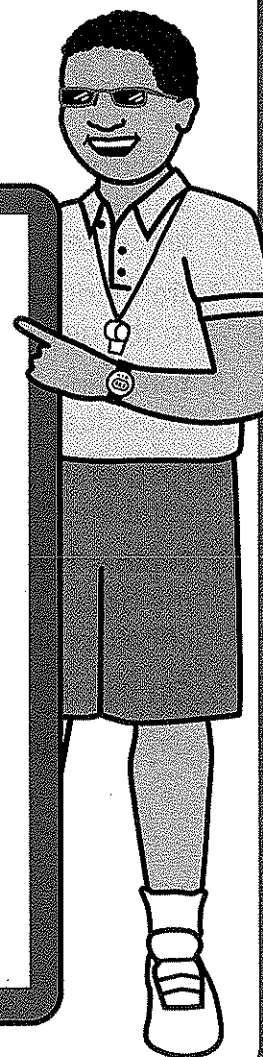
- #1, 2 Performing tumbling skills
- #3, 4 Strength, flexibility
- #6 Following directions, accepting challenges

Your State (Write in here)

TONY'S TIPS

- Allow 3-5 minutes per mat station.
- Use music to motivate students. Pre-recorded music with built-in intervals of activity and rest allow you to move around the stations to provide feedback to all your students.

NOTES



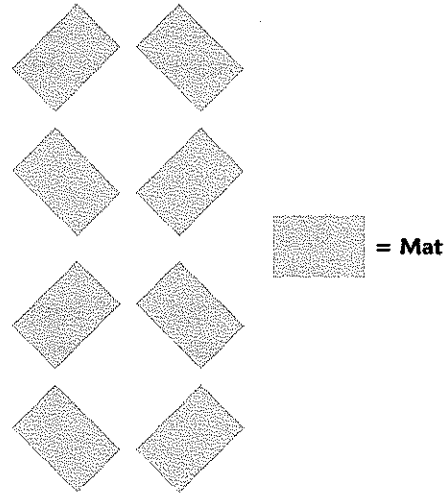


Ready...

- 8-12 mats (or 1 carpet square per student)
- *Stunts and Tumbling Skill Cards* (SPARK Instructional Media CD)

Set...

- Select 5 *Stunts and Tumbling Skill Cards* that students have already learned and practiced.
- Scatter mats (or combine carpet squares).
- Distribute students evenly among mats/squares.



GO!

1. The object is to perform a mini-routine.
2. You will create a “Stunt Story and Tumbling Tale” consisting of 5 skills. Imagine each skill as a movement sentence. When we put the sentences together, we have told a story.
3. I’ll choose a student who will draw one of the *Skill Cards* in my hand.
4. You will practice that skill to the best of your ability.
5. A 2nd student will select another card. We will repeat the 1st skill, then add on the 2nd skill.
6. We will continue to add on until we reach 5 skills total.
7. Finally, you practice the skills until you can perform them smoothly, and then show your “story” to a friend.

CHALLENGES

- * Can you remember all 5 skills?
- * Can you smoothly transition from 1 skill to the next?

CUES

- * Do each activity the best you can.
- * Hold balances for count of 3. Finish all jumps with an “S-shaped” landing followed by a “T-stand.”

★ SPARK™ IT UP!

★ Cut-n-Paste

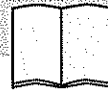
Using the same 5 skills, create a new Stunt Story and Tumbling Tale by rearranging them in any order you want.

★ Small Group Add-On

(Create groups of 5; each member chooses a number, 1-5.) Each person in your group chooses a skill you all have learned, and everyone practices it. Do this in your numbered sequence, always beginning with the 1st skill and add on until you've done all 5.

★ Partner Stunt Add-On

(Students in pairs. Partner face-off formation, 20 paces apart.) On signal, jog (or other locomotor skill) to the middle and meet your partner. I'll call a Partner Stunt for you and your partner to try. Then jog back to your original lines. We'll do this for 5 rounds, adding another partner stunt each time. You'll do the 1st stunt, add on the 2nd and so on, until you've done all 5. (Switch partners for another round.)

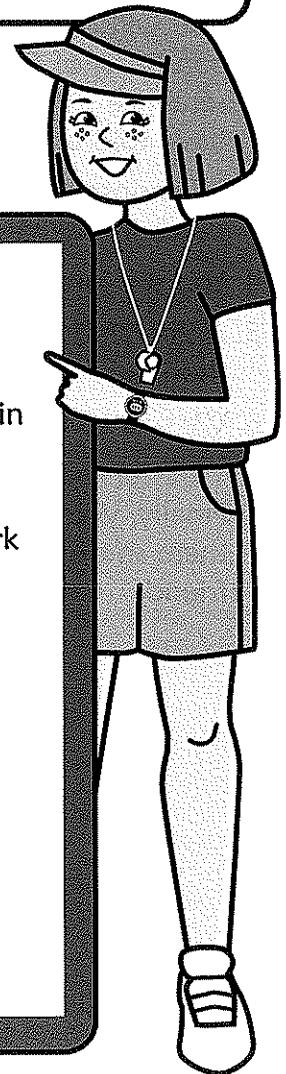


ACADEMIC

Language Arts (Haiku) -

Haiku is a Japanese form of poetry. The most common Haiku is 3 short lines. The first line usually contains 5 syllables, the second line 7 syllables, and the third line 5 syllables. Haiku doesn't rhyme. A Haiku "paints" imagery and meaning in the reader's mind. Try one for gymnastics. Below is an example:

Cool gymnastic tricks
Twirling, jumping and spinning
Now I am dizzy!



STANDARDS ADDRESSED

NASPE

- #1, 2 Performing tumbling skills
- #3, 4 Strength, flexibility
- #6 Following directions, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Ask students to call out the skills in order before they attempt the sequence.
- Remind students that quality work means doing their best. Some students will naturally perform skills with better form. A best effort and signs of improvement are the criteria of quality work.
- Move around during the activity to encourage, monitor and provide feedback.

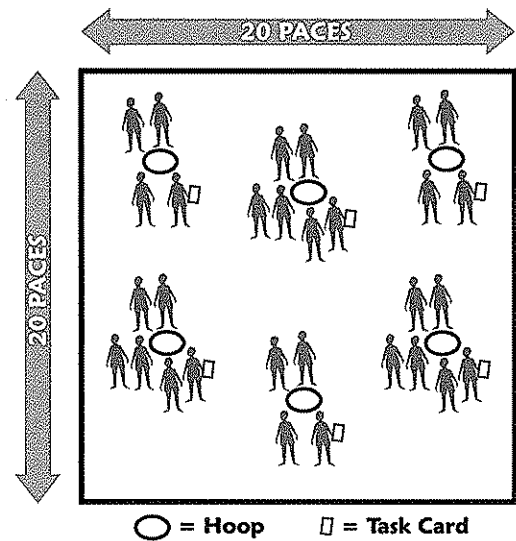


Ready...

- 1 *Partner Switcheroo Stunt Hunt Task Card* (SPARK Instructional Media CD) per group of 4-6
- 1 hoop per group of 4-6
- 4 cones (for boundaries)

Set...

- Create medium (20X20 paces) activity area.
- Form groups with even numbers (4 or 6) scattered in area.
- Each group with a *Partner Switcheroo Stunt Hunt Task Card*.

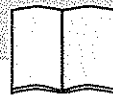


GO!

1. The object is to practice and master a variety of partner stunts.
2. On signal, your group will attempt to complete all the stunts listed on your *Partner Switcheroo Stunt Hunt Task Card*.
3. Your group must complete 1 stunt at a time. Everyone must finish the stunt before attempting another. However, you may practice stunts in any order your group decides.
4. Some stunts require a partner. Switch partners after each stunt. Once you have worked with everyone in your group, you may return to a partner you have already worked with.
5. When you have completed all of the stunts in the *Stunt Hunt*, complete the Closing Challenge while waiting for other groups.

★ Pedometer Estimation

1 student per group wears a pedometer. Everyone in your group estimates the number of steps the wearer will take when the hunt is completed.



ACADEMIC

Social Studies (World History) - Since ancient times acrobats and gymnasts have performed all over the world. Find and bring in photos of gymnasts, acrobats, circus performers, etc., and we'll create a bulletin board collage. How many different countries can we collect? Do different countries specialize in different forms of acrobatics or gymnastics? Which countries were the most influential in shaping modern Olympic gymnastic competition? Which are considered folk art?

● STANDARDS ADDRESSED

NASPE

#1, 2 Performing tumbling skills

#3, 4 Strength, flexibility

#5 Cooperation

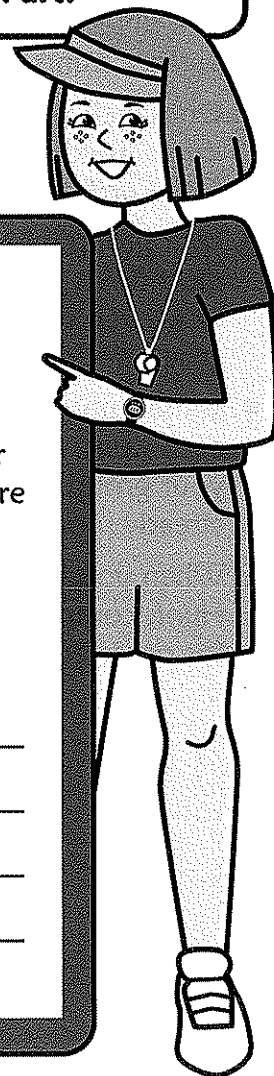
- #6 Following directions, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Help students find a partner of similar height and weight. Partner stunts are more challenging if there is a considerable size difference between partners.

NOTES



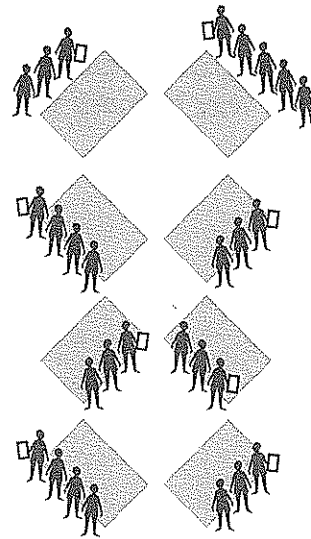


Ready...

- 1 mat per group of 3-5 students
- *Stunts and Tumbling Skill Cards* (SPARK Instructional Media CD)
- 1 *Stunts and Tumbling Create a Routine Task Card* (SPARK Instructional Media CD) per group of 3-5

Set...

- Scatter mats throughout the activity area, or use your Figure-8.
- Create groups of 3-5.
- 1 group per mat; 1 *Stunts and Tumbling Create a Routine Task Card* per group.



GO!

1. The object is to create a routine using a variety of skills you have mastered in this unit.
2. Use the *Stunts and Tumbling Create a Routine Task Card* as your guide.
3. Be sure to examine all the requirements and have fun!
4. We'll show routines to each other during _____
(say when).

* Pedometer

1 student per group wears pedometer. You must figure out a way to make your routine reach 100 steps.

* FUN FACT

The gymnast who had the biggest impact on the future of women's gymnastics was Olga Korbut, the Russian star of the 1972 Munich Olympics. Her signature move was the backward aerial somersault on the balance beam, a stunt no other gymnast had ever performed (don't try this at home – she was highly trained). Her performances helped inspire millions of youngsters to take up gymnastics.

● STANDARDS ADDRESSED

NASPE

#1, 2 Performing tumbling skills

#3, 4 Strength, flexibility

#5 Cooperation

- #6 Following directions, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- This activity works well with each group having a variety of skill levels. It's a great way for higher-skilled students to help others.

NOTES

