

Level

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# Wacky racers!

## Strands

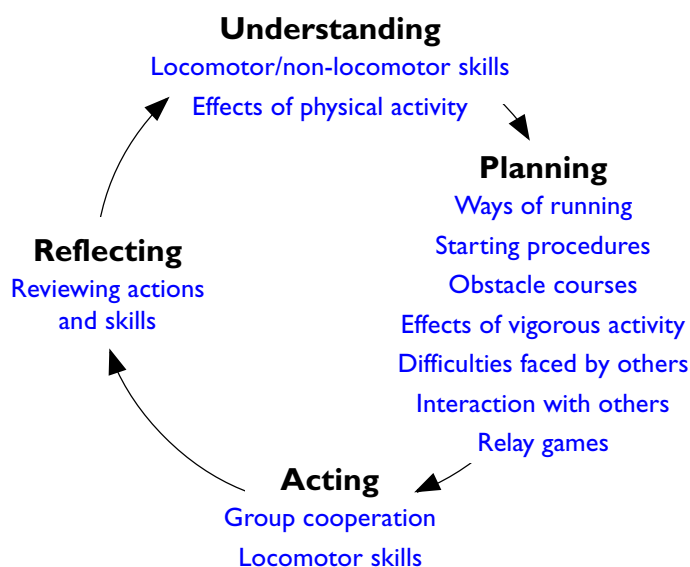
Developing Concepts and Skills for Physical Activity  
Enhancing Personal Development

## Purpose

Students demonstrate a variety of basic locomotor and non-locomotor skills as they explore different ways of starting races and running — changing directions, speed and pathways and using a range of obstacles and equipment. They describe the physical and emotional changes that result from participating in a variety of physical activities, and use basic speaking, listening, sharing and cooperation skills when interacting with others in a physical activity environment.

## Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



## Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

### Developing Concepts and Skills for Physical Activity

- 1.1 Students demonstrate a variety of basic locomotor skills and non-locomotor skills, varying body actions and use of space.
- 1.3 Students describe the physical and emotional effects that result from their participation in a variety of vigorous, whole-body activities.

### Enhancing Personal Development

- 1.4 Students demonstrate basic speaking, listening, sharing and cooperation skills to interact effectively with others.

## Core content

This module incorporates the following core content from the syllabus:

### Developing Concepts and Skills for Physical Activity

- fundamental movement skills, in particular locomotor, non-locomotor and manipulative skills;
- components of movement, such as body awareness, space awareness, effort and relationships with people and objects;
- relationship between health, physical activity and fitness, in particular participation in fitness activities;

### Enhancing Personal Development

- interpersonal skills, particularly in communication, expressing feelings, ideas and emotions, and cooperation.

## Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module. Other activities in this module provide opportunities for teachers to gather evidence about students' demonstrations of outcomes for assessment purposes.

### Developing Concepts and Skills for Physical Activity 1.1

- **Students perform a variety of basic locomotor skills and non-locomotor skills while varying body actions and the use of space.**
  - Can the student competently perform a variety of locomotor skills?
  - Can the student demonstrate different body actions while performing locomotor skills?
  - Can the student demonstrate an awareness of space and utilise it appropriately?
  - Can the student demonstrate non-locomotor skills varying the actions of the body and the use of space?

**Developing Concepts and Skills for Physical Activity 1.3**

- **Students describe the physical and emotional effects that result from their participation in vigorous running and relay activities.**
  - Has the student participated in the running activities to the best of his or her ability?
  - Is the student developing an understanding of the changes to the body that occur during and after physical activity?
  - Can the student identify and describe the physical effects of participation in running activities?
  - Can the student identify and describe emotional effects that result from participation?

**Enhancing Personal Development 1.4**

- **Students demonstrate basic communication and cooperation skills as they interact with others in games and physical activities.**
  - Does the student communicate ideas clearly and listen to others during group planning activities?
  - Does the student willingly take turns with equipment and share positions (for example, having the first turn) in games?
  - Does the student encourage others during activities?

## Background information

### Enjoyment through participation

This module emphasises enjoyment and participation. The range of activities allows children of varying capabilities to experience some success in at least one or more events. Track and field activities are based on fundamental motor skills. These skills also form the basis for the development of many other physical activities, and can develop fitness and strength.

The module describes several different activities where equipment is required: hoops, witches’ hats, ropes, tyre tubes, tackling bags, goalpost pads, cardboard tubes, cardboard boxes. Relay batons are not essential for the relay activities and can be substituted with beanbags, plastic drink bottles or tennis balls.

Students with medical conditions should be encouraged to be as active as they can, taking appropriate precautions before, during and after exercise.

Teachers should be aware of cultural differences in attitudes towards, and valuing of, games, sports and other physical activities.

### Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

baton	obstacle	sprint
direction	relay	standing start
fast	shuttle	travel
hurdle	slow	
impairment	speed	

## School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies are of particular relevance in track and field activities. Some safety issues that teachers should consider are:

- including appropriate warm-up and cool-down activities as standard practice during physical activity programs;
- including appropriate stretching exercises in warm-up and cool-down activities. Many of the activities in this module require explosive movements and to avoid injury it is essential that the muscular system is ready to move through the required range of movements.

## Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and diversity. It includes activities that encourage students to:

- understand, plan and demonstrate actions that support the rights and feelings of others in their group;
- develop the knowledge, skills and attitudes needed to take care of one another;
- understand the responsibility of individuals and groups to ensure the wellbeing and safety of participants in physical activities.

Students with disabilities or learning difficulties may require some activities to be modified to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

## Support materials and references

Athletics Australia 1997, *SPC Hot Tracks Athletics Program*, Melbourne.

Athletics Australia 1999, *Athletics Australia Online*.

Available URL <http://www.athletics.org.au/> (accessed April 2000).

Bluett, B. & Bluett, L. (eds) 1993, *Teaching Manual: Track Events*, Athletics Towards 2000: Teachers Resource Materials Series, Athletics Australia, Melbourne.

Bulluss, J. & Coles, P. 1994, *Perceptual Motor Programs: A Manual for Teachers*, 2nd edn, P. J. Developments, Mordialloc, Vic.

Bulluss, J. & Coles, P. 1995, *Perceptual Motor Programs: Extension Activity Cards*, P. J. Developments, Mordialloc, Vic.

## Activities

### Understanding

#### LOCOMOTOR/ NON-LOCOMOTOR SKILLS

#### Exploring locomotor and non-locomotor skills used in games and sports

► Students identify and demonstrate different locomotor movements used in games and sports they know — for example, running in football, basketball, hockey and netball; jumping in basketball, athletics and diving; rolling in gymnastics.

#### Focus questions could include:

- What travelling movements are used in games or sports you know?
- Can you show how people playing (name of a game) might travel?

► Students identify different non-locomotor movements used in a range of physical activities — for example, throwing goals in netball, starting sequence for sprint races, twisting and turning in gymnastics sequences, and swinging a bat in striking games.

#### Focus questions could include:

- What movements that don't involve travelling are used in games or sports that you know?
- Can you show how people playing (name of a game) make movements that aren't travelling movements?

► Students explore the use of locomotor and non-locomotor movements and practise responding to different commands while participating in a game such as 'Stuck in the Mud' or 'Simon Says'.

#### Teaching considerations

Select a game to develop and explore the skills of following instructions, moving in single directions, moving in a confined space, and moving in relation to objects and other people. The emphasis is on total involvement in this warm-up activity.

Include the use of a whistle and verbal commands such as 'Stop' or 'Freeze', and 'Go'. Make visual contact with students who have a hearing impairment.

It is important to be explicit in setting boundaries within which students can move safely. Use witches' hats or natural obstacles to set boundaries of play.

► Students race to a marker and back in response to a range of commands or signals — for example, 'In your hoops', 'Everybody ready to run', 'Go', a whistle blast or a clap. The following activities can be used to explore starting procedures:

- Starting from outside a hoop, step into the hoop on command, and then run to a marker and return;
- Starting from inside a hoop, run to a marker and return;
- Starting from inside the hoop, hop, skip, jump or slip-step sideways to the marker and return.

**Focus questions could include:**

- Are there other ways to start a race?
  - What words are usually said to start races?
- ▶ Students start from inside a hoop or from behind a line. On the commands ‘On your marks, set, go’, they run to a marker and return.

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**Teaching considerations**

Other activities where students begin in a marked area and run to a specific point would also be appropriate.

Safety is an important consideration in this module. Students will eventually be required to travel in straight lines and within lanes, if available. To assist safe movement, students could identify different coloured markers or targets, and run to their designated target — for example, tell students to ‘run to your blue marker’, ‘run to your red marker’.

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**EFFECTS OF PHYSICAL ACTIVITY**

**Sharing understandings of physical and emotional effects resulting from physical activity**

- ▶ Students discuss how they felt, both physically and emotionally, after running fast in the preceding games and activities.

**Focus questions could include:**

- Are you puffed?
- Are you sweating?
- Can you feel your heart beating?
- Has there been any change to your breathing?
- How do your legs feel?
- Are you exhausted or full of energy?
- Do you feel happy, sad, excited or disappointed?
- Did you feel as though you were part of the game?

## Planning

### WAYS OF RUNNING

#### Exploring the use of space, and different ways of running with various body actions

► Students explore different ways of running fast using a variety of body positions while remaining within a defined area. Challenge students to run as fast as possible with:

- hands on heads
- hands on shoulders
- hands in the air
- arms held still by sides
- elbows bent and arms swinging naturally by sides
- arms extended sideways
- legs crossing each other
- legs wide apart
- straight legs
- long steps
- small steps
- lifting knees high
- weight on different parts of the feet such as toes, heels
- head moving or still
- a forward or backward lean.

#### Focus questions could include:

- Which ways of travelling make it easy to run fast?
- Which ways of travelling make it difficult to run fast?



► Students develop their own style of 'wacky running', combining a variety of arm and leg movements to run fast. They then take turns with a partner to observe the other running fast and to copy the other's movements.

#### Focus questions could include:

- Do you think these are the fastest ways to run?
- How could you change your actions to run faster?

▶ Students experiment with travelling in different directions and using a variety of pathways while remaining within a defined area. Challenge students to travel:

- forwards
- backwards
- sideways
- following a circular pathway
- following a curved pathway
- following a zigzag pathway.

▶ Students run in marked lanes towards a coloured hoop, and then stand still in the hoop until instructed to return to their starting point. Use the commands: ‘On your marks, set, go’ for starting this activity.

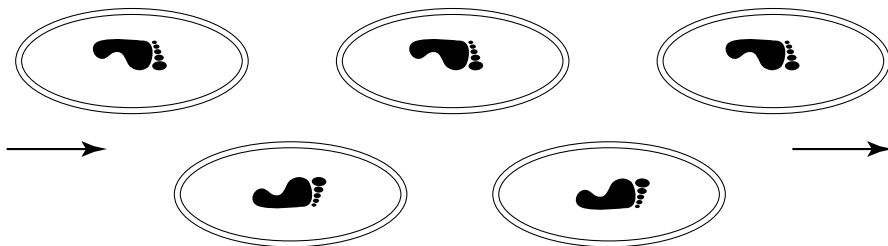
**Teaching consideration**

To help develop the skill of running in lanes, explain to students that the lines marking the lanes are similar to the tracks for a train, and that the rules require that they remain in their lanes during races. Students could run between two rows of designated markers (different colours) if there are no marked lanes.

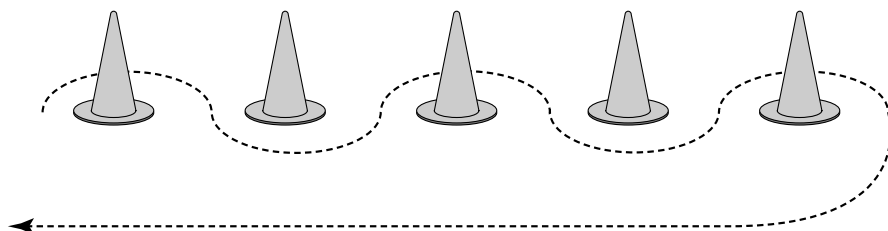
▶ Students explore different locomotor skills whilst moving through space — around, through, under or over various obstacles. They run fast to the obstacle and travel:

- under it and return safely to the starting point;
- over it and return safely to the starting point;
- through the obstacle and return safely to the starting point.

▶ Students run fast through a number of hoops laid flat on the ground, placing a foot inside each hoop in a straddle run and return safely to the starting point.



▶ Students run a weaving path through a number of obstacles such as witches’ hats, domes or other markers and return safely to the starting point.





**STARTING PROCEDURES****Exploring starting procedures**

► Students experiment with different body positions to plan the best way to start races. They practise starting from different positions and race to their designated marker when the commands to start are given ('On your marks, set, go').

**Focus questions could include:**

- Which positions make it difficult to start running?
- Which positions make it easy to start running?

**Teaching consideration**

Some starting positions students could try include: lying on their backs, standing with their backs to the finishing line, sitting, kneeling, lying face down with hands underneath their chins, standing side-on to the finish line.

► Students experiment with different leg positions to plan the best way to start races. They practise starting from different positions and race to their designated marker when the commands to start are given ('On your marks, set, go').

**Focus questions could include:**

- Is it easier to start with your feet together or apart?
- Is it better to start with your legs straight or bent at the knees?
- Is it better to start with one foot forward, and one foot back?
- Is it more comfortable to have a large space or a small space between your front and back foot?

**Teaching consideration**

Students could try starting positions such as: with their feet together, feet wide astride, right foot forward, left foot forward, knees bent, knees straight.

► Students investigate the most effective foot placement for a standing start by preparing for an imaginary race. They stand with their feet together. Once the 'Go' command is given, students begin to run, taking particular note of which foot they step on to first.

**Teaching consideration**

This could also be done as a partner activity with students taking turns to watch each other as they start running, and observe which foot is used for the first step.

► Students confirm which foot to use as the 'preferred front foot' in a standing start. While a partner observes, they stand with feet together, then lean forward until they begin to fall forwards. One foot will automatically be moved to break the fall and it is this foot that the observer is to note. The foot that moves first is usually the 'preferred front foot'.



### Teaching consideration

There may be exceptions to this rule. Trial and error is another way to establish a student's preferred front foot; that is, the student starts some races with the right foot forward and some with the left foot forward to determine which is the more comfortable.

- ▶ Students practise the procedure for a standing start under the guidance of a teacher. They participate in short sprint races, using a standing start. (Refer to Resource Sheets 1a and 1b, 'A standing start', for explanation of each of the steps involved.)

### Teaching considerations

Students could mark their 'preferred front foot' by pulling up the sock on that foot, or by using a stamp or coloured sticker.

Young students are not strong enough and cannot move fast enough to drive forward at a very low angle with great acceleration. Hence, it is better for them to use a standing start rather than a crouch start. This enables them to achieve the correct running position as soon as possible.

Standing starts reduce the risk of students stumbling and falling.

Alter the groupings for races so that students compete against different people each time they run.

## OBSTACLE COURSES

### Exploring different ways of tackling an obstacle course

- ▶ Students walk over a course which has three or four obstacles of various heights and spacings, then participate in short races over the obstacles. Students experiment with different ways of moving through the course.

#### Focus questions could include:

- Which was the fastest way to clear the obstacles?
- How could you improve your method of clearing the obstacles?
- Is it faster to take off from two feet and land on one?
- Is it faster to take off and land on one foot?
- Do you take off and land on the same foot?

### Teaching considerations

Obstacles for these activities could include hoops, witches' hats, ropes, tyre tubes, tackling bags, goalpost pads, elastic high-jump bars, cardboard tubes or cardboard boxes.

It is important that students are moving over the obstacles in one direction only. This is an essential safety consideration once larger obstacles are introduced. Space also needs to be allowed for a 'return lane' for students to move safely back to their starting point.

Athletics Australia recommends that beginners are introduced to an obstacle event gradually, by varying height and spacing of obstacles.

At this stage, more proficient students could be challenged by obstacles up to their knee height.

Continue to reinforce the commands for the correct starting procedure for races.

- ▶ Students form small groups to collaboratively design an obstacle course. They use three or four pieces of equipment from the range available and plan how to set up their course within an area defined by the teacher. Once the course is in place, students explore different ways of negotiating the obstacles.

**Teaching considerations**

Equipment to be used by students should be light enough for them to manipulate.

Ensure that the spacing between obstacles is sufficient for students to negotiate obstacles in different ways.

Encourage students to experiment with the layout of their equipment and to try each course before settling on a final design.

**EFFECTS OF VIGOROUS ACTIVITY**

**Identifying physical and emotional changes after taking part in vigorous, whole-body activities**

- ▶ Students describe their breathing and fatigue levels before participating in vigorous, whole-body physical activities.
- ▶ Students observe their breathing and fatigue levels after running quickly over a set distance once, and repeat the observation after running the distance several times.

**Focus questions could include:**

- How do your legs feel now?
- Are you still tired or full of energy? Why?
- Are you puffed? Why?
- Are you sweating more than before?
- Can you feel your heart beating?
- Is your heart beating as fast as before? Why?
- What has happened to your breathing?
- Why do you think that has happened?

- ▶ Students observe any changes to their emotions after running fast in a sprint race or running over obstacles a number of times.

**Focus questions could include:**

- How do you feel — happy or sad? Why?
- Does running fast make you feel excited or afraid?
- Does running over obstacles make you feel different from running when there are no obstacles?

- ▶ Students identify physical changes after running around, through, under or over various obstacles by observing changes to their breathing rate and their fatigue levels.

**Focus questions could include:**

- How do your legs feel now?
- Are you still full of energy or tired?
- Are you puffed?
- What has happened to your breathing?
- Why do you think that has happened?

► Students examine personal differences in performance during movement around, through, under or over various obstacles.

**Focus questions could include:**

- When we race, do we all finish at the same time? Why?
- How do you feel when you win a race?
- How do you feel when you don't win a race?
- How do you feel towards your friends when you win a race?
- How do you feel towards your friends when you come second in a race?
- How do you feel towards your friends when you come last in a race?
- If you had an injury or a disability, could you still take part in these races? Why?

**DIFFICULTIES FACED BY OTHERS**

**Understanding how it would feel to have a physical impairment or language difficulty**

► Students simulate various forms of physical impairment (for example, vision or hearing impairment) and participate in short races around, through, under or over various obstacles. They could also consider the difficulties faced by students in this situation for whom English is a second language.

**Focus questions could include:**

- How could you include the following friends in your races?
  - someone with vision impairment
  - someone who has lost the use of a leg
  - someone who does not understand your language.

**Teaching consideration**

Vision impairment could be simulated by using blindfolds or by having students close their eyes. Partners could physically guide the athlete with 'vision impairment' through the course and use verbal cues to assist them negotiate obstacles. To simulate hearing impairment, teachers could use only visual cues to start races. To simulate the experience of students for whom English is a second language, commands could be expressed in different languages.

► Students identify emotions experienced while participating in activities which involve moving around, through, under or over various obstacles as they simulate physical or sensory impairments.

**Focus questions could include:**

- Were you scared or frightened? Why?
- What type of things worried you? Why?
- Did you feel safe with your partner helping you? Why?

► Students describe how they felt during the activities where they were assisting their partner who had an 'impairment'.

**Focus questions could include:**

- How did you feel when you were helping a friend who was 'impaired'?
- What types of things did you do to keep your partner safe?
- What other things could you have done to make your partner feel safe?
- How could we make the activity safer for all participants?
- Would changing the height or distance between the obstacles make a difference?
- Would it help if the lanes were wider? Why?

**INTERACTION  
WITH OTHERS**

**Working cooperatively with others to create an obstacle course**

► Students work cooperatively in small groups to create a safe obstacle course using various pieces of equipment.

**Focus questions could include:**

- What are some things you will need to do to work together as a group?
- How can you include all members of the group in creating the obstacle course?
- How can you find out if the course is safe?

**Teaching consideration**

Provide groups with equipment or allow them to select a set number of obstacles for their course.

► Students work cooperatively in small groups to discuss and develop ways to enable a student with a disability, such as a physical or sensory impairment, to participate in an obstacle course.

**RELAY GAMES**

**Practising carrying an object while running, and planning in groups how to solve a challenge**

► Students use particular locomotor skills designated by the teacher to travel a short distance to round a marker and return to tag the hand of a partner, who repeats the activity.

► Students work in pairs. They carry a small object out to a hoop, place the object in the hoop and return to tag their partner. The partner then retrieves the object from the hoop and delivers it back to the first student.

**Teaching consideration**

Demonstrate this activity for students.

► Students experiment with different ways of carrying an object in their hands while running a short distance to round a marker and return to pass the object to their partner.

**Focus questions could include:**

- Do your arms move differently when you carry an object in your hand?
- Which way of carrying the object made it easiest for you to run? Why?

**Teaching considerations**

Objects could include beanbags, relay batons, balls and rolled-up magazines.

Ways of carrying objects include:

- in two hands;
- in one hand with arm extended in front;
- in one hand with arm extended or held by the side.

► Students work in small groups to plan how to solve the challenge of filling a container, such as a small bucket, with water from a larger container, using only a small plastic cup. The following rules apply:

- Each group member must have a turn before anyone has a second attempt.
- Groups are to decide on the order in which members will have their turns.
- Groups are to decide other tactics such as the best way to hold the cup when travelling and how full it should be.
- Groups should trial tactics as they are suggested.

**Teaching considerations**

The aim of the activity is for students to cooperate and communicate with each other, to share equipment, to take turns and to follow rules.

Sand or small objects could be used instead of water to fill the larger receptacle.

## Acting

### GROUP COOPERATION

#### Cooperating to implement a plan

- ▶ Students, in their groups, implement the plan they developed in the planning phase (see previous activity) to fill a container with water from a larger container, using only a small plastic cup.

#### Teaching consideration

This activity could be conducted as a competition between groups.

- ▶ Students work in small groups to devise and implement a strategy to carry a relay baton (or other object) around a course as many times as possible in five minutes.

#### Teaching considerations

Teams could position members evenly around the course. Alternatively, groups could decide to form pairs with two runners at the start and two runners positioned at halfway, each runner travelling half the course every second change.

Start all races with the correct starting sequence outlined earlier in this module.

All first runners begin at the same starting point with the count for each group being made each time their baton passes the starting point.

Beanbags or hand touches, rather than a relay baton, may be used as a safer option.

Where possible, leave a lane vacant between teams.

### LOCOMOTOR SKILLS

#### Demonstrating a variety of basic locomotor skills while changing direction, speed and pathways

- ▶ Students participate in a tabloid of physical activities, running fast over obstacles and in relays.

#### Teaching considerations

The class is divided into teams of three or four with a balance of size, ability and gender. A corresponding number of stations is set up — for example, five teams and five different stations.

Each station needs an obstacle lane, to include three or four obstacles arranged in a straight line.

A return lane may be necessary for some activities.

Start all races with the correct starting sequence.

Beanbags or hand touches may be substituted for relay batons if safety is a consideration.

Change the leaders at the conclusion of each activity to provide an opportunity for participants to experience all aspects of the relay formation — for example, leader, starting, finishing, changing and receiving the object between partners.

Typical activities could include shuttle relays, zigzag running, hurdling low objects and obstacle courses. These could include:

- completing tasks while having a simulated impairment and being assisted by a partner;
- running quickly, taking a zigzag path through the obstacles;
- skipping, hopping, running sideways, forwards or backwards;
- running to obstacles and jumping them with a two-footed takeoff or a one-footed takeoff;
- running as quickly as possible to negotiate (going over or under) obstacles and returning via the safety lane to touch the next team member's hand.

## Reflecting

### REVIEWING ACTIONS AND SKILLS

#### Reflecting on experiences and what was learned

- ▶ Students discuss what they have learnt about running fast, moving around and over obstacles, and relay activities. They discuss the different factors that contribute to success when taking part in these activities.
- ▶ Students discuss the group relay activity carried out earlier in the module. They talk about the decisions they made and the strategies they implemented as group members.

#### Focus questions could include:

- Did everyone in the group have a say in how to solve the challenge?
- Were all suggestions listened to? Why?
- Did the group work well together? Why?
- Did you encourage each other?
- Did your plan work well? Why?
- Were there other ways to achieve the task? What were they?



# A standing start

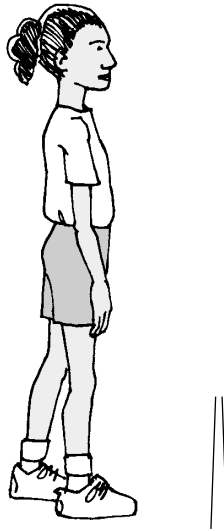
**R1**

Resource Sheet 1a

WACKY RACERS! • LOWER PRIMARY

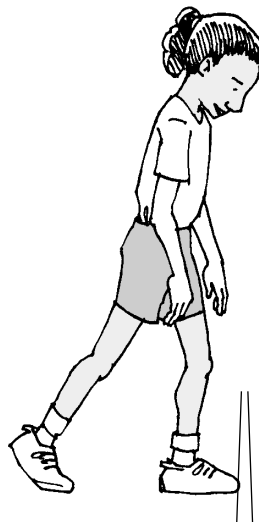
Use the following directions to help students through the correct steps of a standing start.

When waiting to start a race, stand well back from the starting line. Look ahead and select a target to run towards.



## ‘On your marks’

- Move to stand with the toe of the preferred front foot just behind the starting line.
- Place your back foot about one step behind the heel of your front foot, leaving a narrow space between both feet.
- Leave your arms hanging loosely by your sides.



# A standing start



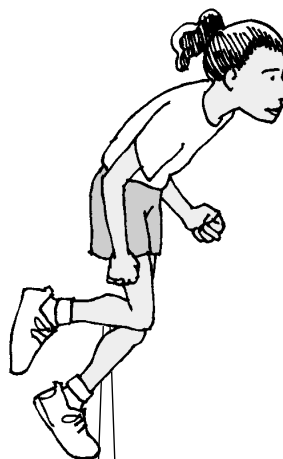
## 'Set'

- Move the arm opposite to your front leg forward as you move your weight on to the ball of your front foot. At the same time, slightly lean your body forward.



## 'Go'

- Drive from the front leg and swing the front arm back as you take your first stride.
- Begin with small steps and gradually straighten your body as you build up to top speed.





This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

*Years 1 to 10 Health and Physical Education Syllabus*

*Years 1 to 10 Health and Physical Education Sourcebook: Guidelines*

*Health and Physical Education Initial In-service Materials*

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