

## Session 1: *I Can Keep Myself Healthy*

### OVERVIEW:

#### Key Concept

To be the whole, fulfilled person I was created to be, I need to build healthy living skills.

#### Objectives

In this session, participants will:

- Get acquainted.
- Understand group guidelines regarding appropriate group behavior.
- Be introduced to the *Kids Like Me* program.
- Learn the components of healthy living: Physical, Psychological, Social, and Spiritual.
- Discover that they are important to God and He is always with them.

#### Session Affirmations

<p><b>Physically:</b> I can be healthy.</p>	<p><b>Psychologically:</b> I am healthiest when I think positively about myself and others.</p>	<p><b>Socially:</b> I am healthiest when I share my life with others.</p>	<p><b>Spiritually:</b> I am important to God and He loves me.</p>
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#### Key Verse(s)

**Psalm 100:** *(Selected portions from International Children's Bible)*

- (3) Know that the Lord is God. He made us, and we belong to him. We are his people....
- (5) The Lord is good. His love continues forever.

## Session Outline

### **Welcome! (25-35 Minutes)**

Gathering Activity: Name Tags  
 Introduce the Group Rules  
 Warm Up: Getting Acquainted Game

### **Lessons for Living (25 -35 Minutes):**

Introduction to Kids Like Me Groups  
 Activity: Healthy Living Circle

### **Family Groups (25 - 35 Minutes):**

Sharing Activity: Healthy Living Goals  
 Bible Verse(s): Psalm 100  
 Prayer Journal

### **Wrap-Up (15 Minutes):**

Connecting with Others  
 Connecting with God  
 The Serenity Prayer

## Materials and Preparations

A big welcome sign posted in the room before participants arrive.  
 Portable CD/tape player playing quiet background music as participants arrive.  
 Plastic Name Badge holders (3 x 4") with blank inserts.  
 Directions for making the name tags PRINTED on a flipchart page or the board.  
 A large poster board or flipchart page to create the *Rules For Sharing*.  
*Getting Acquainted Game* interview questions PRINTED on a flip chart page.

**GROUP LEADER NOTE: A copy of all posters, activity sheets and handouts are found at the end of this session plan to help you with lesson planning. A CD containing all the handouts in PDF files is also included with this curriculum.**

*Healthy Living Circle* enlarged on a flipchart page and cut apart on the lines, creating four quarters. Print ONLY the main heading in each quarter. You will also need a large poster board to reassemble the circle during the group.  
 Two Healthy Living Goal cards per child (copy on card stock and cut apart).  
 Two or three Bibles for every Family Group.  
 One notebook per leader for the family group Prayer Journal.  
 Key Verses from Psalm 100 (see above) printed on a poster board or flipchart.  
 A flipchart page or long strip of paper with the heading *Our Acts of Kindness* printed across the top.  
 The Serenity Prayer Poster, enlarged so all children can read it easily.  
 Parent Information Letter and Session Overview to be sent home with each child.

**GROUP LEADER NOTE: as many of the participants will have learning differences (see Appendix F), always:**

- PRINT information on the Board in capital letters so that participants with dyslexia or other reading difficulties will be able to easily read it.
- Copy handouts on COLORED pieces of paper.

## Session Plan

### Welcome!

#### **Gathering Activity: Name Tags**

**Display** the flipchart page with the instructions for making the name tags. As children arrive, **direct** them to tables on which you have laid out plastic name badges with blank inserts and both wide and fine tip markers. **Instruct** children to follow the instructions for making their tags. **Talk** with children as they work, asking them questions about what they are adding to their tags. When completed, have children insert their name tag into a plastic holder and pin it on. Be sure all leaders make their own tags, too.

#### **Directions for Making Name Tags:**

1. Using your favorite color, print your name in the center of the tag.
2. In the top left corner, draw a picture of your favorite food.
3. In the top right corner, draw a picture to represent your favorite activity.
4. In the bottom left corner, write the name of a famous person you look up to.
5. In the bottom right corner, write the name of your favorite subject at school.

#### **Rules For Sharing:**

**GROUP LEADER NOTE:** As you begin, it is important to establish several rules that will govern your time together. These rules are necessary to establish a safe environment in which all children can feel comfortable to honestly express their thoughts and feelings, particularly about difficult subjects.

Have children sit in chairs or on the floor. **Display** the poster board on which you will create your rules poster. Then **say:** *Before we do anything else, it is important that we set some rules for our group. This is our group, and we want it to be a safe place for everyone. All groups – like families, school classes and even groups of friends – have rules.* **Ask:**

- *What do rules do for us?* Let children respond. Rules help us get along better, have fun and stay safe.
- *What would it be like if we did not have any rules?* Refer to what it would be like to play games, drive on roads, etc. if there were no rules.
- *Think of someplace you have been that felt completely safe for you. What made it feel safe?* Examples: I knew no one would make fun of me; I could share my feelings without worrying someone would tell others what I said; I realized others in the group had similar experiences to mine so they understood.

**Say:** *This group is OUR group. For all of us to benefit from it, we must all feel safe here.* **Ask** the group what specific rules they feel are important to keep their group safe. Have a co-leader **PRINT** their suggestions on a poster board. Be sure all of the following rules are included in your final list:

**GROUP LEADER NOTE:** Be sure to be respectful in this process of sharing group ideas. Ask permission to rephrase or regroup ideas: “That makes me think about respect. Would it be OK for me to list that idea there?”

**1. Respect one another:**

- Everyone’s thoughts and feelings are important and valid.
- We speak only for ourselves; we let others speak for themselves.
- One person speaks at a time.
- Listen to the person talking.
- Keep our hands to ourselves.

**2. Use “put-ups” only.** We give only compliments and encouragement.

**3. You can pass,** but everyone’s thoughts and feelings are important!

**4. All sharing in group is confidential.** “What is said in group, stays in group.” Emphasize that this rule applies to all group leaders, too. However, be sure to explain that as a group leader you are a mandated reporter and can not keep confidential any of the following information you may hear during group:

- Someone is or has been hurt physically or sexually.
- Someone is planning to hurt him/herself or someone else.

**Suggested Consequences for Violating Group Rules.** Explain that if someone does not follow these rules there will be consequences. Suggested consequences are:

1. *First time:* A warning
2. *Second time:* A time-out (1-5 minutes)
3. *Third time:* Participant will be asked to leave group for the remainder of the session. Be sure there is a safe place for a child to wait, if they are asked to leave the group.

**GROUP LEADER NOTE:** It is vital these rules are followed consistently, and that consequences are enforced for any violations. This is the only way the atmosphere of safety that is essential to the group process can be maintained.

**Warm Up: Getting Acquainted Game**

**Display** the flip chart page containing the interview questions. Have children **form partners** by picking someone in the group they do not know. When

everyone has a partner, **say:** *In a moment, you will be introducing your partner to the group and your partner will be introducing you. To prepare, you will have several minutes to interview each other using the following questions.*

Have **paper available** so participants can take notes to use in making their introductions. You (the leader) and your co-leader will interview each other. Later, you will model for the group how to share their responses.

**Questions:**

1. What school do you go to and what grade are you in?
2. Who do you live with (brothers, sisters, grandparents, children, foster parents, group home)?
3. What is your favorite thing to do on the weekends?
4. If you could go anywhere in the world, where would you like to go?
5. What is one thing that scares you?
6. What is one thing you are really good at?

**Begin** the introductions with yourself and your co-leader.

## Lessons for Living

### **Introduction to the Kids Like Me Program**

Introduce the group by **saying:** *All of us are here today because someone in our family is in a recovery group. They may have used alcohol or drugs, or be here for another kind of group. Whatever the reason, your family is working hard to get healthy. That may mean some things are happening in your that feel hard or stressful. It is important to have a place to talk about those things. This group can be that place for you. Our group is a safe place for you to talk about anything you want to talk about and to learn about how to live a healthy life. All of us who are your leaders are looking forward to being here each week! We will have lots of fun and interesting things for you to do and we'll talk about some important subjects. We hope you will join us, too! Now let's talk for a few minutes about our main theme – how to live a healthy life.*

### **Activity #1: The Healthy Living Circle**

**Say:** *Your life is a special gift to you, and part of your job as you grow up is to learn how to keep yourself strong and healthy. Being strong and healthy involves many things, and that is what we will be learning about in the weeks ahead. There are four parts of us we must learn to keep healthy. They are:*

**Physical**, which means taking care of our bodies.

**Psychological**, which means taking care of our minds and feelings.

**Social**, which means having good friendships and family relationships.

**Spiritual**, which means knowing God and having a relationship with Him.

**Divide** the group into four teams. When they are in their teams **ask** someone from each team to volunteer to be a recorder. **Give** each recorder one of the quarters of the *Healthy Living Circle* which you prepared earlier (see Materials and Preparations section above). **Instruct** the teams that their task is to think of specific ways we can keep ourselves healthy in the area of life that is written at the top of their quadrant. The recorder will write their suggestions inside the quadrant.

**GROUP LEADER NOTE:** Tell the children that, in this group, spelling does not matter. This will put children with learning differences or performance anxieties at ease and allow them to participate freely. They may even choose to draw their responses rather than write them.

**Allow** 10-15 minutes for the teams to complete this task. If you have four leaders in your group, **assign** one leader to guide each group's discussion. If you do not have four leaders, have **all leaders circulate** among the groups to offer suggestions. **Examples:**

### **Physical:**

**Exercise:** Play active games; walk the dog; skateboard, roller blade, ride a bike.

**Good food:** Eat healthy foods: meat, cheese, milk, vegetables, fruit, fruit juice, cereal, nuts, bread and butter. Limit sweets and fats.

**Proper rest:** Go to bed at a regular time each night; do quiet activities like reading before bedtime.

**Cleanliness:** Take regular baths using lots of soap, brush your teeth regularly, wash hands after using the bathroom, keep your room clean, change underwear daily.

**Safety:** Don't use alcohol or other drugs, don't take anyone else's medicine, don't smoke any kind of tobacco, go to a safe place if someone is threatening you.

**GROUP LEADER NOTE:** Be sure this team's list includes a statement about NOT using harmful substances.

### **Psychological:**

**Share my feelings:** Tell a safe person; write my feelings in a journal, write a letter to tell someone about how I feel.

**Have fun:** play games, read a fun book, invite a friend over, ask mom or dad to play a game with me, create a new game.

**Learn something new:** read a new book, ask an adult to teach me something (like how to bake or cook, or build a model), join a club or activity at school.

**Knowing I am valuable:** Make a list of all my good qualities; make a list of everyone who loves me, remind myself that no one else is just like me.

**Knowing I am capable:** Try new things to discover what I'm good at, spend more time doing the things I do well, join a soccer (baseball, basketball, swimming) team, write stories or poems, play music, or any other activity that encourages me to better my skills.

### Social:

**Have fun with others:** Play games you can't play alone, teach each other new jokes, giggle, have a slumber party, sing silly songs with your family.

**Choose friends carefully:** Ask questions to get better acquainted, share feelings, say NO if a friend wants you to do something wrong, choose friends who don't smoke, drink or take drugs.

**Cooperate:** follow directions quickly and without complaining, listen to other people's ideas, don't always insist on getting your own way, help each other get work done.

**Give compliments:** Give at least two compliments every day, say "I love you" often, say "thank you" when others do things for you (like thank mom for making dinner), remind others of things they are good at.

**Be a Helper:** Do chores without being told, look for things that need to be done – and do them, stop to help someone who dropped their books or groceries, help younger siblings get dressed or read them a story.

### Spiritual:

**Go to Church:** Ask mom or dad to take you if you don't normally go, find a friend who goes to church and ask if you can go with them.

**Pray:** Say "good morning" to God every day, ask God for help when you need it, thank God for all the good things in your life.

**Enjoy God's world:** Look at a flower and enjoy its beauty, thank God for things like the beach or beautiful mountains or forests, make snow angels.

**Write a poem to God:** Express your feelings and thanks in a poem and then say it to God in a prayer.

**Ask your questions about God:** Find a pastor or Sunday School teacher (or a Kids Like Me leader) to ask your honest questions about God.

When the time is up **invite** the first team's recorder (or another volunteer from the team) to come forward with the Physical quadrant and read the suggestions the team wrote on it. Then have him or her **glue or tape** the quadrant to a poster board as you lead the group in a round of applause for the team. **Repeat** this process with the other three teams.

**End** by referring to the statement about not using harmful substances. **Ask** the group what they think that means, emphasizing the following:

**BE SURE STUDENTS UNDERSTAND** that all use of tobacco, alcohol and drugs, including someone else's medication, is risky for everyone, but especially children with blood relatives who have problems with alcohol and other drugs. Point out that taking medication as prescribed by their doctor *for them* is healthy, but that taking someone else's medication or medication differently than prescribed is risky.

## Family Groups

**GROUP LEADER NOTE:** Family Groups are small groups led by one leader. They allow children to share more openly and receive more personal attention. For best results have one leader for every 4-5 children, and be sure returning children stay with the same leader each week. See the *Getting Started* section in this manual for more information about these small groups.

**Say:** *Now we are going to go into our family groups. Your family group is a place where you can talk to a leader, to each other and to God. You will be in the same family group each week.* **Divide** the children into as many small groups as you have leaders in your room and have them move to their assigned meeting place (a table or corner where they can huddle together). The small group leaders then lead the following activities:

### **Sharing Activity: Healthy Living Goal Setting**

**Be sure** the *Healthy Living Circle Poster* is displayed where everyone in the room can see it. **Say:** *We just learned many ways to keep ourselves healthy. Probably none of us does ALL of them ALL the time – including me! But I think all of us are doing some of them already.* **Ask:**

- *What are some things on the Healthy Living Circle you are doing right now?* As children share, affirm them for making healthy choices to take care of themselves.

**Say:** *Learning new ways to keep ourselves healthy is what our group is all about. All of us have things we could do to live more healthily, including me. One thing I would like to do to make my life healthier is \_\_\_\_\_* (choose an item from the Circle and share it with your group).

**Distribute** two *Healthy Living Goal* cards to your group members. Take one yourself and set a goal along with the kids. **Ask:**

- *Look at the Circle again. If you could change one thing right now to make your life healthier, what would it be?* **Guide** all group members to choose one thing. Have them **write** their choice on both of the goal cards.
- *What can you do this week to start working toward your goal?* **Guide** group members to name one concrete thing they can do. **Explain** that



this is called an action step, and it must be something that is specific and they can accomplish this week. Examples:

- \*\* I will choose to eat a fruit snack instead of candy when I get home from school.
- \*\* I will go outside and play instead of watching cartoons on Saturday morning.
- \*\* I will talk to God everyday when I wake up.

**Guide** all group members to choose an action step and **write** it on both of their goal cards. Then **say:** *You may take one of your goal cards home to remind you to work on it this week. I am going to keep the other one so I can remind you of your goal next week. We will have a chance then to share how we are doing with our goals – and that includes me.*

### **Bible Verse: Psalm 100**

**Say:** *One of the ways we keep ourselves healthy is by getting to know God. Our group is a great place to do that. Each week we will be looking at a part of the Bible that can help us build our relationship to Him. For instance, did you know that the Bible tells you that...:*

- ... you are very, very important to God?
- ... He loves you more than any person on earth could ever love you?
- ... He promises to be with you all the time and listen to you whenever you want to talk to Him?

*One of the places in the Bible that tells us about how important we are to God is Psalm 100. Let's see what it says. Give each child a Bible and help them find Psalm 100. Read the whole Psalm, having volunteers take turns reading one or two verses. Then say:* *These verses tell us that we belong to God and He loves us – forever!* **Ask:**

- *Do you feel God loves you? Why or why not?* Let volunteers respond. **Affirm** all responses at this time, even those who may say they do NOT believe God loves them.

**GROUP LEADER NOTE:** You might want to encourage children to be honest during this discussion by stating that you realize that sometimes things happen in life that may make it hard to believe God loves us. If you have an example of such a time in your own life, share it now. This will set the tone for the group, letting children know it is okay to be honest about their feelings, especially about their relationship to God, and that you understand how difficult life experiences can affect their lives.

When all volunteers have shared, briefly **share** why you believe God loves you. End by stating your hope that all will experience God's love during this week.

### **Prayer Journal:**

**GROUP LEADER NOTE:** Each week you will spend the last few minutes of family group leading a prayer time. The purpose of this time is to help kids see God's presence and power as a significant resource in facing life's circumstances. Use a notebook to write down children's requests so you can remember them from week to week. Children will begin to see God's power as you review these requests and record the answers the children report.

To begin your prayer journey **say:** *Because God loves us so much, He invites us to talk to Him about the things that are happening in our lives. We can talk to God about anything at all – especially when we need help with something or we feel upset about something that is happening. I am going to use this notebook to make a list of the things we want to talk to God about today. We will pray for these things here and I will also pray for them at home during the week. Then next week, we will talk about how God is answering our prayers.*

**Ask** kids to share any requests they have, especially about things they may be facing right now that seem hard. **Write** all the requests in the notebook, adding one of your own. End with a **brief prayer** for each child, thanking God that he or she is there and praying for specific requests.

### **Wrap-Up**

**GROUP LEADER NOTE:** All the small groups will gather together again for this final segment of the meeting. See the *Getting Started* section of this manual for ideas about how to accomplish this re-gathering quickly and easily.

### **Connecting with Others:**

One of the most important parts of living a healthy life is the ability to see beyond ourselves and recognize our connection to our world. Children are empowered when they realize they can make a difference in their families, communities, and beyond. This is especially true for children of alcoholic/addicts, who typically grow up believing they are NOT special and do NOT make a difference. However, kindness and getting involved in the lives of others is not something we as human beings are automatically inclined to do. It is an attitude toward life that is developed by being exposed to, and engaging in, acts of kindness. Therefore, throughout this series, children will be asked to perform "required acts of kindness." These acts of kindness will be reported and kept in a list throughout the sessions of this group. This list will allow participants to have a tangible record of how much they have impacted their world just by reaching out to others in small ways.

**GROUP LEADER NOTE:** The *Connecting With Others* activity was added in response to the research (Search Institute's 40 Developmental Assets and Resiliency Studies – see Appendix G) indicating that it is critical for children to develop a sense of empathy and compassion through helping others.

**Display** the flipchart page or long strip of paper which you have titled *Our Acts of Kindness*. **Introduce** this project by saying: *A big part of living a healthy life is learning how to be helpful and caring to others. Each of us can reach out to others in caring ways, but sometimes it takes a little time to remember to do so.*

**Ask:**

- *What are some ways we could be kind to someone this week? Remember, these acts of kindness can be as small as making eye contact and smiling at an elderly person on the street, or carrying a bag of groceries up the stairs for a neighbor.* Have children **brainstorm** ideas and **print** them on the top of the list.

**Say:** *I would like each of us (that includes us as leaders, too) to do one act of kindness before the next session. This act of kindness is to be a gift we give to others and we will not accept anything in return. If the person we help offers anything, we can ask these people to pass on the kindness by helping someone else. Each week I am going to bring this paper to our group. We will all have a chance to share the acts of kindness we did during the week and I will write them here. Let's see how quickly we can fill up our paper with acts of kindness! I think we will all discover how much fun it can be to be kind.*

### **Connecting with God**

**Display** the key verse from Psalm 100 (see the Overview page of this session plan for the key verses) which you have printed on a poster board or the flipchart. Ask the group to **stand in a circle**. Then **say:** *As we get ready to leave, I want to remind you again how important you are to God and that He loves you very much. Let's read these verses from Psalm 100 together.* **Read** out loud.

**Conclude:** *Each week we are going to close our group in the same way – by saying the Serenity Prayer. The Serenity Prayer is something that is said in lots of groups all around the world. Many people find it helps them remember that God is there to help them with whatever is going on in their lives. We will learn more about what all the words in this powerful prayer mean in the weeks ahead. But for today, let's close by saying the prayer together.* **Display** The Serenity Prayer poster where everyone can see it. If it feels safe, have participants hold hands, as is done in 12-step groups, as you say the prayer:

**God,  
Grant me the serenity to accept the things I cannot change,  
Courage to change the things I can,  
And wisdom to know the difference.  
Amen**

**AS CHILDREN LEAVE:** *Be sure to:*

- **Collect their name tags** for use next week.
- Pass out (or hand to parents as they arrive to pick up their children) the **Parent Information Letter** and today's **Session Summary**.



# Kids Like Me!

## Parent Information

### Welcome to Kids Like Me!

We are so glad your child was with us in **Kids Like Me** today. KLM is especially designed for children living in families in a chemically dependent family. By joining us each week, your child will:

1. *Enjoy a safe group environment led by well trained leaders.*
2. *Learn valuable life skills many of us did not learn until we entered recovery!*
3. *Share the group experience with other children who are living with similar life circumstances.*
4. *Discover how a personal relationship with God can be his/her greatest source of help, hope and healing.*



At the end of each session your child will be given a *Session Summary* page. This sheet contains the main concepts your child heard in the group and a suggested Do-At-Home activity. We encourage you to make every effort to spend time with your child(ren) doing these activities each week. It will not only reinforce the life skills your child is learning in group, it will strengthen your overall family relationships, too!

We look forward to having your child with us again. Should you desire to talk with a program leader about any aspect of our program, please do not hesitate to do so at the numbers listed below.

### To Contact Us ...

If you have any questions about the **Kids Like Me** program, please contact one of our program leaders:

Leader: \_\_\_\_\_

Contact: \_\_\_\_\_

Leader: \_\_\_\_\_

Contact: \_\_\_\_\_

### KLM Session Topics

The **Kids Like Me** curriculum is organized in a 13 week cycle. During each cycle, the following topics are presented:

*Healthy Living*

*Communication*

*Feelings*

*Feelings Defenses*

*Anger Management*

*Alcohol, Tobacco and  
Other Drugs Info*

*Chemical Dependency*

*Chemical Dependency Af-  
fects the Whole Family*

*Wise Choices*

*Boundaries*

*Friendships*

*Uniqueness*

These subjects have been carefully chosen based on the most recent research pertaining to the needs of children of alcoholics/addicts. However, *the healthy living skills presented are applicable to all children.* Therefore, *all children are welcome in Kids Like Me!*





# Kids Like Me!

## Session Summary

### I Can Keep Myself Healthy!

**Key Concept:** *To be the whole, fulfilled person I was created to be, I need to build healthy living skills.*

In today's session, we talked about what it means to live a healthy life. The main concepts we discussed are:

- We can take responsibility to keep ourselves healthy.
- There are four parts of our lives we need to keep healthy:
  1. **PHYSICAL:** Keeping our bodies healthy.
  2. **PSYCHOLOGICAL:** Keeping our minds and emotions healthy.
  3. **SOCIAL:** Keeping our relationships healthy.
  4. **SPIRITUAL:** Keeping our spirits healthy, especially through a personal relationship with God.
- Using **healthy living skills** is the way we keep ourselves healthy. The purpose for our group is to learn these valuable skills.

During Family Groups every child identified one thing they are already doing to keep themselves healthy, and then chose one thing they would like to work on this week.

**You can follow up at home this week** by talking with your child about the goal your child set, and asking if there is anything you can do to help him/her meet it.

### Session Bible Verses

Part of keeping ourselves spiritually healthy is knowing God. The verses we presented are from **Psalms 100** (from the International Children's Bible):

(3) *Know that the Lord is God. He made us, and we belong to him. We are his people....*

(5) *The Lord is good. His love continues forever.*

These verses tell us that we belong to God AND that He loves us. Because He is both loving AND God, His love for us is perfect. We can trust Him to guide us throughout our lives.

Session 1 Parent Handout

### To Do At Home: A Family Act of Kindness

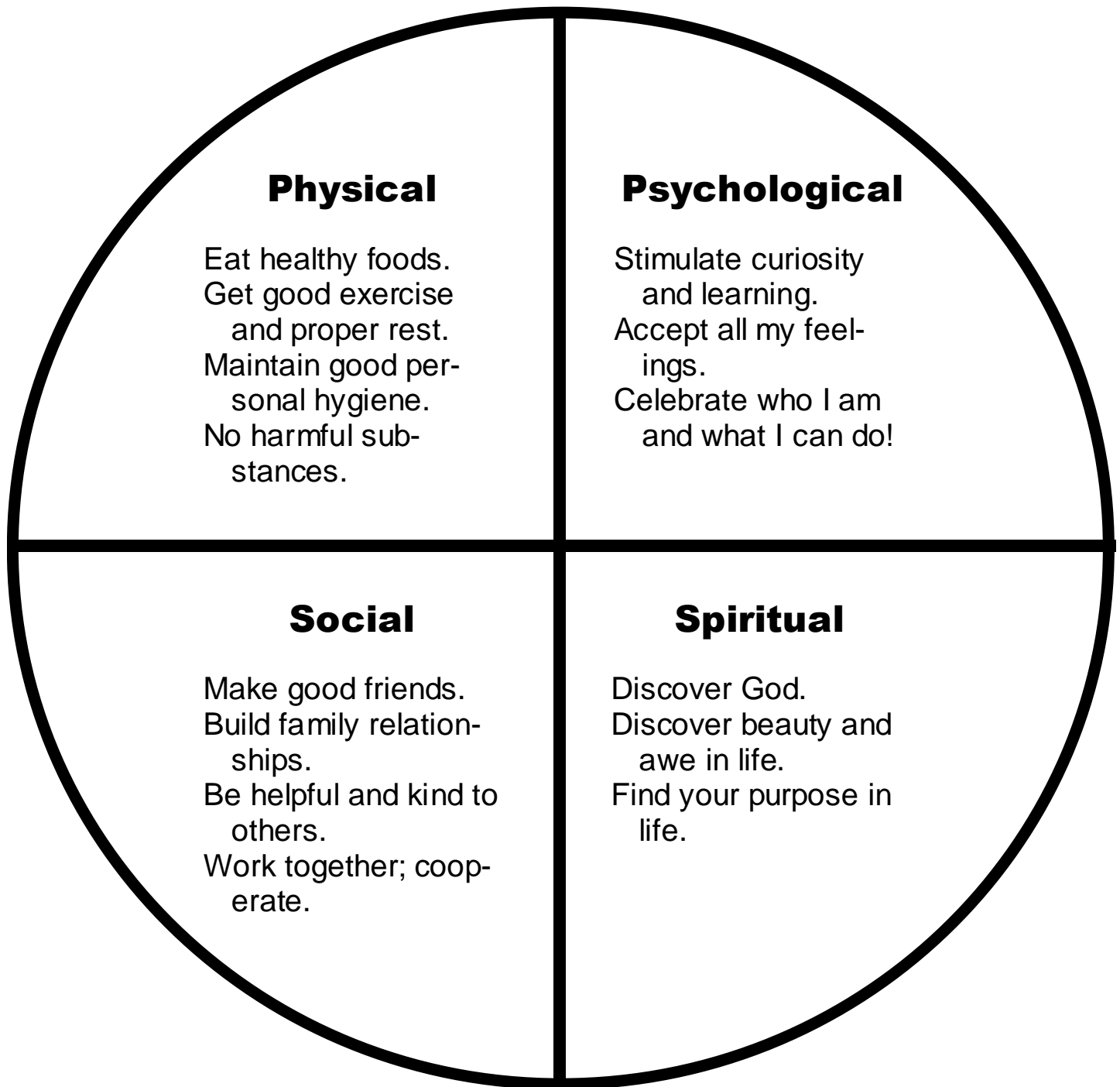
An on-going part of KLM is an assignment called "Acts of Kindness." This helps children see beyond themselves and recognize their connection to the broader world. Each week, they are asked to do one act of kindness *without accepting anything in return.*

This week, involve your family in a *Family Act of Kindness*. Choose something all family members can do together. **Ideas:**

- Make and give a small gift to someone.
- Spend an hour weeding a garden for an elderly person.
- Take cookies to someone who received bad news.
- Your ideas...?



## The Healthy Living Circle



*Pre-teen Group*  
**Healthy Living Goal Sheet**

**Healthy Living Goal**

My goal to live in a healthier way is:

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To reach my goal I will:

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**Healthy Living Goal**

My goal to live in a healthier way is:

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To reach my goal I will:

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# **The Serenity Prayer**

**God,**

**Grant me the serenity to**

**accept the things I**

**cannot change,**

**courage to change the**

**things I can,**

**and wisdom to know**

**the difference.**

**Amen**



### Group Leader Notes

DATE: \_\_\_\_\_ GROUP: \_\_\_\_\_ SESSION TOPIC: \_\_\_\_\_

**ACTIVITIES AND GROUP REACTIONS:**

**Welcome!:**

**Lessons for Living:**

**Family Groups:**

**Wrap-Up:**

**INDIVIDUAL SUMMARIES/NOTES:**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

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4. \_\_\_\_\_

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5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

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