

# Religion Curriculum Inquiry Unit



School:

<b>YEAR LEVEL: 6</b>		<b>Term:</b>	<b>Year:</b>
<b>Inquiry / Wondering Question:</b> <i>I wonder if I am aware of the gifts of the Holy Spirit in my life.</i> <i>I wonder if I can use these gifts to reach out to those in need.</i>			
<b>Strands:</b> Beliefs <b>Sacraments</b> Morality Prayer		<b>Cross-curricular priorities:</b>	
<b>Class context/Learners:</b> To be added by class teacher			
<b>Key Inquiry Questions:</b> What are the gifts and fruits of the Holy Spirit and how can I use these gifts in my life? How can I continue the mission of Jesus in my community and in the world?		<b>I Wonder:</b> I wonder if I am aware of the gifts of the Holy Spirit in my life. I wonder if I can use these gifts to reach out to those in need.	
<b>Knowledge &amp; Understanding...</b> Through the sacraments we are nourished in ministry and service CCC 738, 739 The sacraments are ritual celebrations of God's Spirit in our lives. Sacraments empower Christians in ministry and service. As members of the Christian community we explore the gifts of the Holy Spirit that help us live as followers of Jesus. CCC 1831 Symbols and rituals signify and express the gifts of the Holy Spirit celebrated in the Sacrament of Confirmation.		<b>Skills...</b> Recount that Jesus was anointed by the Holy Spirit at his Baptism and that we too are anointed to continue his mission at our Baptism and Confirmation. Recognise that Jesus showed concern for the poor, the captives, the blind and the downtrodden throughout his ministry. Explore different aspects of Christian living such as being entrusted with the mission of justice and peace to those who suffer in the world. know that the Holy Spirit brings gifts (Isaiah 11:1-5) and that these gifts will bear fruits in our lives (Gal 5:22-23) Explain the meaning of some of the gifts of the spirit and how these guide and give strength to believers today. Name and illustrate the gifts of the Spirit	



Wisdom  
 Understanding  
 Counsel- Right Judgement  
 Fortitude -Courage  
 Knowledge  
 Piety – Reverence  
 Fear of the Lord – Wonder and awe  
 Explain the meaning of some of the fruits of the Spirit and how they are visible signs of God's active love and work in the lives of believers.

**Identify Scripture to be interpreted:**

<b>World Behind the Text</b>	<b>World of the text</b>	<b>World in Front of the Text</b>
<ul style="list-style-type: none"> <li>• Who might have authored, edited and/or translated this text?</li> <li>• Is it the work of an individual or a community?</li> <li>• What can be learned about the prevailing religious world of the text (e.g. rituals, laws, traditions, religious roles, different sects in Second Temple Judaism)?</li> <li>• Where in the world is the text set?</li> <li>• What can be learned about the cultural world of the text (e.g. cultural codes, language, customs, beliefs, values, festivals, heroes)?</li> <li>• Around what time is the text set?            What is happening at this time in history in the community for which the text was written (e.g. politics, Roman occupation, economy)?</li> </ul>	<ul style="list-style-type: none"> <li>• What type of text is this?</li> <li>• Why has the author chosen this text type?</li> <li>• What is the author trying to communicate through the characters' voices?</li> <li>• How do the characters use social language/codes/protocols to their advantage?</li> <li>• What key words or phrases, or interesting, new or difficult ideas need further exploration?</li> <li>• What text features are in the text (e.g. imagery, metaphor, simile, repetition, contrast, symbol)?</li> <li>• Is this text fair?</li> <li>• Who speaks and who is silenced?</li> <li>• What happens in this text?</li> </ul>	<ul style="list-style-type: none"> <li>• What are some of the messages from or about God that contemporary believers can take from this text in their time and place?</li> <li>• For whom might this text be relevant today (e.g. refugees, school communities, marginalised)?</li> <li>• How can this text be re-contextualised to resonate in today's world?</li> <li>• How might gender, culture or life experience, including experiences with religion of religious groups, affect the way a contemporary reader might respond to the text/</li> <li>• How do personal events or feelings shape meaning for the reader?            How might this text be used in contemporary contexts (e.g. to inspire for justice, in prayer)?</li> </ul>



## Assessment Plan

### Year Level Achievement Standards:

By the end of Year Six, students can express an understanding of various Biblical images of the Holy Spirit. Students describe and explain how the Holy Spirit gives courage to the disciples and to people today. They listen, read, and recount key scripture that tells of the early Christian communities. Students compare different understandings of Mary in scripture, images and titles.

By the end of Year Six, students explain the meaning of and how they experience the gifts and fruits of the Holy Spirit. Students creatively communicate information on Spirit-filled people. Students communicate ways they can be signs of life, hope, healing, nourishment, reconciliation, and service. Students demonstrate understanding of symbols seasons and feasts of the liturgical year.

By the end of Year Six, students research key figures in the Bible, for example, Peter and Paul. Students demonstrate ways to respond to those in need. Students explain the implications of and give suggestions for the continuation the mission of Jesus today.

By the end of Year Six, students can understand and say, in unison and individually, a number of traditional prayers including Hail Holy Queen and a decade of the Glorious mysteries of the Rosary. They identify, explore and compose various kinds of psalms – psalms of lament, thanksgiving and praise.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
<b>Formative</b>  Assessment <b>for</b> Learning	Activity- Recalling Confirmation Working in small groups: 1. Try to recall as many features of a Confirmation ceremony as you can 2. Discuss what you think Confirmation means...  Students write or draw any ideas that are sparked by the words of the scripture passage: John 13: 34–35 Leave these sheets up for the duration of the unit and add changes as students' ideas grow and develop.	Journaling Small group work   Brainstorming and reflecting	At the beginning of the Unit    At the beginning of the Unit



<p><b>Summative</b> Assessment <i>of</i> Learning</p>	<p>Post card strategy – Students to demonstrate knowledge of life in first century Palestine and how a disciple of Jesus would act towards a person in need. Post –card strategy – students to demonstrate knowledge of how these actions can be seen in their world today.</p> <p>Group Project In small groups students visually represent the sacrament of Confirmation. This may take the format of a 3D display, PowerPoint presentation, poster, Kids Pix presentation or brochure.</p> <p>To guide students create a rubric clearly outlining the criteria for assessment. This could include: •Content: symbols, signs and actions from the rite and why these are used •Use of related Scripture showing how Jesus showed the gifts and fruits of the Holy Spirit in his relationships with others. •Identify the fruits and gifts of the Holy Spirit and how they can be seen in the words and actions of themselves in their everyday life at home, school, in the neighbourhood. •Reflection on what this sacrament means to me or to those who participate in it today.</p>	<p>Post card strategy – first century Palestine and the world today showing Acts of Kindness</p> <p>A visual representation of the Sacrament of Confirmation.</p>	<p>During the Unit</p> <p>At the end of the Unit</p>
<p><b>Affective</b> Assessment <i>as</i> Learning</p>	<p>Wonderings about the Scripture: Use materials to share the Godly Play script Pentecost: Young Children and Worship p 209.</p> <p>Wondering about the Holy Spirit in the <i>parable of the Mustard Seed</i> (Mark 4: 30-32) Godly Play script - Godly play series Volume 3 p 115 or Young Children and Worship p 156</p>	<p>Wondering strategy with scripture</p> <p>Wondering about Scripture</p>	<p>Assessment as learning</p> <p>Assessment as learning</p>



## Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	<p><b>Tuning In</b></p>	<p>Setting the Scene: John 13: 34–35  <i>“I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another. By this everyone will know that you are my disciples, if you have love for one another.”</i>                      Display large sheets of paper around the room. In the middle of each sheet write key words from the scriptural text on paper, e.g. a new commandment, friendship, Jesus Christ, love, disciples.                      Students write or draw any ideas that are sparked by the words.                      Leave these sheets up for the duration of the unit and add changes as students’ ideas grow and develop.</p> <p>By reading and reflecting on the Gospels it is possible to outline certain exemplary qualities which characterised Jesus’ lifestyle.                      Jesus’ love for others was not selective and excluded no one, even those ostracised from society (Lk 5:12–16; Mt 8:5–13; Lk 19:1–10).                      He showed compassion for sinners, as well as an infinite capacity for mercy and forgiveness (Lk 7:36–50; Jn 8:1–11 Lk 23:32–34).                      Throughout his ministry, Jesus was surrounded by multitudes but never forgot the individual (Lk 8:42–48).                      He identified with the suffering of others and freed many people from their infirmities (Lk 7:11– 17; Mk 2:1–12).                      He was loyal and showed concern for his friends and family (Jn 11:33–36; Jn 19:26–27 Mt 8:23–26).                      Not only did Jesus respond sensitively to others, but he was also keenly aware of their spoken and unspoken needs (Mk 8:1–8; Lk 8:55–56; Jn 2:1–11).                      Have students in small groups allocate some of the Scripture passages and have them identify the actions of Jesus by drawing a retrieval chart and noting the words and actions of Jesus.                      In a whole group view the retrieval charts and note similarities and differences.</p> <p>Explain how someone in Jesus’ time would have shown they were one of his followers through their ministry to the poor, outcast, children etc.</p>	<p>NRSV Bible</p> <p>NRSV Bible</p> <p>Retrieval chart strategy</p> <p><a href="#">Postcard Strategy</a></p>	<p>Assessment for Learning                      These tasks will indicate students’ understanding, perceptions and experiences of friendship and the rite of Confirmation and also indicate their prior understandings and experiences with Confirmation</p> <p>Small group work – assessment of learning.</p> <p>Assessment of learning                      Post card strategy – Students to</p>



		<p>Use the <a href="#"><u>postcard strategy</u></a> to write a letter to a friend describing what they saw when they witnessed one of Jesus disciples acting in a way that was similar to the way Jesus acted. Students can create characters and the event from their knowledge of the life and times of first century Palestine.</p> <p>Look at the list of Acts of kindness below – ask students to form small groups and come up with another list of 20 Acts of Kindness they can perform in their school or at home.</p> <p><b>20 Acts of Kindness for Kids</b></p> <ul style="list-style-type: none"> <li>• Hold the door open for those behind you.</li> <li>• Say good morning to your teacher, principal, school officials and classmates.</li> <li>• Offer to let your classmate go first.</li> <li>• Offer to take your neighbour's dog for a walk.</li> <li>• Invite someone new over for a play-date.</li> <li>• Collect foods and canned goods for a food bank.</li> <li>• Volunteer to be a tutor or mentor in a school, especially if there is an area in which you can help another student.</li> <li>• Give someone a compliment at least once every day.</li> <li>• Colour a picture, make a craft or send a treat to a senior centre or nursing home.</li> <li>• Donate your unwanted toys and books to the children in need.</li> <li>• Write a thank you note to your teacher, your coach, , your mentor or someone who has influenced you in a positive way.</li> <li>• Clean up the area around your school or a local park, picking up trash and putting it in the garbage can. You can also help your teacher clean up the classroom.</li> <li>• Be extra kind to your bus driver. Say hello when you get on the bus and say thank you when you get off the bus.</li> <li>• Call your grandparent(s) or other special family members who you do not see often.</li> <li>• Donate your unwanted toys and books to the children in need.</li> <li>• Write a note to your parent(s) or grandparent(s) and tell them why they are special to you.</li> <li>• Help around the house without being asked to do so, such as cleaning your room, taking out the garbage or helping with the laundry.</li> <li>• Going to a new school can be really scary so be friendly to the new students in your class or grade.</li> <li>• Organize the clothes you don't wear anymore and donate them to a clothing drive or shelter.</li> </ul>	<p><a href="http://www.eatsleepbe.com/2012/02/20/acts-of-kindness-for-kids/">http://www.eatsleepbe.com/2012/02/20/acts-of-kindness-for-kids/</a></p>	<p>demonstrate knowledge of life in first century Palestine and how a disciple of Jesus would act towards a person in need.</p> <p>Small group work – assessment for learning Write a list of 20 Acts of kindness</p>
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		<ul style="list-style-type: none"> <li>Smile. Smiling is easy and happiness is contagious!</li> </ul> <p>Then they are to write another Postcard to a family member today recounting an incident they saw that mirrors the actions identified in the scripture to something that may have occurred today in their own world – an act of kindness.</p>		Assessment of learning Post –card strategy – students to demonstrate knowledge of how these actions can be seen in their world today.
<b>Finding Out</b>	<p><b>Activity- Recalling Confirmation</b> Working in small groups: 1. Try to recall as many features of a Confirmation ceremony as you can 2. Discuss what you think Confirmation means...</p> <p>Look at the website Flame of Faith/ Confirmation and watch the video of Confirmation. Go back over what students have recalled and add any other information they have gleaned from the Video. Use resources information in the Appendix and on the rokreligiouseducation.com Teacher background/Sacraments page to investigate the rite of Confirmation.</p> <p>Invite some students to role play the actions and words associated with the Laying on of Hands and the Anointing with Chrism. Ask them to highlight:</p> <ul style="list-style-type: none"> <li>the roles people take in the rite;</li> <li>the age at which people may be confirmed in the Roman Catholic Rite;</li> <li>why they are being/were confirmed.</li> </ul> <p>Confirmation name Prepare for display in the classroom a visual one page summary of your Confirmation name Your summary should include information about the saint; and a short explanation of why you chose the saint as a model for your life. Or if you have not been confirmed, complete the same exercise for a saint on whom you would like to model your life.</p> <p>Teacher's Notes: <i>Confirmation is the second Sacrament of Initiation. Confirmation signifies the strengthening of faith through the same Spirit received at Baptism. Confirmation is sometimes described as a call to become more like Christ by responding to the call to serve others as full members of the Christian</i></p>	<p><a href="http://flameoffaith.org.au/confirmation/">http://flameoffaith.org.au/confirmation/</a></p> <p><a href="http://rokreligiouseducation.com/TeacherBackground/Sacraments">http://rokreligiouseducation.com/TeacherBackground / Sacraments</a></p> <p>Role Play</p> <p>Art display and research task</p> <p>Lumen Gentium Church document <a href="http://www.vatican.va/archive/hist_councils/ii_vat">http://www.vatican.va/archive/hist_councils/ii_vat</a></p>	<p>Assessment for Learning – students to demonstrate prior knowledge and experiences.</p> <p>Assessment for learning/ Assessment of learning</p> <p>Assessment for learning</p>	



		<p>community.  <i>Lumen Gentium n.11</i>  <i>By the sacrament of Confirmation people are perfectly bound to the Church, and are endowed with the special strength of the Holy Spirit. Hence, as true witnesses of Christ, they are more strictly obliged both to spread and to defend the faith by word and by deed.</i></p> <p><b>The story of Pentecost</b>  The transformation of the first Christians by the Holy Spirit is told in the story of Pentecost. The apostles, led by Peter, began to proclaim the message of Jesus to people from every nation who had gathered in Jerusalem for the Passover. One of the keys to understanding Pentecost is to recognise how the disciples of Jesus changed from frightened and timid individuals to fearless proclaimers of the message to Jesus. This is why the Pentecost story is a wonderful illustration from Scripture of the message of Confirmation; the Holy Spirit strengthening the faith of Christians.</p> <p>Read the story of Pentecost in Acts 2;1-13</p> <ul style="list-style-type: none"> <li>• Summarise this teaching in your own words</li> <li>• Why Confirmation often is identified with the story of Pentecost?</li> <li>• Learn to pray the Ruah breath prayer: Ruah is a beautiful Hebrew word which means 'wind,' 'breath,' 'spirit.' Breathe in deeply, and as you exhale, say the word 'ruah,' allowing it to linger as you exhale. Keep breathing, in and out, slowly, relaxed, and repeating the word 'ruah' as your breathe.</li> </ul> <p><b>Wonderings about the Scripture:</b>  Use materials to share the Godly Play script <b>Pentecost: Young Children and Worship p 209.</b>  I wonder why they were all together in one place.  I wonder how they were praying in the upper room.  I wonder what kind of prayer you would pray.  I wonder what it felt like when the powerful wind blew, and tongues of fire came down.  I wonder if it was an exciting moment. I wonder if it was scary.  I wonder if it was confusing. I wonder if it was happy.  I wonder what it was like when everyone spoke a different language.  I wonder if you can speak another language.  I wonder what Mary was thinking, praying on that day of Pentecost.  I wonder what you are thinking.</p>	<p><a href="http://ican_council/documents/vat-ii_const_19641121_lumen-gentium_en.html">ican_council/documents/vat-ii_const_19641121_lumen-gentium_en.html</a></p> <p>NRSV Bible</p> <p>Pentecost: Young Children and Worship p 209.  Wonderings</p>	<p>Assessment for learning and Assessment as learning</p> <p>Assessment as learning  Assessment for learning</p>
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		<p>and sustaining presence in all of creation. This gift helps us to put God first in everything we say and do. It enables us to show respect for God's name and all created things.</p> <p>Each person has special gifts. Decide on the gifts of the Holy Spirit that you can see at work in the life of each member of your family. Represent each gift as a small model, sculpture, painting or poem. Find in the media, examples of the gifts of the Holy Spirit that are evident in our society.</p> <p>When we cooperate with the graces and gifts we receive from the Holy Spirit, we grow as followers of Jesus. We see the effect of the Holy Spirit's presence in our lives in special qualities and attitudes that we develop as we grow in faith. The Church identifies these qualities and attitudes as <i>the Fruits of the Holy Spirit</i>. The ten fruits of the Holy Spirit are signs that the Holy Spirit is alive within us and helping us live the Catholic faith in our daily lives.</p> <p><b>Love</b>—We exhibit the virtue of charity, or love, by our unselfish devotion and care for God and our neighbour.</p> <p><b>Joy</b>—We live with joy when we recognize that true happiness comes, not from money or possessions, but from knowing and following Christ.</p> <p><b>Peace</b>—We are freed from worrying about trivial things because of the inner peace we experience with God in our hearts. We work and pray for peace throughout the world.</p> <p><b>Patience</b>—We demonstrate patience by treating others with thoughtfulness and tolerance. We know that we can overcome the temptations and sufferings of life because God is always with us.</p> <p><b>Kindness</b>—We live the virtue of kindness by treating others as we want to be treated.</p> <p><b>Goodness</b>—We exhibit goodness when we honour God by avoiding sin and always trying to do what we know is right.</p> <p><b>Generosity</b>—We demonstrate the fruit of generosity when we share our gifts and possessions with others.</p> <p><b>Gentleness</b>—Gentle people act calmly and avoid actions that might lead others to anger or resentment.</p> <p><b>Faithfulness</b>—We are faithful when we live out our commitment to the teachings of Jesus, the Scriptures, and the Catholic Church.</p> <p><b>Self-control</b>—We exercise self-control by working to overcome the temptations we face and by trying always to do God's will.</p> <p>Wondering about the Holy Spirit in the <i>parable of the Mustard Seed</i> (Mark</p>	<p>Creative response using a variety of materials for students to choose from in order to represent a gift of the Holy Spirit.</p> <p>Godly play series Volume 3 p 115 or Young Children and</p>	<p>Assessment of learning</p>
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		<p>4: 30-32)  Godly Play script - Godly play series Volume 3 p 115 or Young Children and Worship p 156</p> <p>I wonder why Jesus said the kingdom of God is like a tiny mustard seed. I wonder where that seed is planted.  When we grow in faith and love, St Paul says we produce the 'fruit of the Spirit.' <b>(Galatians 5:22-23)</b></p> <p>Can you think of someone whose life bears fruit like this?  Can you identify where the fruits of the Spirit are growing in your own home, in your school, in your neighbourhood?</p> <p>Read the Parable of The Sower <b>(Mark 4:1-9)</b>and wonder about it using Godly Play materials Godly play Vol. no 3 p 102  Did you notice the first and last word of the story – Listen!  I wonder why Jesus said listen twice.  I wonder why bit is important to listen.  I wonder what God wants us to hear.</p> <p>Draw this part of the lesson together with a few key observations:  E.g.  Perhaps this parable is telling us about the seeds that God plants in us: seeds of love, joy, patience, forgiveness. Seeds of gentleness and kindness and generosity. God wants those seeds to grow and bear fruit!  So what kind of soil is needed?  What is the good soil in your own lives?  What helps you to grow as a person of love, joy, patience, forgiveness?  Can students list ways that they can become good people?  e.g. when they pray  When they use their gifts to reach out to others.  When they read about God.  When we think and talk about God.</p>	<p>Worship p 156</p> <p>NRSV Bible</p> <p>Discussion</p> <p>NRSV Bible</p> <p>Godly Play Volume 3 p 102</p> <p>Discussions</p> <p>Composing a list of actions</p>	<p>Assessment as Learning</p> <p>Assessment as Learning</p> <p>Assessment for and as learning</p>
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	<b>Sorting Out</b>	<p><b>Group Project</b> In small groups students visually represent the sacrament of Confirmation. This may take the format of a 3D display, PowerPoint presentation, poster, Kids Pix presentation or brochure.</p> <p>To guide students create a rubric clearly outlining the criteria for assessment. This could include:</p> <ul style="list-style-type: none"> <li>• Content: symbols, signs and actions from the rite and why these are used</li> <li>• Use of related Scripture showing how Jesus showed the gifts and fruits of the Holy Spirit in his relationships with others.</li> <li>• Identify the fruits and gifts of the Holy Spirit and how they can be seen in the words and actions of themselves in their everyday life at home, school, in the neighbourhood.</li> <li>• Reflection on what this sacrament means to me or to those who participate in it today.</li> </ul> <p>Students who belong to another religious or faith tradition could visually represent the rites of initiation of that tradition (if they have such rites). The same rubric could be also be used by these students.</p>		<p><b>Assessment of Learning</b> The projects will enable students to demonstrate how they understand the significance of symbol, sign and gesture in Confirmation rite and the biblical background to these rites. It will also provide information about how students perceive the value of celebrating the sacrament.</p>
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	<b>Communicating</b>	<p>In a journaling activity have students compare their own gifts and talents with those Jesus demonstrated.</p> <p>In small groups investigate and report to the class the range of activities and services carried out in the local parish and Diocesan Church agencies</p> <p>Have the groups arrange information on local Church activities in one or more promotional formats. See the APRE or school Principal about where to find information about their local parish ministry groups.</p> <p>Structure an interview with a person involved in parish ministry or service. Write questions appropriate to the role and the reason why the ministry is seen as necessary.</p> <p>Have students write an action plan for how the class can show the gifts and fruits of the Holy Spirit in the classroom every day. It can be as simple as the 20 Acts of Kindness or have them identify actions that will</p>	<p><b>Journaling</b></p> <p>Small group research task</p> <p>Interview format – look at the English genre of the interview process.</p> <p>Action Plan strategy</p>	<p><b>Assessment as Learning</b></p> <p>Assessment of Learning task</p> <p>Assessment of learning</p>
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## Appendix Resources and documents

1. **Flame of faith** website: <http://flameoffaith.org.au/confirmation/>

Although this website focuses on the way children are welcomed into the Church, it can speak to all people searching for a deeper meaning to life

The page on Confirmation includes answers to such questions as:

What is Confirmation?

What happens during the sacrament of Confirmation?

What are the symbolic actions of Confirmation?

2. **RESource : an initiative of the Catholic Education Office Melbourne** : <http://www.resourcemelb.catholic.edu.au/object.cfm?o=194>

3. **Loyola Press**: <http://www.loyolapress.com/our-catholic-faith/sacraments/confirmation>

## ① Postcard Strategy

Designing and creating postcards requires students to use the recount text type. The types of recount are: Personal Recount (These usually retell an event that the writer was personally involved in); Factual Recount (Recording an incident, eg. a science experiment, police report); Imaginative Recount (Writing an imaginary role and giving details of events, e.g. A day in the life of a pirate; How I invented...)

The Structure of a recount is described below:

- ❑ the recount has a title, which usually summarises the text specific participants (Mum, the crab)
- ❑ The basic recount consists of three parts:
  - the setting or orientation - background information answering *who? when? where? why?*
  - events are identified and described in chronological order.
  - concluding comments express a personal opinion regarding the events described details are selected to help the reader reconstruct the activity or incident (Factual Recount)
  - the ending may describe the outcome of the activity, e.g. in a science activity (Factual Recount)
- ❑ details of time, place and incident need to be clearly stated, eg. *At 11.15 pm, between Reid Rd and Havelock St a man drove at 140 kms toward the shopping centre* (Factual Recount)
- ❑ descriptive details may also be required to provide information, eg. *He was a skinny boy with a blue shirt, red sneakers and long tied back hair* (Factual Recount)
- ❑ includes personal thoughts/reactions (Imaginative Recount)



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