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# UMLAZI DISTRICT LESSON PLAN

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------|--|
| <b>Subject: Social Sciences</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | <b>Grade: 9C 1/2/3</b>                 |  |
| <b>Discipline: Geography</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | <b>Date: from 19/01/22 to 28/01/22</b> |  |
| <b>Duration : 50 min</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                        |  |
| <b>Topic: Map skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                        |  |
| <b>Content: Contour maps</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                        |  |
| <b>Concepts: Contour lines/slopes/river valleys &amp; spurs</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                        |  |
| <b>Specific Aims:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are curious about the world they live in</li> <li><input type="checkbox"/> Have a sound general knowledge of places and the natural forces at work on earth</li> <li><input type="checkbox"/> Understand the interaction between society and the natural environment</li> <li><input type="checkbox"/> Think independently and support their ideas with sound knowledge</li> <li><input type="checkbox"/> Care about their planet and the well-being of all who live in it</li> <li><input type="checkbox"/> Understand and work with a range of sources – incl. maps, data and photographs</li> <li><input type="checkbox"/> Observe and engage with phenomena in their environment</li> <li><input type="checkbox"/> Find out about places, people, events, and issues using different sources, e.g. books, people, photographs, the internet</li> <li><input type="checkbox"/> Communicates ideas and information</li> <li><input type="checkbox"/> Make informed decisions and take appropriate action</li> </ul> |  |                                        |  |
| <b>Skills:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                        |  |
| Interpret contour lines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                        |  |
| Read the patterns and identify the landforms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                        |  |
| Discuss and write                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                        |  |
| <b>Resources: Learner booklet and maps.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                        |  |
| <b>English Across the Curriculum: Engaging with identifying differences and opposites.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                        |  |
| <b>Educator Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | <b>Learner Activities</b>              |  |
| Day 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                        |  |
| Contour lines/ Steep and gentle slopes (Pages 3-5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Classwork Activity 1 + corrections     |  |
| - Look at different diagrams                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                        |  |
| - Different shapes of contours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                        |  |
| - What does all this mean?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                        |  |
| Day 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                        |  |
| River valleys and spurs (Pages 6-7)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Classwork Activity 2 + corrections     |  |
| - Show differences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                        |  |
| Day 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                        |  |
| 1:10 000 Orthophoto maps (Pages 7-9)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Classwork Activity 3 + corrections     |  |
| - Vertical aerial photographs – show different representations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                        |  |
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## Assessment Activities

| Assessment Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Assessment Criteria / Tool                                                                                |  |
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| <input type="checkbox"/> Classwork<br><input type="checkbox"/> Homework<br><input type="checkbox"/> Presentations<br><input type="checkbox"/> Interviews<br><input type="checkbox"/> Debates<br><input type="checkbox"/> Models<br><input type="checkbox"/> Research<br><input type="checkbox"/> Assignment<br><input type="checkbox"/> Project<br><input type="checkbox"/> Short Paragraphs<br><input type="checkbox"/> Summaries<br><input type="checkbox"/> Tests<br><input type="checkbox"/> Essay<br><input type="checkbox"/> Other |  | <input type="checkbox"/> Memorandum<br><input type="checkbox"/> Rubrics<br><input type="checkbox"/> Other |  |
| <b>Expanded Opportunity:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                           |  |
| A YouTube video on contour & orthophoto maps is shown to assist visual learners.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                           |  |
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| <b>Reflection: Learners need more detailed diagrams to show the various contour representations.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                           |  |
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| <b>Teacher Surname and Initials: Reddy, Y</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                           |  |
| <b>Teachers signature:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                           |  |
| <b>Departmental Head:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                           |  |
| <b>Departmental Head Signature:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                           |  |
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A large, empty, light blue oval shape, likely a placeholder for a diagram or image.

# UMLAZI DISTRICT LESSON PLAN

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| <b>Subject: Social Sciences</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | <b>Grade: 9C 1/2/3</b>                               |  |
| <b>Discipline: Geography</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | <b>Date: from 31/01/22 to 11/02/22</b>               |  |
| <b>Duration : 50 min</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                      |  |
| <b>Topic: Map skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                      |  |
| <b>Content: Orthophoto maps</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |  |
| <b>Concepts: Aerial photos/ Height/Topographic maps/Symbols on a map</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                      |  |
| <b>Specific Aims:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are curious about the world they live in</li> <li><input type="checkbox"/> Have a sound general knowledge of places and the natural forces at work on earth</li> <li><input type="checkbox"/> Understand the interaction between society and the natural environment</li> <li><input type="checkbox"/> Think independently and support their ideas with sound knowledge</li> <li><input type="checkbox"/> Care about their planet and the well-being of all who live in it</li> <li><input type="checkbox"/> Understand and work with a range of sources – incl. maps, data and photographs</li> <li><input type="checkbox"/> Observe and engage with phenomena in their environment</li> <li><input type="checkbox"/> Find out about places, people, events, and issues using different sources, e.g. books, people, photographs, the internet</li> <li><input type="checkbox"/> Communicates ideas and information</li> <li><input type="checkbox"/> Make informed decisions and take appropriate action</li> </ul> |  |                                                      |  |
| <b>Skills:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                      |  |
| <b>Read and interpret maps.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |  |
| <b>Resources: Learner booklet and maps.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |  |
| <b>English Across the Curriculum: Identify symbols on maps</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |  |
| <b>Educator Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | <b>Learner Activities</b>                            |  |
| Day 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                      |  |
| Height shown on orthophoto maps (Pages 11-13)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Classwork Activity 5 + corrections                   |  |
| - Explain how height is shown on maps.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | (Activity 4 was skipped due to an unclear map.)      |  |
| - Show the different symbols that represent height.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                      |  |
| Day 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                      |  |
| Identifying features on orthophoto maps (Pages 14-16)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Homework activity completed as classwork on page 18. |  |
| - Show the various features and symbols.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                      |  |
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| Day 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                      |  |
| Working with real topographic maps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Classwork Activity 6 + corrections                   |  |
| - Learners are given the map of Ceres                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                      |  |
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## Assessment Activities

| Assessment Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Assessment Criteria / Tool                                                                                |  |
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| <input type="checkbox"/> Classwork<br><input type="checkbox"/> Homework<br><input type="checkbox"/> Presentations<br><input type="checkbox"/> Interviews<br><input type="checkbox"/> Debates<br><input type="checkbox"/> Models<br><input type="checkbox"/> Research<br><input type="checkbox"/> Assignment<br><input type="checkbox"/> Project<br><input type="checkbox"/> Short Paragraphs<br><input type="checkbox"/> Summaries<br><input type="checkbox"/> Tests<br><input type="checkbox"/> Essay<br><input type="checkbox"/> Other |  | <input type="checkbox"/> Memorandum<br><input type="checkbox"/> Rubrics<br><input type="checkbox"/> Other |  |
| <b>Expanded Opportunity:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                           |  |
| A YouTube video on interpreting topographic maps is shown to assist visual learners.                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                           |  |
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| <b>Reflection: Must source more maps so learners can get more exposure.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                           |  |
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| <b>Teacher Surname and Initials: Reddy, Y</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                           |  |
| <b>Teachers signature:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                           |  |
| <b>Departmental Head:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                           |  |
| <b>Departmental Head Signature:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                           |  |
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A large, empty, light blue oval shape, likely a placeholder for a diagram or image.

## UMLAZI DISTRICT LESSON PLAN

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| <b>Subject: Social Sciences</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Grade: 9C 1/2/3</b>                        |
| <b>Discipline: Geography</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date: from 14/02/22 to 28/02/22</b>        |
| <b>Duration : 50 min</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                               |
| <b>Topic: Map skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                               |
| <b>Content: Topographic maps continued</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                               |
| <b>Concepts: Height representation and clues on topographic maps</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                               |
| <b>Specific Aims:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are curious about the world they live in</li> <li><input type="checkbox"/> Have a sound general knowledge of places and the natural forces at work on earth</li> <li><input type="checkbox"/> Understand the interaction between society and the natural environment</li> <li><input type="checkbox"/> Think independently and support their ideas with sound knowledge</li> <li><input type="checkbox"/> Care about their planet and the well-being of all who live in it</li> <li><input type="checkbox"/> Understand and work with a range of sources – incl. maps, data and photographs</li> <li><input type="checkbox"/> Observe and engage with phenomena in their environment</li> <li><input type="checkbox"/> Find out about places, people, events, and issues using different sources, e.g. books, people, photographs, the internet</li> <li><input type="checkbox"/> Communicates ideas and information</li> <li><input type="checkbox"/> Make informed decisions and take appropriate action</li> </ul> |                                               |
| <b>Skills:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                               |
| <b>Read, interpret and source information from maps.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |
| <b>Resources: Learner booklet and maps.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |
| <b>English Across the Curriculum: Interpret symbols and features.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |
| <b>Educator Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Learner Activities</b>                     |
| Day 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                               |
| Working with real topographic maps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Classwork activity 6 continues + corrections. |
| - Learners are given the map of Ceres                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                               |
| -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                               |
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| Day 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                               |
| Height clues on topographic maps (Pages 21-23)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Classwork Activity 7 + corrections            |
| - Show the various ways height is represented.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |
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| Day 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                               |
| The different types of slopes & the rules                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Classwork Activity 8 + corrections            |
| - Show different slope types, learners must also draw them.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                               |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |
| Day 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                               |
| Revision completed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                               |
| Breakdown/scope given                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                               |

**STAMP**