

# **TIES** 2006

**Teachers in Industry for Educational Support**

## **Emergency Housing and Shelters**

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## Emergency Housing and Shelter Curriculum Unit Overview

### Summary

In the past 25 years, the American homeless population has increased tremendously in numbers. The most current estimate is that at least 500,000 people were homeless in 2005. Twenty five years ago, our stereotype of homelessness was a Caucasian male; today the face of a homeless person is much different, i.e.: there is no stereotype or typical homeless person. There are shelters and programs that assisting and providing services and shelter for the homeless, but each one has specific rules, regulations, funding sources, and vision/scopes. Young adults 18 – 24 years of age are the fastest growing segment of the homeless population. Many young adults, with or without children, are returning to live with parents, friends, or neighbors. If high school students are aware and are informed of the services and programs offered in Greene, Clark and Montgomery Counties, it might help decrease the rise in young adult homelessness. At the very least, it will give them the tools and knowledge to “travel though the system” seamlessly.

### Big Picture

The video, “Homeless to Harvard – The Liz Murray Story” is a video that follows a poor, abused young girl’s path from childhood to a Harvard University campus. It is realistic, hopeful, and insightful; it is also sad and at times, gruesome and disappointing. This video and young lady were the focus of an Oprah television show. Students will be able to relate to parts of her background or to her struggles with public schools. This movie will generate many questions that have no simple, clear answers; discussion will be lively and at times, passionate.

### Preparation for the Unit

1. Rent or buy the DVD, “Homeless to Harvard – The Liz Murray Story” It is available from [www.amazon.com](http://www.amazon.com) for \$12.99. Hollywood Video stores usually have it ready for renting. Secure a DVD & TV for your classroom. Preview the DVD a few days before introducing the unit. It is best to show this film in two consecutive days; allow time for open discussion and opinions.
2. Call Mr. Robert L Kelley at the Red Cross Emergency Shelter, Dayton, Ohio, 937-223-2985. The website is [www.dac.redcross.org](http://www.dac.redcross.org) He is a great resource person and speaker.
3. Reserve computer lab for technology driven activities/projects.
4. Go to a library to read and research current information and data concerning homelessness issues, including local, state and national research. Ask media specialist to find current magazine or professional journal articles for you and your classes.
5. Call local and state agencies to get current information and data about funding and laws/regulations. Red Cross, United Way, MRDD, St. Francis, Interfaith Network, Metropolitan Housing Authorities, police and fire department personnel are just a few sources of information. Ask for pamphlets or paperwork to describe their services; ask

who else would be a good source of information/data. Be sure to get name, address, phone and website, if possible.

6. Preview the Kuder and OCIS websites. Others include [www.lifetimetv.com](http://www.lifetimetv.com) and [www.nrscrisisline.org](http://www.nrscrisisline.org). Become very familiar with the possible other uses of these websites for other future units. Become aware of any possible trouble spots for your students' technology skills, such as cutting and pasting to a Word document.
7. The National Runaway Hotline (1-800-621-4000), the National Coalition for the Homeless and the National Alliance to End Homelessness are great resources for those students who like to write letters.
8. White board, overhead projectors with transparencies, sticky notes for "parking lot" activities, colored dots for prioritizing information/data, etc. are needed for projects, discussions and activities. The "parking lot" is a place for students to put their ideas during a discussion or lecture; it keeps the flow going while not ignoring someone's question, suggestion or idea, i.e.: parking the sticky notes on a wall area or huge tablet. This also works well for brainstorming!

## Overview

This curriculum unit is created for junior and senior high school students. The activities and projects may be easily adapted for English classes, Adult Living classes, Child Development/Parenting classes, GRADs classes, business or technology classes, and civics classes. It is also applicable to any alternative, charter or GED programs that focus on "at risk" young adults. This unit meets the Ohio Department of Education's English Standards and Benchmarks for 11-12 grades as well as the curriculum requirement for each addressed area. Technology is infused throughout this unit. It is directly related to the career fields of licensed social work, counseling, public service jobs, legal, business and caseworkers. The culminating authentic learning task (ALT) is a panel discussion of various emergency housing and shelter directors, as well as related agency directors. My rationale for this unit is as follows:

- Homeless young adults are increasing in alarming rates in Clark, Greene and Montgomery Counties.
- Many young adults are not aware of the many available agencies, services, shelters, and emergency options.
- Young adults will be able to decrease the time in getting services and the transition time from dependence to independence if they are aware of the available options.
- Young adults will be able to see future careers and to direct some of their personal funds to the related agencies & facilities. Their time, talents, and skills may also be used in the future to help their community homeless population.

The culminating authentic learning task will involve open discussion with a panel of directors and other appropriate person who are active in the agencies and shelters dealing with our community's homelessness. Sharing the projects and pamphlets with the panel of speakers would validate the students' work as authentic. Feedback from the panel of speakers would be another source of authentic assessment.

Depending on the level and expertise of the students, this unit may be completed in 1-3 weeks.

## Curriculum Unit Summary

### Emergency Housing and Shelters

<b>English</b>	<b>Career Development</b>	<b>Adult Living</b>
<b>DVD</b> “Homeless to Harvard – The Lisa Murray Story”	<b>DVD</b> “Homeless to Harvard – The Lisa Murray Story”	<b>DVD</b> “Homeless to Harvard – The Lisa Murray Story”
<b>Parking Lot Activity</b> Discussion/Brainstorming of possible reasons for homelessness in our communities. (including rationale)	<b>Parking Lot Activity</b> Discussion/Brainstorming of possible careers or jobs serving the homeless population. (including rationale)	<b>Parking Lot Activity</b> Discussion/Brainstorming of general categories of agencies and services that serve the homeless population of our community.
<b>Small Group Activity</b> Research and create a case study of a homeless young adult validating research/data. Case study must end successfully to show that the students know how to possibly remedy the issues of homelessness.	<b>Individual Career Project</b> Self-assessment of strengths & weaknesses, then researching and creating a “data” poster of a career from the former activity. Students’ career choice must mirror the self-assessments with a skill plan of action.	<b>Group Activity</b> Creation of tri-fold pamphlet using research/data to create an information source for the homeless population. The areas chosen must reflect one designated appropriate for homeless person and our community.
<b>Presentations</b>	<b>Presentations</b>	<b>Presentations</b>
<b>Speaker Panel with displays of case studies.</b>	<b>Speaker Panel with displays of career posters.</b>	<b>Speaker Panel with displays of pamphlets.</b>

## □ English – Emergency Housing and Shelters

### **ALT 1A: Possible Reasons for Homelessness – Parking Lot Activity**

#### **Summary**

Students will create a fluid definition of homelessness, including “snapshots” and descriptors. Students will then use this fluid definition to analyze the possible reasons that cause homelessness. Sticky notes will be used for recording ideas and for easy organization of the possible reasons into categories.

#### **Competencies**

Research Standard:

Benchmark A: Formulate open-ended research questions suitable for investigation and adjust questions as necessary.

Benchmark B: Compile, organize, and evaluate information, take notes and summarize.

#### **Time and Materials**

This should take 45-50 minutes.

Sticky notes, large wall space for categories, and pens/markers are needed for the parking lot activity.

Large room with open seating arrangement is conducive to brainstorming.

#### **Instructions & Closure**

1. Teacher will review the basic concepts and tenets of the DVD, “Homeless to Harvard- The Lisa Murray Story.”
2. Teacher will explain the objectives of today’s lesson and the expected outcomes.
3. Teacher will circulate during activities to insure productivity and “on task” behaviors.
4. Students will identify and clarify the definition of homelessness, including characteristics, traits, situations, and behaviors. This is a whole class activity to form consensus and eliminate the stereotyping of the homelessness population. (large group)
5. Students will identify possible reasons for our community’s increasing homelessness. (small group)
6. Students will classify and organize the possible reasons into categories. (small group)
7. Teacher will ask for volunteers to explain each category and its parts.
8. Teacher will end with a quick preview of the next day’s objectives.

#### **Evaluation/Assessment of Student’s Competency**

1. Appropriate behaviors during large and small group activities.
2. Completion of the small group activities. (5 & 6)
3. Oral responses during large group activity. (4)

## □ English – Emergency Housing and Shelters

### ALT 1B: Research for Homelessness Case Study

#### Summary

Students will choose a category of homelessness from yesterday's activities. Students will research credible websites and appropriate professional journals/magazines. Students will analyze and synthesize information & data/facts to create case study of a typical homeless person of the chosen category. Students will create a case study (2 pages).

#### Competencies

Research Standard:

Benchmark C: Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.

Writing Application Standard:

Benchmark D: Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.

#### Time and Materials

This should take 3-5(45 min.)class periods for research.

Access to computers and media center materials each day of this activity.

At least one day to coordinate among the members of small group.

At least one day to write and to edit final version of case study. Total (5-8)

#### Instructions & Closure

1. Teacher will review the basic categories determined in yesterday's activities.
2. Teacher will explain the objectives of this activity and the expected outcomes.
3. Teacher will circulate consistently to assist and to monitor behaviors/productivity.
4. Students will choose members of their small groups. (2-3 students)
5. Small groups will choose or "pick" a category for their case study project.
6. Small groups will research appropriate websites and professional journals for data, information and facts to support their case study project.
7. Small groups will analyze and synthesize data, information and facts to form a case study to reflect the chosen category; possible successful solutions/options to solve the homelessness of their case study will be incorporated.
8. Small groups will form a written case study research paper (1-2 pages) using proper grammar and punctuation/capitalization.
9. Teacher will distribute and explain the presentation rubric during the 2<sup>nd</sup> day for clarity of expectations of presentations.

**Evaluation/Assessment of Student's Competency**

1. Appropriate behaviors during small group activities.
2. Completion of the case study paper.
3. Teacher will circulate consistently for assessment of productivity and "on task" behaviors.

 **English – Emergency Housing and Shelters****ALT 1C: Presentations****Summary**

Students will give case study presentations using effective speaking strategies and styles. Students will have at least 1 informative visual.

**Competencies**

Communication Standard:

Benchmark F: Give presentations using a variety of delivery methods, visual displays and technology.

Benchmark E: Give informative presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.

**Time and Materials**

Each group presentation should take at least 4, but not more than 6 minutes. (6-7 per 45 minute class period).

Poster board, pens/colored pencils/ magazines, etc. are needed for the required poster.

Large room with podium, overhead, or other technology might be needed.

**Instructions & Closure**

1. Teacher will review the presentation rubric.
2. Members of small groups will give presentations; volunteers who go "first" get extra points!
3. Teacher will remind students of future culminating activity: speaker panel.

**Evaluation/Assessment of Student's Competency.**

1. Completion of the presentation by students.
2. Questions by classmates concerning presentations
3. Rubrics completed and scored.

## □ Career Development – Emergency Housing and Shelters

### **ALT 2A: Careers Related to Homelessness – Parking Lot Activity**

#### **Summary**

Students will create a fluid definition of homelessness, including “snapshots” and descriptors. Students will then use this fluid definition to analyze appropriate jobs/occupations and career opportunities. Sticky notes will be used for recording ideas and for easy organization of the possible career options into categories/clusters and into subgroups of clusters.

#### **Competencies**

Career Development Curriculum:

Benchmark: Referencing career and occupation specific word/job lists

#### **Time and Materials**

This should take 45-50 minutes.

Sticky notes, large wall space for categories, and pens/markers are needed for the parking lot activity.

Large room with open seating arrangement is conducive to brainstorming.

#### **Instructions & Closure**

1. Teacher will review the basic concepts and tenets of the DVD, “Homeless to Harvard- The Lisa Murray Story.”
2. Teacher will explain the objectives of today’s lesson and the expected outcomes.
3. Teacher will circulate during the activity to insure productivity and “on task” behaviors.
4. Students will identify and clarify the definition of homelessness, including characteristics, traits, situations, and behaviors. This is a whole class activity to form consensus and eliminate the stereotyping of the homelessness population. (large group )
5. Students will identify possible career clusters related to homelessness. (small group)
6. Students will classify and organize the career clusters into subgroups. (small group)
7. Teacher will ask for volunteers to explain each category and its parts.
8. Teacher will end with a quick preview of the next day’s objectives.

#### **Evaluation/Assessment of Student’s Competency**

1. Appropriate behaviors during large and small group activities.
2. Completion of the small group activities.
3. Oral responses during large group activity.

## □ Career Development – Emergency Housing and Shelters

### ALT 2B: Individual Career Project

#### Summary

Students will choose a job or occupation related to homelessness from yesterday's activities. Students will research credible websites and appropriate professional journals/magazines. Students will complete self assessments on the KUDER and the OCIS programs. Students will analyze and synthesize information & data/facts to create case study of a typical homeless person of the chosen category. Students will create a poster and written summary of facts/data. (2 pages).

#### Competencies

Career Development Curriculum:

Benchmark: Using the "compare" and "job search" features of the OCIS for occupational, school and financial aid information.

Benchmark: Analyzing interest and skills assessments/inventories.

#### Time and Materials

This should take 3-5(45 min.)class periods for research and assessments.

Access to computers and media center materials each day of this activity.

At least one day to write and to edit final version of summary. Total (4-6)

OCIS and KUDER programs are needed, but other career assessments may be substituted.

#### Instructions & Closure

1. Teacher will review the basic categories determined in yesterday's activities.
2. Teacher will explain the objectives of this activity and the expected outcomes.
3. Teacher will circulate consistently to assist and to monitor behaviors/productivity.
4. Each student will complete & analyze assessments/inventories from KUDER and OCIS.
5. Each student will choose or "pick" a category for his/her case study project that is consistent of his/her strengths gleaned from assessments.
6. Each student will research appropriate websites and professional journals for data, information and facts for the chosen job/occupation.
7. Each student will analyze and synthesize data, information and facts to form a summary to reflect the chosen job/occupation, emphasizing strengths and skills needed.
8. Each student will form a written summary (1-2 pages) using proper grammar and punctuation/capitalization, as well as the informative poster.
9. Teacher will distribute and explain the presentation rubric during the 2<sup>nd</sup> day for clarity of expectations of presentations.

#### Evaluation/Assessment of Student's Competency

1. Appropriate behaviors daily.
2. Completion of the summary paper and informative poster.
3. Teacher will circulate consistently for assessment of productivity and "on task" behaviors.

## **Career Development – Emergency Housing and Shelters**

### **ALT 2C: Presentations**

#### **Summary**

Students will give job/occupation presentations using effective speaking strategies and styles. Students will have at least 1 informative visual/poster.

#### **Competencies**

Career Development Curriculum:

Benchmark: Delivering a career research oral presentation to classmates, school staff or family members.

Benchmark: Making a career research presentation using a variety of media, such as electronic slide show, video, posters and brochures.

#### **Time and Materials**

Each presentation should take at least 4, but not more than 6 minutes. (6-7 per 45 minute class period). 5 (45 minute) class periods is typically needed.

Poster board, pens/colored pencils/ magazines, etc. are needed for the required poster.

Large room with podium, overhead, or other technology might be needed.

#### **Instructions & Closure**

1. Teacher will review the presentation rubric.
2. Each student will give presentations; volunteers who go “first” get extra points!
3. Teacher will remind students of future culminating activity: speaker panel.

#### **Evaluation/Assessment of Student’s Competency.**

1. Completion of the presentation by students.
2. Questions by classmates concerning presentations
3. Rubrics completed and scored.

## **Adult Living – Emergency Housing and Shelters**

### **ALT 3A: Agencies/Services for the Homeless – Parking Lot Activity**

#### **Summary**

Students will create a fluid definition of homelessness, including “snapshots” and descriptors. Students will then use this fluid definition to analyze agencies/organizations, private and public, that serve the homeless population. Sticky notes will be used for recording ideas and for easy clustering of the many organizations and agencies into categories/clusters and into subgroups of clusters.

#### **Competencies**

**Adult Living Curriculum:**

**Benchmark:** Identify agencies and organizations to promote family unity and independence as an adult.

Identify barriers that hinder family unity and independence as an adult.

**Time and Materials**

This should take 45-50 minutes.

Sticky notes, large wall space for categories, and pens/markers are needed for the parking lot activity.

Large room with open seating arrangement is conducive to brainstorming.

**Instructions & Closure**

1. Teacher will review the basic concepts and tenets of the DVD, "Homeless to Harvard- The Lisa Murray Story."
2. Teacher will explain the objectives of today's lesson and the expected outcomes.
3. Teacher will circulate during the activity to insure productivity and "on task" behaviors.
4. Students will identify and clarify the definition of homelessness, including characteristics, traits, situations, and behaviors. This is a whole class activity to form consensus and eliminate the stereotyping of the homelessness population. (large group)
5. Students will identify types of agencies or organizations that may give relief to our community's increasing homelessness. Research materials/Internet may be used if time. (small group)
6. Students will classify and organize the types of organizations/agencies into categories. (small group)
7. Teacher will ask for volunteers to explain each category and its area (s) of relief.
8. Teacher will end with a quick preview of the next day's objectives.

**Evaluation/Assessment of Student's Competency**

1. Appropriate behaviors during large and small group activities.
2. Completion of the small group activities.
3. Oral responses during large group activity.

## □ **Adult Living – Emergency Housing and Shelters**

### **ALT 3B: Tri-fold Pamphlet of Agencies & Organizations for the Homeless Population.**

#### **Summary**

Students will choose an area of relief related to homelessness from yesterday's activities. Students will research credible websites and appropriate professional journals/magazines to get relevant data/information; students will analyze and synthesize information & data/facts to create a short snapshot of each agency/organization.

Students will complete a list of agencies/organizations in the Greene, Clark and Montgomery Counties.

Students will create a pamphlet that is informative, user friendly and attractive.

#### **Competencies**

Adult Living Curriculum:

Benchmark: Analyze information to make informed choices.

Benchmark: Identify sources of support and assistance for independence as an adult and for family unity.

#### **Time and Materials**

This should take 3-5 (45 min.) class periods for research and creation of draft pamphlet.

Access to computers and media center materials each day of this activity.

At least one day to edit final version of pamphlet. Total (4-6)

Access to phones will help students get information from agencies and service organizations who do not have websites.

#### **Instructions & Closure**

1. Teacher will review the areas of need/service determined in yesterday's activities.
2. Teacher will explain the objectives of this activity, timeline and the expected outcomes.
3. Teacher will circulate consistently to assist and to monitor behaviors/productivity.
4. Small groups will choose or "pick" a category for their pamphlet.
5. Small groups will research appropriate websites and professional journals for data, information and facts, including other media research materials.
6. Small groups will analyze and synthesize data, information and facts to form an informative pamphlet.
7. Teacher will distribute and explain the presentation rubric during the 2<sup>nd</sup> day for clarity of expectations of presentations.

#### **Evaluation/Assessment of Student's Competency**

1. Appropriate behaviors daily.
2. Completion of the informative pamphlet.
3. Teacher will circulate consistently for assessment of productivity and "on task" behaviors.

## □ **Adult Living – Emergency Housing and Shelters**

### **ALT 3C: Adult Living Presentations**

#### **Summary**

Students will give presentations of their pamphlets using effective speaking strategies and styles.

Students will have copies of pamphlets to share with classmates & staff.

#### **Competencies**

Adult Living Curriculum:

Benchmark: Public speaking and oral presentations to classmates, school/work staff or family members.

#### **Time and Materials**

Each presentation should take at least 4, but not more than 6 minutes. (6-7 per 45 minute class period). 5 (45 minute) class periods is typically needed.

Large room with podium, overhead, or other technology might be needed.

Access to overhead or other appropriate equipment as small groups indicate.

#### **Instructions & Closure**

1. Teacher will review the presentation rubric.
2. Small group will give their presentations; volunteers who go “first” get extra points!
3. Teacher will remind students of future culminating activity: speaker panel.

#### **Evaluation/Assessment of Student’s Competency.**

1. Completion of the presentation by students.
2. Questions by classmates concerning presentations
3. Rubrics completed and scored.

#### **Culminating Activity for All:**

In a joint venture, all classes or groups will submit candidates for the panel. Students will call or will write letters to the appropriate persons/agencies/service organizations. A total of 6-8 speakers is ideal. A week before the panel discussion, teacher will contact or will meet with the panel speakers to answer questions and to give them background information on the students’ activities and unit’s goals/objectives. Reserve the auditorium with appropriate sound equipment. A senior student may be the moderator if the teacher feels this is appropriate. An opening speaker, such as Mr. Robert L. Kelley, Emergency Housing Director, Dayton, Ohio, is a wonderful way to set the tone and climate. Allow each speaker to give a 3-5 minute presentation, then allow students to ask questions. Displays of the case studies, the career posters and the pamphlets need to be visible and easy to see before and after the panel discussion. Make many copies of the pamphlets for classmates. Invite community members, board members and staff to increase awareness of the need for financial support and for awareness of each agencies role on our community. The day after the panel discussion, thank you notes need to be sent to each speaker on school stationery.

#### **Appendix 1: Basic Rubric for Presentations**

### Emergency Housing and Shelter Rubric

Student Name: \_\_\_\_\_

	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Stays on Topic	Stays on topic all 100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Visual	Visual represents the career area with clear/concise data, facts, pictures in a neat format.	Visual somewhat represents the career area with clear/concise data, facts, pictures in a neat format	Visual is ambiguous, but visible.	No visual is present.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Time-Limit	Presentation is 4-5 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 6 minutes.

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**Appendix 2: Suggested Format for Gathering Information/Facts for Agencies**

Agency Name:

Agency Address:

Agency Phone & Fax:

Program Director & Contact Persons:

List of personnel and job descriptions:

Services:

Sources of Funding:

Eligibility:

Accessibility or special rules/regulations: (Adult males? Families? Singles?)

Geographic boundaries: (who do they serve?)

Characteristics of Agency: (short description of what they do)

Outreach: (referrals from ?)

Additional Information:

**Appendix 3: Career Options Research Form**

**Emergency Housing and Shelter Unit**  
**Career Investigation for a Presentation**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Period:** \_\_\_\_\_

**Benchmarks:**

- organize information/data from various resources to support a central idea
- communicate findings, reporting on the substances and processes orally

**HINTS for SUCCESS:**

- Go to [www.ocis.ode.state.oh.us](http://www.ocis.ode.state.oh.us) or use the internet's search engines
- use at least three sources and cite them on the back of this page
- you may use the job outlook handbook in the [www.ohkuder.com](http://www.ohkuder.com) website
- calls to persons in this job area are a good idea also.

**Job Title & Career Area:** \_\_\_\_\_

**Responsibilities or description of the job:**

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**Education and / or training needed:**

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**Benefits and Salary:**

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**Opportunities for advancement: What and how ...**

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**Changes in this career area in the past 5 years?**

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**Changes in this career area in the future?**

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**Availability of jobs in Ohio? In USA? Outside of USA?**

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**How will this job affect family obligations?**

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**Pros verses Cons of this job:**

**Pros:** \_\_\_\_\_

\_\_\_\_\_

**Cons:** \_\_\_\_\_

\_\_\_\_\_

**Work values or skills needed to be successful:**

\_\_\_\_\_

\_\_\_\_\_

**Surprising or interesting information/data?**

\_\_\_\_\_

\_\_\_\_\_

**In an interview, what kinds of questions might be asked by a future co-worker?**

\_\_\_\_\_

\_\_\_\_\_

**Summary/Impression:**

\_\_\_\_\_

**Resources Used:**

\_\_\_\_\_

\_\_\_\_\_