

Always building friendships with one another, whilst being thankful for what we have.

while trying hard each and every day to trust other people around us through humility and service.



Remembering to forgive when we have been wronged and hoping to help others less fortunate than ourselves.

# The Magdalen Church of England / Methodist Primary School



## Collective Worship Long Term Planner

*Spring Term 3 2021*

Determined to show compassion for those around us and develop a community that embraces Justice and peace.

Week	Type	Collective Worship Focus
1 Monday	Whole School	<p><b>STRONGER WHEN WORKING TOGETHER</b> (whole school)</p> <p><b>Mark 2 v 1-12</b></p> <p>Here the four friends combine to ensure that their paralysed friend reaches Jesus and is able to be healed. Alone, each friend would have been unable to carry the friend on his mat but together they succeeded. Here is an active way of telling the story - you could use some images as well. Invite the children to copy actions as you tell the story (pupil worship leaders could help you as your 'demonstrators' who have already practised with you): Use the fingers and thumb of one hand to be the five faithful friends. Then the four fingers are the active, caring friends but the thumb becomes stiff and cannot move. This is the paralysed friend, who can't move. The others have to carry him. Curl the four fingers around the thumb and 'carry' him. Now use the other hand as the crowd of people around Jesus (= the middle finger). Have them 'look up' in surprise. Uncurl the four finger friends from the thumb, which should then be 'lowered down' slowly before Jesus. Jesus reaches down and touches the 'paralysed' thumb. The thumb flexes and dances. The friends rejoice (jiggle the four fingers!) The crowds are amazed (move the hand with crowd up and down with the fingers stiff with shock!)</p>
1 Tuesday	Whole School	<p><b>WEAKER WHEN WE WORK APART</b> (whole school)</p> <p><b>Numbers 20 v 1-13</b></p> <p>This wasn't the first time the people of Israel had complained to Moses about water shortage, or the first time Moses had faced criticism - see Exodus 16 and 17. But despite the miracle provision of food and water in the past, the same moans surfaced again and again. Tell the story and its background using the following outline (possibly with carefully selected images eg from the Brick Testament), encouraging the group to contribute moans and cheers appropriately:</p> <ul style="list-style-type: none"> <li>• Moses brought the people out of Egypt to freedom - cheers!</li> <li>• Moses led them through the dusty, dry desert - moans!</li> <li>• Moses asked God for food and drink for everyone and God answered his prayers - cheers!</li> <li>• Moses kept on going through the desert heat - moans!</li> <li>• Moses brings them to Mount Sinai, as promised - cheers!</li> <li>• Moses goes missing for 40 days - moans!</li> <li>• Moses brings back the ten commandments - cheers!</li> <li>• Moses brings them to the Promised Land - cheers!</li> <li>• But most spies say that the people are too strong to defeat - moans!</li> <li>• Moses takes them through many dangers - cheers!</li> <li>• But the people still want to go back to Egypt - moans!</li> <li>• Moses helps them to worship God properly - cheers!</li> <li>• Moses takes ages sorting out all their disputes - moans!</li> <li>• Moses gets help - cheers!</li> <li>• And now, after two more years, the people complain again because there's not enough water - moans!</li> </ul>

		<ul style="list-style-type: none"> <li>• Moses loses his temper and gets the water they need but not by following God's instructions. He angrily smashes the rock with his stick instead - shock! What mistakes did the people of Israel make? What does this teach us about the ways in which to make sure that we are an effective school community?</li> </ul>
<p>1 Wednesday</p>	<p>Whole School</p>	<p>ABIDE IN ME (whole school)</p> <p><b>John 15 v 1-5, 9-12</b></p> <p>Show some pictures of trees from an encyclopedia or examples of trees in clip art. How many different types of trees do you know? Which are your favourite trees? What do we need trees for? (oxygen, wood, natural beauty, fruits). Draw an unusual tree (vine). I wonder what sort of tree you think this is? Draw a very squiggly tree, where the trunk and the branches bend and twist in different directions, with hardly any significant, straight bits and also where the 'trunk' isn't really much grander than its branches. I wonder what you could call this sort of tree? In fact it really is a tree but it isn't much good as wood as there are no straight bits; it isn't much good for oxygen as it doesn't have many leaves; and it isn't much good as something beautiful as it isn't very tall and colourful. In fact it is only really good for one thing...its fruit! Any ideas? It is a vine-tree (or stock)...a tree that produces grapes. You may have a picture (or clip art) you could show. It may not be very beautiful but it is one of the main trees you find in the warm countries around the Mediterranean and of course in Israel/Palestine. Jesus used the vine-tree to say something about himself and about us and the necessity to stay close to one another. Read some verses from John 15 - listen out for who the gardener is, who the vine tree is, who the branches are, what the fruit is, and what the sap is that keeps the whole thing growing. How and why is Jesus important in our school?</p>

1 Thursday	Key Stage	<p>THE PATCHWORK QUILT (By Valerie Fiournoy ISBN 0-14-050641-1)</p> <p><b>Psalm 105 v 5</b></p> <p>This is a story which combines ideas of working together to make a unified and beautiful whole, in this case a patchwork quilt, but is also about remembering someone special in a particular way and in a way which will last. If possible, show the pupils a real quilt. See <a href="http://vimeo.com/6275389">http://vimeo.com/6275389</a> for a youtube version of the story, parts of which you might be able to use to re-tell it. It is important to remember what God has done as the Psalm reminds us. Are there particular ways in which we do this in our school? Why is it important?</p>
2 Monday	Whole School	<p>JESUS' BAPTISM (whole school)</p> <p><b>Mark 1 v 9-11</b></p> <p>The children may be baptised/have been to a baptism. There are some short clips on BBC learning zone if you want to make sure what an Anglican infant baptism is like and you might also want to include mention of adult baptism by full immersion. <a href="http://www.bbc.co.uk/learningzone/clips/a-christian-baptism/5963.html">http://www.bbc.co.uk/learningzone/clips/a-christian-baptism/5963.html</a></p> <p>Talk about what baptism signifies and why it is important for Christians. Jesus was baptised himself and Christians follow his example. The ceremony and the promises reflect the example which Jesus set. What do the special things which happened at his baptism tell the children about Jesus? Why is it important that we provide a warm welcome to people in the way that baptism welcomes a baby or an adult into the Christian community? What sort of a welcome did Jesus give to those whom he met and what does that teach us?</p>
2 Tuesday	Whole School	<p>JESUS HAD SPECIAL FRIENDS (whole school)</p> <p><b>Mark 1 v 12-20</b></p> <p>How do children choose friends/make friends? If this is by looking at their qualities, what are these? If by circumstances, what are these? Watch the BBC learning zone clip <a href="http://www.bbc.co.uk/learningzone/clips/jesus-recruits-disciples/7019.html">http://www.bbc.co.uk/learningzone/clips/jesus-recruits-disciples/7019.html</a> or <a href="http://www.bbc.co.uk/learningzone/clips/the-twelve-apostles/5958.html">http://www.bbc.co.uk/learningzone/clips/the-twelve-apostles/5958.html</a></p> <p>Do you think that Jesus chose friends for their qualities/abilities or by particular circumstances? Do we know from later events that these were good choices? We know that Peter denied Jesus, Thomas doubted him and all of the disciples ran away when Jesus was arrested. But they all obeyed Jesus' command to go and make disciples of all nations and most lost their lives as a result. The disciples were very loyal but not perfect. This is like our community – Jesus helps us but we will sometimes let him down. We know that we will always be given another chance.</p>

2 Wednesday	Whole School	<p><b>JESUS GETS ANGRY</b> (whole school)</p> <p><b>John 2 v 13-17</b></p> <p>This is an opportunity to explore the emotion of anger. Within a community, pupils and staff will experience a range of emotions and situations. Are there times when it is right/wrong to be angry? How do the children deal with anger?. Jesus' anger was on behalf of God his father for an injustice against the Temple ("my Father's house"). Jesus did not often get angry in the Gospel accounts – but when he did it was for a very important reason. Can the pupils see why Jesus was angry on this occasion? Think of some scenarios and ask if it would be right to get angry in this situation (the pupil worship leaders could think of these and act them out). Might there be better ways to deal with some of the situations? Are there particular injustices which pupils feel should be opposed – what is the best way to do this?</p>
2 Thursday	Key Stage	<p><b>THE WEDDING AT CANA</b> (class or key stage)</p> <p><b>John 2 v 1-12</b></p> <p>Have the children been to a wedding? What happens? Look at some wedding pictures and talk about what is happening. Why is the wedding important for those getting married? Why is it important to the family, friends and community? Jesus went to a wedding with Mary, his mother, just as we might go and celebrate a marriage with our family. Why is it important to celebrate within a community? What and how do we celebrate in school? At the wedding at Cana, Jesus saw that there was a problem and he helped. What does this tell us about Jesus? How can we follow his example?</p>
3 Monday	Whole School	<p><b>JESUS HEALS A LEPER</b> (whole school)</p> <p><b>Mark 1 v 40-45</b></p> <p>The Christian charity "The Leprosy Mission" (<a href="http://www.leprosymission.org">www.leprosymission.org</a>) continues Jesus' work of working to heal lepers and eradicate leprosy from the world, which has almost been achieved. Lepers were cast out from their communities at the time of Jesus because the disease was incurable and very contagious and greatly feared. Jesus touched the leper, healed him and told him to get a 'clean bill of health' from a priest. This would have enabled him to rejoin his family and his community.</p> <p><a href="http://www.youtube.com/watch?v=48RLuwf38Ag">http://www.youtube.com/watch?v=48RLuwf38Ag</a> – this shows the disciples' reactions when the leper was near to them and the sort of joy felt by the man once he had been cured. Sometimes children treat others as if they have a 'disease'. What might Jesus say about this in the light of this episode?</p>

3 Tuesday	Whole School	<p>THE SAMARITAN WOMAN (whole school)</p> <p><b>John 4 v 1-42</b></p> <p>This will need simplifying to make the point that Jews and Samaritans kept apart from each other (v 9 says that Jews will not use the same cups and bowls as Samaritans – you could act this out). How would it make someone feel to be treated as if you did not want them to touch you or to touch anything that they had touched? Jesus did not follow the rule that said that Samaritans were ‘unclean’. He helped the woman (women were also held in low regard!) and then she convinced lots of Samaritans to believe in Jesus. Talk about what is meant by prejudice and give some up to date examples. What do the children think about prejudice? How can people learn to understand each other better?</p>
3 Wednesday	Whole School	<p>THE PRODIGAL (LOST) SON (whole school)</p> <p><b>Luke 15 v 11-32</b></p> <p>There is a version of this parable on <a href="http://www.bbc.co.uk/learningzone/clips/the-lost-son/4154.html">http://www.bbc.co.uk/learningzone/clips/the-lost-son/4154.html</a> The son who took his part of the family inheritance and squandered it excluded himself from his family because he believed that his father could not forgive him. Forgiveness is often central to people being welcomed back into situations from which they have been excluded. How forgiving are the individuals/classes/community of the school? The Bible teaches that forgiveness ought to be offered even without an apology being given – how easy is this? What does real forgiveness require from the forgiver and the forgiven?</p>

3 Thursday	Key Stage	<p>ZACCHAEUS (key stage)</p> <p>Luke Sometimes people are not very kind to others. They might not play with fairness. They might not share their toys or sweets. They might seem to be selfish. Some people are not very popular. One such character was Zacchaeus. <a href="http://www.bbc.co.uk/learningzone/clips/zaccheus-meets-jesus/4465.html">http://www.bbc.co.uk/learningzone/clips/zaccheus-meets-jesus/4465.html</a> Jesus did not look at all the things that made Zacchaeus difficult to like – instead, he invited himself to Zacchaeus’ house and helped him to see that he was behaving without love and concern for others in the community. How can we be there for those around us who do not always make themselves popular or likeable? Do we keep trying to be friends and include them in our friendships?</p>
4 Monday	Whole School	<p>THOMAS BECKET (whole school)</p> <p><b>I Thessalonians 3 v 13</b></p> <p>An example of a man of faith who would not bow to the will of his friend King Henry II. The will of God was more important to Thomas. Do people have that sort of faith today? Thomas Becket was born in around 1120, the son of a prosperous London merchant. He was well educated and quickly became an agent to Theobald, Archbishop of Canterbury, who sent him on several missions to Rome. Becket's talents were noticed by Henry II, who made him his chancellor and the two became close friends. When Theobald died in 1161, Henry made Becket archbishop. Becket transformed himself from a pleasure-loving courtier into a serious, simply-dressed cleric. The king and his archbishop's friendship was put under strain when it became clear that Becket would now stand up for the church in its disagreements with the king. In 1164, realising the extent of Henry's displeasure, Becket fled into exile in France, and remained in exile for several years. He returned in 1170. On the 29 December 1170, four knights, believing the king wanted Becket out of the way, confronted and murdered Becket in Canterbury Cathedral. Becket was made a saint in 1173 and his shrine in Canterbury Cathedral became an important focus for pilgrimage.</p>
4 Tuesday	Whole School	<p>THOMAS MORE 6 July in Anglican Churches (whole school)</p> <p><b>I Thessalonians 3 v 13</b></p> <p>An example from Tudor times of a man who would not agree with his friend Henry VIII when he wanted to divorce Catherine of Aragon in order to marry Anne Boleyn. What happens when we cannot agree with our friends? Can we agree to disagree when we believe we are right? Thomas More was born on 7 February 1478 in London, the son of a successful lawyer. As a boy, More spent some time in the household of John Morton, Archbishop of Canterbury. He later studied at Oxford, and qualified as a lawyer, although he did contemplate becoming a monk. In 1517 entered the king's service, becoming one of Henry VIII's most effective and trusted civil servants and acting as his secretary, interpreter, speech-writer, chief diplomat, advisor and confidant. In 1521 he was knighted, in 1523, he became the speaker of the House of Commons and in 1525 chancellor of the Duchy of Lancaster. At</p>

		<p>the same time More was also building a reputation as a scholar. More took the post of lord chancellor in 1529, just as Henry had become determined to obtain a divorce from Catherine of Aragon. The previous chancellor, Lord Wolsey, had failed to achieve this objective. Henry was close to breaking with the Church of Rome, and the so-called 'Reformation parliament' was about to convene. When Henry declared himself 'supreme head of the Church in England' - thus establishing the Anglican Church and allowing him to end his marriage - More resigned the chancellorship. He continued to argue against the king's divorce and the split with Rome, and in 1534 was arrested after refusing to swear an oath of succession repudiating the pope and accepting the annulment of Henry's marriage. He was tried for treason at Westminster and on 6 July 1535 was executed on Tower Hill.</p>
<p>4 Wednesday</p>	<p>Whole School</p>	<p>MOTHER TERESA OF CALCUTTA date of death - 5 September (whole school)</p> <p><b>Matthew 25 v 31-46</b></p> <p>Mother Teresa was a humanitarian. This means she did things to help out other people. Her entire life was fully devoted to helping the poor, the sick, the needy, and the helpless. Mother Teresa was born in Uskub, Ottoman Empire on August 26, 1910. This city is now called Skopje and is the capital of the Republic of Macedonia. Her birth name was Agnes Gonxha Bojaxhiu. Her father died when she was eight and she was raised by her mother. She was raised as a Roman Catholic and decided to devote her life to God at a young age. She joined the Sisters of Loreto at the age of 18 to become a missionary to India. She first had to learn English. So she went to Ireland to learn English at the Loreto Abby. A year later she started her missionary work in Darjeeling, India. She learned the local language, Bengali, and taught at the local school. She soon took her first vows as a nun and took the name Teresa. She would teach for many years in India becoming the headmistress at a school in eastern Calcutta. When she was 36 years old she felt the call from God to help the poor of India. She received some basic medical training and then set out to help the sick and needy. This wasn't an easy task in 1948 India. She had very little support and, while trying to feed and help the poorest of the poor, she herself was constantly hungry and even had to beg for food. Soon other women joined her and she formed the Missionaries of Charity. Mother Teresa described the purpose of the Missionaries of Charity as an organization to take care of "the hungry, the naked, the homeless, the crippled, the blind, the lepers, all those people who feel unwanted, unloved, uncared for throughout society, people that have become a burden to the society and are shunned by everyone". The Missionaries of Charity originally had 13 members. Today they have over 4,000 nuns who care for people just like Mother Teresa described all over the world. It wasn't an easy task to build such an organization and to keep the focus on the poorest people. She worked almost up until her death on September 5, 1997. Mother Teresa disagreed with the way in which the poor of Calcutta were treated - although it was difficult and unpleasant work, she believed that it was more important to serve God in this way than to worry about her own needs. She let the homeless, sick and dying know that God loved and wanted</p>



		<p>them. How easy it is to ignore what we want and always think of someone else before ourselves? Could you try and do this today?</p>
4 Thursday	Key Stage	<p>A SAINT IS ... SOMEONE "THE LIGHT SHINES THROUGH" (key stage)</p> <p><b>Matthew 5 v 16</b></p> <p>This is a literal description of a stained glass window in which there might be an image of a saint. It also describes how a saint allows the light of Christ to shine through them. Think about how the light shone through the saints. Find an age appropriate example of a saint. What did this saint do for God that was so special? What can we do for God? Are there ways in which everybody can make it easier for the light to shine through them?</p>
5 Monday	Whole School	<p>A COMMUNITY THAT IS PROUD OF THE RIGHT THINGS (whole school)</p> <p><b>Proverbs 6.16-19</b></p> <p>Show the pupils the proud face. Ask them what the expression suggests to them. They might like to create a speech bubble to go with the face. Ask what someone wearing this expression might be saying or thinking and write it in the bubble. Read the Biblical Material. There are two types of pride. One type is good: it is looking at something you have done and being proud of the achievement. The other type is when people look down on everyone else and boast about how great they are by comparison. This sort of pride is destructive: it destroys people's self confidence. God doesn't tolerate the wrong type of pride because it hurts other people. Christians believe God created everyone. Therefore, he feels hurt if one of the people he created is made to feel small or useless.</p>
5 Tuesday	Whole School	<p>A COMMUNITY THAT SAYS THE RIGHT THINGS (whole school)</p> <p><b>Proverbs 18.20-21</b></p> <p>Talk about cause and effect. Give some verbal examples and ask the pupils to suggest others. For example, if you push someone they fall over. Give a demonstration of a chain of effects with the dominoes. Ask pupils to set up a line of dominoes on a table so that if they push one, they all fall down eventually. Read the Biblical Material. Just as actions have consequences, so do words. Talk with pupils about the consequences of some words such as, 'I hate you.' Christians see words as a gift that brings responsibility. It is impossible to pretend that words don't matter - they do. Words have consequences in our own and other people's lives. The New Testament writer James likened the tongue to a flame which can start a forest fire (James 3.5). Just as carelessly throwing away a match can have terrible consequences in the form of a forest fire, so careless use of words can create damage in human relationships. Ask some pupils to cut out some red flames. Write on them some pupil suggestions of words which have bad consequences. Once the words are out, it's hard to take them back. It can be like getting toothpaste back in a tube. Demonstrate this using the tube of toothpaste and a paper plate. If we do use words wrongly, we need to act quickly to put the situation</p>

		right. It may be impossible to get toothpaste back into the tube, but it is possible to wipe up the mess afterwards.
5 Wednesday	Whole School	<p><b>A COMMUNITY THAT DOES THE RIGHT THING</b> (whole school)</p> <p><b>Proverbs 17.9</b></p> <p>Talk about forgetting things and different ways of jogging your memory. Show a diary etc. Ask the pupils about different ways they have of remembering. There are some events it is right to remember and commemorate. There are other things about which it is better not to remind people. Read the Biblical Material and make it clear to pupils that this proverb is about the ordinary ups and downs of friendship. When someone makes a mistake, real friends don't keep reminding them of it. If people keep reminding others of the wrong they have done in the past it shows that they bear a grudge and have not forgiven them. People may find it hard to forget, but it is not necessary to keep dredging things up. In the Bible, it talks about God putting people's wrongs behind his back or throwing them to the bottom of the sea (Isaiah 38.17, 43.25; Micah 7.18-19). These are word pictures: they mean God has forgiven people's wrongs and he is not going to keep reminding them of past misdeeds. It is as if he has put them at the bottom of the ocean and put up a NO FISHING sign. Use a rod and pieces of paper with wrongs written on them. Pupils can fish for them with the rod. It does not help, either ourselves or others, if we keep dredging up past wrongs, whether that be our own or other people's but remind the pupils that forgiveness does not mean putting up with ill-treatment.</p>
5 Thursday	Key Stage	<p><b>A COMMUNITY THAT LOOKS AT EACH OTHER IN THE RIGHT WAY</b> (class or key stage)</p> <p><b>Proverbs 31.30; 1 Peter 3.3-4</b></p> <p>Talk with the pupils about the lengths to which people go to make themselves handsome / beautiful. Demonstrate (on yourself) with make up if appropriate or similar. Show magazine pictures. However hard we try, most of us don't look like the magazine images, because people who look like that are rare. Constantly seeing such images encourages people to spend a lot of time and money on their looks. In Biblical times, people cared about their looks too. Show a picture of a traditional Yemeni bride or similar. We do not know exactly how people dressed in Bible times, but it may have been a little like this for very special occasions such as a wedding. The Bible puts emphasis on inner beauty. Read the Biblical Material. In God's eyes, what matters is what we are like on the inside. There is a story in the Bible which illustrates this - in 1Samuel 16. 1-13 when David was chosen as King even though he looked least likely to be a good King on the outside. A beautiful character after a while begins to show on the outside. Most faces improve with a smile. Even the most beautiful face is ruined by a sneer. We are not responsible for the looks with which we were born. We do bear some responsibility for the type of person we are inside. Christians ask God's help to change to be a better person on the inside.</p>

Epiphany	Whole School	<p>MEETING THE WISE MEN (whole school)</p> <p><b>Matthew 2 v 1-12</b></p> <p>Dress up someone as a wise man/men who will answer some 'hot seat' questions Use the idea of a briefcase or another appropriate carrier and collect together a set of items that the wise man would carry around. Let your imagination run free. Ask your 'wise man (men)' to come and remove items one by one to prompt curiosity, questions and discussion about the story eg a travel bag with: a map, a telescope, a guide to astronomy, a bag of animal feed, sunglasses, wrapping paper, etc What do pupils know about the story? What would they like to ask the visitor? Why is this a WISE man? The theme will be carried forward in the next worship.....</p>
Epiphany	Whole School	<p>LOOKING AT THE WISE MEN (whole school)</p> <p><b>Matthew 2 v 1-12</b></p> <p>Look at some pictures of the wise men as painted by great artists. You can download pictures from the National Gallery website or you may have copies at home or from Christmas cards. The beautiful book 'The Image of Christ' published by The National Gallery Company has a great selection of Magi pictures by Gossaert, Bonfigli and Bruegel, all of which have wonderful detail to talk about. Ask the children: What can you see in the picture? What do you like about this picture? Who is the most important person in this picture, do you think? What colour are the faces of the wise men? What are they wearing? What can you tell about the wise men from the way they look (what they're wearing, their skin colour, what they're doing)? What are the characters doing? What's like the Bible story you've heard? What's different? What do you think the artist is trying to say about Jesus?</p>
Epiphany	Whole School	<p>THE WISE MEN'S INVITATION (whole school)</p> <p><b>Matthew 2 v 1-12</b></p> <p>Look at a range of invitations - wedding, birthday, supermarket double points, join a gym etc. Make an invitation on an angel picture and one on a star shape. Think back to the invitation sent to the shepherds through the angels. How did the Wise Men receive their invitation? - a star in the sky. Although everyone could see it, only the Wise Men realised what it meant. They accepted the invitation of the star even though it meant a very long journey. The invitation of the star was to come and worship Jesus the gift of God to the world. Think about the ways in which we are able to worship Jesus in school - we are responding to the same invitation as was sent to the Wise Men so long ago to bring our gifts of worship. What other gifts could we offer to Jesus and through Jesus to those around us?</p>

<b>Epiphany</b>	<b>Key Stage</b>	<p><b>THE IMPORTANCE OF A GIFT</b> (key stage)</p> <p><b>Matthew 2 v 1-12</b></p> <p>Ask what gifts pupils gave for Christmas. Ask how they chose those gifts. Was it because they would like them or because they would suit the other person? The Magi chose gifts for Jesus that suited him and which told the world what sort of person he was going to be - a new sort of <b>King</b> (gold), a new sort of <b>Priest</b> (frankincense) and someone who would have a new sort of death (myrrh). Unwrap some things that represent gold, frankincense and myrrh and show how these pointed to who Jesus was. Have other wrapped gifts for the children to unwrap, which in turn tell us more about the life of Jesus. Let the children tell you what they think each of these other gifts might mean eg a torch (light of the world), a map (the way), a doctor's kit (life/healer), a toy lamb (good shepherd), and a roll of bread (bread of life). Bring these symbols together to help them see what sort of gift to the world Jesus continues to be.</p>
-----------------	------------------	--