

# New Town Primary School

## Progression in Life Skills



## What makes a good Life skills lesson?

### Establishing a safe and supportive environment

- Ground rules are agreed by the staff and pupils before the lesson begins and are adhered to throughout the lesson.
- Discussions are managed sensitively and the teacher responds appropriately to spontaneous questions and comments raised by pupils.
- The teacher is aware of vulnerable pupils and enables them to safely participate.

### PSHE is taught with the same enthusiasm other curriculum subjects

- The lesson is planned in line with the whole school programme for PSHE and is in-line with school policies.
- Effective learning strategies are used to engage pupils and challenge their thinking.
- Pupils are involved in active and participatory activities through which they develop skills and attitudes, as well as knowledge and understanding.
- The teacher feels confident to teach the lesson, pupils enjoy their learning and

### Assessment of learning

- Teaching starts from where the pupils are (drawing on current knowledge).
- Pupils and teachers are able to see the progress pupils have made.
- Pupils have opportunities to reflect on their learning, including how they feel about their learning.

### Classroom environment enhances learning in PSHE

- Book corner and/or role play areas reflect learning in the PSHE topic.
- Displays of pupil work/learning walls reflect learning in the PSHE topic.
- Information directing pupils how to access further advice, care or support is available (for example, posters).

## The importance of ground rules for teaching Life skills

Before teaching PSHE education, clear ground rules should be established to ensure there is a safe teaching and learning environment. The ground rules should be kept to consistently and revisited throughout the lesson, and should be clearly displayed in the classroom. Teachers should model good use of the ground rules and reinforce or renegotiate them as required.

### Example ground rules – List 1

#### (shared agreement)

- We join in and ask questions if we want to.
- We make sure that everybody feels listened to.
- We make sure everybody feels ok – we don't put people down.
- We use the correct vocabulary when possible; if we are unsure, we ask the teacher.
- We do not name names.
- We know we can ask for further help or advice if we want to

### Example ground rules – List 2

#### (rights and responsibilities)

- Everybody has the right to feel listened to.
- Everybody has the right to join in and speak if they want to.
- We have the responsibility to ensure people do not feel judged or 'put down'.
- We have a responsibility to use the correct vocabulary so as not to cause offence.
- Everybody has the responsibility to keep confidentiality.
- Everybody has the right to seek help or advice if they want to

In order for ground rules to be effective, they should be developed and agreed with the pupils themselves, rather than given or imposed by the teacher. Teachers will want to explain that PSHE lessons cover a wide range of topics and can include talking about things that people have different feelings about and that it is important to ensure that everyone in the room feels able to participate.

### Some ways of developing ground rules with pupils

- Use a character or persona doll and think about how they can be helped to feel comfortable in the lessons.
- Give each individual pupil or pair of pupils a sheet of paper divided into sections and ask them to write one important rule in each section. Compare each other's responses to develop one class set to be agreed.
- Ask one half of the class to write down or draw important things for the teacher to do in PSHE lessons and the other half to think about important things for the pupils to do.

### These are some things to consider with the class when developing a set of ground rules:

1. Listening to others
2. Sharing opinions, the right to 'pass' and asking questions
3. No assumptions, non-judgemental
4. Use of language
5. Confidentiality
6. Seeking help and advice

## Teaching strategies for Life Skills

### Artefacts and objects

Collecting relevant artefacts and objects that are related to a PSHE topic means they can be used as a stimulus for discussion, for categorising activities or as part of a classroom display or role play area. Many of these will be everyday objects easily found in the home or school.

### Brainstorm

The teacher, pupil or pupils jot down all the words or ideas for a discussion or about a particular issue or topic. No suggestion is changed, discussed or challenged until the end. When everything has been written down, ideas can be discussed further or categorised. Brainstorms can be done individually, in pairs, small groups or with the whole class.

### Carousel

Pupils work in groups. Each group is given a different heading relating to the same theme on a piece of flipchart paper. Pupils brainstorm ideas under the heading. After a few minutes the flipchart paper is passed on to the next group who add more ideas. This continues every few minutes until each group has contributed to each brainstorm. When groups receive their original brainstorm they read it and see how it has changed.

### Freeze frames

Pupils represent an event, situation or relationship between people, showing a moment in time (as a photograph does). Pupils carefully design the freeze frame to show characters' feelings and emotions. They may add one movement and/or a sound to bring the freeze frame to life. Freeze frames are useful to explore how body language can show innermost feelings. They can be done individually, in pairs or groups.

### Case study

Case studies give a description of a character, usually experiencing a dilemma or problem. They can be presented to the pupils as letters to a problem page, e-mails to a helpline/ website or as part of a story. They give details about a character's feelings and motivations. Pupils can respond to the character, giving advice and support or make suggestions of what they could do next.

### Categorising

Pupils are given statements, vocabulary or artefacts, pupils match these to headings. Pupils can use Venn diagrams or graphs such as scatter graphs for categorising. Once complete the teacher can extend pupils thinking about why they have placed the statements, vocabulary or artefact where they have and compare and contrast different pupils' views.

### Conscience corridor

Pupils line up on two sides of the room in a row. One pupil is chosen to act as the character and walks slowly between the middle of the two lines. Pupils on either side call out one by one - words, thoughts, names, views or other vocabulary, depending on the activity. The pupil who walks down the middle discusses how it felt.

### Hot-seating

Pupils act as a given character, from a story, case study or scenario whilst pupils from the class or group ask them questions. The actor responds in role as the character would. This can be extended to other pupils being invited to act in role, or to speak on behalf of the character. Visitors can also be hot-seated to give information about themselves to pupils or the teacher may choose to act in role.

### Concept cartoon

Pupils are given a pre- prepared visual representation of an everyday situation with two or more characters and thought and speech bubbles. Some dialogue is given. Pupils add their own thoughts, ideas and views to the cartoon. Concept cartoons are useful for exploring different viewpoints and promoting discussion and are useful for whole class or group activities.

### Corners

Large labels are placed in different corners of the classroom. The teacher reads aloud statements and invites pupils to stand near the card that best represents their viewpoint or what they think is the correct answer. For example, pupils might decide whether males, females or both have particular body parts. These can also be used as traffic lights (red, orange and green) for pupils to self-assess their understanding of different parts of a topic.

### Draw and write

The class teacher reads pupils the outline of a story or description of a person or event. The teacher pauses at particular sections to enable the pupils to draw or write about what they think is happening, what the characters are thinking, or to provide detail about some aspect of the story or description. Each pupil works individually to produce their own responses. The teacher may collect and collate these afterwards to gain a view of where the class are in terms of levels of understanding and attitudes.

Case

### Mind-map/spidergram

An extension of an initial brainstorm, these help pupils to organise their ideas and thinking. Key headings branch off from a central heading and further information is added. They can be used to collect and collate information or to guide a discussion or presentation or for planning.

<p><b>Graffiti wall</b> Pupils are given a large sheet of paper and work in groups, pairs or individually to decorate the wall with words and statements related to a key theme or topic.</p> <p><b>Group discussion</b> Pupils can work in buzz groups where they are asked to discuss something for a short time and then report back to the whole class to share ideas. Many of the other strategies mentioned can also be used to help structure and organise small group discussion.</p> <p><b>Scenarios</b> Pupils are given a short description of a situation, usually involving a dilemma.</p> <p><b>Sentence starters</b> Pupils are given the beginning of a sentence and must complete it. This might be a written or spoken activity and can be done individually, in pairs or groups.</p> <p><b>Storyboards</b> Pupils can make up their own storyboards or can be asked to complete a storyboard that is part started. They can consider the outcomes or consequences of a situation and give the story either a good ending or not-so- good ending.</p>	<p><b>Line of continuum</b> Pupils are given a strip of paper, labelled with viewpoints such as:</p> <ul style="list-style-type: none"> <li>- strongly agree</li> <li>- agree</li> <li>- disagree</li> <li>- strongly disagree</li> <li>- best</li> <li>- better</li> <li>- worse</li> <li>- worst</li> </ul> <p>Pupils are read or given statements or objects to organise on the line of continuum. The line of continuum can also be set up across the length of the classroom with enlarged labels and pupils move to stand nearest the label that best represents their viewpoint. The teacher can ask individual pupils to further explain or justify their viewpoint.</p> <p><b>Round</b> Pupils usually sit in a circle. Each person in the circle has an opportunity to make a statement about the theme or group discussion. Very often, this might be in response to a sentence starter. No-one may comment on what another has said, including the teacher. Pupils may opt to ‘pass’ when it is their turn, but should be offered an opportunity to share before the close of the round.</p> <p><b>Role play</b> Pupils act out a scenario they might find themselves in to ‘try out’ different ways of managing the imaginary situation. Pupils can practise different ways of responding in a variety of situations. Pupils might be given scenarios to explore or may be challenged to make one up. Pupils can feedback which responses they thought worked the best.</p>	<p><b>Research and present</b> Pupils are given a topic, person or event to research. Pupils may be given factsheets to support them. They may make a mind-map/spidergram or brainstorm to collate all the information. Pupils then present the information to the rest of the class. This could also form a practical challenge for pupils to carry out and then demonstrate the results to the rest of the class. Pupils can act as ‘peer educators’ by learning about a topic and educating others on it.</p> <p><b>Paired discussion</b> Pairs are given a short time to discuss a topic or question. They can then ‘pair- share’ with another pair of pupils to compare and extend ideas.</p> <p><b>Video clips</b> Stories and scenarios presented through video clips bring a visual aspect to lessons and can be used as an introduction to a topic. A useful technique following the video is to ask pupils to write an anonymous question about the clip they have watched. Lessons that use videos must always include other teaching strategies and activities to ensure they are interactive. Video clips used in lessons should last no longer than about ten minutes.</p> <p><b>Quiz</b> There are many different ways of organising a quiz:</p> <ul style="list-style-type: none"> <li>- Pupils are given statements and must choose whether it is true / false/ depends.</li> <li>- Pupils are given a question or statement with three possible responses and must choose the correct one.</li> <li>- Pupils are asked to give a correct response for each question asked.</li> </ul>
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## Key Stage 1

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
1/2	1 Thinking of Others	Pupils will be taught about: <ul style="list-style-type: none"> <li>• Friendships- communication and inclusivity</li> <li>• Families- different kinds and marriage</li> <li>• People who look after us</li> <li>• Acts of kindness including how charities work</li> <li>• Diversity- valuing the differences and similarities between themselves and others</li> </ul>	Giraffes Can't Dance by Giles Andrea The Koala who Could by Rachel Bright And Jim Field The Family Book by Todd Parr The Smartest Giant in Town by Julia Donaldson Mommy, Mama and Me by Leslea Newmann and Carol Thompson My Grandpa is Amazing by Nick Butterworth
1/2	2 Keeping Fit, Safe and Healthy	Pupils will be taught about: <ul style="list-style-type: none"> <li>• The importance of eating well</li> <li>• How to know who helps them make good choices about eating</li> <li>• The importance of rest and sleep</li> <li>• About basic healthy routines to care for their bodies</li> <li>• How good routines help to protect them from disease</li> <li>• About medical professionals who will help them stay healthy</li> <li>• How to identify people who will help to keep them safe outside the home and who to ask for help if needed</li> </ul>	Max the Champion by Sean Stockdale, Alexandra Strick and Ros Asquith
1/2	3 Respect and Tolerance	Pupils will be taught about: <ul style="list-style-type: none"> <li>• What makes each individual special and how they are different to other people; they will learn how to value this</li> <li>• How it is important to take responsibility for actions and why it is important to take responsibility both at home and in school</li> <li>• How it is important to cooperate when working or playing in a group and how to challenge uncooperative behaviour without being confrontational</li> </ul>	Elmer by David McKee Ten Little Pirates by Mike Brownlow and Simon Rickerty The First Slodge by Jeanne Willis

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
1/2	4 Morals Choices Rights and Democracy	Pupils will be taught about: <ul style="list-style-type: none"> <li>• What is meant by community</li> <li>• About rules and responsibilities</li> <li>• How laws are made and why it is important to follow them</li> <li>• That laws are made to keep all communities safe</li> </ul>	There is a Tribe of kids by Lane Smith No! by David McPhail
1/2	5 Living and Growing	Pupils will be taught about: <ul style="list-style-type: none"> <li>• Reproduction and the biological differences between male and female and that both a male and a female are needed for reproduction</li> <li>• That all living things including humans start life as babies</li> <li>• That everyone needs to be cared for and that people of different ages have different needs</li> <li>• How our body changes over time and what we need to do to keep healthy</li> <li>• How the body changes with exercise</li> </ul>	
1/2	6 Moving On	Pupils will be taught about: <ul style="list-style-type: none"> <li>• Changes and challenges in a new class or phase</li> <li>• New and higher expectations</li> <li>• How we can make new friends</li> <li>• Where to ask for help</li> </ul>	

## Lower Key Stage 2

Year group	• Term	• Topic/theme details	Resources
3/4	1 Thinking of Others	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• Belonging to a group and its responsibilities</li> <li>• Making school and class a safe place</li> <li>• Cultural Diversity- recognising different cultures, respecting their differences but knowing that they can be friends</li> <li>• Tolerance of different views and opinions</li> <li>• How change can make people feel; their emotions and possible behaviour</li> <li>• Recognise that everyone will experience change as part of their lives and that may have a positive or negative impact</li> <li>• To recognise that some relationships may be unhealthy, negative and lead to unhappiness. They will learn how to identify and break from these relationships and how to seek advice</li> <li>• The needs of others especially those who are vulnerable and to recognise when someone is in need of help</li> <li>• How to appreciate when others are trying to help them</li> </ul>	<p>Blown Away by Rob Biddulph</p> <p>My World, Your World by Melanie Walsh</p> <p>Oliver by Brigitta Sif</p> <p>The Snow Queen by Hans Christian Anderson</p>
3/4	2 Keeping Fit, Safe and Healthy	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• Healthy choices about food and drink</li> <li>• Keeping active and the choices they can make</li> <li>• Keeping safe on-line - how to identify danger and what to do about it.</li> <li>• Why and how something they see on the internet may not be trustworthy</li> </ul>	<p><a href="https://www.youtube.com/watch?v=-nMUbHuffO8">https://www.youtube.com/watch?v=-nMUbHuffO8</a></p> <p>CEOP</p>

3/4	3 Respect and Tolerance	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• Acts of kindness; how to appreciate acts of kindness and recognise when there is a need to show kindness to others</li> <li>• Self-esteem and confidence and how this may rise and fall depending on circumstances</li> <li>• Religious diversity- about different faiths and how we need to be tolerant of different views and opinions</li> <li>• How to minimise distractions- that being distracted can seem like a lack of respect</li> </ul>	<p>Just Because by Rebecca Elliot</p> <p>The Koala who Could By Rachel Bright and Jim Field</p> <p>The Great Big Book of Families by Mary Hoffman and Rose Asquith</p> <p>Two Monsters by David McKee</p>
3/4	4 Morals Choices Rights and Democracy	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• How and why rules and laws are made</li> <li>• Why some rules may differ depending upon the circumstances</li> <li>• That we all have different kinds of responsibilities to ourselves, our friends, our families, the school, our community and the environment</li> <li>• Local democracy- in school and local councils</li> <li>• The voting process</li> </ul>	<p>Michael Recycle by Ellie Patterson</p> <p>How to Heal a Broken Wing by Bob Graham</p> <p>If the world were a village by David J Smith</p>
3/4	5 Living and Growing	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• Different types of family and how their home life is special</li> <li>• About the biological differences between male and female animals including humans and their role in the life cycle</li> <li>• How female mammals give birth and suckle their young</li> <li>• How the creation of life requires both a male and a female</li> <li>• Sexual differences and relationships</li> <li>• About different family types including LGBT, foster families and adoptive families. Understand how families care for and support each other</li> <li>• How we grow differently and that our bodies will change as we grow up but that different people change at different times</li> </ul>	<p>The Great Big Book of Families by Mary Hoffman</p> <p>King and King by Linda de Hann and Stern Nijland</p> <p>Tadpole's Promise by Jeanne Willis and Tony Ross</p>



3/4	6 Moving On	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• How to identify their own strengths and weaknesses</li> <li>• Think about what clubs they would like to join</li> <li>• Setting personal goals and how to achieve them</li> <li>• The world of work and different types of work</li> <li>• The skills needed to pursue a particular career path</li> <li>• What having a job means and the importance of employment</li> </ul>	<p>Dogs Don't Do Ballet by Anna Kemp</p> <p>The Darkest dark by Chris Hadfield</p>
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## Upper Key Stage 2

Year group	Term	Topic/theme details	Resources
5/6	1 Thinking of Others	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>The feelings associated with loss and bereavement and how people may react to loss in different ways</li> <li>Mental health- what this means and how it is about emotions, moods and feelings.</li> <li>Understanding that when people are experiencing poor mental health that they may display certain behaviours but that these may change or stop</li> <li>How to find help if they or others are experiencing difficulties</li> <li>Homelessness and how to empathise with others</li> <li>People with different needs including those with disabilities; those who live in different areas of the world and those who are vulnerable</li> </ul>	<p>The Boy in the Tower by Polly Ho Yen</p> <p>The Sad Book by Michael Rosen</p> <p>Waterbugs and Dragonflies by Doris Stickney</p> <p>Trash (literacy shed)</p> <p>The Journey by Francesca Sanna</p>
5/6	2 Keeping Fit, Safe and Healthy	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>Physical and emotional wellbeing and that healthy eating, physical activity and oral health are all vital to a positive lifestyle</li> <li>Keeping physically and emotionally safe including road and environmental safety</li> <li>E- safety focussing on dangers, trust and how to report something that they feel is not right.</li> <li>The importance of keeping personal information safe on-line</li> <li>The responsible use of mobile phones</li> <li>How to manage requests for information</li> </ul>	<p><a href="https://www.youtube.com/watch?v=_o8auwnJtqE">https://www.youtube.com/watch?v=_o8auwnJtqE</a></p> <p>CEOP</p>

5/6	3 Respect and Tolerance	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• Stereotyping including gender stereotyping; what it means</li> <li>• Prejudice and discrimination and how this can make people feel</li> <li>• How to identify discriminatory language</li> <li>• The true meaning of race, religion, sex, transgender, lesbian, gay, bisexual, and the group LGBT</li> <li>• How to deal with discrimination at school</li> <li>• How discriminatory language can make people feel</li> <li>• The importance of equality and how this affects their lives</li> </ul>	<p>My Princess Boy by Cheryl Kilodavis and Suzanne De Simone</p> <p>Prince Cinders by Babette Cole</p> <p>The Whisperer by Nick Butterworth</p> <p>The Island by Armin Greder</p> <p>Mr Big by Ed Vere</p>
5/6	4 Morals Choices Rights and Democracy	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• Government and parliament</li> <li>• Elections and how they work- democracy</li> <li>• The role of parliament</li> <li>• The role of government</li> <li>• Police and the justice system</li> <li>• The role of the courts and judges</li> <li>• Moral dilemmas</li> <li>• About being part of a community- about community facilities and about the different institutions that support a community</li> </ul>	<p>The Election by Eleanor Levenson</p> <p>Malala's Magic pencil by Malala Yousafzai</p> <p>Don't let the pigeon drive the bus by Mo Willems</p>

5/6	5 Living and Growing	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• Puberty and how it affects their emotions and behaviour as well as the changes in their bodies</li> <li>• Menstruation and the practical issues around it</li> <li>• Feelings in the context of relationships and how to manage these feelings positively</li> <li>• To identify different relationships and what is appropriate and safe</li> <li>• To recognise where physical contact feels uncomfortable or unsafe and what to do about it</li> <li>• The human life cycle (as in KS2 science curriculum)</li> </ul>	<p>Love you Forever by Robert Munsch          Usborne- What's happening to me- boys          Usborne What's happening to me -girls</p>
5/6	6 Moving On	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• The world of work- different jobs and their importance in society</li> <li>• The skills and qualifications needed to pursue a particular career</li> <li>• The benefits of having a job</li> <li>• What they need to do to fulfil their dreams and aspirations</li> <li>• How to be ready for the next phase of their life</li> </ul>	<p>Dreams of Freedom by Amnesty International</p>

## End of Primary School Expectations

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>