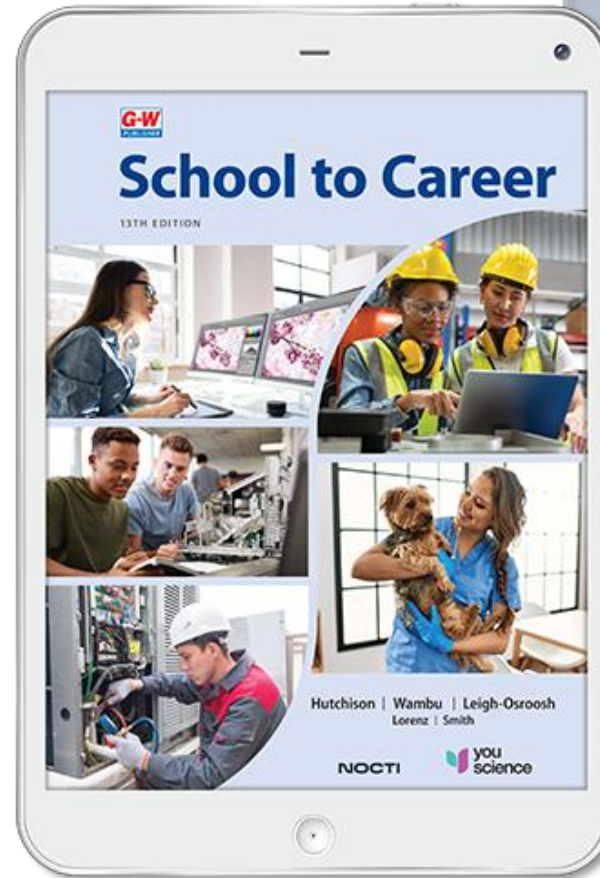


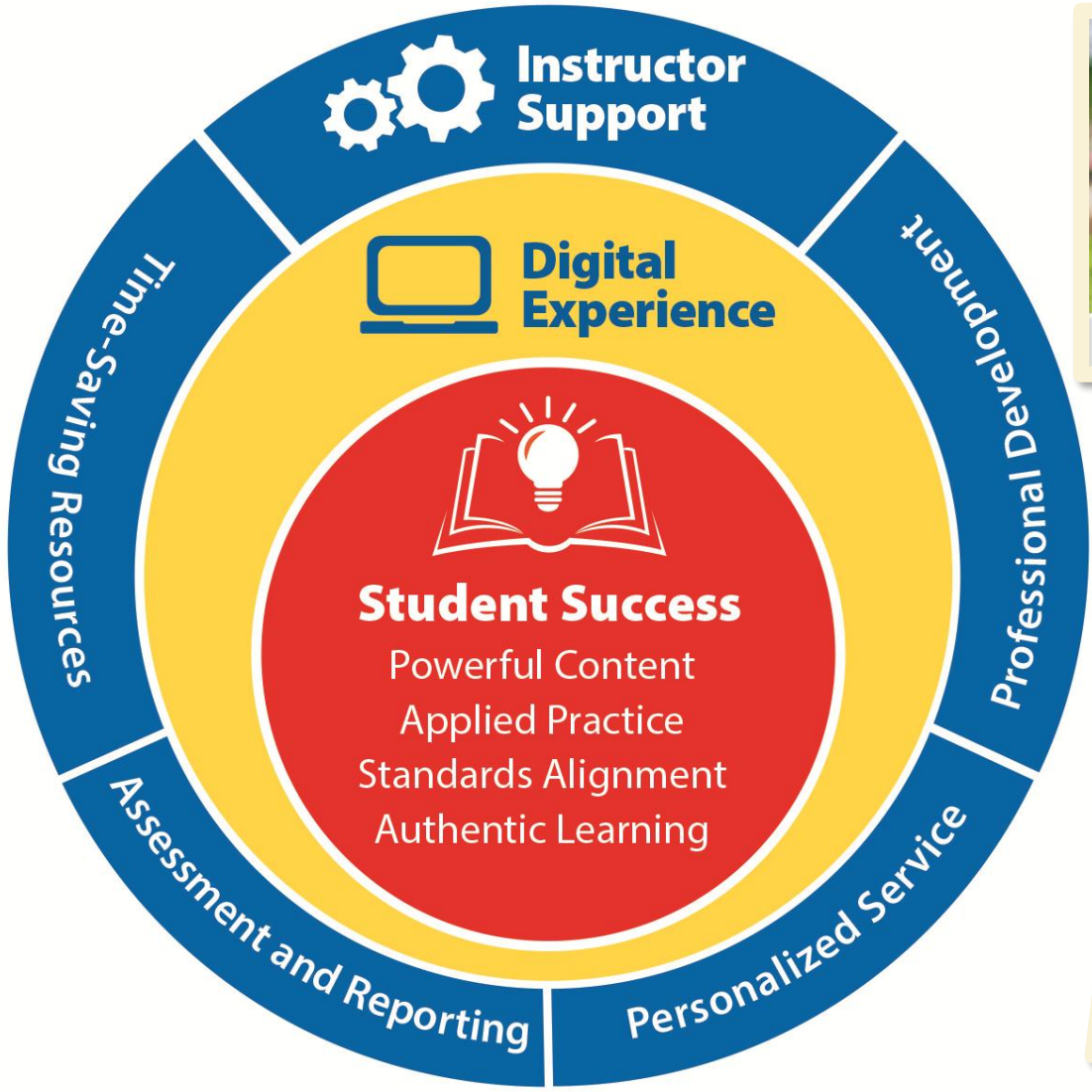
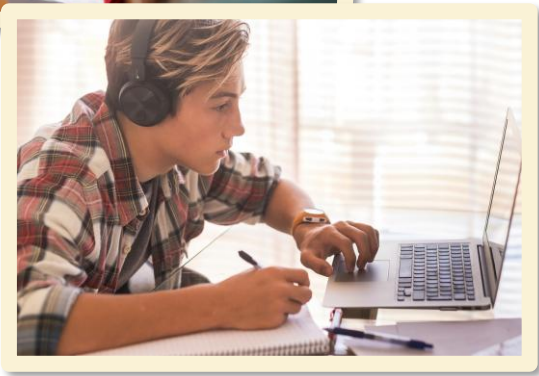
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PUBLISHER



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**Designed by Educators, Built for Educators**



**Student Success Is At the Heart of What We Do**



\*Shown are examples across various titles

- ✓ Prepare for class
- ✓ Reinforce new concepts
- ✓ Assess learning

**Ready-to-Implement  
Online Instructor Resources**



School to Career: Lesson Plan

Instructor: \_\_\_\_\_ Date: \_\_\_\_\_  
Course: \_\_\_\_\_ Period/S: \_\_\_\_\_

Chapter 1 Making the Transition from School to Career

Lesson 1.1 Importance of Work

Learning Outcomes

After completing this lesson, students will be able to:

- 1.1-1 Identify reasons most people work.
- 1.1-2 Summarize the ways to explore the world of work.

Standards

School to Career is aligned to the English Language Proficiency Standards, Essential Knowledge and Skills for Career Development standards, Career Preparation for Programs of Study, and Career and Technical Education E

The following standards are met in Lesson 1.1:

- English Language Proficiency Standards
  - 1Ei: demonstrate listening comprehension from information from classroom interactions
  - 2Ai: pronounce high-frequency words with accuracy
  - 2Aii: pronounce cognates with accuracy
  - 3Ci: use high-frequency words to comprehend content-area vocabulary
  - 3Cii: use contextual factors to comprehend content-area vocabulary
  - 3Fiii: derive meaning from content-area texts using linguistic strategies
  - 3Fvi: demonstrate comprehension of content-area texts using strategies
  - 3Giii: demonstrate reading comprehension of content-area texts
  - 3Giv: demonstrate reading comprehension of content-area texts
  - 4Di: write content-area texts using a variety of sentence lengths

Curriculum Pacing Guide

The following program planning guide suggests a way to schedule the chapters of School to Career for either an eighteen-week course schedule.

Eighteen-Week Course Schedule

**Week 1**

Chapter 1 Making the Transition from School to Career ..... 4

    Lesson 1.1 Importance of Work ..... 6

    Lesson 1.2 Essential Skills ..... 16

**Week 2**

Chapter 2 Understanding Work-Based Learning ..... 24

    Lesson 2.1 Work-Based Learning Programs ..... 26

    Lesson 2.2 Preparing for Work-Based Learning ..... 33

    Lesson 2.3 Importance of Study Skills ..... 40

**Week 3**

Chapter 3 What Your Employer Expects ..... 52

    Lesson 3.1 Being an Effective Employee ..... 54

    Lesson 3.2 Making a Good Impression ..... 65

**Week 4**

Chapter 4 Learning About Yourself ..... 80

    Who You Are ..... 82

    Learning About Yourself ..... 94

Social Connection

- Humans are naturally social.
- Can be fulfilling to find a sense of connection to other people or your broader community through work.



Figure 1-1 Social connections help to build a community with other people. How can you build your social connections at school and at work?

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Future Occupational Trends (3 of 3)

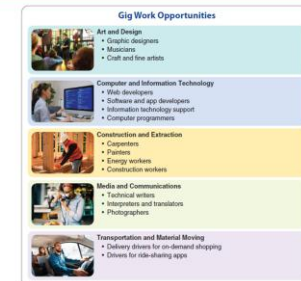


Figure 1-2 Gig work is expected to grow in many occupational areas in the next ten years.

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Time-Saving Instructor Resources



# G-W Assessment

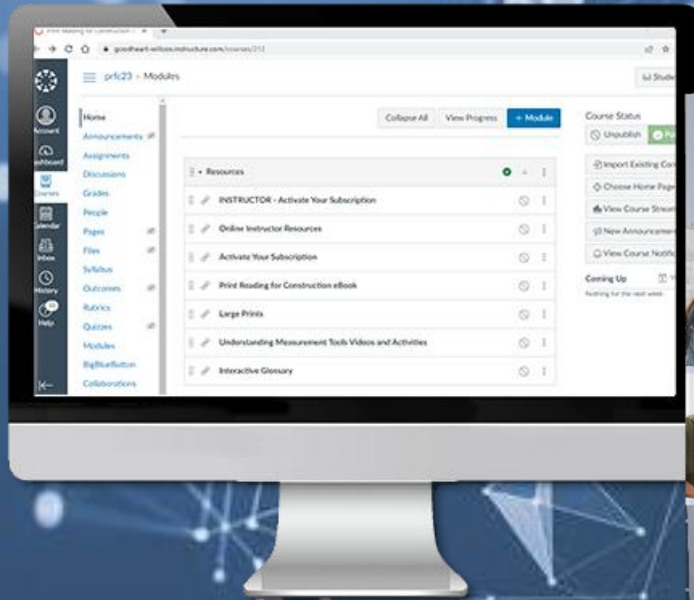
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- **Access G-W Assessment with one quick click** from any device

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**BRIGHTSPACE**  canvas

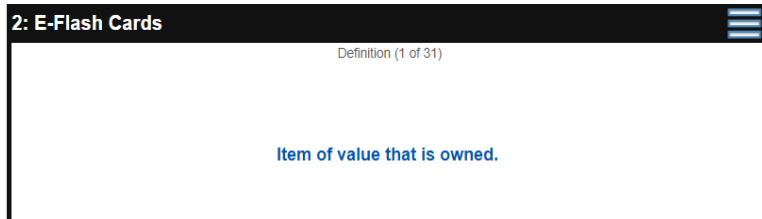
 moodle  schoolology<sup>®</sup>  Additional  
LTI-Compliant  
Platforms

**Clever**   
ClassLink

  
1EDTECH  
CERTIFIED

  
Google Classroom

## LMS and CMS Integration Easy Navigation



## E-Flash Cards & Vocabulary Practice

### 2: Vocabulary Game

Select a point value. Choose the term that matches the definition. Score: 800

<input checked="" type="radio"/> 100	100	100	100
200	200	200	200
300	<input checked="" type="radio"/> 300	300	300
400	400	400	<input checked="" type="radio"/> 400

**Definition:** Act of giving money, goods, or services to meet the needs of others and support causes that are important to an individual.

- pay yourself first
- variable expense
- recordkeeping
- philanthropy

[Check Answer](#)

## Interactive Activities

School to Career Workbook: Chapter 2 Activity 3

Name:  
Date:  
Class:

### Chapter 2: Understanding Work-Based Learning

#### Activity 2.3: Career and Technical Student Organizations

**Learning Outcome:** 2.1-3

**21st Century Career Skills:** Career Learning, Media Literacy, Collaboration

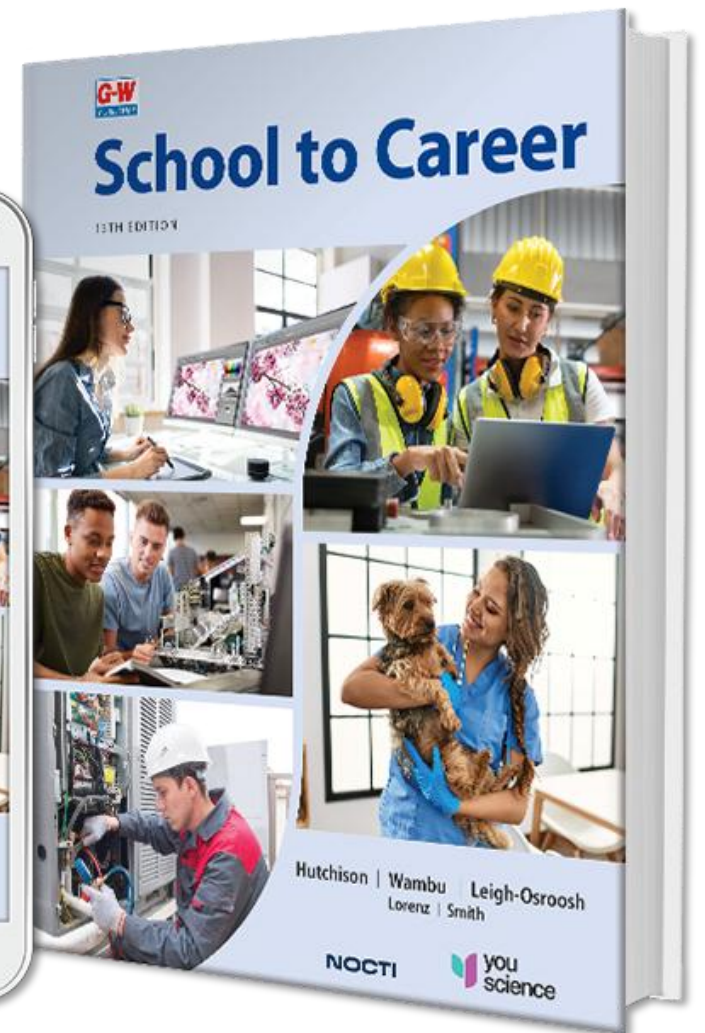
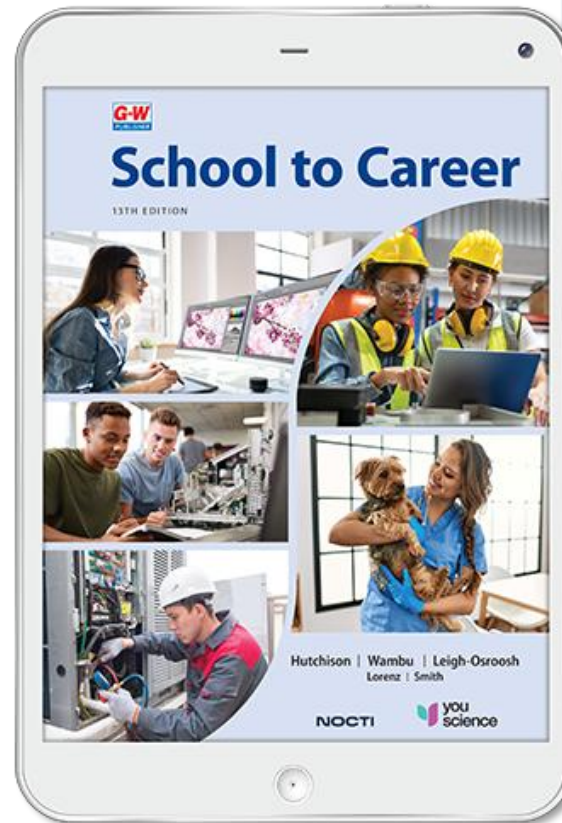
*Working with another classmate, research the following career and technical student organizations (CTSOs). You may want to interview members of the organization at your school or access the organization's website to gather facts. Use what you find to provide information for each CTSO. Include the formal name, target student membership (class), key words describing their mission or goal, and examples of at least two competitive events a member may participate in. If you have a CTSO at your school that is not listed, add it in the "Other" section.*

*Answer the question at the end to better understand the goals of CTSOs.*

1. BPA
  - A. Formal name:  
Answer:
  - B. Target student membership:  
Answer:
  - C. Mission or Goal:  
Answer:
  - D. Examples of Competitive Events:  
Answer:
  - E. Is this CTSO at your school? (yes or no)  
Answer:

## Workbook Activities

# Integrate G-W Digital Resources



**©2027, 13th edition.**  
**by Brian Hutchison, PhD., LPC, Grace Wambu, EdD, LAC, NCC, Katheryne T. Leigh-Osroosh, Ph.D., NCC, James H. Lorenz, Ed.D., and Harry T. Smith, Ed.D.**



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UNIT  
**3****Skills for Success**

## CHAPTERS

- 8** Succeeding on the Job
- 9** Communicating on the Job
- 10** Math in the Workplace
- 11** Technology and Your Career

**Personal Development Plan****Workplace Preferences and Personality****Getting Started**

All people have different preferences. You might be a person who prefers work that allows you to focus while being by yourself. Or you might prefer to be surrounded by people all of the time. You might like researching solutions to problems, or you might like routine, performing the same task again and again until you become great at it. Everyone has different preferences based on their personalities and interests.

**Activity**

Visit the O\*Net Interest Profiler on the My Next Move website. Complete the O\*Net Interest Profiler quiz. This should take approximately 20 minutes.

1. Review the results of your assessment. What does your Holland Code tell you about your work preferences and the type of environments you prefer?
2. Explore several of the careers suggested by your profile results.

Save a copy of your Holland Profile results in your **My Personal Development Plan** folder on your computer or in the cloud.

**Unit Overview**

In this unit, you will learn what to expect on your first day on the job as well as what it takes to succeed in your job. You will be expected to form positive working relationships with your supervisor and coworkers and learn how to manage stress in the workplace. Early positive connections with coworkers strengthen your reputation and contribute toward creating a professional network. Forming good working relationships also helps reduce workplace stress. In addition, you will learn about evaluating your job performance and how your job status may change over your career. Performing your work safely to prevent accidents is another important component of success.

Having the right skills can help you accomplish all of this. Communication, math, and technology skills are essential for success in both life and on the job. Employers expect their employees to have many of these skills when they hire them. Practicing these skills now will help prepare you for the transition from high school to your future career.

**Picture Success****Max Solves the Cash Register Dilemma**

Max works the cash register on the closing shift at the local grocery store. Throughout the night, Max loves interacting with the customers and getting to know them. His lively conversations with the customers make his shift fly by, and before long, it is closing time. As part of his closing duties, Max must reconcile the amount of cash in the register with the receipts from the day. This part of the job frustrated Max because the register amount was always “off,” with differences ranging from a few pennies to as much as \$10.

The owner, Priya, asked to meet with Max to discuss the reconciliation problem. During the conversation, Max began to feel like he was being blamed for the discrepancies each evening. However, instead of getting defensive, Max used the communications skills he learned in class. He took a deep breath and asked Priya several questions to clarify the problem.

Max and Priya decided to work together to analyze the problem. There are three shifts each day, and as many as five people work the cash register, including Priya. Because Max is the only person to count the money at the end of the day, it is possible he was identifying discrepancies that occurred during an earlier shift. In other words, it may not have been his fault. Working together, Priya and Max created a simple form for each employee to fill out to reconcile the register at the end of each shift. This quickly solved the problem. Now all employees are more mindful of their cash drawer, and when



**Reading Prep**

As you read this chapter, take notes on the important points you want to remember. Note any figurative language used and the context that helps you understand its meaning. Also record the key terms and main ideas in the form of an outline to help you understand the material covered.

LESSONS

- 8.1 Your First Job**
- 8.2 Performance Evaluations and Changing Jobs**
- 8.3 Safety on the Job**

**Introduction**

For many people, succeeding on the job means doing their job well and not getting fired. To others, job success means more pay, more responsibilities, and a new title.

To succeed at any job, you must stick with it. It may take several weeks to adjust to your job and learn new responsibilities. You will need to work hard to learn all your duties and cannot expect to do so in only a few weeks. Success comes as you learn and acquire the skills and knowledge you need to do your job tasks effectively. As you progress through your career, certain changes will occur. Job changes are a normal part of a career journey. These changes can include promotion at your current place of employment or deciding to leave your job to explore new opportunities that better match your acquired skills and expertise.

Success on the job also requires working safely. Both employees and employers are responsible for maintaining safety on the job. Although some occupations have higher accident rates, accidents can occur anywhere. Many accidents can be prevented when people are alert, careful, and aware of the potential dangers around them.



**CAREER SNAPSHOT**

**Chef and Head Cook**

**Responsibilities**

**Chefs and head cooks** supervise food preparation at restaurants, food courts, and event sites. They must have knowledge of kitchen and cooking equipment such as step-in coolers, high-quality knives, grinders, and walk-in ovens. Knowing how to cook is essential in this role as consistently producing good quality food is necessary for success. **Chefs and head cooks** often train other staff in food preparation and the use of kitchen equipment. They also direct kitchen staff and handle food safety concerns. **Chefs and head cooks** must:

- check the temperature and quality of food and ingredients
- monitor sanitation practices and kitchen safety standards
- hire, train, supervise, and coordinate activities of cooks and other food preparation workers
- create recipes and determine dish presentation
- plan menus
- inspect equipment, supplies, and work areas for functionality and cleanliness
- order and maintain food and supply inventory

**Work Environment**

**Chef and head cooks** may be employed by a variety of venues, including small family-owned restaurants or large hotels and resorts. They may also be self-employed, owning and working in their own restaurant or catering business. They usually stand for long periods and work in a fast-paced, high-demand environment.

**Education and Skills**



- Experience working as a line cook
- On-the-job training or culinary school and apprenticeship programs, such as those through the American Culinary Foundation
- Food safety certifications as required by the state
- Business skills for managing finances, buying inventory and kitchen supplies, and setting prices for chefs who own their own restaurant
- Good communication skills to clearly and effectively direct kitchen staff
- Creativity in developing and preparing new recipes
- Time-management skills to ensure consistency in food preparation and quality service

**Expected Growth and Pay**

- 8% growth in jobs through 2033 (faster than average)
- 187,100 employed in this occupation in 2023



## LESSON 8.1

# Your First Job

### Essential Question

How would you measure workplace success?

### Key Terms

orientation  
employee handbook  
mentor  
constructive criticism  
bullying  
stress

### Learning Outcomes

- 8.1-1** Explain what you do the first day on the job.
- 8.1-2** Describe how to create supportive relationships at work.
- 8.1-3** Identify the effects of job stress at work and how it can be managed.

### 8.1-1 Starting Your First Day

Your first step toward job success begins on the first day on the job. Starting a new job and working with new people in a new environment may make you feel nervous. Most people feel this way when they start a new job. Planning can help you feel more prepared for that first day. In addition, keeping a positive attitude will help you start your new job the right way.

What you do on the first day at work depends on your employer. A small business may want you to start working right away, while larger companies usually have an orientation for new employees. An **orientation** is a meeting that teaches new employees about the company's history, policies, rules, and safety procedures. It also teaches new employees the company's philosophy, mission statement, and goals. A company's policies and procedures are often documented in an **employee handbook**. The orientation meeting may be run by a member of the human resources

## Ethical Leadership

### Dependability

*"Without dependability one's ability may be a liability instead of an asset."*—Woodrow Wilson

To be dependable is to be trustworthy and reliable. Your supervisor needs to be able to depend on you to do the right thing, whether or not the supervisor is present. For example, wearing safety equipment, such as eye protection and gloves, is very important. However, some people do not want to be depended on and will only wear safety gear when the supervisor is nearby. This can lead to a serious injury causing you pain and suffering, an increase in your insurance rates, and a negative impact on your company's reputation.



## Career Case

### Interacting with Restaurant Customers

Umar worked as a server in a restaurant known for its fine food and excellent customer service. There were many restaurants in town, but this relatively new restaurant had quickly established many loyal customers. Umar was careful to place the table service correctly and present the menus properly. He did these tasks better than any of his coworkers.

Umar seemed to have a reserved manner with customers, however. He did not smile much and his face often looked grim. When a customer complained about the food, the bill, or the service, Umar became irritable. He occasionally talked back to customers. This conduct was strictly forbidden in the restaurant's employee handbook. Umar also complained to his coworkers.

One night just before closing, a large group entered the restaurant. The people were seated in Umar's area. He took their orders and served them properly even though he wanted to go home early. When the group finished eating, it was after the closing hour. Umar noticed they left a smaller tip than he expected.

Just as the group was leaving, Umar said, "That wasn't much of a tip for the service you got." His boss heard the comment and fired Umar on the spot.

### Critical Thinking

1. Why was Umar fired?
2. What rules of proper conduct did Umar disobey?

Umar's boss fired him too hastily? Would you have given Umar another chance? Why or why not?



## 21st Century Career Skills

### Social Skills

A major part of social skills is being adaptable. This is the ability to change and grow as you encounter new experiences. Being adaptable is a highly respected skill because it means you are open to learning and developing new skills to meet the needs of the job. It also helps when you are facing new obstacles because you can shift your focus to what is most important and problem solve.



# Special Features



## LESSON 8.1 Review and Practice

### Build Your Vocabulary

As you work through this text, develop a glossary of career-related terms. Write a definition for each of the following terms in your glossary. Include high-frequency words, context, pronunciations, and relevant cognates (words that share the same root word) in your entries.

orientation	mentor	bullying
employee handbook	constructive criticism	stress

### Check Your Understanding

1. Describe what you might do on your first day on the job. (8.1-1)
2. Name two documents that you will complete on the first day of your job. (8.1-1)
3. Why is it important to be able to give and receive constructive criticism? (8.1-2)
4. Explain how mentors are different from supervisors. How do mentors help workers develop professional skills? (8.1-2)
5. Describe how stress can affect your job performance. (8.1-3)

### Practice Your Understanding

1. Today is Kai's first day as a preschool teacher. He chose this career path because of his passion for working with children. As such, he spent most of his day talking to the preschoolers and not his colleagues or the students' parents. His supervisor wants to talk with him before he leaves for the day. Explain why it is an issue that Kai is not speaking with colleagues and parents. (8.1-1)
2. Ariel recently graduated from college and is starting her first job as a pastry chef at a popular French-style bakery. She is used to working at a bakery that prepares pastries in the back kitchen, so she shows up to the bakery wearing yoga pants and a nice t-shirt. Unlike her previous internship experiences, this bakery prepares pastries in full view of the customers. Therefore, the bakery requires all pastry chefs to wear business casual pants, a chef's coat, and an apron. Act as if you are the manager who needs to provide Ariel with some constructive feedback on her attire. Practice delivering and listening to the constructive criticism with a partner. (8.1-2)
3. Sky is enjoying their new job as a veterinarian technician but did not

# End-of-Lesson Content

**CHAPTER 8 Review and Assessment****Chapter Summary****Lesson 8.1 Your First Job****8.1-1 Explain what you do the first day on the job.**

Starting a new job will require training and working with new people. New employees may receive an orientation to learn about the company. You may be required to fill out payroll forms and other documents. In addition, your supervisor will show you where you will work and explain your role as well as introduce you to your coworkers.

**8.1-2 Describe how to create supportive relationships at work.**

In addition to knowing your responsibilities, it is important to work well with others to achieve workplace success. Ways to develop positive relationships include finding a mentor, accepting constructive criticism, and avoiding bullying.

**8.1-3 Identify the effects of job stress at work and how it can be managed.**

If you are unable to control it, stress can affect your body, mind, and job performance. Workers who feel a lot of stress are likely to be less productive and have more accidents on the job. You cannot avoid stress, but you can learn to manage it by applying various stress-management techniques.

**Lesson 8.2 Performance Evaluations and Changing Jobs****8.2-1 Explain the process of evaluating job performance.**

Evaluating your own job performance is one way for you to judge your success on the job. In your new job, you may be hired on a probationary basis to test how well you can do the job. A performance review conducted periodically by your supervisor helps show your strengths and weaknesses and how you can continue to improve your work.

**8.2-2 List and describe various ways your job status can change.**

The abilities that an employee demonstrates on the job are the reasons for a change in a job status. Ways that a person's job status can change include promotions, lateral moves, demotions, and terminations.

**8.2-3 Discuss the process of making a job change.**

An employee should learn to recognize the signs of a stalled career. Prior to changing jobs, have another job lined up. Leave on good terms by giving your company advanced notice and offering to train your replacement.

**Lesson 8.3 Safety on the Job****8.3-1 Identify and use procedures to prevent or address accidents when they occur.**

Learning to do the job correctly, receiving proper training, avoiding unsafe acts, and following safety rules and precautions can help prevent accidents. If an accident occurs, workers should know how to respond. This involves calling for help, knowing first-aid steps, following proper evacuation procedures, and reporting the accident properly according to company policy.

**Review Your Knowledge**

1. List three things an employee might do on the first day on the job. (8.1-1)
2. Give examples of ways to deal with bullying at work. (8.1-2)
3. Describe how stress can have a positive effect on your work experience. (8.1-3)
4. Why are incentives used to motivate workers to pursue training opportunities? (8.2-1)
5. Explain the difference between a promotion, lateral move, and demotion. (8.2-2)
6. Summarize the signs of a stalled career. (8.2-3)
7. What should you do if an accident occurs at work? (8.3-1)
8. Name the three main causes of accidents in the workplace. (8.3-2)
9. How do work-related injuries affect the economy? (8.3-3)
10. Describe what happens if an employer receives a citation from OSHA. (8.3-4)

**Apply Your Knowledge**

1. Act as if you are starting your new job tomorrow. Outline three goals and actions toward helping you achieve a positive first day. Share with a classmate. (8.1-1)
2. Identify three people in your life who have influenced your growth and development. Describe how each person has shared with you your vision of your future career. (8.1-2)

**Expand Your Learning**

1. **Communication** Collect two employee handbooks from different companies. You can ask for your school district handbook if businesses will not permit their handbooks to be shared. Another option is to ask a family member or friend for a copy of the handbook from their job. Take notes as you compare their policies and procedures regarding workplace behaviors and standards. What rights and responsibilities of employers and employees are outlined? Summarize your findings in writing.
2. **Communication** Act as if you are resigning from your position as a retail worker. Write a resignation letter to your manager explaining why you are leaving. Be sure to include all the parts of a resignation letter: header, statement of resignation, customary notice provisions such as the date of your last day and an offer to assist in training your replacement, and closing. Use appropriate content, styles, register, and conventions for the purpose of a resignation.
3. **Leadership** Reflect on a time when you or someone you know got hurt on the job due to unsafe working conditions. Act as if this incident occurred at a current or new job. Draft a letter to HR explaining what occurred, identifying what unsafe working conditions led to the accident, and advocating for changes to ensure a safe working environment.
4. **Critical Thinking** Develop a self-care plan that has at least one coping strategy in each of the following categories. Then, share your strategies with a classmate.



## Classroom to Career Portfolio



### Group Project Proposal

Career success depends on your individual skills and talents and on your ability to collaborate with others to solve complex problems using creative and innovative solutions. Employers value candidates who have experience working effectively in teams to address challenging issues. Working in a small group, your goal is to develop a project proposal that addresses a workplace problem at a jobsite similar to those in your work-based learning program. The proposal should offer a solution that improves a process, reduces costs, or enhances a product or service. Once completed, you will post your proposal on your electronic portfolio.

In your group, complete the following steps to begin the proposal development process.

1. As a group, list the top three workplace problems you have encountered in your work-based learning program. Discuss and decide which of these issues has the most significant impact.
2. Brainstorm and document the possible causes of the selected workplace problem. Organize your ideas in a list or a web diagram.
3. Choose one of the root causes to be the focus of your proposal.
4. Develop a list of possible solutions to the selected root cause.
5. Write a one-page project proposal that includes an introduction to the workplace problem, an explanation of the potential root causes of the issue, and a proposed solution that addresses one of the identified root causes.

### CTSOs



#### Role Playing

Role playing is a competitive event that allows you to apply the skills you have gained through your education and your Career and Technical Student Organization (CTSO). A role-play event will align with the goals of your CTSSO that will have helped you develop skills in leadership, communication, teamwork, and technical areas that connect to the career field that the CTSSO is linked to. Within your role-play event, you will be given a scenario overview, your role and your teammate's role (if you have a teammate), and expected outcomes or deliverables that your judge or judges want to see.

To prepare for the role-play event, complete the following activities.

1. Visit your CTSSO's website to find examples of role-plays that they have used in the past. This will allow you to review general guidelines for the events as each CTSSO has different guidelines for role-play events. You can also research role-play events online and find other examples.
2. Using example events, use your CTSSO's allotted time practice to create a presentation you and/or your team will give your judge. Make sure to meet the expected outcomes or deliverables that the role-play is asking for. When creating your response, remember to not write down word for word what you will present to your judge. Repeat this several times so that you and/or your team are comfortable with preparing the presentation.
3. Practice in front of a mirror. Are you comfortable speaking without reading directly from your notes?
4. Before competition practice your role-play in front of another person such as your advisor or another adult you trust. When you are presenting make sure to pay special attention to your posture, how you present yourself, your tone of voice, and eye contact to the person listening to/judging you.
5. After you have made your presentation, ask for constructive feedback.



School to Career Workbook: Chapter 2 Activity 3

Name:  
Date:  
Class:

## Chapter 2: Understanding Work-Based Learning

### Activity 2.3: Career and Technical Student Organizations

**Learning Outcome:** 2.1-3

**21st Century Career Skills:** Career Learning, Media Literacy, Collaboration

*Working with another classmate, research the following career and technical organizations (CTSOs). You may want to interview members of the organization at your school or access the organization's website to gather facts. Use what you find to complete the table below. Include the formal name, target student membership, key words describing their mission or goal, and examples of at least two events a member may participate in. If you have a CTSSO at your school, add it in the "Other" section.*

*Answer the question at the end to better understand the goals of CTSSOs.*

1. BPA
  - A. Formal name:  
Answer:
  - B. Target student membership:  
Answer:
  - C. Mission or Goal:  
Answer:
  - D. Examples of Competitive Events:  
Answer:
  - E. Is this CTSSO at your school? (yes or no)  
Answer:

School to Career Workbook: Chapter 1 Activity 4

Name:  
Date:  
Class:

## Chapter 1: Making the Transition from School to Career

### Activity 1.4: The Importance of Work

**Learning Outcome:** 1.1-1, 1.1-2

**21st Century Career Skills:** Career Learning, Communication

*Alecia graduated from East High School in June. The week after graduation, Alecia was employed in a full-time job that offered an opportunity for advancement. She wrote the following email to her former school-to-career coordinator. Read Alecia's email and answer the questions that follow.*

Dear Mr. Hudson:

It's only one week after graduation, and I have some good news to share with you. I already have a job as a technician at the Edison Electronic Company! My new manager, Enrique Hendricks, was glad to get someone with my skills and work experience. It's a great job, and I even have a chance to be promoted if I get more training and do well on the job.

Actually, the reason I'm writing is to let you know that your Industrial Cooperative Education class helped me get the job. Your class meant a great deal to me. It gave me a chance to work in industrial electronics during my senior year. I appreciate that I had the opportunity to obtain the industry certification needed for this position while in high school.

I remember you told us that most adults spend much of their lives working. That made me realize a person should enjoy their job. For that reason, I wanted to get some work experience before graduating from high school. I also wanted to find out if I would like electronics work. By participating in the school-to-career program, I found that I enjoyed the work very much. The work experience gave me a chance to apply some of the skills I learned in your electronics classes. By listening and learning on the job, I also gained new skills. Of course, earning a paycheck was nice, too!



Starting a Career

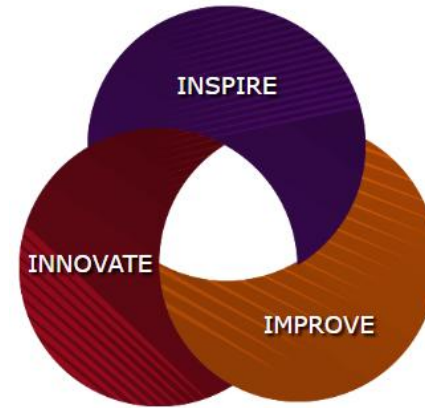
A video player interface for a video titled "Starting a Career". The video content shows a teal background with abstract geometric shapes and a faint image of a server rack. A subtitle at the bottom of the video frame reads: "There are many steps you can take when preparing for a job or career." The video player controls at the bottom include a play/pause button, a 10-second rewind button, a 10-second fast forward button, a progress bar showing 00:02 / 01:28, a volume icon, a closed captions icon, a settings gear icon, a full screen icon, and a share icon. The G-W logo is visible in the bottom right corner of the video frame.

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# Animations



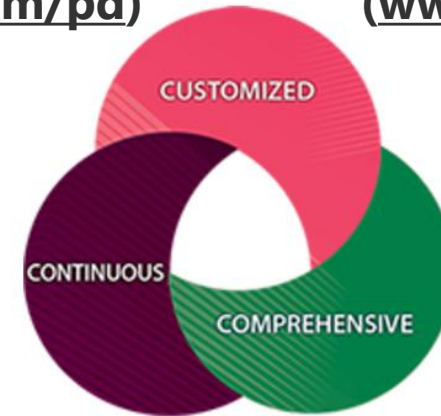
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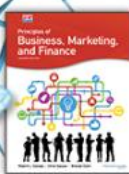
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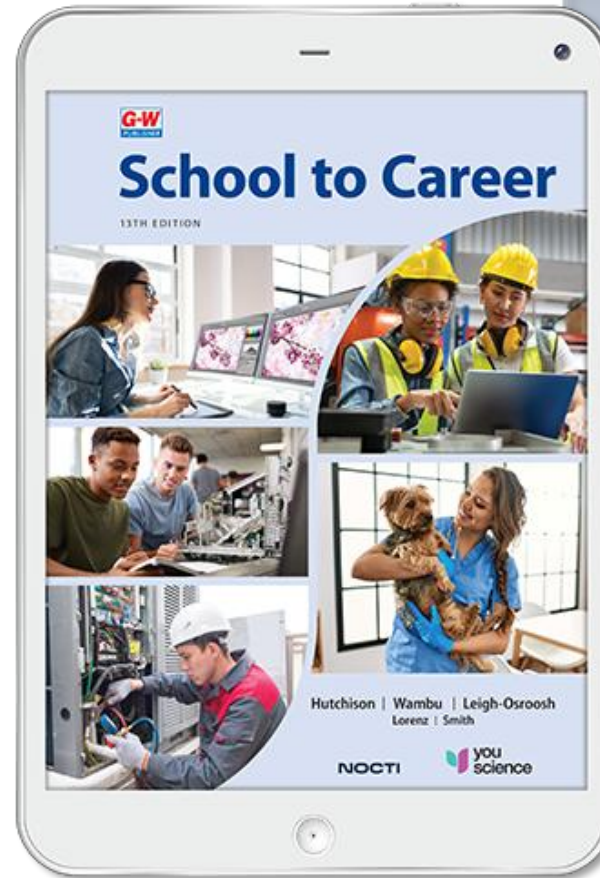
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