

Welcome to Punggol View
It is nice to have you with us this afternoon.

Principal's Engagement Session
Primary 3
28 May 2025



Programme Outline

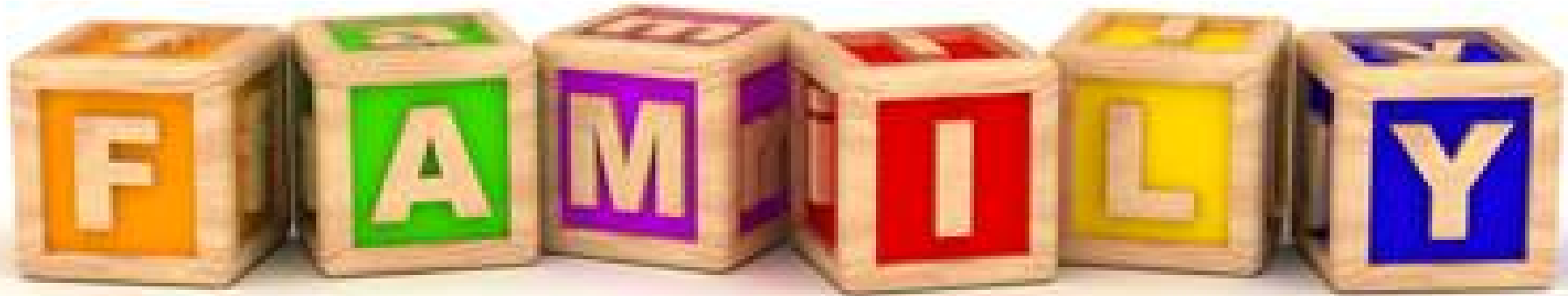
Time	Programme
4.00pm - 4.15pm 4.15pm - 4.20pm	Registration/Admin Matters <ul style="list-style-type: none">• Welcome
4.20pm -5.00pm	Principal' s Address on: <ul style="list-style-type: none">• What's in store at P3• Learning Dispositions/BL• School Based Assessment changes• Class Allocation for P4 next year
5.00pm – 5.30pm	<ul style="list-style-type: none">• Q & A

Sharing on

- ☐ **Sharing on what's in store at P3**
- ☐ **Changes for P3 School Based Assessment**
- ☐ **Provide greater insights of what your child will be learning**



Our



Care & Concern ■ Commitment ■ Communication ■ Courtesy

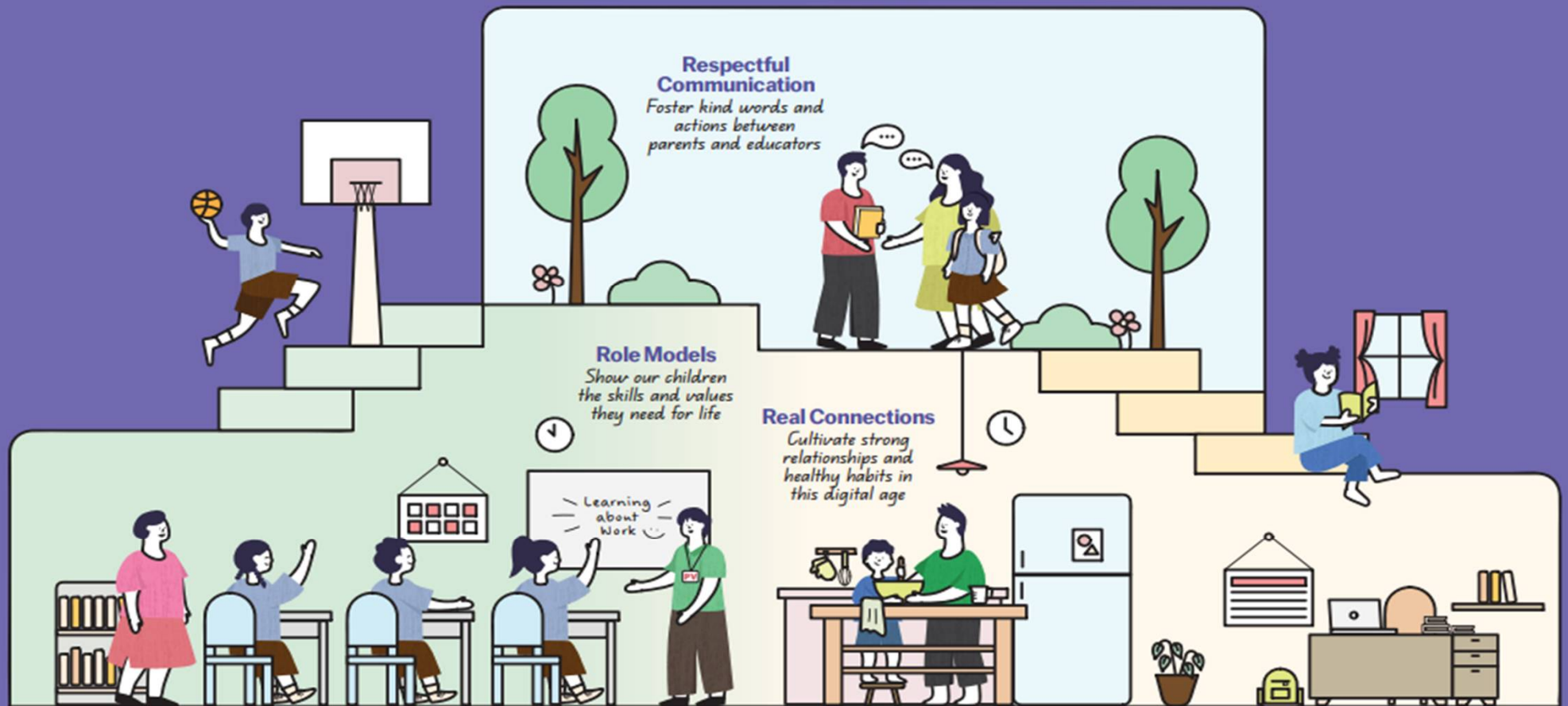
Parents as co-partners of education



SCHOOL - HOME PARTNERSHIP

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together



A joint effort in 2024 by
the Ministry of Education and COMPASS

RESPECTFUL COMMUNICATION

FOSTER KIND WORDS AND ACTIONS BETWEEN PARENTS AND EDUCATORS

- Listen to and understand each other's perspectives and concerns regarding each child.
- Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers.
- Respect each other's time by communicating during working hours.



ROLE MODELS

**SHOW OUR CHILDREN THE SKILLS AND
VALUES THEY NEED FOR LIFE**

- Practise gratitude and find joy in everyday experiences with our children.
- Instil confidence by encouraging responsibility and believing in each child's abilities.
- Model good values in words and actions, at school and at home.



REAL CONNECTIONS

CULTIVATE STRONG RELATIONSHIPS AND HEALTHY HABITS IN THIS DIGITAL AGE

- Build strong bonds through shared experiences and meaningful conversations.
- Establish good habits for our children to stay confident and in control of their technology use.
- Provide a balanced mix of engaging online and offline activities, at school and at home.



Our Vision

Confident Learners,
Active Citizens

Our Mission

Touching Lives,
Inspiring Future



Values-based, Holistic Development

Punggol View defines 6 MESCAP Student Outcomes

Morally Upright

Knows the R³ICH values, feels the need to act and demonstrates the observable behaviours for each value

Emotionally Adept

Manages one's emotions, relates well with others and makes responsible decisions

Physically Active

Exercises regularly and eats wisely

**The
PGVP
Graduate**

Socially Responsible

Contributes to the betterment of others and the environment by participating in Values in Action, and works towards becoming a good citizen

Aesthetically Aware

Is a motivated participant and an appreciative audience of the Arts

Cognitively Robust

Achieves academic success and is curious, confident and collaborative

PGVP MESCAP Outcomes

Confident Learners

- Cognitively Robust
- Aesthetically Aware
- Physically Active



Active Citizens

- Morally Upright
- Emotionally Adept
- Socially Responsible



PGVP MESCAP Outcomes

Confident Learners Active Citizens

- Cognitively Robust
- Aesthetically Aware
- Physically
- Morally Upright
- Not

How then can
we achieve the
MESCAP
outcomes?

By demonstrating
Positive Learning
Behaviours!

What's in store for your child at P3?

Transition from P2 to P3.

- P3- Foundation Stage; Moving from Lower Primary to Mid Primary



- First time studying a new subject : **SCIENCE....**
- Involvement in CCA – P3 CCA Open House [15 Apr & 22 Apr]; CCA starts in Sem 2
- Unlike P1/P2 – Your child will experience formal exams. there is **WA in Term 2/3 and EoY exams** (Refer to Pg 27 of Student Handbook). **However, there is no SA1.**
- As mentioned in the Handbook, we want to provide adequate runway for students to learn while adjusting to their new subject content and expectations.
- With the removal of SA1, teachers continue to track the learning progress of students through FA strategies which will also provide rich feedback to students to better scaffold their learning. This AfL is embedded into the daily lessons.



Assessment Matter: Adjustment to School-Based Assessment structures- Removal of SA1 all levels

Purpose and intent of removing SA1 and replacing it with WA

- **Have more time and space to deepen your learning, especially in the transition years (i.e. P3, P5).**
- **Better enjoy the process of learning and develop dispositions for lifelong learning.**



Assessment Matter: Letter to Parents on WA....



PUNGGOL VIEW PRIMARY SCHOOL

9, Punggol Place Singapore 828845

Tel: 65701588 Fax: 65703680

Website: <http://www.punggolviewpri.moe.edu.sg>

Email Address: punggolview_ps@moe.edu.sg

Ref: PGVP/088/2025

14 March 2025

Dear Parents,

Learning for Life: School-Based Assessment (SBA) 2025

In line with MOE's direction **to reduce over-emphasis on academic results and nurture lifelong learners**, our school will continue to review and strengthen our efforts in the overall development of every child and find way to deepen the joy of learning and nurture in students a stronger intrinsic motivation to learn. The removal of SA1 for **all levels** enables our teachers to fully employ engaging pedagogy and formative assessment techniques to deepen learning and support our students' learning. The SBA structure will provide your child with adequate time and space to adjust to new subjects and the higher demands and expectations in subject mastery and content rigour.

Weighted Assessments (WA)

Schools will continue to conduct assessments to gauge the learning progress of students and balance the weighting for the end-of-year examinations. Our teachers will continue to provide students with feedback and guidance on their learning through their regular assignments.

WA are conducted to check for understanding and to sieve out information to support students in achieving their intended learning outcomes. Teachers conduct these assessments to find out what students have learnt, their mastery of concepts, provide them with feedback on their learning gaps, and to improve teaching and learning. Information from these assessments also serves to provide a gauge

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Features:

1. WA is not a common test.
2. To be conducted during lesson time (with the exception of EL/MTL Oral- after school).
3. 1 WA per subject per semester.
4. WA provides info on students' mastery of knowledge and skills through the assignment of grades- can be topical test/alternative modes of assessments.
5. Marks/Grades given serve as checkpoints for students/teachers/parents to gauge the extent students have learnt and how to close the learning gaps. **Focus is the child's learning and Not the marks.**

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Assessment Weighting for P3...



Asses

From Student Handbook p.27

3. To better calibrate students' assessment load in a year, the school will conduct 1 Weighted Assessment (WA) per subject per semester. WA provides information on students' mastery of knowledge and skills through the assignment of grades. The WA activity could be in the form of topical tests or alternative modes of assessment.

Assessment Weighting

P3	T1/T2 (WA)	T3 (WA)	SA2
	15%	15%	70%





Promotion from Primary 3 to Primary 4

4. As far as possible, Primary 3 students should be promoted to Primary 4 as a class in the following year. Other non-academic factors will also be taken into consideration when re-grouping students.

	Term 1	Term 2	Term 3	Term 4
	Non-weighted assessment	15% Weighted assessment	15% Weighted assessment	70% End-of-Year Semestral Assessment

Grading for P3 is different...

Grading for P1 and P2

	Starting Out
	Getting There
	Got it
	Achieved Maste

Instead of attainment on each Learning Outcome , you have marks....

Grading for P3 and P4

Achievement Band	Mark Range	Brief Description
1	85 and above	Refer to pp 27-28 on Assessment Grading of other levels Importance of going through the Student Handbook/ PGVP Quarterly- impt info is available there.
2	70 - 84	
3	50 -69	
4	49 and below	

Revised Progress Booklet

Our Focus:

- To develop students to be self-directed learners who shows great responsibility for their work
 - To take ownership of their learning
- ❑ Revised progress booklets – more intentional in bringing out key 21CC and learning outcomes
- ❑ We want to engage parents in this partnership and thus the revised progress booklets aim to help parents to interpret, understand and use assessment information to support their child's learning.

How? Through . . .

- Daily work
- Artefacts
- Conferencing
- Daily Interactions



Revised Progress Booklet

Revised
progress
booklets

Confident, Empathetic and Effective Communicator - The Eloquent Communicator		A Reflective Science Inquirer - The Critical Thinker	
English Language (P3)		SCIENCE (P3)	
Semester 1		Semester 1	
Listening		Learning Outcome	
Listen and view actively to identify, recall and organise key information from texts		be able to...	
Listen and view (respect) to participate effectively in a variety of contexts		describe the characteristics of living things.	
Speaking		<ul style="list-style-type: none"> Need water, food and air to <u>survive</u> Grow, <u>respond</u> and reproduce 	
Elaborate on ideas on a given topic and prompts		recognise some broad groups of living things based on similarities and differences.	
Use appropriate vocabulary to communicate ideas		<ul style="list-style-type: none"> Plants (flowering, non-flowering) Animals (amphibians, birds, fish, insects, mammals, reptiles) Fungi (mould, mushroom, yeast) and bacteria 	
Plan and generate ideas in an organised way		compare physical properties of materials.	
Reading		<ul style="list-style-type: none"> Strength Flexibility Ability to float or sink in <u>water</u> Waterproof Transparency 	
Read aloud with accuracy, speed and expression		relate the use of various types of <u>materials</u> (wood, metal, ceramic, rubber, glass, plastic, fabric) to their physical properties	
Use annotations to enhance understanding of a text		Skills and Processes	
Writing and Representing			
Develop, organise and express ideas to produce a text		use senses (<u>observe</u>) to gather data	
Revise ideas to improve writing based on feedback		compare observations or data	
Vary sentence structures to convey ideas (e.g. starting with adjectives)			
Use rich and appropriate vocabulary to enhance meaning in writing			
Descriptors on Students' learning progress:			
Level 1: Starting out			
Level 2: Getting there			

Learning
Outcomes

Process
Skills



Class Allocation for 2025...

Our class allocation guidelines are aligned to MOE's adjustments to school-based assessment structures. Fundamentally, our class allocation guidelines aims to:

- strengthen holistic development, self-discovery and engaged learning;
- better customise our teaching to a similar profile of learners in the class;
- increase social diversity in the classrooms by having mixed-progress groupings, foster peer relations across different progress groups and reduce the perceived stakes of examination; and
- preserve class identity during progression by not regrouping the students at the end of each level.



Class Allocation for 2025...

Our class allocation guidelines are aligned to MOE's adjustments to school based

Transition Levels	Criteria
P1 to P2	En-bloc promotion with minimal movement.
P2 to P3	<p>Class allocation is based on Learning Outcomes attainment for English and Math and the assessment of Learning Dispositions.</p> <p>Based on the above, students are then divided into 3 broad groups of similar learner profiles</p> <p>Students are then allocated to their classes <u>within the broad group</u> factoring in gender and ethnic grouping mix.</p>
P3 to P4	En-bloc promotion with minimal movement.
P4 to P5	<p>Class allocation is based on English, Math results as well as choices made through (SBB) Exercise. Students are divided</p> <p>Based on the above, students are then divided into 3 broad groups of similar learner profiles</p> <p>Students are then allocated to their classes factoring in gender and ethnic grouping mix.</p>
P5 to P6	En-bloc promotion with minimal movement.

Promotion to P4

- En-bloc promotion with **adjustments to be made** whenever necessary when re-grouping students

About CCA @ PGVP

- ❑ Intent : To spark passion and interests, and develop knowledge and skills in areas beyond the academic & non academic curriculum
- ❑ Natural platform for students to form their character by learning and practicing the school's values and developing Social Emotional Competencies e.g. manage one's feelings and working well with others. [In P1/P2 – PAL to achieve this purpose]
- ❑ **3 Areas:**
 1. Sports/Fitness – Badminton/Floorball/Rugby/Sports & Adventure Club/Wushu
 2. Visual & Performing Arts: Choir/Contemporary Dance/ Speech & Drama/Malay Dance/Young Artiste Club
 3. Clubs & Societies: IT Club/Scouts/ Service and Interact Club (service/environment)
- ❑ P3 level and above are encourage to take up a CCA . To remain in their CCA to ensure deeper skill development and continuity
- ❑ CCA Day- Mon, Tue and Thu [one of the days depending on the CCA]



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❑ 3 Areas:

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3. Clubs & Societies: IT Club/Scouts/ Service and Interact Club

(service/environmental)

- ❑ P3 level and above can choose their CCA to enter
 - ❑ CCA Day- Monday
- Note:

 1. CCA Open House - 15 & 22 April [2-4pm]
 2. Choices of CCA starts after that
 3. P3 CCA will start in Term 3.
 4. Refer to pp 15 - 16 of Student Handbook



Gifted Education Programme (MOE)

**P3 GEP Screening Exercise
(During School hours)**

21 Aug 2025

**P3 GEP Selection Exercise
(PSLE Marking Days)**

14 & 15 Oct 2025

For more info: <https://www.moe.gov.sg/education-in-sg/our-programmes/gifted-education/identification>



Offering of Higher MTL at P3

- It is designed to enthuse P3 and P4 students who demonstrate the ability and interest to develop higher levels of MTL language proficiency and cultural knowledge.
- Students offering HMTL at P3 and P4 should be proficient in their oracy skills and demonstrate strong foundation for literary skills.



5 Learning Dispositions



JOY OF LEARNING

Students who show joy of learning are motivated to learn and do their best. They derive satisfaction from learning new skills or discovering new ideas. They are also enthusiastic and show great interest in learning new things.



RESILIENCE

Students who are resilient do not give up easily when the problem is difficult and are not easily discouraged. They will even rise to the occasion when faced with setbacks.



OPEN-MINDEDNESS

Students who are open-minded are willing to try out ideas or solutions offered by peers, willing to explore possibilities and consider other viewpoints and approach challenges in creative ways.



CURIOSITY

Students with a natural curiosity will show interest in the world they live in. Students who are curious are eager to ask questions to develop deeper understanding and explore and learn about the things around them.



COLLABORATION

Collaborative learners are students who can cooperate well with others in a group learning setting, respect ideas shared by peers and value contribution of others. They work well as a team and learn from one another.

What criteria will PGVP use to identify students with positive learning dispositions?

Joy of Learning ■ **R**esilience ■ **O**pen-mindedness ■ **C**uriosity ■ **C**ollaboration (JROCC)

Learning Dispositions	Primary 1	Primary 2	Primary 3
Joy of Learning Students who show joy of learning are motivated to learn and do their best. They derive satisfaction from learning new skills or discovering new ideas. They are also enthusiastic and show great interest in learning new things	<ul style="list-style-type: none"> • Listens actively in class • Submits work timely and is always neat and presentable • Displays willingness to learn new things 	<ul style="list-style-type: none"> • Listens and participates actively in class • Submits work timely and is always neat and presentable • Shows initiative to look for new information • Shows positive attitude towards solving problems 	<ul style="list-style-type: none"> • Listens and participates actively in class • Submits work timely and is always neat and presentable • Shows initiative to look for new information • Shows positive attitude towards solving problems • Shows initiative to learn beyond the classroom



4 levels Qualitative Descriptors

Level 1	Starting Out	<u>Beginning</u> to demonstrate positive learning dispositions
Level 2	Getting There	Demonstrates positive learning dispositions <u>some</u> of the time
Level 3	Got it	Demonstrates positive learning dispositions <u>most</u> of the time
Level 4	Achieved Mastery	Demonstrates positive learning dispositions <u>all</u> the time

- ❖ Personal Qualities of your child
- ❖ Reflected in the Holistic Development Profile



How can Parents help nurture their child's learning Dispositions?



See Think Wonder

- What do you see?
- What do you think about that?
- What does it make you wonder?

See what captivates your child's interest and suggest,
Let's learn about this together!

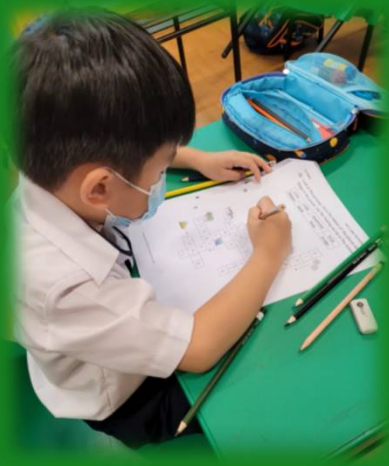
Find ways to connect with your child's "inner scientist": plant seeds with your child to discover **where** flowers come from; fill glasses with different amount of water, and wonder with your child **why** they sound different when you tap the glass.





RESILIENCE

Students who are resilient do not give up easily when the problem is difficult and are not easily discouraged. They will even rise to the occasion when faced with setbacks.



Resist the Urge to Fix It and Ask Questions Instead

Try using language such as
I can see that you're having some difficulty with ... would you like to try doing it again?

Think Back - Learn from it - Do it better

- What happened?
- What was the first thing you did?
- What have you learnt from...?
- What could you have done?
- Do you like to...? Why?
- If you are asked to... again, what else would you do?
- What would you do if this happens again?



Our Philosophy

Values-based, Holistic Education

We believe in **nurturing the whole child** by guiding our students to develop their **moral, emotional, social, cognitive, aesthetic and physical (MESCAP) domains** to the fullest so that they will become **good and useful citizens of tomorrow.**



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Physically Active

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Socially Responsible

Contributes to the betterment of others and the environment by participating in Values in Action, and works towards becoming a good citizen

Aesthetically Aware

Is a motivated participant and an appreciative audience of the Arts

Cognitively Robust

Achieves academic success and is curious, confident and collaborative



Blended Learning @ PGVP....

- 2025 - to continue with the BL efforts for P2-P5 [e-learning]. Evolving into Edtech Masterplan 2030. As part of the initiative for Future of Learning.
- What do we hope to achieve through BL?
- Blended Learning builds on our continual education reform – “Learn for Life” movement – to:
 1. equip students with stronger abilities, skills and habits for independent and lifelong learning; and
 2. to strengthen our students' future readiness.

Key focus: to develop your child in the following areas:



Blended Learning

- 2025
Evolv
initiat
- What
- Blen
reform
- 1. ec
habits

- Through Blended Learning, we hope to:
 - Nurture self-directed and independent learners who are able to -
 - Take ownership over learning
 - Plan, monitor and regulate learning
 - Search, access, acquire information
 - Extract and evaluate information, and continually refine understanding
 - Develop passionate and intrinsically motivated learners – learners who possess the desire and passion to learn for life
 - Curious and eager for new knowledge
 - Open and willing to embrace challenges
 - Pursue and sustain areas of passion

2. to strengthen our students' future readiness.

Key
foll

**Self-Directed and
Independent
Learners**

you

**Passionate and
Intrinsically
Motivated
Learners**



**As parents.....
what can you
do to support your child?**

Parents as co-partners in education



Our Philosophy

Values-based, Holistic Education

**This starts with
cultivating the right
habits ...**

**Do the Right Thing
And
Give of Your Best**



Part of the preparation for P4 (SBB)
and hence PSLE depends on
building the right habits starting from P3.....

4As to Success....



Do the Right Thing ; Give of Your Best

Need to have Right Routines

4As: Attendance ; Appearance; Attitude; Assignment

Attendance/ Punctuality

- Shows your readiness to learn
- Be in school everyday
- Be Punctual (7.25)
- Trs want to help you
- you must be present for tr to help you

Appearance

- You represent the school; Looking smart is imp
- When you are neat, you will look good, feel good and you will be confident...

Attitude

- Your attitude affect what you do and will determine your success
- Orderliness- PQR
- Right attitude to learn
- Pay attention in class; Take part actively in class discussion
- Don't know - ask
- Caring attitude- care for each other .

Assignment

- Put in your best effort to do your work
- Hand in your work on time
- Don't know –ask
- Mistake - do correction



Shared this in Term 1 PGVP Quarterly



How can Parents support ?

Character Development is most effective when there is partnership between home, school and community...

As parents we can reinforce our children's learning and values nurtured in schools

Parents can extend what children have learnt from school at home

☐ R³ICH values (Respect, Responsibility, Resilience, Integrity, Care & Harmony)

Lost and Found....



Responsibility :

- ☐ Cultivating the habit to take responsibility of his/her belongings
- ☐ Let's work together to reinforce this sense of responsibility in our children....
- ☐ Making an effort to make them look for it; Not too quick to replace it...

Reinforce some of these useful habits as a daily routine



Good Morning

A-Always greet your teachers and friends.

B-Be ready to wash your hands and **take your temperature.**



C-Continue to wipe-down when needed.

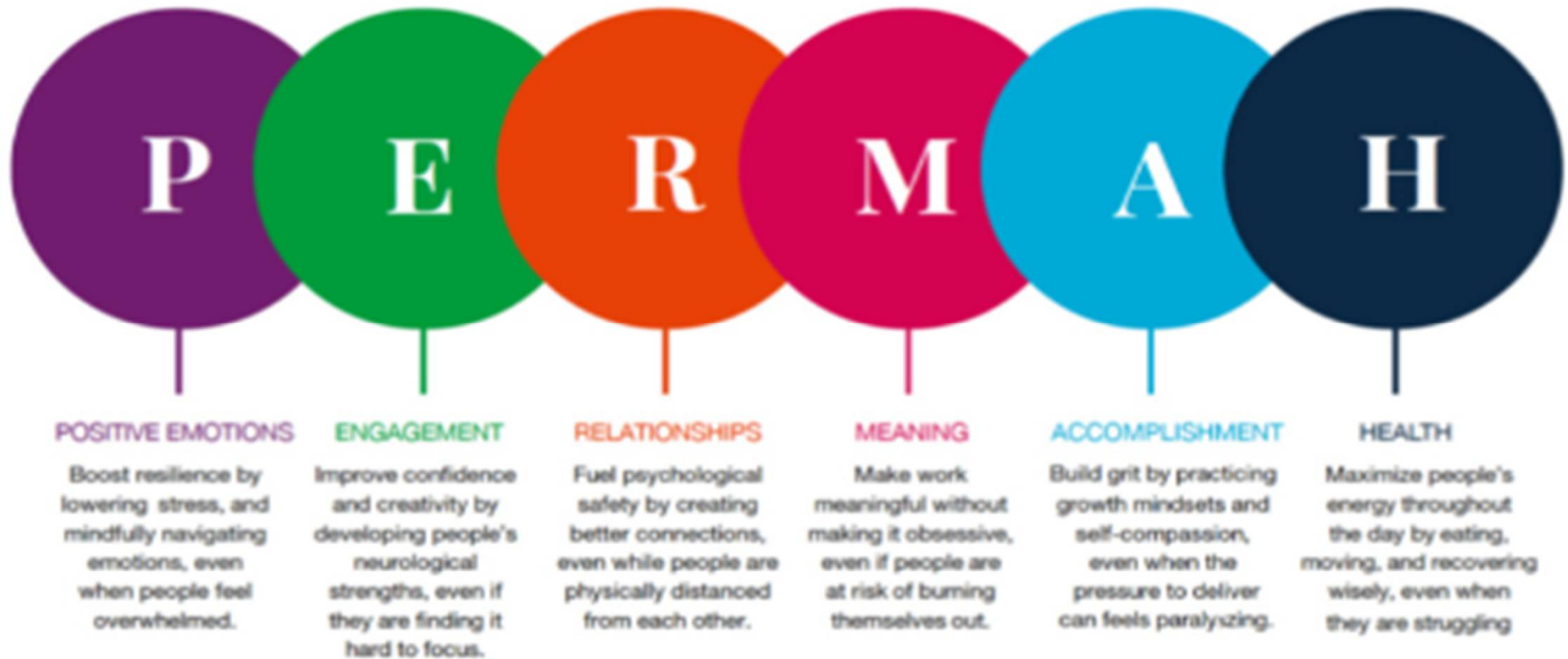
D-Do record your temperature in your handbook.

Bring your own **rag**  to do wipe-down.



Positive Education...

WELL-BEING THEORY



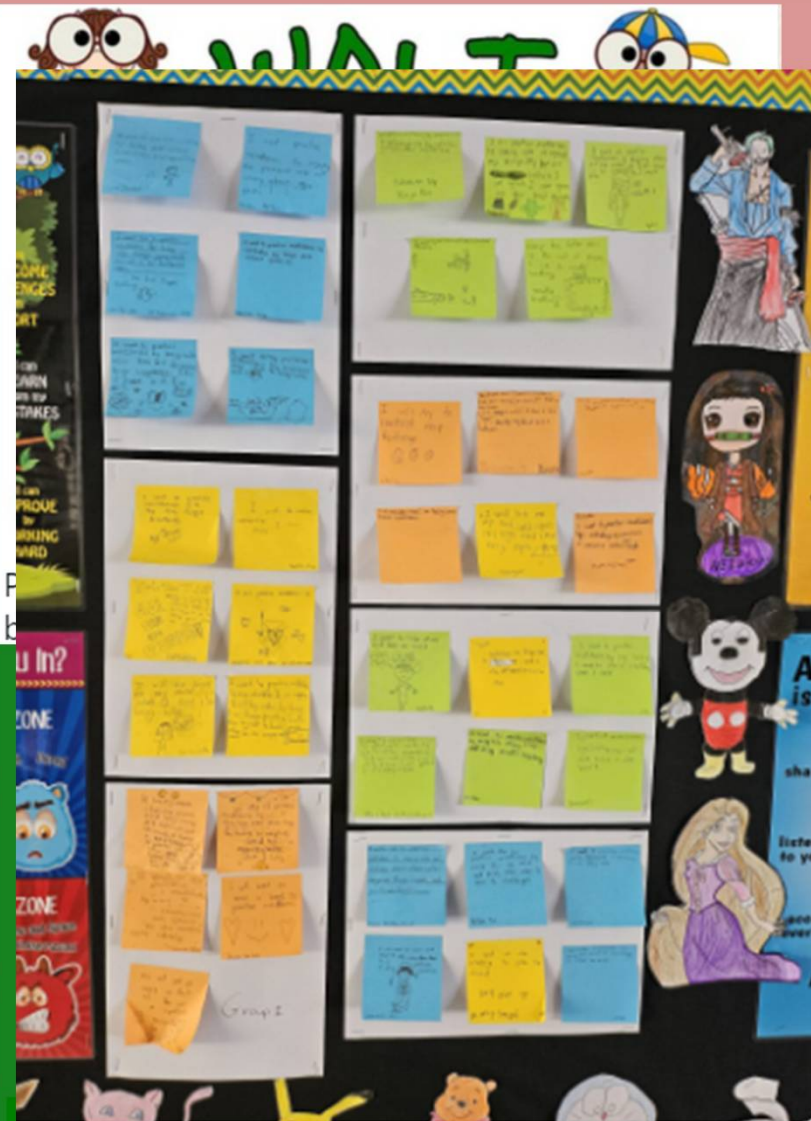
building the 6 domains of well-being

10:40

Positive Education

- For P1/P2 – part of the lesson (1 period per week) for Pos Edn

How is PosEd taught in P3?:



focus for p3/p4 is mindfulness

10:45

Daily Dose of Positive Education (PosEd)

I am a deserving person.

daily po
read th
week: u

Daily Dose of Positive Education (PosEd)

I am a deserving person.

Student's response

- I aim to get my reward ...
- I can work towards my reward

Positive Self-Talk

unpacking

10:48



Guiding our students to be Self-Directed...

Am I Self-Directed Learner?

- How can I be one?
- What do I need to display?
- Who can help me?
- How long do I need?
- Why Is It Important?



about ME
Self-Directed Learner

I Am A Self-directed Learner. I know the steps to take to develop my learning dispositions.



Get to Know Me

- ✓ Am I a responsible student?
- ✓ Which Learning Disposition is my strength?
- ✓ Which Learning Disposition is my weakness?

Let's Listen to our friend.

Hello everyone! I am Krishanth. Let me share with you about me as a student. At the beginning of the year, I set clear goals for myself. I have been trying to work on my handwriting. I need to be able to write clearly and use the correct words in a new task. I can be tired after school. I have a timetable after school. I follow my timetable. I do my work independently. I like to learn about topics such as animals. I do my work during class activities. Thank you for listening.

Set clear goals

Working on the feedback

Timetable after school

Working independently

Source and share

Checklist
You will be given this rubric to reflect on your own LD.

Level 1	I am Starting Out	I am beginning to demonstrate.
Level 2	I am Getting There.	I demonstrate <u>some</u> of the time.
Level 3	I Set it.	I demonstrate <u>most</u> of the time.
Level 4	I Achieved Mastery.	I demonstrate <u>all</u> the time.

Support your assessment with evidence

Eg I set realistic goals- Level 3

I get 5 out of 8 for spelling. I aim to get 7 out of 8.





<https://www.moh.gov.sg/others/resources-and-statistics/guidance-on-screen-use>

No devices for kids at meals and turn off the TV:
Singapore issues stricter screen use guidelines

Guidelines on screen use to be rolled out in Singapore schools

"We've reached a critical point. We have enough evidence that prompts us to want to do something than to wait for more evidence to come up," says the Ministry of Health.



Vanessa Lim

21 Jan 2025 03:00PM

(Updated: 22 Jan 2025 09:18AM)



"We need to understand what is the impact on health, on education, on the way we do work and then tackle it as soon as possible. I think that should be our approach in tackling some of these changes."

New MOH guidelines

Guidance for children 7 to 12 years old

THE STRAITS TIMES

New MOH guidelines on screen use for children under 12



ST

BELOW 18 MONTHS



- No screen use unless for interactive video chatting
- Do not leave screens on in the background when child is engaged in other activities

18 MONTHS TO 6 YEARS



- Limit screen use to less than an hour a day outside school
- Passive screen use not recommended
- View media together with children where possible
- Do not use screens to occupy or distract child
- Carefully choose age-appropriate educational content
- Do not leave screens on in the background
- No screens during meals and 1 hour before bedtime

7 TO 12 YEARS



- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

SOURCE: MINISTRY OF HEALTH

For primary and secondary schools, MOE has provided more detailed

- ✓ **Limit screen use to less than 2 hours a day, unless related to schoolwork.** Moderate the time spent on passive recreational screen use, if necessary.
- ✓ **Develop a collaborative screen use plan or timetable** for the family to help achieve an appropriate balance between screen use and other age-appropriate activities, such as family bonding, interaction with peers, homework and exercise.
- ✓ **Be familiar with how to safeguard children from possible harmful online influences.**
- ✓ **Have regular conversations with children** to find out what they are doing online. Educate children about potential online risks, including inappropriate content, cyberbullying, and speaking to strangers online. Provide timely advice when necessary.
- ! **Do not give your child mobile devices with unrestricted access to the internet and applications.**
- ✓ **Use parental control settings** to monitor and ensure children access age-appropriate content and applications. This includes materials that are developmentally appropriate for children based on their age, level of maturity, social-emotional / behavioural capacities. Avoid harmful content that contain references to violence, sexual behaviour, suicide, self-harm or cyberbullying. Check content ratings if available.
- ! **Parents should not give your child access to social media services.** Major social media services require users to be at least 13 years old.
- ! **Do not use screens during meals and one hour before bedtime.**
- ✓ **Take appropriate steps** if you have concerns that your child has difficulty regulating his or her screen use. – see page 12 for more information

Message for P3 parents . . .

How can you help?

- **Creating a conducive Environment for learning**
- **Support and Encourage**
- **Monitor your child's homework**
- **Talk to your child**
- **Set targets/ goals together with your child**



Conclusion



**Together,
let's prepare our children to be
Confident Learners,
Active Citizens of the future...**



Thank you!

