



**sta**  
**Leisure**  
**Swimming Teaching**

**Baby and Pre-School**



**Candidate Name:** \_\_\_\_\_

**Course Reference:** \_\_\_\_\_

**The Swimming Teachers' Association**

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## **Completion Declaration**

<b>Swimming Teaching- Baby and Pre-School Course Details</b>	
Candidate:	
Course Venue:	
Course Tutor:	
Course Dates:	

<b>Planning, Preparing and Teaching Baby and Pre-School Swimming</b>				
Worksheet completed by candidate:-	<b>YES</b>		<b>NO</b>	
Referrals / Recommendations:-				

<b>Baby and Pre-School Swimming</b>				
Worksheet completed by candidate:-	<b>YES</b>		<b>NO</b>	
Referrals / Recommendations:-				

<b>Swimming Teaching- Baby and Pre-School Completed Course</b>	
I confirm that the above named candidate has completed the BPC course, has attended the requisite number of hours and satisfactorily completed the Portfolio.	
Tutor Signature:	
Candidate Signature:	
Date:	

## Introduction

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### Aim

Holders of the **Baby and Pre-School** can teach aquatic activities including paddle strokes to babies and pre-school children during adult and children lessons. Baby and Pre-School teachers are qualified to deliver the STA Starfish programme, Teddy Bear awards and up to the STAnley series of STA's International Learn to Swim Programme.

If teachers wish to deliver further lessons from the STA's International Learn to Swim Programme further courses are available, visit [www.sta.co.uk](http://www.sta.co.uk) for more details

### Pre-requisite

Candidates must:

- Be 18 years of age, or older, at the time of the examination
- Be members of the STA
- Hold the **STA Safeguarding Children, Young People and Vulnerable Adults** certificate or an acceptable recognised equivalent
- Hold an in date **STA Pool Safety Award for Teachers** or acceptable recognised equivalent

### Length of Course

48 Notional Learning Hours comprising:

- 24 contact Guided Learning Hours
- 24 non contact Guided Learning Hours

### Assessment

Candidates must complete a portfolio and worksheet questions to the satisfaction of the course tutor as well as undertaking poolside teaching during the course.

There will also be an external assessment where candidate must:

- Teach a 15 minute lesson to a class of 2 to 4 adult-child pairs
- Complete a 30 question multiple choice paper with a unit pass mark of 11 out of 15 per unit.

Unit Specification

Title	Planning, Preparing and Teaching Baby and Pre-School Swimming
<b>Manual Required</b>	STA Baby and Pre-School Manual
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
Understand the principles of planning an aquatic activity	<ul style="list-style-type: none"> <li>• Define aims and objectives</li> <li>• Describe different types of planning</li> <li>• Describe planning considerations</li> <li>• Describe the structure of a lesson plan</li> <li>• Differentiate between teaching practices and teaching points</li> <li>• Describe the evaluation processes</li> </ul>
Understand hygiene and safety in an aquatic environment	<ul style="list-style-type: none"> <li>• Perform a risk assessment</li> <li>• Describe the hygiene and safety factors that should be adhered to when running aquatic activities</li> </ul>
Be able to produce a scheme of work and lesson plans	<ul style="list-style-type: none"> <li>• Perform an observation of the following:                             <ul style="list-style-type: none"> <li>○ 3 months to 6 months lessons</li> <li>○ 18– 24 months</li> <li>○ 2 years and above lesson:</li> </ul> </li> <li>• Develop a scheme of work comprising of ten lessons for 3 months to 6 months</li> <li>• Develop a scheme of work comprising of ten lessons for 18 months to 24 months</li> <li>• Develop a scheme of work comprising of ten lessons for pre-schoolers who are nearly 4 years and are in the transition stage of learning to swim</li> <li>• Develop a lesson plan for a class of six 3 months to 6 month adult- child pairs attending for the first time</li> <li>• Develop a lesson plan for a class of eight 18 months to 24 month adult-child pairs who have been attending since the babies were six months old</li> <li>• Develop a lesson plan for a class of six adult- child pairs, the children are nearly 4 and are in the transition stage of learning to swim</li> </ul>
Be able to teach correct holds	<ul style="list-style-type: none"> <li>• Demonstrate the safety holds and variations</li> <li>• Demonstrate the floating holds and variations</li> <li>• Demonstrate the submersion holds and variations</li> </ul>
Be able to teach basic water confidence practices to adult, baby and pre-schoolers	<ul style="list-style-type: none"> <li>• Demonstrate teaching entering and exiting the water safely</li> <li>• Demonstrate teaching basic water confidence practices</li> <li>• Demonstrate teaching aquatic games</li> <li>• Demonstrate teaching how to gain an upright position from on the front and back</li> <li>• Demonstrate teaching how to float</li> </ul>
Be able to teach baby and pre-school aquatic activities	<ul style="list-style-type: none"> <li>• Demonstrate assessing abilities, evaluate skills and give corrective practices for babies and pre-schoolers</li> <li>• Demonstrate teaching the development of breathing activities</li> <li>• Demonstrate teaching the development of propulsion activities</li> <li>• Demonstrate teaching the development of submersion activities</li> <li>• Demonstrate teaching the development of balance / floating activities</li> <li>• Demonstrate teaching the development of rotation activities</li> <li>• Develop participants skills through aquatic games / songs</li> </ul>
Be able to teach progressive steps and jump entries in water from the poolside to adult, baby and pre-schoolers	<ul style="list-style-type: none"> <li>• Demonstrate teaching how to step and jump into water from the poolside</li> <li>• Assess the practice of jumping and diving skills, and how they should be taught</li> </ul>
Be able to lead participants in aquatic games	<ul style="list-style-type: none"> <li>• Demonstrate teaching individual aquatic fun activities</li> <li>• Demonstrate teaching fun activities with an adult</li> <li>• Demonstrate teaching aquatic group activities</li> <li>• Identify songs which can be used within a lesson</li> </ul>
Be able to evaluate swimming lessons	<ul style="list-style-type: none"> <li>• Perform an evaluation of a baby and pre-school lesson</li> <li>• Perform an evaluation of entering the water from the poolside</li> <li>• Perform a self-evaluation of teaching a baby and pre-school lesson</li> </ul>

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**Unit Specification**


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Title	Baby and Pre-School Swimming
<b>Manual Required</b>	STA Baby and Pre-School Manual
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
Understand the benefits of baby swimming and how it impacts on development	<ul style="list-style-type: none"> <li>• Describe the benefits of an aquatic environment for babies and children under 5 years</li> <li>• Describe the physiological developments</li> <li>• Describe the psychological developments</li> <li>• Describe how the typical baby will develop and explain variations in their behaviour</li> <li>• Describe the related health issues</li> <li>• Describe how a baby develops in learning about their world</li> <li>• Describe the relevant reflexes which occur in babies and how they may assist or hinder swimming development</li> </ul>
Understand the differences between Essential Movement Skills and Essential Swimming Skills	<ul style="list-style-type: none"> <li>• Compare Essential Movement Skills and Essential Swimming Skills</li> <li>• Define Newton's third law of motion</li> <li>• Describe paddle, sculling and finning actions in water</li> <li>• Describe how to perform vertical and horizontal rotations</li> </ul>
Understand the different teaching methods and requirements for baby and pre-school swimming	<ul style="list-style-type: none"> <li>• Describe the different methods of teaching babies and pre-schoolers</li> <li>• Describe the different buoyancy and swimming aids</li> <li>• Describe the importance of goal setting and regular attendance at swimming sessions</li> <li>• Describe the importance of play and how it influences lesson planning</li> <li>• Describe how a class should be organised</li> <li>• Assess the ideal time for babies to be introduced to an aquatic environment</li> <li>• Describe how age ability grouping should take place</li> <li>• Describe the qualities in the pool areas that need consideration</li> <li>• Describe the safety consideration during baby aquatic lessons</li> </ul>
Understand the principles of baby and pre-school swimming	<ul style="list-style-type: none"> <li>• Describe the correct holds and any variations</li> <li>• Describe floating and the different holds that may be used for babies under 6 months and over 6 months</li> <li>• Describe the transition to independent floating</li> <li>• Describe how arm and leg action may be introduced to babies and pre-schoolers</li> <li>• Describe the progressive stages towards independent aquatic movement</li> <li>• Differentiate between babies of 6 months and under to babies over 6 months swimming with adults</li> <li>• Describe how to bring a lesson to a close</li> </ul>
Understand the principles of submersion	<ul style="list-style-type: none"> <li>• Describe how submersion can be introduced to the adults</li> <li>• Describe how submersion can be introduced to the baby</li> <li>• Describe how submersion should be introduced and taught to the pre-schooler</li> <li>• Explain the importance of breath control</li> <li>• Describe the early breath control practices</li> </ul>
Understand the effect temperature has on the body	<ul style="list-style-type: none"> <li>• Describe the dangerous effects of temperature changes on the body when immersed in water</li> <li>• Describe in simple terms how the body copes with temperature changes when immersed in water</li> <li>• Describe the benefits of the 'warm up' in swimming</li> <li>• Describe the importance of knowing how to recognise when a baby under 6 months is cold</li> </ul>

**Planning, Preparing and Teaching Baby and Pre-School Swimming Worksheet**

1. Identify which of the following is the definition of an aim and which is the definition of an objective:

The overall purpose of a complete learning sequence. They are usually long-term, difficult to evaluate and stated in rather general terms.	
These are specific action statements. They are achievable stepping-stones.	

2. Match the following descriptions to the correct type of planning:

<b>A.</b> Introduction main theme, contrasting activity	<b>Short Term =</b>	
<b>B.</b> A series of lessons lasting a year	<b>Long Term =</b>	
<b>C.</b> A series of lessons lasting a twelve week period	<b>Individual Lesson =</b>	

3. Indicate by ticking all appropriate boxes. Which of the following are planning considerations:

The number of learners.	
The size and depth of the pool.	
The equipment available.	
The additional needs of the learners.	
The colour of the changing rooms	
The opening times of the cafe	
The age of learners.	
The learning outcomes that need to be achieved.	

4. Describe the structure / components of a Baby and Pre-School lesson:


5. Categorise the following statements into either Teaching Practices or Teaching Points:

- |   |                                    |
|---|------------------------------------|
| <b>A.</b> Lie with adult in a floating position | <b>B.</b> Toes on the edge         |
| <b>C.</b> Blowing a toy across the pool         | <b>D.</b> Jumping from poolside    |
| <b>E.</b> Stretch body                          | <b>F.</b> Jumping from a play raft |
| <b>G.</b> Two woggles under arms, kicking legs  | <b>H.</b> Keep legs together       |
| <b>I.</b> Kicking legs                          | <b>J.</b> Splash toes              |

Teaching Practices	Teaching Points

6. Identify by ticking the appropriate box, which of the following describes the evaluation process:

Evaluation should take place throughout the lesson, term and year to enable the swimming teacher to set new objectives at differing levels for each learner.	
Evaluation should only take place during award week so the swimming teacher can see how they have progressed	

7. Categorise the following statements into either Hygiene or Safety Factors:

- |   |  |
|---|--|
| <b>A.</b> Wear identifiable clothing                | <b>B.</b> Shower before entering pool                |
| <b>C.</b> Know the location of the safety equipment | <b>D.</b> Always be in view of the class             |
| <b>E.</b> Never leave the class unattended          | <b>F.</b> Do not enter pool with a severe cold       |
| <b>G.</b> Wear a swim cap or tie back long hair     | <b>H.</b> Do not enter the pool with a ear infection |
| <b>I.</b> Head count throughout the lesson          | <b>J.</b> Remove plasters before entering pool       |

Hygiene	Safety

8. Identify by listing 5 songs which can be used within a baby and pre-school swimming lesson:

1.
2.
3.
4.
5.

9. Complete the lesson plan for a class of six 3 months to 6 month adult- child pairs attending for the first time.
10. Complete the lesson plan for a class of eight 18 months to 24 month adult- child pairs who have been attending since the babies were six months old.
11. Complete the lesson plan for a class of six adult- child pairs, the children are nearly 4 and are in the transition stage of learning to swim.
12. Complete the scheme of work comprising of ten lessons for a class of 3 to 6 months.
13. Complete the scheme of work comprising of ten lessons for a class of 18 to 24 months.
14. Complete the scheme of work comprising of ten lessons for a class of pre-schoolers who are nearly 4 years and are in the transition stage of learning to swim.

Confirmation of completion of worksheet- I confirm that this is my own work:							
Candidate Signature:					Date:		
Please refer to the following pages for these questions	1	2	3	4	5	6	7
	8	9	10	11	12	13	14









Complete the scheme of work comprising of ten lessons for a class of 3 to 6 months.

Scheme of work covering 10 lessons					
	Entry	Practices			Close and exit
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Complete the scheme of work comprising of ten lessons for a class of 18 to 24 months.

Scheme of work covering 10 lessons					
	Entry	Practices			Close and exit
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Complete the scheme of work comprising of ten lessons for a class of pre-schoolers who are nearly 4 years and are in the transition stage of learning to swim.

Scheme of work covering 10 lessons					
	Entry	Practices			Close and exit
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					



7. Categorise how the following reflexes will assist or hinder in swimming development:

- |   |  |
|---|--|
| <b>A.</b> Swimming 'Amphibian' Reflex     | <b>B.</b> Moro reflex                    |
| <b>C.</b> Reflexive holding of the breath | <b>D.</b> Asymmetrical Tonic Neck Reflex |
| <b>E.</b> Righting Reflex                 | <b>F.</b> 'Gag Reflex'                   |

Assist	Hinder

8. Match the following descriptions to the correct reflex:

<b>A.</b> Pressure by the adult's thumbs on the palms of both hands of the baby will result in opening of the baby's mouth	<b>Swimming 'Amphibian' Reflex.</b>	
<b>B.</b> A baby of four or five months old will try to lift the head to an upright position when placed on the back	<b>Gag reflex</b>	
<b>C.</b> Will cause movement of the body in response to the head turning, this is known as the fencing position	<b>Righting Reflex</b>	
<b>D.</b> Causes an involuntary spasm of the glottis and the epiglottis, preventing water entering the trachea	<b>Moro / Startle reflex</b>	
<b>E.</b> This will cause a child to throw the arms outwards and the head back in a sudden movement, and then bring them back in again. There is a slight trembling in both the hands and feet which is usually followed by distressed crying	<b>Asymmetrical Tonic Neck Reflex</b>	
<b>F.</b> It causes the legs, arms and torso of newborns to move in spurts that can propel them through the water for a metre or so unaided	<b>Babkin Reflex</b>	

9. Categorise the following statements into either Essential Movement Skills or Essential Swimming Skills

- |                      |                      |
|----------------------|----------------------|
| <b>A.</b> Walking    | <b>B.</b> Running    |
| <b>C.</b> Propulsion | <b>D.</b> Floatation |
| <b>E.</b> Rotation   | <b>F.</b> Jumping    |
| <b>G.</b> Kicking    | <b>H.</b> Submersion |

Essential Movement Skills	Essential Swimming Skills

10. Indicate by ticking the appropriate box, the definition of Newton's third law of motion:

A body continues in its state of rest, or of motion, in a straight line with constant velocity, except in so far as it is compelled by external forces to change that state.	
The rate of change of momentum of a body is proportional to the unbalanced force exerted on it and takes place in the direction of a straight line in which the force acts	
To every force, or action, there is an equal and opposite force, or reaction	

11. Match the following descriptions to the correct actions:

<b>A.</b> Undulation of the legs and feet creates movement.	<b>Paddle action</b>	
<b>B.</b> Movement is created by pulling the hands and arms in a direction opposite to the required direction of movement.	<b>Sculling action</b>	
<b>C.</b> An oscillating movement of the hands or limbs at right angles to the required direction of travel.	<b>Finning action</b>	



12. Indicate by ticking all appropriate boxes, which of the following descriptions are methods of baby and pre-school teaching:

Swimming with adult, so that babies experience the motions of swimming, register them and gain familiarity with them.	
Whole stroke practiced, break down into small practices before attempting whole stroke again	
Making lessons plans and sticking to them even if the learners are not engaging	
The swimming teacher may be positioned in the centre of the circle, between two pairs or outside of the circle.	
In a line, this position can be used to explain corrections or to describe new actions for an existing activity	

13. Describe 4 different buoyancy and / or swimming aids which can be used in a baby and pre-school lesson.

1.
2.
3.
4.

14. Indicate by ticking the appropriate box, if the description is true or false:  
 "When setting goals for learners to achieve they must be realistic and achievable for the class as a whole. It is important to remember that the learners are individuals and each one of them will progress at different rates, which may vary with different skills. Regular attendance at swimming lessons will mean that the child will progress"

True

False

15. Indicate by ticking the appropriate box, if the description is true or false:  
 "Play is an essential part of learning and development as it contributes to the cognitive, physical, social, and emotional well-being of babies, children and young people."

True

False

16. Indicate by ticking all appropriate boxes, which of the following need to be considered within class organisation:

Information on baby swim wear	
Enrolment form that contains details of the baby.	
Enrolment form that contains adult's marital status	
Enrolment form that contains adult's medical history.	
Information on the pool plant procedures	
Enrolment form that contains contact details of the adult.	

17. Indicate by ticking all appropriate boxes, which of the following describes how age ability grouping may be split:

Babies six to twelve months	
Non swimmers	
Babies under six months	
Up to twelve months	
Babies six to twenty four months	
Twelve to twenty four months	
Three years and over	

18. Indicate by ticking all appropriate boxes, which of the following qualities in the pool area need to be considered:

Water temperature	
Easy access to the pool plant area	
Baby changing facilities	
Air temperature	

19. Indicate by ticking all appropriate boxes, which of the following are safety considerations for a baby aquatic lesson:

Adult is in control of the baby or pre-schooler at all times	
The water level is at a comfortable depth of the adults	
Suitable equipment is available, the equipment should be relevant to the age of the learners	
Taking a shower before entering the pool	
Bringing a towel to wrap the baby up after the lessons	
Swimming nappies are worn	

20. Match the following descriptions to the correct holds:

<b>A.</b> Holding under the chest	<b>Cradling hold and swing dips</b>	
<b>B.</b> Supporting under the seat and front of chest	<b>Basic safety hold</b>	
<b>C.</b> Adult's arms under baby's armpits, kept parallel and close together	<b>Front or yolk hold</b>	
<b>D.</b> Adult supports under baby's armpits, baby facing adult	<b>Seat hold</b>	
<b>E.</b> Adult's arm around the chest and under the baby's arms so that the baby's chest is supported on the adult's forearm.	<b>Little harbour</b>	
<b>F.</b> Holding the baby securely, either by cradling or by supporting at the head and seat, gently rock the baby to and fro.	<b>Front surf</b>	

21. Match the following descriptions to the correct floating holds / positions:

<b>A.</b> Adults move their supporting hand (or hands) in a zigzagging motion like a water snake.	<b>The walk float</b>	
<b>B.</b> The baby to be moving freely without the adult actually touching them	<b>Bobbing float</b>	
<b>C.</b> The adult moves backwards creating a current along the baby's body	<b>Back floating hold</b>	
<b>D.</b> The adult will need to remove the 'seat hand' while in the dip part of the 'swing dip', floating the baby with their other hand which was already supporting the baby's head	<b>Adult and baby joint floating</b>	
<b>E.</b> Floating relaxation is practised by adults on their backs supported by woggles, if necessary, with their babies on their tummies.	<b>The snake float;</b>	
<b>F.</b> Combines dragging, zigzagging and fast motion with an up and down movement that lifts and lowers the baby or toddler.	<b>'In the stream' float</b>	

22. Describe the transition into independent floating:

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23. Indicate by ticking all appropriate boxes, which of the following describes how arm and leg actions may be introduced:

Use a toy to stimulate an older baby to kick in order to reach it	
Play chase with toddlers	
Walking across the raft	
Use key words to stimulate movement	
Ask adults to show their toddlers how to do leg kicks or arm actions, as toddlers are keen to imitate	
'Water football' or 'Mini Water-Polo' group activities	

24. Indicate by ticking all appropriate boxes, which of the following descriptions are progressive stages towards independent aquatic movement:

Holding onto a bar	
Swimming while supported by a woggle	
Duckling dives	
Holding a floating object	
Catamaran activities	
Climbing out of the pool	
Rolling over to back float	
Kicking with a float	

25. Differentiate the following descriptions between swimming with adults for babies under 9 months or over 9 months old:

<b>A.</b> Back rides, Swimming with a baby on one's back in a 'back ride' can be more challenging than a 'front ride'. Babies need to be placed high towards the adult's shoulders rather than lower down on their backs.	<b>Under 9 months</b>	
<b>B.</b> Babies on board, As well as floating their babies, adults can float with their babies, placing their baby on their tummy on a float and then placing the float with the baby on their chest. Adults will need to hold the baby on the board in the way that suits them best.	<b>Over 9 months</b>	

26. Indicate by ticking all appropriate boxes, which of the following descriptions are ways to close a lesson:

Goodbye song, in a group sing a song to wave the class out	
Circle time, give feedback and praise to babies, pre-schoolers and adults	
Take equipment out of the pool and teacher leaves poolside indicating the lesson is over	
Place all equipment in the pool and wait until everyone leaves	
Assisting adults out of the pool with the babies and pre-schoolers	

27. Categorise the following descriptions of how submersion can be introduced to adults and to babies:

- |                                     |  |
|-------------------------------------|--|
| <b>A.</b> Reinforce staying relaxed | <b>B.</b> Water being wash over face         |
| <b>C.</b> Mini submersions          | <b>D.</b> Explaining the gag and dive reflex |
| <b>E.</b> Explaining about safety   | <b>F.</b> Using songs or rhymes              |

Adults	Babies

28. Indicate by ticking the appropriate box, if the statement is true or false:  
 "The baby should be water tested and cued before being submerged"

**True**  **False**

29. Indicate by ticking the appropriate box, if the statement is true or false:

"The baby can be trained to imitate the adult's in-breath and mouth closure, particularly if this is done in a dramatic fun way"

**True**  **False**

30. Indicate by ticking all appropriate boxes, which of the following descriptions are ways for submersion to be introduced or taught to pre-schoolers:

Jumping into the pool and meeting an adult under water	
Holding them underwater and making them blow bubbles	
Teaching them about closing their mouth and holding their breath	
Singing songs such as ring a ring a roses and going under or putting their face in	
Reaching for a toy which is underwater on a step or shallow pool	

31. Match the number of submersions to the appropriate age range:

<b>A.</b> Toddlers over 12 months of age	<b>Build up to a maximum of 12 controlled submersions</b>	
<b>B.</b> Babies under 6 months of age	<b>No limit to the number of submersions</b>	
<b>C.</b> Babies aged 6 to 12 months of age	<b>Build up to a maximum of 6 controlled submersions</b>	

32. Explain the importance of breath control:

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33. Indicate by ticking all appropriate boxes, which of the following descriptions are early breath control practices:

Blowing bubbles in the water as part of a song	
Humming in the water whilst kicking legs like a motor boat	
Adult shows closing the mouth and holding the breath encouraging the baby to copy the action	
Holding the rail and monkey walking across the pool	

34. Indicate by ticking the appropriate box, which of the following describes the dangerous effects of temperature changes on the body when immersed in water:

Hypothermia can occur if the water cold and the core body temperature falls below 35°	
If the water temperature is too high dehydration can occur	
The body develops goose bumps and the baby or pre schooler will not enjoy their swimming lesson	

35. Indicate by ticking all appropriate boxes, which of the following describes how the body copes with temperature changes when immersed in water:

The body starts shivering and moving when the learner is cold	
The body starts moving and splashing in the water to try and cool itself down	
The body becomes pink and the learners cheeks become rosy when the learner becomes too hot	

36. Indicate by ticking the appropriate box which of the following describes a recognition feature of when a baby under one years is cold:

The lips turn bright red	
The lips turn blue	
The lips turn white	

**Confirmation of completion of worksheet- I confirm that this is my own work:**

Candidate Signature:							Date:			
Please refer to the following pages for these questions	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	
	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	
	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	
	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	