

# OLYMPIC, MODERN AND TRADITIONAL GAMES

School Mestre Marcel·lí Domingo  
Jordi Arasa

Generació Plurilingüe (GEP)

Year 1  
2018-2019



<b>GEP 1</b>	<b>Task 1 : Input &amp; Cooperative /Collaborative learning in CLIL</b>	
<b>Title of the lesson or topic</b>	<b>“The Olympic Games”</b>	
<b>Course / year / age</b>	6th grade	
<b>Timing</b>	2 sessions of 60'	
<b>Collaboration with .....</b>	Primary school / English school	
<b>Short description of the session/s</b>	<b>First session: we learn some basic features of the Ancient and Modern Olympic Games.</b> <b>Second session: we learn the sports of the Modern Olympic Games and some interesting curiosities about this event. Finally, we check their knowlegde using kahoot.</b>	
<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"> <li>1. <i>type of input,</i></li> <li>2. <i>questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement</i></li> <li>3. <i>dynamic instructions with collaborative and cooperative activities,</i></li> <li>4. <i>materials used.</i></li> </ol>		
<b>S E S S I O N  1</b>	<b>Activity 1</b>  <b>25'</b>	<p><b>We introduce our topic watching a video about The Olympic Games for kids. This video talks about a few importants aspects about the history of the Ancient Olympic Games and the Modern Olympic Games.</b></p> <p><b>The pupils can take some notes about the features that they think are basic or importants.</b></p> <p><b>Afterthat, we work in pairs sharing the information that they understood or using their previous knowlegde about the topic. We write on the white board some sentences for introducing topics in order to encorage students to talk. ( This video talks about../ In my opinion, the main point is../ Another important thing is.... This fact is related to Ancient or Modern Olympics Games because....</b></p> <ol style="list-style-type: none"> <li><b>1. Input visicual, written and spoken</b></li> <li><b>2. Pair group using the collaborative technique: Think, pair and share.</b></li> </ol>



		<b>3. Materials: Video and notebooks</b> <a href="https://www.youtube.com/watch?v=VutjmxCoD4I&amp;t=228s">https://www.youtube.com/watch?v=VutjmxCoD4I&amp;t=228s</a>
	<b>Activity 2</b> 25'	<b>The second activity was related to the first activity. We work in cooperative groups, there are four pupils per group and we give them a worksheet with some questions and with two columns (Ancient or Modern Olympic Games) and some flashcards about the features of the Olympic Games. Then, they have to discuss in order to make an agreement for matching the flashcards with the right column.</b> <ol style="list-style-type: none"> <li>1. Input visual, hands-on and spoken</li> <li>2. Questions explicit, implicit and referential</li> <li>3. Cooperative group using the collaborative technique: Think, group and share.</li> <li>4. Materials: Worksheet and flashcards. TEMPLATE 1</li> </ol>
	<b>Activity 3</b> 10'	<b>The third activity is a spoken activity in pairs about the features of the Ancient Olympic Games and the Modern Olympic Games. The students have to say one feature about the periods of the Olympics during 30 seconds. We repeat this technique twice for period and every turn they must change the partner.</b> <ol style="list-style-type: none"> <li>1. Spoken input</li> <li>2. The aims of this activity is that the pupils activating all the contents learned in the first lesson and they become a good listeners.</li> <li>3. Pair group using the collaborative technique: Rally Robin</li> <li>4. Materials: A ring bell</li> </ol>
S E S S I O N 2	<b>Activity 4</b> 15'	<b>This is a kinesthetic mimicking activity where we play outdoor in the playground with 4 teams. Every team has line up to run a short distance until a box where each student take one fashcard and they come back to their line to represent with mimic the sport that appears in the flashcard, and then the rest of the team will try to guess and write the answer in their notebook. Finally, all the class together check the answers of each team.</b> <ol style="list-style-type: none"> <li>1. Hands-on, visual, written and spoken input</li> <li>2. Cooperative task</li> <li>3. Materials: 4 boxes and 8 flashcards per box about the sports of The Modern Olympic Games. TEMPLATE 2</li> </ol>
	<b>Activity 5</b> 30'	<b>The fifth activity is a gymkhana about some curiosities of the Modern Olympic Games. Previously, I hide some clues in differents places such as in the playground, gym, dinning room, psychomotricity room, ... Then, they use the same groups that they play before and we give them a map with the enclose points to find the clues. We encorage to give instructions for directions in English during the gymkhana. When each group will find each card they should put in order the text, writte it and translate it in their</b>



	<p><b>notebook.</b></p> <ol style="list-style-type: none"> <li>1. Written and hands-on input</li> <li>2. Collaborative task</li> <li>3. Materials: Maps, notebooks and cards with pieces of texts. <b>TEMPLATE 3</b></li> </ol>
<p><b>Activity 6</b></p> <p>15'</p>	<p><b>In our last activity we use kahoot in the computers room. Each student have to answer 10 questions about the all the contents studied in the previous activities.</b></p> <ol style="list-style-type: none"> <li>1. Visual input</li> <li>2. Questions explicit, implicit and referential.</li> <li>3. Individually activity using ITC</li> <li>4. Materials: PC and kahoot program. <a href="https://play.kahoot.it/#/?quizId=be9f18a2-96d7-4a79-808e-edd7e929ac78">https://play.kahoot.it/#/?quizId=be9f18a2-96d7-4a79-808e-edd7e929ac78</a></li> </ol>
<p><b>In terms of academic content, what are the students learning and what are they learning to do?</b></p>	<p>Features of Ancient and Modern Olympic Games. Interpreting a map The values implicit in the Olympic Games and acceptance of diversity. Vocabulary related to sports</p>
<p><b>In terms of language, what are the students practicing or learning to do?</b></p>	<p>Understanding the video and summarazing the main points Sharing information with their partner Giving instructions for directions Ordering and translating texts Reading and answering questions</p>
<p><b>In what way is this lesson plan a good example of what we learnt in the GEP course session?</b></p>	<p>We use all the variety of inputs in most of our activities. In addition, the activities are very motivating and exciting for our students such as a track gymkhama, mime race... and they play outdoor. We use differents collaborative techniques such as "Rally Robin, Think, group and share." We use ITC as a competition where kids enjoy a lot. We contemplate the Taxonomia the bloom when we prepare the activities, we try to include some mutimodal activities.</p>
<p>Other important information</p>	<p>The big concern for me is that PE is supermotivating subject and I am not sure about the reaction of the lowest students when we do the class in english. However, is a great opportunity for us to improve our english level, learning</p>



new vocabulary and playing in another way.

**ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)**

TEMPLATE 1

Match the flashcards in the right place. May be you not find flashcard for all the columns, if it happens think about why that is possible.

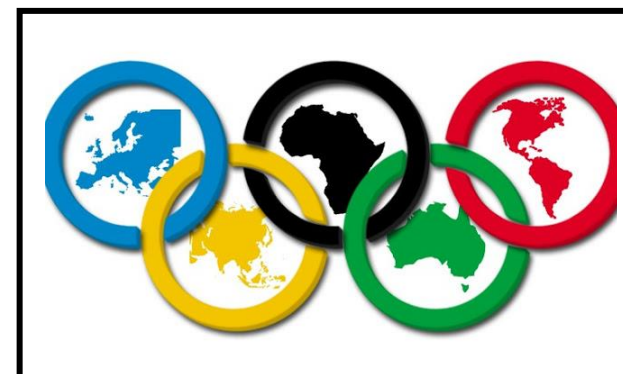
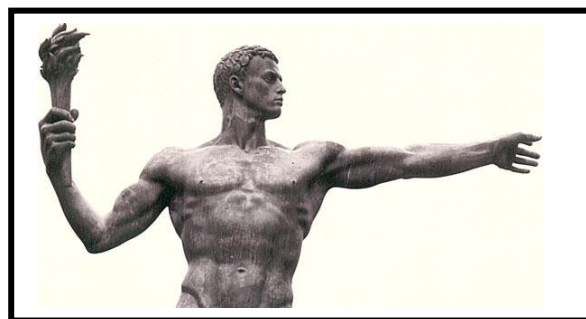
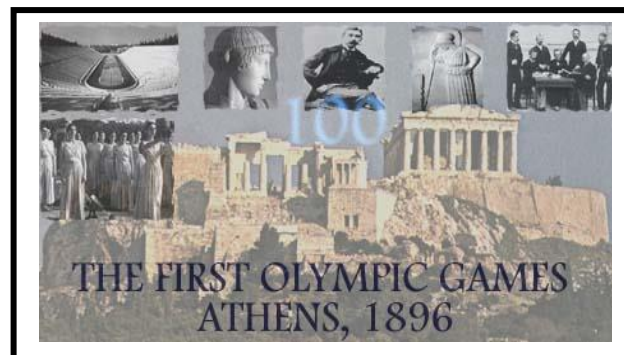
QUESTIONS	ANCIENT OLYMPIC GAMES	MODERN OLYMPIC GAMES
When were the first Olympic Games celebrate?		
What was the prize for winners in the Olympic Games?		
How many countries participate in the Olympic Games?		
What do the 5 rings of the Olympic Games represent?		
What's the name of the object that represents the Olympic Games?		



Generalitat de Catalunya  
**Departament d'Ensenyament**

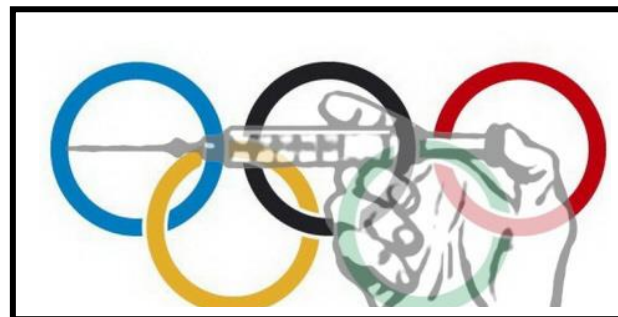
	How often do the Olympic Games happen?		
	Who was Pierre the Coubertin?		
	How many sports are in the Olympic Games?		
	Which kinds of Olympic Games exists?		
	Are there dopping in the Olympics?		
	What do you think about the dopping?		
	How do you affect the celebration of the Olympic Games in a host country?		













TEMPLATE 2:

VOLLEY



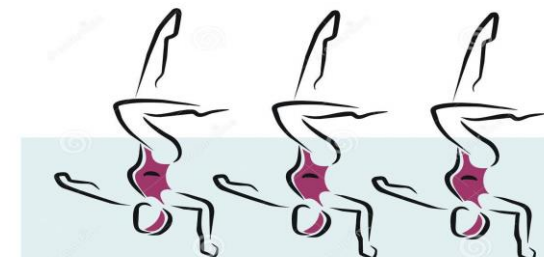
BADMINTON



TABLE TENNIS



Synchronized swimming





SWIMMING



ATHLETICS



TAEKWONDO



SAILING



FENCING



BEACH VOLLEY





WRESTLING



ROWING



HANDBALL



HOCKEY

FOOTBALL





BASKETBALL



CANOEING



CYCLING





TEMPLATE 3:

### First curiosity

There are five continents: Africa, Asia, America, Europe and

The flag of the Olympic Games has five rings.

Each ring represents a continent and it has got a different colour: Blue for Europe, black for Asia, yellow for Asia, green for Oceania and red for America.

about sponsorship, protection, or fashion- they competed naked.

### Second curiosity

In Ancient Greece, athletes didn't worry

The white background symbolises

They also oiled their bodies to honour the gods and to look more masculine.



### Third curiosity

Every athletes in the olympics desires to win a gold medal. It is awarded to those who finish in the first position .

Interestingly, this medal in not made of pure gold.

American swimmer Michael Phelps has a remarkable 22 Olympic medals to his name.

Phelps won eight medals in Athens, eight in Beijing and six in London.

### Fourth curiosity

For the last 100 years, olympic gold medals have not been made of pure gold.

They are actually silver medals plated with gold.

Larisa Latynina of the Soviet Union won 18 medals in gymnastics,

while compatriot Nikolai Andrianov managed 15 in the same sport.



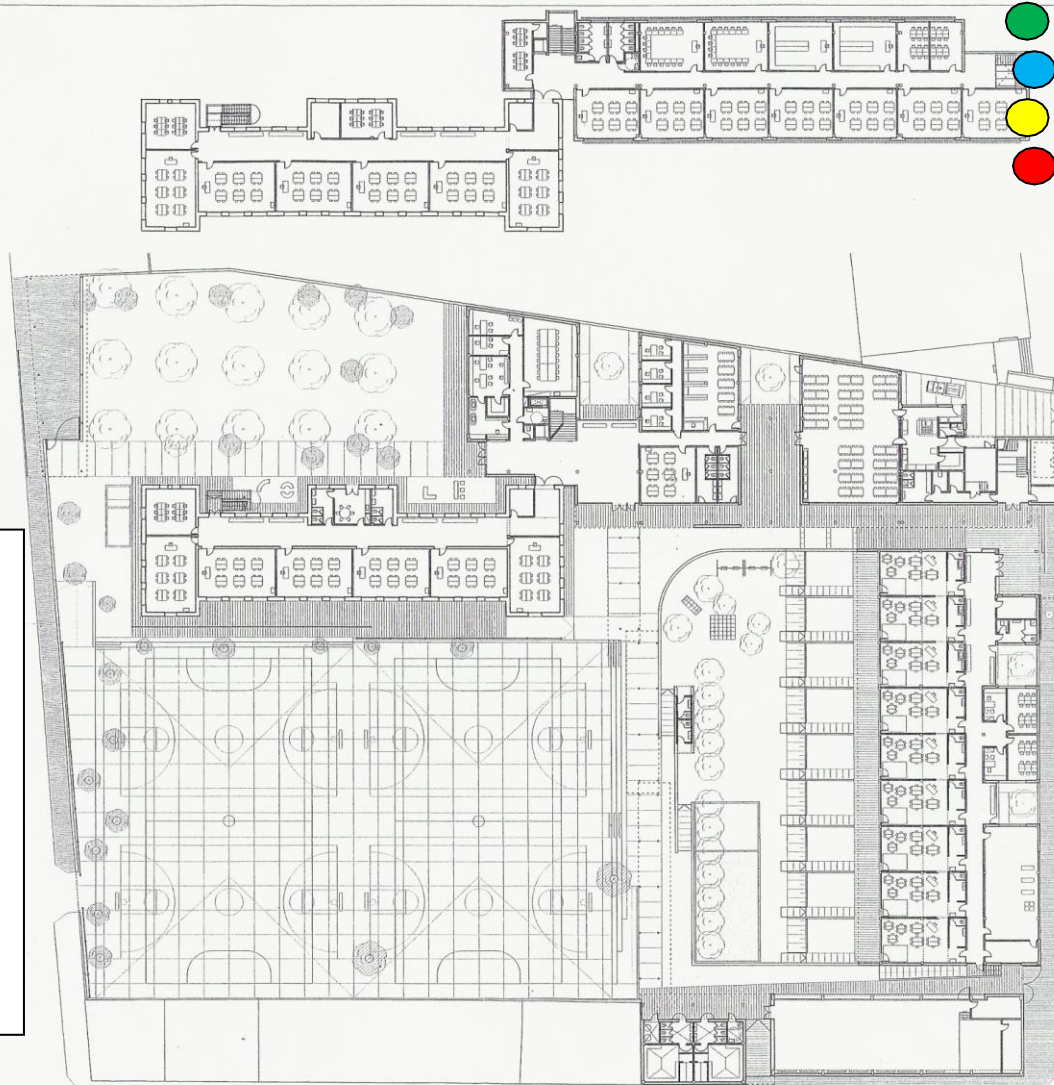
Generalitat de Catalunya  
 Departament d'Ensenyament



JUNY 2009

	<b>TEAM 1</b>
	<b>TEAM 2</b>
	<b>TEAM 3</b>
	<b>TEAM 4</b>

- Turn on the left/on the right
- Go straight
- First, second, third,...
- Cross the playground
- Go through/ go down
- Behind/ between/



Generalitat de Catalunya Departament d'Educació	ISA SISTEMAS DE INFORMACIÓN S.A.	CONSULTOR JORGE DAVALOS ERRANDO - Arquitecte-	ARQUITECTE MESTRE MARCEL·LI DOMINGO ROQUETS	TITOL DEL PROJECTE ADEQUACIÓ I AMPLIACIÓ C.E.I.P. MESTRE MARCEL·LI DOMINGO ROQUETS	PLÀNOLS D'OBRA	CLAU PAE - 04449	ESCALES DM-A1 1/250 DM-A3 1/500 ORIGINALS	0 12,5 GRÀFICOES	NOM DEL PLÀNOL: PROPOSTA MODIFICACIÓ FASES DE CONSTRUCCIÓ FINAL ANY 2009	DATA: MAIG 2007	CAPÍTOL: -
--	-------------------------------------	--	---	--	----------------	---------------------	--	---------------------	--	--------------------	---------------



Plantilla creada pel grup de formadors del Programa GEP (Generació Plurilingüe) del Departament d'Ensenyament. Curs 2018-2019







### Self assessment Checklist

Task 1 : Input & Cooperative /Collaborative learning in CLIL	YES/NO
1. Students are presented with <b>multimodal</b> and <b>varied</b> input (spoken, written, visual, hands-on...)	Yes
2. The input presented is used to <b>help</b> learners <b>understand</b> ideas and <b>construct</b> meaning	Yes
3. The input is presented at the right <b>cognitive level</b> and the right <b>language level</b> , i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	Yes
4. Students are <b>helped</b> in some way to <b>understand</b> , i.e. input is made comprehensible	Yes
5. Students are <b>helped</b> in some way to <b>process</b> the input presented, i.e. activities or questions make students think and construct meaning.	Yes
6. The input and activities presented cater to <b>multiple intelligences</b>	Yes
7. Students are presented with <b>good questions</b> (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	Yes
8. A variety of <b>collaborative learning strategies</b> are used throughout the session.	Yes
9. At least one of the activities presented requires <b>cooperation</b> among students.	Yes
10. Students are <b>explicitly taught</b> how to work in groups (or pairs).	Yes
11. Students are <b>explicitly guided</b> to succeed in group/ pair work <b>discussions</b> and <b>interactions</b> . Clear <b>support</b> to guide their	Yes



interactions is provided.

12. At least one ICT tool is used to promote **digital collaborative learning**.

Yes



<b>GEP 1</b>	<b>Task 2: Reading, writing and Assessment in CLIL</b>
<b>Title of the lesson or topic</b>	<b>“Traditional games”</b>
<b>Author</b>	Jordi Arasa
<b>Course / year / age</b>	6th grade
<b>Number of sessions</b>	2 sessions of 60'
<b>Collaboration with...</b>	Primary school/English school
<b>Main objectives of the sessions</b>	<ul style="list-style-type: none"><li>- Understand and summarize the main ideas of the text.</li><li>- Learn new vocabulary related to traditional games: origin, material, instructions,..</li><li>- Create a “lapbook” about one traditional or invented game using cooperative work.</li><li>- Sequence clearly the instructions in order to play our traditional or invented game.</li><li>- Use English as a vehicular language to communicate with the team and the teacher.</li></ul>



<b>Short description of the sessions</b>	<p>In task 2 students will read different examples about Traditional games around the world and they will learn the parts of the instructive text that they must use in their presentations: title, origin, materials, instructions,...</p> <p>After that, they work in cooperative groups in order to research information about some traditional game or they can invent a game using a previously model we provide them. Then, they have to create a lapbook which we use to assess their output.</p>
--	--

<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"> <li>1. <i>collaborative and cooperative activities instructions (including the timing and the language support)</i></li> <li>2. <i>type of support,</i></li> <li>3. <i>readings and writings planned,</i></li> <li>4. <i>assessment tools</i></li> <li>5. <i>materials used</i></li> </ol>		<b>TIMING</b>
<b>S</b>	<b>Activity 1 30'</b>	<p>1- We work in the same cooperative groups that they use daily in class during all the activities. We will do a running dictation.</p> <p>2- We hung four texts on the walls about different traditional games and we give a worksheet that they have to</p>





E S S I O N 1		<p>complete it using the technique mentioned before.</p> <p>3- The reading will contain basic information about the games. And the writing will contain basic questions which they need to answer.</p> <p>4- When they finish their worksheet we check the answers and we provide some feedback. Teacher assessment.</p> <p>5- TEMPLATE 1: 4 texts about Traditional games on the wall.          TEMPLATE 2: we hung on the wall a picture dictionary to help them to understand unknown words.          TEMPLATE 3: one worksheet per group.</p>	
	<b>Activity 2</b>  30'	<p>1- Firstly, we show and explain a base orientation about the instructive text that they have to use to create their lapbook.</p> <p>2- Secondly, they research information on the computer rooms using different websites we provide them about traditional games.</p> <p>3- Finally, they have to reach an agreement about which game they want to make their presentation and write useful information about that.</p> <p>4- TEMPLATE 4: They can use the dictionary online to find out the unknown words.          TEMPLATE 5: We show a file on the digital board which they should use to express their ideas, their common points of view or disagreements among them.</p>	
	<b>Activity 3</b>		
S E S S	<b>Activity 4</b>  60'	<p>1- This activity is related to activity 2 because they must use the information researched during the last session in order to create their lapbook in cooperative work.</p> <p>2- We give them one base orientation per group about the parts of the instructive text which includes some language support. TEMPLATE 6.</p> <p>3- Then, they write a draft and the teacher provides feedback if it's necessary.</p> <p>4- Finally, they create their lapbook including the title of the game, origin, materials, infographic and instructions. TEMPLATE 7: Co-assessment and teacher assessment.</p> <p>5- We provide them different materials such as cardboards, marker pens, glue, crayons and scissors in order to</p>	



I O N 2		create their lapbook.	
<b>In terms of academic content, what are the students learning and what are they learning to do?</b>	<p>They learn different Traditional games around the world and they become more aware of different cultures and traditions. This kind of activities should help them to be more respectful and avoid racist attitudes.</p> <p>They will research information online to increase their knowledge about traditional games and they will realize about the importance of sequencing clearly the instructions and all the useful information that we need to put into practice to play the game.</p>		
<b>In terms of language, what are the students practicing or learning to do?</b>	<p>Writing one instructive text using a base orientation about traditional games.</p> <p>Reading and summarizing information to answer questions.</p> <p>Communicate ideas, points of view about their interests or to show disagreements.</p>		



<b>In what way is this lesson plan a good example of what we learnt in the GEP course session?</b>	<p>We use motivation and engaging readings for our pupils using Running dictation and we guide them in all the process of the reading: before, during and after reading activities and we provide them some feedback if they need it.</p> <p>We provide them some resources to write such a base orientation for the instructive text.</p> <p>We provide some comprehensible visual input such as a picture dictionary.</p> <p>We guide them with the creation of their lapbook; however, they have the autonomy to choose their own traditional or invented game to make their output.</p>	
Other important information	Being PE based on practice we encourage them to do a great job and when it happens we will give them the opportunity to put into practise their output in the playground.	
<b>ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)</b>	TEMPLATE 1:	



## LUTA DE GALO (Brazil)

This is a two-player game but more children can play by taking turns. Each player has a handkerchief or a piece of cloth tucked into a pocket or waistband. Both players are not allowed to use their right arm. Then, hopping on one leg, each player must try to capture the handkerchief from their opponent using his left hand. If the child puts the other leg down, or unfolds their right arm, he is disqualified. The last person who still has his handkerchief is the winner.



**Allow:** permetre

**Tucked into:** posat

**Hopping:** saltar





## Pick-Up Sticks (Xina)

This simple game can be lots of fun. It can play from two to six players. Pick up the sticks one at a time without moving the others. If another stick moves, the player loses his turn and it is on to the next player. Each color has a specific puntuation; black ten points, white five points, blue three points, green two points and red one point. The winner is the player who obtain more points at the end of the game.





## Kho kho

**Kho kho** is a popular [tag](#) and ancient sport from [India](#). It is played by 2 teams of 12 nominated players, of which nine enter the field who sit on their knees (chasing team), and 3 extra (defending team) who try to avoid being touched by members of the opposing team. The aim for chasers is to tag-out the defenders the fastest. Whichever team gets the defenders out the quickest wins.



It is one of the two most popular traditional [tag games](#) in the [Indian subcontinent](#). Apart from the Indian subcontinent, it is also played in South Africa.

**TAG GAMES:** Jocs de persecució

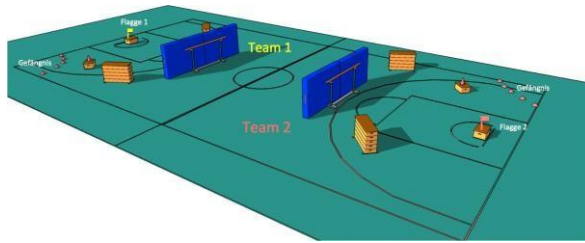
**CHASING TEAMS:** L'equip perseguidor.



## Capture the flag

This traditional children's game is very popular in United Kingdom.

The first step is to find a large outdoor area to play in. Then, the field is divided into two clearly territories, by using cones, ribbons or a piece of chalk. Next, the players form two teams, one for each territory. **Each time is given a flag.** The objective of the game is for players to **venture into the opposing team's territory, grab the flag that has been hidden and return with it to their territory without being tagged.**



If opposing players cross into your team's territory trying to capture the flag, you can defend it if you can reach and touch them. This will lead them to a prison area, where you can free your mates by touching them. Finally, **the team that first manages to find the flag, pick it up and take it to its territory, without being caught, wins.**

**Flag:** bandera      **Mate:** companys/es      **Chalk:** guix

**Grab:** agafar      **Pick up:** agafar      **Field:** camp

**Ribbons:** cinta      **Outdoor:** exterior      **Hidden:** amagat








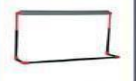

















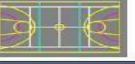









TEMPLATE 2:

		
MAT	BENCH	BAT
		
RACKETS	HAND PUMP	PARACHUTE
		
BIBS	WALL BARS	FRESBEE
		
STICK	BEAN BAGS	FOAM BALLS



Generalitat de Catalunya  
Departament d'Ensenyament

 balls	 hoops	 ropes	 bricks	 sticks	 cones
 handkerchiefs	 hurdle	 setting	 balloons	 whistle	 hand pump
 goal	 basket	 mat	 bench	 bat	 rackets
<b>Baseball</b> 	<b>Skipping Ropes</b> 	<b>Skipping Ropes</b> 			
<b>Football Bibs</b> 	<b>Bibs</b> 	<b>Hockey Balls</b> 			
<b>Rounders</b> 	<b>Indoor Floor Markings</b> 	<b>Airflow Balls</b> 			
<b>Tennis Balls</b> 	<b>Quoits</b> 	<b>Bean Bags</b> 			
<b>Tennis Nets</b> 	<b>Basketballs</b> 	<b>Sports Day</b> 			

Plantilla creada pel grup de formadors del Programa GEP (Generació Plurilingüe) del Departament d'Ensenyament. Curs 2018-2019







TEMPLATE 3:

Complete the gaps using the information the text on the walls. Remember that each member of the group must go alone to find the answer.

<b>Name of the games</b>	<b>Where does the game come from?</b>	<b>Which materials do we need to play the game?</b>	<b>How many players in the game?</b>	<b>How can we play the game?</b>	<b>Who is the winner of the game?</b>



### Websites:

<https://www.wired.com/2009/08/simpleoutdoorplay/>

<https://www.camping-villasol.com/en/blog/traditional-childrens-games-play-with-kids/>

<https://www.littledayout.com/2017/07/18/15-best-traditional-old-school-games-heritage-childhood/>





### Dictionary online:

<https://dictionary.cambridge.org/es/>

### TEMPLATE 5:

**FUNCTIONAL LANGUAGE**

<b>giving opinions</b> As far as I'm concerned ... In my opinion ... In my view ... From my point of view ... The way I see it is (that) ... To my mind ... Well, I reckon (that) ... I (strongly) believe (that) ... I (honestly) think (that) ... I (really) feel (that) ... Personally speaking, I believe ... As for me, I reckon ...	<b>agreeing</b> I (totally) agree with you/that. I couldn't agree more. I'd go along with that. I feel the same. You're absolutely right. Absolutely/Definitely/Exactly. No doubt about it. That's a good point / I see your point. I see where you're coming from.
<b>asking opinions</b> What do you think/reckon? Do you see what I'm getting at? Do you know/see what I mean? Do you agree with me? Would you go along with that? Would you agree with me that ...? What are your thoughts on that? Don't you think (that) ... ?	<b>disagreeing</b> I'm afraid I disagree. I don't agree with you/that. I'd be inclined to disagree. That's not the way I see it. I don't think so / I don't feel the same
	<b>partly agreeing</b> I see your point but ... I kind of agree with you/that. I agree with you to an extent, however, ... You make a good point, but ...

  **CORK ENGLISH TEACHER**  





	TEMPLATE 6:	
	<b>Activity 3:</b>	
	<b>BASE ORIENTATION INSTRUCTIVE TEXT</b>	
	<b>DESTINATARY</b>	<ul style="list-style-type: none"><li>• <b>Who is the game for?</b>  From .... to ..... years.</li><li>• <b>How many players do you need?</b>  1, 2, 3, 4 or.... teams.  1, 2, 3, 4 or .... players.</li></ul>
	<b>ORIGIN</b>	<ul style="list-style-type: none"><li>• <b>Where does the game come from?</b></li></ul>
	<b>TOPIC</b>	<b>“ TRADITIONAL GAMES”</b>
	<b>PARTS OF THE TEXT</b>	<b>Where do we play?</b>  We play outdoor fields, on the playground, on the gym, rinks, stadium, ... <hr/> <b>What do we need for the game?</b>  Materials: We need.....for each player or team.



	<b>How do we play it?</b>  Instructions:  First, .....  Second,  Third,  Finally,...	
	<b>TITLE</b>	Name of the game
	<b>IMAGE or INFOGRAPHIC</b>	You can draw or stick some image to clarify the game
	<b>WRITING THE DRAFT</b>	
	<b>REVIEWING THE DRAFT</b>	
<b>WRITING THE CORRECT TEXT</b>		



	TEMPLATE 7: <b>Co-assessment checklist</b>
	<b>Task 2 : Writing a lap-book</b>
	1. The writing includes the name of the game.
	2. The writing includes the origin of the game.
	3. The writing includes the instructions of the game.
	4. The writing includes a picture or infographic of the game.
	5. The writing includes the destinatary of the game.
	6. The writing includes the materials we need for the game.
	7. The writing includes the place of the game.



### Self assessment checklist

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. <b>Support</b> is provided to help students read and understand texts.	Yes
2. <b>Before-, during- and after-</b> reading activities are prepared.	Yes
3. The materials use <b>visuals</b> to support comprehension.	Yes
4. The writing process takes place in <b>joint collaboration</b> with the teacher (modelling)	Yes
5. <b>Support</b> is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)	Yes
6. The teacher uses different strategies to help students <b>throughout the process</b> of reading and writing	Yes
7. The teacher has <b>previously predicted the language</b> the students will need when carrying out the different tasks successfully and, therefore, is aware of the <b>content-obligatory language</b> .	Yes



Generalitat de Catalunya  
**Departament d'Ensenyament**

8. At least the teacher uses 1 type of <b>assessment</b> (self-assessment, teacher assessment or co- assessment)	Yes
9. At least teacher used 1 type of <b>designed assessment tool</b> during the sessions (rubric, digital app, checklist, personal dossier...)	Yes