

Exercises for Team-Building and Community Action Planning: A Toolkit for MCH Leaders Addressing Racism's Impacts on Infant Mortality

Developed for the Infant Mortality and Racism Action Learning Collaborative,
a project of the Partnership to Eliminate Disparities in Infant Mortality.

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Exercises for Team-Building and Community Action Planning: A Toolkit for MCH Leaders Addressing Racism's Impacts on Infant Mortality

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Acknowledgements

The Infant Mortality and Racism Action Learning Collaborative (ALC) represents two years of work led by City**MatCH**, the Association of Maternal and Child Health Programs (AMCHP), and the National Healthy Start Association (NHSA) as a part of the Partnership to Eliminate Disparities in Infant Mortality (PEDIM).

As a part of this work, PEDIM staff adapted a series of tools—originally developed in the 1990s by City**MatCH** to address perinatal health issues—to be applicable to communities addressing racism’s impacts on infant mortality. MAPS I-VI were adapted for this ALC from previous City**MatCH** work, while MAPS VII was created specifically for this ALC.

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ABOUT THE PARTNER ORGANIZATIONS

City**MatCH** and AMCHP represent local and state governmental public health leadership in maternal and child health, while NHSA represents community-based programs focused on addressing disparities in infant mortality.

City**MatCH** is dedicated to improving the health and well-being of urban women, children, and families by strengthening the public health organizations and leaders in their communities.

AMCHP represents state public health leaders promoting the health of America’s families through support for state maternal and child health programs, including services for children and youth with special healthcare needs.

The National Healthy Start Association works to promote the development of community-based maternal and child health programs, particularly those addressing the issues of infant mortality, low birthweight and racial disparities in perinatal outcomes.

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MAPPING ACTION PLANNING STRATEGIES (MAPS) EXERCISES

From October 2008 - February 2010, a series of community-focused action planning exercises were developed to assist teams participating in the Infant Mortality and Racism Action Learning Collaborative (ALC). This publication contains the exercises, titled, *Mapping Action Planning Strategies (MAPS)*, and is designed to serve two main purposes:

- 1) Provide examples of exercises used by communities that are engaging in racism and infant mortality reduction work.
- 2) Serve as a supplemental document to *Taking the First Steps: Experiences of Six Community/State Teams Addressing Racism's Impacts on Infant Mortality*, which is a series of profiles of six communities who participated in the CityMatCH, AMCHP, and NHSA ALC.

MAPS AS PRODUCT OF THE INFANT MORTALITY AND RACISM ALC

To provide a framework for building team cohesion and community action planning, ALC teams were led through a series of MAPS exercises. The MAPS exercises were created during the course of the ALC and tailored to meet the changing needs of teams as they moved from understanding racism, to understanding racism's impacts on health, to developing strategies for addressing these issues.

Though the original intent of the exercises was specific to the needs of the six participating teams, they may be applicable to the needs of any community working to address these complex issues.

MAPS exercises and objectives used for addressing racism's impacts on infant mortality were as follows:

- **MAPS I & II - Assessing Systems & the Current Landscape.** Understand the systems represented on a team. Assess the impact of racism on infant mortality in the community.
- **MAPS III - Opportunities for Impact.** Identify potential 'Opportunities for Impact' in addressing racism's impact on infant mortality. Reach team consensus on the strategies most likely to yield short-term, measurable change.
- **MAPS IV - Action Planning for Change.** Begin developing strategies to address those impacts identified. Complete the action planning process.
- **MAPS V - Evaluating Your Work.** Begin to develop, or further develop, an evaluation strategy.
- **MAPS VI - Action Planning for Change, Part ii.** Assess completed work and the results achieved. Outline action steps for the next six months. Identify new strategies as appropriate.
- **MAPS VII – Sustainability.** Assess where the team is positioned in the process of this work. Outline internal and external factors that may influence what the team chooses to commit to for future work. Identify next steps.

Throughout the course of the ALC, teams developed and continuously refined action plans. Additional detail on how MAPS exercises were interwoven with ALC activities and on-site meetings can be found in, *Taking the First Steps: Experiences of Six Community/State Teams Addressing Racism's Impacts on Infant Mortality*.

HOW TO USE MAPS EXERCISES

Although each MAPS exercise is unique, all seven exercises share a common process. To complete a MAPS exercise, a community team first reviews the exercise and then works through the required steps *collectively*. Often, the shared conversations required to complete the exercises build trust, common understanding, and relationships that are as valuable as the end action plan or product.

As a set, these exercises were initially developed to complement an intensive curriculum of knowledge-building, consultation with national experts in the field, and cross-communication with other communities experiencing the same process. Communities interested in using these exercises should consider:

- Where your community/team is in the process of understanding and addressing racism's impact on infant mortality;
- How these tools fit in with other processes, projects, and training opportunities currently taking place; and,
- When new shared learning experiences need to be designed to foster the next step of your community's work (e.g. bringing in a national expert, participating on a webinar together, offering a DVD viewing, etc.), and how these exercises can play a role in those experiences.

The MAPS exercises are not copyrighted. Readers are free to duplicate and use all or part of the information contained in this publication.¹ Should your community need technical assistance or support regarding the MAPS series, please contact CityMatCH staff.

¹ For grant reporting purposes, CityMatCH requests notification of any use or reproduction of the MAPS exercises by contacting us via email or by telephone at 402-561-7500.

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MAPS Infant Mortality & Racism I: Assessing Systems

WHAT STATE AND LOCAL SYSTEMS ARE REPRESENTED ON YOUR TEAM?

1. Begin by having each member of your team tell the agency they represent, and their role within that agency.
2. On the flipchart paper provided, depict each individual and agency represented by the members of your team at the table. Note how individuals and agencies intersect and overlap with regard to current activities, regardless of what ALC work your team takes on.
3. Now add in other team members, not present at this meeting. Use one color for the 'core' team members and a different color for the remainder of your team members.
4. Finally, think about additional, relevant roles that each of you play within your community and state (Advisory Boards, volunteer service, etc.) and add those into your map, noting additional linkages.
5. What does your Team Map tell you?
 - Are there key players/organizations/agencies/programs missing from this map? Who?
 - Are there links that you were unaware of? Should there be more linkages than what currently exist?
 - Other things that you noticed?

MAPS Infant Mortality & Racism II: Current Landscape

RACE, RACISM, INFANT MORTALITY & YOUR COMMUNITY

1. **Personal Level** (45 min.)

Begin by revisiting your Team Map. As you review your Team Map, have each person remind everyone which agency they represent (primary agency for those who noted multiple roles on the Team Map). As you mention your affiliation, think about what we did as a group yesterday with the People's Institute and share the following with your team:

- How did the People's Institute training resonate with you personally?
- What impact does/could the information have on the work that you do / your agency does?

2. **Community Level**

As a team, think about your community and state as a whole to complete the information in the table on the following page. You may document this team conversation however you would like: on the worksheet itself, on flipchart paper, with words, visually, etc.

MAPS Infant Mortality & Racism II: Current Landscape

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STEP 1: WHAT IS THE CURRENT LANDSCAPE OF INFANT MORTALITY IN YOUR COMMUNITY/STATE?

- Why does infant mortality happen in your community/state?
- What does the research tell you?
- What do your data tell you?
- What have been some successes and challenges in reducing infant mortality in your community/state? Elsewhere?

STEP 2: HOW DOES RACISM IMPACT INFANT MORTALITY IN YOUR COMMUNITY/STATE?

- In what ways do race and racism connect to those items you listed in Step 1?

MAPS Infant Mortality & Racism III: Opportunities for Impact

Finally, it is time to shift your conversation to your team's work as a part of this ALC.

The following exercise is designed to:

1. Identify your team's potential 'Opportunities for Impact' in addressing racism's impact on infant mortality.
2. Reach team consensus on the strategies most likely to yield short term, measurable change.

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Note: This exercise is intended to be done again with your full team (core and project) to ensure consensus on your team's strategies.

STEP 1: INDIVIDUAL REFLECTION & BRAINSTORM

On your own, take some time to think about:

- all of the **conversations** you have had as a team **during this meeting**
- the **Team Map** you jointly created on Wednesday
- the experiences you had yesterday with the **People's Institute**
- the **activities** your team **proposed in your application**

Given these contextual factors, and based upon your own knowledge and experience, **think about areas from the table on page three that you believe offer the greatest 'Opportunity for Impact'** on the racial inequities in infant mortality in your community.

MAPS Infant Mortality & Racism III: Opportunities for Impact

INDIVIDUALLY:

1. List at least 3-5 Opportunities for Impact below.
2. List potential strategies that may align with each Opportunity for Impact, and the reasons for those strategies.
3. Finally, circle the top three strategies that you believe should be the focus of your team's work for this ALC.

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GREATEST OPPORTUNITIES FOR IMPACT

POTENTIAL STRATEGIES

REASONING FOR EACH STRATEGY

MAPS Infant Mortality & Racism III: Opportunities for Impact

STEP 2: TEAM PRIORITIZATION

As a team:

1. Have each individual share their top three strategies, and the reasons for those strategies.
2. Use flipchart paper to prioritize which strategies you would like to focus on during this ALC. In the end, you should have a top ten list.
3. Write your team's top ten strategies in the matrix on the pages below.
4. Use the following "Power for Change Checklist" to identify strategies that have the highest likelihood of yielding measurable, intended results.

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POWER FOR CHANGE CHECKLIST:

Is the strategy selected:

- Clearly defined and understandable?
- Of enough priority to engage other essential community partners?
- Amenable to change?
- Doable in the short term (progress in the next 6 - 9 months)

Does the strategy selected:

- Have baseline data that are available/accessible, reliable and timely?
- Have known solutions that can begin to yield measurable change?
- Have defined, measurable results?

MAPS Infant Mortality & Racism III: Opportunities for Impact

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TOP 10 STRATEGIES	1. Defined	2. Priority	3. Changeable	4. Doable in short-term	5. Data	6. Solutions	7. Results
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

MAPS Infant Mortality & Racism III: Opportunities for Impact

STEP 3: REFLECTION

Take a moment to reflect on these strategies. In the end, you will be asked to select up to 3 to work on as a team over the course of the next 6-9 months. As a team, answer the following questions in regard to your Top Ten as a whole:

- What do the results of the Power for Change Checklist tell you?
- Have any of these strategies already been tried in your community/state to address infant mortality and/or racism? What were the results?
- Are any of these ideas 'out of the box' ways to address infant mortality?
- What types of community involvement, commitment, and resources will each of these strategies take?
- Is there current momentum around pursuing any of these strategies?
- How will you decide, as a team, which strategies to pursue first?

MAPS Infant Mortality & Racism IV: Action Planning for Change

STEP 1: DEFINING INITIAL STRATEGIES

Select *up to 3* of your Top 10 Strategies that your team will take on first. Choose strategies for which progress can be made in the next 6-9 months.

- First, describe each of your team's top 3 strategies below.
- Next, brainstorm the leading strengths and assets your team and larger community have to carry out each strategy.
- Then, list the barriers your team may encounter in carrying out these action steps.
- Finally, identify the "so what?" of your strategy.

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STRATEGY #1 KEYWORD(S):	
1-2 sentence description:	
Leading Strengths and Assets:	Major Barriers:
So what will change as a result of the strategy?	

MAPS Infant Mortality & Racism IV: Action Planning for Change

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STRATEGY #2 KEYWORD(S):	
1-2 sentence description:	
Leading Strengths and Assets:	Major Barriers:
So what will change as a result of the strategy?	

MAPS Infant Mortality & Racism IV: Action Planning for Change

STRATEGY #3 KEYWORD(S):	
1-2 sentence description:	
Leading Strengths and Assets:	Major Barriers:
So what will change as a result of the strategy?	

MAPS Infant Mortality & Racism IV: Action Planning for Change

STEP 2: CREATING AN ACTION PLAN

- First, list the action steps needed to carry out each identified strategy.
- Next, determine clear, feasible, and measurable results from doing these action steps.
- Finally, identify *By When* you will complete these action steps, and *Who Is Responsible* to assure completion.

STRATEGY #1 KEYWORD(S):			
ACTION STEPS:	EXPECTED RESULTS:	BY WHEN:	WHO IS RESPONSIBLE:
1.			
2.			
3.			
4.			
5.			

MAPS Infant Mortality & Racism IV: Action Planning for Change

STRATEGY #2 KEYWORD(S):			
ACTION STEPS:	EXPECTED RESULTS:	BY WHEN:	WHO IS RESPONSIBLE:
1.			
2.			
3.			
4.			
5.			

MAPS Infant Mortality & Racism IV: Action Planning for Change

STRATEGY #3 KEYWORD(S):			
ACTION STEPS:	EXPECTED RESULTS:	BY WHEN:	WHO IS RESPONSIBLE:
1.			
2.			
3.			
4.			
5.			

MAPS Infant Mortality & Racism V: Evaluating Your Work

One of the expectations of the ALe is that you will evaluate your ALC work. Our assumption, based upon required team composition and your previous feedback to us, is that your team has evaluation expertise. The guidance we provide should be utilized in concert with your existing team expertise.

OBJECTIVE:

Begin to develop, or further develop, your team's evaluation strategy for your ALe work.

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STEP 1: DETERMINE THE PURPOSE OF YOUR EVALUATION

An evaluation is valuable when it produces information that gets used. In order to produce useful information, think about and answer the following questions as a team¹:

- Who are the stakeholders for this evaluation, and to what extent will they be engaged in the evaluation? (Stakeholders can be those involved in carrying out the work, those impacted by the work, those who may have an interest in the evaluation results, etc. Think about how they will be involved and what level of involvement is anticipated.)
- What is the purpose of your evaluation? (Gain insight, change practice, assess effects, etc.)
- Who are the users of your evaluation information? (The people who will actually do something with the evaluation results)
- How will your evaluation results be used? (Understanding how the results will be used will guide your entire evaluation process, including the end products. e.g. Not all evaluations need a comprehensive evaluation report if no one is going to read it!)

¹These concepts are drawn from the Framework for Program Evaluation developed by the CDC. You may reference the Framework for additional guidance on these concepts, but do not feel obligated to follow the Framework step by step. (<http://www.cdc.gov/eval/framework.htm>)

MAPS Infant Mortality & Racism V: Evaluating Your Work

STEP 2: EVALUATION QUESTIONS

1. As a team, brainstorm possible evaluation questions that you may seek to answer, ensuring relevance to the users and uses that you outlined in Step 1. Keep in mind that you may engage in both process and outcome evaluation, as appropriate for your work.
2. Instructions: Write your potential evaluation questions in the following table, and note whether they are **P**rocess or **O**utcome related questions and relevant stakeholder audiences who may use the evaluation information.
3. Determine as a team which are the 3 most important questions to ask and answer first. Indicate these by circling the number.

MAPS Infant Mortality & Racism V: Evaluating Your Work

EVALUATION QUESTION ¹	TYPE ² : 'P' OR 'O'	KEY STAKEHOLDER AUDIENCE(S) ³
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Notes:

- ¹ **Evaluation Question:** Avoid yes/no evaluation questions, which tend to be limiting. Most yes/no questions can be transformed into more robust questions by replacing the question's first word or phrase with "to what extent".
- ² **Type of Evaluation:** Process (formative) questions generally relate to program development, implementation, and context, while outcome (summative) questions generally relate to program impacts and effects.
- ³ **Key Stakeholder Audiences:** Stakeholders may include program administrators, staff, participants, community members, policy makers funders, etc.

MAPS Infant Mortality & Racism V: Evaluating Your Work

STEP 3: EVALUATION MEASURES & METHOD

For each of these questions your team prioritized in Step 2, identify possible indicators you can use to help answer the question as well as evaluation methods you might employ (survey, observational, etc.) and sources of data.

INSTRUCTIONS:

1. Fill in one of the tables below for each evaluation question your team has identified.
2. At 3:30 you will pair up with another team as follows: Los Angeles & Columbus; Milwaukee & Aurora; Chicago & Pinellas County.
3. Take turns presenting your selected evaluation questions, and the related indicators, data sources and methods.
4. Use this time to assist one another by providing feedback on the evaluation questions and brainstorming indicators, methods and data sources.

EVALUATION QUESTION 1:	
POSSIBLE INDICATORS:	POTENTIAL DATA SOURCES AND METHODS FOR GATHERING DATA:

MAPS Infant Mortality & Racism V: Evaluating Your Work

EVALUATION QUESTION 2:	
POSSIBLE INDICATORS:	POTENTIAL DATA SOURCES AND METHODS FOR GATHERING DATA:

EVALUATION QUESTION 3:	
POSSIBLE INDICATORS:	POTENTIAL DATA SOURCES AND METHODS FOR GATHERING DATA:

MAPS Infant Mortality & Racism V: Evaluating Your Work

Continue to develop your evaluation plan by doing the following:

1. **Review** this exercise with a larger set of stakeholders, which will both yield new ideas and increase buy in.
2. **Finalize**, and re-prioritize if needed, your list of leading **evaluation questions**.
3. Revisit your **proposed indicators, methods and data sources** to answer key questions (seek consultation within your community as needed).
4. Shape your team's **plan for evaluation**, including what resources will be needed to implement.
5. Identify **who is responsible** for executing each component of your evaluation plan.
6. Outline a realistic **timetable** to carry out your plan.

MAPS Infant Mortality & Racism VI: Action Planning for Change, Part ii

At this stage of your work in the collaborative, action planning for change requires both an assessment of what you have been doing thus far, and planning explicit actions for the next six months that will continue to move your team forward in realizing the strategies you selected.

OBJECTIVES:

1. Assess the work your team has completed to date and the results achieved.
2. Outline action steps for the next six months.
3. Identify new strategies as appropriate.

STEP 1: RAPID BULL'S EYE ASSESSMENT OF WORK-TO-DATE

This step will allow you to do a quick assessment of what your team has done so far and have a conversation as a team about how the work is going.

AS INDIVIDUALS:

- First, think back to everything accomplished by your team since our Memphis meeting in November 2008.
- Using the Post-it notes provided, write down what you think have been '**hits**' and '**misses**' for your team (make sure to include only one item or thought per Post-it note):
 - **Hits** = anything which has gone well, achievements you are proud of, etc.
 - **Misses** = things which did not work as well as hoped, aspects of your project that need improvement, etc.
- Keep in mind: you can identify very specific things, such as a presentation, as well as categories of things, such as 'team communication'.
- Place all of your Post-it notes on your team's target, wherever you feel they belong (e.g. if something was/is outstanding, place it on the Bull's Eye at the center of your target).

AS A TEAM:

- Take turns explaining the items each individual wrote down, and why they are placed where they are on the target.
- This conversation is an opportunity for you as a team to recognize your successes, however big or small they might be, and help prepare you to plan your work appropriately for the next six months.
- As your team is talking, you may also jot down '**wishes**' on Post It notes and place them in the marked space of your flipchart paper.
 - **Wishes** = can be something that you wish had happened or had been done differently, things that you need in order to be more on target with your work, and even 'pie in the sky' wishes that could really lead to success.

MAPS Infant Mortality & Racism VI: Action Planning for Change, Part ii

STEP 2: WHERE DO WE GO FROM HERE?

Keeping in mind the conversation your team just had, review your team's initial strategies outlined in MAPS IV. Identify the strategies that your team wants to work on for the remainder of the ALC. These strategies may be things you already identified that *keep doing*, things that you previously identified but can *improve upon*, or strategies that are *new or currently missing* from your previously outlined work.

KEEP	IMPROVE	NEW OR MISSING

MAPS Infant Mortality & Racism VI: Action Planning for Change, Part ii

STEP 3: ACTION PLANNING (NEXT SIX MONTHS)

1. First, identify three to five strategies from Step 2 that your team wants to prioritize for the next six months.
2. Outline the Action Steps needed to move your team forward on each of your strategies. As with the strategies, these action steps may be sustained activity (something you identified previously and still want to work on) or new activities identified based upon your experiences over the past six months.
3. List clear, feasible, and measurable results you would expect from doing these action steps.
4. Finally, identify *By When* you will complete these action steps, and *Who Is Responsible* to assure completion.

STRATEGY #1:			
ACTION STEPS: (NEXT 6 MONTHS)	EXPECTED RESULTS:	BY WHEN:	WHO IS RESPONSIBLE:

MAPS Infant Mortality & Racism VI: Action Planning for Change, Part ii

STRATEGY #2:			
ACTION STEPS: (NEXT 6 MONTHS)	EXPECTED RESULTS:	BY WHEN:	WHO IS RESPONSIBLE:

MAPS Infant Mortality & Racism VI: Action Planning for Change, Part ii

STRATEGY #3:				
ACTION STEPS: (NEXT 6 MONTHS)	EXPECTED RESULTS:	BY WHEN:	WHO IS RESPONSIBLE:	

MAPS Infant Mortality & Racism VI: Action Planning for Change, Part ii

STRATEGY #4:			
ACTION STEPS: (NEXT 6 MONTHS)	EXPECTED RESULTS:	BY WHEN:	WHO IS RESPONSIBLE:

MAPS Infant Mortality & Racism VI: Action Planning for Change, Part ii

STRATEGY #5:				
ACTION STEPS: (NEXT 6 MONTHS)	EXPECTED RESULTS:	BY WHEN:	WHO IS RESPONSIBLE:	

MAPS Infant Mortality & Racism VII: Sustainability

At this stage of your work in the collaborative, sustaining the effort requires an assessment of yourself, your team, and how your work relates to your broader community. The following exercises will guide you through processes that will assist you in this assessment, in hopes of institutionalizing your work.

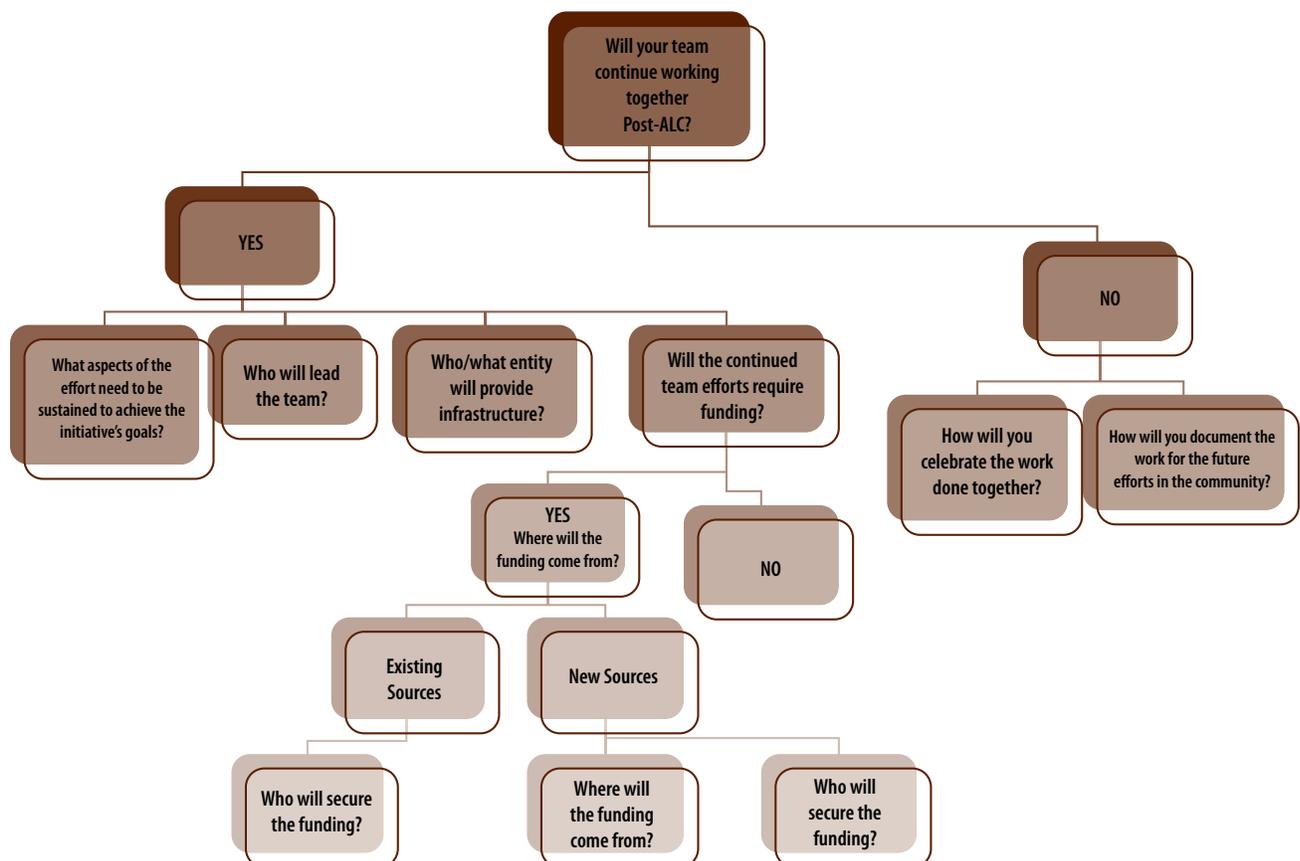
OBJECTIVES

- Assess where your team is positioned in the process of this work.
- Outline internal and external factors that may influence what your team chooses to commit to for future work.
- Identify next steps for you and your team.

STEP 1: DECISION TREE - WHAT IS NEXT FOR YOUR COMMUNITY TEAM?

Take a few moments to individually reflect on the Decision Tree found on the below.

After everyone has had some time to think, work your way through the decision tree as a team. Try to be honest about where you are with the work itself, whether your team can and will continue, and how you will function to conclude your work or continue.



MAPS Infant Mortality & Racism VII: Sustainability

STEP 2: ASSESSING YOUR TEAM'S INITIATIVE IN YOUR COMMUNITY

You have already begun discussion about sustainability in regards to your travel team. Now it is time to look at your larger team and your work as a community initiative.

The following two exercises will assist you in examining your efforts and determining how you might best focus those efforts.

Use the table below to conduct a revved-up SWOT analysis of where your community's work currently stands. Take some time to also discuss what is on the horizon for the work. Do not feel as though you must answer all of the questions below... your team may have discussed some of these very items already during this meeting! Instead, use the questions as a guide to gauge where the current energy is for the work, and what lies ahead for your initiative.

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PAST	ACCOMPLISHMENTS	What have been important milestones and results?	What have been significant efforts?	What are important areas of progress?	What benefits come to us as a result of our collaborative?
	SETBACKS	What events and happenings have impeded our process?	What things required taking few steps back?	What factors intruded on plans?	
PRESENT	STRENGTHS	What are the best things about our work?	Where do we have real advantages and momentum?	What have we built that we do not want to lose?	
	WEAKNESSES	What are the areas that need development?	What are the gaps in effectiveness?	What are major organizational issues?	
FUTURE	ASPIRATIONS	What are the best things that could happen as a result of the work we have been doing?	Because of the "best things" about our work, what are the possibilities (i.e. "our work was so effective that...")		
	THREATS	What forces are working against us?	What could blow up if not dealt with?	What are potential dangers in the future?	
	OPPORTUNITIES	What forces are working for us?	What doors are open to us?	What are ideas whose time has come?	

MAPS Infant Mortality & Racism VII: Sustainability

Now comes the moment of truth... If you are going to continue your efforts, you must decide, *"What is the 'IT' that we commit to, as we go forward toward eliminating racism's impacts on infant mortality in our community?"*

To do this, think about the following questions:

- What do we hear ourselves saying must be next?
- What are we willing, and wanting, to do from this point forward?
- What do we have the capacity to take on?

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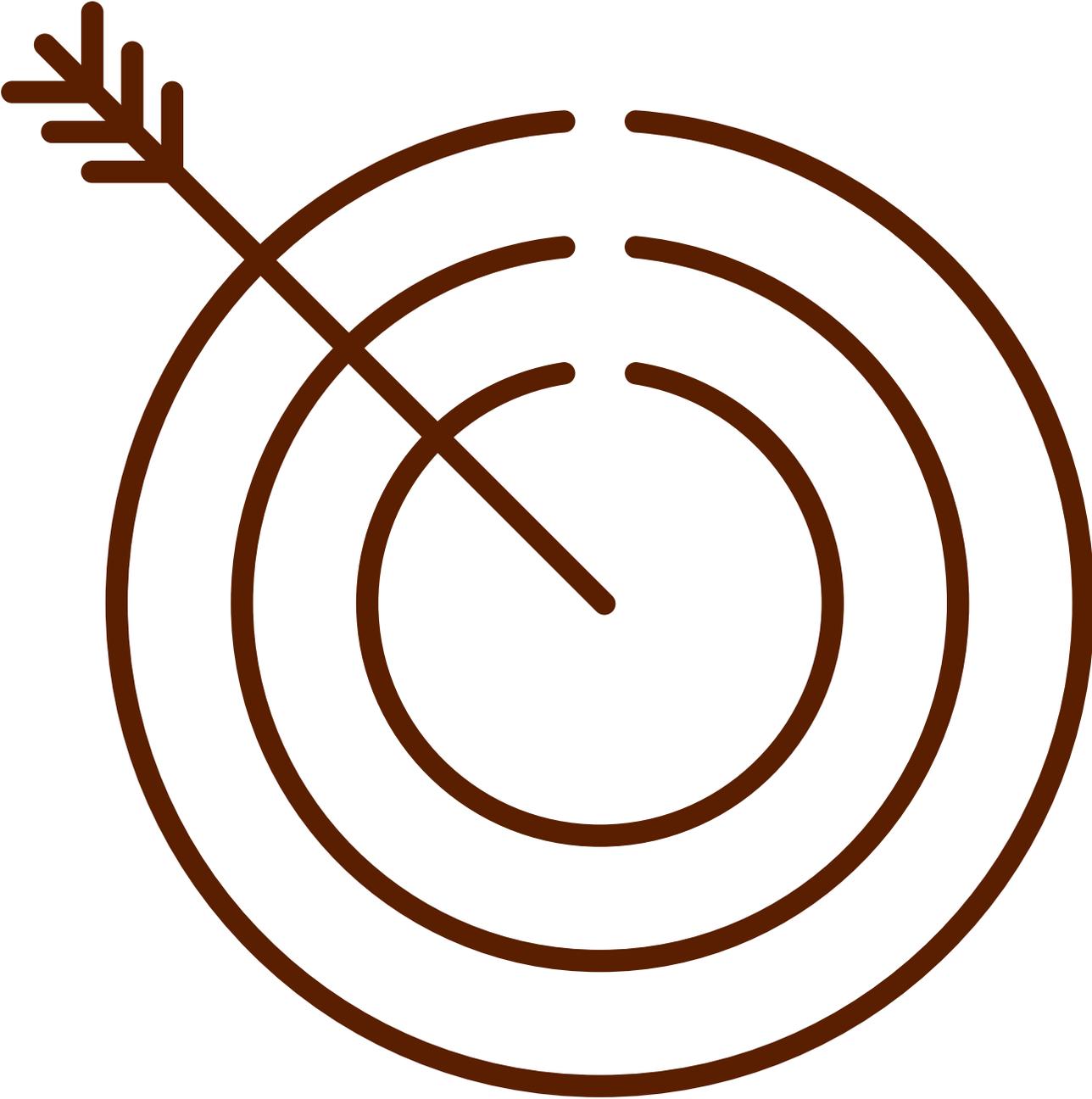
Keep in mind; nothing is too big or too small to write on your team's target! Just make sure that they are things that you intend to see through.

And, of course this conversation may be larger and longer than you are able to complete in one sitting or meeting. However long it takes, the critical thing is to have clarity around your purpose as you move forward.

Use the target to indicate your ideas for key areas of focus, and things that may be more peripheral to your future efforts.

MAPS Infant Mortality & Racism VII: Sustainability

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MAPS Infant Mortality & Racism VII: Sustainability

STEP 3: NEXT STEPS ACTION PLANNING

Whether or not you have reached consensus about your future work, you need to outline your team's next steps once your return home.

WHEN WE GET HOME...			
ACTION STEPS:	EXPECTED RESULTS:	BY WHEN:	WHO IS RESPONSIBLE:
1.			
2.			
3.			
4.			
5.			

