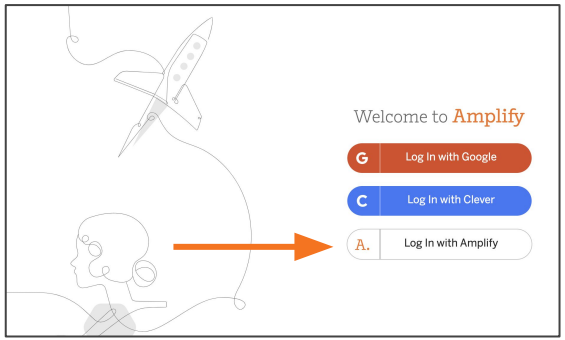
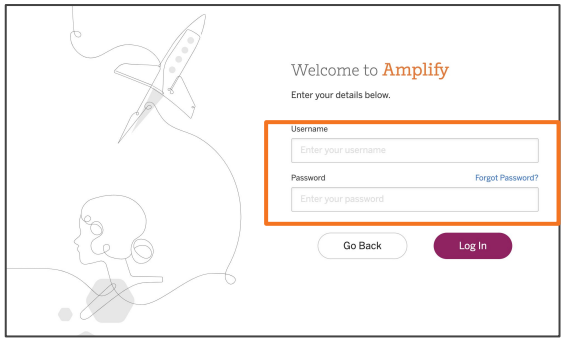
Part of the Day	Timing (min)	*PLS use only* Plan for the day
Welcome	35 min	• Welcome (10) • Review key aspects of the approach (10) • Introduce unit phenomenon (10) • Opening reflection (5)
Unit-Specific	85 min	• Unit Map (5) • Unit storyline overview (5) • Break (15) • Experiencing and analyzing chapter 1 (35) • Analyzing chapter 2 (25)
Remote/Hybrid resources	40 min	• Guided introduction/review (15) • Discussions around challenges & planning (25)
Closing	20 min	• Reflection (5) • Additional resources (10) • Survey (5)

Welcome to Amplify Science!

Do Now





1. Go to **learning.amplify.com**
2. Select **Log in with Amplify**
3. Enter teacher demo account credentials
   - xxxxxxx@pd.tryamplify.net
   - Password: xxxx

While you wait for others:

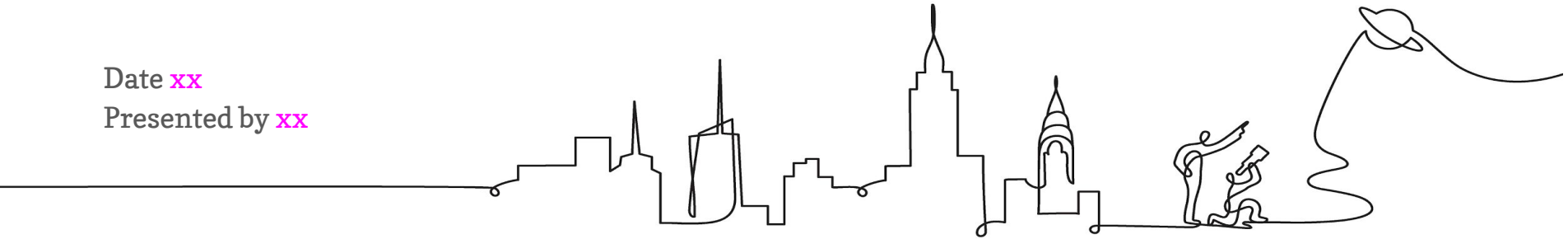
- **Can you find the coherence flowchart?**
- **Can you find the Progress Build?**

Amplify Science
New York City

Understanding the Unit Storyline & Coherence

Grade 1: Light & Sound

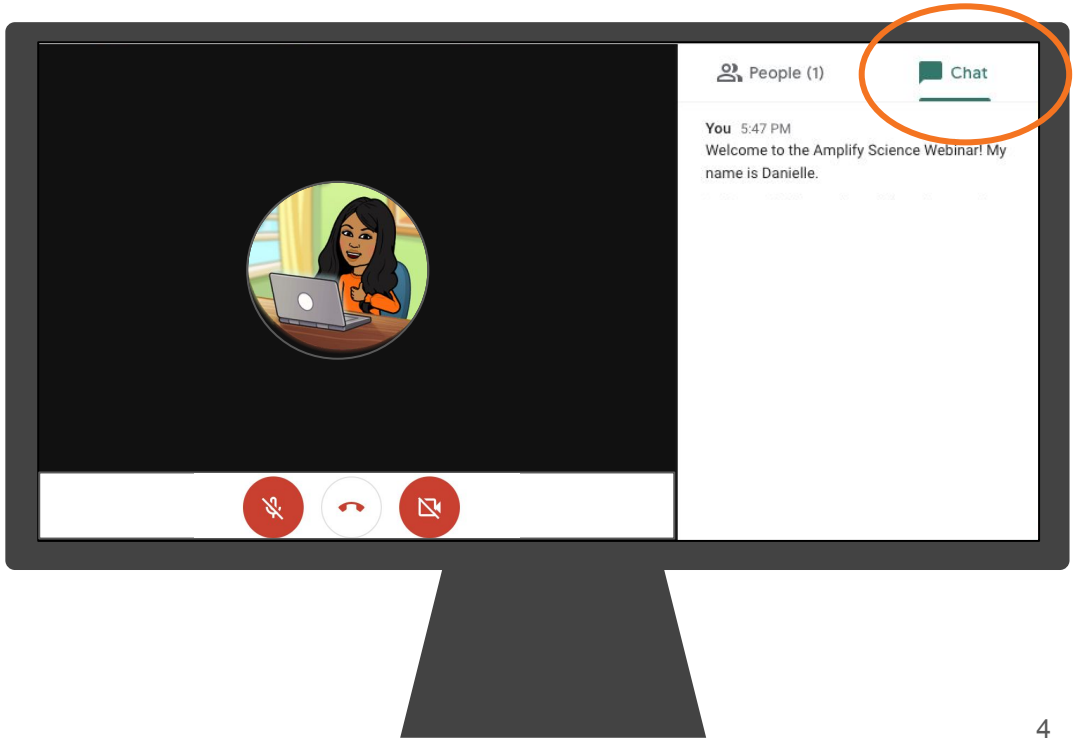
Date xx
Presented by xx



Introductions!

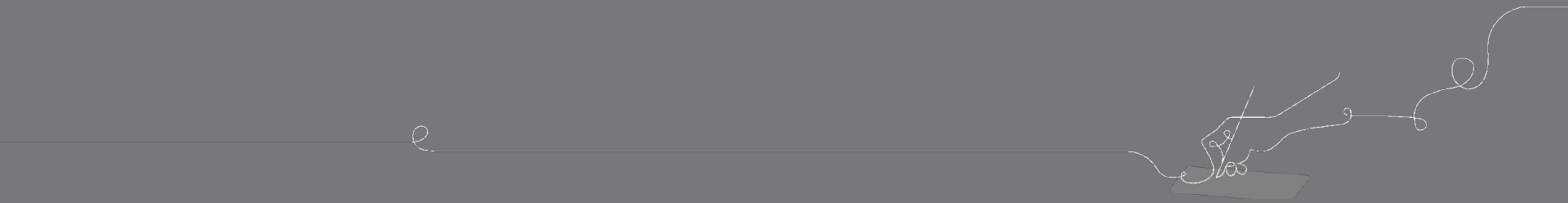
Please introduce yourself in the chat

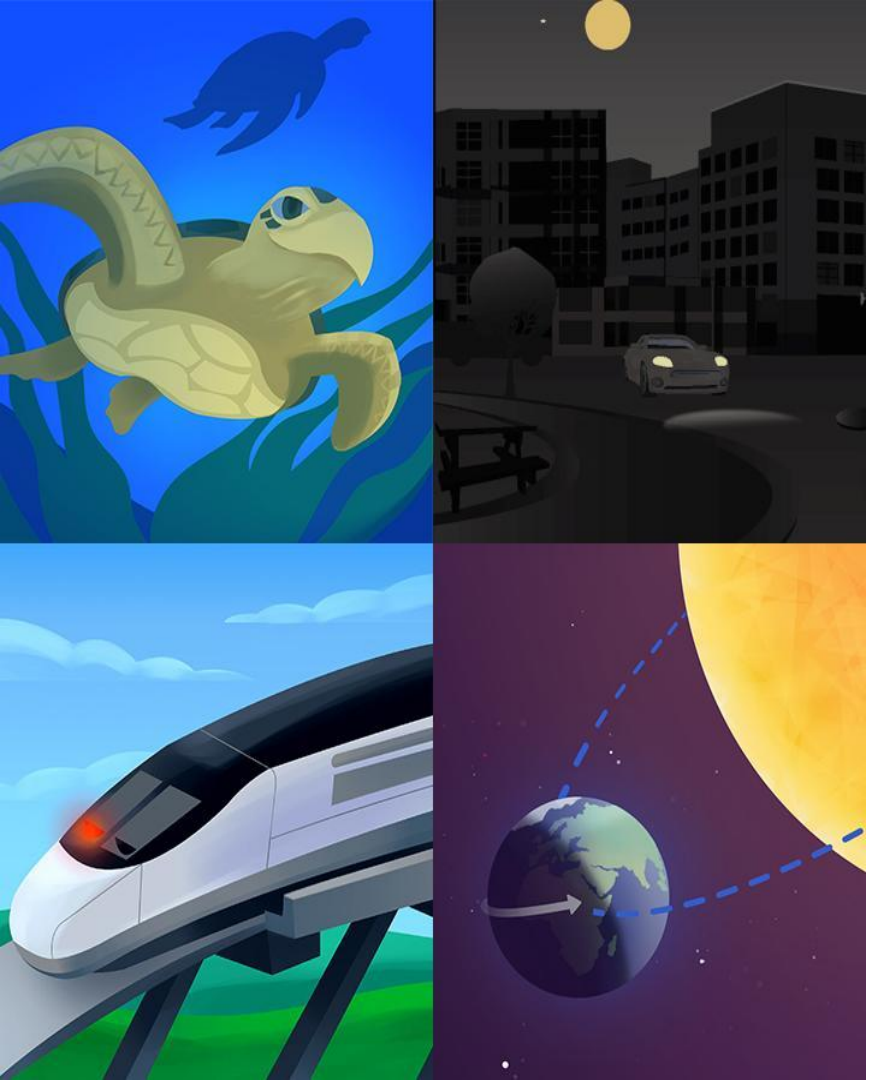
- Share a success or challenge you've had in implementing Amplify Science.
- Then, share a solution to a challenge posted by a colleague.



Overarching goals

- Understand the unit 2 storyline
- Plan for using Amplify Science@Home resources utilizing coherence as a design principle
- Collaboratively problem-solve with colleagues





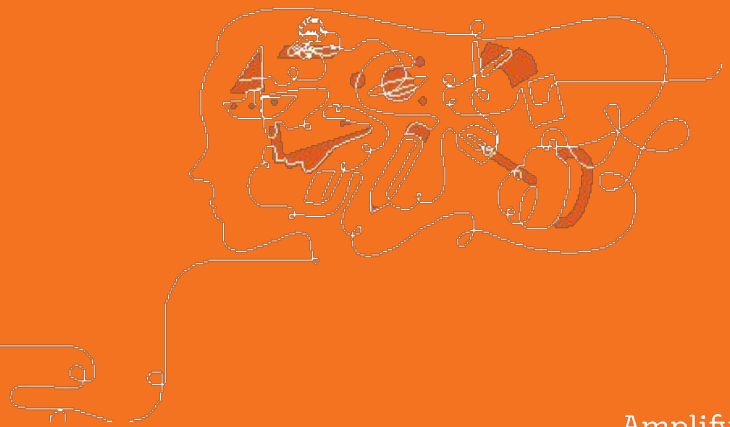
Plan for the day

- Welcome
- Unit storyline
  - Anchor phenomenon
  - Storyline summary
  - Break
  - Model activity
  - Evidence source analysis
- Remote and hybrid resources
  - Reviewing the resources
  - Collaborative planning
- Reflection and closing

Norms: Establishing a culture of learners

- **Take risks:** Ask any questions, provide any answers.
- **Participate:** Share your thinking, participate in discussion and reflection.
- **Be fully present:** Unplug and immerse yourself in the moment.
- **Physical needs:** Stand up, get water, take breaks.

Key aspects of the Amplify Science approach

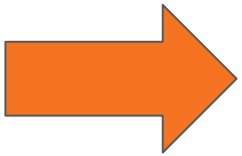


Phenomenon-based instruction

A shift in science instruction

from learning about

(like a student)



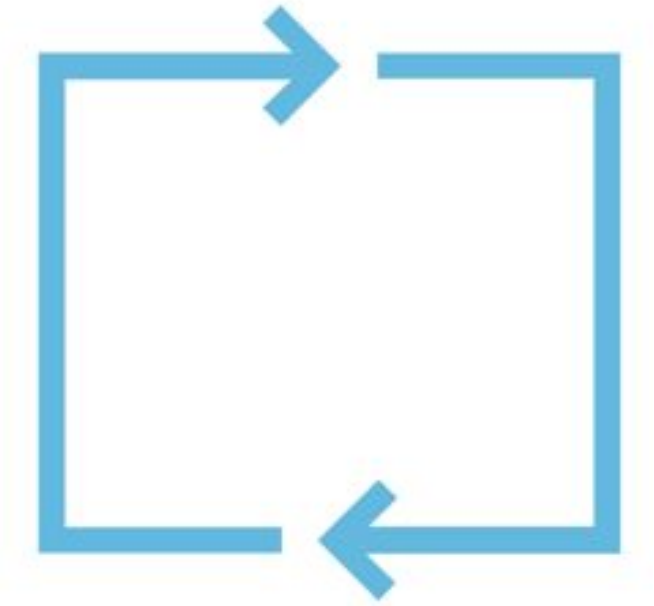
to figuring out

(like a scientist)

Scientific phenomenon: An observable event in the natural world you can use science ideas to explain or predict

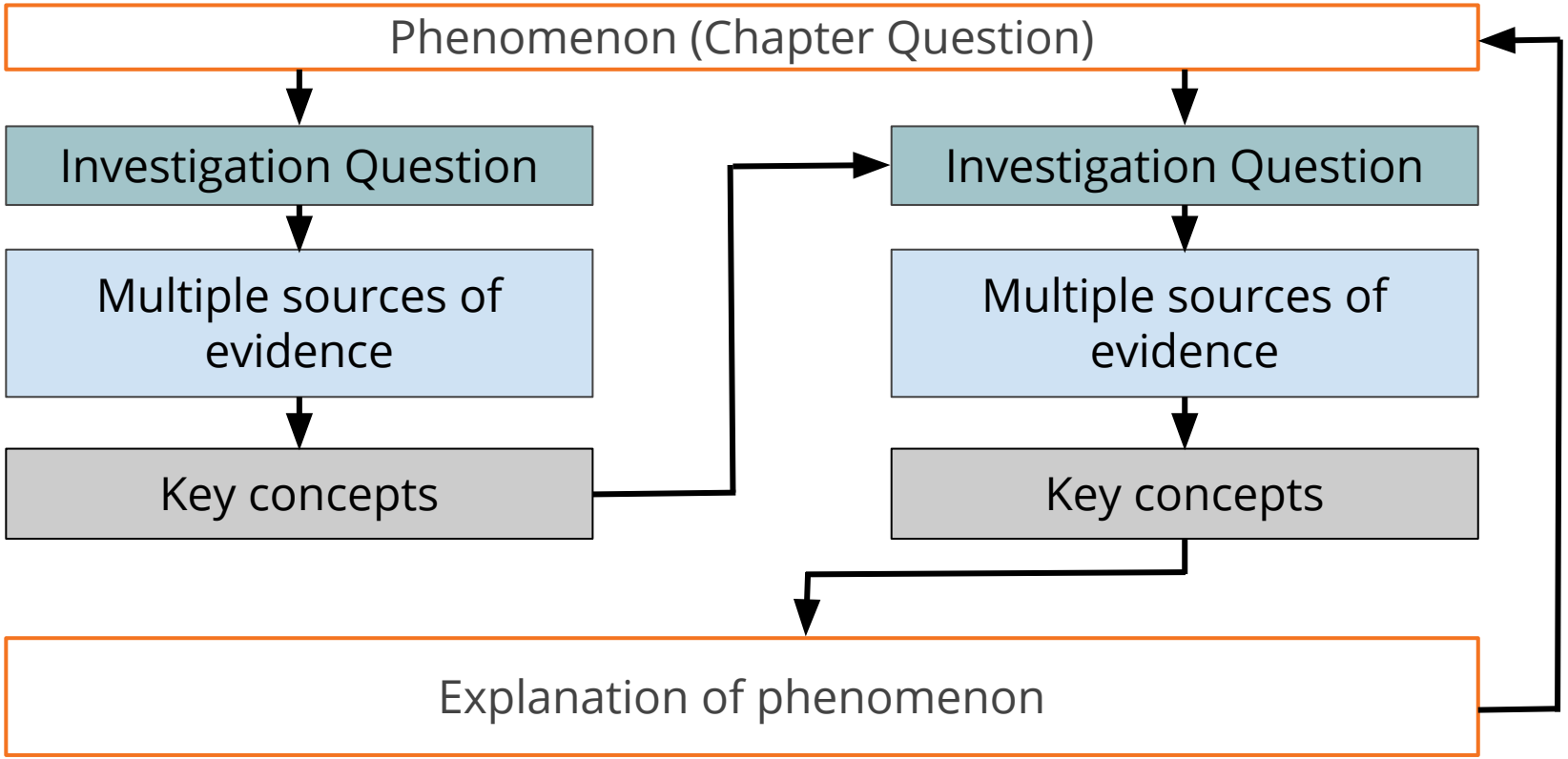
Multimodal learning

Gathering evidence over multiple lessons



Do,
Talk,
Read,
Write,
Visualize

Coherent storylines

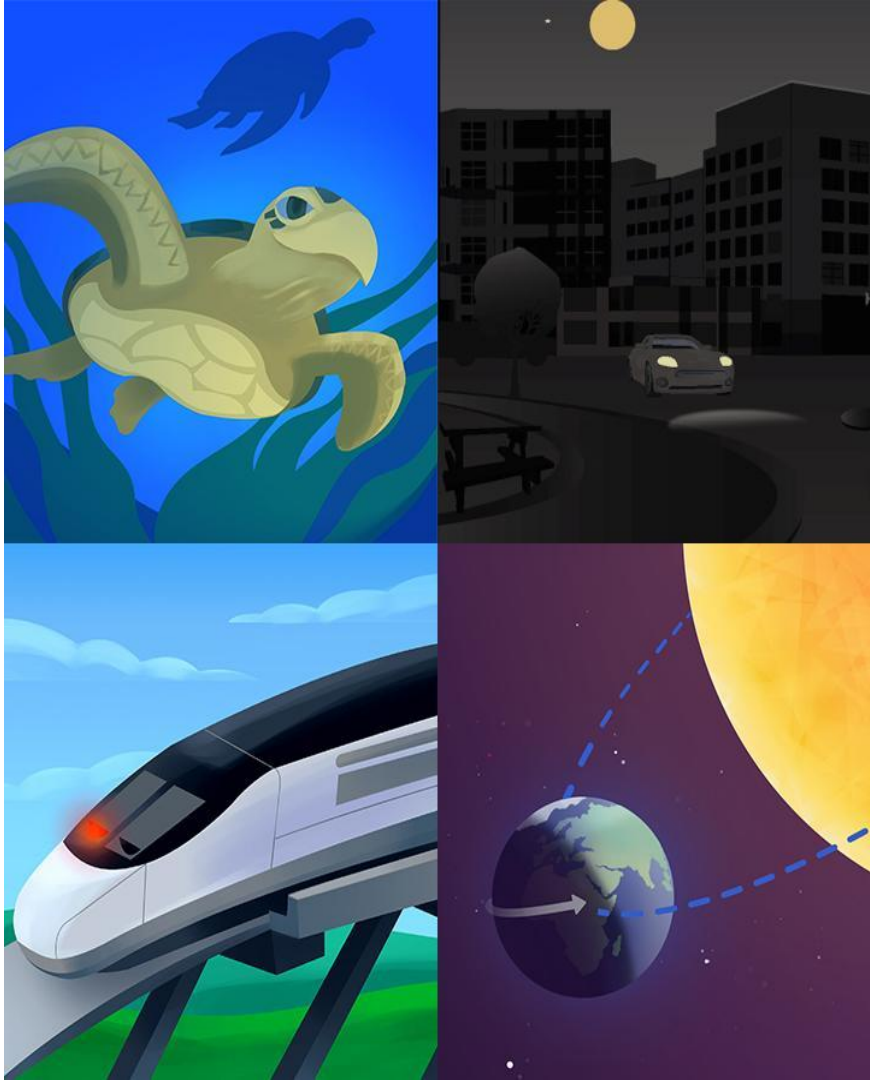


Opening reflection

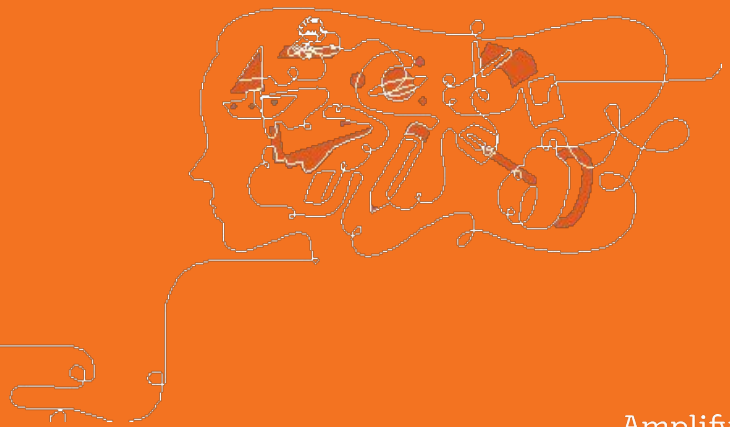
Stop and jot

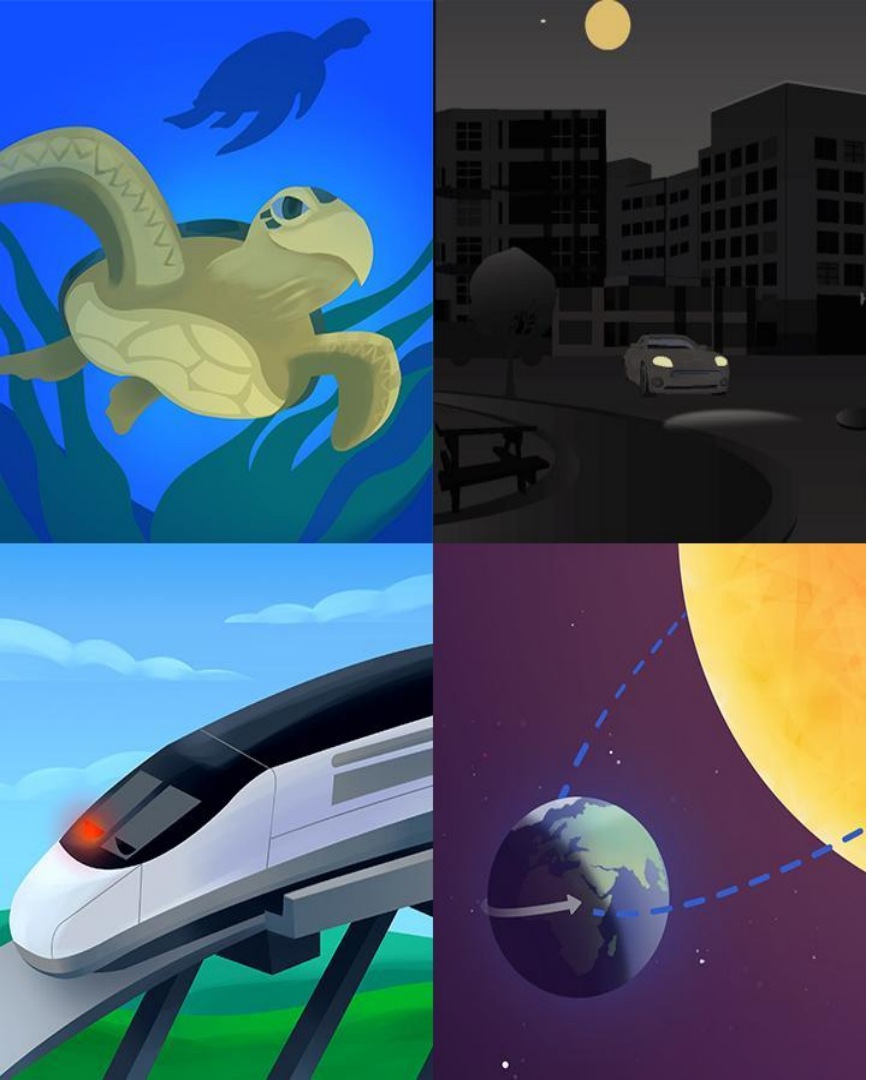
Amplify Science units are designed around **storylines**.

What does this mean for the **student experience**?



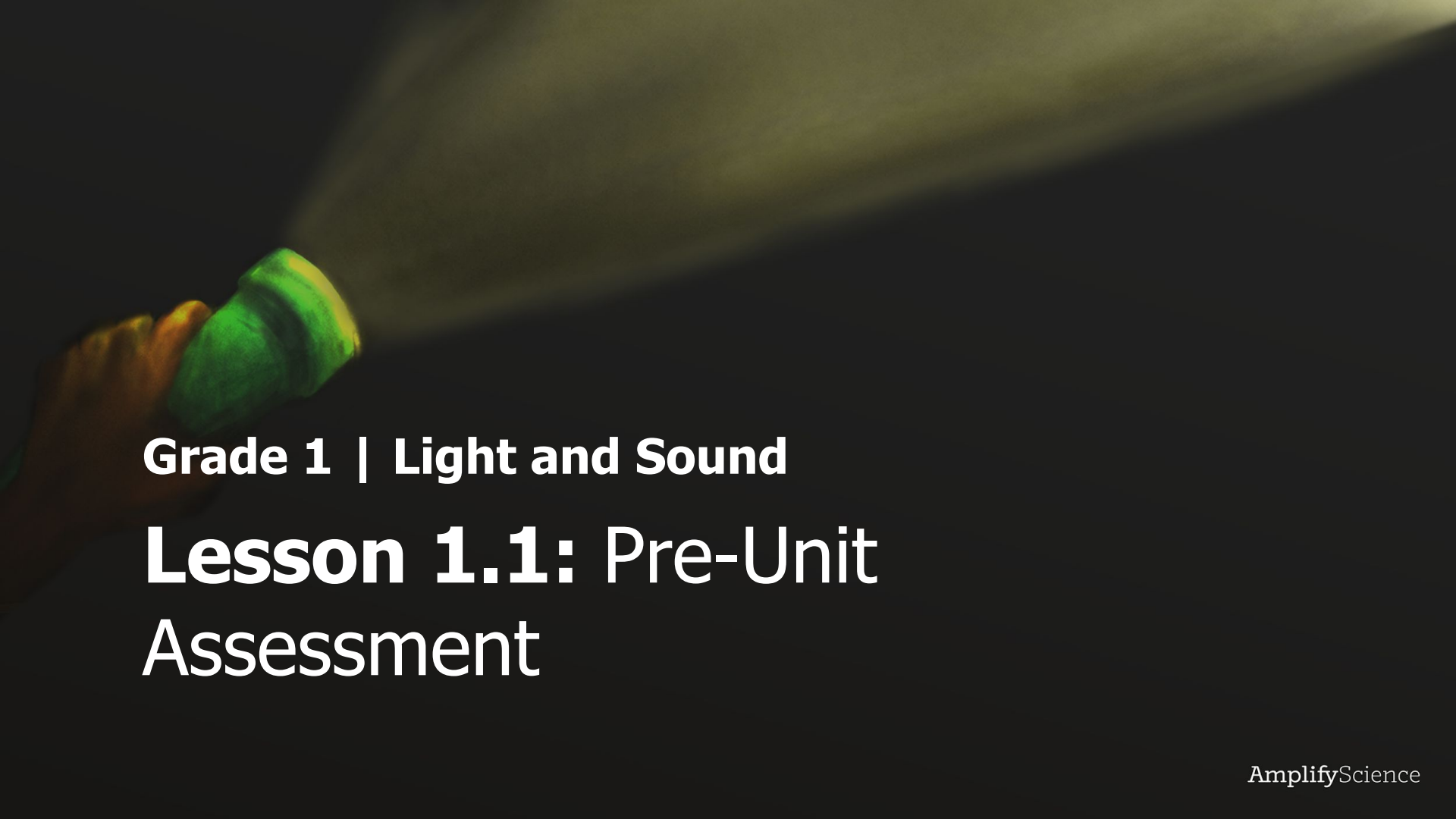
Questions





Plan for the day

- Welcome
- **Unit storyline**
  - Anchor phenomenon
  - Storyline summary
  - Break
  - Model activity
  - Evidence source analysis
  - Breakout groups
- Remote and hybrid resources
  - Reviewing the resources
  - Collaborative planning
- Reflection and closing



Grade 1 | Light and Sound

Lesson 1.1: Pre-Unit Assessment

AmplifyScience

15 MIN

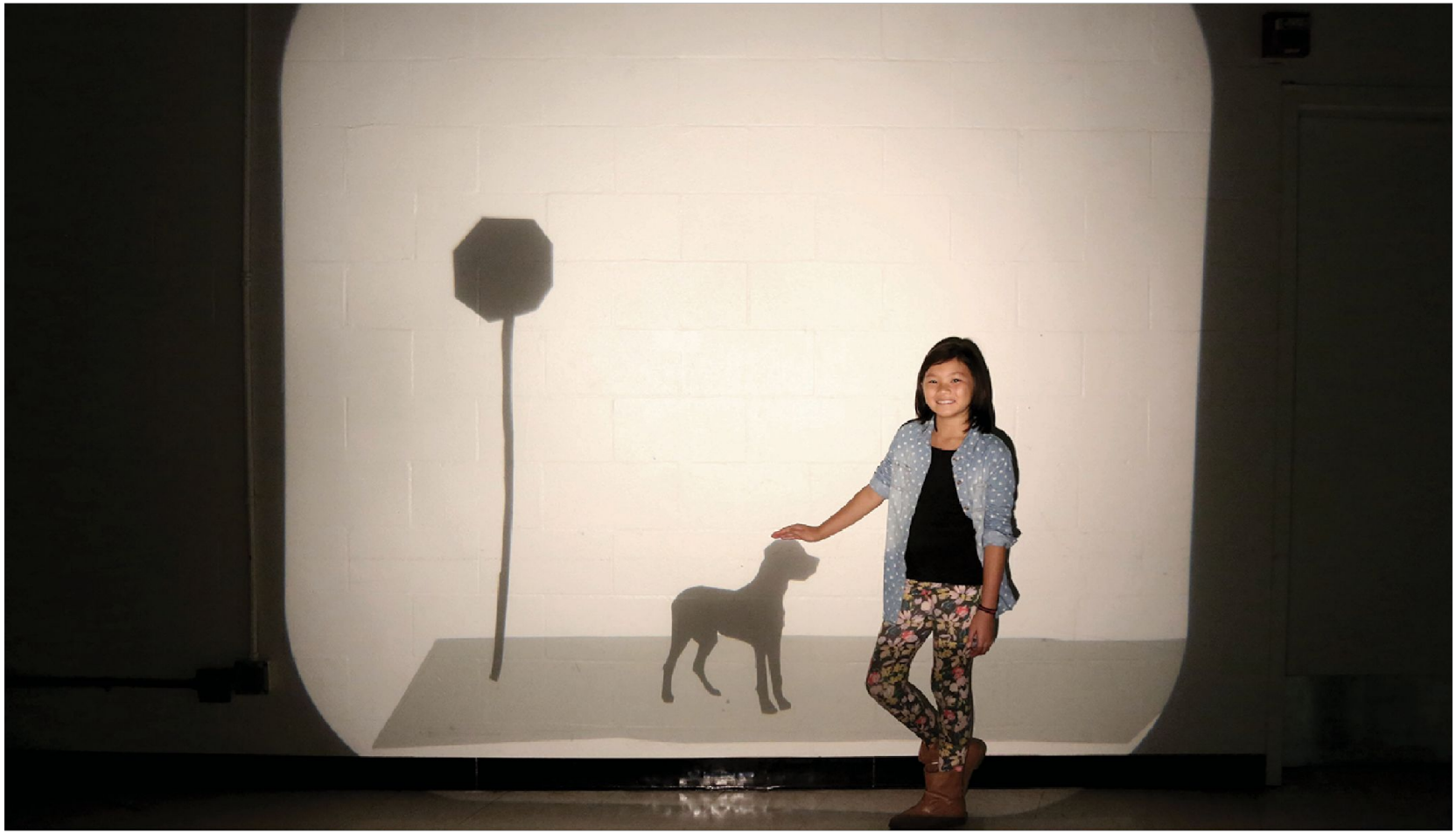
Activity 1

Leading a Pre-Unit-Assessment Conversation

We will start learning about **light and sound**.

We will be **engineers** who work with light and sound. Today we will learn what light and sound engineers do.

Let's get ready by **observing** some pictures and describing what we notice.



What was the **same** in all of the pictures we just observed?

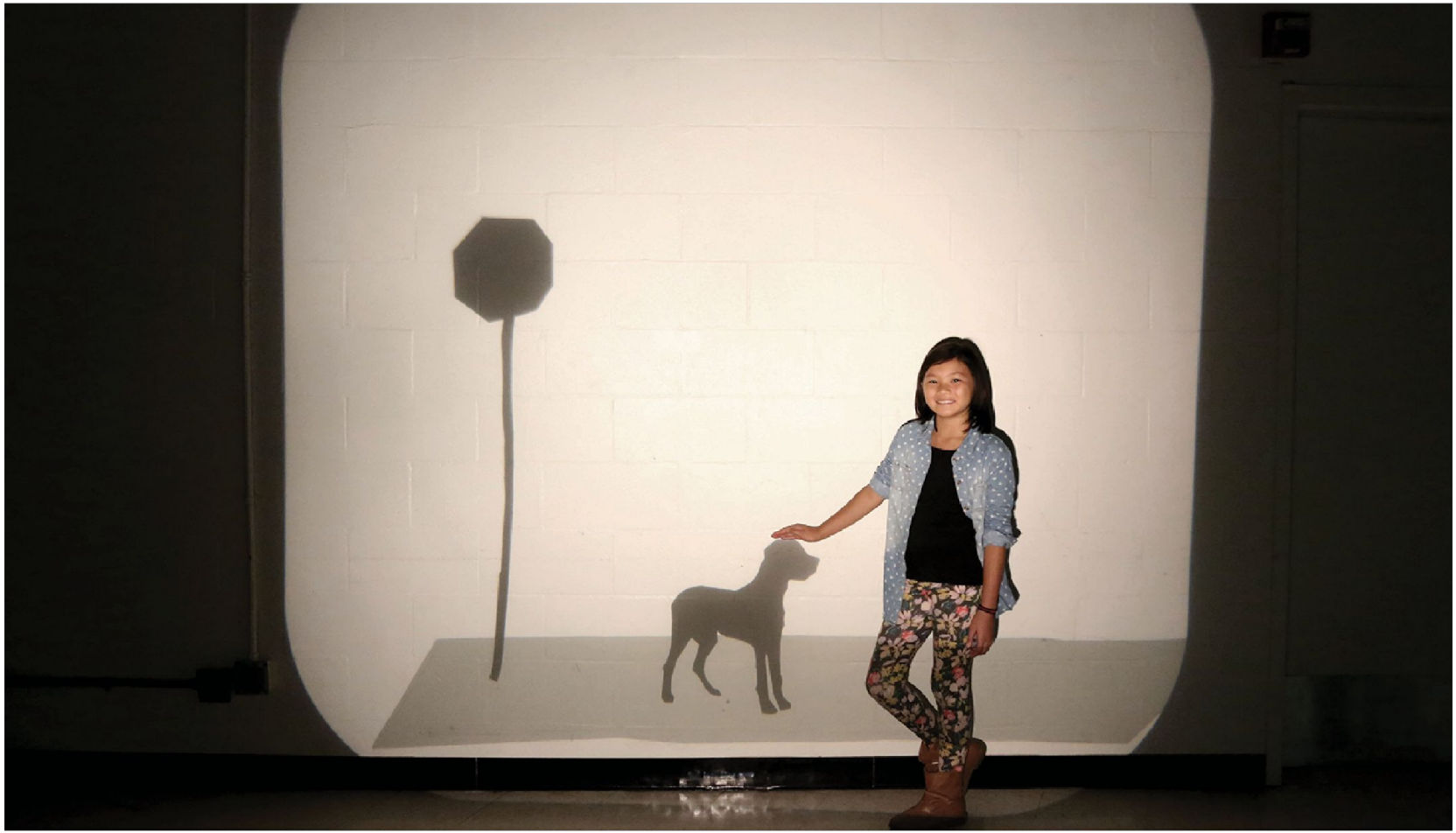
Scientists and engineers **ask questions**. Sometimes, new questions come from their **observations**.

The **bright areas** and **dark areas** in each picture make me wonder something new: **Why do some areas look bright and other areas look dark?**

What do you wonder about these images? What questions do you have about them?

Let's think about what we know about how **brighter** and **darker areas** on a surface might be made.

We will look at one of the pictures again. It shows brighter and darker areas on a wall. We will **discuss our ideas** about why some areas are brighter and some areas are darker.



We looked at **brighter** and **darker areas** in a picture and talked about how they were made.

Let's look around our classroom and think about **why** some areas are bright and some areas are dark.

Walk around the room and look for **bright and dark areas**.

Talk to your partner about **why** the areas you find are bright or dark.

10 MIN

Activity 2

Introducing the Context of the Unit

A **puppet-theater company** has come to us with a **problem** that they think we can **solve** by using **light and sound**.

Their puppet shows use many heavy parts that are difficult to carry around. They are hoping that we can figure out how to **use light to make a picture on a wall** instead.

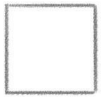
Let's look at a picture of their puppet shows and talk about what we notice.

A **scene** is the **background** of a play or a puppet show.

The puppet-theater company wants us to create a scene using light.

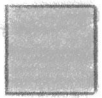
Puppet Scene Design Goals

- The scene should have a <u>bright</u> area.



- The scene should have a <u>dark</u> area.

- The scene should have a <u>medium bright</u> area, between bright and dark.



This chart shows our **design goals**.

The puppet-theater company asked us to make scenes that create **three different areas** on the wall.

Unit Question

How do we make different parts of a surface brighter or darker?

People depend on the **solutions** engineers make, like the examples we saw today. Engineers are people who use what they know to make things to solve problems.

We will work like **engineers** as we help the puppet-theater company solve their problem.

End of Lesson

THE LAWRENCE HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

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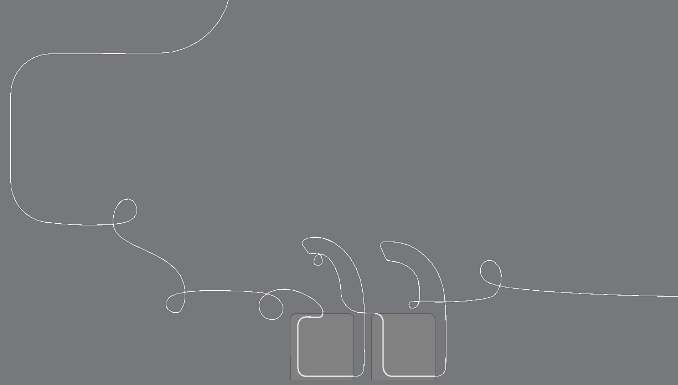


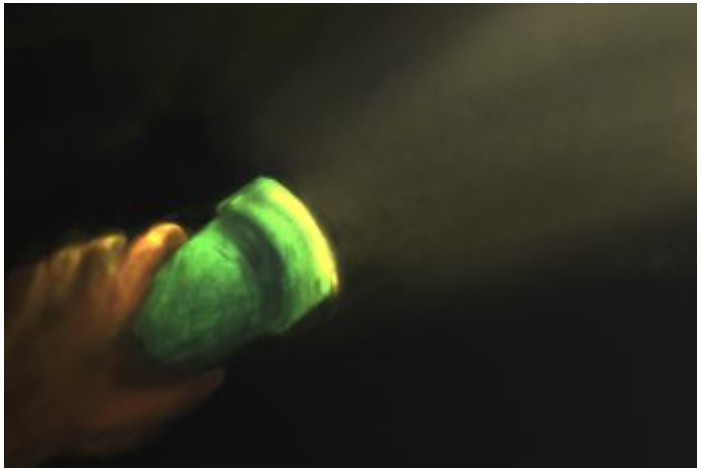
Explaining the phenomenon piece by piece

Light & Sound storyline

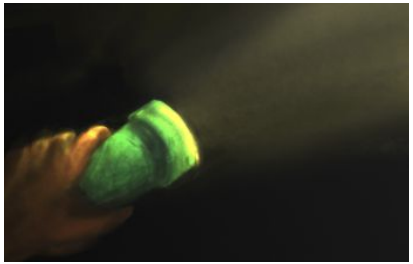
Look for

As you listen to the storyline summary, **consider the student experience.**

What will it be like for students to work through the unit storyline?



Light & Sound
Chapter 1

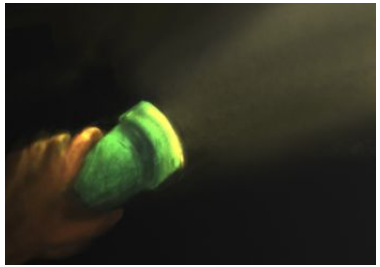


Chapter Question: How do we make brighter or darker areas?

Explanation: Without light, we cannot see. Light comes from a source and travels to a surface. Light from the source must be getting to the surface in order to make some parts of the surface look bright. If there is no light source, a surface looks dark.

Light & Sound

Chapter 2



Chapter Question: How do we make a dark area in a bright puppet show scene?

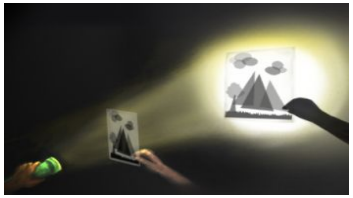
Explanation: A dark area is the result of putting an object between a light source and a surface. When an object blocks a light source, the surface behind the object looks darker. This dark area is called a shadow.

Light & Sound
Chapter 3

Chapter Question: How do we make bright, medium bright, and dark areas in a puppet show scene?

Explanation: Different materials let different amounts of light pass through. Bright areas are the result of all or almost all the light passing through an object and reaching a surface. This happens if there is no object or if the object is transparent. Medium bright areas result when only some of the light passes through and reaches the surface. Dark areas happen because no light passes through an object. Light is blocked, so the surface looks dark.

Light & Sound
Chapter 4

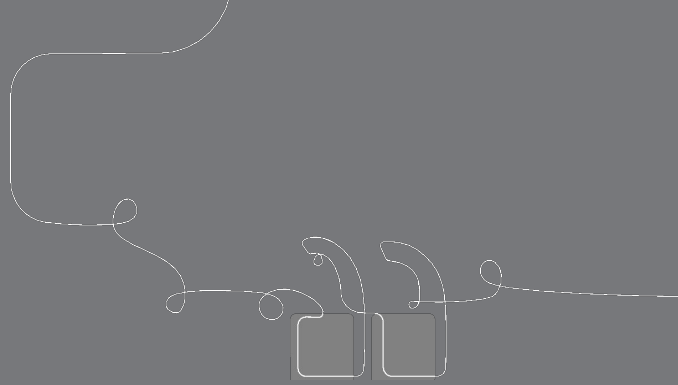


Chapter Question: How do we design a sound source to go with a puppet show scene?

Explanation: Sound has a source, just like light does. Sound is made when an object vibrates. The object that vibrates is the source of the sound. Like light, sound also travels. Sound travels from the source to our ears. You can start and stop sound by starting and stopping the vibration of an object.

Would you like to add anything to your opening reflection?

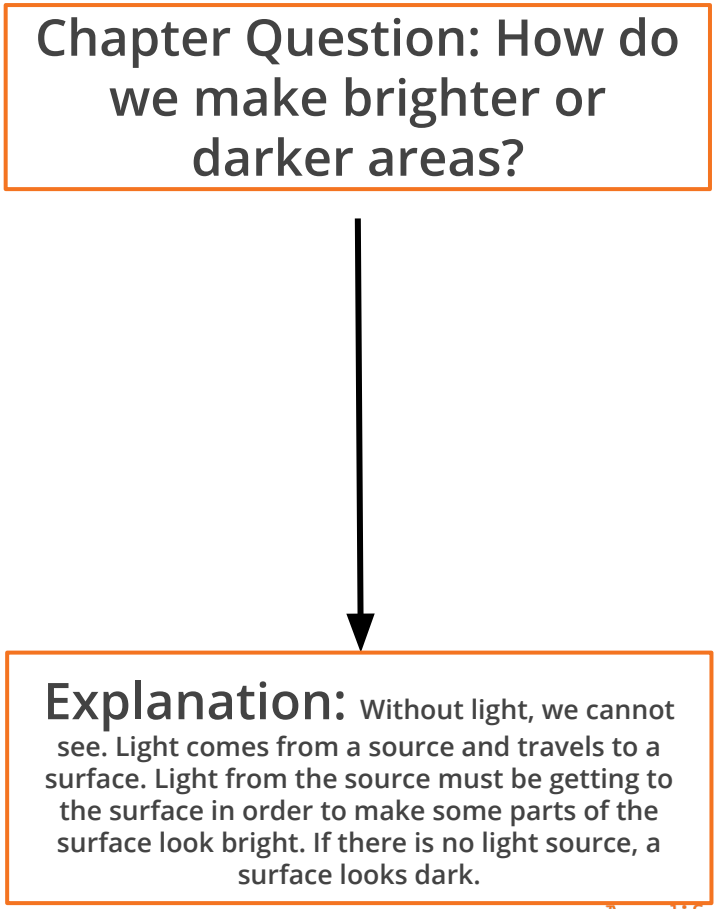
Make any updates, then take a break!



Welcome back

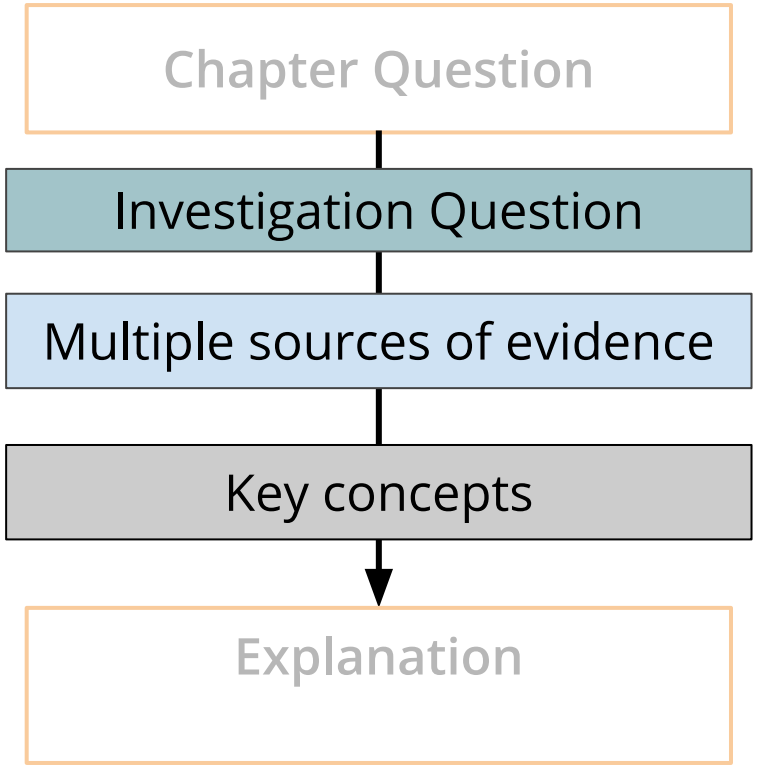
Please respond in the chat

How do students get from the **question** at the beginning of the chapter to the **explanation** at the end of the chapter in Amplify Science?



Constructing science knowledge

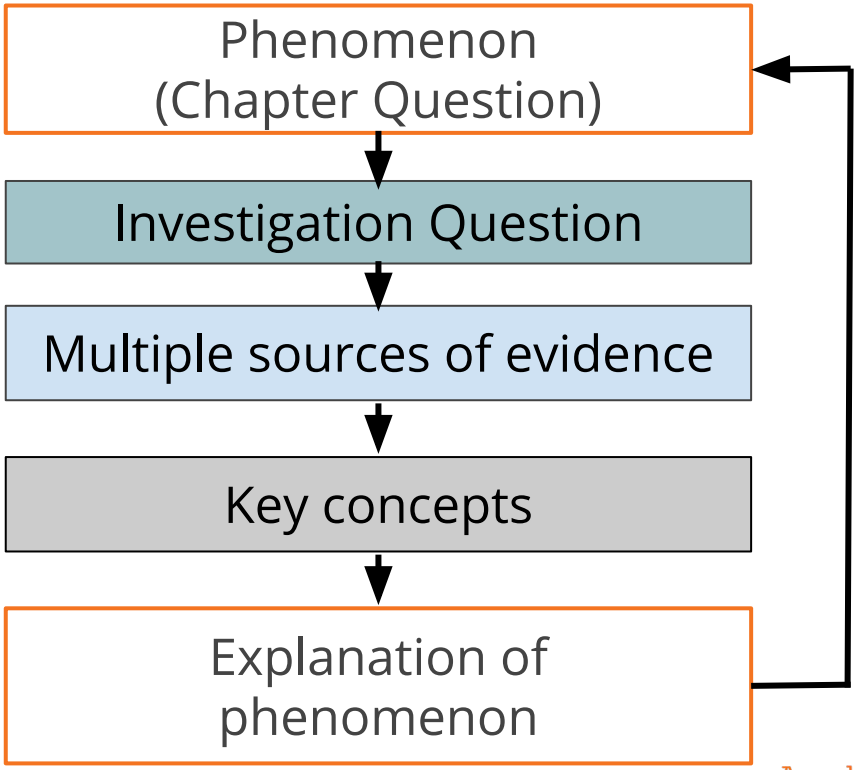
In order to progress through a unit storyline, students figure out general science ideas they can use to explain the phenomenon.



Coherence flowchart

Respond in the chat

Share your **prior knowledge** about the coherence flowchart, and how you've used it as a tool in your planning and teaching.



Light and Sound: Puppet-Theater Engineers

Unit Design Problem

Problem students work to solve

We want to make light and dark scenery for a puppet theater.
How can we use light to design shadow scenery for a puppet theater?

Chapter-level Anchor Phenomenon
Chapter 1 Question

Puppet show scenes have brighter and darker areas.
How do we make brighter or darker areas?

Investigative Phenomena
Investigation Questions

Some places are dark. Some places are bright. *What makes something look bright or dark? (1.2)*	Some surfaces are bright. Some surfaces are dark. *Where does the light come from that makes surfaces look bright or dark? (1.3-1.4)*	Some surfaces are bright. Some surfaces are dark. *What makes a surface look bright or dark? (1.5) (Revised from 1.2)*

Evidence sources and reflection opportunities

• Browse *Engineering with Light and Sound* reference book (1.1)
• Explore how to make the classroom completely dark (1.2)
• Observe a video of a very dark cave (1.2)
• Read *Can You See in the Dark?* (1.2)
	• Search for light sources around the school in a Light Source Hunt (1.3)
	  ○ Write about light sources (1.4)
	  ○ Revisit Can You See in the Dark? (1.4)
	• Practice using cause and effect to explain everyday scenarios (1.4)
	• Use Explanation Language Frame to explain bright areas in Can You See in the Dark? (1.4)
		• Investigate how to make surfaces look bright (1.5)
		• Diagram light making a surface bright (1.5)

Key concepts

• Light makes things look bright. (1.2) • You need some light to see. (1.2)	• All light comes from a source. (1.4)	• When light from a source gets to a surface, the surface looks bright. (1.5)

Application of key concepts to problem

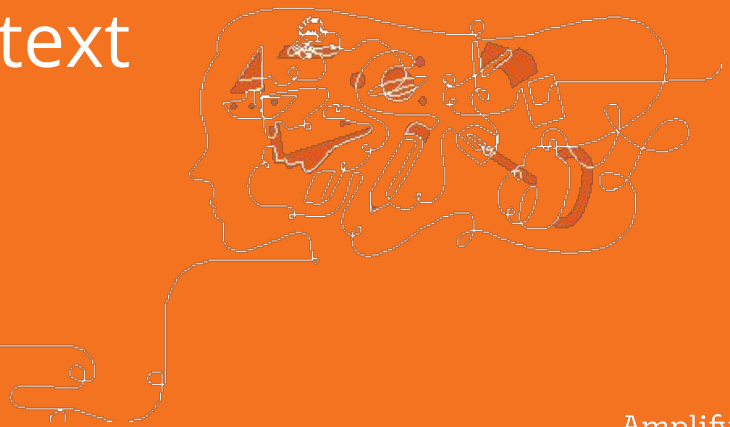
- Use Explanation Language Frame to explain bright and dark areas (1.5)
- Shared Writing to explain the Chapter 1 Question (1.5)

Explanation that students can make to answer the Chapter 1 Question

Without light, we cannot see. Light comes from a source and travels to a surface. Light from the source must be getting to the surface in order to make some parts of the surface look bright. If there is no light source, a surface looks dark.

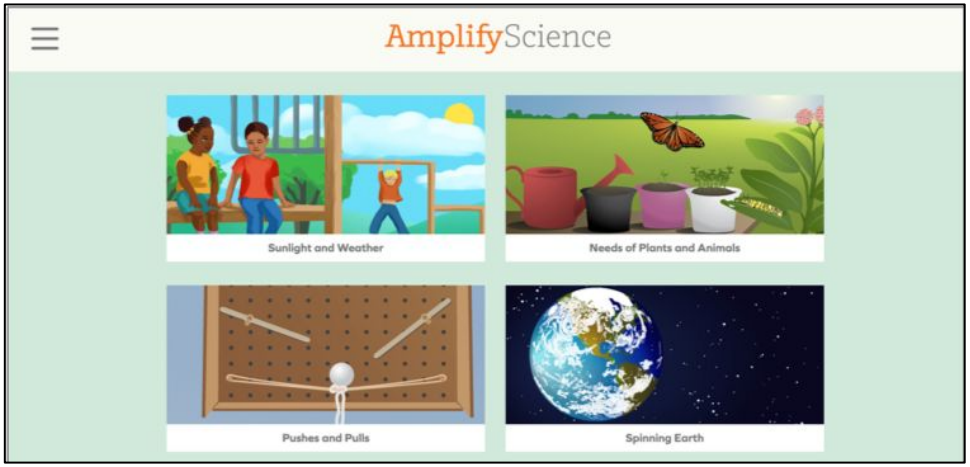
Example evidence source

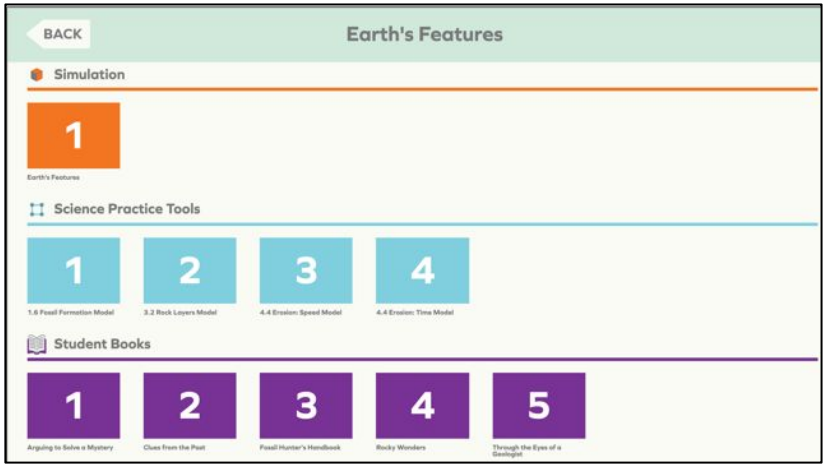
Model Lesson with text



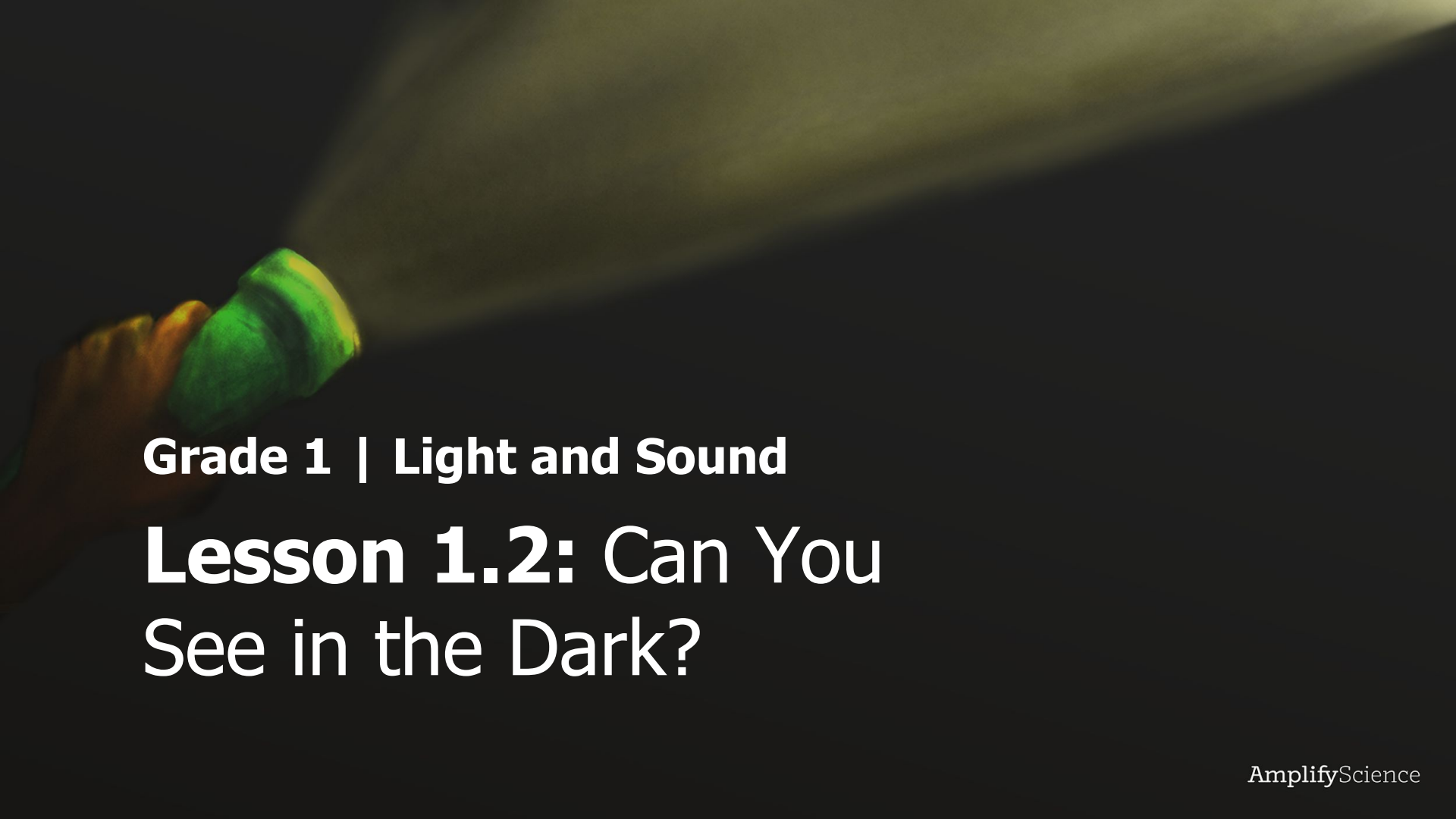
Students app page to access books

Elementary digital experience for students grades K-5 is through the student apps page:
apps.learning.amplify.com/elementary





Student volunteers



Grade 1 | Light and Sound

Lesson 1.2: Can You See in the Dark?

AmplifyScience

Activity 1

Reviewing Engineering Vocabulary

We use the word **problem** a lot. It has a lot of meanings.

The **puppet-theater company** has a problem. It is the type of problem **engineers** solve. When engineers talk about problems, they're talking about something someone wants or needs to do and cannot do.

What Engineers Do

This chart is a place where we can keep track of things that engineers do.

What Engineers Do

Find out about a problem.

One of the first things that engineers do is find out about a **problem.**

Let's talk more about the puppet-theater company's problem.

When engineers hear about a problem, they try to make a solution.

What do you think the puppet-theater company needs you to do?

Vocabulary

engineer

a person who makes something to solve a problem

15 MIN

Activity 2

Exploring How Dark It Can Get

Chapter 1 Question

How do we make brighter or darker areas?

Before we can make a **solution** for the puppet-theater company, we need to learn more about **light**.

In the last lesson, we saw pictures of different **light** and **dark** places.

Investigation Question:

What makes something look bright or dark?

Share **places** you know that are **very bright** and **places** you know that are **very dark**.

I wonder if you can see anything at all in a very dark place.

How could we make it **very dark** in our **classroom or homes?**

Try to Make It Very Dark

1.
Cup your hands over your eyes.

2.
Try to look at something on your table, like a crayon.

Let's discuss trying to make it completely dark.

Did you make it completely dark? What did you do to make it completely dark?

Scientists and engineers look for **evidence**. Evidence is information that helps you figure out an answer to a question.

Trying to make it dark in our classroom gave us some evidence to answer our question.

We will gather more **evidence** from a video.

Let's **share** what we **noticed**.

Then I'll play the video a **second time**, and we will pay attention to when the cave looks **dark,** and when it looks **bright**.

What was happening when the cave looked dark and when it looked bright?

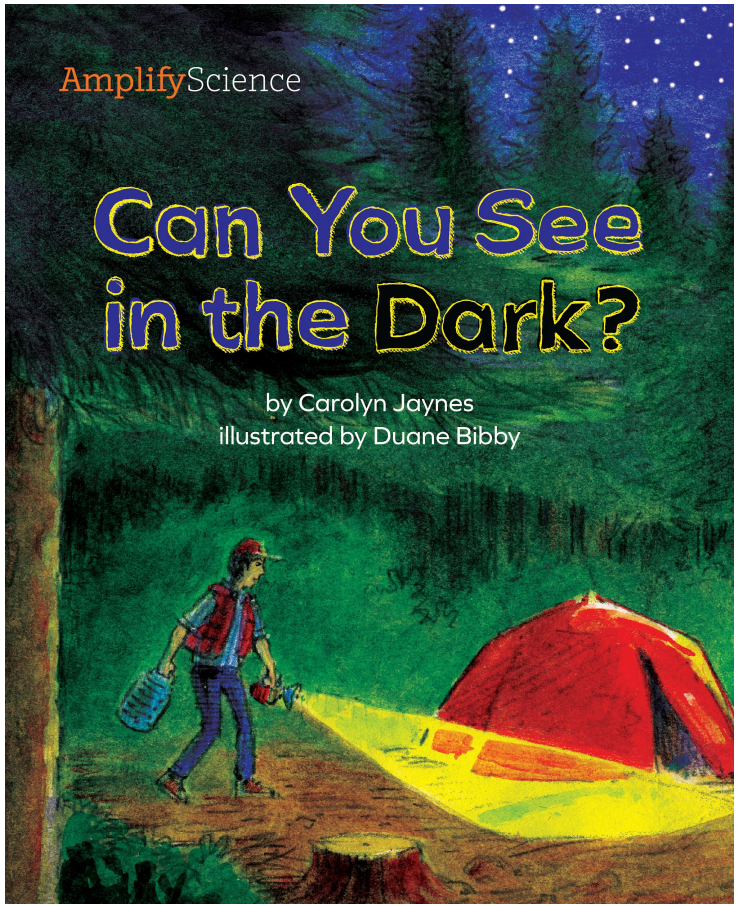
At first, the cave was **dark** and we could not see anything. When the person shined the **flashlight**, we could see things in the cave.

The video gave us more **evidence** about what makes something look bright or dark.

We will gather more evidence from a **book**.

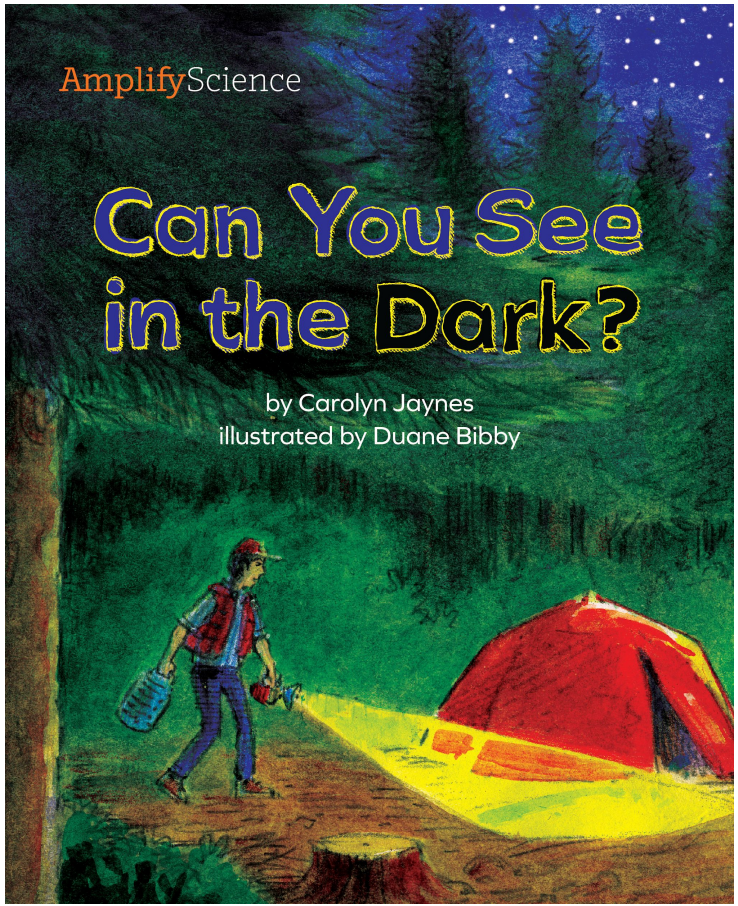
Activity 3

Reading: Can You See in the Dark?



We will read this book together and think about **what we wonder**.

We will **ask questions** and look in the book for **evidence** that helps us answer our questions.



This title is already a **question**. It makes me wonder, are there places so dark that you cannot see?

Let's talk about the **illustration** on the cover.

Can you see in the dark?

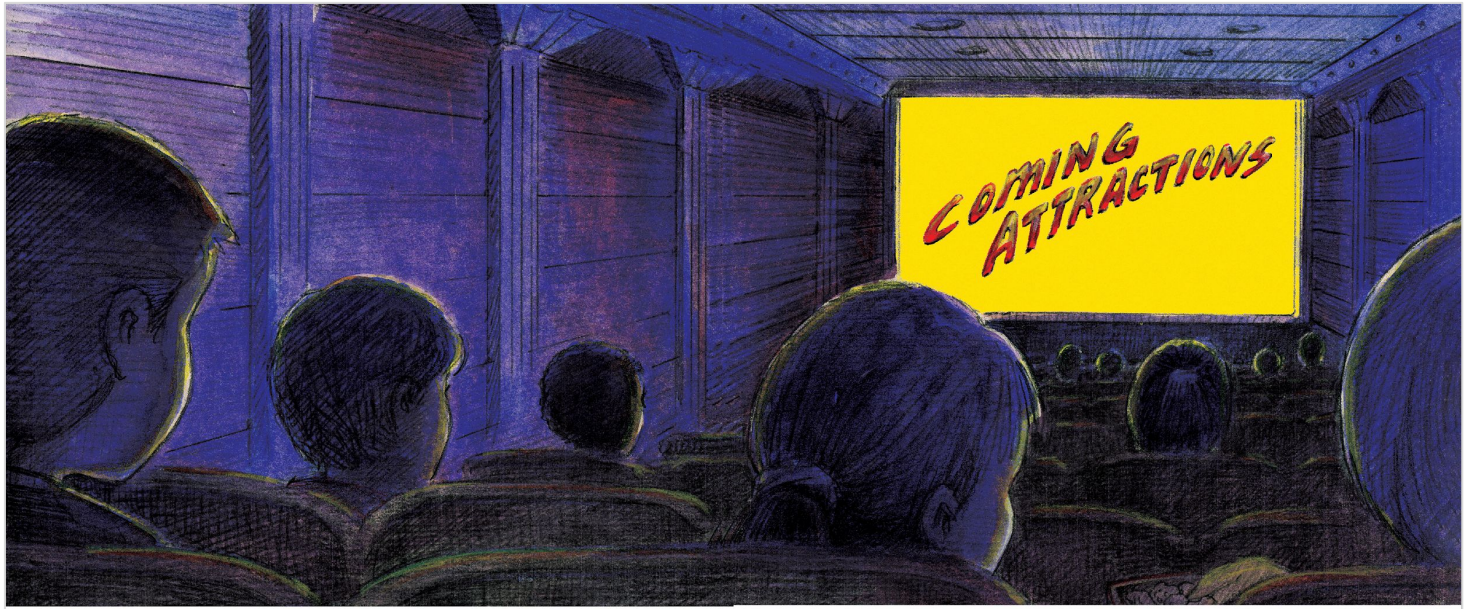
Do you need light to see?

To find the answer, you need **evidence**. And the only way to get the evidence you need is to find a place that's completely dark, with no light at all.

Think of some dark places. Can you see in those places? You can find your way to the bathroom after bedtime without turning on a light. You can see empty seats in a dark movie theater.

But are those places completely dark? Is there any light there at all?

3

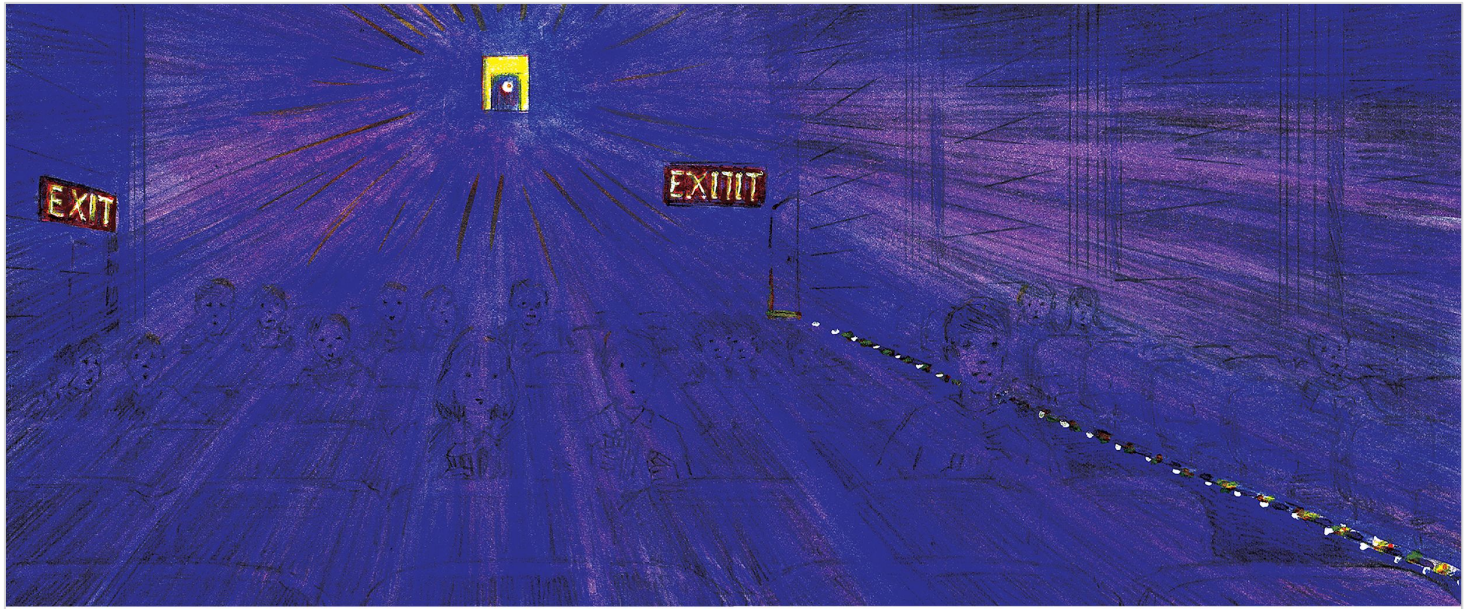


To find out whether you need light to see, you have to find a place with no light—none, nada, zero, zilch.

4

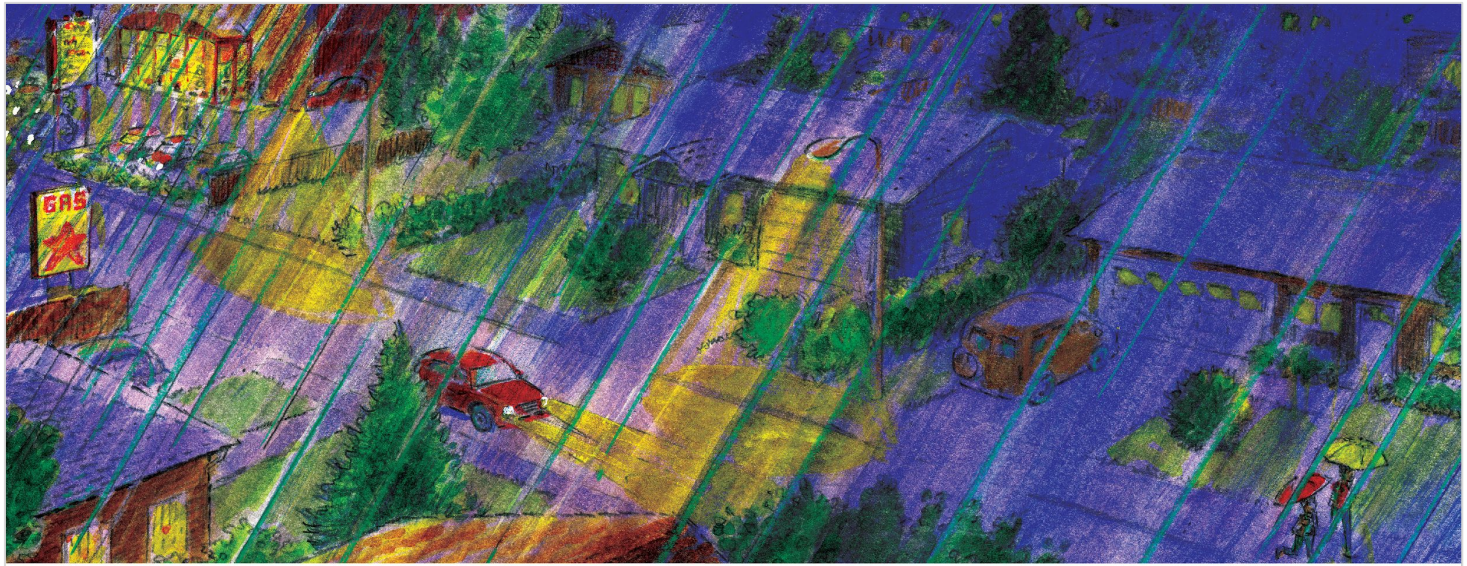
Think of a movie theater. You walk in after the movie starts. It is hard to see, but you can still find a seat. You can see a little bit. Is there any light in the theater?

5



What do you **observe**? You may see little lightbulbs on the floor next to the seats. Behind you, you can see light coming from the movie **projector**.

Light does not just float around. It has to come from somewhere. A place where light comes from is called a light **source**. The lightbulbs on the floor are a light source. The movie projector is also a light source.



Even though the movie theater seems dark, there is some light. The theater is not completely dark. You don't have the evidence you need yet. To find out whether you need light to see, you have to find someplace darker to observe.

You walk out of the theater. It is a rainy night. Is it completely dark? Can you find any light?

8

On the walk home, you notice light from many sources: streetlights, car headlights, and the glowing sign at the gas station. You can see, but that is not evidence that you can see in the dark. It is nighttime, but it is not completely dark!

9

Think of a darker place. You can go camping in the middle of the woods, where there are no streetlights or headlights.

Is it completely dark? Can you find any light?

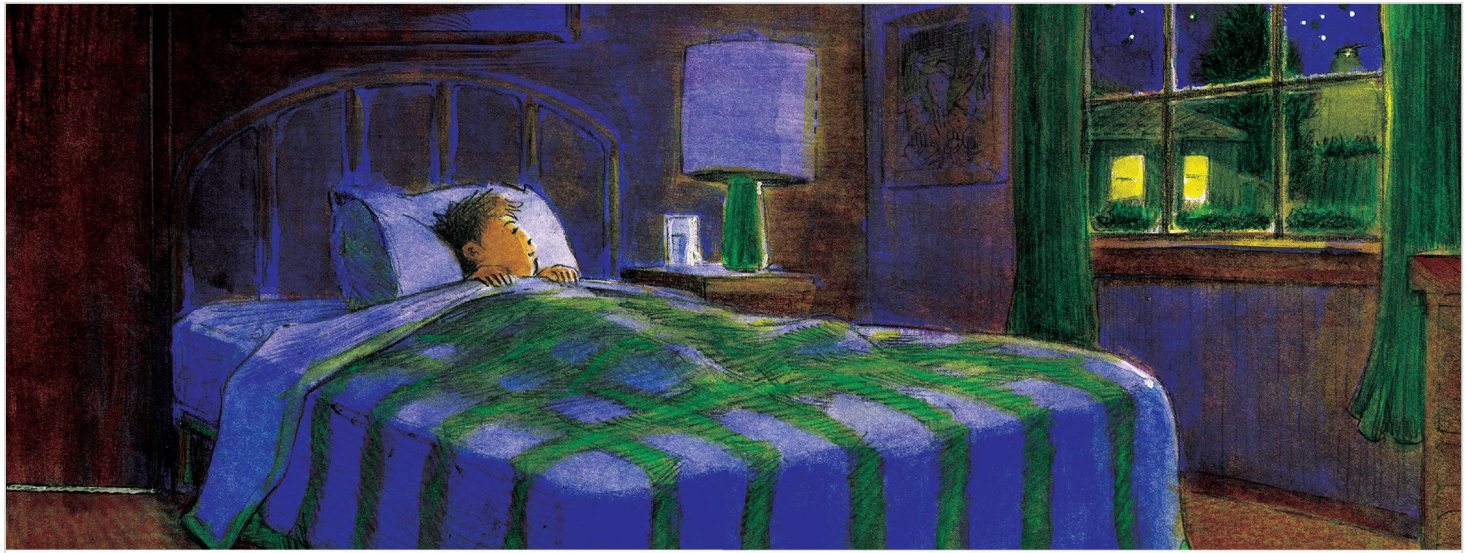
Yes, the campfire is a source of light! Your flashlight is a source of light, too.

When the fire goes out and you turn off the flashlight, it gets much darker.

Is it completely dark? Can you find any light?

Look up in the sky. What do you observe? Up there are thousands of light sources: the stars. Even in the middle of the forest at night, it is not completely dark. You cannot get the evidence you need to answer your question here.

What do you wonder about the **light** and the **dark**?

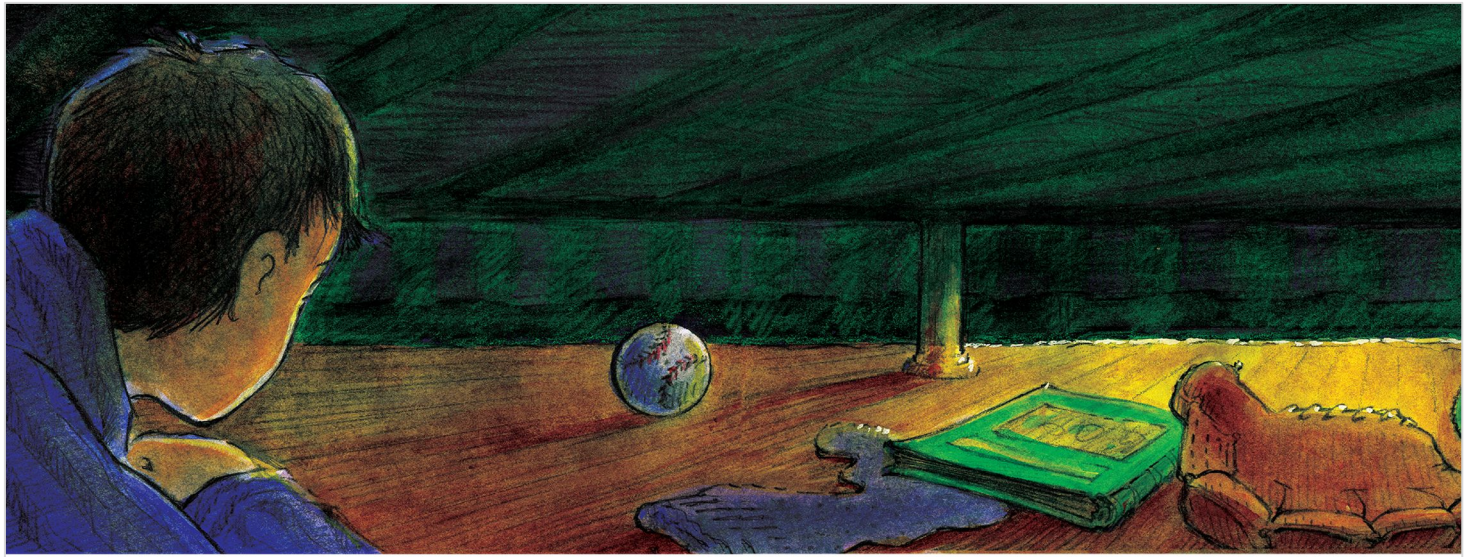


Back at home, your bedroom may seem completely dark when you turn off the lights.

Can you see? Maybe you see a glass of water on the table next to your bed. Maybe you can count the stripes on your bedspread.

Is it completely dark? Can you find any light?

You see some light from a streetlight and from the neighbors' house coming through the window. Your room is not completely dark after all. Being able to see in your bedroom at night is not really evidence that you can see in the dark.



Can you imagine a place that is completely dark, with no light from any source?

You crawl under your bed. You remember how dark it was under there when you played hide-and-seek.

Is it completely dark? Can you find any light?

In a few seconds, you start to see things. You can see a sock that has been missing for a month. Does this mean you can see in the dark?

You look around. Light from the neighbors' house and the streetlight outside your window is also getting under your bed. You have to find someplace darker.

You scramble into your closet and shut the door. "Yes," you think, "I found a place that is completely dark! No light is getting in here from any source!" You can just barely see your hand if you hold it in front of your face.

Is it completely dark? Can you find any light?

You notice a crack under the door, where light from outside is getting in. You still don't have the evidence you need. You still cannot prove whether or not you need light to see.

A few days later, you go on a field trip to a cave. The tour guide leads you into the cave. It is dark in here—really dark.

Deep in the cave there is no light from the sun. This may be the perfect place to **test** whether you can see in the dark.

The tour guide is talking about how caves are formed. But you are wondering how dark the cave could get. You finally get a chance to ask. The tour guide says, "I'll show you. I'm going to turn off the lights for a minute."

She turns off the lights, and everything is black. You look around for sources of light, but you do not see any. In fact, you cannot see anything at all. Just to be sure, you wait . . .

. . . and wait . . . but you never see anything.

A smile crosses your face. None of your classmates can see the smile, even though they are standing right in front of you. Still, you know the smile is there because you can feel it.

22

You finally have the evidence you need. You have found a place that is completely dark. There is no light from any source. It is completely dark, and you cannot see in the dark.

If you can see anything, it is because of light. You need light to see!

23

We have **evidence** that helps us figure out if you can see in the dark.

It was **completely dark** in the cave in the video, and it was completely dark in the cave we observed in the book.

There was **no light anywhere**.

10 MIN

Activity 4

Introducing the What We Know About Light Chart

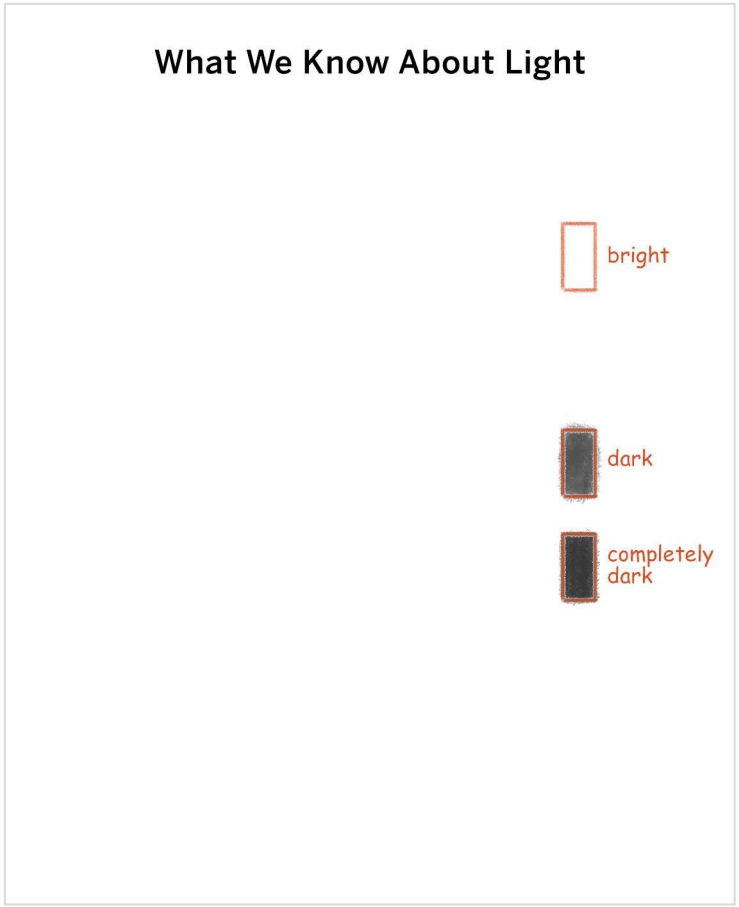
What We Know About Light

When scientists and engineers learn something new, their **science knowledge** changes.

We will use this **chart** to show what we learn.

What We Know About Light

Let’s talk about the different types of **places** we read about in the book.



Now the chart shows the three types of places. Let's think about our ideas.

What is the difference between **dark** and **completely dark**?

You finally have the evidence you need. You have found a place that is completely dark. There is no light from any source. It is completely dark, and you cannot see in the dark.

If you can see anything, it is because of light. You need light to see!

23

We read about needing light to see in *Can You See in the Dark?*

Investigation Question:

What makes something look bright or dark?

Key Concept

Light makes things look bright.

Key Concept

You need some light to see.

End of Lesson

THE LAWRENCE HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

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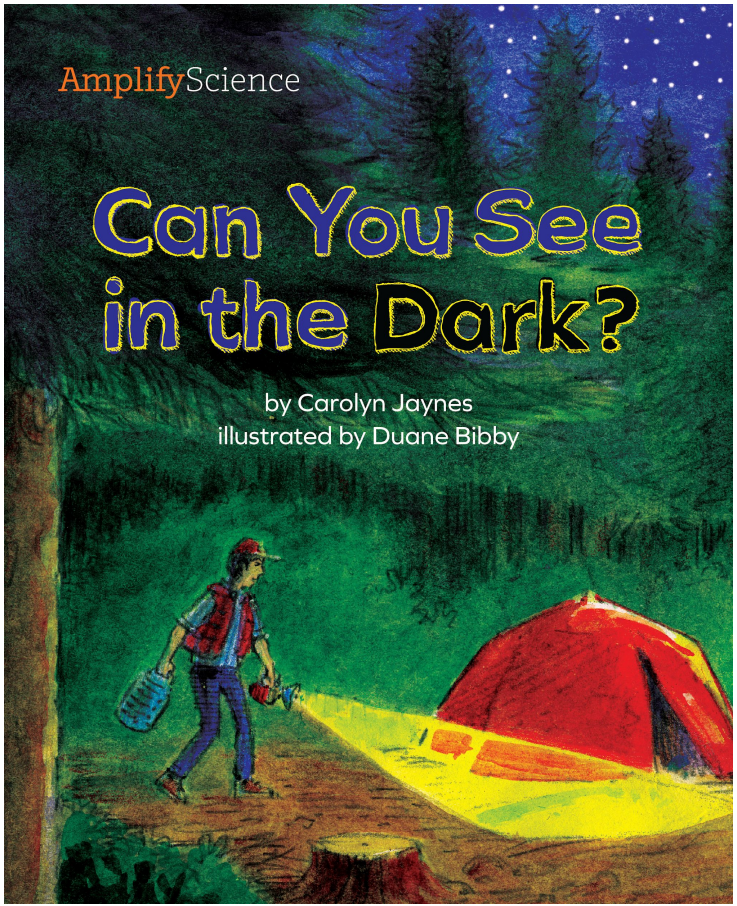
Evidence source analysis



Key Concept:

- Light makes things look bright.

Evidence source analysis

Please respond in the chat

How did reading and discussing this text help us build our understanding of these key concepts?

Key Concept:

- Light makes things look bright.

Evidence source analysis

Analyzing an activity within a chapter storyline

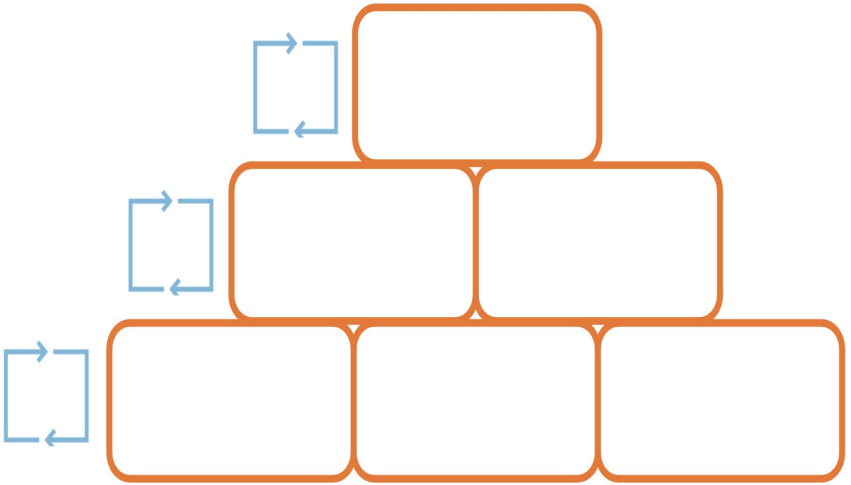
Reflecting on how an activity helps students **figure out key concepts** is a tool for planning to teach.

Resource	Useful for…
Lesson purpose *(in Lesson Brief or Classroom Slides title slide notes)*	Understanding what a lesson or activity is **designed to do for student learning**
Coherence flowchart	Considering how an activity **works together** with other parts of the chapter

Progress Build

Unit-specific learning progression

- Reflecting on where a lesson lies on the your unit's progress build is a tool for **planning** to teach, specifically for gauging student **understanding** throughout the units.
- Which **level** of the progress build does the **model lesson** align to?



Build increasingly complex explanations

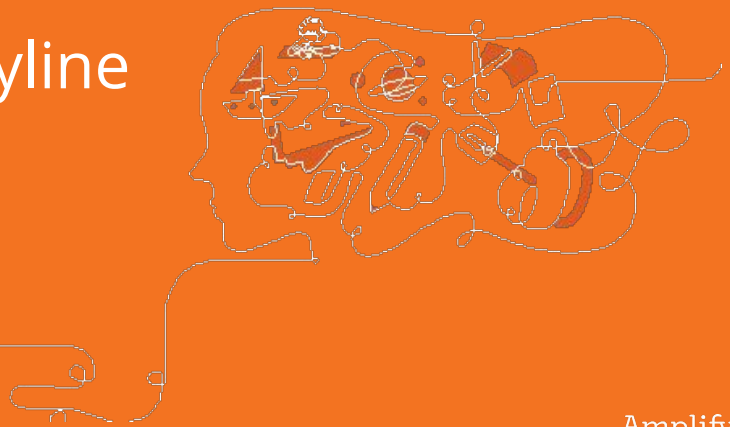
Evidence source analysis

Using evidence source analysis to prepare to teach

1. Read **lesson purpose** to consider the activity's role
2. Use the **coherence flowchart**:
    a. To analyze how it fits within the chapter storyline
    b. To consider the activity's modality and how it works with other activities (of other modalities)
3. As you plan for teaching, consider:
    a. What you'll emphasize during the activity, and what you'll expect students to do or say
    b. Implications for how you'll teach other activities in the chapter

Planning time

Chapter 2 Storyline

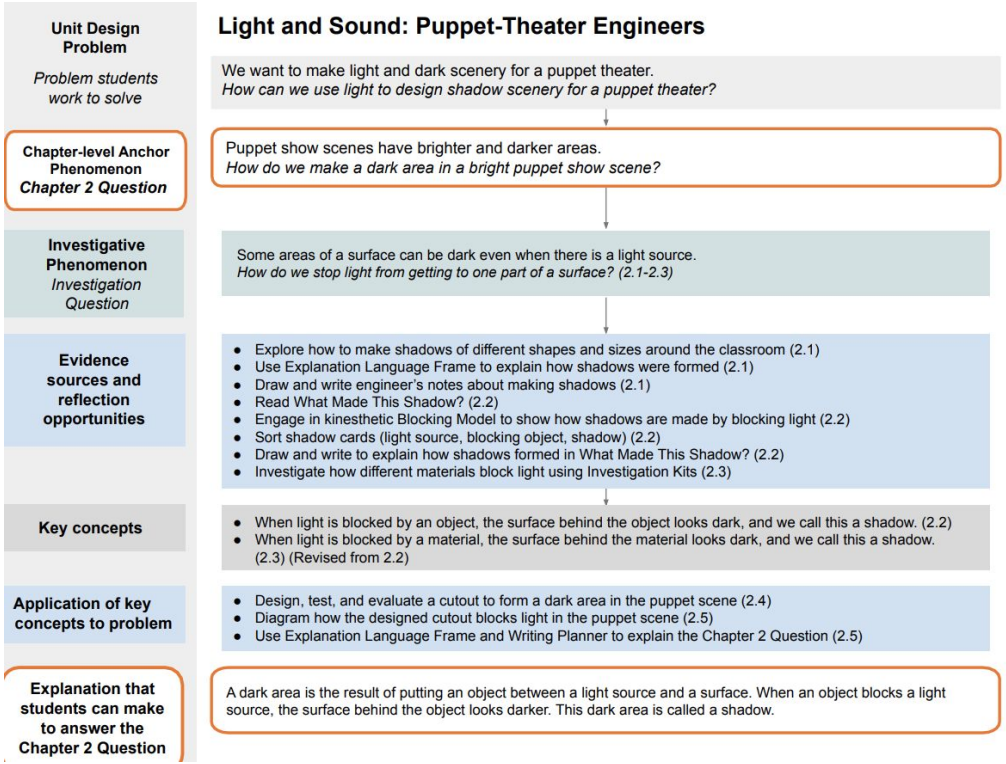


Breakout groups

Evidence source analysis

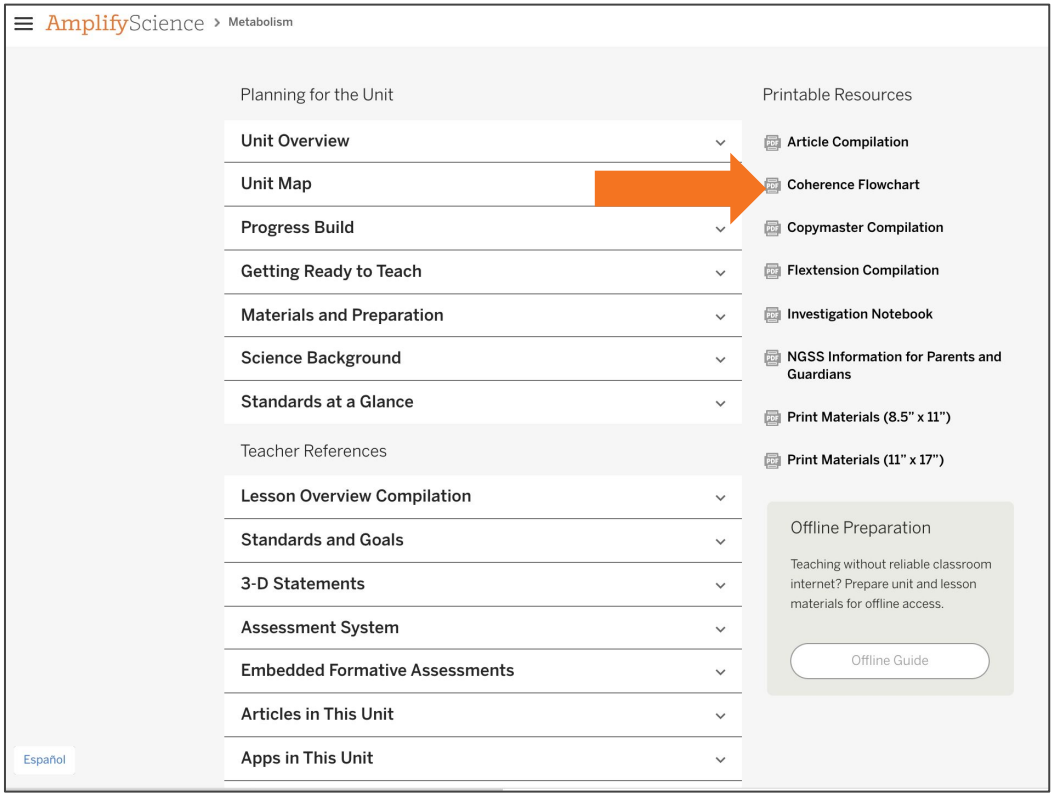
First, get familiar with the Chapter Question, Investigation Question, key concepts, and explanation.

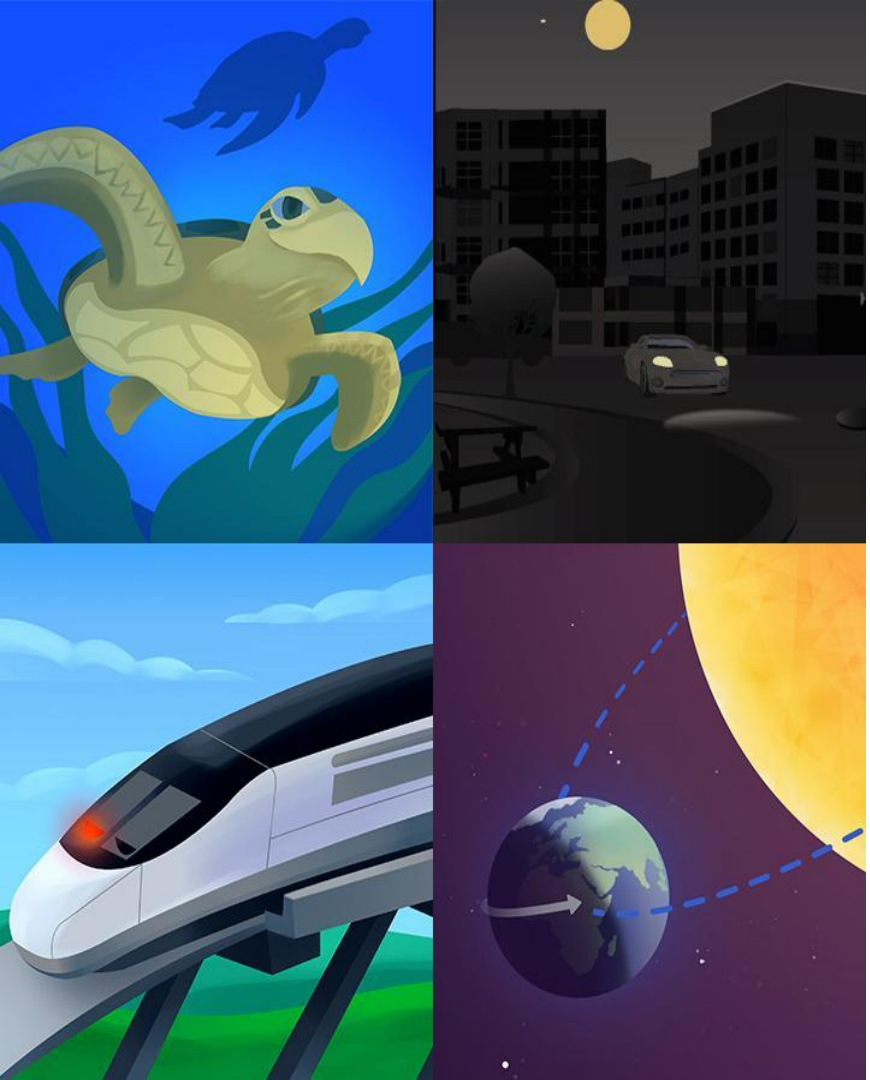
Then, choose one evidence source and analyze its role in the Chapter 2 storyline.



Navigate to your own coherence flowchart

1. From the Unit Landing Page, select **JUMP DOWN TO UNIT GUIDE**
2. Under Printable Resources, select **Coherence Flowchart**
3. Look over the coherence flowchart for **Chapter 1.**





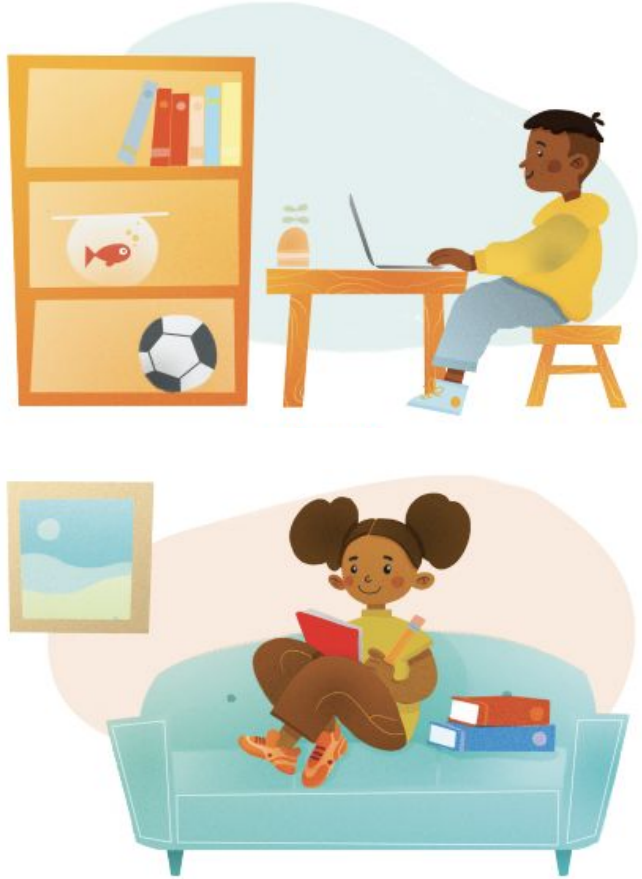
Plan for the day

- Welcome
- Unit storyline
  - Anchor phenomenon
  - Storyline summary
  - Break
  - Model activity
  - Evidence source analysis
  - Breakout groups
- **Remote and hybrid resources**
  - Reviewing the resources
  - Collaborative planning
- Reflection and closing

Amplify Science@Home

A suite of resources that...

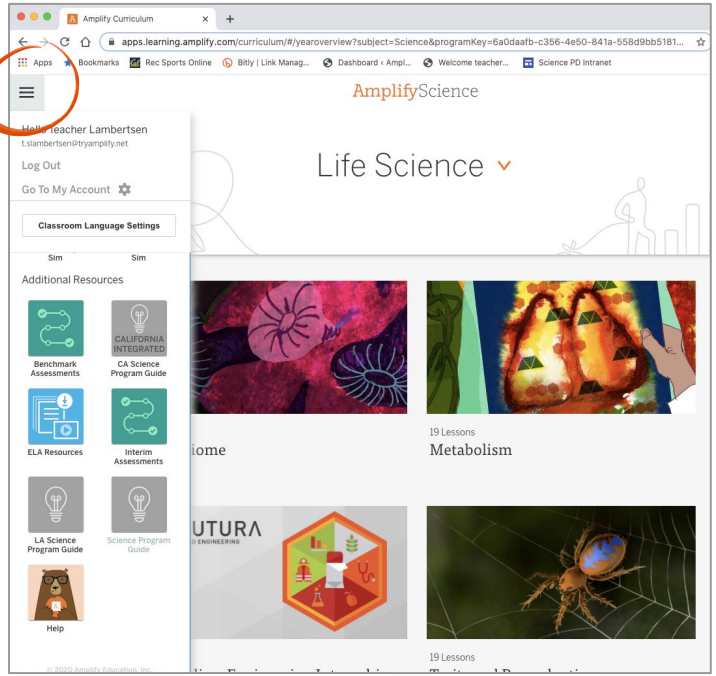
- Are designed for students to complete independently
- Require no materials except a pencil and paper
- Include digital and print-only options
- Can be leveraged in a variety of remote and hybrid instructional formats



Amplify Science Program Hub

A new hub for Amplify Science resources

- **Videos and resources to continue getting ready to teach**
- Amplify@Home resources
- Keep checking back for updates



Selecting @Home resources

Questions to consider

- How much **time** do students have to learn science in the upcoming school year?

- Do your students have **access to technology** at home, or do you need a **print-only solution**?

Amplify Science@Home

@Home Units

- Packet or slide deck versions of Amplify Science units condensed by about 50%

@Home Videos

- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers

Selecting @Home Units

You might use this resource if...

- You have **less instructional time** for science than you normally would
- You need a solution for remote, asynchronous student learning some or all of the time

Two options for student access	
For students with consistent access to technology at home, use **@Home Slides**	For a print-only option, use **@Home Packets**

@Home Units example use case

Remote Asynchronous Model: Students work flexibly through content

Monday-Thursday

Assign @Home Lessons 1-2 (Packets or Slides)

Friday

Students submit work product through email, or by writing on paper and texting the teacher a photo of their work

@Home Units example use case

Hybrid Model: Teach live during in-person time





Monday-Tuesday

Remote

Assign: @Home Lesson 1 (Packet or Slides)

Wednesday

In-person

Teach: @Home Lesson 1: Ideas for synchronous or in-person instruction

Thursday-Friday

Remote

Assign: @Home Lesson 3 (Packet or Slides)

Selecting @Home Videos

You might use this resource if...

- Your students have **access to internet-connected devices** at home
- You have **about the same amount of instructional time** for science as you normally would
- You need a solution for remote, asynchronous student learning some or all of the time

@Home Videos example use case

Hybrid Model: Teach live during in-person time

Monday

Remote

Assign: Lesson 1.1 Video

Tuesday

In-person

Teach: Lesson 1.2 live

Wednesday

Remote

Assign: Lesson 1.3 Video

Thursday

Remote

Assign: Lesson 1.4 Video

Friday

In-person

Revisit: hands-on or discourse-based activities the week's lessons

@Home Videos example use case

Remote Synchronous Model: Discussions during online class

Monday

Asynchronous

Assign: Lesson 1.1 Video

Tuesday

Asynchronous

Assign: Lesson 1.2 Video

Wednesday

Synchronous

Teach: Lead class discussion to review key ideas from 1.1 and 1.2

Thursday

Asynchronous

Assign: Lesson 1.3 Video

Friday

Asynchronous

Assign: Independent written reflection about week's lessons

Navigating to @Home resources

PLS models locating @Home resources live by navigating to the Program Hub (Teacher’s Guide -> Global Navigation -> Additional Resources -> Program Hub -> Teacher -> Amplify Science@Home)

Model locating @home resources

Breakout groups

Discussing the resources

Consider **challenges and successes** you are currently experiencing with remote & hybrid learning.

How might you use the @Home resources?

What are your **next steps**?

Individual planning considerations

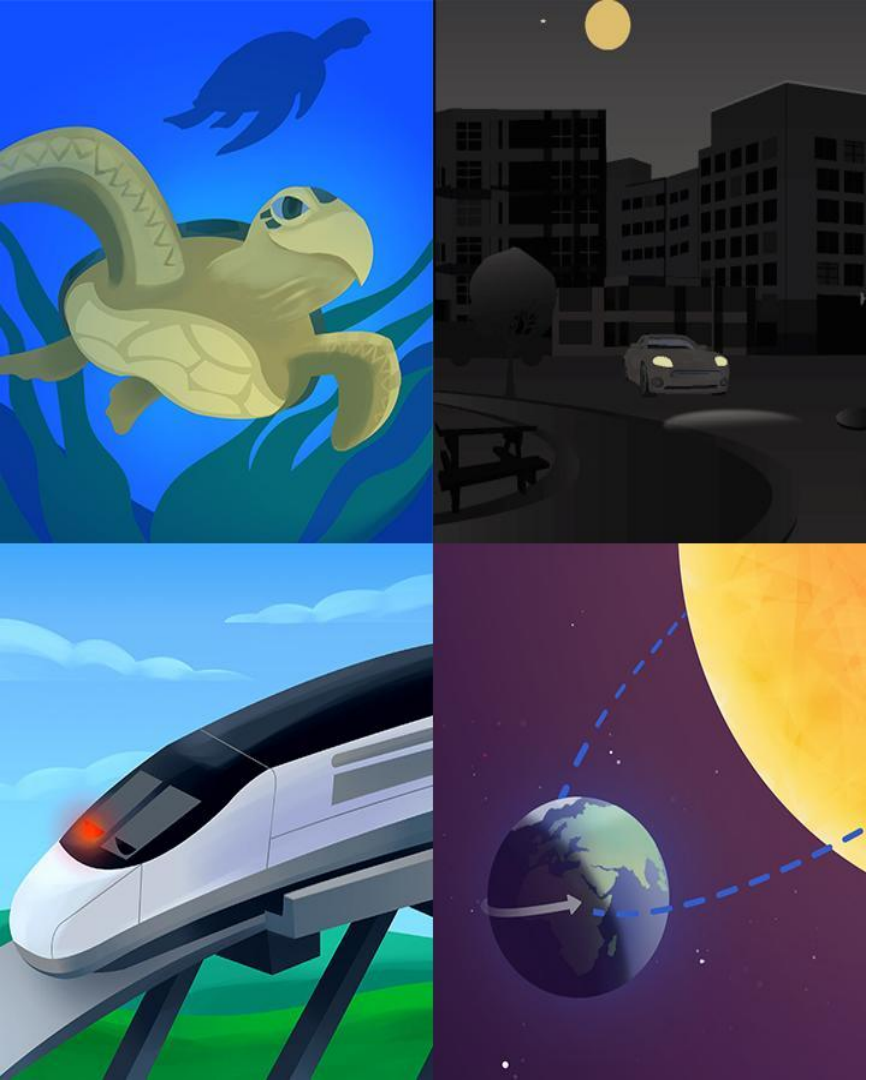
Utilizing coherence as a design principle

@Home lessons consist of a reduced set of **prioritized** activities, but still preserve a **coherent** instructional build.

Individual **work-time** & reflection:

- Open **lesson index**. Compare a lesson of your choice from Teacher's Guide with **@home lesson**.
- How can you best plan **synchronous** instruction "coherently" with your **asynchronous** lesson?
- Jot some notes, using table to right as a guide.

Synchronous time	
In-person	**Online class**
• Discourse routines • Class discussions • Hands-on investigations (option for teacher demo) • Physical modeling activities	• Online discussions • Sim demonstrations • Interactive read-alouds • Shared Writing • Co-constructed class charts



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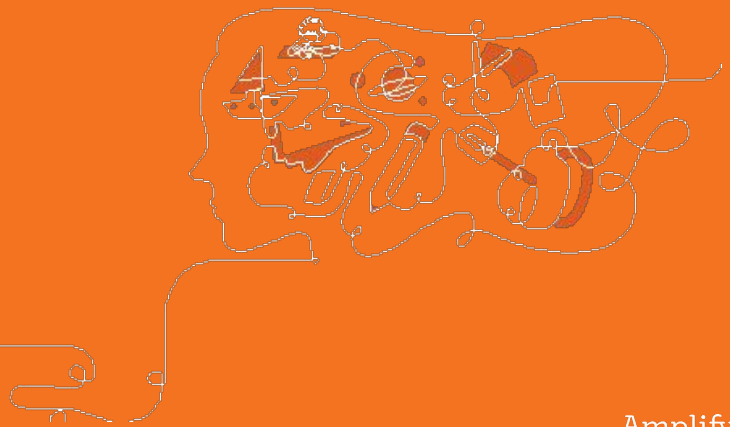
Questions



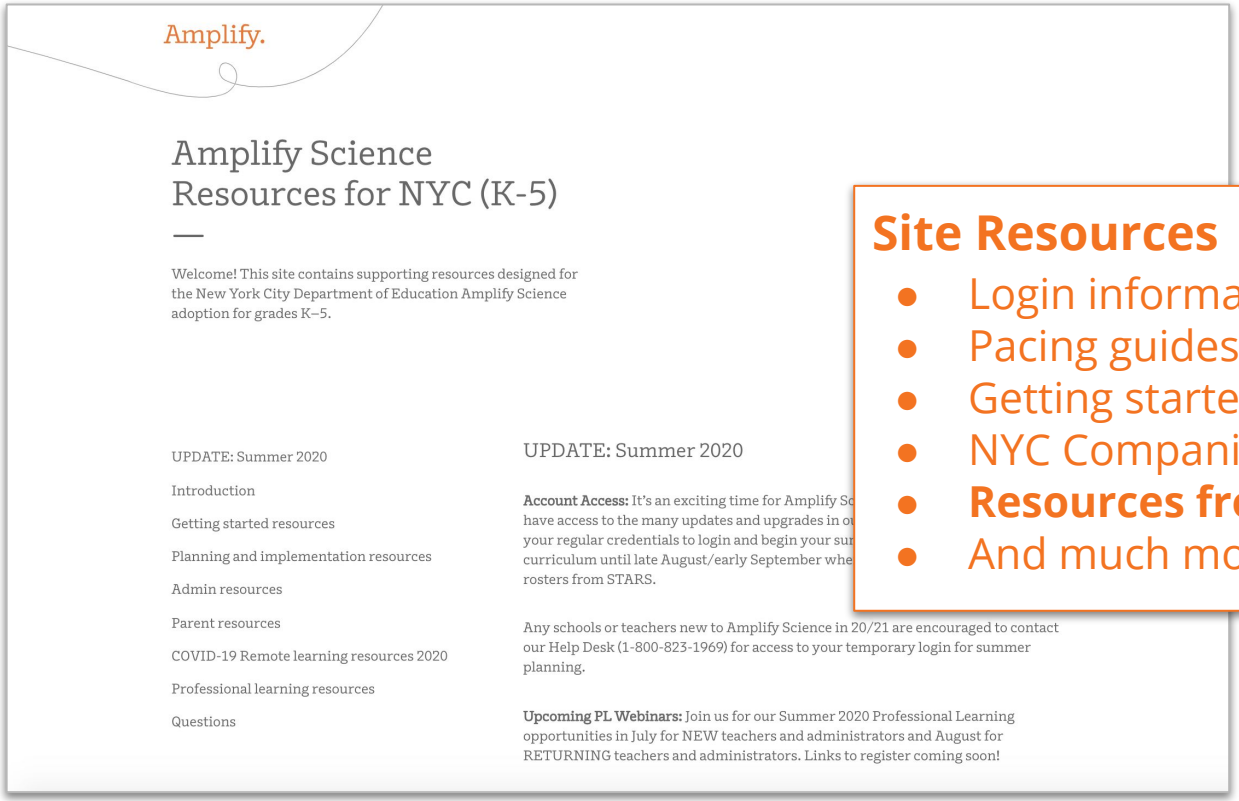
Closing reflection

Please respond in the chat

How can understanding your unit's **storyline** help you make **instructional decisions**, particularly in a remote or hybrid context?

New York City Resources Site

https://amplify.com/amplify-science-nyc-doe-resources/



Site Resources

- Login information
- Pacing guides
- Getting started guide
- NYC Companion Lessons
- **Resources from PD sessions**
- And much more!

Amplify Science Program Hub

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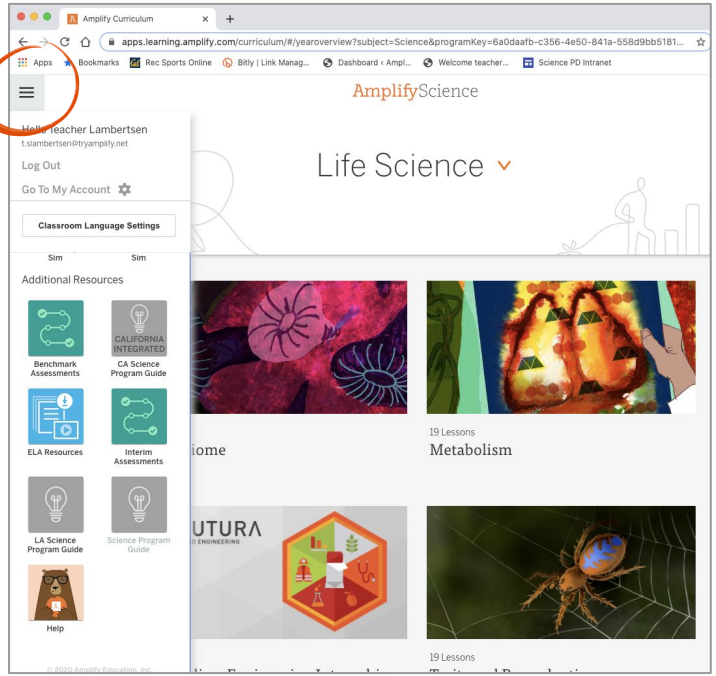
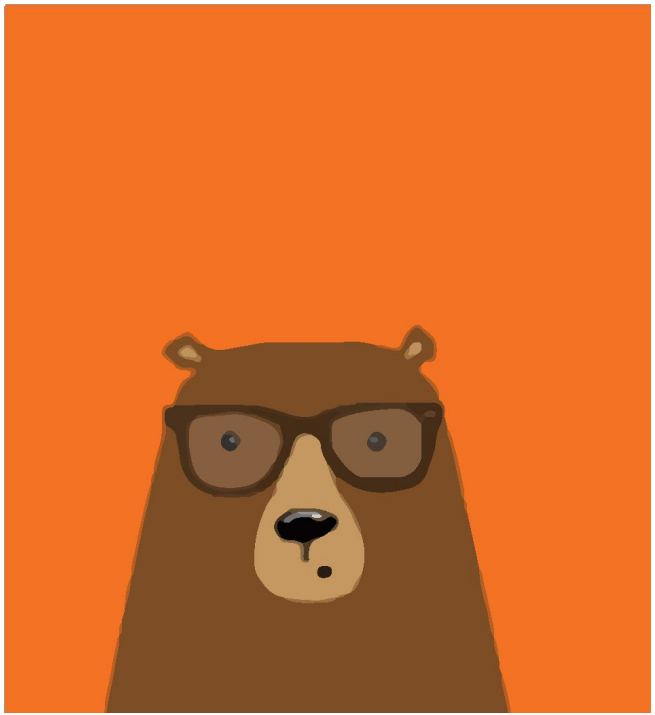


Additional Amplify resources



Program Guide

Glean additional insight into the program's structure, intent, philosophies, supports, and flexibility.

https://my.amplify.com/programguide/content/national/welcome/science/

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify Support

Customer Care

Seek information specific to enrollment and rosters, technical support, materials and kits, and teaching support, weekdays 7AM-7PM EST.

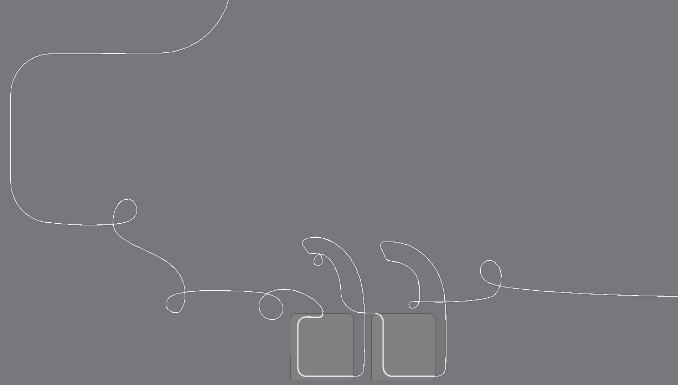
scihelp@amplify.com

800-823-1969

Amplify Chat

When contacting the customer care team:

- Identify yourself as an Amplify Science user.
- Note the unit you are teaching.
- Note the type of device you are using (Chromebook, iPad, Windows, laptop).
- Note the web browser you are using (Chrome or Safari).
- Include a screenshot of the problem, if possible.
- Copy your district or site IT contact on emails.



Final Questions?

Please provide us feedback!

URL: https://www.surveymonkey.com/r/BY56SBR

Presenter name: XXX