

HEREDITY PATTERNS ACTIVITIES

HEREDITY PATTERNS ACTIVITIES OFFER AN ENGAGING WAY TO UNDERSTAND THE PRINCIPLES OF GENETICS AND INHERITANCE. IN THIS ARTICLE, YOU'LL DISCOVER HOW INTERACTIVE ACTIVITIES CAN HELP EXPLAIN HEREDITY PATTERNS, KEY CONCEPTS SUCH AS DOMINANT AND RECESSIVE TRAITS, AND THE IMPORTANCE OF HANDS-ON LEARNING IN THE SCIENCE CLASSROOM. WHETHER YOU'RE AN EDUCATOR SEEKING EFFECTIVE TEACHING STRATEGIES, A STUDENT AIMING TO GRASP GENETIC INHERITANCE, OR A PARENT INTERESTED IN HOME-BASED LEARNING, THIS COMPREHENSIVE GUIDE WILL EXPLORE PRACTICAL ACTIVITIES, THE SCIENCE BEHIND HEREDITY, AND WAYS TO MAKE GENETIC CONCEPTS ACCESSIBLE AND ENJOYABLE. BY THE END, YOU'LL HAVE A TOOLBOX OF HEREDITY PATTERNS ACTIVITIES AND A DEEPER KNOWLEDGE OF HOW THEY FOSTER CRITICAL THINKING AND SCIENTIFIC LITERACY. DIVE IN TO LEARN HOW TO BRING GENETICS TO LIFE THROUGH ACTIVE PARTICIPATION AND FUN EXPERIMENTS.

- UNDERSTANDING HEREDITY PATTERNS
- IMPORTANCE OF HANDS-ON ACTIVITIES IN GENETICS
- POPULAR HEREDITY PATTERNS ACTIVITIES FOR CLASSROOMS
- CREATIVE HOME-BASED HEREDITY ACTIVITIES
- INTEGRATING HEREDITY PATTERNS ACTIVITIES INTO CURRICULUM
- EVALUATING LEARNING OUTCOMES
- TIPS FOR FACILITATING ENGAGING HEREDITY LESSONS

UNDERSTANDING HEREDITY PATTERNS

GRASPING HEREDITY PATTERNS IS CRUCIAL FOR UNDERSTANDING HOW GENETIC TRAITS ARE PASSED FROM ONE GENERATION TO THE NEXT. HEREDITY IS THE PROCESS THROUGH WHICH PARENTS TRANSMIT PHYSICAL OR BEHAVIORAL CHARACTERISTICS TO THEIR OFFSPRING. THESE PATTERNS CAN BE EXPLAINED BY MENDELIAN GENETICS, WHICH INCLUDES DOMINANT AND RECESSIVE TRAITS, CODOMINANCE, AND SEX-LINKED INHERITANCE. BY STUDYING HEREDITY PATTERNS, LEARNERS GAIN INSIGHT INTO WHY SIBLINGS MAY LOOK ALIKE, HOW GENETIC DISORDERS ARE INHERITED, AND THE ROLE OF DNA IN TRAIT DETERMINATION. EXPLORING THESE CONCEPTS WITH HEREDITY PATTERNS ACTIVITIES MAKES ABSTRACT IDEAS TANGIBLE, PROMOTES INQUIRY, AND ENHANCES COMPREHENSION.

KEY CONCEPTS IN HEREDITY

MENDELIAN GENETICS FORMS THE FOUNDATION OF HEREDITY PATTERNS. GENES, ALLELES, CHROMOSOMES, AND PUNNETT SQUARES ARE ESSENTIAL TERMS FOR UNDERSTANDING HOW TRAITS ARE INHERITED. DOMINANT TRAITS MASK THE EXPRESSION OF RECESSIVE ONES, WHILE CODOMINANCE AND INCOMPLETE DOMINANCE ADD COMPLEXITY TO INHERITANCE PATTERNS. HEREDITY ACTIVITIES OFTEN USE REAL-LIFE EXAMPLES, COLORED BEADS, OR MODEL ORGANISMS TO VISUALLY REPRESENT THESE CONCEPTS, MAKING LEARNING INTERACTIVE AND MEMORABLE.

COMMON HEREDITY PATTERNS

- DOMINANT AND RECESSIVE INHERITANCE
- CODOMINANCE AND INCOMPLETE DOMINANCE

- SEX-LINKED TRAITS
- POLYGENIC INHERITANCE
- PLEIOTROPY

BY EXPLORING THESE PATTERNS THROUGH ACTIVITIES, LEARNERS CAN ANALYZE GENETIC CROSSES, PREDICT OUTCOMES, AND UNDERSTAND THE DIVERSITY SEEN IN POPULATIONS.

IMPORTANCE OF HANDS-ON ACTIVITIES IN GENETICS

HANDS-ON HEREDITY PATTERNS ACTIVITIES PROVIDE EXPERIENTIAL LEARNING OPPORTUNITIES THAT DEEPEN UNDERSTANDING OF GENETIC PRINCIPLES. INTERACTIVE EXERCISES, SUCH AS SIMULATIONS AND EXPERIMENTS, ENCOURAGE ACTIVE PARTICIPATION AND CRITICAL THINKING. STUDENTS CAN VISUALIZE INHERITANCE THROUGH TANGIBLE MODELS, MAKE PREDICTIONS, AND TEST HYPOTHESES, WHICH SOLIDIFIES ABSTRACT CONCEPTS. THESE ACTIVITIES CATER TO VARIOUS LEARNING STYLES AND FOSTER COLLABORATION, MAKING GENETICS MORE ACCESSIBLE AND LESS INTIMIDATING.

BENEFITS OF EXPERIENTIAL LEARNING

- PROMOTES ENGAGEMENT AND MOTIVATION
- FACILITATES RETENTION OF GENETIC CONCEPTS
- ENCOURAGES INQUIRY AND PROBLEM-SOLVING
- BRIDGES THEORY AND PRACTICAL APPLICATION
- ENHANCES COMMUNICATION AND TEAMWORK SKILLS

HEREDITY PATTERNS ACTIVITIES, WHEN INCORPORATED INTO LESSONS, CREATE MEANINGFUL EXPERIENCES THAT PREPARE LEARNERS FOR ADVANCED STUDY OR REAL-WORLD APPLICATIONS IN BIOLOGY, MEDICINE, AND AGRICULTURE.

POPULAR HEREDITY PATTERNS ACTIVITIES FOR CLASSROOMS

EDUCATORS HAVE DEVELOPED A VARIETY OF HEREDITY PATTERNS ACTIVITIES TO MAKE GENETICS LESSONS ENGAGING AND EFFECTIVE. THESE ACTIVITIES RANGE FROM SIMPLE PAPER-BASED EXERCISES TO COMPLEX LABORATORY EXPERIMENTS. CLASSROOM ACTIVITIES ARE DESIGNED TO ILLUSTRATE KEY GENETIC CONCEPTS AND PROVIDE OPPORTUNITIES FOR STUDENTS TO APPLY KNOWLEDGE THROUGH COLLABORATION AND CREATIVITY.

PUNNETT SQUARE SIMULATIONS

PUNNETT SQUARE SIMULATIONS ALLOW STUDENTS TO PREDICT THE PROBABILITY OF OFFSPRING INHERITING SPECIFIC TRAITS. USING COLORED CHIPS OR CARDS TO REPRESENT ALLELES, LEARNERS CAN VISUALLY ORGANIZE GENETIC CROSSES AND CALCULATE RATIOS OF GENOTYPES AND PHENOTYPES. THESE SIMULATIONS CLARIFY MENDELIAN INHERITANCE AND PREPARE STUDENTS FOR MORE ADVANCED GENETIC ANALYSES.

TRAIT SURVEYS AND GENETIC VARIATION

CONDUCTING TRAIT SURVEYS IN THE CLASSROOM HELPS STUDENTS OBSERVE VARIATION WITHIN THEIR PEERS. COMMON EXAMPLES INCLUDE ROLLING TONGUES, EARLOBE ATTACHMENT, AND WIDOW'S PEAK. BY COLLECTING AND ANALYZING DATA, STUDENTS LEARN ABOUT DOMINANT AND RECESSIVE TRAITS AND DISCUSS THE GENETIC BASIS FOR DIVERSITY.

MODEL ORGANISM STUDIES

- FRUIT FLY BREEDING EXPERIMENTS
- FAST-GROWING PLANTS (E.G., WISCONSIN FAST PLANTS)
- BEAN SEED GENETICS

MODEL ORGANISMS PROVIDE HANDS-ON OPPORTUNITIES TO OBSERVE INHERITANCE PATTERNS ACROSS GENERATIONS, REINFORCING THE PRINCIPLES OF HEREDITY.

CREATIVE HOME-BASED HEREDITY ACTIVITIES

HEREDITY PATTERNS ACTIVITIES ARE NOT LIMITED TO THE CLASSROOM; MANY CAN BE ADAPTED FOR HOME LEARNING. PARENTS AND STUDENTS CAN EXPLORE GENETICS THROUGH EVERYDAY EXPERIENCES, CRAFTS, AND FAMILY DISCUSSIONS. THESE ACTIVITIES FOSTER CURIOSITY AND FAMILY ENGAGEMENT WHILE REINFORCING SCIENTIFIC CONCEPTS.

FAMILY TRAIT INVESTIGATIONS

ENCOURAGE CHILDREN TO INTERVIEW FAMILY MEMBERS AND DOCUMENT INHERITED TRAITS, SUCH AS EYE COLOR, HAIR TEXTURE, AND DIMPLES. CREATING A SIMPLE PEDIGREE CHART HELPS VISUALIZE INHERITANCE ACROSS GENERATIONS AND INTRODUCES THE CONCEPT OF GENETIC LINEAGE.

GENETIC TRAIT BINGO

- PREPARE BINGO CARDS WITH INHERITED TRAITS
- CHECK OFF MATCHING TRAITS AMONG FAMILY OR FRIENDS
- DISCUSS THE GENETICS BEHIND EACH TRAIT

THIS GAME-STYLE ACTIVITY MAKES LEARNING ABOUT HEREDITY FUN AND INTERACTIVE, WHILE SPARKING DISCUSSION ABOUT GENETIC DIVERSITY.

DNA MODEL BUILDING

USE HOUSEHOLD ITEMS SUCH AS COLORED CANDIES, PIPE CLEANERS, OR PAPER CLIPS TO BUILD A DNA DOUBLE HELIX MODEL.

THIS HANDS-ON CRAFT INTRODUCES THE STRUCTURE OF DNA, THE MOLECULE RESPONSIBLE FOR INHERITANCE, AND HELPS LEARNERS VISUALIZE HOW GENETIC INFORMATION IS STORED AND PASSED ON.

INTEGRATING HEREDITY PATTERNS ACTIVITIES INTO CURRICULUM

EFFECTIVE GENETICS INSTRUCTION COMBINES HEREDITY PATTERNS ACTIVITIES WITH CORE CURRICULUM STANDARDS. TEACHERS CAN SELECT ACTIVITIES THAT ALIGN WITH LEARNING OBJECTIVES, GRADE LEVELS, AND AVAILABLE RESOURCES. BY INTEGRATING THESE ACTIVITIES, EDUCATORS SUPPORT STUDENT MASTERY OF GENETIC CONCEPTS AND FOSTER A POSITIVE ATTITUDE TOWARD SCIENCE.

ALIGNING ACTIVITIES WITH STANDARDS

CHOOSE HEREDITY PATTERNS ACTIVITIES THAT ADDRESS SPECIFIC CONTENT STANDARDS, SUCH AS UNDERSTANDING MENDELIAN GENETICS, ANALYZING PEDIGREES, OR INVESTIGATING GENETIC DISORDERS. SCAFFOLD ACTIVITIES FOR VARIOUS LEARNING LEVELS TO ENSURE ALL STUDENTS GAIN FOUNDATIONAL KNOWLEDGE BEFORE PROGRESSING TO ADVANCED TOPICS.

ASSESSMENT STRATEGIES

- PRE- AND POST-ACTIVITY QUIZZES
- STUDENT PRESENTATIONS AND REPORTS
- GROUP DISCUSSIONS AND PEER REVIEW
- PERFORMANCE-BASED ASSESSMENTS

ASSESSMENT ALLOWS EDUCATORS TO MEASURE UNDERSTANDING, IDENTIFY MISCONCEPTIONS, AND TAILOR INSTRUCTION FOR OPTIMAL LEARNING OUTCOMES.

EVALUATING LEARNING OUTCOMES

AFTER COMPLETING HEREDITY PATTERNS ACTIVITIES, IT'S IMPORTANT TO EVALUATE STUDENT PROGRESS. EFFECTIVE EVALUATION INVOLVES BOTH FORMATIVE AND SUMMATIVE ASSESSMENT METHODS, ENSURING THAT LEARNERS NOT ONLY RETAIN KEY CONCEPTS BUT CAN ALSO APPLY THEM IN NEW CONTEXTS. EDUCATORS SHOULD LOOK FOR EVIDENCE OF CRITICAL THINKING, ACCURATE USE OF GENETIC VOCABULARY, AND THE ABILITY TO ANALYZE DATA FROM EXPERIMENTS OR SURVEYS.

INDICATORS OF SUCCESS

- STUDENTS CORRECTLY USE TERMS LIKE ALLELE, GENOTYPE, AND PHENOTYPE
- ABILITY TO CONSTRUCT AND INTERPRET PUNNETT SQUARES
- UNDERSTANDING OF DOMINANT, RECESSIVE, AND SEX-LINKED TRAITS
- ENGAGEMENT IN DISCUSSIONS ABOUT GENETIC VARIATION AND INHERITANCE

REGULAR EVALUATION ENSURES HEREDITY PATTERNS ACTIVITIES ACHIEVE THEIR EDUCATIONAL GOALS AND SUPPORT LIFELONG LEARNING IN GENETICS.

TIPS FOR FACILITATING ENGAGING HEREDITY LESSONS

SUCCESSFUL HEREDITY PATTERNS ACTIVITIES REQUIRE THOUGHTFUL PLANNING AND FACILITATION. EDUCATORS AND PARENTS CAN USE SEVERAL STRATEGIES TO MAXIMIZE ENGAGEMENT AND LEARNING. THESE INCLUDE PREPARING MATERIALS IN ADVANCE, FOSTERING A COLLABORATIVE ENVIRONMENT, AND ENCOURAGING CURIOSITY THROUGH OPEN-ENDED QUESTIONS. PROVIDING CONTEXT AND CONNECTING GENETIC CONCEPTS TO REAL-WORLD EXAMPLES ALSO INCREASES RELEVANCE AND INTEREST.

BEST PRACTICES FOR HEREDITY ACTIVITIES

- USE DIVERSE MATERIALS AND VISUAL AIDS
- ENCOURAGE GROUP WORK AND PEER DISCUSSION
- RELATE GENETIC CONCEPTS TO STUDENTS' LIVES
- INCORPORATE TECHNOLOGY FOR SIMULATIONS AND MODELING
- PROVIDE CLEAR INSTRUCTIONS AND SUPPORT
- ALLOW FOR REFLECTION AND FEEDBACK

BY APPLYING THESE BEST PRACTICES, HEREDITY PATTERNS ACTIVITIES BECOME POWERFUL TOOLS FOR INSPIRING A PASSION FOR GENETICS AND BUILDING FOUNDATIONAL SCIENTIFIC SKILLS.

Q: WHAT ARE HEREDITY PATTERNS ACTIVITIES?

A: HEREDITY PATTERNS ACTIVITIES ARE INTERACTIVE LEARNING EXERCISES DESIGNED TO HELP STUDENTS UNDERSTAND HOW GENETIC TRAITS ARE PASSED FROM PARENTS TO OFFSPRING. THESE ACTIVITIES USE MODELS, SIMULATIONS, SURVEYS, AND EXPERIMENTS TO ILLUSTRATE CONCEPTS LIKE DOMINANT AND RECESSIVE INHERITANCE, PUNNETT SQUARES, AND GENETIC VARIATION.

Q: WHY ARE HANDS-ON HEREDITY ACTIVITIES IMPORTANT IN GENETICS EDUCATION?

A: HANDS-ON HEREDITY ACTIVITIES ARE IMPORTANT BECAUSE THEY MAKE ABSTRACT GENETIC CONCEPTS TANGIBLE, ENCOURAGE ACTIVE PARTICIPATION, AND IMPROVE RETENTION. THEY HELP STUDENTS VISUALIZE INHERITANCE, TEST HYPOTHESES, AND DEVELOP CRITICAL THINKING SKILLS, MAKING GENETICS MORE ACCESSIBLE AND ENGAGING.

Q: WHAT ARE SOME POPULAR CLASSROOM HEREDITY ACTIVITIES?

A: POPULAR CLASSROOM HEREDITY ACTIVITIES INCLUDE PUNNETT SQUARE SIMULATIONS, CLASSROOM TRAIT SURVEYS, MODEL ORGANISM STUDIES SUCH AS FRUIT FLY BREEDING, AND EXPERIMENTS WITH FAST-GROWING PLANTS OR BEANS TO OBSERVE TRAIT INHERITANCE.

Q: HOW CAN FAMILIES PARTICIPATE IN HEREDITY PATTERNS ACTIVITIES AT HOME?

A: FAMILIES CAN PARTICIPATE BY CONDUCTING TRAIT INVESTIGATIONS, BUILDING SIMPLE PEDIGREE CHARTS, PLAYING GENETIC TRAIT BINGO, AND CRAFTING DNA MODELS USING HOUSEHOLD ITEMS. THESE ACTIVITIES SPARK CURIOSITY AND PROVIDE OPPORTUNITIES FOR FAMILY DISCUSSIONS ABOUT GENETICS.

Q: WHAT ARE THE KEY CONCEPTS TAUGHT THROUGH HEREDITY PATTERNS ACTIVITIES?

A: KEY CONCEPTS INCLUDE MENDELIAN GENETICS, DOMINANT AND RECESSIVE TRAITS, CODOMINANCE, INCOMPLETE DOMINANCE, SEX-LINKED INHERITANCE, ALLELES, GENOTYPES, PHENOTYPES, AND THE STRUCTURE OF DNA.

Q: HOW DO EDUCATORS ASSESS LEARNING FROM HEREDITY ACTIVITIES?

A: EDUCATORS ASSESS LEARNING THROUGH QUIZZES, PRESENTATIONS, REPORTS, GROUP DISCUSSIONS, AND PERFORMANCE-BASED ASSESSMENTS. THEY LOOK FOR CORRECT USE OF GENETIC VOCABULARY, ABILITY TO ANALYZE GENETIC CROSSES, AND ENGAGEMENT IN SCIENTIFIC INQUIRY.

Q: CAN HEREDITY PATTERNS ACTIVITIES BE INTEGRATED INTO SCIENCE CURRICULUM STANDARDS?

A: YES, HEREDITY PATTERNS ACTIVITIES CAN BE ALIGNED WITH CURRICULUM STANDARDS BY SELECTING EXERCISES THAT ADDRESS SPECIFIC LEARNING OBJECTIVES, SUCH AS UNDERSTANDING INHERITANCE PATTERNS, ANALYZING PEDIGREES, AND INVESTIGATING GENETIC DISORDERS.

Q: WHAT MATERIALS ARE COMMONLY USED IN HEREDITY PATTERNS ACTIVITIES?

A: COMMON MATERIALS INCLUDE COLORED CHIPS OR CARDS FOR PUNNETT SQUARES, BEADS FOR MODELING GENES, MODEL ORGANISMS LIKE BEANS OR FRUIT FLIES, HOUSEHOLD ITEMS FOR DNA MODELS, AND PRINTABLE SURVEYS OR BINGO CARDS FOR TRAIT INVESTIGATIONS.

Q: WHAT SKILLS DO STUDENTS DEVELOP THROUGH HEREDITY PATTERNS ACTIVITIES?

A: STUDENTS DEVELOP SCIENTIFIC INQUIRY, DATA ANALYSIS, COLLABORATION, COMMUNICATION, AND CRITICAL THINKING SKILLS. THEY ALSO GAIN A DEEPER UNDERSTANDING OF GENETIC PRINCIPLES AND THEIR REAL-WORLD APPLICATIONS.

Q: ARE HEREDITY PATTERNS ACTIVITIES SUITABLE FOR ALL AGE GROUPS?

A: YES, HEREDITY PATTERNS ACTIVITIES CAN BE ADAPTED FOR VARIOUS AGE GROUPS, FROM ELEMENTARY TO HIGH SCHOOL AND BEYOND, BY VARYING THE COMPLEXITY OF CONCEPTS AND MATERIALS USED.

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centers, museums, and zoos where teachers can take middle school students for interactive science experiences. Another chapter describes nearly 140 professional associations and U.S. government agencies that offer resources and assistance. Authoritative, extensive, and thoroughly indexed—and the only guide of its kind—*Resources for Teaching Middle School Science* will be the most used book on the shelf for science teachers, school administrators, teacher trainers, science curriculum specialists, advocates of hands-on science teaching, and concerned parents.

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findings in learning sciences and technologies at the infrastructure, curricular, and classroom levels. Focusing on ideas about designing innovative environments for learning in areas such as biology, engineering, genetics, mathematics, and computer science, the book surveys a range of learning technologies being explored around the world—a spectrum as diverse as digital media, computer modeling, and 3D virtual worlds—and addresses challenges arising from their design and use. The editors' holistic perspective frames these innovations as not only discrete technologies but as flexible learning environments that foster student engagement, participation, and collaboration. Contributors describe possibilities for teaching and learning in these and other cutting-edge areas: Working with hypermodels and model-based reasoning Using visual representations in teaching abstract concepts Designing strategies for learning in virtual worlds Supporting net-based collaborative teams Integrating innovative learning technologies into schools Developing personal learning communities Designs for Learning Environments of the Future will enhance the work of a wide range of professionals, including researchers and graduate students in the learning and cognitive sciences, and educators in the physical and social sciences.

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understanding of the pathophysiology of disease, improving the feasibility and accuracy of diagnostic testing, and opening novel therapeutic avenues, including gene therapy. Readers will also gain a fuller understanding of the role played by genetic defects in a host of diseases, among them peripheral neuropathies, Alzheimer's disease, arrhythmias, leukemias and lymphomas, cystic fibrosis, hepatitis, HIV, autoimmune disorders, polycystic kidney disease, schizophrenia, affective disorders, alcoholism, Huntington's disease, and many more.

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KNZB Webkalender Milan Metz (Zpc Amersfoort, 201300045) 3. Dex Barends (Zpc Amersfoort, 201300265) 4. Thomas Metz (Zpc Amersfoort, 201300043) 5. Floris van der Veen (De Zwoer, **Minioren-circuit** - Aaron Geerling (ZPC Woerden, 201400617) - 8 jaar (Minioren 3 en jonger) Dames Yasmine van Remmerden (ZPC Watervlo, 201500188) Mette Vink (VZC, 201600008) Suze Duim (ZPC

Overzicht op namen Korte baan (25m) Zpc Amersfoort Vallei 2 Overzicht op namen Korte baan (25m) Zpc Amersfoort Vallei 25 deel 5 Veenendaal (NED) 30-4-2022

Regio Minioren Finales 2022-2023 Veenendaal, 11- - 12-3 Zv de Ham 1 Zv de Ham Michael van Leersum 14, Josefien Zweers 14, Andras Dijkema 14, Mason Kuilman 13 De Dolfijn 1 De Dolfijn Bernardo Vasconcelos 13, Mattis Bisschop 14, Shai

Regio Minioren Finales 2022-2023 Veenendaal, 11- - 12-3 A. van Engelen Sousa vereniging Oceanus Team Noord Holland 1 Daw Zv de Ham De Dolfijn De woer MSV-Zeemacht Zv de Ham Team Noord Ho ZPC AMERSFOORT ZV Haerlem Het Y

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Nederlandse Estafette Kampioenschappen 2024 Dordrecht, De Dolfijn 1 Mohiz Zahir Alex Dwyer NieMo Barracuda 1 Isai Shields Joep Lindhout HZ&PC Heerenveen 1 Joep Barwegen Gijs Leeneman ACZ 1 Sebas van Dam Wanja Chepenko KSN

Overzicht op namen Korte baan (25m) Amersfoort circui ZPC AMERSFOORT Gemengd 2 ZPC AMERSFOORT Gemengd 3 ZPC AMERSFOORT Gemengd 4 ZPC AMERSFOORT Gemengd 5 : 21 1: 2: 3: 4: 4 x 25 wisselslag

Minioren Circuit deel 3 - Bas Siewers (ZPC AMERSFOORT, 201500251) Aaron Geerling (ZPC Woerden, 201400617) Lyam van der Zee (VZC, 201400095) Raúl Duim (ZPC AMERSFOORT, 201500045) Bouwe

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