

i want my teacher to know

i want my teacher to know that effective communication between students and educators is essential for a productive learning environment. Students often have important insights, concerns, and feedback they wish to share with their teachers to enhance their academic experience. This article explores the significance of students expressing what they want their teachers to know, highlighting key areas such as academic needs, emotional well-being, and classroom dynamics. Understanding these aspects can help teachers better support their students and foster a more inclusive and responsive educational setting. The following sections delve into the various dimensions of what students want their teachers to know, providing actionable insights for both educators and students.

- The Importance of Student-Teacher Communication
- Academic Needs Students Want Their Teachers to Understand
- Emotional and Social Factors Affecting Learning
- How Teachers Can Encourage Open Dialogue
- Practical Tips for Students to Express Themselves Effectively

The Importance of Student-Teacher Communication

Effective communication between students and teachers plays a pivotal role in the learning process. When students feel comfortable sharing their thoughts, challenges, and achievements, teachers can tailor their instructional approaches to meet individual needs. The phrase "i want my teacher to know" reflects a desire for understanding and recognition within the classroom. This communication fosters trust and mutual respect, which are critical components of a positive educational environment. Moreover, open dialogue helps identify potential barriers to learning early on, allowing for timely interventions and support.

Building Trust and Rapport

Trust is foundational to any successful educational relationship. Students who believe their teachers genuinely care about their progress and well-being are more likely to engage actively and seek help when necessary. Teachers who encourage honest conversations demonstrate empathy and commitment, which strengthens rapport and improves classroom dynamics.

Enhancing Academic Performance

When students communicate their learning preferences, difficulties, or interests, teachers can adapt their methods to optimize comprehension and retention. This adaptability leads to improved academic outcomes and greater student satisfaction. The statement "i want my teacher to know" often includes requests for clarity, pacing adjustments, or additional resources to support learning.

Academic Needs Students Want Their Teachers to Understand

Students often have specific academic needs that they wish their teachers to recognize. These needs can range from preferred learning styles to the necessity for accommodations due to learning disabilities or other challenges. Expressing these needs effectively helps create a more personalized and effective educational experience.

Learning Styles and Preferences

Different students absorb information in various ways, including visual, auditory, kinesthetic, or reading/writing preferences. When students communicate their preferred learning styles, teachers can incorporate diverse instructional techniques to cater to these differences, enhancing engagement and comprehension.

Need for Accommodations

Students with learning disabilities, attention disorders, or other conditions may require accommodations such as extended time, alternative assignments, or assistive technology. Clearly stating these needs under the premise "i want my teacher to know" ensures that educators can provide the necessary support to facilitate equitable learning opportunities.

Clarification and Feedback Requests

Requests for clarification on assignments, concepts, or grading criteria are common academic needs. Students want teachers to understand when they require additional explanations or constructive feedback to improve their performance and understanding.

Emotional and Social Factors Affecting Learning

Beyond academics, students often wish their teachers to be aware of emotional and social factors that impact their learning experience. Recognizing these elements enables teachers to provide holistic support that addresses both intellectual and emotional development.

Stress and Anxiety

Many students experience stress and anxiety related to schoolwork, social interactions, or external circumstances. Communicating these feelings helps teachers consider emotional well-being when assigning workloads or creating classroom expectations.

Peer Relationships and Classroom Environment

Students want their teachers to know about issues related to bullying, social exclusion, or peer pressure, which can significantly affect their concentration and motivation. A supportive classroom environment that acknowledges these concerns promotes inclusivity and safety.

Motivation and Engagement Levels

Understanding what motivates students or causes disengagement aids teachers in designing lessons that inspire participation and enthusiasm. Students may express their interests or frustrations through the phrase "i want my teacher to know," signaling areas where adjustments could enhance their educational experience.

How Teachers Can Encourage Open Dialogue

To facilitate students expressing what they want their teachers to know, educators must create an environment that encourages openness and trust. Proactive strategies can help teachers become more approachable and responsive to student communication.

Establishing Clear Communication Channels

Teachers can implement regular check-ins, anonymous feedback forms, or designated office hours to provide students with multiple avenues to share their thoughts and concerns. These channels demonstrate a teacher's accessibility and willingness to listen.

Promoting a Safe and Respectful Classroom Culture

Creating a classroom atmosphere where all voices are valued and respected encourages students to speak up without fear of judgment or ridicule. This culture fosters honest exchanges and collaboration.

Active Listening and Empathy

Teachers who practice active listening and display empathy validate student experiences and encourage further communication. Reflecting on student input and responding thoughtfully reinforces the importance of their perspectives.

Practical Tips for Students to Express Themselves Effectively

Students who want their teachers to know important information or concerns can benefit from strategies that enhance clarity and effectiveness in communication. These tips help ensure their messages are heard and understood.

- **Be Clear and Specific:** Clearly articulate the issue or need without ambiguity.
- **Choose the Right Time and Place:** Approach teachers during appropriate moments, such as after class or during office hours.
- **Use Respectful Language:** Maintain a polite and constructive tone to foster positive interactions.
- **Prepare in Advance:** Organize thoughts or write down key points to communicate efficiently.
- **Follow Up:** If the matter is ongoing, check in with the teacher to discuss progress or additional support.

Frequently Asked Questions

What is the purpose of the 'I Want My Teacher to Know' activity?

The purpose is to create an open and supportive classroom environment where students can share their thoughts, feelings, and needs with their teacher.

How can 'I Want My Teacher to Know' improve student-teacher communication?

It encourages honest dialogue, helps teachers understand their students better, and fosters trust and empathy in the classroom.

When is the best time to implement 'I Want My Teacher to Know' in the school year?

It is most effective at the beginning of the school year to establish a foundation of understanding and can be revisited periodically.

What are some ways students can express their thoughts in 'I Want My Teacher to Know'?

Students can write notes, complete surveys, participate in discussions, or use creative outlets like drawings or videos.

Can 'I Want My Teacher to Know' help identify students who need extra support?

Yes, it can reveal students' challenges or concerns that might not be apparent otherwise, allowing teachers to provide timely support.

How can teachers respond to the information shared in 'I Want My Teacher to Know'?

Teachers should listen actively, validate students' feelings, and take appropriate actions to address their needs.

Is 'I Want My Teacher to Know' suitable for all grade levels?

Yes, it can be adapted for different ages by modifying how students share their thoughts and how teachers engage with them.

What are the benefits of using 'I Want My Teacher to Know' for students?

Students feel heard, valued, and more connected to their teacher, which can enhance their motivation and academic performance.

How can technology be integrated into 'I Want My

Teacher to Know'?

Teachers can use online surveys, digital journals, or classroom apps to facilitate sharing and make the process more accessible and engaging.

Additional Resources

1. *I Want My Teacher to Know* by Kyle Lukoff

This heartfelt picture book follows a young student who writes notes to their teacher to share important details about their life that the teacher might not know. It emphasizes the value of communication and understanding between students and educators. The story encourages empathy and highlights the importance of creating a supportive classroom environment.

2. *The Name Jar* by Yangsook Choi

This touching story centers around a young girl who is nervous about introducing her Korean name to her classmates. It explores themes of identity, acceptance, and the importance of respecting cultural differences. The book is a gentle reminder for teachers and students to embrace diversity in the classroom.

3. *Each Kindness* by Jacqueline Woodson

This book tells the story of a new girl in school who is ignored by her classmates, and the regret one student feels after missing chances to be kind. It teaches powerful lessons about kindness, empathy, and the impact of our actions on others. The narrative encourages teachers and students to foster a compassionate community.

4. *Wonder* by R.J. Palacio

A novel about a boy with a facial difference who attends mainstream school for the first time. The story explores themes of acceptance, bullying, and friendship from multiple perspectives. It's an inspiring read for teachers and students about the importance of kindness and understanding.

5. *Chrysanthemum* by Kevin Henkes

This picture book follows a young girl who loves her unique name but faces teasing from classmates. It highlights the challenges of self-esteem and the power of supportive teachers and friends. The story encourages celebrating individuality and kindness in school settings.

6. *My Secret Bully* by Trudy Ludwig

This book delves into the subtle and hurtful forms of bullying that can happen among friends. It provides insight for teachers on recognizing and addressing relational aggression in the classroom. The story promotes awareness and strategies for creating a safe and inclusive environment.

7. *Because of Mr. Terupt* by Rob Buyea

A novel told from multiple students' perspectives about their experiences with an inspiring fifth-grade teacher. It showcases how a teacher's understanding and encouragement can positively change students' lives. The

book is a celebration of the teacher-student relationship and the power of empathy.

8. *Enemy Pie* by Derek Munson

This story illustrates how a boy learns to turn his enemy into a friend with the help of his father's special "enemy pie" recipe. It's a fun and meaningful lesson about friendship, forgiveness, and understanding. Teachers can use this book to encourage conflict resolution and kindness among students.

9. *Last Stop on Market Street* by Matt de la Peña

A young boy rides the bus across town with his grandmother and learns to appreciate the beauty in everyday life and people around him. The book touches on gratitude, community, and perspective. It's a valuable read for teachers to inspire students to see beyond appearances and appreciate diversity.

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i want my teacher to know: My Hometown Yvonne Grady, 2017-02-06 What really goes on behind closed doors? Are you a survivor of childhood abuse? My prayer is this book will give you a clearer understanding of where some of your beliefs come from. Yvonne gave her inner child a voice to express her feelings about the abuse she suffered at the hands of her parents. As she allowed the memories freedom from the self-built concrete block storage unit in her mind's eye, she could see the storage unit had become a living being. Pulsing, festering, with seething rage trying to seep out of hiding, refusing to be ignored any longer. These memories were affecting her life, health, and relationships with others. What she tried so desperately to keep hidden from others wanted a voice.

Yvonne could no longer hide from the truth, pretending all was well, it was time to look back and heal the past. Stripped naked standing before you, I am allowing myself to be truly seen for the very first time. I have learned you are not your experiences; you are the interpretation of that experience. I have decided to let the past go, glean the knowledge, and move forward. I know I am who I am, because of my experiences, and I do have Value.

i want my teacher to know: I Wish My Teacher Knew Kyle Schwartz, 2016-07-12 One day, third-grade teacher Kyle Schwartz asked her students to fill-in-the-blank in this sentence: I wish my teacher knew _____. The results astounded her. Some answers were humorous, others were heartbreaking—all were profoundly moving and enlightening. The results opened her eyes to the need for educators to understand the unique realities their students face in order to create an open, safe and supportive place in the classroom. When Schwartz shared her experience online, #IWishMyTeacherKnew became an immediate worldwide viral phenomenon. Schwartz's book tells the story of #IWishMyTeacherKnew, including many students' emotional and insightful responses, and ultimately provides an invaluable guide for teachers, parents, and communities.

i want my teacher to know: Shamanic Secrets for Spiritual Mastery Robert Shapiro, 2006-07-01 Spiritual mastery encompasses many different means to assimilate and be assimilated by the wisdom, feelings, flow, warmth, function and application of all beings in your world that you will actually contact in some way. A lot of spiritual mastery has been covered in different bits and pieces throughout all the books we've done. My approach to spiritual mastery, though, will be as grounded as possible in things that people on Earth can use -- but it won't include the broad spectrum of spiritual mastery, like levitation and invisibility. I'll only teach what I think you can actually use. Very few people need levitation. You might find it amusing, but the problem is, eventually you fall asleep, float up into space and suffocate. What good is that? I'm trying to teach you things that you can actually use and benefit from. When I talk about my life, those are the lessons in spiritual mastery -- aspects of my life, and the life of any physical person. And I will discuss how I do it, how I've been taught and perhaps even suggestions for how you might do it. My life is basically going to represent your needs, and it gets the secrets that have been held back out in a storylike fashion, so that it is more interesting. -- *Speaks of Many Truths* (through Robert Shapiro) The nature of spiritual mastery is not to be completely in control, but is necessarily to not have any control. The whole point of spiritual mastery is to be in concordance, not in control. Whatever develops as you go along, moment-to-moment in your life, you are able to act or react to it on the basis of the natural foundational love that exists between all life forms. Spiritual mastery is the underpinnings of multiple ways of being and multiple ways of understanding, appreciating and interacting in harmony with your world. -- *Isis* (through Robert Shapiro)

i want my teacher to know: The Equity Expression Fenesha Hubbard, 2023-09-22 Create space for equity conversations that empower Equity work is not a destination, but a journey. Equity work is nuanced and often difficult to discuss. In *The Equity Expression*, Hubbard creates space for equity conversations and empowers practitioners to be equity change agents. Built around the framework of six entry points—systems, mindsets, relationships, products, spaces, and processes—this guide serves as a tool for deliberate and productive planning for equitable change. Reaching into the deepest layers of self to identify personal beliefs, practitioners can use this book to tackle hard truths and challenge themselves to do better. This book provides a fresh take on dissecting equity with a lens to positively impact all students, including Concrete sequential steps to work towards solutions A set of tools to identify problems of practice and establish implementation plans through the six entry points for equity Reflection questions to help educators turn findings into actionable plans For those committed to helping students succeed, the steps outlined in this book provide meaningful solutions to embed equity into every learning culture.

i want my teacher to know: A Teacher's Inside Advice to Parents Robert Ward, 2016-10-20 Maximize your child's potential in ways that extend beyond academics alone. Gain a clearer, more cohesive relationship with their teachers. *A Teacher's Inside Advice to Parents: How Children Thrive with Leadership, Love, Laughter, and Learning* explains how to support and inspire all kids towards

success and satisfaction. When parents and teachers share common goals and methods to meet a child's essential needs, this wraparound effect flows seamlessly from home to school and back again. This affirming, practical parenting approach provides expert insight for connecting with the classroom and influencing your child in four fundamental aspects: Leadership supplies the appropriate guidelines and routines your child requires in order to feel a soothing sense of security, structure, and stability. Love offers the attention, encouragement, and acceptance that create a strong bond of trust and open communication between you and your child. Laughter adds the joy, excitement, and adventure that embolden and assist in your child's personal exploration of creativity, purpose, and direction. Learning develops and reinforces your child's knowledge, wisdom, and skills vital for a contributing, self-sufficient life. The Four Ls of Parenting directly lead to the cooperation, confidence, contentment, and capabilities parents and teachers both strive to foster in every child—all accomplished with increased efficacy and delight while nurturing and educating the kids they care about so deeply.

i want my teacher to know: John Todd John Todd, John Edwards Todd, 1876

i want my teacher to know: *Cows in Church* B. Kathleen Fannin, 1999 The outstanding feature of these object lessons is their interactive approach of involving children through leading questions. In addition, topical and scriptural indexes are helpful in selecting children's messages to correspond with the adult sermon or for the appropriate season. Each one of these field-tested object lessons offers a taste of the blissful surprises and unexpected moments of grace which occur during conversations with children. (Back cover).

i want my teacher to know: Search for Meaning David Birnbaum, Martin S. Cohen, The Book of Deuteronomy depicts Moses addressing Israel before his own death as he imagines that some day in the future children will ask their parents to explain the meaning of the "testimonies, statutes, and judgments" (Deuteronomy 6:20) that are the foundation of the covenant that binds Israel to its God. He thus frames in specifically Jewish terms the same set of haunting intimations that all thoughtful people bring to the contemplation of their own lives—and, indeed, to life itself: the sense that being alive can or should mean more than merely not being dead; that the contemplation of even the most banal features of daily life can yield rich insight about the nature of existence; and the feeling that life itself can be understood as a kind of scrim that might allow us to see through it to the secrets and mysteries that lie beyond. That set of hopeful suppositions inspires moderns just as strongly and enticingly as it did the ancients. Yet, the specific question of what it actually means for this or that part of life to mean anything at all other than what it overtly is (or, at least, appears to be) does not seem to have exerted anywhere near as siren a call on our ancient forebears as it does on us moderns. Still, as we seek meaning in the world and in our lives, it behooves us to ponder the meaning of meaning as well. These twin notions—that life has meaning beyond what the casual observer can see easily, and that the effort to uncover and decipher that meaning can be profound enough to be spiritually transformational—have animated the contributors to this volume, as their work demonstrates just how meaningful the search for meaning can be. Some have approached this from a spiritual point of view, grounding themselves in traditional biblical, talmudic, or mystical sources. Others have framed their efforts in political terms or in deeply personal ones. And still others have attempted to consider the issue through the lens of modern philosophical inquiry. But regardless of the specific perspective of any individual author, all have in common the deep-seated conviction that life bears meaning...and that that meaning can best be discovered not by spending a lifetime hoping for momentary satori but rather by standing on the shoulders of fellow travelers from earlier eras, and from that slightly elevated vantage point seeing just a bit further than they could or did. For almost all of our authors, then, the search for meaning is best understood as a non-going, intergenerational effort that links the seekers of all ages to each other through the contemplation of earlier efforts to mine profundity and significance from the quarry of human life itself. It is, at best, a slow march forward! As readers will see from the Table of Contents, the ancient Book of Kohelet has served several of our authors as the framework for their interpretive work. (Kohelet is the Hebrew name of the biblical book also known as Ecclesiastes, which name is

derived from the Greek translation of the work.) Others have chosen to grapple with the question Moses imagined future Jewish children eventually putting to their parents as they wondered what the commandments actually “mean” in terms of the larger picture of Israelite culture and Jewish life in our own day. Still others have addressed the search for meaning in life today by taking into account the question of human suffering, considering the issue both generally as a philosophical challenge and more specifically with reference to the Shoah. Taken all together, the contributors to this volume have put forth the notion that life is ennobled, not trivialized, by the contemplative effort to seek meaning in the ebb and flow of life’s experiences...and particularly in those life-experiences related to the service of God. And yet, for all they are united in that conviction, our authors in this volume of the Mesorah Matrix series are nonetheless a diverse group: older and younger women and men, North Americans and Israelis living at home and abroad, seasoned scholars and newly-minted rabbis and teachers. They are teachers and researchers trained in different schools of thought and affiliated with different movements and institutions within the mosaic of Jewish life that characterizes the House of Israel as it enters, by its own reckoning, the final quarter of the twenty-first century. They are a varied lot, our authors. But in many ways, they are, all of them, cut from the same cloth. Our authors work with the original sources and generally present them in their own translations. Citations of “NJPS” refer to the complete translation of Scripture first published under the title *Tanakh: The Holy Scriptures* by the Jewish Publication Society in Philadelphia in 1985. In this volume, as in all books in the Mesorah Matrix series, the four-letter name of God is generally represented by “the Eternal” or “Eternal God.” Authors who are specifically discussing the actual four-letter name, on the other hand, may occasionally depart from this usage in order to more clearly make the point of their argument. I would like to take this opportunity to acknowledge the other senior editors of the Mesorah Matrix series: David Birnbaum and Rabbi Benjamin Blech, as well as Rabbi Saul J. Berman, our associate editor. They and our able staff have all supported me as I’ve labored to bring this volume to fruition and I am grateful to them all. As always, I must also express my gratitude to the men and women, and particularly to the lay leadership, of the synagogue I serve as rabbi: the Shelter Rock Jewish Center in Roslyn, New York. Possessed of the unwavering conviction that their rabbi’s book projects are part and parcel of his service to them—and, through them, to the larger community of those interested in learning about Judaism through the medium of the well-written word—they are remarkably supportive of my literary efforts as author and editor. I am in their debt, and I am therefore very pleased to acknowledge that debt formally here and wherever I publish my own work or the work of others.

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i want my teacher to know: Proceedings of the ... Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf American Association to Promote the Teaching of Speech to the Deaf, 1892

i want my teacher to know: *Educational Enactments in a Globalised World*, 2009-01-01
Acrylic oil, glue stick and layered canvas 1830 x 2075 (Collection of the artist). What does it mean to learn and educate in these social and historical times? This edited collection engages an international group of education thinkers in a series of ongoing intercultural conversations that speak to the challenges and possibilities of engaging with education, difference and diversity in a globalised world. Shifting across a range of geographical, theoretical, institutional and disciplinary contexts, the contributors identify in their own empirical and theoretical research work examples of localised solutions to the problems of diversity for the practice of education. These “educational enactments” illustrate the interactions of localised and global level discourses within contexts of educational policy and practice, and allow an exploration of how abstract notions of education are applied through education as a practice and/or subjective experience. Mindful of the structural limitations imposed by the regime of globalisation, the book explores the challenges and the agentive possibilities of working across cultural and material boundaries, and provides multiple venues in which to transcend the limitations of addressing educational issues through a single lens. Engaging with both the challenges and the complexities of intercultural conversations in relation to

issues of diversity and difference, the book's contributors recognise that their role as educators compels them to engage with the dilemmas as well as the productive possibilities, of what it means to learn and to educate within such 'interesting times'. Cover image: 'Kiss I: Kiss at the Gate' by Linda James, 1991. Acrylic oil, glue stick and layered canvas 1830 x 2075 (Collection of the artist).

i want my teacher to know: Children of the Enemy Steven DeBonis, 2017-05-12 When U.S. troops withdrew from Vietnam, they left behind thousands of young children fathered by American soldiers. The new regime regarded the Amerasians as children of the enemy and ostracized them from Vietnamese society. The U.S. government passed the Homecoming Act of 1988, finally facilitating immigration of Amerasians to the United States. Most who have emigrated faced difficulty adjusting to a new culture and only about 2 percent have been reunited with their fathers. Revealing and often poignant, the 38 interviews here give voice to the struggle that Amerasians and their mothers faced in their homeland.

i want my teacher to know: Hipparchia's Choice Michèle Le Dœuff, 2007 To be a philosopher and to be a feminist are one and the same thing. A feminist is a woman who does not allow anyone to think in her place.-from Hipparchia's Choice A work of rare insight and irreverence, Hipparchia's Choice boldly recasts the history of philosophy from the pre-Socratics to the post-Derrideans as one of masculine texts and male problems. The position of women, therefore, is less the result of a hypothetical femininity and more the fault of exclusion by men. Nevertheless, women have been and continue to be drawn to the exercise of thought. So how does a female philosopher become a conceptually adventurous woman? Focusing on the work of Sartre and Beauvoir (specifically, his sexism and her relation to it), Michèle Le Doeuff shows how women philosophers can reclaim a place for feminist concerns. Is *The Second Sex* a work of philosophy, and, if so, what can it teach us about the relation of philosophy to experience? Now with a new epilogue, Hipparchia's Choice points the way toward a discipline that is accountable to history, feminism, and society.

i want my teacher to know: The Pedagogical Seminary, 1892 Vols. 5-15 include Bibliography of child study, by Louis N. Wilson.

i want my teacher to know: Goze Gerald Groemer, 2016-03-21 In a tradition extending from the medieval era to the early twentieth century, visually disabled Japanese women known as goze toured the countryside as professional singers. An integral part of rural musical culture, the goze sang unique narratives of their own making and a significant repertory of popular ballads and short songs. Goze activities peaked in the nineteenth century, and some women continued to tour well into the middle of the twentieth. The last active goze lived until 2005. In *Goze: Women, Musical Performance, and Visual Disability in Traditional Japan*, Gerald Groemer examines the way of life, institutions, and songs of these itinerant performers. Groemer shows that the solidarity and success goze achieved with the rural public through narrative and music was based on the convergence of the goze's desire for a degree of social and economic autonomy with the audience's wish to mitigate the cultural deprivation it so often experienced. Goze recognized audiences as a stimulus for developing repertoires and careers; the public in turn recognized goze as masterful artisans who acted as powerful agents of widespread cultural development. As the first full-length scholarly work on goze in English, this book is an invaluable resource to scholars and students of Japanese culture, Japanese music, ethnomusicology, and disability studies worldwide.

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i want my teacher to know: Queering Professionalism: Pitfalls and Possibilities Adam Davies and Cameron Greensmith,

i want my teacher to know: Autonomy and Independence in Language Learning Phil Benson, Peter Voller, 2014-06-06 The topics of autonomy and independence play an increasingly important role in language education. They raise issues such as learners' responsibility for their own

learning, and their right to determine the direction of their own learning, the skills which can be learned and applied in self-directed learning and capacity for independent learning and the extents to which this can be suppressed by institutional education. This volume offers new insights into the principles of autonomy and independence and the practices associated with them focusing on the area of EFL teaching. The editors' introduction provides the context and outlines the main issues involved in autonomy and independence. Later chapters discuss the social and political implications of autonomy and independence and their effects on educational structures. The consequences for the design of learner-centred materials and methods is discussed, together with an exploration of the practical ways of implementing autonomy and independence in language teaching and learning . Each section of the book opens with an introduction to give structure to the development of ideas and themes, with synopses to highlight salient features in the text and help build upon the material of previous chapters.

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