

Articulando as inovações pedagógicas com as  
reais necessidades dos alunos

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REALIZAÇÃO





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**IDELFRANIO**



**Prof. IDELFRANIO** Moreira

*Gerente Executivo de Ensino e Inovações  
Educacionais da Arco no SAS*





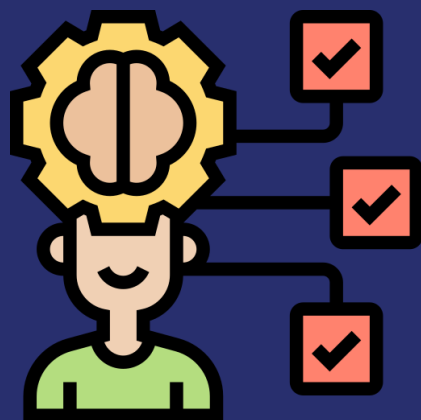
# Articulando as Inovações Pedagógicas com as **Reais Necessidades** dos **Alunos**

## Processos cognitivos básicos

Sensação e percepção

Memória

Atenção



## Processos cognitivos superiores

Pensamento

Linguagem

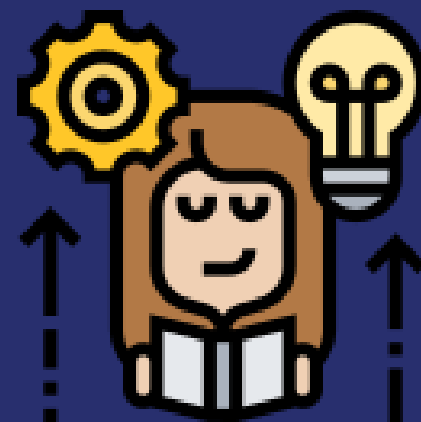
Motivação

Aprendizagem

Imaginação

Criatividade

Inteligência





HeyGen

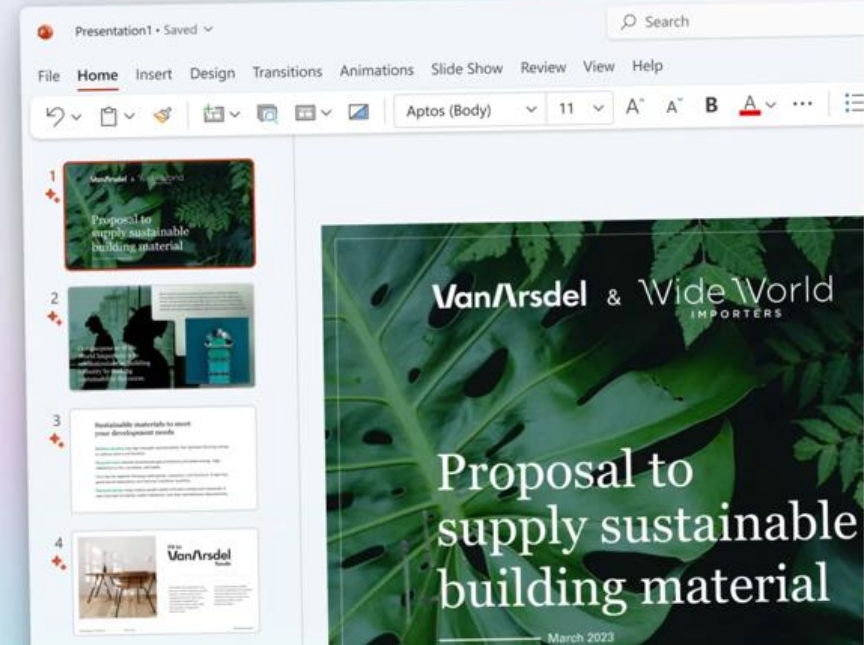






MICROSOFT 365

# Copilot in PowerPoint



[https://www.youtube.com/watch?v=fzoZ\\_f7ji5Q](https://www.youtube.com/watch?v=fzoZ_f7ji5Q)

# Adobe

<https://www.youtube.com/watch?v=IVTyLYupECI>

# ChatGPT



What are you?



I'm a large language model trained by OpenAI. I'm a form of artificial intelligence that has been designed to process and generate human-like language.



Are you human?



I'm not a human and I don't have the ability to think or feel in the same way that a person does.



***Cadê a Barreira de  
Entrada que tava  
aqui agorinha?!***

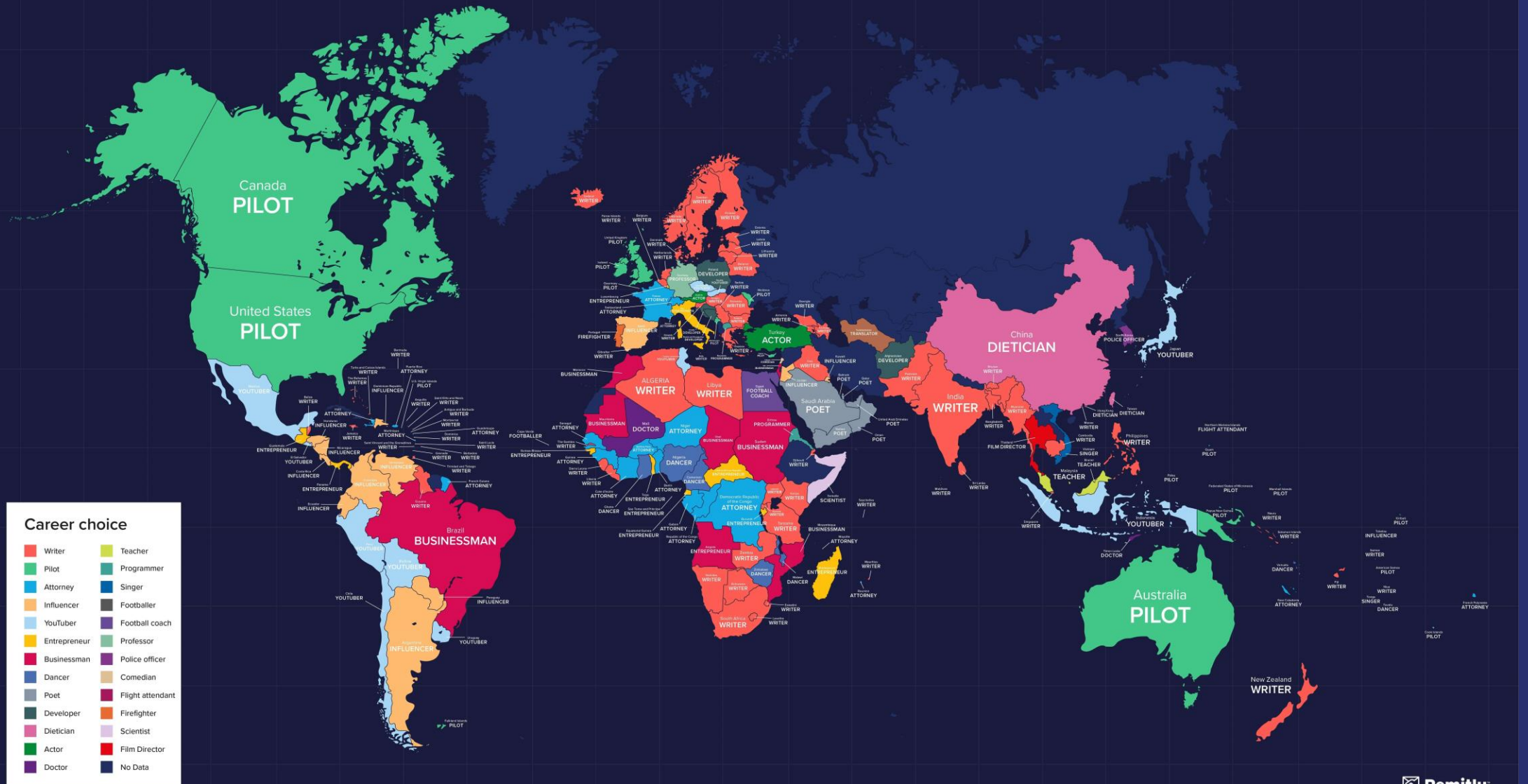






# Dream Jobs Around The World

The career each country desires the most, according to Google search data





### The career each country desires the most, according to Google search data



# Paulista é aprovado em 28 universidades dos EUA por habilidades no Fortnite



Matheus descobriu no final do ano passado que seria possível ingressar em universidade norte-americana por conta do Fortnite  
Imagem: Arquivo pessoal



Luccas Lucena  
Do UOL, em São Paulo  
27/06/2022 15h22 | Atualizada em 27/06/2022 15h24

Um jovem de 20 anos de São Vicente, em São Paulo, conseguiu ser aprovado em 28 universidades norte-americanas por suas habilidades no jogo online Fortnite. Matheus Guimarães Montenegro agora corre contra o tempo para conseguir arrecadar R\$ 85 mil até o dia 28 de julho e estudar ciência da computação na Oklahoma Christian University, nos Estados Unidos.



**“Ah! Ta vendo?!  
Então, não preciso  
estudar! [Haha!]”**





Felipe Neto

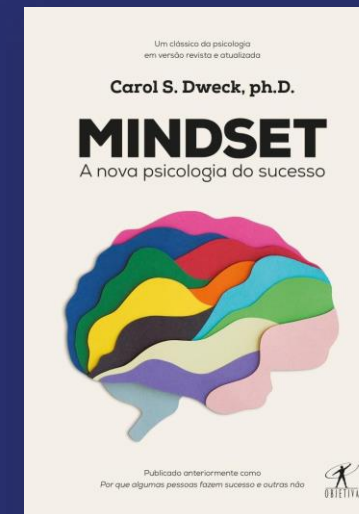
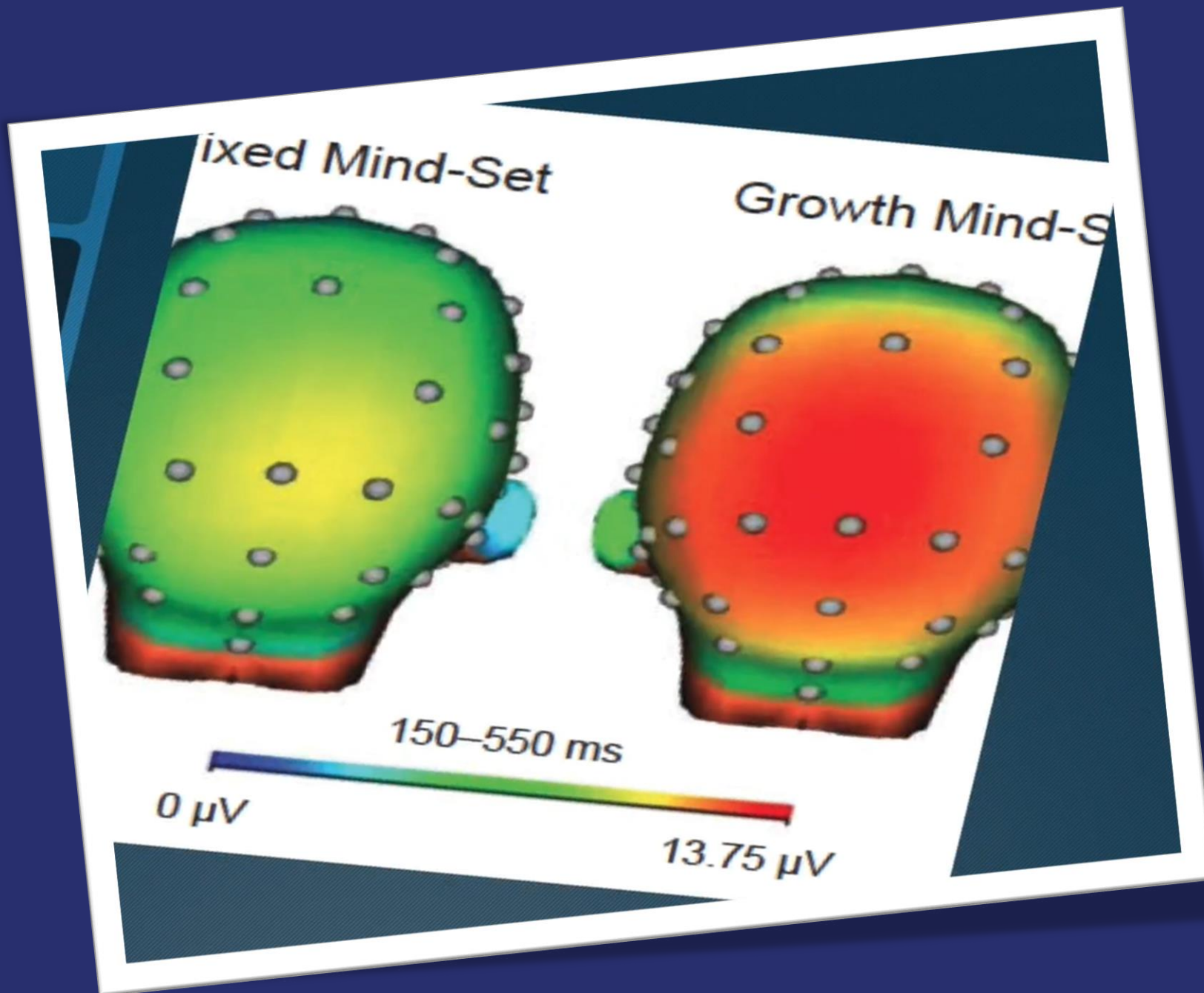
@felipeneto



34 anos e ainda não precisei usar o Teorema de **Pitágoras**.

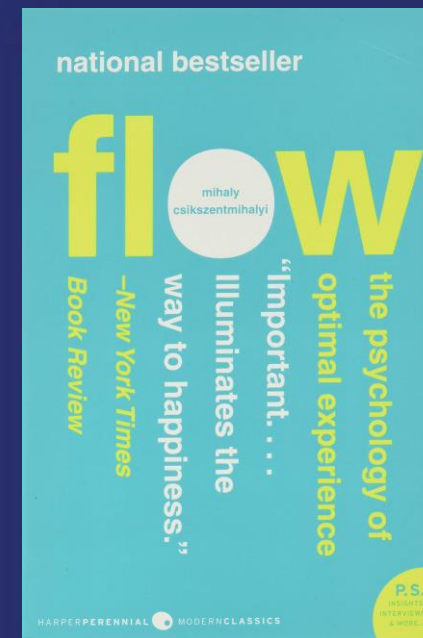
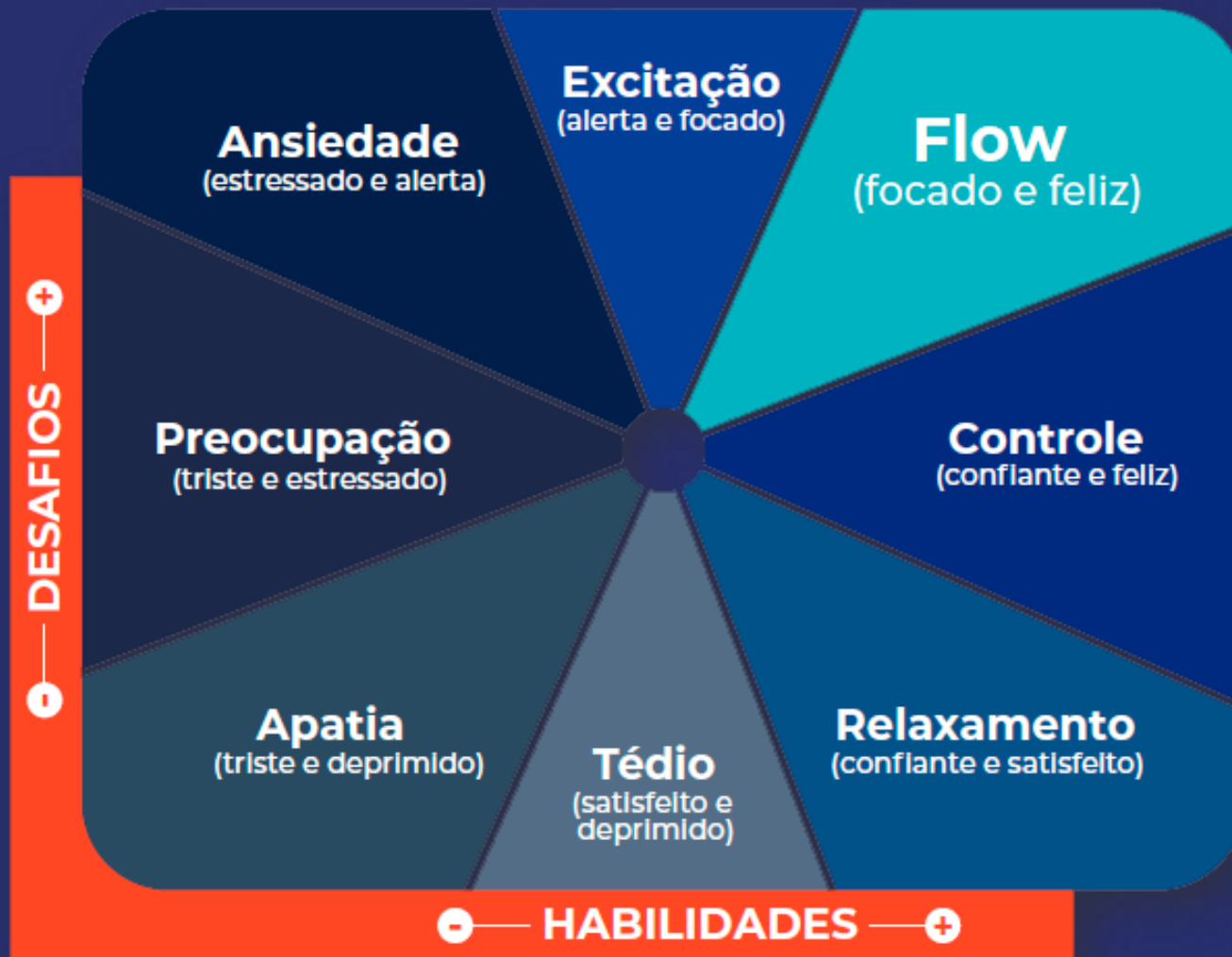
Creio q um dia irei... Não podem ter me forçado a decorar isso a toa.

00:40 · 12/02/2022 · Twitter for iPhone



Assista à TED talk na qual a psicóloga Carol Dweck apresenta sua ideia sobre o chamado 'mindset de crescimento': [https://www.ted.com/talks/carol\\_dweck\\_the\\_power\\_of\\_believing\\_that\\_you\\_can\\_improve](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve)

# O Estado de Flow



O estado de Flow como uma forma de felicidade, segundo o psicólogo Mihaly Csikszentmihalyi. Assista em: [https://www.ted.com/talks/mihaly\\_csikszentmihalyi\\_flow\\_the\\_secret\\_to\\_happiness](https://www.ted.com/talks/mihaly_csikszentmihalyi_flow_the_secret_to_happiness)





# The strongest predictor for success

ANGELA LEE DUCKWORTH

TED

*talento x **esforço** = habilidade*



*habilidade x **esforço** = conquistas*



[https://www.ted.com/talks/angela\\_lee\\_duckworth\\_grit\\_the\\_power\\_of\\_passion\\_and\\_perseverance](https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance)

| ESCALA DE GARRA |  | Nada a ver comigo | Não muito a ver comigo | Um pouco a ver comigo | Bastante a ver comigo | Totalmente a ver comigo |
|-----------------|--|-------------------|------------------------|-----------------------|-----------------------|-------------------------|
| 1               | Novas ideias e novos projetos às vezes me distraem dos anteriores.                               | 5                 | 4                      | 3                     | 2                     | 1                       |
| 2               | Obstáculos não me desestimulam. Eu não desisto com facilidade.                                   | 1                 | 2                      | 3                     | 4                     | 5                       |
| 3               | Muitas vezes eu defino um objetivo, mas depois prefiro buscar outro.                             | 5                 | 4                      | 3                     | 2                     | 1                       |
| 4               | Sou um trabalhador esforçado.  | 1                 | 2                      | 3                     | 4                     | 5                       |
| 5               | Tenho dificuldade para manter o foco em projetos que exigem mais de alguns meses para terminar.  | 5                 | 4                      | 3                     | 2                     | 1                       |
| 6               | Eu termino tudo o que começo.  | 1                 | 2                      | 3                     | 4                     | 5                       |
| 7               | Meus interesses mudam de ano para ano.   | 5                 | 4                      | 3                     | 2                     | 1                       |
| 8               | Sou dedicado. Nunca desisto.   | 1                 | 2                      | 3                     | 4                     | 5                       |
| 9               | Já estive obcecado durante algum tempo por certa ideia ou projeto, mas depois perdi o interesse. | 5                 | 4                      | 3                     | 2                     | 1                       |
| 10              | Já superei obstáculos para conquistar um objetivo importante.                                    | 1                 | 2                      | 3                     | 4                     | 5                       |

## Fixed Mind-set

Intelligence is static



Leads to a desire  
to look smart  
and therefore a  
tendency to...

### CHALLENGES

...avoid  
challenges



...embrace  
challenges



### OBSTACLES

...give up  
easily



...persist in the  
face of setbacks



### EFFORT

...see effort as  
fruitless or worse



...see effort as  
the path to mastery



## Growth Mind-set

Intelligence can be developed



Leads to a desire  
to learn and  
therefore a  
tendency to...



IDEAS.TED.COM

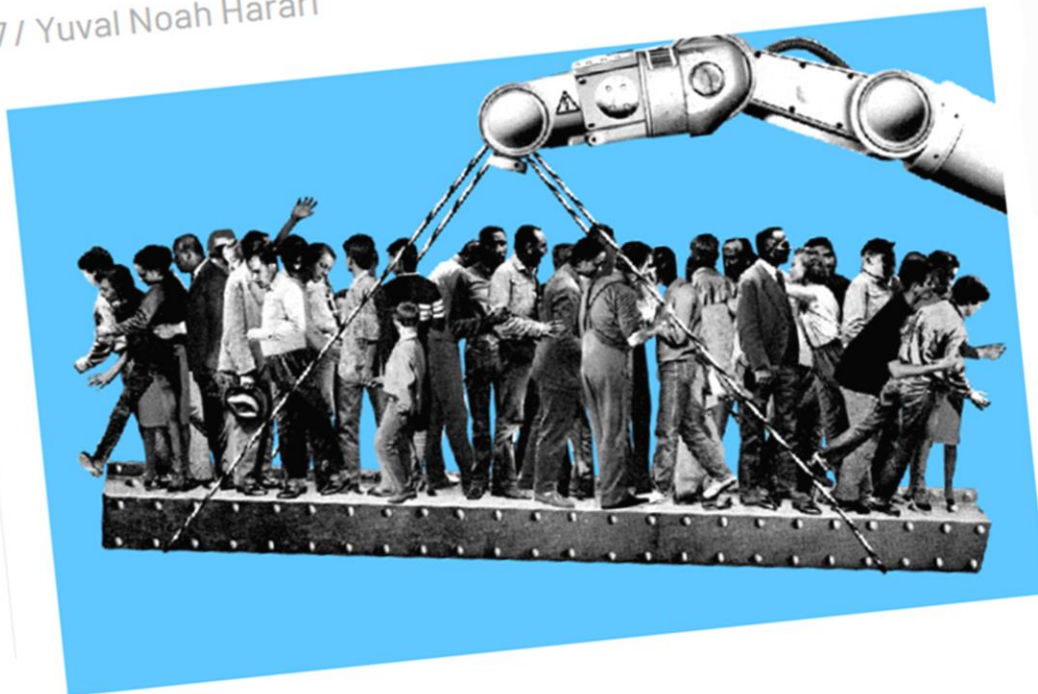
Explore ideas worth spreading

BUSINESS

# The rise of the useless class

Feb 24, 2017 / Yuval Noah Harari

SHARE  
THIS  
IDEA



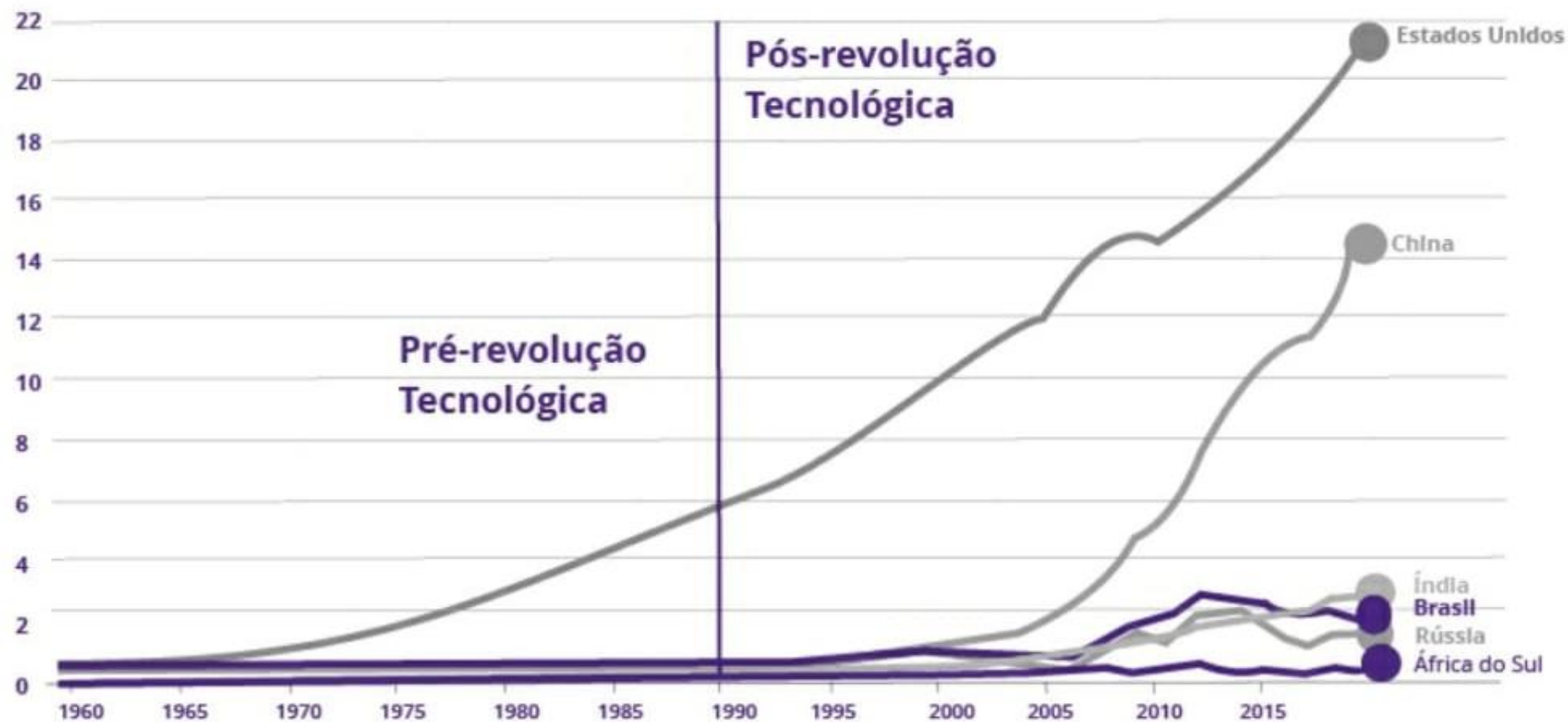
Doug Chayka

Historian Yuval Noah Harari offers a bracing prediction: just as mass industrialization created the working class, the AI revolution will create a new unworking class.

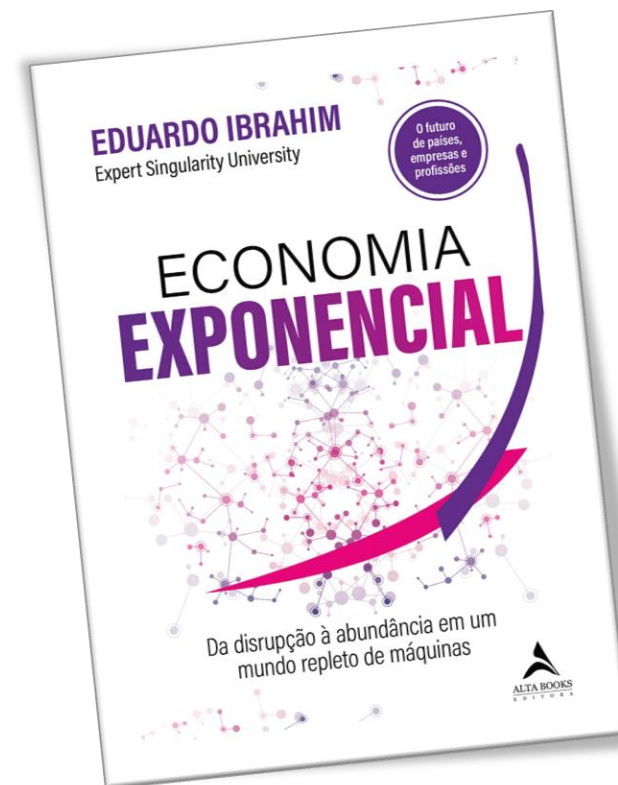
<https://ideas.ted.com/the-rise-of-the-useless-class/>



Trilhões US\$



<https://shorturl.at/hITU0>



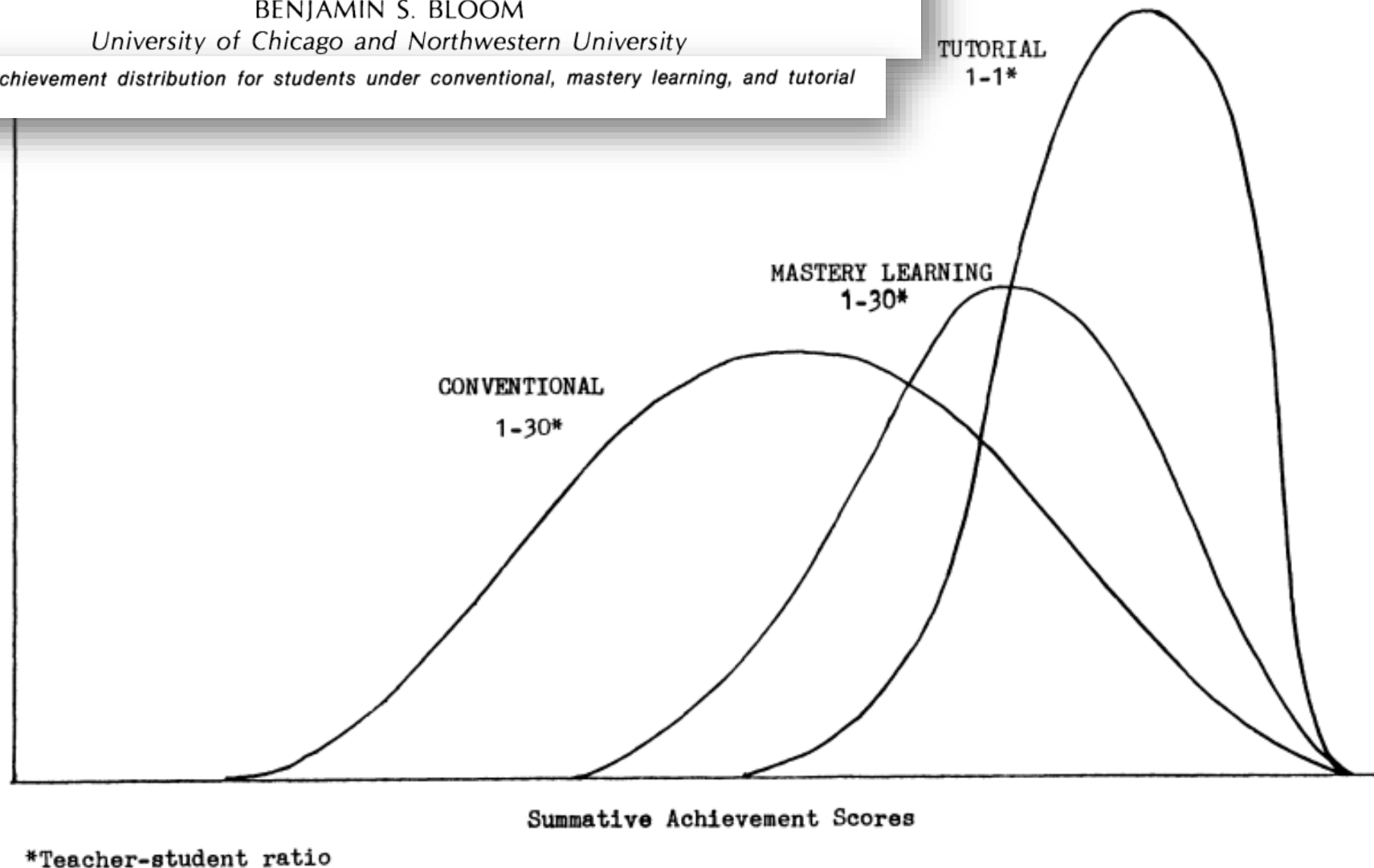


# The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring

BENJAMIN S. BLOOM

*University of Chicago and Northwestern University*

**FIGURE 1.** Achievement distribution for students under conventional, mastery learning, and tutorial instruction.

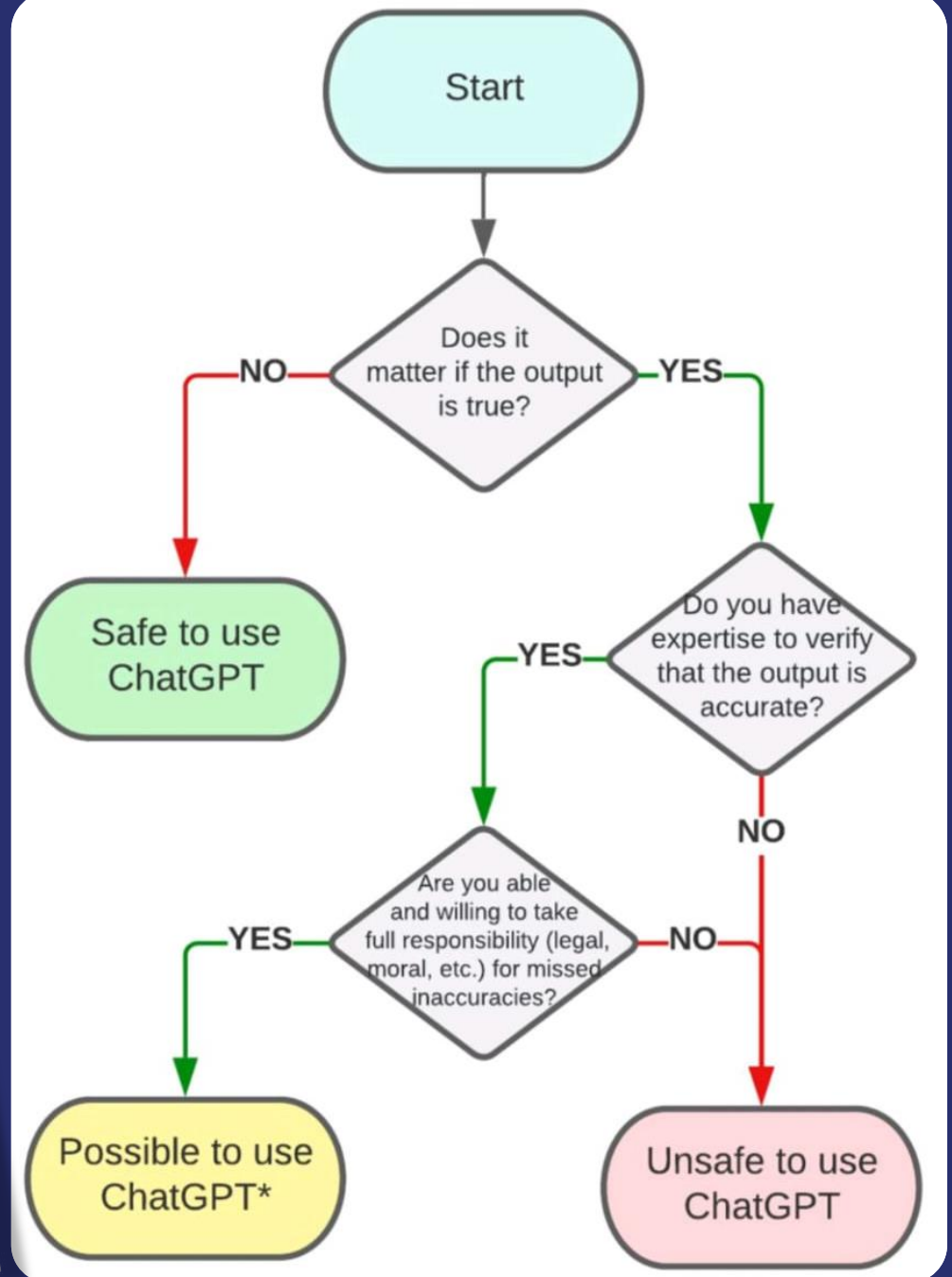
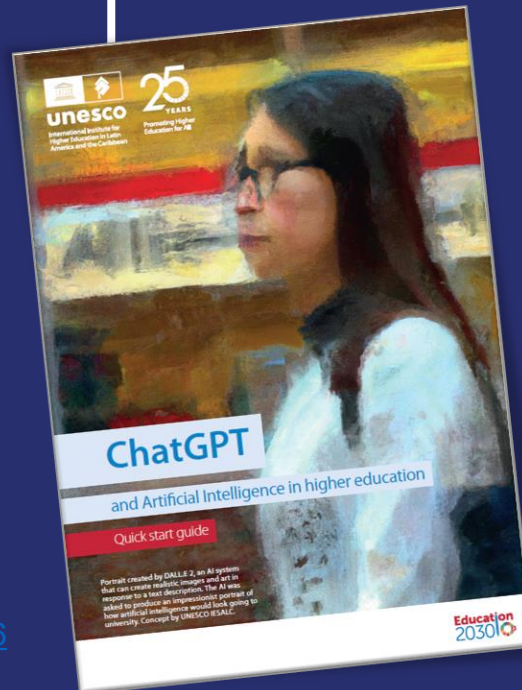


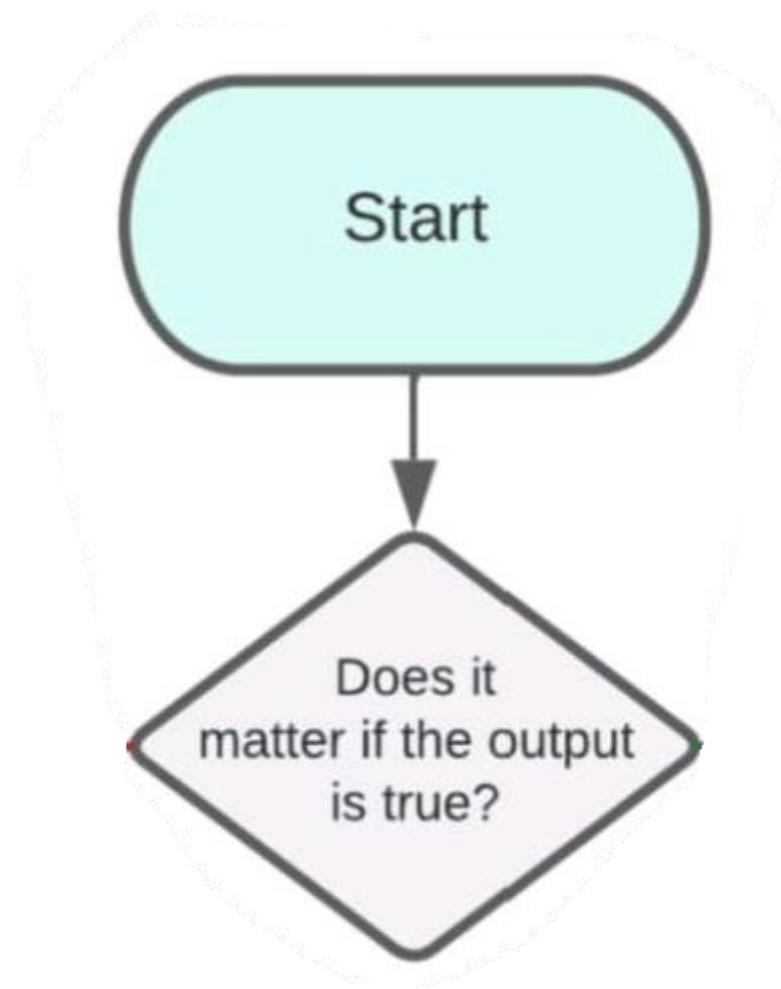
**“Garbage in,  
garbage out.”**

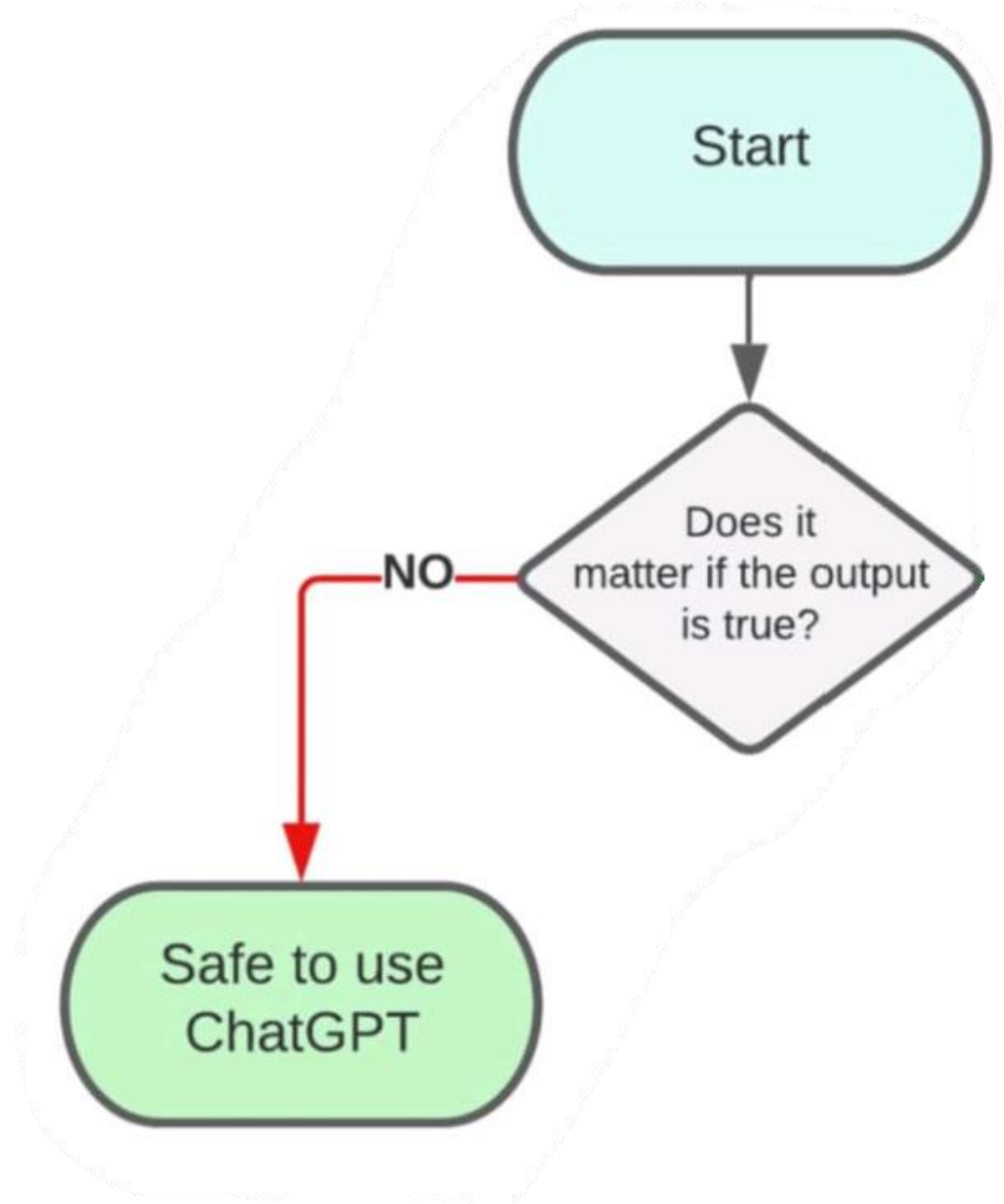
**George Fuechsel**

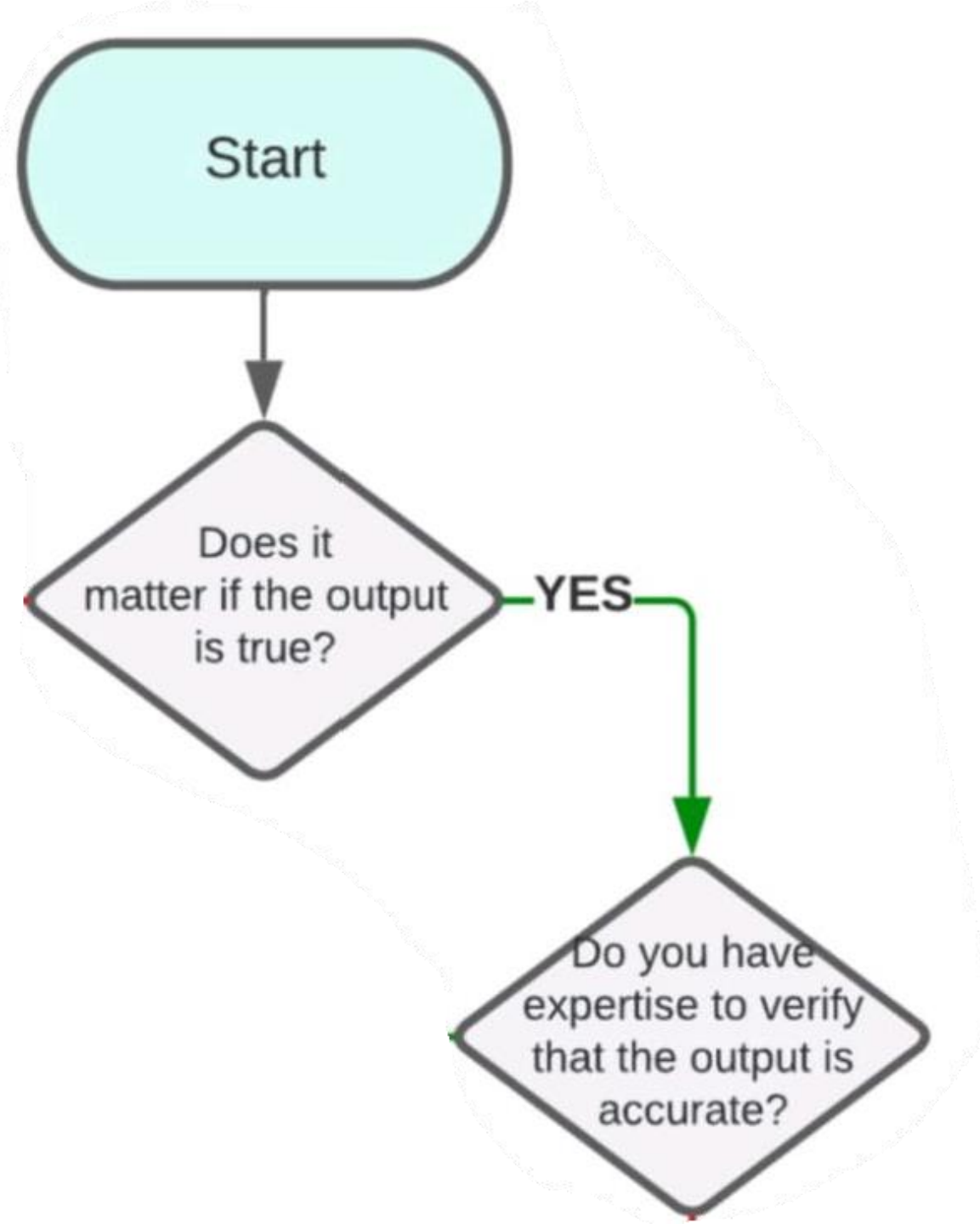
\* but be sure to verify each output word and sentence for accuracy and common sense

# Um Algoritmo Simples para pensar se é seguro utilizar o ChatGPT em suas atividades



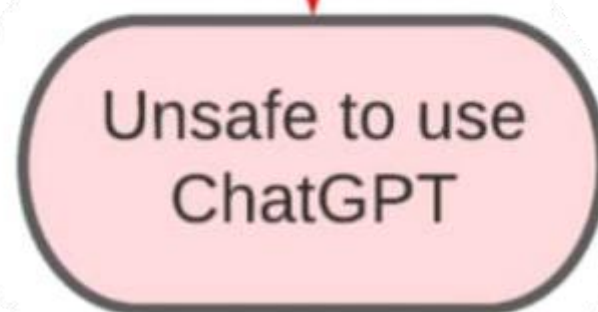


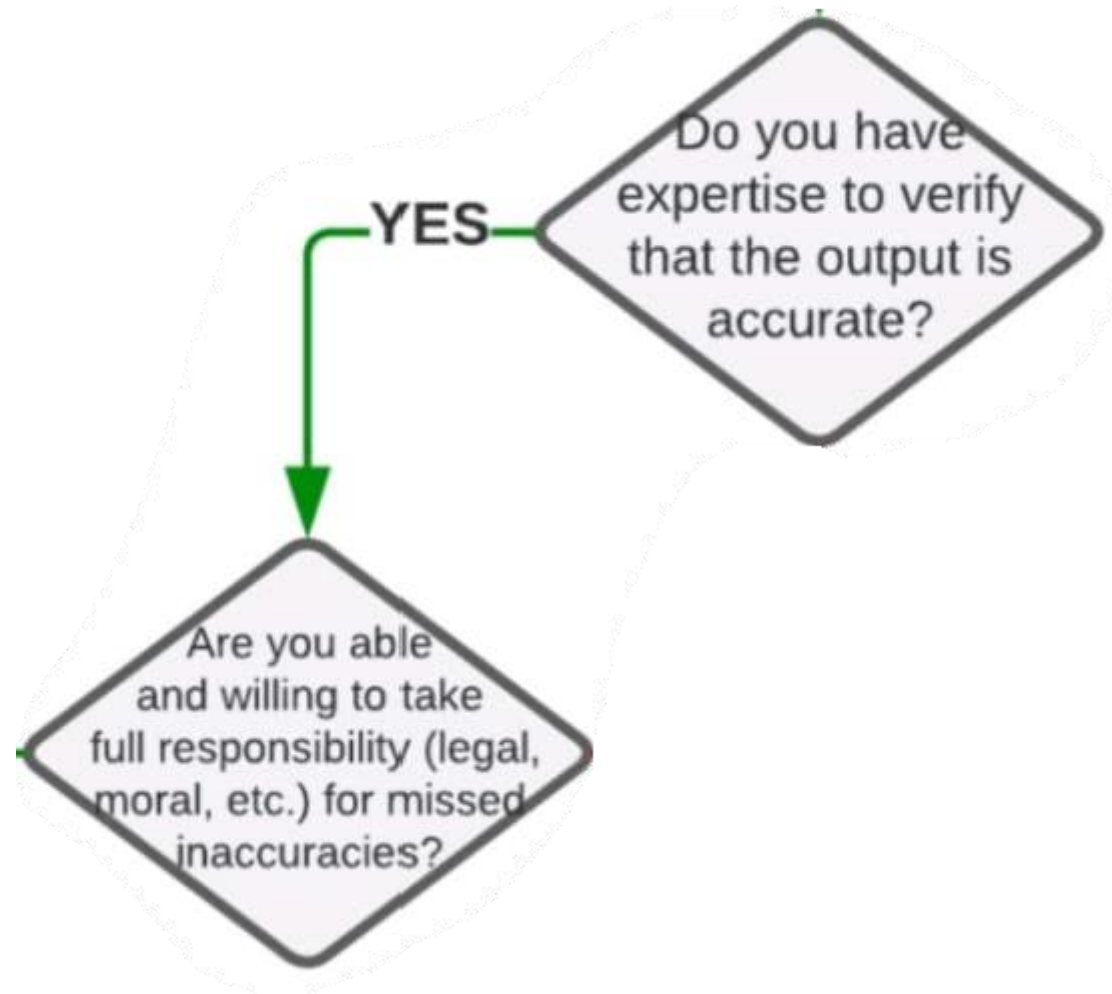




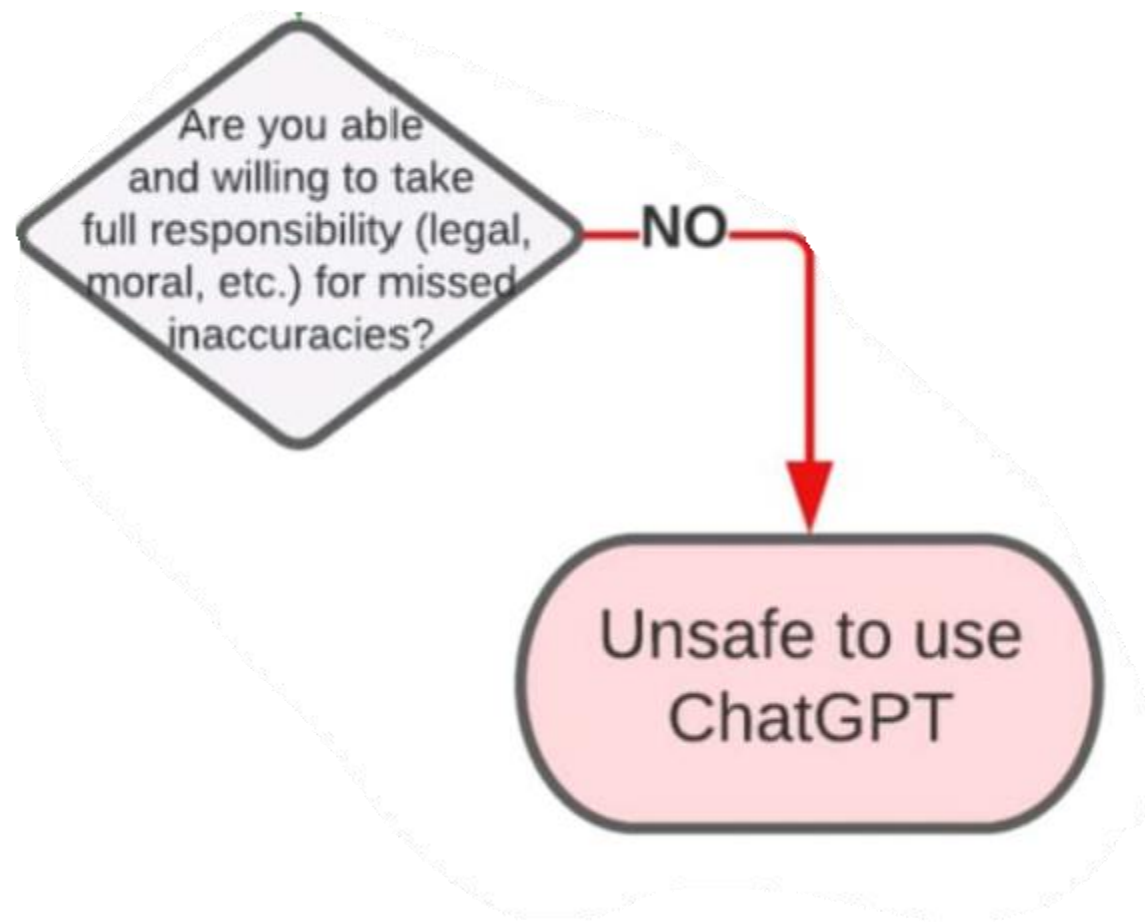


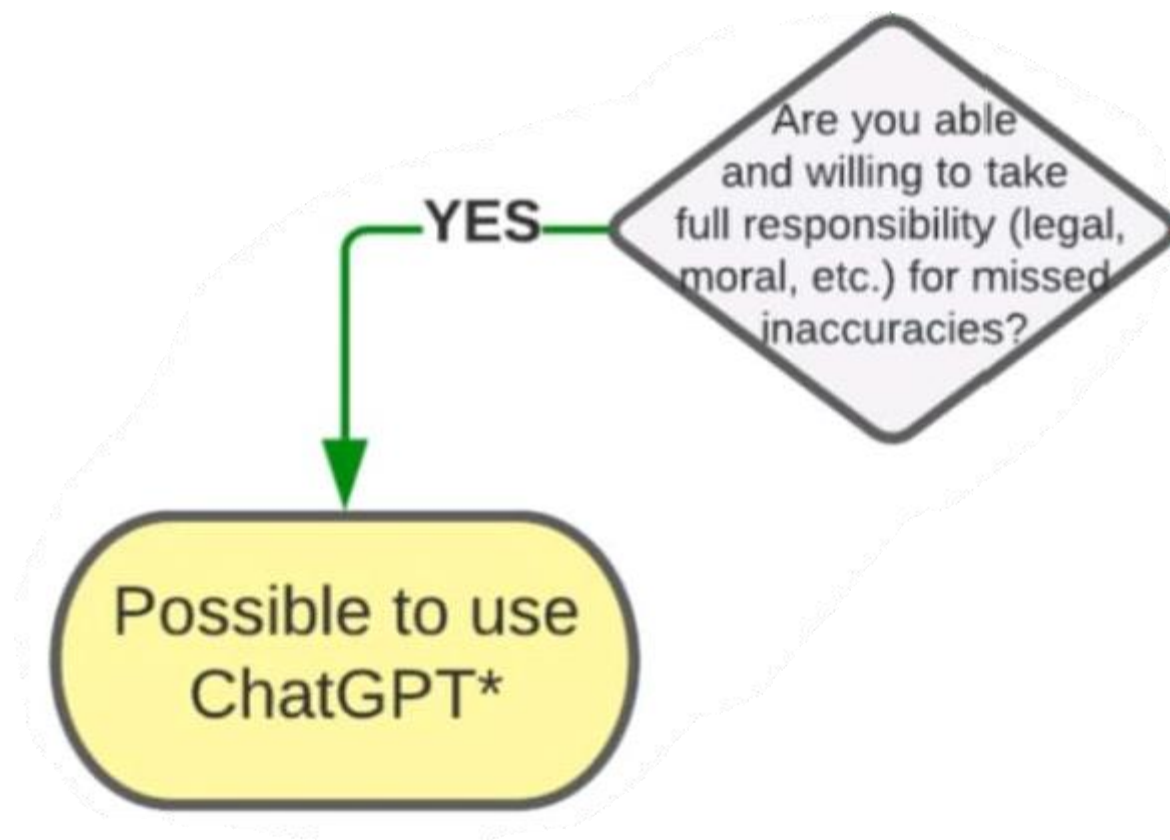
**NO**











## ChatGPT 4 ▾



**You**

I'm brazilian and i've still trying learning english, developing my proficiency.



**ChatGPT**

That's great to hear! Learning a new language, especially English, can open many doors and opportunities. If you need any help or have specific questions about English, feel free to ask. I can assist with vocabulary, grammar, pronunciation tips, or even cultural nuances. Keep practicing, and your proficiency will surely grow!



## ChatGPT 4 ▾



**You**

Help me. Explain this text with another words, please. I've some difficult to understand it and i'm avoiding translate.  
"But the ventricular theory of the brain still held sway in Western medicine – when Da Vinci drew the brain, he emphasised the ventricles. It was not until 1538 that the influential medic Andreas Vesalius overthrew the ventricular theory, and the concept that it was the brain itself that was critical to mental processes started to dominate Western medicine."



ChatGPT 4 ▾



**ChatGPT**

Certainly! This text is about how people in Western medicine used to think about the brain. For a long time, they believed in the "ventricular theory," which focused on the ventricles (these are like empty spaces in the brain) as the most important parts for mental processes. When the famous artist Leonardo Da Vinci made drawings of the brain, he also focused on these ventricles. But in 1538, Andreas Vesalius, a very important doctor, challenged this old idea. He argued that it's not just the ventricles, but the brain itself that's really important for our mental abilities. After Vesalius shared his ideas, Western medicine started to focus more on the brain itself for understanding how our minds work.





ChatGPT 4 ▾



**You**

Handedness... what meaning it?!



**ChatGPT**

"Handedness" refers to the preference most people show for using one hand over the other for tasks like writing, eating, and throwing. This preference is often called being "right-handed" or "left-handed." Most people are right-handed, meaning they naturally use their right hand for these kinds of tasks. A smaller percentage of people are left-handed, preferring their left hand for these activities. There's also a very small group of people who are ambidextrous, meaning they can use both hands equally well. Handedness is an interesting aspect of human biology and is believed to be influenced by a combination of genetic and environmental factors.





ChatGPT 4 ▾



**You**

There are more people right-handed? I do not know this!  
There are studies, researchs and statistics what prove this?



**ChatGPT**

Yes, there is a significant amount of research and numerous studies that show the majority of people are right-handed. It's estimated that about 90% of the world's population is right-handed, while only about 10% are left-handed. This has been a consistent finding across various cultures and geographical locations.

The reasons for this preference are not entirely understood, but it's believed to be a result of a combination of genetic, biological, and environmental factors. Studies suggest that handedness is partly heritable, meaning it can run in families. The brain's structure and function also play a role, as the two hemispheres of the brain control different functions and sides of the body.



ChatGPT 4 ▾

Researchers have used various methods to study handedness, including surveys, observations, and experiments. These studies have been published in scientific journals and are part of the broader field of research in neuroscience and psychology.

If you're interested in learning more about this topic, I can use the browser tool to find more detailed and current information on the research and statistics regarding handedness. Would you like me to do that?



**You**

Yes! I really like this.



## Parabolicamará

*Gilberto Gil*

*Antes mundo era pequeno*

*Porque Terra era grande*

*Hoje mundo é muito grande*

*Porque Terra é pequena*

*Do tamanho da antena parabolicamará*

*Ê, volta do mundo, camará*

*Ê, ê, mundo dá volta, camará*

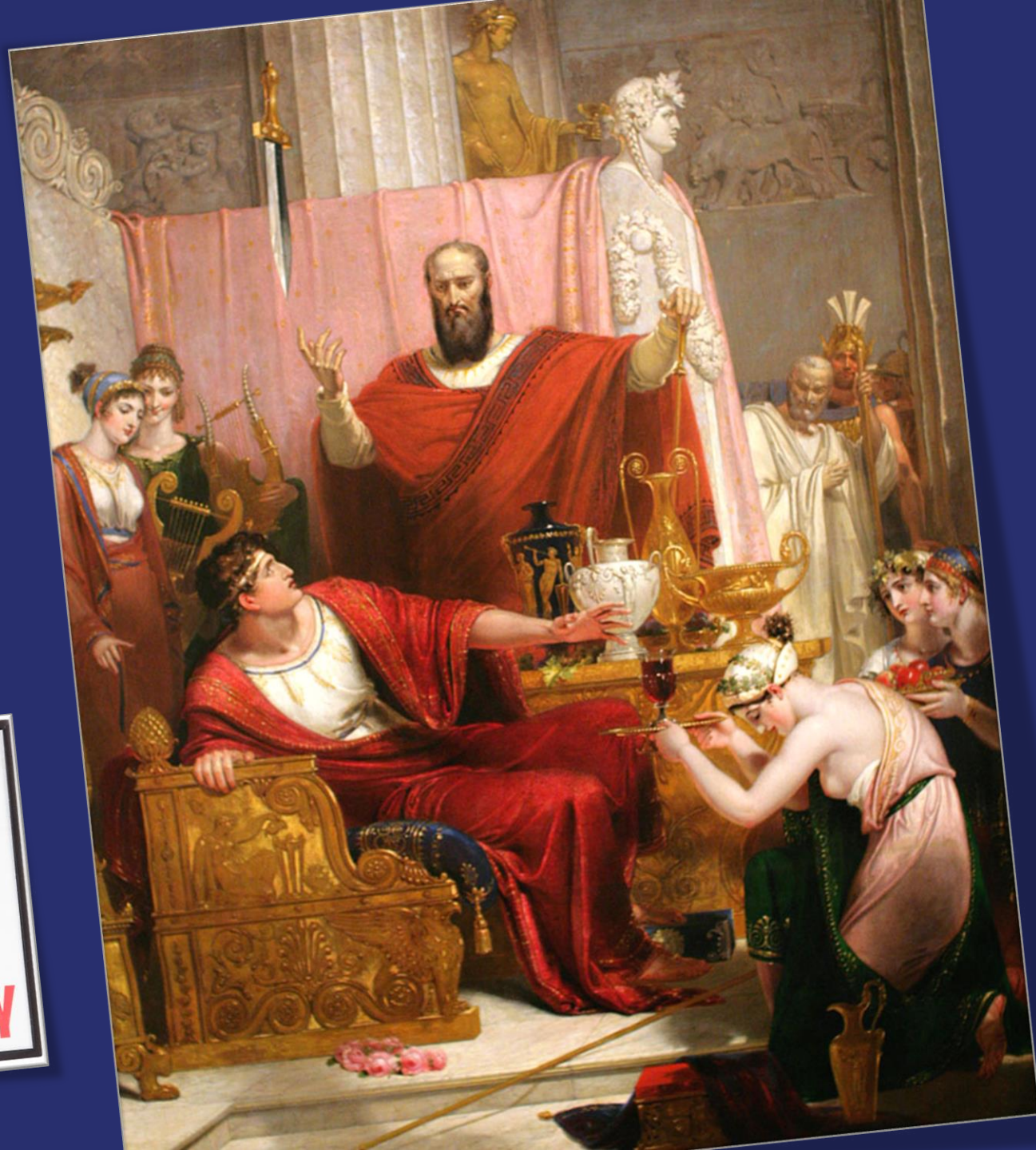
WITH GREAT  
**POWER**  
COMES GREAT

**RESPONSIBILITY**

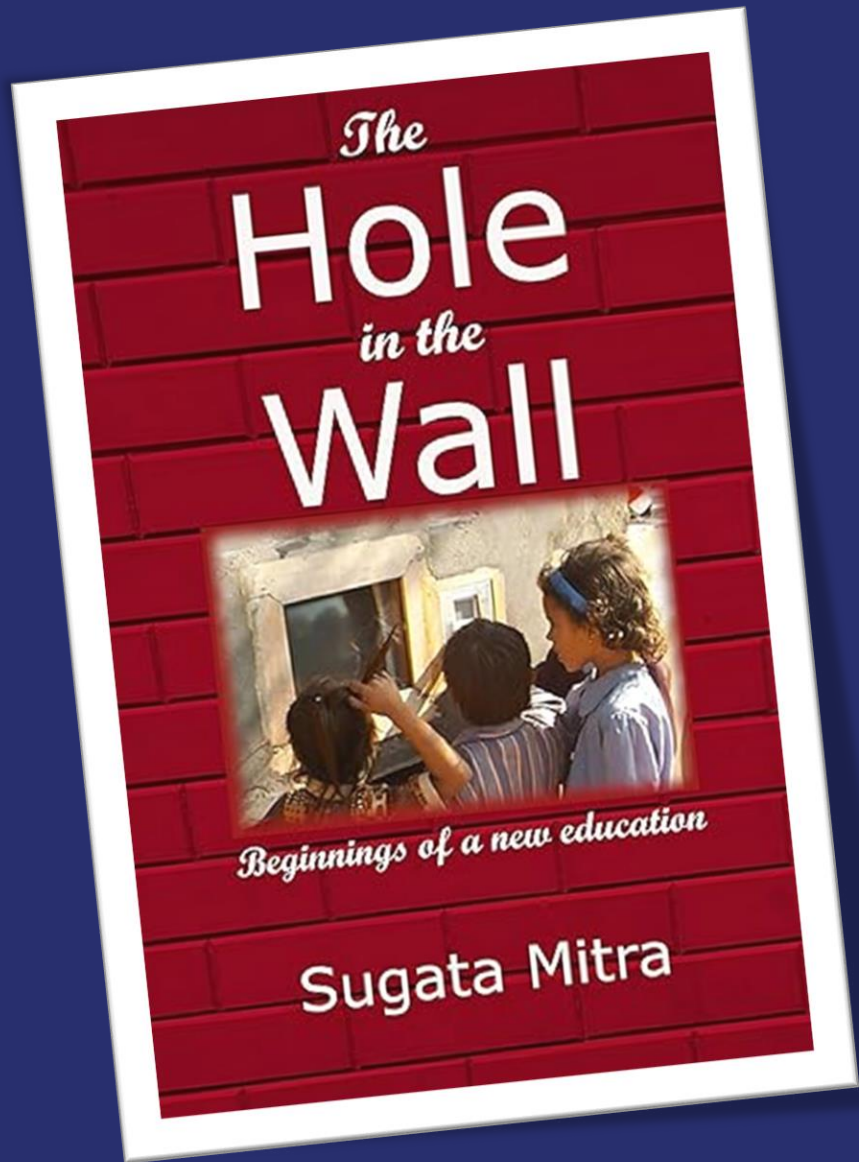


© MARVEL









## The child-driven education

3,439,539 views | Sugata Mitra | TEDGlobal 2010 • July 2010

[https://www.ted.com/talks/sugata mitra the child driven education](https://www.ted.com/talks/sugata_mitra_the_child_driven_education)



**“Any teacher  
who can be  
replaced by  
machine  
should be.”**

# NON-COMPUTABLE YOU

WHAT YOU  
DO THAT  
ARTIFICIAL  
INTELLIGENCE  
NEVER WILL

ROBERT J. MARKS

ROBERT J. MARKS

Which brings us to the point: When discussing artificial intelligence, it's crucial to define intelligence. Like Kevin Brooks, computers can store oceans of facts and correlations; but intelligence requires more than facts. True intelligence requires a host of analytic skills. It requires understanding; the ability to recognize humor, subtleties of meaning, and symbolism; and the ability to recognize and disentangle ambiguities. It requires creativity.





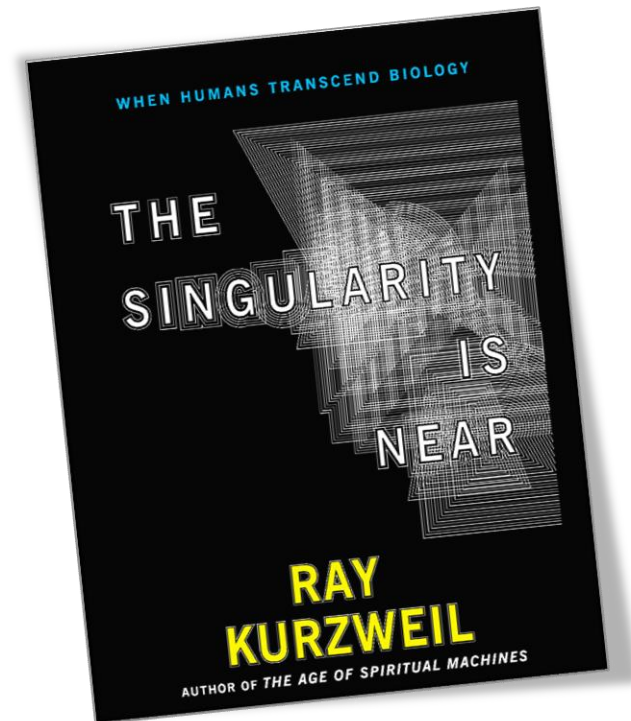
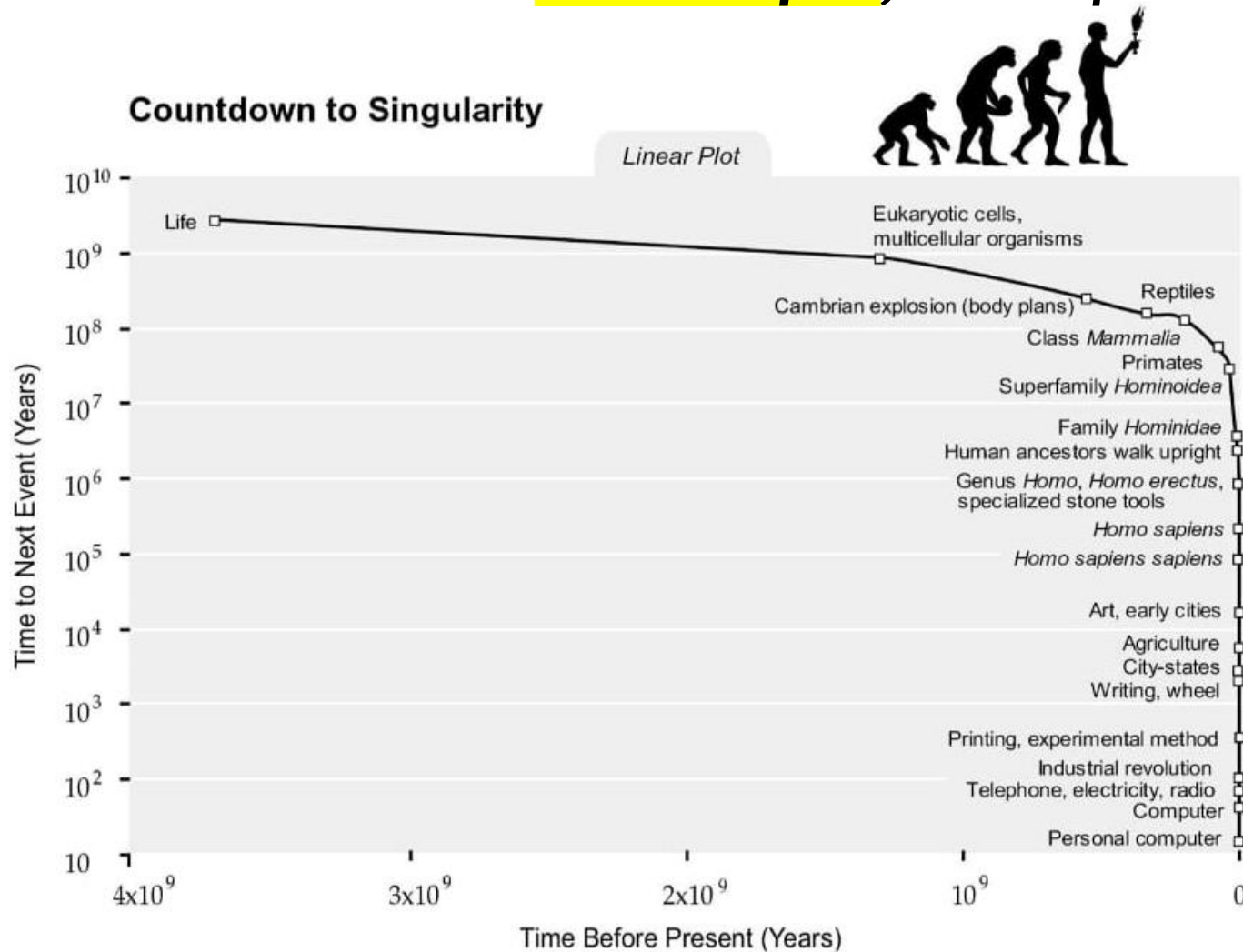
Artificial intelligence has done many remarkable things, some of which we'll discuss in this book. AI has largely replaced travel agents, tollbooth attendants, and mapmakers. But will AI ever replace attorneys, physicians, military strategists, and design engineers, among others?

The answer is no. And the reason is that as impressive as artificial intelligence is—and make no mistake, it is fantastically impressive—it doesn't hold a candle to human intelligence. It doesn't hold a candle to you.

And it never will. How do we know? The answer can be stated in a single four-syllable word that needs unpacking before we can contemplate the non-computable you. That word is *algorithm*. If not expressible as an algorithm, a task is not computable.

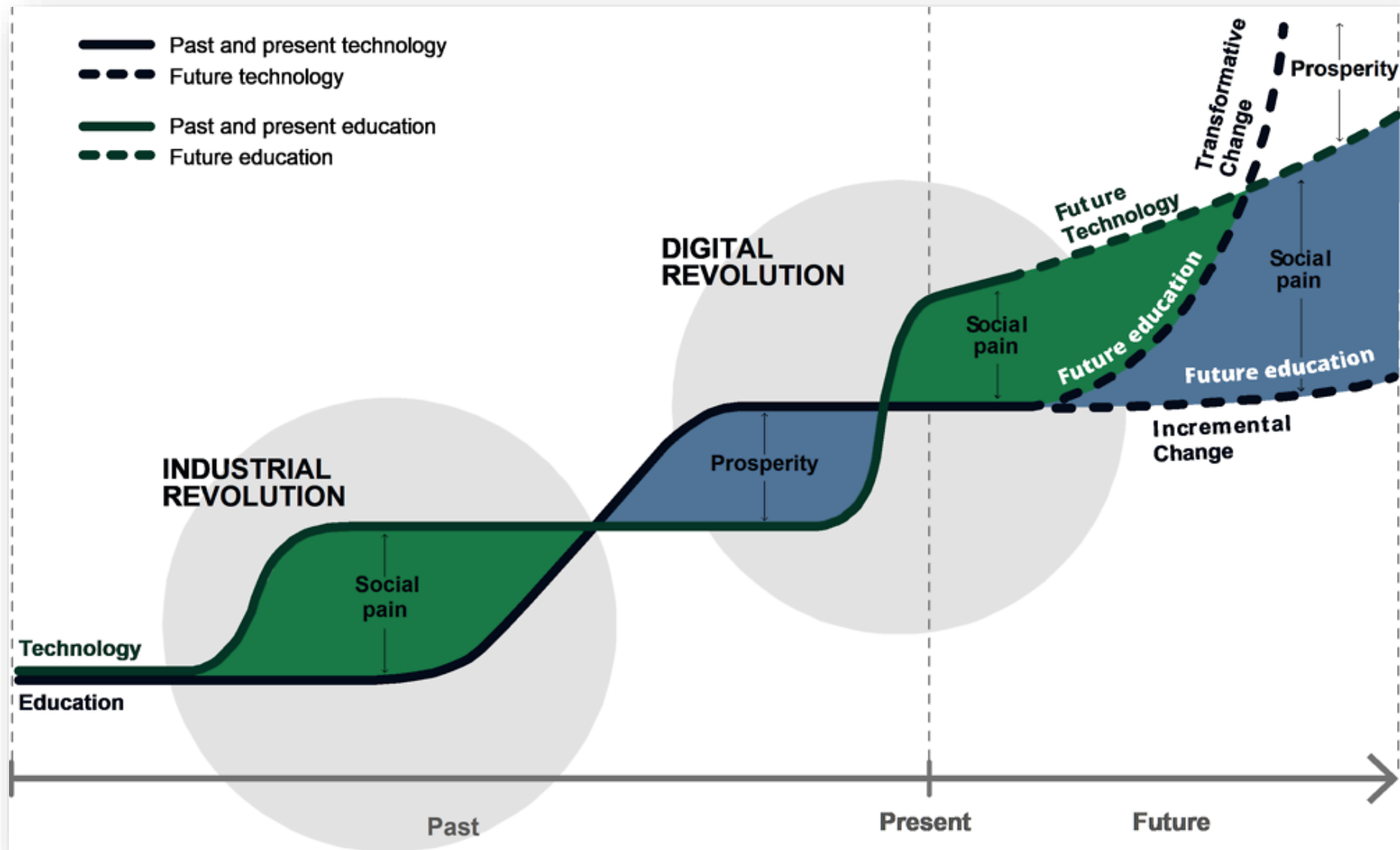


What, then, is the **Singularity**? It's a future period during which the pace of technological change will be so rapid, its impact so deep, that human life will be irreversibly transformed.





# The race between technology and education



Source: Inspired by "The race between technology and education", Goldin and Katz (2010[2]).

[https://www.oecd.org/education/2030-project/about/E2030%20Introduction\\_FINAL\\_post%20IWG9.pdf](https://www.oecd.org/education/2030-project/about/E2030%20Introduction_FINAL_post%20IWG9.pdf)



**V** Volatile  
Volátil

**U** Uncertain  
Incerto

**C** Complex  
Complexo

**A** Ambiguous  
Ambíguo



**B** Brittle  
Frágil

**A** Anxious  
Ansioso

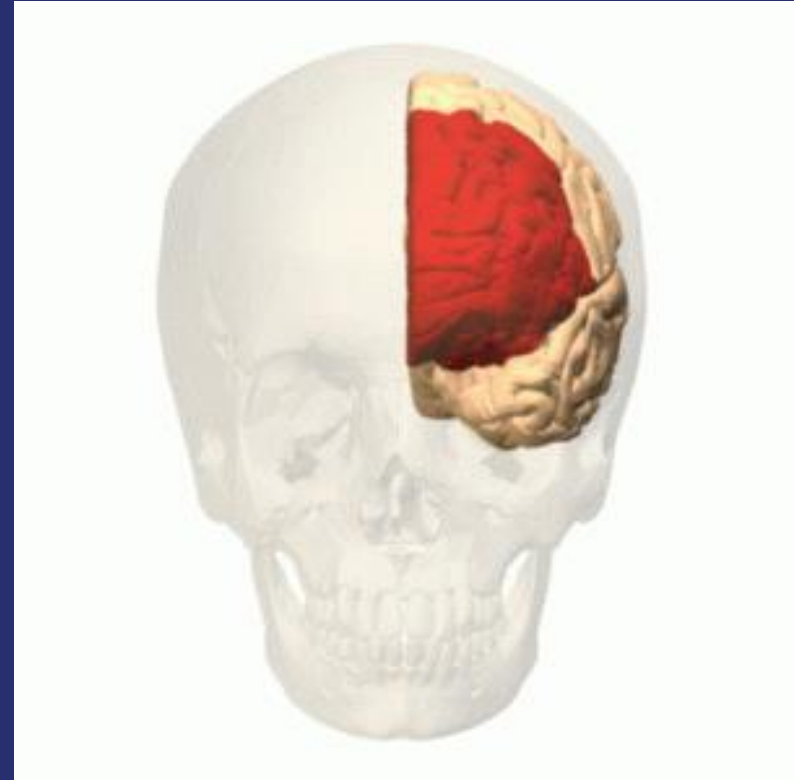
**N** Nonlinear  
Não Linear

**I** Incomprehensible  
Imcompreensível

**Adverse Childhood Experiences** podem levar a problemas crônicos de saúde, doenças mentais e uso de substâncias na adolescência e na idade adulta. São mais comuns do que pensamos e incluem aspectos do ambiente da criança que podem determinar seus sentidos de segurança, estabilidade e criação de vínculos.

O trauma bloqueia a sensação de segurança causando um constante estado de alerta. O cérebro se adapta para sobreviver, mas a aprendizagem fica comprometida. Sem o vínculo seguro, a aprendizagem não acontece.

O trauma afeta a mesma região cerebral utilizada para a aprendizagem: resolução de problemas, memória, motivação, processamento de informações e tolerância ao estresse.



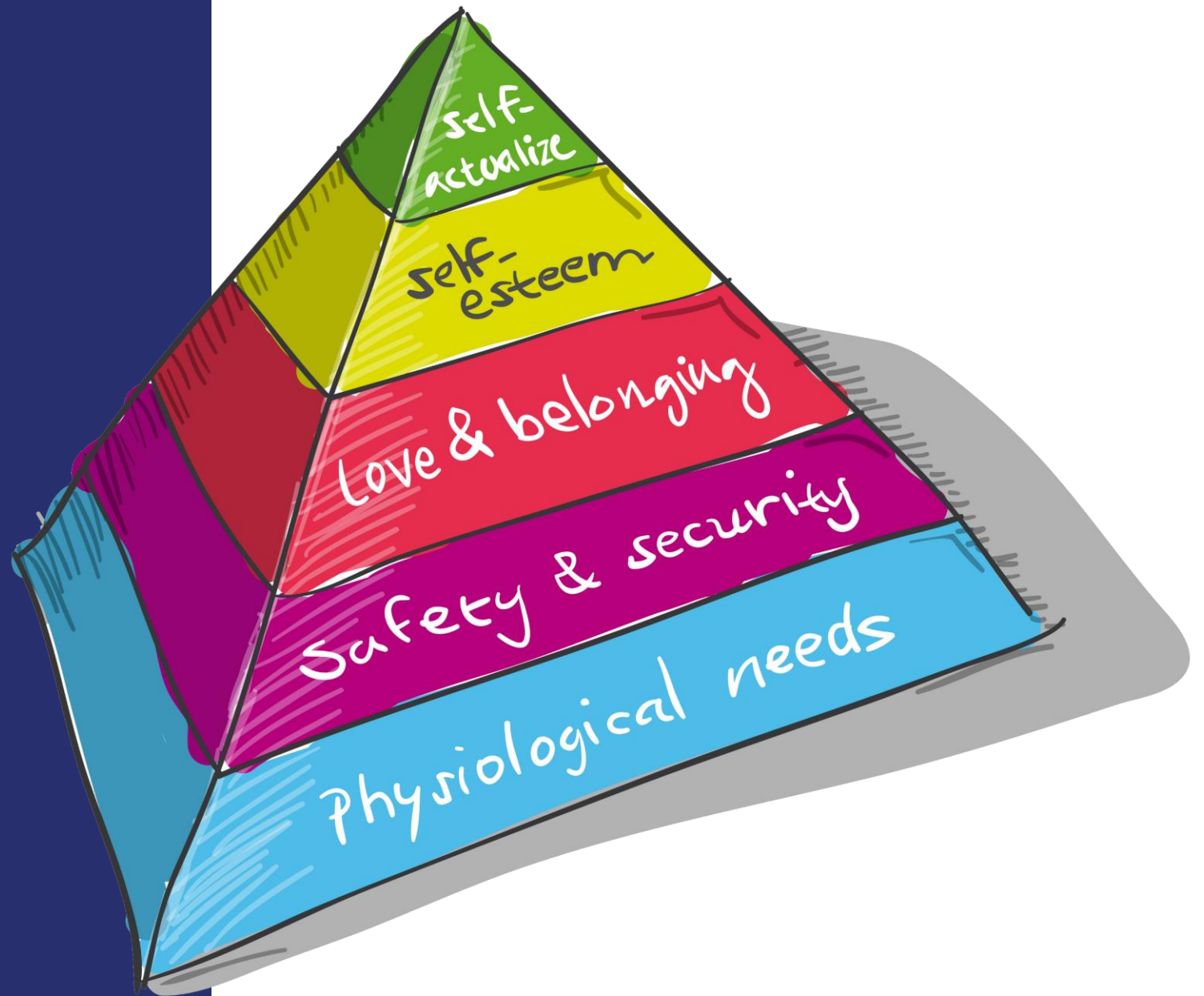
# Carol Campos

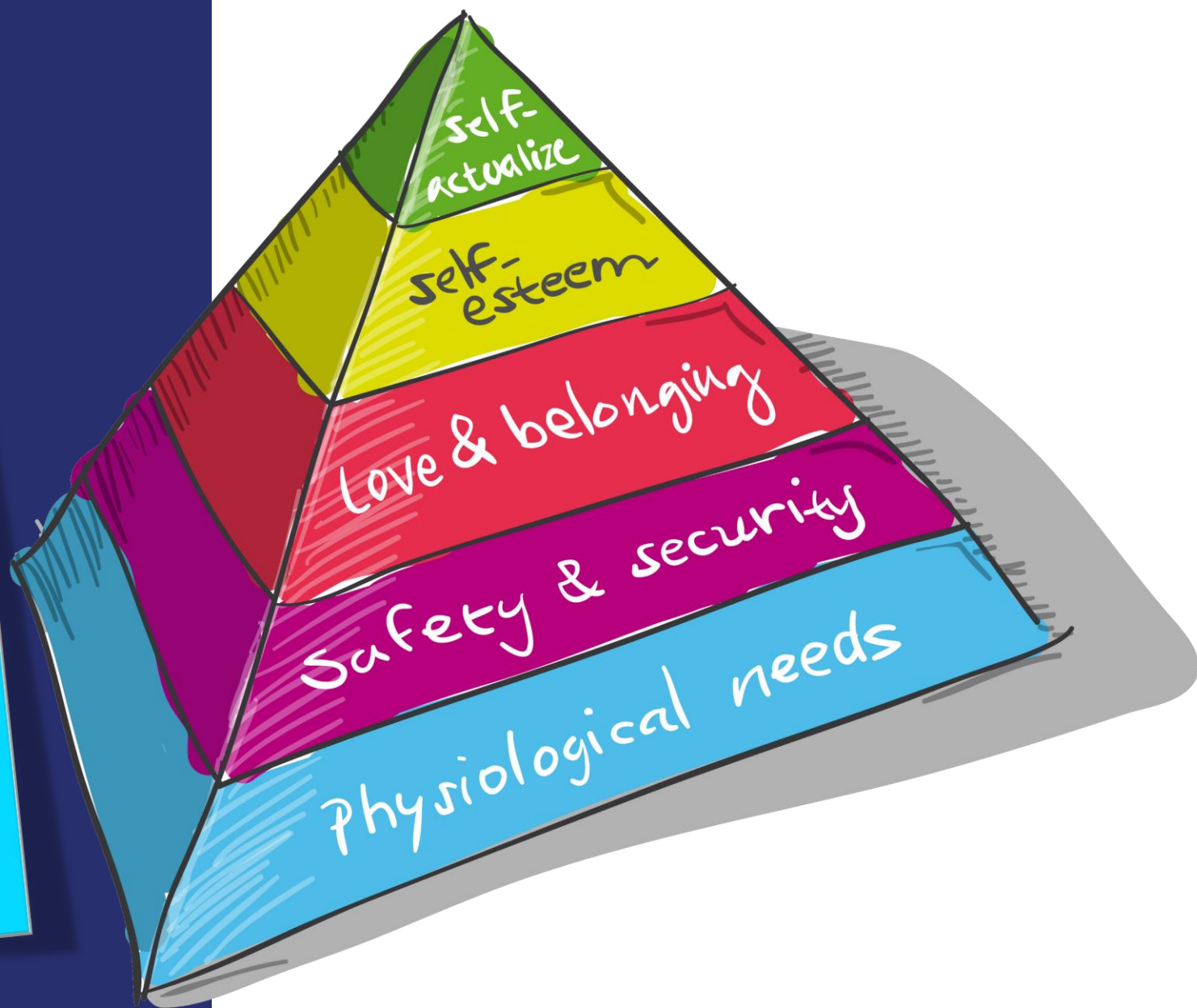
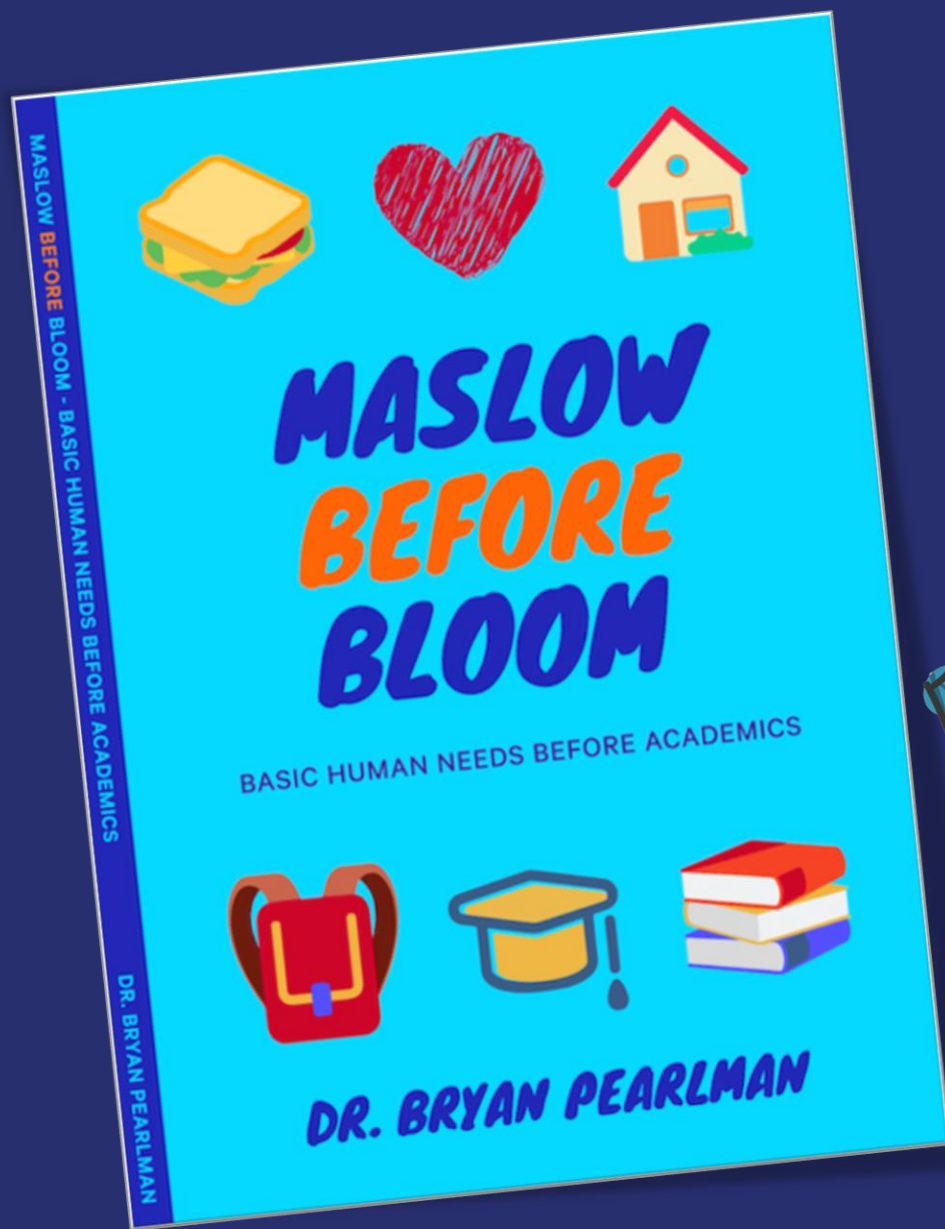




# Maslow

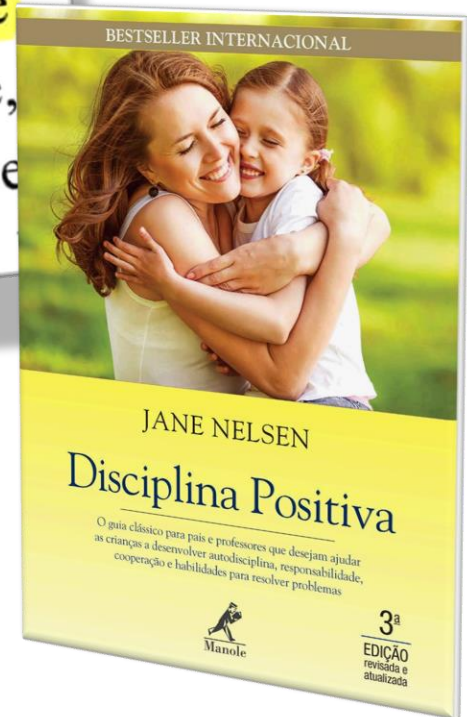
*(Hierarquia das  
Necessidades)*





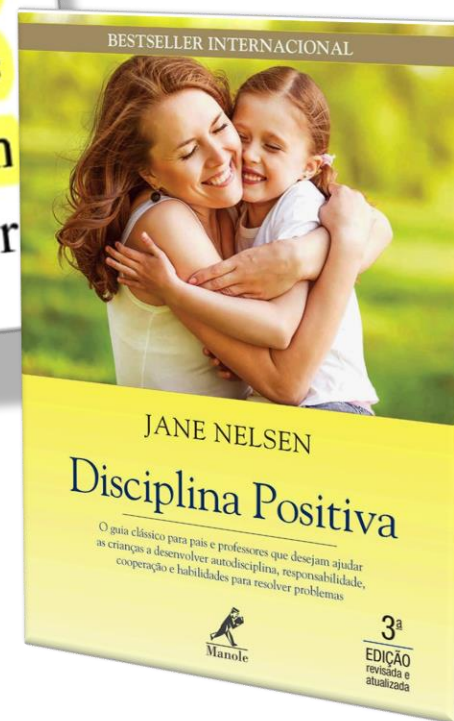


As crianças desenvolvem essas percepções e habilidades naturalmente quando lhes é permitido trabalhar lado a lado com seus pais, recebendo treinamento enquanto fazem as atividades e contribuem de maneira significativa para o estilo de vida da família. A ironia é que, antigamente, as crianças tinham oportunidades para desenvolver fortes habilidades de vida, mas poucas oportunidades de usá-las. Hoje o mundo está cheio de oportunidades para as quais muitas crianças não estão preparadas. Atualmente, elas não têm muitas oportunidades naturais de se sentirem necessárias e



desenvolvimento dessas sete percepções e habilidades significativas.

Entender por que as crianças não se comportam mais da maneira como se comportavam é o primeiro passo para pais e professores que estão enfrentando desafios relacionados à disciplina infantil. Nós precisamos entender por que métodos controladores, que funcionavam tão bem alguns anos atrás, não são eficientes para as crianças hoje em dia. Precisamos compreender nossa obrigação de oferecer oportunidades às crianças (que anteriormente eram fornecidas pelas circunstâncias) para que desenvolvam responsabilidade e motivação. E o mais importante: precisamos compreender



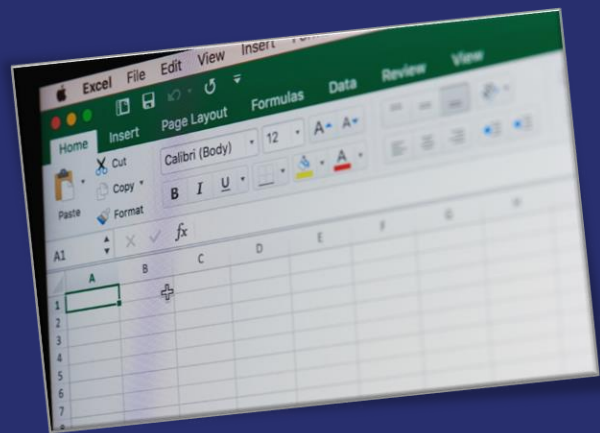


# Tecnologia como VITAMINA

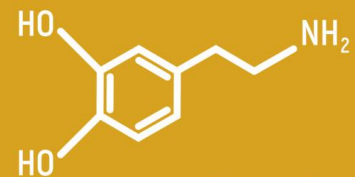
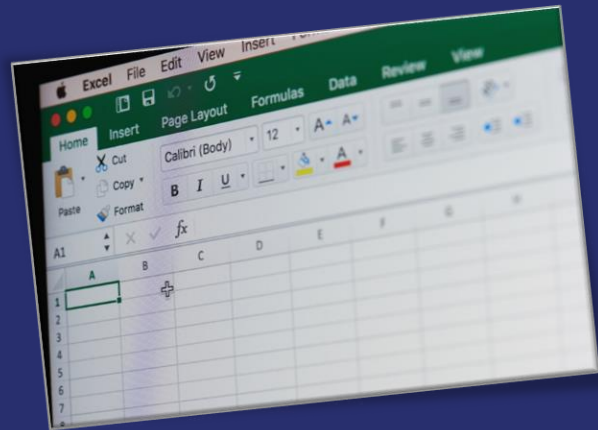




# Tecnologia como **VITAMINA,** **ANALGÉSICO**



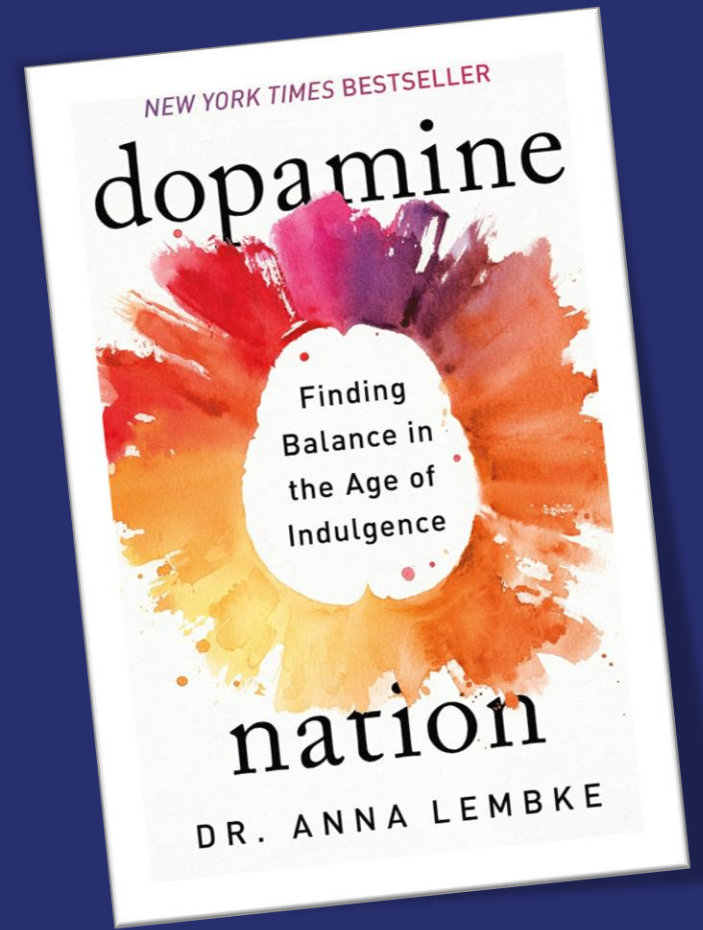
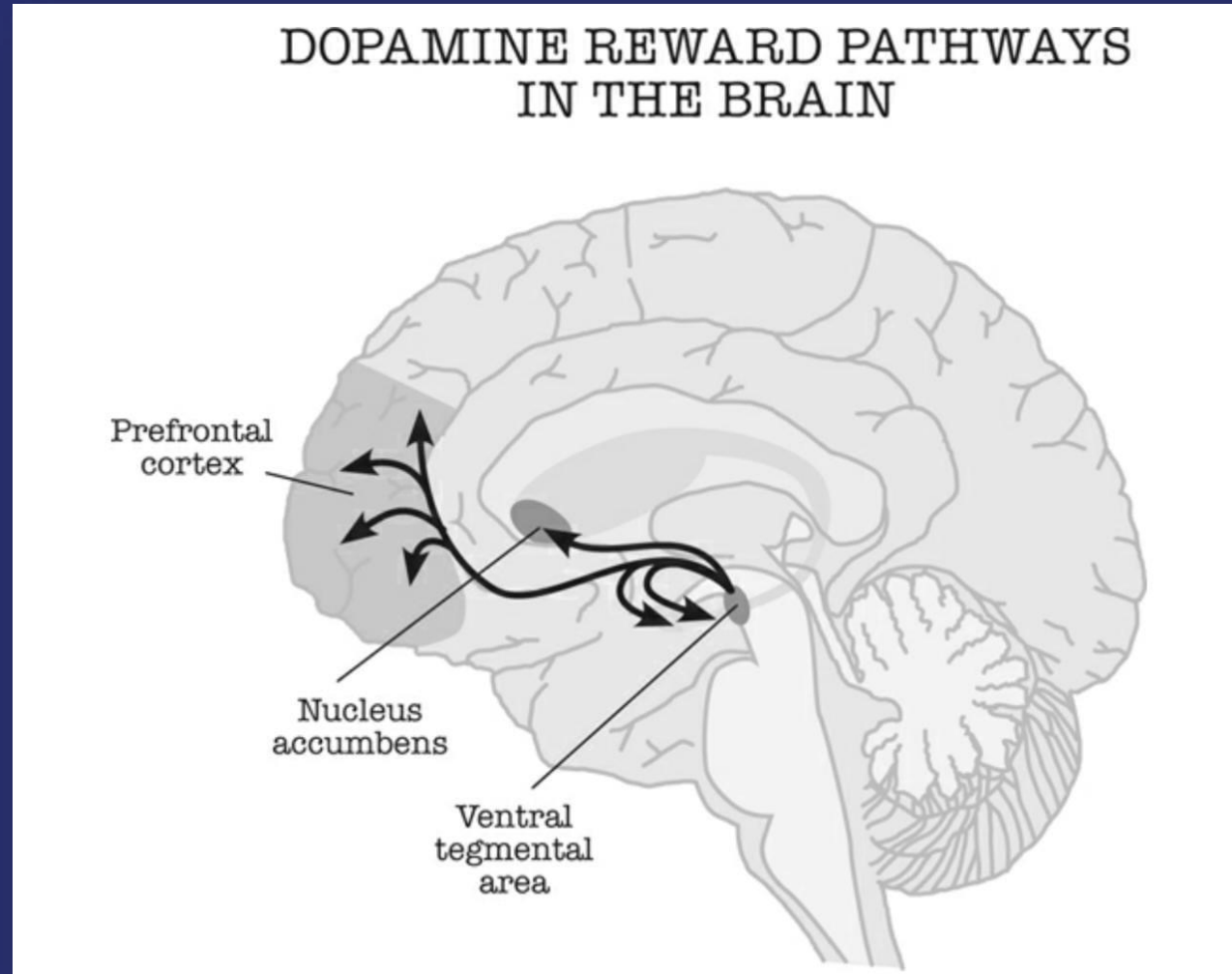
# Tecnologia como VITAMINA, ANALGÉSICO ou DOCE



Dopamine



# Sistema de Recompensa



<https://shorturl.at/anor7>

# algoritmo

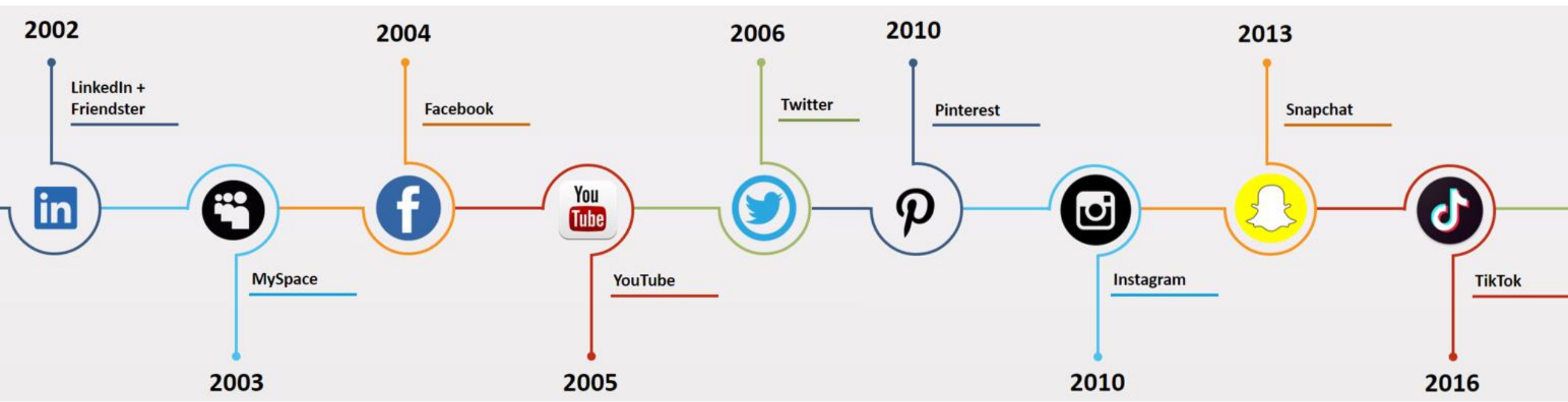
*Série fixa de tarefas, ações, raciocínios etc. que, realizados **passo a passo**, levam a determinado **resultado pretendido**.*



**algoritmos**



**de recomendação**

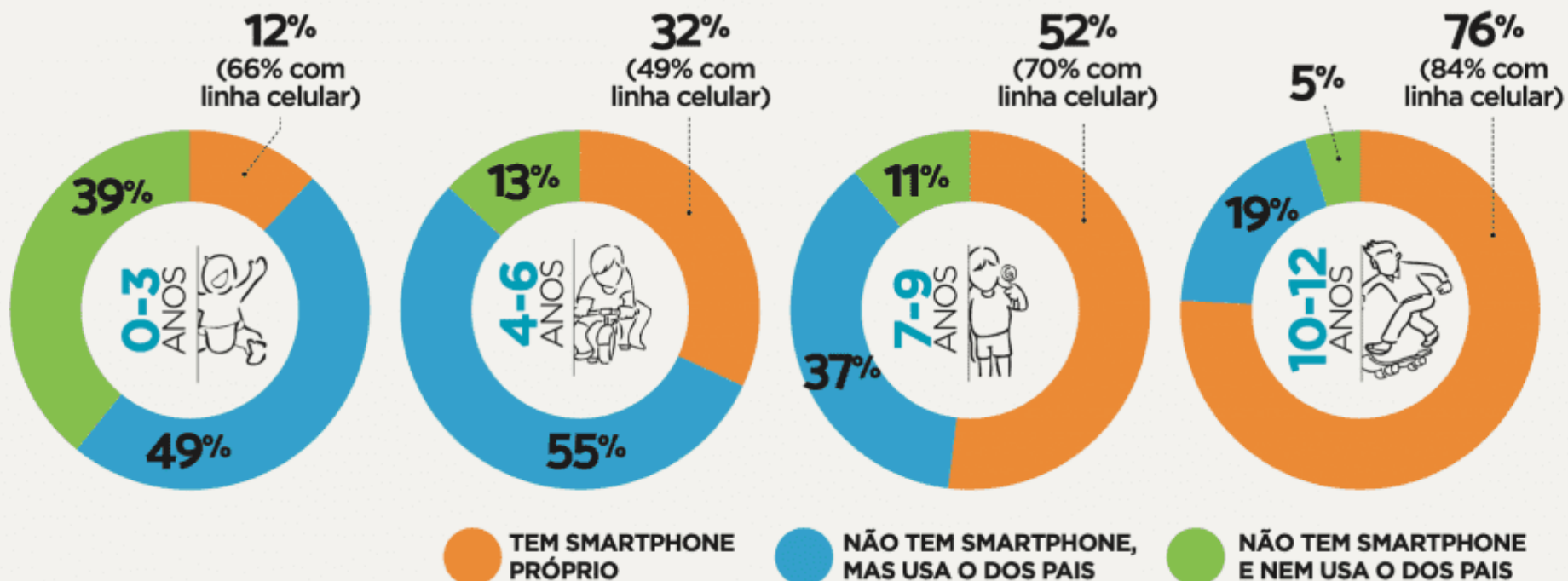


## ACESSO INFANTIL AO SMARTPHONE POR FAIXA ETÁRIA

**Pergunta:** A respeito do uso de smartphone pelo seu filho(a), você diria que:

- a)** Ele(a) tem smartphone próprio; **b)** Ele(a) não tem smartphone, mas eu deixo usar o meu;  
**c)** Ele(a) não tem smartphone e nem utiliza o meu.

**Base:** 1.982 pais de crianças de 0 a 12 anos

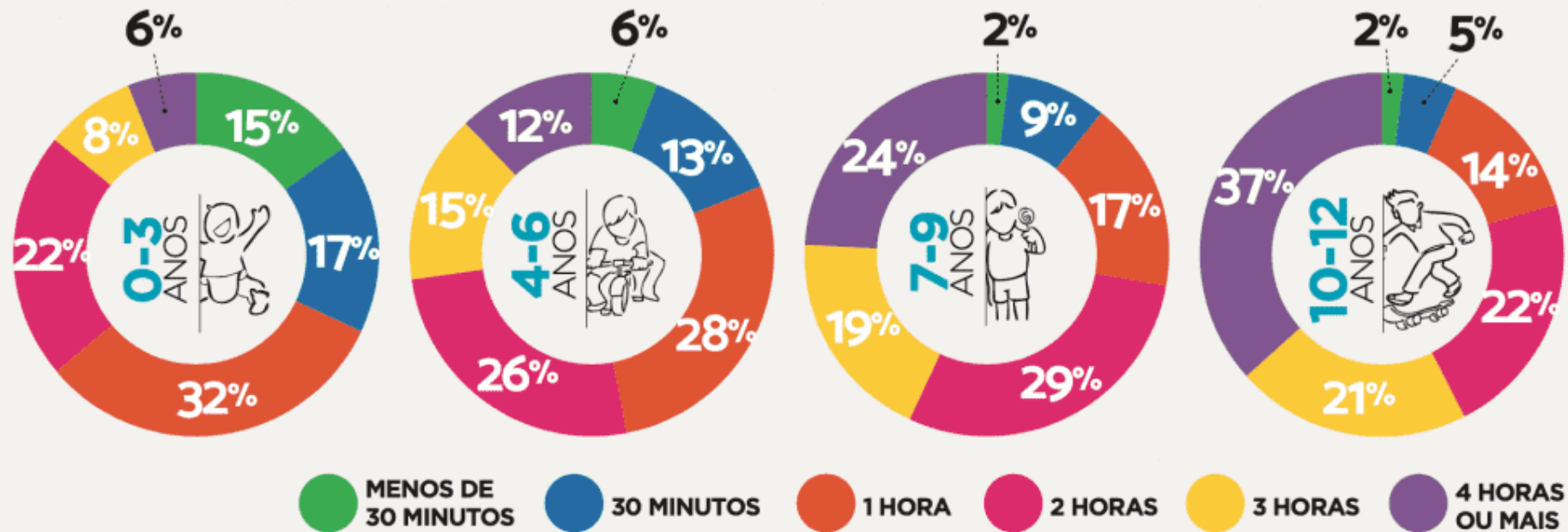


Cresce o tempo médio diário que crianças passam com smartphones no Brasil - Mobile Time

## QUANTO TEMPO AS CRIANÇAS PASSAM NA FRENTE DA TELA DO SMARTPHONE POR DIA?

**Pergunta:** Quanto tempo por dia você estima que seu filho(a) passe consumindo conteúdo no smartphone, em média?

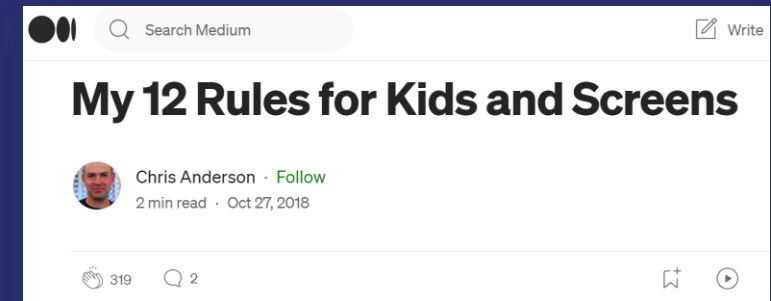
**Base:** 1.628 pais de crianças de 0 a 12 anos que têm smartphone próprio ou acessam emprestado o dos responsáveis



Cresce o tempo médio diário que crianças passam com smartphones no Brasil - Mobile Time



- 1) **No phones** until the summer **before High School**
- 2) **No screens** in **bedrooms**
- 3) **All screens** in **public spaces**
- 4) Network-level content blocking (OpenDNS and Google OnHub **filters to block most inappropriate content**)
- 5) **Screen Time Schedules**, enforced by Google Wifi.
- 6) **No iPads** (gaming crack). **Only Chromebooks for schoolwork.**
- 7) **Kids** under 12 have to use **YouTube Kids** and **Netflix Kids**
- 8) Absolutely **NO PHONES AT THE TABLE**
- 9) We'll ask you to do **your chores once. If they're not done**, Dad whips out his Google Wifi app and you're **off screens for 24h**
- 10) **Kids** get **hand-me-down phones. No new phones** until college.
- 11) If you **want a new gaming PC, you have to build it yourself** from parts to get the Dad 50% subsidy
- 12) **No social media until 13**



# NATIVOS digitais



# ZUMBIS digitais



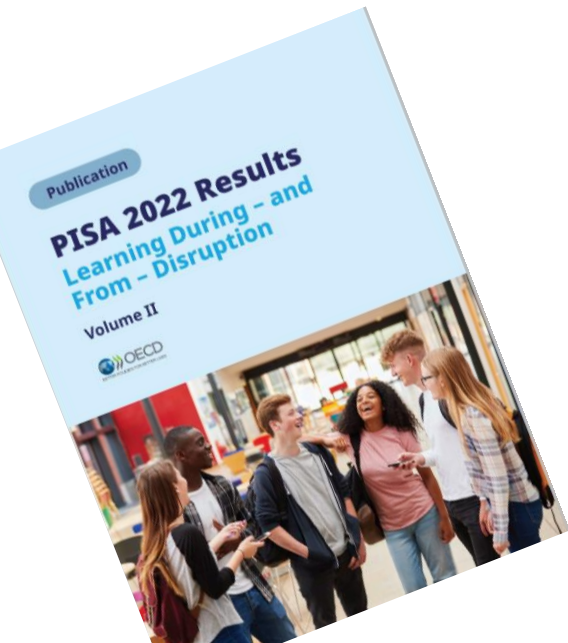


Figure II.5.16. Feeling nervous/anxious when digital devices are not near

Based on students' reports



Countries and economies are ranked in descending order of the percentage of students who never or almost never feel nervous/anxious when they don't have digital devices near them. Source: OECD, PISA 2022 Database, Annex B1, Chapter 5.





# O Córtex Pré-Frontal e as Funções Executivas

Atenção

Controle Inibitório

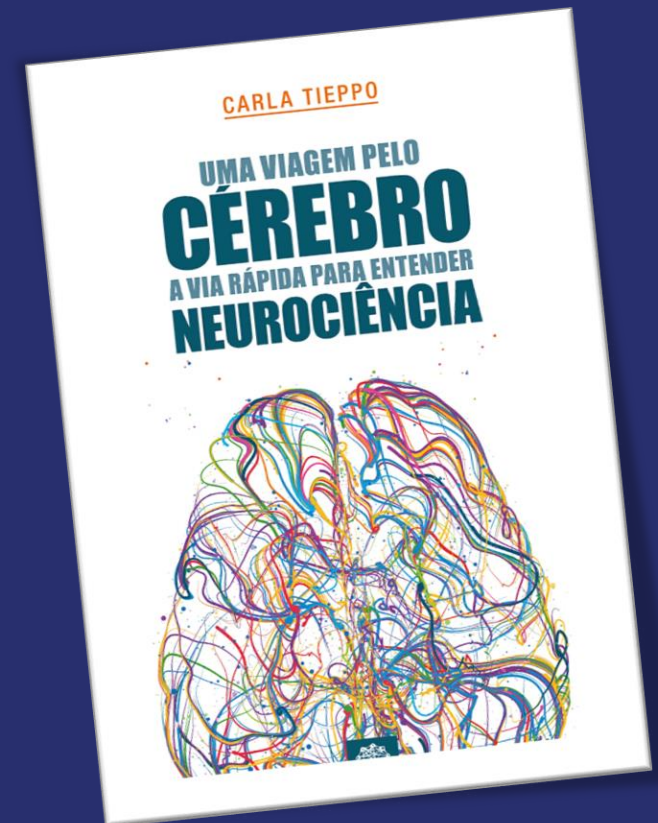
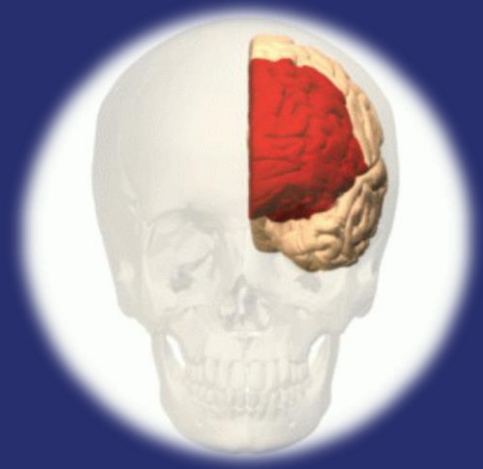
Regulação Emocional

Memória Operacional

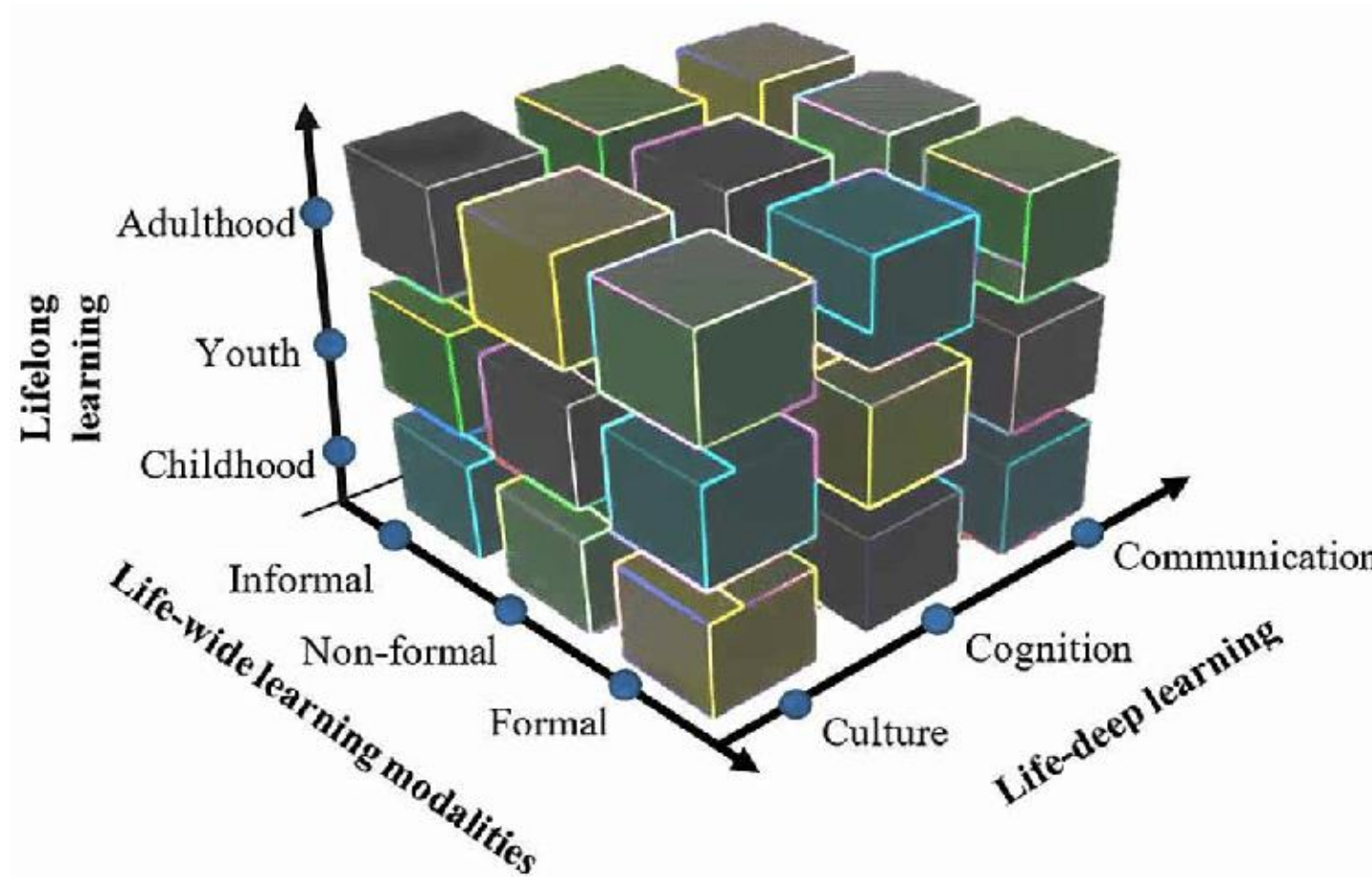
Planejamento

Flexibilidade Cognitiva

Metacognição



# Aprender Fora e Depois da Escola



[https://www.researchgate.net/figure/Lifelong-life-wide-and-life-deep-learning-domains-Adapted-from-UNESCO-Institute-for\\_fig1\\_339487481](https://www.researchgate.net/figure/Lifelong-life-wide-and-life-deep-learning-domains-Adapted-from-UNESCO-Institute-for_fig1_339487481)

# Teste do MARSHMALLOW




**Stanford University, 1960, Walter Mischel**



# Businesses' top 10 skill priorities for 2027



|  |  |
|--|--|
| 1.  Analytical thinking                 | 6.  Curiosity and lifelong learning |
| 2.  Creative thinking                   | 7.  Technological literacy          |
| 3.  AI and big data                     | 8.  Design and user experience      |
| 4.  Leadership and social influence     | 9.  Motivation and self-awareness   |
| 5.  Resilience, flexibility and agility | 10.  Empathy and active listening   |

## Type of skill

 Cognitive skills    Self-efficacy    Technology skills    Working with others

## Source

World Economic Forum, Future of Jobs Report 2023.

## Note

The skills which organizations will prioritize in workforce development initiatives from 2023 to 2027



# Relatório O Futuro do Trabalho (Fórum Econômico Mundial)

## in 2030

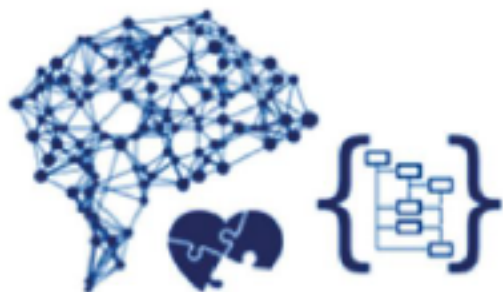
1. Creativity
2. Complex Problem Solving
3. Coordinating with Others
4. Critical Thinking
5. Judgement and Decision Making
6. People Management
7. Service Orientation
8. Emotional Intelligence
9. Negotiation
10. Cognitive Flexibility

## in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

## in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



E-BOOK

# O TRABALHO REIMAGINADO

As tendências do futuro do trabalho e os caminhos para o desenvolvimento dos colaboradores

hsm  
management

EY  
Building a better  
working world

## SUMÁRIO

CAPÍTULO 1

5 **THE GREAT REORGANIZATION:**  
a grande reorganização  
nas corporações

[Acesse aqui](#)

CAPÍTULO 2

17 **O DESENVOLVIMENTO DOS  
PROFISSIONAIS DO FUTURO:**  
reskilling, upskilling e  
lifelong learning

[Acesse aqui](#)

CAPÍTULO 3

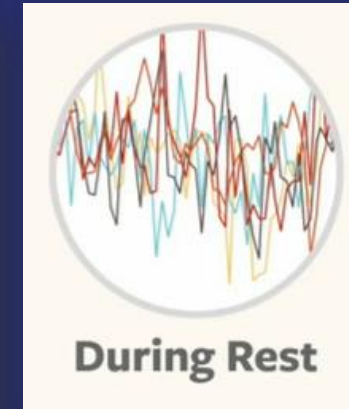
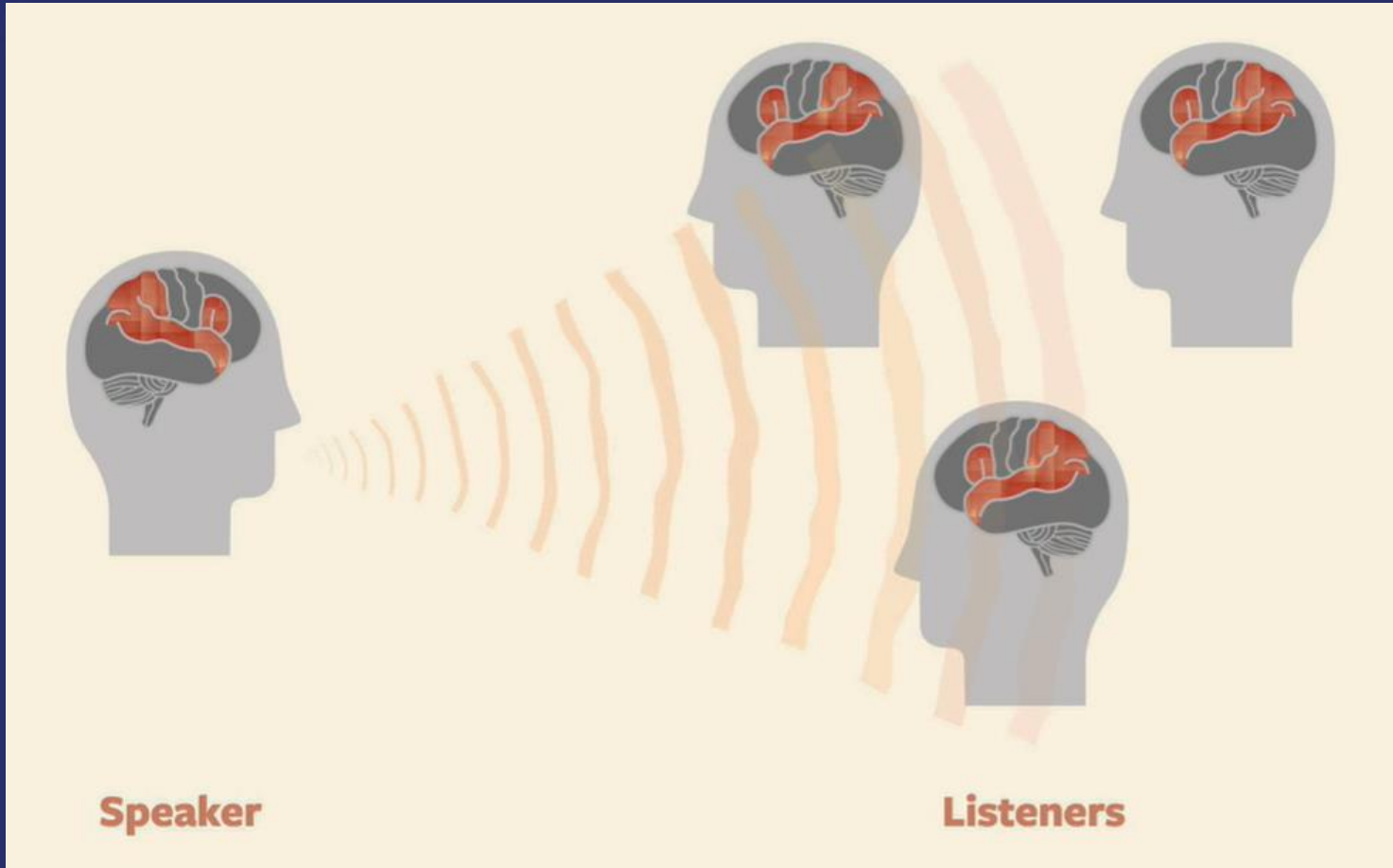
27 **COMO A DIVERSIDADE É INSERIDA  
NO NOVO MODELO DE TRABALHO  
DAS EMPRESAS**

[Acesse aqui](#)

CAPÍTULO 2

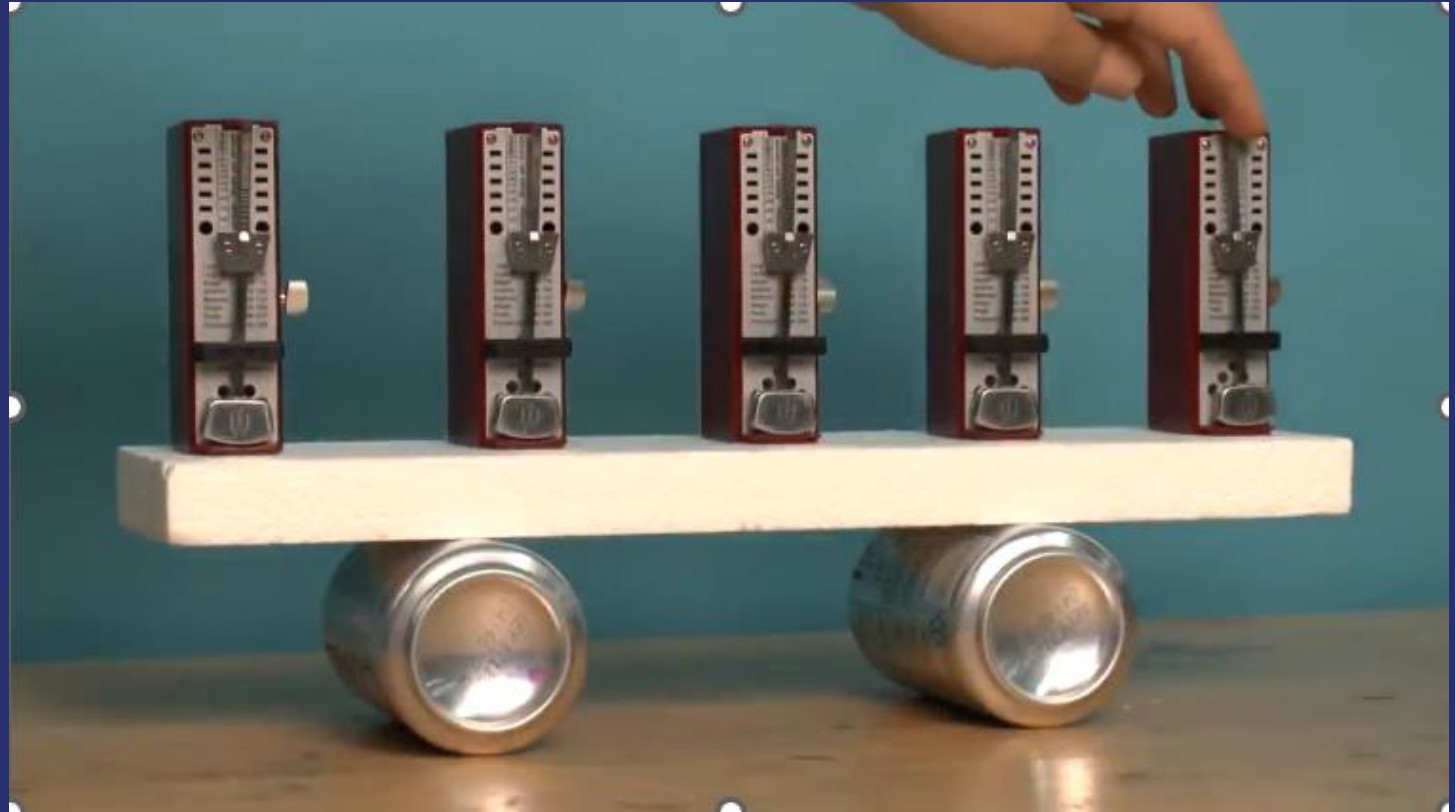
**O DESENVOLVIMENTO DOS  
PROFISSIONAIS DO FUTURO:**  
reskilling, upskilling e  
lifelong learning

# Sincronismo Neural





# Sincronismo





*“Nossa experiência nos ensina que **nossos alunos guardam mais** consigo, e levam mais para a vida **as lembranças,** **as emoções e os sentimentos vividos,** do que os conteúdos estudados.”*

# *Start With Why*

People don't buy *WHAT* you do, they buy *WHY* you do it. And *WHAT* you do simply proves what you **believe**.

-Simon Sinek



# Stanford | Center for Teaching and Learning

*“When **we teach**, whether in person or online, it can be easy to think instrumentally about the **content we want students to learn** and the **tools needed to deliver that content**. But **it's equally important to align what and how we teach with why we teach.**”*

<https://ctl.stanford.edu/>

<https://teachingcommons.stanford.edu/teaching-guides/foundations-course-design/theory-practice/teach-framework>



# TEACH Framework

Developed by **Stanford Teaching Commons**.

**T**imely

be **responsive** to students' and instructors' **needs** and **circumstances**

**E**ngaging

**tap** into students' **internal motivation to learn**

**A**ccessible

create an **inclusive learning environment** for all students by **providing necessary support**

**C**onnected

**encourage** students to **integrate** what they learn **across curricular and co-curricular contexts**

**H**umane

prioritize **the personal over the perfect**

# ***The Golden Circle***

## ***Why: Purpose***

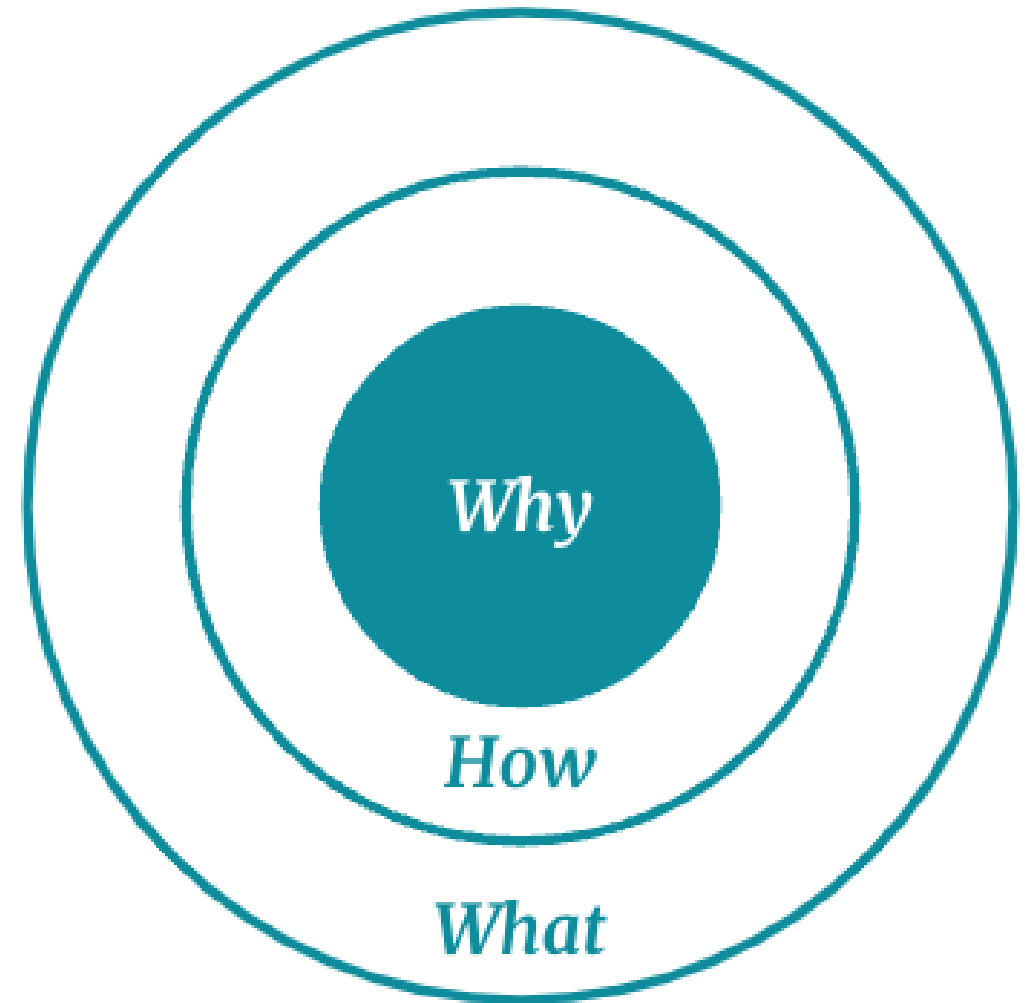
What is your cause? What do you believe?

## ***How: Process***

Specific actions taken to realize your Why.

## ***What: Outcome***

What do you do? The result of Why. Proof.

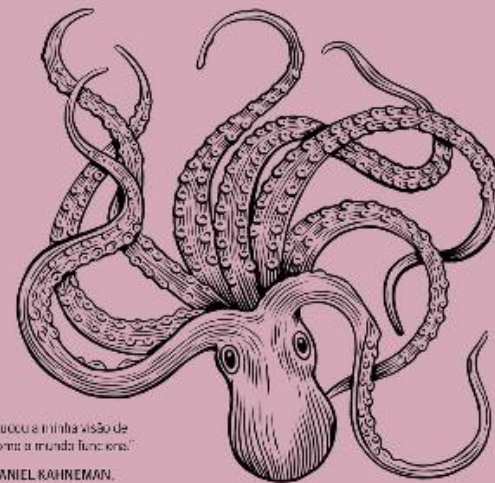






**NASSIM NICHOLAS TALEB**

AUTOR DE *A LÓGICA DO CISNE NEGRO* E *ARRISCANDO A PRÓPRIA PELE*



"Muito a minha visão de  
como a mundo funciona."

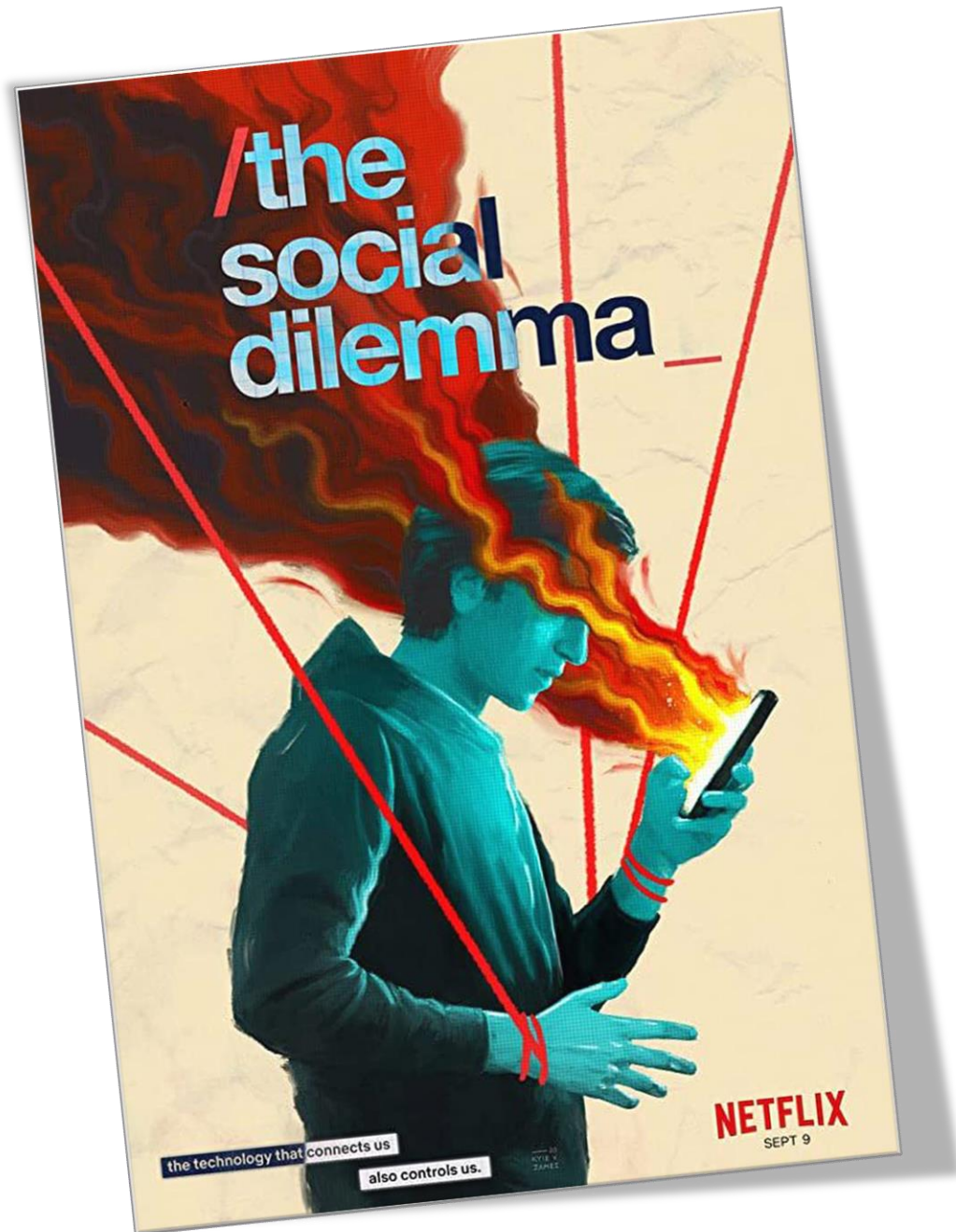
DANIEL KAHNEMAN,  
prêmio Nobel de  
economia e autor de  
*Pensando, rápido e devagar*

# ANTI- FRÁGIL

Coisas que se  
beneficiam com o caos

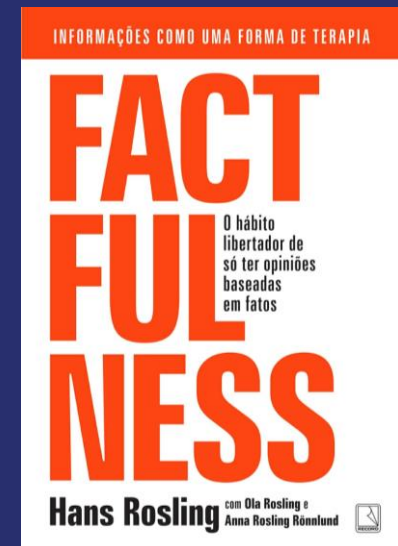
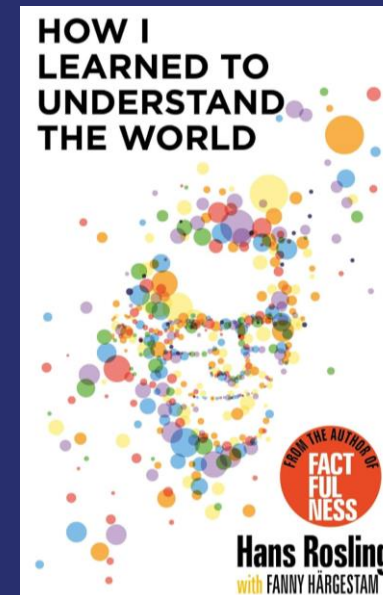
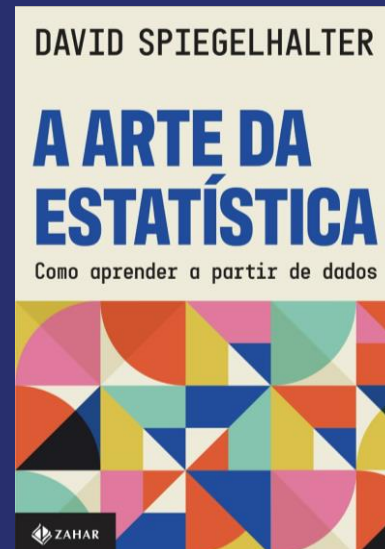
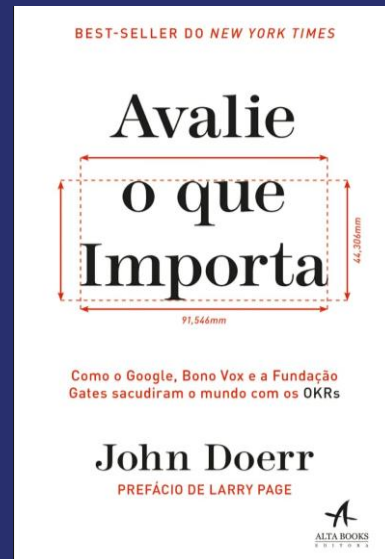
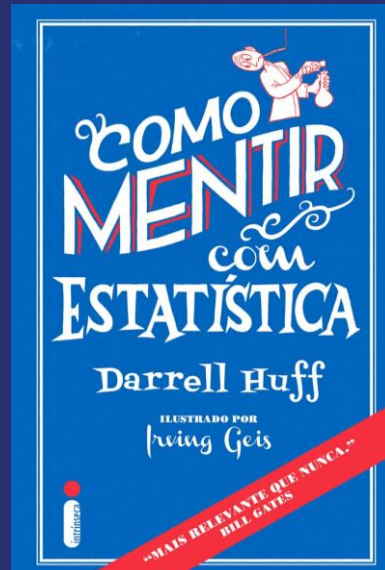
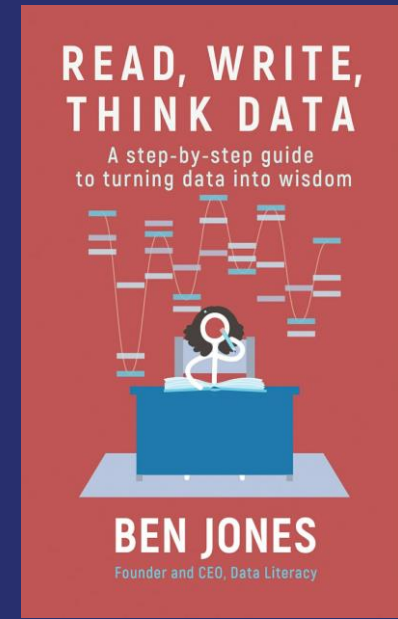
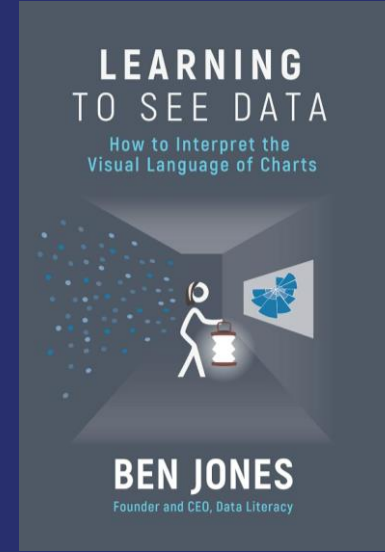
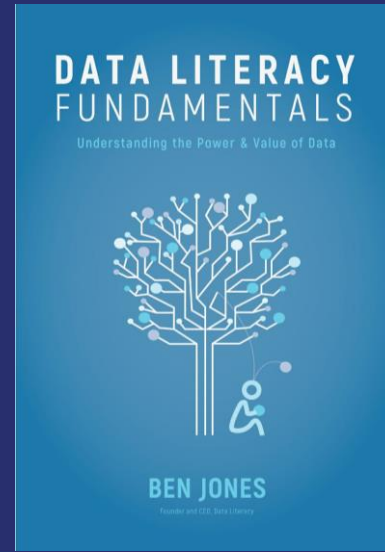
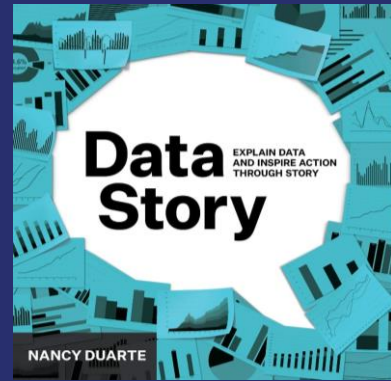
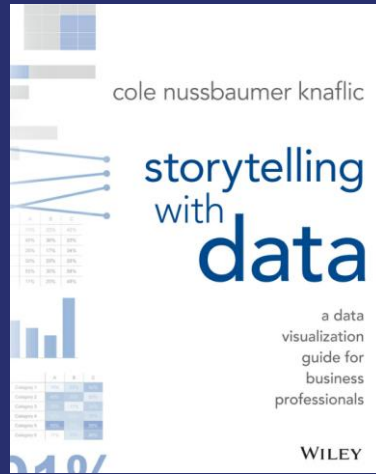




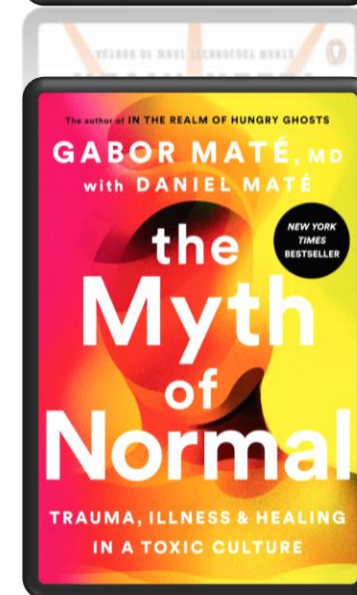
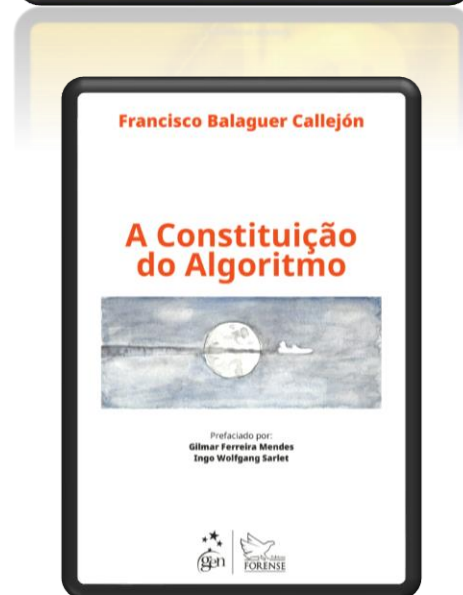
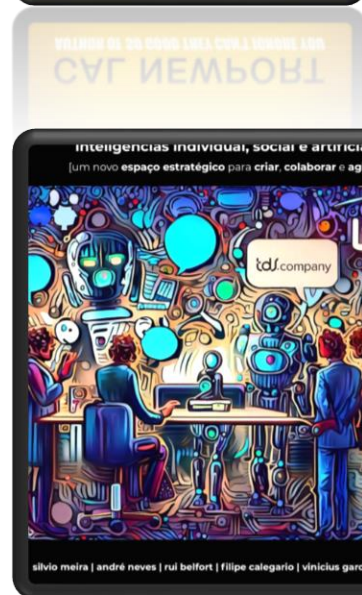
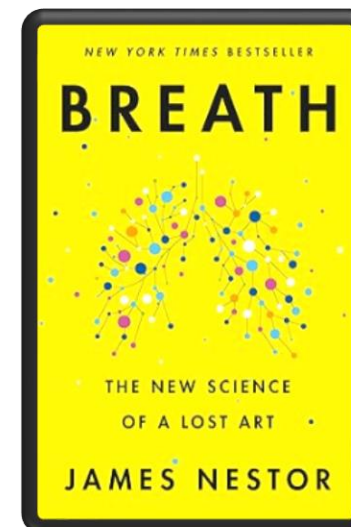
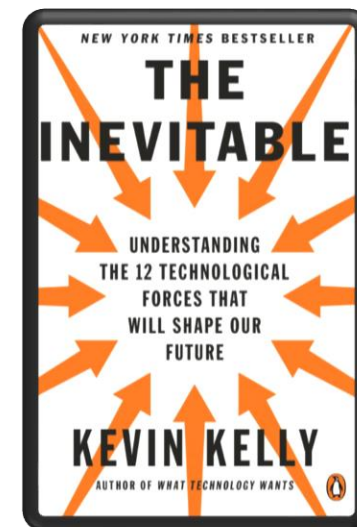
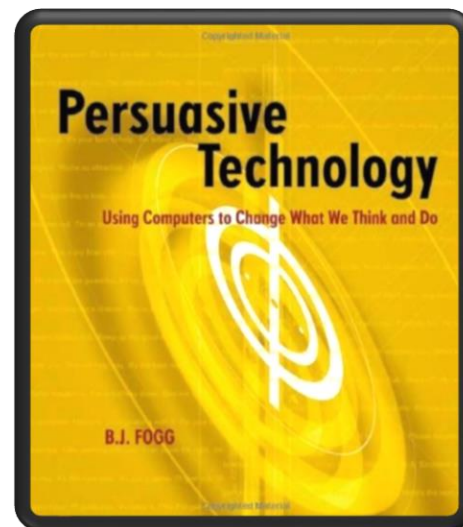
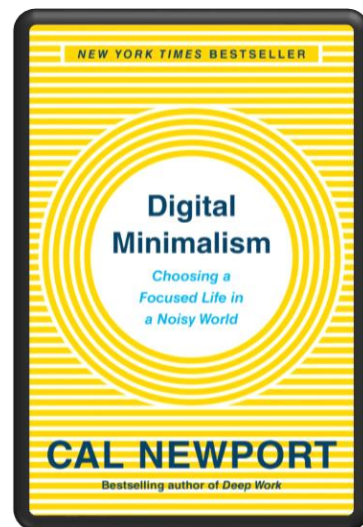
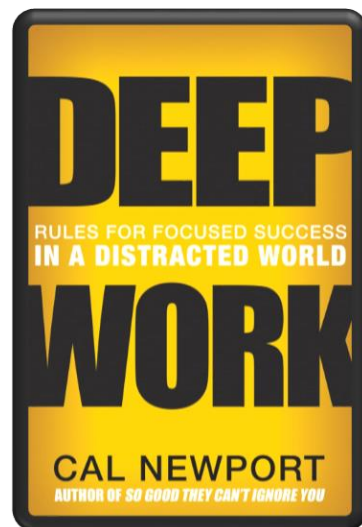


A TECNOLOGIA que  
nos CONECTA,  
nos CONTROLA,  
nos DISTRAI,  
nos POLARIZA,  
nos MONETIZA,  
nos MANIPULA...

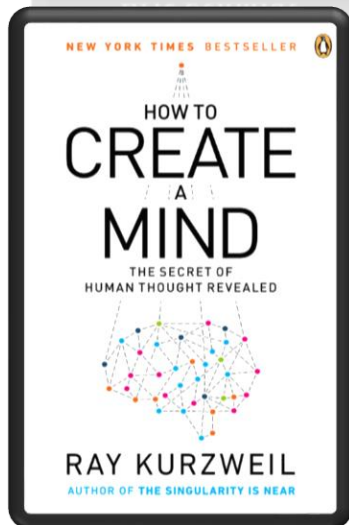
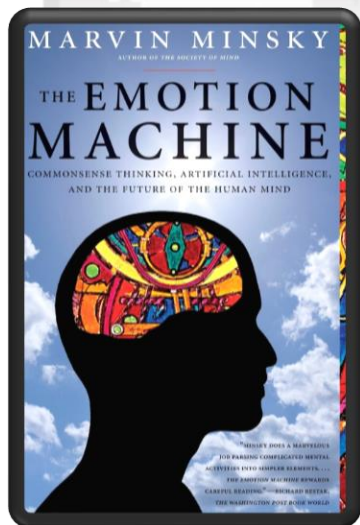
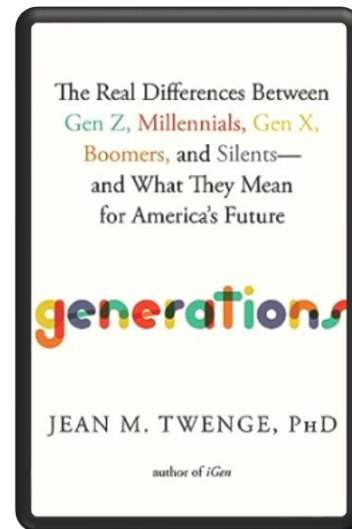
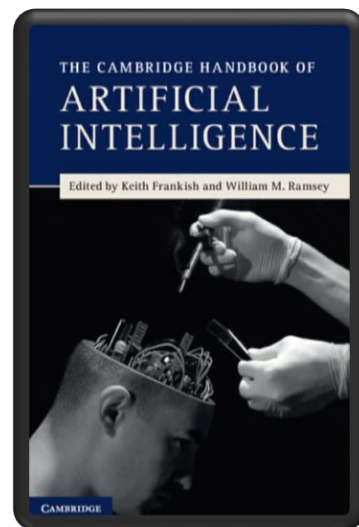
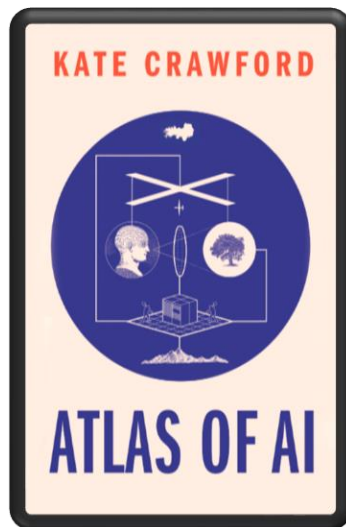
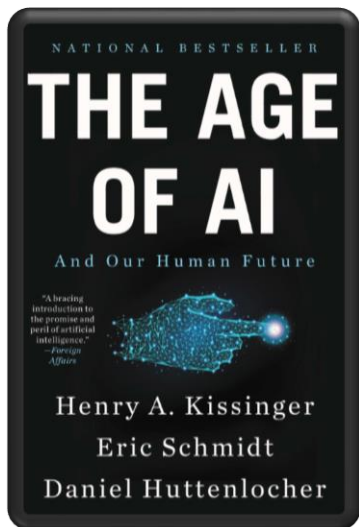
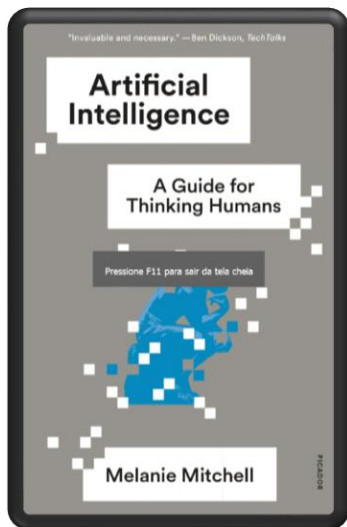
[The Social Dilemma](#)

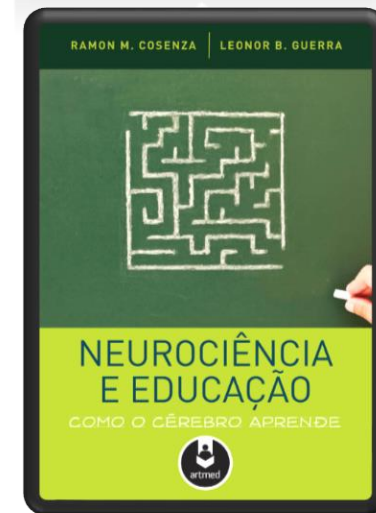
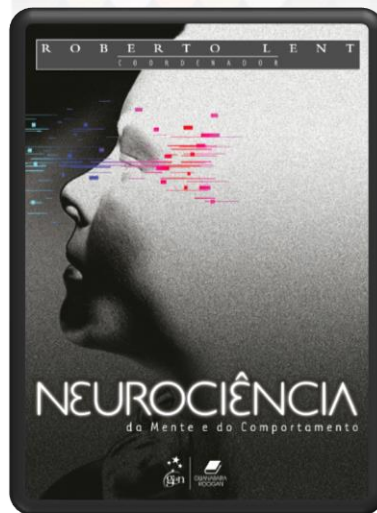
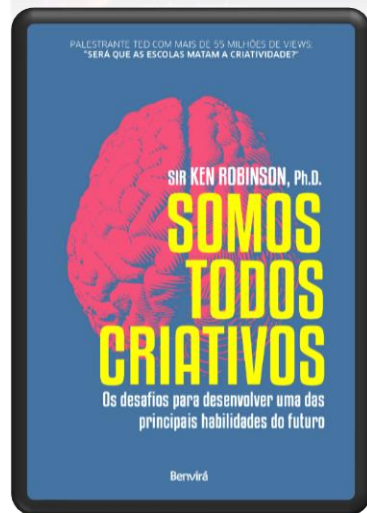
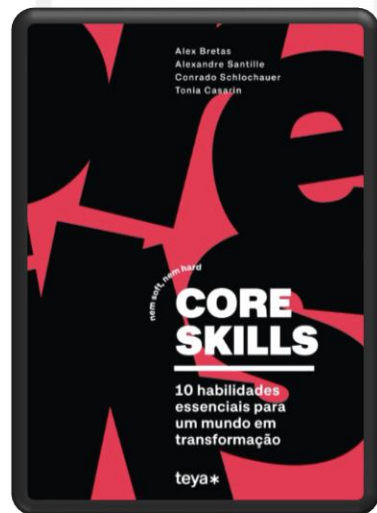
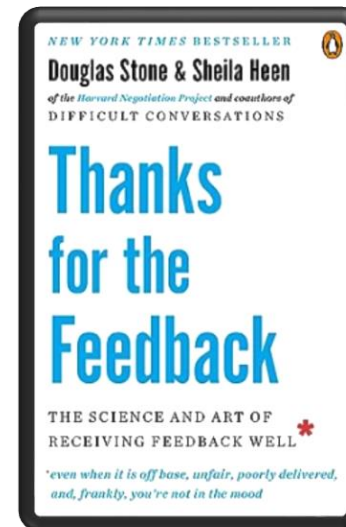
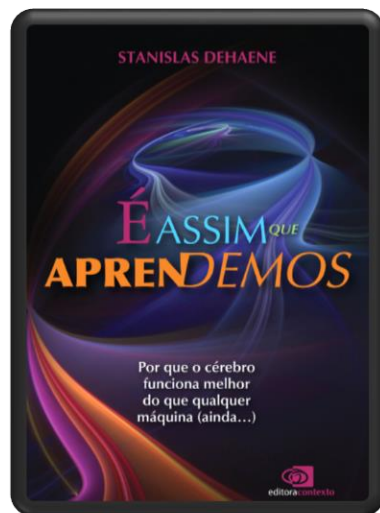
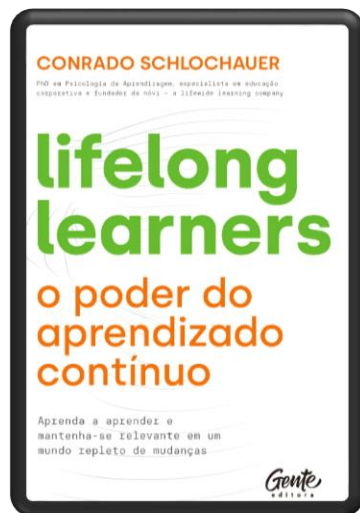




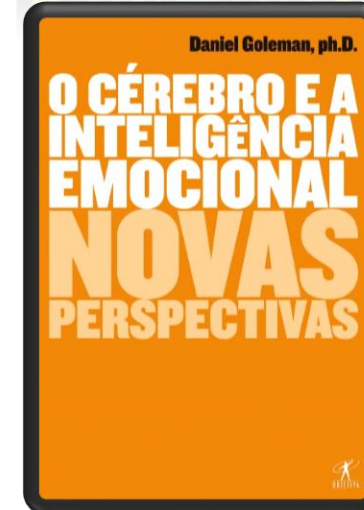
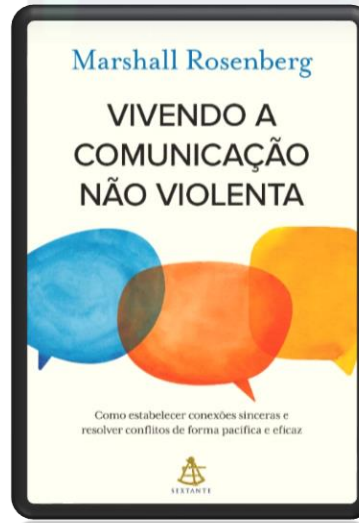
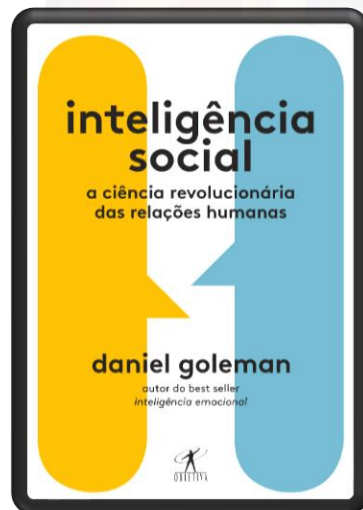
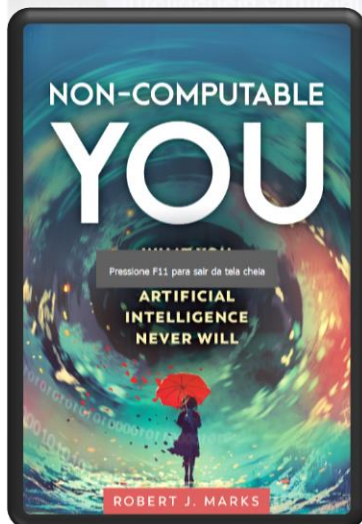
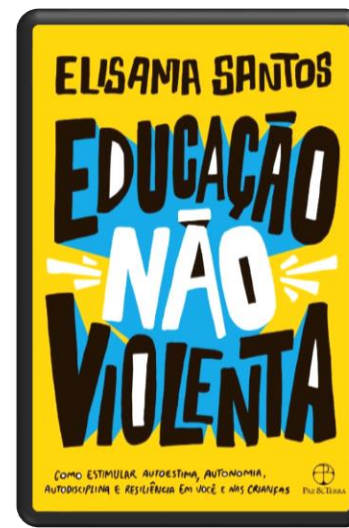
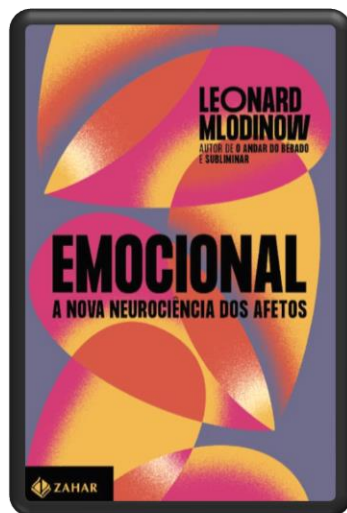
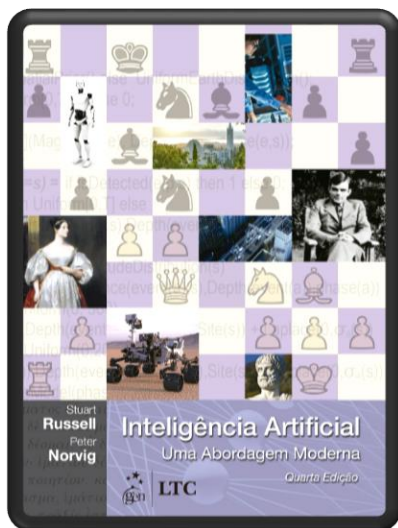












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