SECTION 4

STUDENT SELF-REFLECTION ON CHARACTER AND VIRTUE

Student self-reflection and its place in the development of character education are considered in this section. It builds on the methods introduced in section 3 and demonstrates how these methods can be used to support student self-reflection. This section includes examples of different schools' approaches to student self-reflection on character.

4.1 PRACTICAL ADVICE ON STUDENT SELF-REFLECTION

Section 4 builds on the methods introduced in section 3 and shows how these methods could be used to support student self-reflection.

Student self-reflection describes a process in which young people consider not only what they have done but also how and why they have done it. In other words, self-reflection is not just thinking about outcomes, either good or bad, it is also about examining thoughts, emotions and feelings and working to explore how these may have had an impact on a particular event.

As argued in Harrison *et al.* (2016), reflection is not innate and is something that takes time to develop. Consequently, young people should be given the opportunity to consider how their thoughts and feelings may have had an impact on an outcome and how they may be able to put this reflection into practice in future.

Linking self-reflection throughout the evaluation of character education

This section can be read as a standalone overview of the contribution of self-reflection to character education. Alternatively, it can be read with reference to section 2 as the self-reflection exercises that are listed could be used to support a school's self-evaluation of character education. In addition, embedding some of these approaches may also help schools to progress through the self-evaluation framework as it allows the development of character education provision.

Some of the tools and methods considered in section 3 may also offer further approaches which could be used to embed self-reflection within the school. Where appropriate, such links between sections 3 and 4 have been highlighted.

Why is self-reflection important?

Self-reflection has an important place in the development of virtues and, consequently, character. As noted in the Centre's Secondary Programme of Study (Wright *et al.*, 2014a), developing character is dependent on an individual recognising that they are in a moral situation which requires a decision about the appropriate course of action, and this can initiate particular emotions or thoughts. Deciding what to do is then dependent on reflecting on the options available to 'weigh up the morally relevant features of a situation' (Wright *et al.*, 2014b, p.13) and is grounded in 'our ability to educate our emotional responses to situations using reason' (Harrison *et al.*, 2016, p.67).

Self-reflection makes a clear contribution in supporting a young person to develop virtues and, by extension their character, through supporting them to get to 'know themselves'. This self-knowledge helps young people to appreciate their unique blend of strengths and weaknesses, along with helping to develop a strategy to support the development of virtue.

In addition to student self-reflection, the promotion of self-reflective techniques to school staff should also be considered. Such an approach can help develop teaching practice by acting to identify areas of strength and weakness and to chart appropriate responses. Critical reflection is an established concept in professional practice, particularly in teaching, and such reflection can be extended to include self-reflection on the application of virtues in practice.

As well as being vital to the development of a young person's character, there are also benefits for a school which champions self-reflection in their students and staff. Capturing student self-reflection provides a school with a rich seam of evidence when evaluating their character education provision and can be used as a source of evidence on the topic of character development. This is explored further in section 2 of the handbook.

THINGS TO CONSIDER WHEN EMBEDDING STUDENT SELF-REFLECTION

✷ Schools should consider how self-reflection can be embedded within the school day and should also have a sense of clarity as to the purpose of student self-reflection. While there is merit in self-reflection being seen as a standalone activity, self-reflection should not be seen as just another task that needs to be ticked off the list; rather it should be developed in terms of a sustainable approach that is a natural process and is something that can be applied to a series of activities.

✷ A range of activities can support self-reflection and schools could look to develop a varied set of options to develop self-reflection. In addition, it may be helpful to get students' feedback on their experience of particular activities.

✷ Students should have ownership of their self-reflection; they should find the process of self-reflection authentic and not something that is forced. Self-reflection concerns an individual's perceptions and thoughts and there is a decision to be made as to whether to structure the activity so that students keep their reflections private, or whether there is value in encouraging students to share their thoughts. It may be the case that some students will over or underestimate their contribution and, in planning a self-reflection activity, it may be useful to consider whether the approach should challenge these perceptions. This may be especially relevant when a student is under-estimating their contribution and could be supported to challenge this perception if they were provided with additional evidence.

✷ Targeted self-reflection may be helpful in supporting the development of particular virtues. Schools may want to consider how self-reflection can correspond with their wider approach to character education. If schools are focusing on the development of particular virtues, how can self-reflection be focused on asking about the students' experience of developing this virtue?

Key questions that could be used to support self-reflection

Below is a list of questions that could be incorporated within self-reflection activities. It may be helpful to think about the questions that could be posed in self-reflective activities in terms of reflecting on both learning and knowledge, along with thoughts and feelings. The focus of questions should be about identifying effort and growth rather than placing an emphasis on success and material achievement.

✷ What did you learn from the experience?

✷ What went well? Why?

✷ What could be improved next time? Why? How?

✷ Did you demonstrate appropriate virtues in this activity? For example, did you demonstrate appropriate levels of courage, fairness, or empathy? What was the impact of doing this?

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* What did you find challenging? Is there anything you could do next time to make this less challenging?

* Are there any successes you would like to celebrate?

* How did you feel when you were working on the activity?

* Thinking back, how do you feel about the activity now?

* Did the way you were feeling affect how you behaved?

As part of the International Baccalaureate, students are expected to complete a creativity, activity and service (CAS) project and develop a written reflection on this. King Edward's School in Birmingham has developed the following questions to support self-reflection as part of their CAS experience for students and these questions could also be used to inform and structure students' general self-reflection.

* In what ways has the activity pushed you to develop your curiosity?

* In what ways did this activity allow you to exercise initiative to apply thinking skills creatively and critically to complex problems or issues?

* In what ways did you find the activity required you to make reasoned, ethical, decisions?

* How did the activity help to develop your ability to understand and express ideas and information confidently and creatively?

* What challenges did you face in working effectively and willingly with others?

* In what ways did you act with integrity and honesty in this activity?

* Were there circumstances in which fairness, justice and respect for the dignity of self, an individual, group or general community arouse? If so, how did you respond?

* In what ways did the activity give you opportunities to engage and gain understanding of other perspectives, values and traditions of other individuals and communities?

* To what extent do you feel you were able to engage with this situation effectively?

* What helped you in the process and what would help you to be more successful next time?

4.2 IDEAS AND ACTIVITIES TO ENCOURAGE STUDENT SELF-REFLECTION ON CHARACTER

This sub-section offers some suggestions of how self-reflection can be embedded within a school. These examples come from a range of schools and have been targeted to meet the needs of the school's own specific context. Nevertheless, they provide a starting point which schools can adjust to meet their own needs. While some of the activities will be more suited to older students, primary schools could consider how the activity could be adjusted so that it is relevant to younger students.

Envelope exercise reflection in form time

Staff at the University of Birmingham School use specific themes to support students' self-reflection. Students collect a small square of paper and respond to a particular question designed to encourage reflection. These themes could include:

✳ when the students have demonstrated a particular virtue;

✳ when students have identified that they have missed the opportunity to demonstrate a virtue;

✳ when they have seen someone else demonstrate a virtue;

✳ how they felt when a particular virtue either was demonstrated, or not, as the case may be.

These reflections are collected over the course of a half-term in an envelope labelled with the student's name. Importantly, no-one other than the student is allowed to look inside the envelope without permission and so the reflection is private to the students. This means that their responses are not mediated or edited.

Students do not then look at the envelope until the end of the half-term, when they consider their reflections. This provides an opportunity for students to consider what they have learnt over the half-term and how these reflections could be applied in future. For example, it may be the case that a student could identify whether there are particular factors that have helped them to develop their character, along with considering what they may do differently in future.

Reflections on lessons

Therfield School in Surrey has built in self-reflection through posing questions to students on what they have learnt, targeting particular virtues. For example, when focusing on curiosity, students could be asked to highlight an area of their work that they would like to know more about and to plan what they could do to gather additional knowledge. If focusing on optimism, students could be asked to identify the task that they felt they had the most success in and to also reflect why they felt they had this level of success. This provides an example of how reflection and virtues can be embedded within a lesson through posing questions to which students respond.

A focus on virtues in lessons

Reflection on virtues can also be embedded throughout lessons. One example is from the University of Birmingham School whereby a series of cards depicting the ten character virtues have been created. These virtues were selected at the beginning of the year and are prominently displayed in the classroom.

At the beginning of the class, each student is asked to identify a character virtue that they wish to demonstrate or develop during the course of the lesson and they are presented with the corresponding card. This acts as a low-key reminder of the virtue in question throughout the whole of the class. Anecdotal feedback from the teacher who uses this approach suggests there is a more reflective atmosphere in the classroom and that there also seems to be an improvement in behaviour within the class.

Self-reflection through walking

The Blue Coat School, a comprehensive school in Oldham, has developed activities to support reflection by its sixth form students to support the adoption of what they call an 'A-Level Mindset'. For further information use the following link: http://www.alevelmindset.com/

This is intended to support the development of commitment, motivation and productivity. Within this activity, students are encouraged to walk undisturbed for around 20 minutes, split into two 10 minute sections, all the while identifying things that they are good at and things for which they are thankful. Students are encouraged to only focus on these two topics and are requested to write down all of their thoughts. On the walk back to school, students are asked to consider a problem that they have and to think only about what they can do to solve that problem, again noting down their thoughts. It is intended that this approach will help the student to identify appropriate actions to address their problem, and is a technique that can be widely applied.

Careers days

St. Michael's Church of England School in Middleton, Rochdale, has embedded reflection on character traits within a careers day. Students are given the opportunity to hear more about certain careers and visitors on the day are asked to reflect on the virtues required by their job. A further exercise that has been used is to task students to consider the character traits needed in a job that they would be interested in doing when they are older. Students are then asked to write a job description incorporating these virtues.

There is also the opportunity to rephrase this activity by first asking students about the sort of person that they want to be in future, along with the virtues that would allow them to achieve this. There is then the chance to ask students to reflect on what sort of jobs would allow them to become the sort of person with the virtues they want to embody.

Use of photo elicitation to support self-reflection

A practice used in Physical Education lessons at the University of Birmingham School encourages students taking on leadership roles to reflect on their skills and qualities using a photo elicitation method. By presenting pupils with evidence of their leadership in action, pupils annotate this photo with their own thoughts and reflections in terms of how the activity went and the contribution they made in their role as a leader. By using the photo as a visual cue, this approach allows pupils to effectively reflect on and challenge assumptions regarding their strengths and areas of development as a leader.

Use of self-report surveys

Accurate self-reflection contributes to autonomous learning by helping to identify areas of strength and weakness. As described in sub-section 4.1, self-reflection also contributes to the development of virtue knowledge, reasoning and practice.

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There is now an increasing array of tools available (especially online apps) which can be used to help us to do this and this section explores some of these tools and how they might be used. Sub-section 3.2 on surveys also provides further information on self-report scales that may be of interest and could be built into approaches to self-reflection.

The Values In Action survey

A good place for young people to start to assess their own virtues is with the Values in Action (VIA) survey. This free online survey, which takes around 15 minutes to complete, provides respondents with a report that ranks which virtues, or character strengths, they use most frequently and which they consider to comprise their sense of self or identity. It is this profile of character strengths that can be used to guide self-reflection. This is just one tool that is available and schools should consider what it is they are attempting to measure through their self-report measures and chose an appropriate tool.

The survey is based upon six categories of character strengths, comprising 24 strengths overall:

1. Wisdom and knowledge: creativity, curiosity, love of learning, judgement, wisdom.

2. Courage: bravery, perseverance, honesty, zest.

3. Humanity: love, kindness, social intelligence.

4. Justice: teamwork, fairness, leadership.

5. Temperance: forgiveness, humility, prudence, self-regulation.

6. Transcendence: appreciation of beauty and excellence, humour, spirituality, hope, gratitude.

When the survey is completed, a report is generated which indicates the top five strengths: those we use most often, or which are considered most important to the individual, and then a ranked list of the remaining 19 strengths. The survey just reports on strengths, which is important to remember when glancing down to the bottom of the list: these are not weaknesses but strengths we rely on less frequently.

The survey is hosted here: http://www.viacharacter.org/www/Character-Strengths-Survey [available November 2016] and respondents will need to register on the site in order to complete it. There is a youth version available for people aged 10–17 years.

VIA survey activities

Once students have the survey results in, there is a variety of ways in which they can be used to build virtue knowledge.

✳ Guess the strengths

In small groups, ask students to guess each other's top five strengths and give reasons for their guesses, then compare with the student's top five from the VIA survey. Students may discover that they display some strengths more prominently than they realise. This offers the chance for students to learn from one another and could open up discussions regarding how we rely on others to develop our own strengths.

✳ Strengths stories

Ask students to think of a time when they were at their best, or when they did something that they look back on with pride. Ask them to tell this story to a classmate. The classmate should listen carefully and identify which strengths are displayed in the story.

✳ Hero strengths

Ask students to pick somebody they would consider to be their real or fictional hero and to identify their top five strengths.

✳ Famous strengths

Select a story of an important historical event, or a story prominent in the news, and ask students to identify the strengths displayed by the various people involved in the story. Ask them to connect the use of certain strengths to the things which took place in the story.

✳ Least pronounced strengths

Looking at those strengths that are least pronounced could help individuals to think how they could make better use of the strengths that are towards the bottom of the list.

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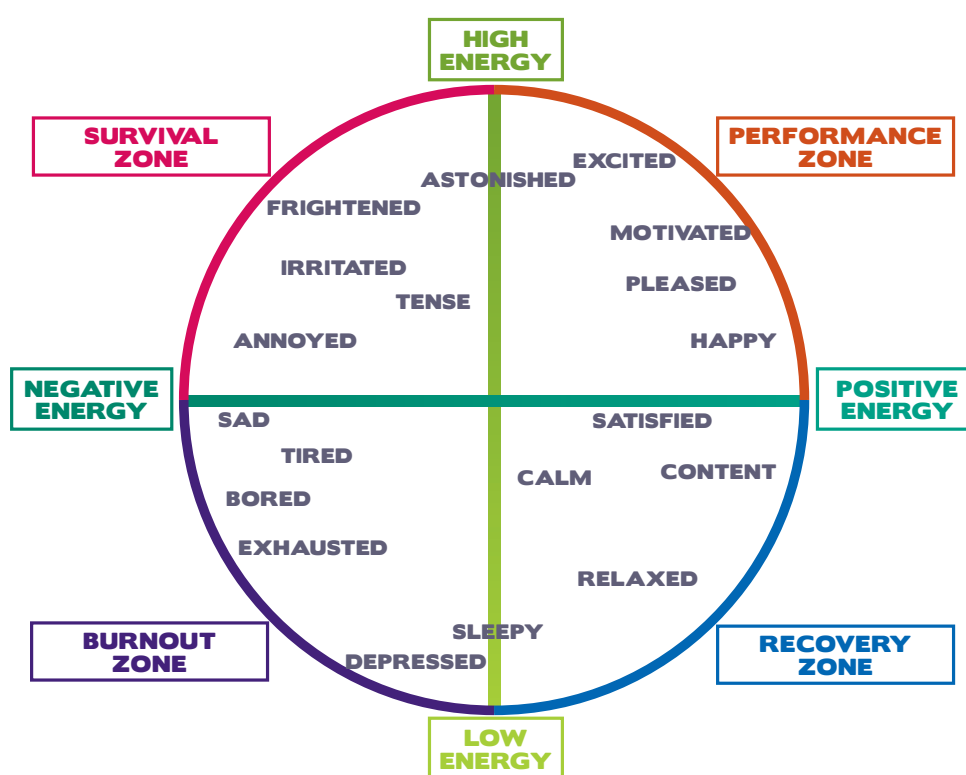JUBILEE CENTRE
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Reflection to develop emotional awareness and management

An important part of developing the virtues involves becoming emotionally skilful. Good sense, or phronesis, involves feeling the right thing, in the right way, towards the right people, at the right time and for the right length of time. This is a demanding process which begins with an awareness of feelings.

One way that young people can track their feeling states is through the use of a mood map (Russell, 1980). A mood map is set out below:

Figure 11: An example of a mood map

HIGH ENERGY

SURVIVAL ZONE

PERFORMANCE ZONE

EXCITED

ASTONISHED

FRIGHTENED

MOTIVATED

IRRITATED

PLEASED

TENSE

ANNOYED

HAPPY

NEGATIVE ENERGY

POSITIVE ENERGY

SAD

SATISFIED

TIRED

CALM

CONTENT

BORED

EXHAUSTED

RELAXED

SLEEPY

BURNOUT ZONE

DEPRESSED

RECOVERY ZONE

LOW ENERGY

The vertical axis relates to how much adrenaline is experienced and the horizontal axis relates to how much serotonin is being experienced. Adrenaline produces energy and serotonin produces a feeling of well-being. The two lines create four zones: performance, recovery, burnout and survival. Each zone becomes more intense further away from the central point. For example, anger would appear top left, whereas irritation would be closer to the centre as it depends on less pronounced levels of adrenaline.

By plotting mood on the map, an individual can not only identify how he/she feels but can also track mood over time, and start to identify the factors which propel them into particular zones. This then enables a start to learning how to manage emotions. If I identify that I am in the survival zone and that my adrenaline levels are high, this tells me that if I want to move zones, I need to do something to reduce my adrenaline (e.g. mindful breathing) or something to increase my serotonin (e.g. time with good friends, or seeing something funny), or both. By building up a repertoire of activities which I know to affect my emotions in predictable ways, I can start to become more skilful in the way in which I experience emotion.

It is important to point out that this does not in any way imply that certain emotions are preferable to or better than others. Emotions on the left hand side of the map are vital and appropriate responses to certain situations. The skill comes in feeling the emotion at the right time, in the right way, towards the right person.

Students can use mood mapping in the following ways:

✳ to become aware of how emotions are experienced in the body;

✳ to keep a mood diary over a period of time, or in response to a particular event such as getting ready for an exam;

✳ to start to log how certain activities can move them from one mood zone to another and create a list of 'go-to' constructive mood changers; and

✳ to build dialogue with friends about what affects their moods.

As a further example of a self-report scale used to support student self-reflection, Oakthorpe Primary School uses the following questionnaire (see Figure 12) to encourage students to think about their own character strengths and weaknesses and to support them in developing a vocabulary around their own understanding of virtues. The data are also used to support the development of the school's strategy to help children to develop their character. The school has found that the data are very easy to analyse and disseminate. A display of the data has been created and is used as an opportunity to initiate discussions with students and teachers as to trends in the school ethos. Further information on the school's approach to character education can be found via the school's website.

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Figure 12: Example character questionnaire

CHARACTER QUESTIONNAIRE					
NAME:			**DATE:**		
We want to find out the learning attitudes of children across your school. We will use this information to help find out how these attitudes look across the whole school. We will not be able to work out who answered which questions. Please talk to a teacher if you have any questions.	**NOT REALLY** SCORE 1	**SOME-TIMES** SCORE 2	**QUITE OFTEN** SCORE 3	**NEARLY ALL THE TIME** SCORE 4	**ALWAYS** SCORE 5
I enjoy challenging myself					
I don't get distracted by others					
I have stickability and don't give up					
I organise my learning and work systematically					
I am good at bouncing back when things go badly					
I learn from my mistakes					
I work well with others in a team					
I listen to what others are saying to help me learn					
I know how to be an independent learner in all my learning					
I bring what I need to school every day					
I take my time in my learning so I don't need to do it again					
If I am stuck, I get help without asking an adult first					
I show respect to other people's values and beliefs					
I am curious about learning and ask a lot of questions					
I have a great attitude at school					
I have a great attitude at home					
I am a positive person					
I come to school every day feeling positive					
I make other people feel positive					
I feel proud of myself					

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4.3 RESOURCES FOR SELF-REFLECTION

4.3.1 Character journals and portfolios

Character development takes place slowly, over time and unfolds as a narrative. Using a journal or portfolio is the most demanding of all of the ideas and activities to encourage student self-reflection on character but, if done successfully, could be the most meaningful. In creating a journal or portfolio over a number of years, combining input from teachers, pastoral tutors, friends and parents, with their own recording and reflection, students could see how, over an extended period, their character has changed in the light of their development, their choices and their experiences. There is now a variety of ways of achieving this and platforms such as Microsoft's OneNote or OneNote Classroom lend themselves to collaborative work, with carefully controlled permissions to protect privacy.

Character journals are a way for students to record their reflections on a particular virtue. For example, this could include reflections on when a virtue has been demonstrated, along with their corresponding thoughts. A benefit of this approach is that the format of the journal and the questions can be modified so that they are age-appropriate.

Building on smaller elements of feedback, students could be encouraged to put together a character portfolio over time, which demonstrates how they have grown, developed and what they have learned as a consequence of the experiences they have had and the reflections they have made. Best practice in this area can be seen in the online portfolios that young people complete as part of the Duke of Edinburgh's Award Scheme. Young people themselves and the adults who assess them use the language of virtue acquisition throughout their reflections on the achievements of participants in the scheme.

An obvious opportunity for this process comes in the work of the pastoral/personal tutor in secondary schools, especially where tutor groups are vertical and students have the same tutor over a number of years. In recording how they have met challenges, responded to ethical dilemmas, and engaged in and contributed to their community, students can deeply enrich and codify the character learning that is already taking place.

Students do not have to restrict their reflections to their own lives. The worlds of film, literature, theatre, sport, public life and local communities present unlimited opportunities for learning about virtue and vice and translating that learning back into personal development.

4.3.2 Jubilee Centre for Character and Virtues: My Character Journal

The Centre's *My Character* (Arthur *et al.*, 2014b) study considered how interventions designed to develop character could support moral formation and future mindedness in young people. As part of the study, the project team developed a website and a hard-copy journal which was piloted over the course of a year by over 1,000 11-14 year olds.

Below is an example of one activity intended to support students to reflect on courage.

My Actions

18 Activity 18: Would you ever...
Which of the following would you do?

Give a speech to over 100 people	Yes / No
Do a dance in front of all your friends	Yes / No
Go away without your parents	Yes / No
Write a letter to someone important	Yes / No
Wear fancy dress down the street	Yes / No
Eat a worm	Yes / No
Climb Mount Everest	Yes / No
Bungee jump over a river	Yes / No
Go up to space in a rocket	Yes / No
Wear crazy clothes round town one day	Yes / No
Stand up for a friend in need	Yes / No
Swim with sharks	Yes / No

19 Activity 19: I'm Scared!
Which of the following do you most fear? Rank them in order

Spiders	Examinations
Performing in front of people	Getting ill
Being alone in the dark	Injections
Heights	Nightmares
Small spaces	The dentist
Ghosts	Cockroaches
Public humiliation	
Flying	
Rats	
Mean dogs	

What else are you afraid of? Where do you need to show courage to conquer your fears?

....
....
....
....
....
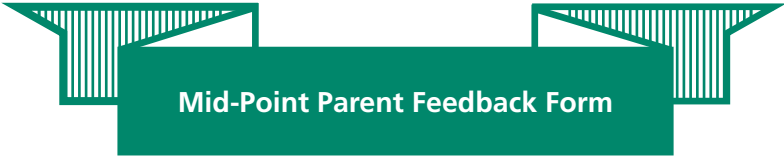
20 Activity 20: Times I have shown courage:
Write down one time when you shown courage in each of the following ways

I did the right thing, when others did not
....
....

I tried a new activity
....
....

I talked to someone new
....
....

I took on a difficult challenge
....
....

I told the truth regardless of the consequences
....
....

I learnt from one of my mistakes
....
....

I did something despite negative pressure from my peers
....
....

I expressed myself even when others disapproved
....
....

I solved a problem without shouting
....
....

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4.3.3 Jubilee Centre for Character and Virtues: Knightly Virtues Journal

The Centre's *Knightly Virtues* (Arthur *et al*., 2014a) programme worked to develop materials to support the teaching of moral virtues to students through the use of classic stories. An example of an activity that was used to allow students to reflect on their character is included below, as is a feedback form that was developed to allow parents to reflect on the programme and the impact this had on their child.

Mid-Point Parent Feedback Form

Your child has been working on the Knightly Virtues project. We would value your input and feedback.
Is your child enjoying the project?
....
....
....
....

What do you think your child has learnt from the project so far?
....
....
....

What do you think your child has learnt about the importance of character?
....
....
....
....

Do you think your child is developing an understanding of the eight virtues?
If yes, please explain more?
....
....
....
....

Any other comments?
....
....
....
....
....
....

Thank you

Activity 16c: My virtues of character

These are some of the qualities that my classmates recognise in me:

The qualities of character that I think I have are:

4.3.4 Yes Futures Talent Toolbox

A further example that schools may wish to consider is the Yes Futures Talent Toolbox. Yes Futures is a charity that specialises in extra-curricular personal development to improve young people's confidence, resilience and access to successful futures. For further information see: http://www.yesfutures.org/

The Talent Toolbox is designed for students taking part in a Yes Futures programme to plan, reflect on and evidence their progress, and to begin using the language of skills development. While each individual is assigned a career coach, the development journey is led by the young person and can be self-facilitated. The Talent Toolbox outlines the stages of progression involved in 12 key character skills, or 'talents'. Below is an example of self-reflection material that is incorporated within the Talent Toolbox.

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b) Takes responsibility for setting and achieving goals

I have set myself a goal and achieved it.

S:

T:

A:

R:

I sometimes set myself goals in more than one area of my life. When I do, I believe that I can achieve them.

S:

T:

A:

R:

I often set future-focused goals to improve further without prompting from others. I break down larger goals into achievable steps.

S:

T:

A:

R:

I understand what I need to do to succeed in my life. I have a plan for the future and I regularly set myself ambitious goals in order to achieve that plan.

S:

T:

A:

R:

I frequently set myself complex goals with high expectations and use a range of strategies to help me monitor my progress. My goals become more ambitious as I progress.

S:

T:

A:

R:

Remember STAR:

S: Situation – where and when was this example?
T: Task – what did you have to do? What was your role in the situation?
A: Action – what did you do? How did this action demonstrate the Talent area?
R: Result – what happened? What did you accomplish and/or learn?

Recording Progress:

Write the date you filled in each stage into the circle. In order to achieve a stage, you should have discussed at least three consistent examples of it with your Coach.

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c) Motivated to achieve and fulfil personal potential

I work hard to achieve in some areas of my life.

S:

T:

A:

R:

I feel positive about the future. I am motivated to work hard to achieve in all areas of my life, including both school and non-school settings.

S:

T:

A:

R:

I know what I want from my future and understand that my potential is always developing. I dedicate time and effort to enable my plans and goals to be achieved.

S:

T:

A:

R:

I feel I am fulfilling my current potential. I am motivated to learn and regularly seek out new opportunities to develop my skills and knowledge.

S:

T:

A:

R:

I am highly motivated to make the most of opportunities and always strive to be the best I can be. I have a detailed understanding of what my life-long goals are, and how to reach them. I consistently self-reflect and adapt to enable me to succeed in my aims.

S:

T:

A:

R:

Remember STAR:

S: Situation – where and when was this example?
T: Task – what did you have to do? What was your role in the situation?
A: Action – what did you do? How did this action demonstrate the Talent area?
R: Result – what happened? What did you accomplish and/or learn?

Recording Progress:

Write the date you filled in each stage into the circle. In order to achieve a stage, you should have discussed at least three consistent examples of it with your Coach.

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There are additional resources which could be used to support student self-reflection.

✴ The Strengths and Difficulties Questionnaire asks young people to reflect on 25 attributes, both positive and negative. There are several versions of the questionnaire so that it can meet the needs of the researcher. Further information can be found via the following website: **http://www.sdqinfo.com/a0.html**

✴ The Character Lab has developed a Character Growth Card which offers students the opportunity to self-assess their own particular virtues. Further information can be found here: **https://cdn.characterlab.org/ assets/Character-Growth-Card-8a9b995138cfd2572a42c2d34ba958e340211cde8ba2a1e80ab44887fb69c671.pdf**

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