

**REPORT ON WORKSHOP IN BRITISH VIRGIN ISLANDS**

<b>STTA</b>	Health and Family Life Education, Life Skills training in Sexuality and Sexual Health for teachers
<b>Location (i.e. Territory)</b>	British Virgin Islands
<b>Consultant Name /Facilitator</b>	Patricia Warner
<b>Assistant Facilitator (if applicable)</b>	Monique James
<b>Workshop Title</b>	Sexuality and sexual health in Health and Family Life Education
<b>Workshop Dates</b>	August 24-25,2010
<b>Location of Workshop in Territory</b>	Tortola, BVI
<b>Number of Participants</b>	42 minimum 52maximum
<b>List any attachments to this Report</b>	Participants' list Power point presentations Interactive strategies
<b>Date of Submission of Report</b>	September 24,2010

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## Introduction & Background

The British Virgin Islands (BVI) is a British overseas territory located to the east of Puerto Rico. The islands consist of the main islands of Tortola, Virgin Gorda, Anegada and Jost Van Dyke. There are an additional 50 smaller islands and cays.

The Ministry of Education and Culture implemented HFLE curriculum in all public secondary schools in September 2009 and training was conducted through UNICEF in December 2009. It is envisaged that this will help to curb many of the negative behaviours being displayed by youth. It will also help young people to develop the knowledge and skills necessary to cope with today's challenges. HFLE is projected to be reintroduced in all public Primary Schools in September 2010.

The CARICOM HFLE curriculum framework is being used to guide delivery in the classroom. The Framework has four thematic areas – Self and Interpersonal Relationships, Sexuality and Sexual Health, Eating and Fitness and Managing the Environment. This Framework places great emphasis on the life skills aspects of the programme. It also underscores the responsibility of teachers to students and seeks to ensure that teachers and other resource persons involved in the delivery of HFLE are able to facilitate information exchange and student interaction in positive, non-judgmental environments which encourages learning and skills development.

Work has not as yet started but is in train for aligning the national curriculum with the Regional curriculum. Its team will include guidance counsellors, teachers and persons from the community and will be coordinated by the Education Officer, Mrs. Ruth Frazer. A national committee was set up to advise in the teaching of HFLE and the formulation of a National HFLE Policy. The draft policy is with the Minister for comments before being taken to Cabinet.

The successful mainstreaming of the HFLE education in all primary and secondary schools will require linkages with homes and community to provide a mutually supportive environment for young people. Teachers, parents, community facilitators and community members themselves must be appreciative of the ways in which issues such as self expression, gender socialization etc. during childhood and adolescence are directly related to young people's development.

There are 14 public primary schools and 3 public secondary schools, 1 post-primary school and a Secondary division on Jost Van Dyke (offering secondary education to Form 2). In the Secondary schools, a cross-section of teachers were utilised to teach HFLE and it is taught from Forms 1-3. Only two teachers had previous training and experience in teaching HFLE. A one-week training session was convened in December 2009. Most of the teachers have voiced an interest in continuing to teach HFLE. Approximately three teachers voiced discomfort in teaching the subject especially since they had no formal training in the area. At the workshop a group of some 30 teachers were exposed to what is Health and Family life Education; the curriculum guide, the sample lessons and interactive methodologies and materials to enhance the training in teaching life skilled techniques. UNICEF sponsored the five day training and benefitted from some media coverage for the start –up event. In addition, a consultant was appointed to draft a policy which would inform how the BVI moved forward with HFLE. At the December 2009 workshop one of the identified needs of participants was the time allotted to training and they requested additional training in Sexuality and Sexual Health themes of HFLE. This became a reality in August 2010 with the effort supported through funding by the Department for International Development and technical support by Options and AID Inc.

## Workshop Objectives & Expected Outcomes

*The objectives stated below resulted from the following:*

- 1. The expectations and understanding that the teachers were the ones who had attended the December '09 workshop but additional persons would be attending and*
- 2. HFLE training follows a training manual that makes the process regionally compliant even though there are country specifics and this was the consideration as have been from 2006.*

*The Objectives therefore sought to respond to the needs of the December 2009 evaluations and discussions throughout the training and also provided opportunity for skill and lesson practice.*

## Objectives

By the end of the workshop participants will be able to:

- be equipped with the knowledge for delivering HFLE sexuality lessons
- use interactive methodologies in the delivery of the sexuality lessons
- develop interactive skill-based teaching materials to enhance the lesson delivery
- expose students in practising life skilled lessons in and out of the classroom
- engage the services of stakeholders in the delivery of life skilled sexuality lessons
- inform parents and other caregivers in the process of assisting students with sexuality issues

## Expected Outcomes

- a comprehensive response to the teaching of sexuality in Health and Family Life Education
- improved teacher delivery of instruction
- improved student participation in HFLE sessions increased % of teachers trained in life-skills based HFLE with a focus on sexuality and sexual health
- better links between school, parent and community
- an evaluation which would measure the effects of the life skill programme on the student population

## Workshop Summary

### *Day 1*

Day 1 of the workshop experienced a shift in programming. The Chief Education Officer of Tortola requested that an overview of Health and Family Education (HFLE) be presented to the teachers attending the Opening ceremony. There were over one hundred teachers at the Opening Ceremony of the workshop and therefore benefitted from the conceptual framework of HFLE. These persons were exposed to what HFLE is; the four thematic areas; some findings of the study done in the four territories: Antigua and Barbuda, Barbados, Grenada and St. Lucia and some of the characteristics of an HFLE teacher. I must note that this request was unexpected but a merge of presentations on HFLE were utilised to make this meaningful and interesting.

This meant that there was a review of the day's proceedings. The adjusted agenda was agreed upon by the participants. It can be viewed at page 3 of this document. Over 50% of those persons were not involved in the two day training since they were either not teaching the subject or had benefitted from the first training in December 2009. Further inquiry into the list of participants revealed that this training coincided with the education planning week and several staff members attended meetings or trainings. It was therefore necessary to introduce the facilitators and start with an Ice Breaker. The participants were asked to state a position of Agree, Disagree or Unsure about a number of statements with sexuality and HIV and AIDS as read by Monique James. This set the tone for the objectives to be reviewed and this was completed with the Agenda being ratified by participants. The list of participants and the institutions to which they are attached is found in the Appendix.

The presentation on sexuality issues among Caribbean youth was stimulating. Participants shared their views of what is sexuality for them. The concept of sexuality and sex being the same became debatable. Some believed that they were one and the same while others argued that sexuality and sex were different from each other and sex should not be taught to young students. The thought expressed was that parents are the best teachers of sex education for their children especially when they are spiritual values and beliefs that they adhere to and may not be a teacher's perception. The next presentation where the voices and comments of youth were presented stirred much debate as persons expressed feelings ranging from shock to quiet confirmation that these were our youth. A summary of this presentation is also found in the Appendix. A question posed was, "What can we and are we doing to ensure that our youth do not continue with feelings of despair?"

Some suggestions were that BVI should seek to have programmes to assist the vulnerable youth. In addition, more serious thought should be given to HFLE and the method of delivery at school level.

The lesson demonstration was well received. More than 50% of the participants had never seen a HFLE lesson and welcomed the explanations on life skills and their integration into the lessons as well as the interactive methodologies. The day's culminating activity of utilising interactive methods in Human Sexuality facilitated by Monique James was extremely well received and all of the participants were involved. In the day's reflections, participants revealed that they thoroughly enjoyed the activities. Many of the participants stated that they were first timers for exposure to HFLE and did not realise its potential for positive behaviour change in students' lives.

## *Day 2*

On Wednesday, August 25<sup>th</sup> 2010, Patricia Warner reflected on the previous day's proceedings. Each item on the previous day's Agenda was addressed. The feedback was useful as participants requested more of lesson demonstrations and activities. These requests were in keeping with Day 2's Agenda since the day was to be a practical one. Monique James was the facilitator of the Interactive Methodologies Part 2. The participants were divided into groups according to their Year group assignments; Forms 1-3. The lessons on Sexuality and Sexual Health were distributed and Patricia Warner gave groups the option of a lesson from their year group or preparing a lesson for presentation. There were four groups altogether. Each group presented one lesson from the year group.

Preparation of the lessons was taken seriously by the groups and was well presented. Guidelines were given on assisting participants with critiquing lessons. These address the following:

1. Were the objectives achievable?
2. Can you identify the life skills in the lesson?
3. Where the activities appropriate for the year group?
4. Was the time allotted enough for the lesson to achieve its outcomes?
5. Would you recommend any changes to the lesson? If so, what are these?

## Discussion

This discussion must be undertaken in the context of two variables:

1. The terms of the contract that were applicable to this consultancy and
2. The objectives and how achievable they were.

The Terms of Reference document dated October 12, 2010 addressed two areas of six listed to be delivered by the consultant. These are Teacher training in August 2010 and a report on that training.

The training was completed in August 2010 as has been reported in here.

The second area of discussion is the Expected Outcomes and if these were achievable. If not, reasons should be given to address this. Finally, some recommendations for moving HFLE forward have been suggested.

An examination will be made of each of the listed below and how successfully were they achieve will be recorded against each.

### *Summary of the Expected Outcomes*

- a comprehensive response to the teaching of sexuality in Health and Family Life Education  
Participants may have been 90% more able to address the teaching of sexuality in HFLE. The 10% will be how the students respond to the teacher's techniques of delivery. The participants were very satisfied with the knowledge gained at the workshop.

- improved teacher delivery of instruction

This was evident when lessons were delivered. Each person in each group played a role in ensuring that this delivery for the sample lesson was well thought out and presented.

- improved student participation in HFLE sessions

This should be the ripple effect of improved instruction. However, the consultant needs to provide a tool for monitoring and evaluating. This reporting to the funding agency and to the policy makers in education will be extremely worthwhile and assist in the necessary changes if they are needed.

- increased % of teachers trained in life-skills based HFLE with a focus on sexuality and sexual health

The increase of trained persons rose by nearly 100 percent. Thirty teachers were trained in 2009 and this increased to approximately sixty in 2010.

- better links between school, parent and community

The measurement of this will occur in the long term. It must be stated that the overall presentation of HFLE and the discussions pointed to this as a successful partnership and spreads further than sexuality and HFLE but to the ideal youth

- an evaluation which would measure the effects of the life skill programme on the student population

One important omission which needs to be corrected as was stated before. There have been checks but these must be properly documented and recorded.

## Workshop Evaluation Summary

A questionnaire was given which attempted to test the workshop and its effectiveness. Of the questionnaires distributed, 35 were received.

The following responses were made. Thirty-four of the participants found that the objectives of being equipped with knowledge, skills and interactive methodologies were met whilst one participant stated that the objective of engaging stakeholders and the way to do such was not achieved. There is some truth to this statement as the training referred to, did not address the inclusion of stakeholders and the role that they can play in the process.

All of the participants found the workshop to be good or excellent in its presentations. They also found the materials to be useful. The most valuable thing learnt varied in the responses. The most common of these was skill identification, how to assist students with behavioural change, how to save our children, communities and the society, how to desist from self imposing values on others and how to effectively plan and execute an HFLE lesson. One poignant comment was; "HFLE has the potential to truly impact our community if persons involved really support the objectives of this program."

Most of the participants promised to use what they had learnt in their classroom whilst others believed it was useful for school, home, church and community. For most, the next steps included support from Education Officials in BVI, further training especially in the curriculum and seeking to be more competent by researching information. One telling statement read the BVI government needs to implement a sound HFLE program.

A summary of the lesson presentation revealed that:

1. Teachers in the BVI are capable of teaching HFLE
2. Most teachers (approximately 90%) showed an interest in teaching the subject
3. Teachers utilised a variety of meaningful and realistic activities to ensure that the objectives of the lesson were met. In this regard, they did not use text books but the application of BVI scenarios and issues to portray the lessons
4. As has been identified by other territories, the lessons are rich but one may need to be divided into two forty minute period to achieve all of the objectives
5. There may have been some difficulty in weaving the life skill into the lesson and having the students identify the skill or skills as they practice. However, skill identification will enhance with continual practice.

## Challenges & Successes

### Successes

- The participants were very engaging and this helped the workshop to achieve its objectives.
- The pre-test was useful in setting the stage for assessing participant knowledge prior to the workshop. This was useful. Participants knew the facts about HIV and AIDS and this made it easier to engage them in the training activities, the issues related to sexuality and sexual health and application of life skills to the lessons.
- The sexuality and sexual health lessons presented showed a high level of understanding of what HFLE lessons should entail. (The areas presented were puberty, gender and sexuality, self esteem as it relates to sexuality and the impact of drugs on sexuality).
- The modelling of and full participation in interactive methodologies kept the workshop alive and maintained participant interest beyond the time allotted each day. The range of activities included role play, singing, games and creating scenarios to emphasize refusal, assertive, decision making, problem solving, critical thinking and negotiation skills.
- The evaluations referred to the usefulness of the workshop and sought to determine whether participants would utilise the training beyond the 2 day training sessions thereby fulfilling two of the expected outcomes. Participants express the desire to work at not just content but the skill development of their charges in the school, at home and in the community.

### Challenges

- Approximately, 50% of the participants attending the workshop had either not heard of life skills or had been exposed to HFLE.
- The teachers present had never taught sexuality in their schools and there was certainly a lot of persuasion that was necessary to assist those persons.
- There were several concerns from teachers regarding their needs address after the workshop. (The Education Officer in BVI was told that contact could be made with the facilitator).
- The Education Officer with responsibility for HFLE also was challenged by teachers expressing that the guidance for this initiative was lacking. A number of factors seemed to have impeded the projected plans for HFLE.
- The absence of any policy statement or a policy makes it difficult to provide any firm guidance for the next steps, according to participants. This was mentioned as they seemed unclear of the direction in which HFLE was going. Some complained that without the guidelines, there was lack of uniformity and at times conformity to the Ministry's expectations of HFLE and its delivery in schools. Some schools had not embarked on the programme, others had only received one module, Self and Interpersonal Skills and awaited the others but these were not forth coming before the workshop.

## Conclusion/Recommendations

The recommendations are prefaced by the acknowledgement that BVI has shown interest in HFLE and life skill development of its school's population. It must be noted however, that if the momentum is to be sustained and capacity on island is to be built the following must obtain:

- The policy or policy statement that would assist in pointing the way for BVI as it relates to school policy is necessary and should be done before the end of the academic year. Teachers believe that this is a draw back to the progress of HFLE as important and not a subject taught by each form teacher on Monday morning during the first lesson. When other activities infringe on this lesson, it is difficult to regain the time and therefore students may not be benefitting from such an arrangement. It needs, they posited, to be properly Time-Tabled.
- Stake holder involvement is necessary as BVI needs all the help to have HFLE gain acceptance. At present, participants seemed to have the belief that various stakeholders are not meaningfully engaged in HFLE from policy to delivery. One participant believed that the voice of faith based organisations was very much lacking in the discussion.
- Teachers spoke of the need for continuous training in curriculum initiatives such as lesson planning, moving from module to lesson development, the delivery of the HFLE lesson, alternative assessments and interactive methodologies. These can be facilitated by partnering with the local Teachers College.
- In order for the above recommendation to be worthwhile, a team of persons, maybe 15 in number from the Ministries of Education and Health, representatives of youth organisations, faith- based organisations and civil society groups should be exposed to a 'Training of Trainers' workshop on all of the above areas. These persons will in turn lead the process of continued training on island.
- The lack of materials is seemingly an area of concern. There are books but videos and other learning materials are very absent. UNICEF did give materials over the last year but these seem to be insufficient. One recommendation is to hold workshops where indigenous materials are produced. There is not only the participant involvement but country specific materials that can be gained from this activity.
- It may be a consideration to have the Education Officer included in at least a workshop outside of BVI where there can be a greater understanding of HFLE. The Education Officer has never benefitted from a train the trainer model. However, since BVI is not involved in CARICOM's training initiatives, a special case would have to be made for such involvement and sponsorship. I believe that a regionally workshop for the British Overseas Territories should serve well for all the decision makers for HFLE. The coming together and examining best practices, challenges and being solution focussed will augur well for strengthening the thrust for HFLE. The same model was used in the English speaking Caribbean and Dutch speaking territories assisted by CARICOM and UNICEF as has served those territories reasonably well. The point person as named in each territory would contribute to training, monitoring and evaluation of the programme. In turn, there can be a team of country experts who will ensure continuity of the programme.

## Next Steps

- Review and discuss challenges and opportunities for the further development of sexuality education and HIV prevention leading to opportunities for improved health and education sector collaboration
- Convene planning session to design Trainer of Trainer (ToT) session
- Convene ToT session for persons from the Ministries of Education and Health, representatives of youth organisations, faith- based organisations and civil society groups
- Convene process for a wide participation of stakeholders in revision and finalisation of draft HFLE policy to provide guidelines and standards of practice for the delivery of sexuality and sexual health education through HFLE.

## Appendix 1- Workshop Agenda

	<b>DAY 1: Tuesday, August 24, 2010</b>	
9:20- 9:35	Prayers and Welcome	Mrs. Ruth Frazer Ed. Officer HFLE/Social Studies
9:35- 10:00	Remarks	1. Dr. Potter Chief Education Officer Ms. Petrona Davies Permanent Secretary Ministry of Health
10.00-10.10	Introduction of facilitators	P. Warner & M. James
10:00-10:45	HFLE: the conceptual framework Presentation/Discussion 1	P. Warner
10:45-11:15	<b>B R E A K</b>	
11:15- 11:30	Icebreaker: What is my Knowledge game	M. James
11:30-12:15	Presentation/Discussion 2	P. Warner
12:15-12:55	What the Youth are saying Presentation/Discussion 3	P. Warner & M. James
12:55-1:45	<b>L U N C H</b>	
1:45- 1:50	Ice-Breaker	M. James
1.50-2.15	Life skills and their application to HFLE	P. Warner
2.15-4.30	Practicum 1 Lesson preparation Guide	M. James

	DAY 2 Wednesday 25 <sup>th</sup> August	
9:00- 9:10	Prayers Reflections of Day1	Ruth Frazer P.Warner
9:10- 10:00	Practicum 2	M.James
10:00- 10:30	Group formation and instructions	Participants
10:30-10:45	<b>B R E A K</b>	
10:45- 12:30	Lesson preparation	Participants in Groups
12:30- 1:30	<b>L U N C H</b>	
1:30- 3:00	Presentations of lessons from each group (Years 1-3)	Participants
3:00-3:45	Lessons critique	Participants
3:45-4:00	Post test game Evaluation	Facilitators
4:00-4:15	Next Steps	BVI-Ed. Officer/P. Warner

## Appendix 2- HFLE Sexuality & Sexual Health Presentation

PDF Doc.

# HEALTH AND FAMILY LIFE EDUCATION SEXUALITY AND SEXUAL HEALTH WORKSHOP AUGUST 24&25,2010

Tortola, BVI

Facilitators

Pauline Warner

Michelle Jones

## Appendix 3- HFLE Research Projects Conducted by CARICOM & UNICEF Presentation

PDF Doc.

Health and Family Life Education

RESEARCH PROJECTS

conducted by  
CARICOM and UNICEF

## Appendix 4: Workshop Evaluation Form

Workshop on Sexuality and Sexual Health  
British Virgin Islands  
August 24&25, 2010

### Evaluation Form

1. In your opinion, did the workshop achieve its objectives? If yes, state what. If no, say why not.
2. Were the presentations useful in guiding the process?
3. Were the materials useful in guiding the working groups?
4. What is the most valuable thing you learned in the exercise?
5. What do you plan to do with the information from this workshop?
6. What would you consider to be the next steps after this workshop?

## Appendix 5: Participants List

NAME	POSITION	INSTITUTION	DURATION OF ATTENDANCE
1. Heida Joyles		Bregado Flax Educational Centre	24 <sup>th</sup> , 25 <sup>th</sup>
2. Anique Stevens		"	24 <sup>th</sup> , 25 <sup>th</sup>
3. Ishwar Deuchand		"	25 <sup>th</sup> only
4. St.Clair Phillip		Claudia Creque Educational centre	24 <sup>th</sup> , 25 <sup>th</sup>
5. Donnell Trumpet		Jost Van Dyke secondary	24 <sup>th</sup> , 25 <sup>th</sup> a.m
6. Charles Stay		"	24 <sup>th</sup> a.m, 25 <sup>th</sup>
7. Shinique Maynard		BVI Technical Vocational Institute	24 <sup>th</sup> a.m, 25 <sup>th</sup>
8. Theda Forbes		"	24 <sup>th</sup> a.m, 25 <sup>th</sup>
9. Keima Maduro		"	24 <sup>th</sup> a.m, 25 <sup>th</sup>
10. Hether Pierre-Louis		"	24 <sup>th</sup> a.m, 25 <sup>th</sup>
11. Jason Smith		"	25 <sup>th</sup> only
12. Maurita Kupoluyi		"	24 <sup>th</sup> , 25 <sup>th</sup>
13. Lincoln Ward		"	24 <sup>th</sup> a.m, 25 <sup>th</sup>
14. Lavern D.Blyden		"	24 <sup>th</sup> , 25 <sup>th</sup>
15. Sharon Vazquez		"	24 <sup>th</sup> , 25 <sup>th</sup>
16. Beverliy George-Nesbitt		"	24 <sup>th</sup> , 25 <sup>th</sup>
17. Silas Durrant		"	24 <sup>th</sup> , 25 <sup>th</sup>
18. Cheryl George – James		"	24 <sup>th</sup> , 25 <sup>th</sup>
19. Marsha Frett		"	24 <sup>th</sup> , 25 <sup>th</sup>
20. Sean Henry		"	24 <sup>th</sup> , 25 <sup>th</sup>
21. Jepheth Gordon		Elmore Stoutt High School	24 <sup>th</sup> , 25 <sup>th</sup>
22. Janeel Cannonier		"	24 <sup>th</sup> , 25 <sup>th</sup>
23. Carima Wilson		"	24 <sup>th</sup> , 25 <sup>th</sup>
24. Austin Lindsey		"	24 <sup>th</sup> , 25 <sup>th</sup>
25. Rhennie Phipps		"	24 <sup>th</sup> , 25 <sup>th</sup>
26. Trisha Henry		"	24 <sup>th</sup> , 25 <sup>th</sup>
27. Kishma Jones		"	24 <sup>th</sup> , 25 <sup>th</sup>
28. Lorrily Dawson		"	24 <sup>th</sup> , 25 <sup>th</sup>
29. Andrea Brown		"	24 <sup>th</sup> , 25 <sup>th</sup>
30. Enrica Rymer		"	24 <sup>th</sup> , 25 <sup>th</sup>
31. Monel Home		"	24 <sup>th</sup> , 25 <sup>th</sup>
32. Claudette Landover		"	24 <sup>th</sup> , 25 <sup>th</sup>
33. Ketlene Penn		"	24 <sup>th</sup> , 25 <sup>th</sup>
34. Wilma George		"	24 <sup>th</sup> , 25 <sup>th</sup>
35. Genieve Newman		"	24 <sup>th</sup> , 25 <sup>th</sup>
36. Bernicia Roberts		"	24 <sup>th</sup> , 25 <sup>th</sup>
37. Shirley Kirwan		"	24 <sup>th</sup> , 25 <sup>th</sup>

38. Annie Codner Brown		“	24 <sup>th</sup> ,25 <sup>th</sup>
39. Nicola Small		“	24 <sup>th</sup> ,25 <sup>th</sup>
40. June Prince		“	24 <sup>th</sup> ,25 <sup>th</sup>
41. Glennise Rabsatt		“	24 <sup>th</sup> ,25 <sup>th</sup>
42. Deborah Harris		“	24 <sup>th</sup> ,25 <sup>th</sup>
43. Marcianna deCruz		“	24 <sup>th</sup> ,25 <sup>th</sup>
44. Beverly Clarke		“	24 <sup>th</sup> ,25 <sup>th</sup>
45. Valencia Brathwaite		“	24 <sup>th</sup> ,25 <sup>th</sup>
46. Willis Potter		“	24 <sup>th</sup> ,25 <sup>th</sup>
47. Evelyn Fraser-Forbes		“	24 <sup>th</sup> ,25 <sup>th</sup>
48. Zakaria Yunusah		“	24 <sup>th</sup> ,25 <sup>th</sup>
49. Mishael Bess		“	24 <sup>th</sup> ,25 <sup>th</sup>
50. Bianca Villafana		“	24 <sup>th</sup> ,25 <sup>th</sup>
51. Rhennie Phipps		“	24 <sup>th</sup> ,25 <sup>th</sup>
52. M.Peters		“	24 <sup>th</sup> ,25 <sup>th</sup>