



UNIVERSITY of GUYANA



University of Guyana Regional Accelerator for STEM Students Readiness RASSR

September 2024



Cheers to RASSR

*The anxiety to prepare for NGSa was real, real
Then a phone call to say I was chosen for a camp at UG
What? Young, young me chosen to go to UG before Mommy, Daddy or even Uncle and
Aunty?
I must have done sometime wrong*

*Man, if you see how my self-esteem was spiked to be part of the chosen 100
I was surely lucky and then to meet the volunteers, Vice Chancellor and Ms. Jackie
Man, you should see how I would count down the weeks as they fly by to learn and explore,
I was anxiously waiting for RASSR time to arrive*

*You see dah final week with the grand challenge, man our minds dance like lime, tomatoes,
celery and seasoning
I don't know where they find these cyphers, but we are young, intelligent teenagers, ready to
take on challenges and make RASSR team proud
Just look out for us in a few years; young entrepreneurs, scientists, doctors and engineers*

*Well, I don't know about you, but I'm thankful for this push, because if it wasn't for RASSR I
would have been on call of duty, among us, or Mommy trying to get me to drink some bush
And might I mention how I enjoyed the curry in a hurry or that test that left my vision
blurry?*

Man, we have memories to go around like that disease that was passed around

*Look, let me learn all I can so I can be ahead of my peers
Me excelling at CXC will be my way of saying cheers
Cheers to RASSR and all who worked hard to make this programme successful
and push teenagers far*

*Far in Science, Technology, Engineering and Math
Most of all your efforts into this programme will forever be unmatched
Thank you to all the stakeholders for trusting this process
Give us a few years and watch our success!*

*Written by: Lamora
RASSR Camper
Region 10*

TABLE OF CONTENTS

INTRODUCTION	I
RASSR PARTICIPANTS	2
OBJECTIVES	2
RASSR 2024 CURRICULUM	5
CO-CURRICULAR ACTIVITIES	9
OUTCOMES AND BRIGHT SPOTS	11
IMPACT	12
RECOMMENDATIONS and NEXT STEPS	13
APPRECIATION OF THE RASSR VILLAGE	14
APPENDIX A	15

INTRODUCTION

97 students and 18 teacher/chaperones converged on the Turkeyen campus on July 14 – 28, 2024 to participate in the 3rd consecutive year of the University of Guyana’s Regional Accelerator for STEM (Science, Technology, Engineering and Math) Students Readiness (UG-RASSR). These students were initially invited to participate in UG-RASSR in 2022 based on being the top performers in Math and Science in the National Grade Six Assessment (NGSA) and the grade 6 Mock Exams with consideration given for gender and representation across each region. Two teachers from each region who teach these students were invited to participate as teacher/chaperones and to benefit from exposure to teaching methodologies in STEM.

Supported by the Greater Guyana Initiative (GGI) funded by Exxon Mobil, CNOOC and HESS, UG-RASSR is offered as a multi-year pilot through the Office of the Vice Chancellor, Professor Paloma Mohamed Martin, PACE and the Institute for Human Resiliency, Strategic Security and the Future under the “Future of Youth” plank. UG-RASSR is designed to support the systematic discovery, mentorship and development of 100 young STEM students from across the 10 regions of Guyana. Essentially, this programme is designed to find the best young minds in STEM from around Guyana to accelerate and prepare them for entry into higher education programmes and careers that are likely to emerge in Guyana and across the globe in the near future.



UG-RASSR offers a special challenge-based curriculum that is designed to assist students to apply what is already taught in schools in a science immersive environment. Instruction is delivered by UG lecturers and assisted by UG-student volunteers. The academic component is complemented by a diverse co-curriculum which includes dinner guest speakers, daily challenges, a grand challenge and personal development activities, all of which provide a rich learning experience that will help to develop Guyana’s future leaders.

OBJECTIVES

In essence, the core components of UG-RASSR are exploration, discovery, problem solving and accelerated learning with the specific objectives being:

- Accelerated learning to create a pipeline for specialization in STEM at the post secondary level
- Increased confidence to ask questions and explore scientific principles
- Increased interest in learning about scientific principles and applying them to everyday life
- Increased understanding of how to use STEM principles to solve every day challenges
- Increased awareness and appreciation of the richness of Guyana’s living resources and the vital role they play in our ecosystem

RASSR PARTICIPANTS

Students

40 boys and 57 girls participated in RASSR 2024. Students were first invited to register into UG-RASSR in 2022 and will be entering 3rd and 4th forms (grades 9 and 10, respectively) in September 2024.

The gender and grade distribution for RASSR campers are shown below.

Figure 1A: Gender Distribution of RASSR Students

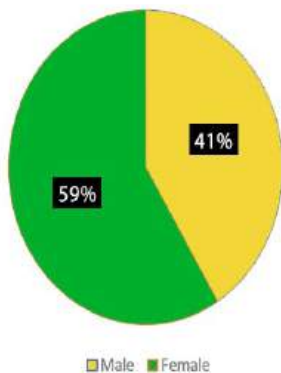


Figure 1B: Grade Distribution of RASSR Students as of September 2024

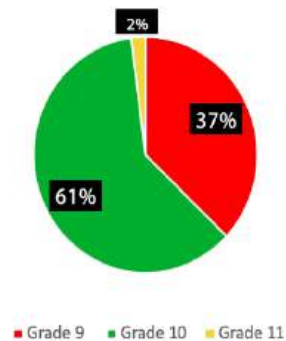
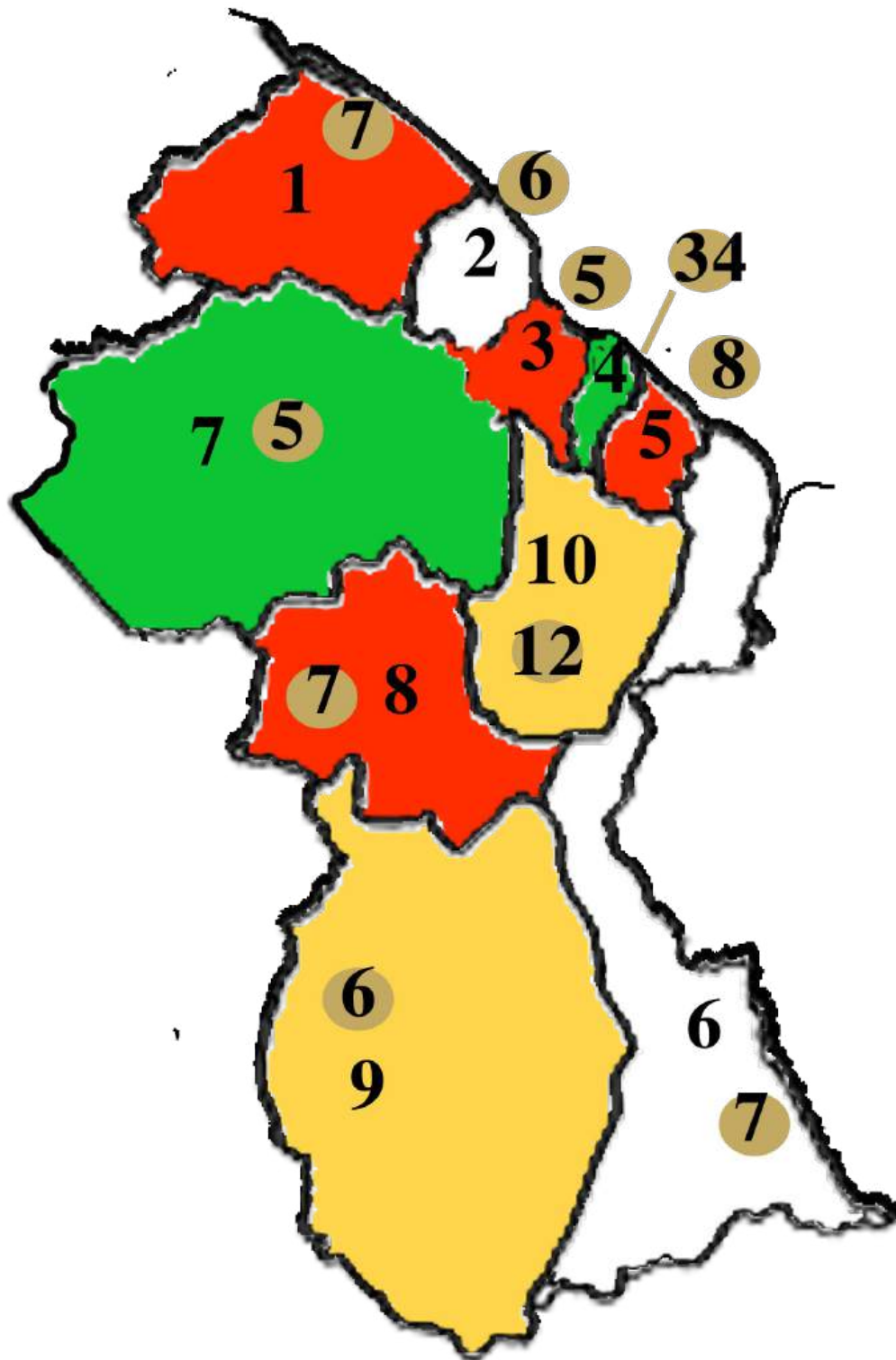


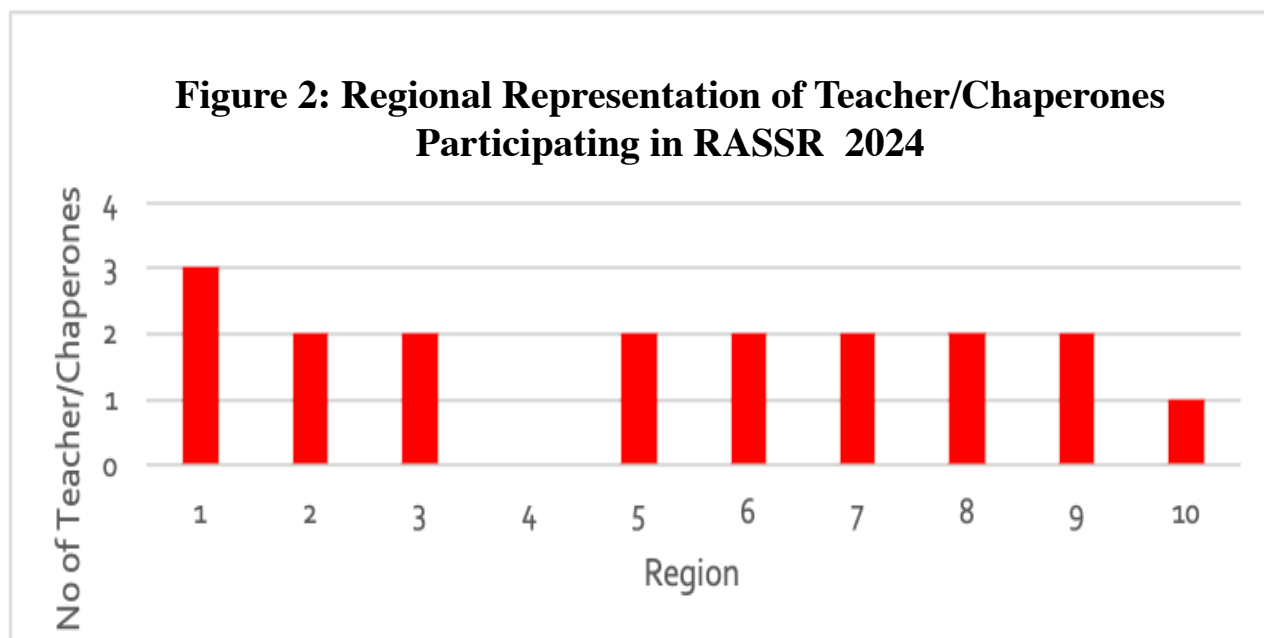
Figure 2: Map Showing Distribution of RASSR Participants by Region



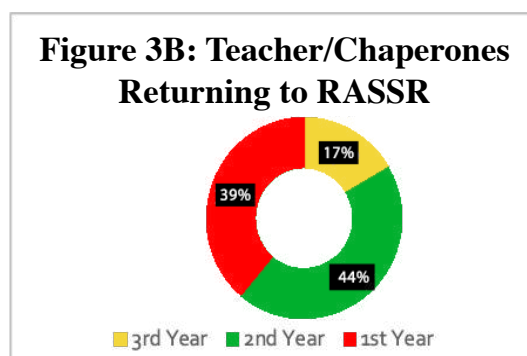
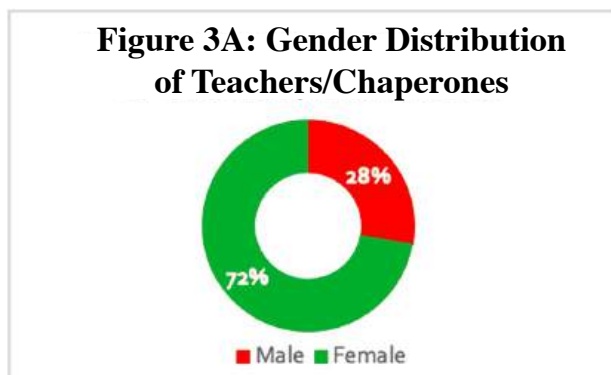
Teacher/Chaperones

18 teacher/chaperones (TCs) representing 9 regions participated in RASSR 2024. The number of male teachers has grown from a lone male teacher in 2022, 2 males in 2023 and now 4 male teachers registered in the 2024 cohort. There was also a dynamic mix of new and returning TCs as:

- returning TCs signal the commitment of teachers to the programme and allows them to observe a broader array of teaching methodologies and to deepen their skills in these areas
- returning teachers are accustomed to the schedule and act as a familiar source of comfort for students, as a communication channel with parents from the hinterland regions and as a peer-guide to new TCs
- new TCs allow more teachers to be exposed to advanced teaching methods in STEM which in turn allows a greater number of students to benefit from this exposure when TCs return to the classroom the new school year



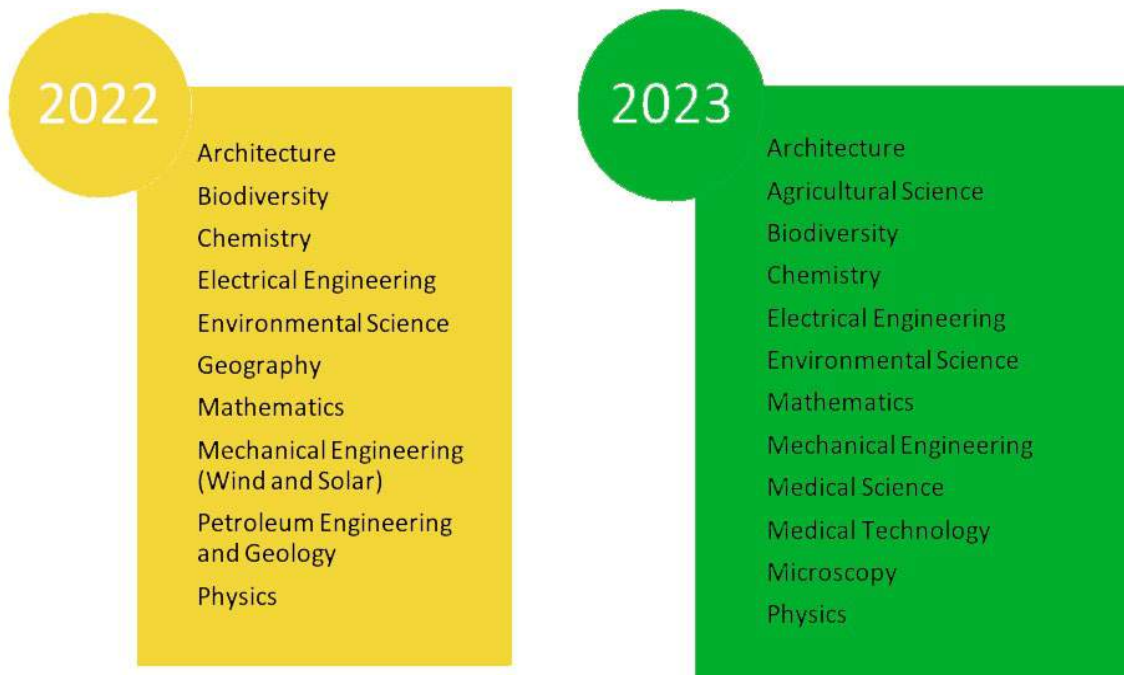
- 4 of the new TCs were teaching for less than 2 years and as such, RASSR provided a great opportunity for these TCs to learn enhanced STEM teaching methodologies early in their careers
- Increased synergy among TCs arising from the mix of new and returning TCs viz a viz exchange of ideas and interaction with campers



RASSR 2024 CURRICULUM

For the first 2 years, UG-RASSR offered a wide range of subjects in an effort to expose students to a broad spectrum of careers in STEM and STEM-related subject areas shown in the diagrams below. This diversity was specifically intended to:

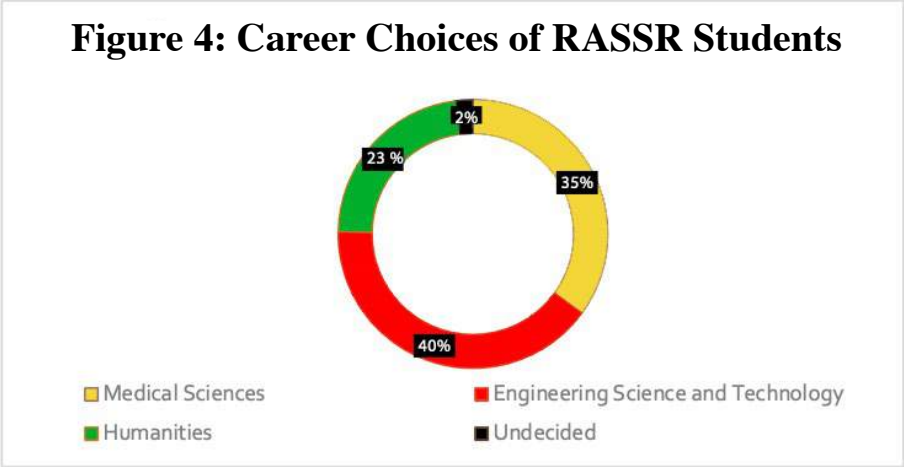
- increase students' awareness of career opportunities in STEM
- stimulate interest in learning about scientific principles and applying them to everyday life
- encourage students to remain in STEM beyond form 3 (grade 9) with a view to providing a cadre of young Guyanese who possess the necessary skills and competencies required by the new and emerging sectors in Guyana



In this model, students were exposed to 40 hours of academic content covering 10 subjects in 2022 and 12 subjects in 2023. Each hour of instruction was accompanied by an hour of team applied challenge as one of the goals of RASSR is for students to be able to apply what is learned in school to solve real world problems.

The 2024 curriculum provided a more focused approach as the goal is more heavily skewed towards preparation for the Caribbean Examinations Council (CXC) and identifying and accelerating those students who are able to sit the CXC exams ahead of their peers.

The first step in developing the 2024 curriculum was to ascertain students' career choices as this would indicate the subjects they will pursue in school and in the CXC exams. To get this information, a survey was distributed on February 2, 2024. The results of the survey were:



- 40% of students indicated that they would like to pursue careers in Engineering and related careers; this ranged from civil/mechanical/electrical/aeronautical engineering to geologist
- 35% of students chose medical sciences as their 1st choice of career which included medical doctor, pediatrician, neurologist, veterinarian and zoologist
- 23% of students opted for careers in the humanities spanning the gamut of teaching, law and entrepreneurship

Students' career choices were used to derive the RASSR 2024 curriculum

The next step was to ascertain the entry requirements for UG and other post-secondary institutions for these clusters of careers. It should be noted that entry into most institutions required a minimum of 5 passes at CXC including Math and English Language. The RASSR curriculum therefore focused on the 4 subjects (i.e. excluding English Language) which students would need to pass in order to pursue post-secondary studies. See Appendix A for a copy of the 2024 Timetable.

These entry requirements formed the basis of the RASSR 2024 curriculum and are shown in Figure 5.

Key features of this curriculum are:

- Students placed in clusters based on their career choices
- The 40 hours of academic content was maintained with 4 subjects offered in each cluster
- 10 hours allocated to each subject – 6 hours of academic instruction and 4 hours of team-based challenge

Figure 5: The RASSR 2024 Curriculum

Medical Science	Engineering Science	Humanities and Undecided
<ul style="list-style-type: none">• Mathematics• Physics• Chemistry• Biology	<ul style="list-style-type: none">• Mathematics• Physics• Chemistry• Integrated Science	<ul style="list-style-type: none">• Mathematics• Social Studies• Geography• EDPM

*EDPM – Electronic Document Preparation and Management

The academic component was supported by:

- Pre and post testing of students to assess change in knowledge based on the instruction that was delivered over the camp and served as a gauge to which the instruction was effective.
- A 2-hour comprehensive mock exam administered on the last day of academic instruction. This exam was comprised of the 4 subjects that were offered at RASSR for each cluster. The most challenging questions from past CXC papers were used to create these exams and the results will be used to help assess students' readiness for acceleration in 2025.

The results of these exams are provided in figures 6A and 6B.

Overall performance of the accelerated curriculum indicates that 71% of RASSR students who were assessed could be accelerated in at least one subject (Figure 6A). This includes 17% of students who could be accelerated in two subjects and 11% who could be accelerated in three subjects. It is useful to observe that 27% of the students recommended for acceleration are entering grade 9, thus would be accelerated by two years.

Figure 6A: Level of Readiness for Acceleration in One or More Subjects

Level of Readiness	Number of students	Percentage of total number of students tested
Number of students who could be accelerated in at least one subject	65	71%
Number of students who could be accelerated in two subjects	16	17%
Number of students who could be accelerated in three subjects	10	11%

Figure 6B: Level of Readiness for Acceleration in the 2025 CXC Exams by Subject

Subject	Maths	Physics	Chemistry	Biology	Integrated Science	Geography	EDPM	Social Studies
Number of students who sat Mock Exams	92	75	74	39	34	18	18	16
Percentage of students ready for acceleration	35%	44%	19%	49%	76%	44%	72%	19%

The level of readiness for Chemistry was low because students had no prior exposure to the subject as it is not taught at the lower levels. In this instance, early exposure to Chemistry has laid a solid foundation for students to excel in this subject once it is introduced at their grade level (as it will be for students entering Grade 10 in September 2024).

In all cases, however, we note that an accelerated programme for the students identified is best done in tandem with the schools that students are attending. This is in part because of the School Based Assessments (SBAs) which contribute a maximum of 20% to the final score in the CXC exam as well as to complete the components of the curriculum that were not covered during the RASSR camp. RASSR’s role will be to supplement their in-school preparation with other resources including virtual tools and online coaching. We are optimistic that if parental consent is given, and the necessary post camp supports are in place, these students can be accelerated in at least one subject in the 2025 CXC exam to reduce their preparation load for 2026.

We are pleased to highlight that Yeshua Hudson is the first RASSR student to enroll in a University of Guyana degree programme. In August 2024, he has successfully matriculated from Grade 9 into the Computer Science programme in the Faculty of Natural Science to pursue a Bachelor of Science degree. Yeshua intends to pursue a career in Robotics. *Yeshua’s success demonstrates the impact and effectiveness that exposure to RASSR’s accelerated programme can have on students.*

CO-CURRICULAR ACTIVITIES

Students participated in a rich array of co-curricular activities which not only helped to make the camp a memorable experience for everyone but will no doubt help to build well-rounded individuals. The nightly Guess Who is Coming Dinner? feature where each team hosts a dinner guest remains a popular activity giving students an opportunity to hear from industry practitioners and for guests to interact with campers.

Other returning features were astronomy night, early morning exercise, tour of the UG Institute of Research, Innovation and Entrepreneurship (UG-IRIE) and an interactive session with the Robotics club. New activities in 2024, included:

Mahaica River tour – Located about an hour’s drive from UG, students spent one morning on a boat ride touring this beautiful area which is home to over 150 species of birds and other wildlife.

Beauty Inside and Out presented by Guyanese author and fashion designer Dr Sonia Noel – who spoke on women empowering themselves to reach their highest potential even if this seemed impossible.

Flight Simulation – organized by Captain Learie Barclay, students participated in a flight simulation experience at the Eugene F. Correia International (Ogle) airport with the kind compliments of Roraima Airways.



Other activities included:

- Archery lesson - courtesy of the Indian High Commission
- Alpha – students were introduced to UG’s virtual augmented and immersive educational platform
- Centre for Communication Studies – exposed students to basic elements of the recording arts
- Drone lessons – participants received basic instruction in flying a drone which was well received by everyone
- An end of programme talent show



OUTCOMES AND BRIGHT SPOTS

One of the significant outcomes of the RASSR programme is that over 75% of students have chosen to pursue careers in STEM and related careers which augurs well for one of RASSR's objectives of developing and maintaining a pool of students who are qualified to meet the growing demand for workers in STEM related careers. No doubt this outcome cannot be credited solely to the 2024 activities, but rather this outcome is as a result of the cumulation of the impact that previous RASSR programmes would have had on students.



Some of the other notable outcomes were:

- Readiness for Acceleration: early indicators are that several of the students are capable of being accelerated in one or more subjects. A closer look at the data will indicate the extent to which this is possible as well as inform on the kinds of support that will be needed for students to achieve the desired grades.
- Acceptance to the 2024 Curriculum: Positive response to an enhanced accelerated STEM curriculum as students quickly adjusted to being placed in clusters based on their career choices.
- Each student exposed to an average of 12+ hours of personal development acquired through presentations from nightly dinner guest speakers, hosting a dinner guest, early morning exercise, afternoon sports and games, visiting UGIRIE and from participating in other activities such as archery, astronomy night, Beauty Inside and Outside and other co-curricular activities.
- 97 students exposed to 40 hours of accelerated STEM content and CXC preparation
- 18 teachers exposed to enhanced teaching methodologies in STEM
- 8 students received ophthalmic care facilitated by vouchers from the Ministry of Health Eye Testing and Spectacle programme at Better Hope Health Centre. Spectacles were donated by a vision centre owned by one of UG's alumni.
- 1 student had free dental work while another student received an x-ray and was referred to his community dentist for follow-up care.
- Winners of the RASSR talent competition, 18 teachers and students who did not have phones were gifted with mobile phones compliments of GTT.

IMPACT

Each year students work in teams to utilize elements from the subjects that were taught at RASSR and their own experiences to solve a cypher. Each team is allotted \$15,000 to purchase supplies to build a prototype that will represent their solution to the cypher. Commonly known as the “grand challenge”, the solution contributes 60% to the overall score as teams compete for cash prizes awarded to the top 3 teams. The remaining 40% is earned through a series of daily challenges where students and teams have an opportunity to earn points which contribute 40% to the overall score.

Improved reporting skills: All groups presented written reports on the prototypes they created. It was noted that there were significant improvements in the level of the reporting over previous years and this trend is expected to continue as students hone this important skill.

Synergy from collaborating with diverse teams: Scores were narrow in range and not statistically different for the top 5 teams with 2 teams tying for 1st place with 89 points, 2 teams tying for 2nd place with 87 points and the team in 3rd place earning 86 points. Similarly, there was only a 6 points difference between the team that placed 6th and the team that placed 10th. This is significant because some teams are mixed (i.e. have both 3rd and 4th form students) while other teams are pure groups of 3rd form or 4th form students only. The enabling RASSR environment therefore provided an opportunity for students to learn and work collaboratively despite the differences in grade levels and “strata” of the schools.

It might be worthy to note that Scimathrobots is a pure group of 3rd form students who started RASSR just after completing grade 6. This team has performed consistently well over the years, placing 3rd in the overall challenge in 2022 and for 2024 they tied for 1st place for the grand challenge and was awarded 1st place in the overall challenge.

In addition, new TCs participating in RASSR from STEM deficient areas are exposed to advanced STEM instructional methodologies and co-curricula programming which they can adapt to meet the needs of their students.

RECOMMENDATIONS AND NEXT STEPS

Among the recommendations to build on the components of RASSR 2024, consideration should be given to:

- Establish decision criteria and identify students who are eligible to be accelerated for the CXC examinations in 2025
- Provide a mechanism to support students who are eligible for acceleration to help ensure that they perform well in these exams
- Provide an opportunity for students to do more advanced work on the prototypes they designed for the grand challenge as this will allow them to build on their innovativeness and deepen their knowledge in the related subject area.
- Identify more experiential learning opportunities for students through field trips; this might become easier in the coming year as students would be older and therefore meet the requirements of age restrictions on site visits from companies that have these in place
- Identify additional sources of funding given escalations in costs and the need for additional funds to finance components of the programme that were not previously budgeted such as fees for CXC examinations for students who are to be accelerated.



APPRECIATION OF THE RASSR VILLAGE

In her opening remarks at the closing ceremony for RASSR 2024, Vice Chancellor Paloma Mohamed Martin made mention of the African proverb which said that it takes a village to raise a child. Indeed, UG-RASSR is grateful for the many agencies, organizations and individuals who continue to contribute to make the RASSR programme a success.

We are appreciative to our main sponsors ExxonMobil, HESS and CNOOC for the many ways in which they continue to support the RASSR programme through the GGI. We are especially appreciative to Alistair Routledge, Kimberly Brasington and Matt Schaff, Tom Carpenter, Susan Scott, Falicia Adams and other members for the many ways in which they support RASSR outside of the formal sponsorship obligations.

We are also grateful to first time sponsors Bjorn Jeune of Reunion Gold and Jose Breton of Puffer-Sweiven who provided gap funding to offset the cost of t-shirts and food cost, and also provided dinner guests. Our sincere appreciation to the Minister of Education, Hon Priya Manickchand, for her continued support of RASSR and also to Martin DeSouza and Saudia Kadir Grant who made arrangements for RASSR students to sit the national placement exams on the UG campus.

We say thank you once again to the Guyana Defense Force, the Guyana Police Force, the Family Pharmacy, Massy and Miracle Optical for their support. We are especially grateful to Dr Sonia Noel and her team, Captain Learie Barclay and Roraima Airways. In addition, there was much support from Dr. Hanif and the medical team, DECC, the Centre for Communication Studies, UG Sports Department, Shomari Williams and the tech team, the Campus Store, custodial and maintenance crew who were available throughout the camp to properly maintain the facilities, security personnel, teachers who acted as chaperones and safely escorted the children to and from RASSR, the Robotics Club, OHAS, UG faculty, student volunteers, PACE officers and staff from the Vice Chancellor's office as well as persons who contributed gifts, gave dinner talks and contributed to the programme in numerous ways.

Indeed, many individuals formed the RASSR village and surrounded the children with gifts, love, hope and goodwill to ensure that RASSR 2024 was the success that it was!

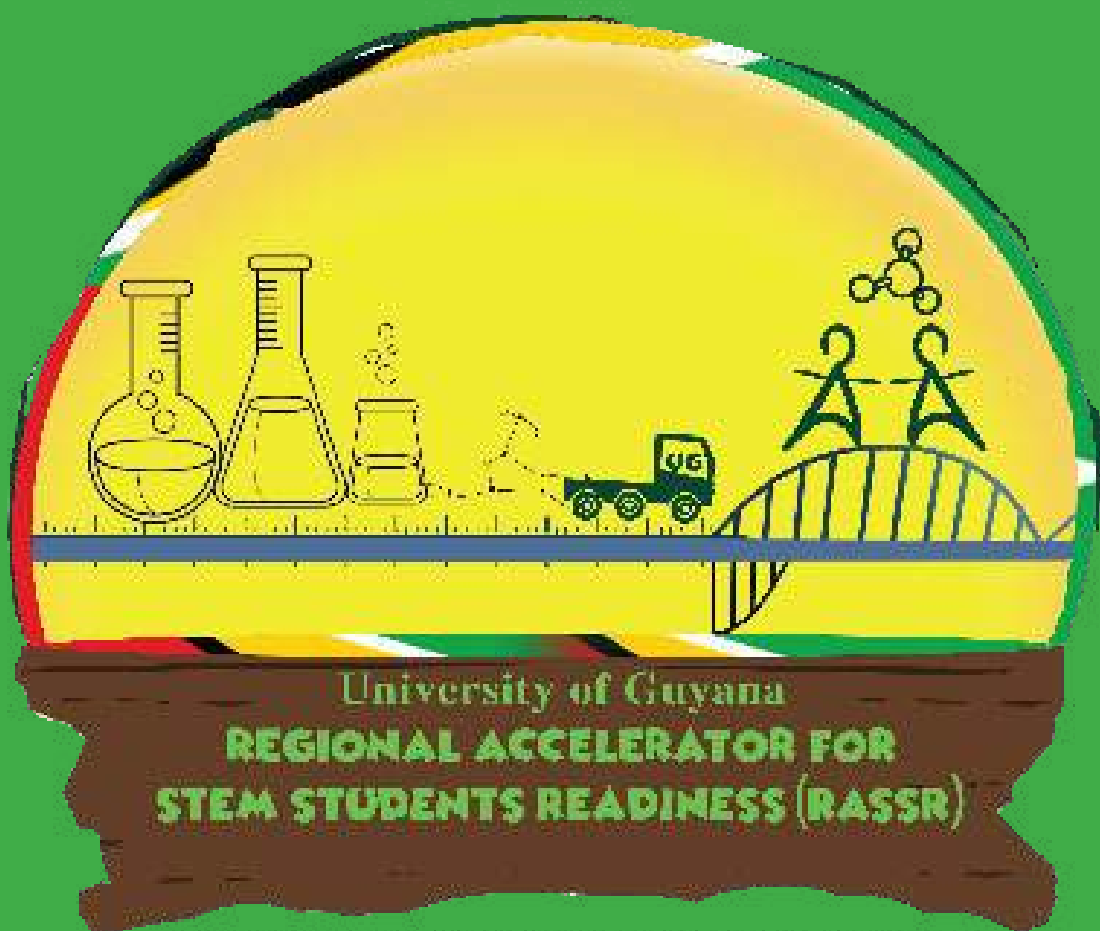


APPENDIX A
RASSR 2024 TIMETABLE

RASSR 2024 TIMETABLE

Time/Date	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday																																																	
	14-Jul	15-Jul	16-Jul	17-Jul	18-Jul	19-Jul	20-Jul	21-Jul	22-Jul	23-Jul	24-Jul	25-Jul	26-Jul	27-Jul	28-Jul																																																	
6:00 AM	Personal Preparation							Personal Preparation																																																								
7:00 AM	Wellness Minute (HIC) Breakfast							Wellness Minute Breakfast							Laundry/ Breakfast/Wash up	Laundry/ Breakfast																																																
8:00 AM	Wash-up							Wash-up																																																								
9:15 AM	Group 1: Biology Group 2: Mathematics Group 3: Chemistry Group 4: Physics Group 5: EDM							Group 1: Mathematics Group 2: Biology Group 3: Physics Group 4: Chemistry Group 5: EDM							Group 1: Physics - APPLIED Group 2: Biology Group 3: Physics Group 4: CHEMISTRY Group 5: Mathematics	Aikido/Robotics/Dance Flying/Recording Arts with CCS	Mahala River Tour/Beach Inside and Out/Flight Simulator at Ogha/Archery	Group 1: Chemistry Group 2: Physics Group 3: Integrated Science Group 4: Mathematics Group 5: EDM	Group 1: Physics Group 2: Mathematics Group 3: Chemistry Group 4: Integrated Science Group 5: EDM	Group 1: Mathematics Group 2: Physics Group 3: Integrated Science Group 4: Chemistry Group 5: EDM	Group 1: Physics Group 2: Chemistry Group 3: Integrated Science Group 4: Mathematics Group 5: Geography	Group 1: Physics Group 2: Chemistry Group 3: Integrated Science Group 4: Mathematics - APPLIED Group 5: Mathematics	Camp Evaluation																																									
10:15 AM	Opening Ceremony (10:10-10:20)							Group 1: Biology - APPLIED Group 2: Chemistry Group 3: Mathematics Group 4: Physics Group 5: Geography							Group 1: Biology - APPLIED Group 2: Mathematics Group 3: Chemistry Group 4: Physics Group 5: Mathematics							Group 1: Mathematics Group 2: Biology - APPLIED Group 3: Physics Group 4: Chemistry Group 5: Geography							Group 1: Chemistry Group 2: Physics Group 3: Integrated Science Group 4: Mathematics Group 5: Social Studies							Group 1: Physics Group 2: Chemistry Group 3: Integrated Science - APPLIED Group 4: Mathematics Group 5: Social Studies							Group 1: Mathematics Group 2: Chemistry Group 3: Physics - APPLIED Group 4: Integrated Science Group 5: Mathematics							Group 1: Mathematics Group 2: Physics Group 3: Integrated Science Group 4: Chemistry Group 5: Geography							Group 1: Mathematics Group 2: Physics Group 3: Integrated Science Group 4: Mathematics Group 5: Geography							Final prep for Grand Challenge
11:00 AM - 11:15 AM	SNACK							SNACK																																																								
11:15 AM	Group 1: Chemistry Group 2: Biology Group 3: Physics Group 4: Mathematics Group 5: EDM							Group 1: Chemistry - APPLIED Group 2: Biology Group 3: Physics - APPLIED Group 4: Mathematics Group 5: Social Studies							Group 1: Chemistry - APPLIED Group 2: Biology Group 3: Physics - APPLIED Group 4: Mathematics Group 5: Social Studies							Group 1: Mathematics - APPLIED Group 2: Biology Group 3: Chemistry - APPLIED Group 4: Physics Group 5: Geography - APPLIED							Group 1: Biology - APPLIED Group 2: Chemistry - APPLIED Group 3: Mathematics - APPLIED Group 4: Physics - APPLIED Group 5: Social Studies - APPLIED							Group 1: Physics Group 2: Mathematics - APPLIED Group 3: Integrated Science - APPLIED Group 4: Chemistry - APPLIED Group 5: Social Studies - APPLIED							Group 1: Chemistry - APPLIED Group 2: Physics Group 3: Integrated Science Group 4: Mathematics Group 5: Mathematics							Group 1: Mathematics - APPLIED Group 2: Chemistry - APPLIED Group 3: Integrated Science Group 4: Physics - APPLIED Group 5: Geography - APPLIED							Group 1: Physics - APPLIED Group 2: Chemistry - APPLIED Group 3: Mathematics - APPLIED Group 4: Integrated Science Group 5: Mathematics - APPLIED							Going Ceremony (11:00 - 11:30)
12:15 PM	Lunch (GWL)							Lunch (GWL)																																																								
1:15 PM	Group 1: Mathematics Group 2: Biology Group 3: Chemistry Group 4: Physics Group 5: Social Studies							Group 1: Mathematics - APPLIED Group 2: Biology - APPLIED Group 3: Chemistry - APPLIED Group 4: Physics - APPLIED Group 5: EDM - APPLIED							Group 1: Biology - APPLIED Group 2: Mathematics - APPLIED Group 3: Chemistry - APPLIED Group 4: Mathematics - APPLIED Group 5: Mathematics - APPLIED							Group 1: Physics Group 2: Mathematics - APPLIED Group 3: Integrated Science - APPLIED Group 4: Chemistry - APPLIED Group 5: EDM - APPLIED							Group 1: Physics - APPLIED Group 2: Chemistry - APPLIED Group 3: Mathematics - APPLIED Group 4: Integrated Science - APPLIED Group 5: EDM - APPLIED							Group 1: Chemistry - APPLIED Group 2: Physics - APPLIED Group 3: Integrated Science - APPLIED Group 4: Mathematics - APPLIED Group 5: Mathematics - APPLIED							Group 1: Chemistry - APPLIED Group 2: Physics - APPLIED Group 3: Integrated Science - APPLIED Group 4: Mathematics - APPLIED Group 5: Mathematics - APPLIED							Setup for Grand Challenge (1:15 - 1:30)														
2:15 PM	Group 1: Biology Group 2: Physics Group 3: Mathematics Group 4: Chemistry Group 5: Social Studies							Group 1: Biology Group 2: Mathematics Group 3: Chemistry - APPLIED Group 4: Mathematics Group 5: Mathematics							Group Work							Group Work							Group Work							Group Work							Group Work							Group Work							Departure							
3:00 PM	Organized Sports / Interviews							Organized Sports / Interviews							Organized Sports / Interviews							Organized Sports / Interviews							Organized Sports / Interviews							Organized Sports / Interviews							Organized Sports / Interviews							Grand Challenge Judging (2 - 5PM)														
4:00 PM	Shower							Shower																																																								
5:00 PM	Group Preparation							Group Preparation							Group Preparation							Group Preparation							Group Preparation																																			
5:15 PM	Orientation & Registration							Orientation & Registration							Orientation & Registration							Orientation & Registration							Orientation & Registration																																			
5:30 PM	"Guess Who's Coming to Dinner" - Dinner and Talk (GWL) - Denise Hopkins, Director, CCS, Hosted by Jackie Warriner							"Guess Who's Coming to Dinner" - Dinner and Talk (GWL) - Denise Hopkins, Director, CCS, Hosted by Jack Warriner							"Guess Who's Coming to Dinner" - Dinner and Talk (GWL) - Featuring Randall Horne, GTT, Hosted by Dynamic Champions							"Guess Who's Coming to Dinner" - Dinner and Talk (GWL) - Featuring Tyler Arthur and Shenika Henry, Rankin Gold, Hosted by STEM Stars							"Guess Who's Coming to Dinner" - Dinner and Talk (GWL) - Featuring Dr. Dawn Van Veen, Faculty of Health Science Services, UG, Hosted by Genious							"Guess Who's Coming to Dinner" - Dinner and Talk (GWL) - Featuring Steve Kinger, Web Engineer, EMGL, Hosted by Young Achievers							"Guess Who's Coming to Dinner" - Dinner and Talk (GWL) - Featuring Rochelle Marlowe Breen, Industrial Hygienist, EMGL, Hosted by Vipers							"Guess Who's Coming to Dinner" - Dinner and Talk (GWL) - Captain Leanne Barlow, Cyle Airport, Hosted by Magsababos							"Guess Who's Coming to Dinner" - Dinner and Talk (GWL) - Featuring Big. Dineer Dineer, GDF, Hosted by Smart Scholars							
6:00 PM	Dinner							Dinner							Dinner							Dinner							Dinner							Dinner																												
6:30 PM	Wash-up							Wash-up							Wash-up							Wash-up							Wash-up							Wash-up							Wash-up																					
7:30 PM	Health & Wellness Check							Health & Wellness Check							Health & Wellness Check							Health & Wellness Check							Health & Wellness Check							Health & Wellness Check							Health & Wellness Check							Cultural Night														
7:45 PM	Bedtime Refresh							Bedtime Refresh							Bedtime Refresh							Bedtime Refresh							Bedtime Refresh							Bedtime Refresh							Bedtime Refresh							Bedtime Refresh														
8:00 PM	Parental Check-in							Parental Check-in							Parental Check-in							Parental Check-in							Parental Check-in							Parental Check-in							Parental Check-in							Parental Check-in														
8:15 PM	Bedtime							Bedtime							Bedtime							Bedtime							Bedtime							Bedtime							Bedtime																					
8:30 PM	Lights Out							Lights Out							Lights Out							Lights Out							Lights Out							Lights Out							Lights Out																					
9:30 PM	Volunteer Debrief							Volunteer Debriefing							Volunteer Debriefing							Volunteer Debriefing							Volunteer Debriefing							Volunteer Debriefing							Volunteer Debriefing																					

We invite you to learn more about RASSR and review camp activities at <https://ugrassr.com/>



Graciously supported by the Greater Guyana initiative