

CASCARRABIAS



MARZO
SEPTIMA EDICION

SECCIONES



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INFORMATIVA

What is Neurodiversity?

FOR CHILDREN

We all have unique brains that make each of us special with our own things that we are great at, like noticing small details others don't see, and some things that are harder for us like settling ourselves when we get excited, mad or worried. Neurodiversity celebrates all of those differences, we need all kinds of brains to make this world a better place.

Some people are more alike than others, some differences in thinking have been given names such as ADHD, Autism, Dyslexia, Dyspraxia, Tourette's and others. While they bring some challenges they also bring important gifts. Neurodiversity arouses beauty in the world. We all need to help each other and celebrate each of our strengths together. This way we will reach new boundaries so everyone can fly high up.

ESPAÑOL

Todos tenemos cerebros únicos que nos hacen especiales, con cosas que se nos dan muy bien, como darnos cuenta de pequeños detalles que otros no ven, y otras que nos resultan más difíciles, como calmarnos cuando nos emocionamos, nos enfadamos o nos preocupamos. La neurodiversidad celebra todas esas diferencias, necesitamos todo tipo de cerebros para hacer de este mundo un lugar mejor.

Algunas personas son más parecidas que otras, algunas diferencias de pensamiento han recibido nombres como TDAH, Autismo, Dislexia, Dispraxia, Tourette y otros. Aunque suponen algunos retos, también aportan importantes dones. La neurodiversidad embellece el mundo. Tenemos que ayudarnos unos a otros y celebrar juntos nuestros puntos fuertes, así alcanzaremos nuevas fronteras y todos podremos volar alto.



FOR ADOLESCENTS AND ADULTS

Just like our fingerprints all our brains are unique. For the majority of people their brains are similar enough that there are largely no obvious differences in how they function. They have differences in things like skills, preferences and styles, but mostly their brains mean they perceive the world in the same way. For others, their brains are more fundamentally different, they have differences in things like social understanding, sensory processing, communication and information processing. These differences are a result of neurological differences such as autism, adhd, dyslexia and more.

This natural variation in our brains is called neurodiversity; those of us with no neurological conditions are neurotypical and those of us with neurological conditions are neurodivergent. Neurodivergent people think differently, their unique perspectives and experiences mean they can often excel at creativity and innovation, have highly specialized skill sets and an ability to hyperfocus. If embraced, this can be a huge advantage to organizations and society. However the differences neurodivergent people experience can make life

challenging; in order to thrive at work they often need some simple accommodations. For example, a sensory calm environment to recharge in, or routine with the same start and end times. Approximately one in seven people are neurodivergent so not only is embracing neurodiversity critical for a truly inclusive organization but it also presents organizations with a huge opportunity.

ESPAÑOL

Al igual que nuestras huellas dactilares, todos nuestros cerebros son únicos. Para la mayoría de las personas sus cerebros son lo suficientemente parecidos como para que no haya diferencias obvias en su funcionamiento, tienen diferencias en cosas como habilidades, preferencias y estilos, pero en general sus cerebros hacen que perciban el mundo de la misma manera. Para otros, sus cerebros son más fundamentalmente diferentes, tienen diferencias en cosas como la comprensión social, el procesamiento sensorial, la comunicación y el procesamiento de la información. Estas diferencias son el resultado de diferencias neurológicas como el autismo, el TDAH, la dislexia y otras.

Esta variación natural de nuestros cerebros se denomina neurodiversidad; aquellos que no presentan alguna condición neurológica son considerados neurotípicos y los que sí presentan alguna diferencia notable, son neurodivergentes. Las personas neurodivergentes piensan de forma diferente, sus perspectivas y experiencias únicas hacen que a menudo destaquen en creatividad e innovación, tengan habilidades muy especializadas y capacidad de hiperconcentración. Si se aprovechan, pueden suponer una gran ventaja para las organizaciones y la sociedad. Sin embargo, las diferencias que experimentan las personas neurodivergentes pueden complicarles la vida. Para que les sea posible prosperar en el trabajo, a menudo necesitan algunas adaptaciones sencillas. Por ejemplo, un entorno sensorial tranquilo en el que recargar su energía, o una rutina con las mismas horas de inicio y fin. Aproximadamente una de cada siete personas es neurodivergente, por lo que la aceptación de la neurodiversidad no sólo es fundamental para una organización incluyente, sino que también representa una gran oportunidad para las organizaciones.

TESTIMONIOS DE MAESTROS

Struggling is how we learn

"Math was the most challenging subject for me as a student here at ASPV. I remember trying to solve some of the harder word problems not knowing where to start, thinking I was just not capable of figuring it out. Eventually, I realized that if you keep trying, your brain develops the necessary connections. Suddenly, problems that initially seemed impossible became doable."

Mr. Alejandro Riefkohl

"I really struggled with writing, I wasn't good at it, it wasn't until I was 30 years old to make a good piece of writing. Math was my biggest strength, but I also struggled with my appearance. I didn't get treated well because of my height. My empathy helped me not to take things personally, and I understood that kindness is important."

Mr. Patrick Nelson

"Reading has always been my favorite hobby since I was young, so reading classes were easy for me. However, one class that was really difficult for me was math. It just took me more time than others to complete math problems, I had to ask lots of questions to the teacher, even look for him after school, and I used to stop the whole class when I wasn't understanding, in order to do well."

Ms Kara Heiniger

"I really struggled with writing, I wasn't good at it, it wasn't until I was 30 years old to make a good piece of writing. Math was my biggest strength, but I also struggled with my appearance. I didn't get treated well because of my height. My empathy helped me not to take things personally, and I understood that kindness is important."

Mr. Patrick Nelson

"Me encanta crear cuentos y siempre creía que la historia era como un cuento pero sin final, la redacción se me da bien y a veces recreaba esos pequeños cuentos o inventaba los míos con personajes que no sé de dónde aparecían, pero por favor, no me pongan a dibujar. En la escuela me agobiaba mucho cuando un maestro decía 'Y ahora hagan un dibujo sobre el tema que vimos', mis habilidades para dibujar nunca han sido buenas, y no disfruto dibujar, irónicamente me gusta ver las invenciones de mis alumnos y la inmensa creatividad que pueden dar a través de imágenes. Con los números ni se diga, los números y yo no somos amigos, aunque soy muy lógica, práctica y entiendo al momento, pero no puedo con fórmulas y cuanta cosa genera una espantosa x. Todas las clases que tenían que ver con números y fórmulas me hacían sufrir un poco."

Miss Brenda Hernandez

"30 years ago, I was first diagnosed by my pediatrician, and later that same year by a psychologist. I underwent all the tests and assessments. Living with ADHD for 30 years has taught me and others patience and has shown me the strengths and weaknesses of having this condition.

I can hyper-focus on things, which can be a strength. I feel like I can multitask better than most people, and I think I do alright working under pressure. However, it has taken a long time to deal with the weaknesses associated with ADHD. Many of them have to do with procrastination and the idea that something needs to be done, but I just can't focus. I can even let people down because of my difficulty focusing, and I tend to compare myself to others a lot because of that. In a work environment or at school, this can create added pressure.

Things that help me include writing things down, having a schedule, and setting multiple alarms on my phone to remind me when it's time to do something because I can get hyper-focused.

I believe that knowing what works for you and identifying potential challenges can make living with ADHD easier. It's about how well you're able to manage the diagnosis, and it can be a blessing or a great thing. I feel like my diagnosis has made me more fun to be around because I can empathize with people from different backgrounds. I even enjoy the fact that my brain jumps from topic to topic because it keeps things interesting. Dealing with ADHD requires more than just medication; it's also about understanding what to expect from the diagnosis and doing little things throughout the day to help you stay on track."

Barry Swindler

"During school, math and all classes related to numbers have always been my favorite. I've always found it easier working with numbers than words. Also, structure and organization gives me peace inside my mind. I clean up when I feel stressed. On the other hand, I really disliked abstract texts like poems. Everyone seemed to understand what the 'deep meaning' was except for me, or at least it took me way longer than the rest. Writing was another issue, ideas just didn't come to my mind. Getting the habit of reading really helped me, but I still struggled. Speaking in public was another issue. I got scared when teachers mentioned the word "exposition". Even though I was well prepared with the topic, when I had to stand up in front of everyone my hands started sweating, my heartbeat ran faster, and all I could think about was running away. I didn't give up though. One day I realized I needed to speak up. I noticed how powerful words can be, so I decided I needed to start a battle against my fright if I wanted to make a change in the world, so I did."

Miss Bridgite Lozano

"Me encantan los retos, y resolver problemas. Las clases que más me gustaban cuando iba a la escuela eran química, matemáticas y educación física. Pero lo que más se me dificulta era hablar en público, buscaba la manera de hacer más trabajo para evitar exponer en clase. La verdad me ponía mal, me daban palpitaciones, comenzaba a sudar de lo ansiosa que me ponía. Trabajar en equipo era un martirio, me frustraba que los demás no pusieran el mismo empeño que yo, así que lo evitaba a toda costa."

Miss Carol

Como adulto autista, mi experiencia laboral ha estado llena de altibajos. A veces, siento que mis habilidades únicas, como la capacidad para enfocarme en tareas específicas y la capacidad para ver patrones en los datos, son valoradas y me permiten destacar en mi trabajo. Otras veces, sin embargo, siento que mis desafíos, como mi dificultad para socializar con todas las personas en mi lugar de trabajo y mi necesidad de estructura y predictibilidad, son percibidos como "problemas".

Por fortuna, he encontrado este trabajo en donde ocasionalmente valoran y aprecian mi perspectiva única y mis habilidades especiales. Aunque mi trabajo ideal sería uno que me permita trabajar en un ambiente tranquilo y estructurado, con tareas bien definidas y una clara cadena de mando, mi jefa y compañeros de trabajo han sido comprensivos y respetuosos de mis necesidades y limitaciones, y han trabajado conmigo para encontrar soluciones que funcionen para todos.

Por supuesto, no todas las personas autistas tenemos las mismas habilidades y desafíos, y no todos los trabajos son adecuados para todas las personas. Pero si las empresas son más conscientes de las fortalezas y necesidades de las personas autistas y se esfuerzan por crear un ambiente de trabajo inclusivo y respetuoso, creo que hay un gran potencial para que los autistas contribuyamos de manera significativa al mundo laboral."

Miss Kalia Castillo

"Soy lo que algunos llaman "una tímida extrovertida". Siempre me ha costado trabajo sentirme cómoda en situaciones sociales, soy la última en llegar a las fiestas y la primera que se va. Hasta hoy en día, evito cada vez que puedo las reuniones sociales, incluso las del trabajo. Me hacen sentir incómoda y fuera de lugar.

Cuando era estudiante, leía y leía, prefería un libro a una conversación con un grupo de amigos, todos creían que era rara... y tal vez lo soy. Yo quería ser aceptada, pero a la misma vez, me alegraba ser un poco invisible.

Lo sorprendente es que tengo un magnífico desempeño escénico, puedo hablar ante públicos de 300 personas sin sentir timidez. Me siento como pez en el agua, probablemente porque "entró en papel" y yo ya no soy yo.

En mi niñez y juventud, tenía siempre un par de amigas que me entendían y no creían que mis chistes, tan intrincados, eran raros; pero cuando comencé a estudiar literatura, la sorpresa es que todos eran muy parecidos a mí. Por primera vez en toda mi vida fui popular, aunque éramos un grupo muy reducido (no más de catorce personas), mi sentido del humor captaba la atención.

Con el tiempo aprendí a disfrutar las fiestas, y a quedarme sola cuando de verdad quiero hacerlo. Me siento con una o dos personas, concentro mi atención solo en ellas y finjo que el resto (que para mí es una multitud), simplemente no existe, y de ese modo, puedo disfrutar la situación."

Miss Kyliel Casillas

"Reading was my main challenge, I was very slow and not good at it. When I was in elementary I couldn't understand why I wasn't as "smart" as my classmates. Later I figured out I was dyslexic, and I understood that reading wasn't a natural thing that came along with a human being, it is a skill that we must develop. I was suggested not to take any classes that were taught differently than English, so that made me feel different than my friends. While dyslexia made reading and spelling challenging for me as a student, dyslexia allows me to better see the "bigger picture" and focus on the important elements without getting lost in details. All of which has allowed me to find a profession I am passionate about and love teaching middle and high school students about the history of the world they live in."

Mr. Christopher Murray

"En la escuela siempre fui muy distraído, se me dificultaba concentrarme en clases y mantenerme sentado. Esto se reflejaba en mis calificaciones, que nunca fueron buenas. Pero si hay algo que me mueve, es tener dudas. No me gusta quedarme con dudas. Cada vez que tengo una pregunta, investigo hasta encontrar una respuesta. Por esta razón, cuando iba a la prepa desarrollé la habilidad de ser autodidacta. Esto me impulsó a seguir estudiando fuera de la escuela. Cuando iba a la prepa con un amigo, descubrí lo que era la programación, y después también agarré gusto por la fotografía. Más tarde estudié ciencias de la comunicación, y la combinación de ambos me trajo hasta aquí. Comencé a trabajar en hoteles como Webmaster y Fotógrafo, y ahora estoy aquí, con gente súper chida haciendo lo que más me gusta."

Rodolfo (Communications)

"Siempre fui buena estudiante, se me facilitaba comprender con tan solo escuchar; a veces tomaba notas pero después no las usaba. Cuando digo ser buena estudiante me refiero a que tenía buenas calificaciones pero eso no significa que en realidad entendiera el sentido práctico de lo que me enseñaban, lo aprendía en el momento y después del examen pum, estaba fuera de mi mente. Hasta la fecha no sé cómo hice para tener esas calificaciones en todo relacionado con números, todo. Todo esto tiene un significado muy profundo en mí, me hace cuestionarme en relación a cómo era la educación en ese tiempo "la educación bancaria" o sea, todo se aprendía sentado en un mesabanco; aburrido y enfocado en las calificaciones. Eso no nos hace buenos o malos en algo, yo que soy muy mala con los números y nadie se dio cuenta nunca, ni mi mamá, estoy segura que si me ponen a hacer una estadística en mi trabajo me corren. De chica confundía el ser inteligente con ser culta, y me preocupaba por tener comentarios "inteligentes". Creo que mi misma inseguridad me llevó a interesarme mucho comprender el pensamiento y la cognición, lo absurdo que puede llegar a ser un prejuicio sin saber para lo que uno es bueno realmente. Es por esto que me gusta hacer lo que hago ahora, ayudar a las personas a comprender cómo aprende su cerebro y ponerlo a su favor."

Miss Adriana Guzmán



TESTIMONIOS DE ESTUDIANTES

Dyscalculia experience

"I remember being around the age of seven in the first grade math classroom, learning how to subtract. Everyone around me seemed to understand right away and I was left with pure confusion. My friend noticed this and began putting up her little fingers in an attempt to help me count, and although it took me quite a while, I eventually figured it out.

Second grade rolled around and we were taught how to tell time, once again all the other kids seemed to get the hang of it right away except for me. The teacher had to give me extra after school lessons because I just could not grasp the concept of time.

People always say that there will be kids that are slow at subjects such as math and things will change overtime with practice, but that was not the case for me. I continued to struggle with remembering math concepts and equations, all my tests consisted of below average scores, even with all the practice and work I was doing, I didn't seem to be making any progress. Eventually, I got a tutor, but even with his help I was still confused in most of my classes and I could barely remember simple equations. Things changed last year when I was tested for dyscalculia and got a diagnosis which confirmed the reasons behind my constant struggles. I always thought and almost accepted the fact that I might just be dumb but it turns out that I learn differently and that is not a bad thing. Math may not be one of my strengths nor best subjects, however, I have many other talents and abilities that I am strong at, such as art.

Everyone has different strengths and weaknesses. It's common for people to learn differently and it should be normalized so students and younger kids don't feel as though they are inferior to those around them, they just need a bit of extra support so they have a fair learning experience and should feel comfortable enough to reach out for support, things will get better if you do and soon enough you will learn to accept and live with these differences"

Sofia Finer 8th grade

"Mi nombre es Sofia Carolina Finer Nava, tengo 14 años y en la escuela siempre se me dificulta la ortografía, la comprensión de textos difíciles como poemas, y poder averiguar su significado. Pasando los años en esta escuela, creciendo y sobrellevando esos problemas ya he mejorado y no es mi preocupación principal. Con el apoyo de mi familia y ASPV he descubierto la manera de hacerlo correctamente. Fuera de la escuela, una de mis áreas fuertes es el surf, me encanta surfear, he representado a México en competencias internacionales como el ISA, y soy campeona estatal también."

Mirko Agnesi 8th grade

"I struggle in school with focusing in class, sometimes I also zone out. There are times when I notice that it is happening, so I try to put myself together and concentrate on what I am doing, but sometimes I am not even conscious about it. When this happens I feel really bad, because everyone is expecting me to stay focused on the task. It also happens when I am home. When things aren't going well, I use to tell myself that 'there is always another chance', hoping my teachers and people around me can understand how difficult this can be. There are other things I can do very well though. During elementary school I started drumset classes. I never got really into it until the lockdown, that was when I actually realized I was enjoying it and doing it pretty good. Last school year was my first time participating in the talent show. I have won first place twice in a row now. Playing drums makes me feel alive".

ALTER EGO

I Bleed like you

ELIJAH LUNA

I Bleed Like You

People are quick to judge.

They say:

Oh that kid is dumb,

There must be something wrong with him...

He covers his ears

He won't take beer

He doesn't cheer

Why does he cover his ears?...

Or maybe he can't hear?...

Well, I'll tell you what

I have autism

It's not a disease

It shouldn't be cured

I shouldn't be treated as less

I have autism

And I'm proud

It lets me hyperfocus

And let's me write poetry

As beautiful as the sky...

I have autism

And I say

That doesn't make me any different

Or any less

It isn't a disorder

Or something evil from satan!...

It's 2022 we shouldn't be saying

"oh he's a retard!"

Or

"that's retarded!"

Because it affirms

Stereotypes

And oppression

It affirms the low functioning kid

The one that makes sounds

The one that can't count

Or the one with no social skills.

"Oh, he doesn't look autistic"

Well, what does autism look like?

Is it a kid smart at math

Or a boy who can't chat

Or a boy who likes dinosaurs?

No!

Autism is a spectrum

There's more of us than you think

More of us undiagnosed

We're just like you

Maybe sounds hurt me like you do

Maybe light does, too

But I'm smart like you

I feel like you

I BLEED LIKE YOU

I BLEED LIKE YOU

And I'm human, too.

Broken Puppet

CIARA ELLIS

Ever since 2006
 I feel I am always trying to fix
 Not to overmix, not to stir the pot
 Instead I overthink, I'm on the brink
 Every pain, ever hurt, it sticks, and I
 I wish my puppeteer would stop slacking off
 Just try, try please, make me normal
 You had one job, that's it
 Make me fit in, not too formal
 Not too weird
 Not too loud
 But now I'm too quiet

The less I speak the less chances there are to mess up
 That's my theory
 But I'm sorry, this is growing dreary
 You want louder?
 Aren't I already too loud?
 Everything is always so loud
 Too loud, my head won't stop ringing
 In uneven tones I feel the world is always singing

And besides, besides
 Our earth is already dying of waste
 Meanwhile here I am, a waste of space
 A waste of energy
 A waste of sound

But speak louder you said. Well here I am
 I'm turning up the volume
 I am taking up space
 I try I try
 But who knows
 Maybe my voice box is broken
 Maybe my face is broken
 No wait

Maybe I'm just broken
 But yeah sure I'll speak up
 So here: I'm sorry
 I'm sorry you don't understand
 Can't stand, me
 I'm sorry I look mad
 Or sad, or bad
 I didn't know I was frowning
 What I am is drowning
 Just a circus clown, here I'll fix my frown
 As I dance around and juggle emotions
 Mascara tears burn my eyes
 I hope you realize that this performance, this
 dance, it's all for you
 Do you like it?

Well, the truth is
 i've lost myself in this game of hiding
 And no GPS can help me now
 But you don't want to hear about that, do you
 Well, I'm sorry, sorry I'm always crying
 I'm not trying

I take things too personal, I know
 Too sensitive, I know
 Would you like to throw in some synonyms this
 time? Let's spice it up,
 Come on! Here I'll help
 Dramatic, moody, rollercoaster, overreacting, thin-skinned, and my favorite,
 just too darn emotional

So thanks a lot for the diagnosis
 I'm a broken puppet with a lazy puppeteer
 Now what?

CINE

Mental Health films

CASCARRABIAS EDITORIAL

Mental health is an important topic that has gained attention in the film industry over the years. Here are some of the best movies about mental health:

"One Flew Over the Cuckoo's Nest" (1975) - This movie directed by Milos Forman is a classic film that depicts the realities of mental illness in the 1970s. It follows the story of a man who fakes insanity to avoid prison and ends up in a mental institution where he clashes with the oppressive Nurse Ratched.

"A Beautiful Mind" (2001) - This movie, directed by Ron Howard, tells the story of John Nash, a brilliant mathematician who struggles with schizophrenia. It shows how he learns to live with his condition and continue his work despite the challenges he faces.

"Silver Linings Playbook" (2012) - This movie, directed by David O. Russell, follows the story of a man with bipolar disorder who is trying to put his life back together after being released from a mental institution. He meets a young woman who also has her own mental health challenges, and together they help each other find their "silver linings."

"Girl, Interrupted" (1999) - This movie, directed by James Mangold, is based on a memoir by Susanna Kaysen. It follows her experience in a psychiatric hospital in the 1960s and the friendships she forms with other patients.

"The Perks of Being a Wallflower" (2012) - This movie, directed by Stephen Chbosky, is based on his own novel of the same name. It follows the story of a high school freshman who struggles with depression and anxiety after the suicide of his best friend. The film shows the importance of friendship and the impact of mental illness on young people.

"Melancholia" (2011) - This movie, directed by Lars von Trier, is a psychological drama that explores the themes of depression, anxiety, and the end of the world. The story follows two sisters, one of whom suffers from severe depression, as they navigate their relationships and their impending doom.

"Black Swan" (2010) - This movie, directed by Darren Aronofsky, is a psychological thriller that explores the dark side of ambition and perfectionism. The story follows a ballerina who becomes obsessed with her role in "Swan Lake" and begins to experience hallucinations and delusions.

These movies provide valuable insight into the experiences of individuals struggling with mental health issues and the impact it has on their lives and relationships. Films are not only entertaining but also help to raise awareness and promote empathy for those suffering from mental health conditions.

Black Swan, directed by Darren Aronofsky, is a psychological thriller that explores the dark side of ambition, perfectionism, and the psychological toll that comes with pursuing a dream. The movie tells the story of Nina, a young ballerina who is cast in the lead role of Swan Lake, a role that requires her to portray both the innocent White Swan and the seductive Black Swan. As Nina pushes herself to embody the dual nature of the character, her mental health begins to deteriorate, and the lines between reality and hallucination become increasingly blurred.

Throughout the film, Nina's mental health is depicted in various ways, ranging from anxiety and paranoia to full-blown psychosis. As she becomes increasingly obsessed with perfecting her performance, she begins to experience hallucinations and delusions, which take the form of a double, a mysterious figure who seems to be both her rival and her reflection.

The "doppelgänger" is a manifestation of Nina's internal struggles, representing the darker aspects of her personality that she is trying to suppress. Her pursuit of perfectionism and her fear of failure is driving her to the brink of insanity, and represents the voice in her head that is urging her to embrace her darker side.

Nina's mental health is also affected by her relationships with the people around her. Her mother, a former ballerina, is overbearing and controlling, and her director, Thomas, is demanding and manipulative. Nina's interactions with these people exacerbate her anxieties and contribute to her sense of isolation.

As the movie progresses, Nina's mental health continues to deteriorate, and she begins to lose touch with reality. Her hallucinations become more intense and disturbing, and she becomes increasingly unstable. Black Swan is a powerful exploration of the impact of mental health issues on the lives of individuals pursuing their dreams. It shows how the pressure to succeed can push people to their limits, and how the pursuit of perfection can lead to a dangerous obsession. The movie also highlights the importance of mental health awareness and the need for support and understanding for those struggling with mental health issues.

Overall, Black Swan is a powerful and disturbing portrayal of mental health issues and their impact on individuals pursuing their dreams. It is a reminder of the importance of mental health awareness and the need for empathy and understanding for those struggling with mental health issues.

AHÍ VIENE CASCARRABIAS

PORADA

Morgan McGregor

TEMA

Neurodiversity

EDICIÓN Y DISEÑO

Regina González

EDICIÓN Y DISEÑO

Adriana Guzmán
Bridgite Lozano
Miss Fi López
Mary Robinson
Miranda Miotto
Kyliel Casillas
Brenda Zazueta