



SPOILT FOR CHOICE
- SPOTLIGHT ON
EXTRA-CURRICULAR

*In this edition, we shine a
spotlight on a few of the many
extra-curriculum activities
available at William Farr School*

FARRRAGO

THE WILLIAM FARR SCHOOL MAGAZINE

WILLIAM FARR SCHOOL

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SPORT SECTION

*This issue features this
year's Sports Day*

FARRAGO

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For contributions to the next issue of Farrago, please contact Miss Crawshaw in the English Department.

From The Cover:



This issue focuses on some of the extra-curricular activities available in the school.

See page 13

Which House came out top on Sports Day?

See pages 16 - 17

LETTER FROM THE EDITOR

What an exciting year this has been! We have seen the weather go from extremes, with the 'Beast from the East' paying us a visit and coating the school in snow, to the sizzling heatwave we have had over the last weeks of term, meaning that our Sports Day could go ahead this year!

In this edition of Farrago, we have looked at some of the wonderful goings on from the past year (although there were so many more that we couldn't fit in!), and our focus looks at extra-curricular, offering a snapshot of some of the activities the school has to offer. There is a wealth of activities available here, and many of these are run by students, so if you're not already, get involved in some extra-curricular – there really is something for everyone!

We hope you have a lovely summer, and that the warm weather continues!

ISAAC WIGGERS ON THE ARKWRIGHT SCHOLARSHIP

RHIAN WILLIAMS

The Arkwright Scholarship is given to school-age students who aspire to join the Engineering Profession.

The Arkwright Engineering Trust is the charity that administers this prestigious scholarship within the UK – with over 4,000 scholarships awarded to date. On the 1st of September 2017, Isaac Wiggers in Year 12 won the scholarship. When discussing the process for the Scholarship, Isaac said “there are three stages: application, admission test and interview. Roughly fifty percent of students made it to interview, and about fifty percent of those got a scholarship.” In regards to the competitive nature of the process, Isaac's response was: “it was pretty competitive with there being a lot of grammar schools. It was still very fun to do though.” Isaac said that the scholarship was important to him because “it is a stepping stone to a career in engineering”.

SCHOOL COUNCIL UPDATE

BETH CASSIDY

In October, six new and enthusiastic candidates were elected to join the School Council.

They are as follows; Amy Hewson, Odin Turner, Duncan Newnham, Favour Oladipo, Georgia Barratt and Sammy Allen. Since the addition of these new members, multiple ideas have been brought to our attention; our job is to ensure that they are acknowledged and acted upon. An example of a current project, is sixth form safety on site. It was brought to our attention that students in Years 12 and 13 have no way of being identified on site, during school hours. Therefore, two of our Year 13 students, Adam Warner and Aimee Knight, met with the Senior Leadership team to discuss methods of identification. These ideas were proposed to fellow pupils, with the favourite being lanyards, which were introduced after Christmas.

As well as this, current Heads of School Council are working very closely with Mr Stones, about creating a sensory garden between Darwin and the Sports Hall. The aim of this is to be a quiet and calm outdoor space, where students can go to think and relax. We hope that this project will be continued by the new elected members of the council, along with those voted for in 2018/19.

Finally, the school's mural has been finished and is fully up, on the outside of the Sports Hall. The mural was completed by Art students and allowed them to participate in a creative process.

READY, STEADY, HOUSE BAKE OFF!

ELEANOR YOUNG

In the spirit of TV programme the Great British Bake Off, each year all Sixth Formers are invited to bake cakes for a good cause.

This year the categories were: Small Bites, Special Dietary Requirement and Celebration Cake, with Small Bites being not only a new category but the most entered one! A total of 72 Sixth Formers entered the Bake Off, with winners being chosen from each category and one overall, with a total of £228.25 being raised.

The results were:

Small Bites

1st Harriet Shaw

2nd Harriet Brown

3rd Jack Allen

Special Dietary Requirement

1st Reef Stevens

2nd Isaac Wiggers

3rd Anna Norfield

Celebration Cake

1st Sophie Milnes & Abi Redmile

2nd Imogen Jones

3rd Bethany Garthwaite

Best in show: Anna Norfield



Lessons From Auschwitz

KRYISIA WHARTON

After visiting Auschwitz in March as part of the Lessons from Auschwitz programme, I began to consider the lessons that we have learned from the Holocaust.

It was a genocide in which 11 million people died. It's easy to see that statistic and treat it like any other fact in a history book- detach yourself from it because it was a long time ago. However, each of them had a life with family and friends like all of us... Only we get to continue living ours whilst theirs were forcefully taken away. There is nothing that makes us more deserving of life than them. They were the victims purely because they were different. When considering this, I began to realise that we haven't truly learned from the Holocaust as there are similar themes in the modern day.

Those who cannot remember the past are condemned to repeat it

Since February 2003, there has been a genocide in the Darfur region of Sudan. It began when non-Arabs in Darfur started rebelling against their segregation. The Holocaust also began with the segregation of groups of people, simply for being of a different ethnicity and religion. For example, in 1935, Hitler introduced the Nuremberg Laws which deprived Jews of their rights. The persecutors in both genocides then began ethnic cleansing which is the mass expulsion or killing of an ethnic or religious group in an area by another. The UN estimates that this

war in Darfur has resulted in 300,000 deaths and has displaced up to 3 million people. The Holocaust also killed many people and displaced up to 20 million.

Clearly people elsewhere have not learned from the Holocaust but they have in our highly developed, forward-thinking Great Britain, haven't they?

The referendum for leaving the EU took place in June 2016. Following this, between July and September, there was a 27% increase in hate crimes across England and Wales in comparison to April to June and Lincolnshire saw a 59% increase. Examples of these hate crimes include the distribution of cards outside homes and schools containing phrases such as 'No more Polish Vermin'. The events in Germany during World War Two began very similarly, through words that attack people for being different. For example, Nazi propaganda and Hitler's 'Mein Kampf' in which he set out his anti-Semitic views such as 'the personification of the devil as the symbol of all evil assumes the living shape of the Jew'.

But of course students at William Farr have learned from the Holocaust, haven't they?

The victims of the Holocaust were people who were targeted by the Nazis for various discriminatory practices due to ethnicity, religion, political beliefs, sexuality etc. so essentially, they were the victims purely because they were different. There were also people who just stood by and let this happen. However, within the school, people are also picked on just because they aren't considered 'normal' and many people are bystanders. The rabbi on my trip to Auschwitz discussed a quote from the Talmud (rabbinical comments on laws in the Hebrew Bible): 'whoever saves a life, it is considered as if he saved an entire world'. He interpreted this as meaning that if you help someone, you have helped an entire world because each person has a world of their own. I think that this can be applied in our everyday lives at school- one small gesture to help someone who is being discriminated against may seem insignificant to you but certainly won't be to them and could stop things progressing into something much worse. 'Those who cannot remember the past are condemned to repeat it'- George Santayana

Lincolnshire Police's Drug Dogs Visit

BETH TRAIN-BROWN

In September William Farr received a visit from the Police Dogs unit of Lincolnshire Police Force. An officer from the department came to the school with a special Labrador who had been trained to detect the scent of controlled substances (illegalised drugs such as marijuana, heroin and cocaine).

After explaining some of the training that drug dogs go through, the police officer explained how all drugs permeate the air around them with their scent (the distinctive drug scent that the dogs are trained to detect and respond to). He went on to discuss how this 'air-smell' can soak into clothing, hair and other materials; this is often how people are caught for using or selling drugs even when they no longer have the substance in their possession.

Further to demonstrate this, the officer then had several teachers - Mrs Hanson, Mrs Coulson-Sawyer and Miss Munro - walk from one end of the hall to the other while the dog sniffed each one (this simulated how the officer usually stands with his dog at the entrance to popular clubs). Three of the teachers had a cotton ball in their hand as they walked past: these cotton balls had been left in the same container as several grams of marijuana over the week and had since collected the 'air-smell' of the drug. Therefore, when the teachers who had the cotton balls walked past the officer and his dog, the dog jumped around and followed them - signalling to the officer that they might have drugs on them.

This was an excellent talk that students of all year groups enjoyed as it demonstrated how easily police catch drug users and possessors - but in an interesting and exciting way that made it easy to grasp and understand.



THE YOUTH OF TODAY

GRACE O'BRIEN

"The youth of today" is a general term for us all to fall under. Unfortunately it carries a very negative stigma.

Stigmas surrounding young people, such as the assumption of some older people that we are all 'up to no good', don't 'pull our weight' and do not contribute to society, are dividing our community sharply into two halves: young and old.

"I don't have faith in young people anymore. I don't waste time trying to communicate with them" said multi-millionaire fashion designer Vivienne Westwood in 2004. Icon to thousands of children in our country. To me, this is a snapshot of the turbulent relationship between adults and young people in the UK.

The best should be expected from young people in our country. People should communicate with us, and they should have faith in us. Our school is full of people who have dedicated their lives to try to get to know, and help young people. I asked Miss Bates what the word "teenager" brought to mind. She said it made her think of people who are discovering themselves. Having worked with many different children and young adults, she is able to see past prejudices and realise what young people need. I think that what she said is very true: teenagers are people who are readying themselves to live independently as adults, by forming friendships, forming opinions, and becoming individuals. This time can be difficult, and some teenagers need all the support they can get at this point in their lives.

It is unfair for all young people to be branded "thugs", "criminals" and "muggers". The intimidating behaviour of a few teenagers is partly to blame, however, to believe that because some young people are poorly behaved, we all must be, is far from just. Four-fifths of 14- to 17-year-olds feel their age group is unfairly represented in the media,

according to polling of over 1,000 young people. A further 85 per cent believe negative stereotypes are affecting their chances of getting a job.

The most recent report on the UK from the UN Committee on the Rights of the Child found that Britain's "climate of intolerance and negative public attitudes towards children, especially adolescents" might be infringing their rights. Unfortunately, many people think of teenagers as apathetic, lazy and selfish, with a sense of entitlement.

We are lucky to live in an era in which racism, homophobia and sexism are gradually dying out. So why is it acceptable to harbour prejudices against young people? Why is our society, one which prides itself in its diversity and accepting nature, portraying a huge part of our communities so damagingly? I can find no reasonable answer.

"I don't have faith in young people anymore"

In reality, more teenagers than ever before are engaged with social issues. In a recent polling of 500 secondary school teachers, the three most common words they used to describe their students were 'caring', 'hardworking' and 'enthusiastic'. We need to work hard to make sure that these words, these attributes, are what people think of when they hear the word "teenager".

Whilst talking to Mr Coupe,

I asked him what he thought about teenagers, and how they behave within school. He admitted, that when you present young people with opportunities, some of them will initially "throw it back in your face". And what does he do? He said you just "throw it right back at them". He will keep doing that, again and again and again. People like Mr Coupe and Miss Bates, and indeed the rest of the staff at William Farr, who are determined to help young people to succeed no matter what, are vitally important within our school, and within our country. However, we as young adults cannot expect other people to do everything for us- to succeed, we need to put in the effort too.

Whilst researching about how we can make a positive change to the way that young people are perceived, I came across a study in the Netherlands.

It involved young university students being offered free accommodation, in exchange for 30 hours a month of their time being spent with the elderly residents of a care home. They spend this time with older people, playing cards and games, and teaching them things like how to use social media and email. I think that schemes like this are a fantastic idea, and offer the opportunity for young and old people to integrate and learn more about one another.

The media and the older generation can only go so far to ensure that they are representing the amazing things that young people do. Unfortunately, every crime, every act of vandalism and every impoliteness of a young person will be used to initiate negative stereotypes. This is certainly not right: it is unjust! However, it is also inevitable, and we can all help to break down these typecasts by the way we act day to day.

Just the other day, I passed an old lady on my way to school. She was walking

slowly, hunched over, as cars whizzed down the road beside her, and busy people marched past without offering her a

"Just take a second to smile at the people that you walk past."

second glance. As I walked past her, I smiled and simply said "Good morning". It only took a moment, but I watched as her entire face lit up. She stood a little straighter, and replied "Good morning young lady!" smiling back at me.

Everybody in our school can help to change the way that young people are perceived, simply by spending the time to engage with, and get to know older people, in the community and at local events. Just take a second to smile at the people that you walk past. It is so easy to make somebody's day happier, and unfortunately some younger people do not. I am lucky to be part of a school community where the people in my year group, and in others, are all valuable assets to their communities. You can continue to help to change the stigma surrounding young people, just a little bit at a time.

GCSE GEOGRAPHERS HEAD TO THE BEACH!

WILL GRIFFITHS

On the 4th of October 2017, a group of 86 pupils studying Geography as one of their GCSE courses, alongside several staff from the Geography department, embarked on a voyage to a small seaside resort on the Yorkshire coast.

This town was called Hornsea, and featured a large stretch of beach upon which were a vast array of fascinating features, all from the minute details poking through the sand to the monumental instruments of coastline protection. Despite our wishes, it was not a simple break from the hardships of school and spend a day at the resort, endorsing ourselves with the glorious food and views the coast has to offer; instead we spent most of the day strolling along the shore and collecting valuable data which is demanded for the third GCSE exam we'll take in several months' time.

The data we acquired was all related to the natural processes of erosion and longshore drift that occur at many of the coastlines throughout the UK, and the defence strategies placed at the shore to reduce the impact of the potentially devastating effects these processes would otherwise cause. All the Y11 students had been intensely studying the aforementioned topics in their respective lessons for the past several weeks, and used this knowledge to synthesise a hypothesis which would be proven or disproven by their results. The data we were directed to collect first was surrounding the groynes that lined the beach seemingly endlessly, specifically the amount of stones and other sediment that lay on each side of the wooden walls; this was to prove the effect of longshore drift, the transportation of sediment parallel to the shoreline in a single direction. Afterwards a mass of data was collected to conclude if this beach experienced more destructive or constructive waves, including the gradient of the sand itself and the shape of the small rocks scattered upon its surface.

Yet all this data had to serve some purpose, especially considering the painstaking work and numbingly cold temperatures we endured in attaining it. Thankfully, as Mrs Noon (wonderful geography teacher and lead co-ordinator of the fieldtrip) clarified to me, the experience of the fieldwork and data itself is beyond vital to our third and final geography exam. "The exam requires a total understanding of the process of fieldwork," she explained, "and [the current Y11s] must use their data to prove a hypothesis we theorised in the lessons prior to the trip itself... the [fieldtrips] we provided are fundamental to that paper." The data from Hornsea will be utilised alongside a project we executed about the structure of Welton as a village last year, which was the first fieldtrip we performed for this course. When I inquired about the choice of Hornsea for the study of this topic, she told me how "the physical ease of access onto the beach, and the amount of defence strategies the local council have put in place definitely make it ideal for our fieldwork."

As for the events of the day, it all seemed to speed by if I remember correctly. After we all departed the bus, we took about 5 minutes to assemble into our previously-organised groups and collectively realise how few layers we had all worn. Soon after though, we picked up our equipment and marched onto the silken sands of the beach itself. After spending several hours observing the groynes, we resided back to the relative comfort within the car park to begin a much-needed lunch, during which many of us (myself included) spent what felt like eternity waiting to be served at the local Fish n' Chips take away. This was the highlight of the trip for many, and even had captivated a pupil to tell me that "it made my frozen hell into an instant paradise." After our break, we strained our aching bodies to begin collecting the remaining data sets, and were soon attempting to draw field sketches with our numb and quivering hands. After this, we returned to our bus and embraced the wonderful



heating within, and began our journey back home.

As far as I'm aware, everyone involved with the fieldtrip enjoyed the day and the events within it. Pupils who accompanied me have told me: "it was nice to see the stuff we were studying in front of me, so I can now picture the topic in my mind with ease," "it was hard sometimes to continue writing down mundane data, but what we did to get it in the first place was fun," and "the best part, other than the chips of course, was [how much] fun it was to do all of this work with your friends in a sort of professional way." Upon my questioning, Mrs Noon stated that she was greatly satisfied with the trip and that "it all went to plan." I asked if she would change anything for the same trip in later years, she stated that "only a few minor things which could be changed for the sake of convenience, but nothing major."

In closing I would like to thank and congratulate the Geography Department and Mrs Noon on achieving a wonderful and enlightening experience for their students, and I wish to emphasise how bitterly cold the day was, as many that I've interviewed demanded me to do so.



Trip: Hornsea

SPONSORED SILENCE

KIAN GITTOES

On the 7th of November 2017 a form in Year 7 (7PWB), decided to get together and raise money for charity.

To raise money for the charity 'Children in Need', 7PWB decided to have a sponsored silence for a whole day. They were sponsored by family members, teachers and students. A total of £100 was raised for charity, and this would not have been possible without all the support from the sponsors!

YEAR 12 RE CONFERENCE

BETH TRAIN-BROWN

In Early October, the entirety of Year 12 was ushered into the Main Hall and sat down in groups of around ten before the stage. They then spent the day listening to stories of spirituality, faith and religion - all surrounding the day's objective to raise spiritual awareness of alternative faiths and religious practices.

Activities included rating certain things – for example animal testing and nuclear bombs - in a definitive scale of evil and then creatively turning pictures of bombs and weapons into something peaceful. Following lunch, the groups moved into new classrooms to explore a certain aspect or religion in further detail. One group went into Halley to discuss Buddhism and its beliefs concerning meaning of life, after life and various concepts. Another designed crucifixes with modern day problems on them - several students in that group deciding to create something acknowledging media perception, racism and bullying.

By the end of the day, most students were confident in their learning of something new and felt more comfortable to explore their own spirituality and faith concepts.

NEW PAINTING IN THE LAWRES CHAPEL

DANIEL WELLS

The new painting in the Lawres Chapel was created by sixth form students.

The beautiful new painting is of a cross surrounded by flowers and bees. On the cross the words "hope", "kindness", "holy" "joy", "peace" and "happiness".

It takes the place of an old door that led to an office. It was made to go with the prayer wall. It has the wildlife theme to it because on the prayer wall it says "my father is the gardener", so they decided to link it with the wall. Although it was drawn last year it has finally been finished. You can see it by going to clubs in the chapel on Monday and Wednesday.



BISHOP OF GRIMSBY VISITS FUSION!

GRACE O'BRIEN

On the 30th of April, at one o'clock, the Bishop of Grimsby arrived at the Lawrence Chapel for a special celebration – a 'Grand Opening', in fact- because the diocese has given Fusion a TV! It is hoped that the TV will 'modernise' Fusion and enable film clips to be show at the sessions, which are held each Monday.

The Bishop wielded his scissors before the red ribbon in anticipation of the Grand Opening.



"I think it is good to see someone who is a leader, good to have someone to look up to."

"When I first came to visit Fusion three and a half years ago," he declared, "We planned this day.... And it has only taken us three and a half years to get here! I am delighted to announce that we now have a T.V!"

And with that, the ribbon was cut, and the T.V turned on for the first time.

For Naomi and Matt, who give up their lunchtimes to run the Fusion sessions, the introduction of a TV is important. They think it will help to make the sessions more engaging and interesting, and they are going to begin running a film series, and discussing themes with a Christian perspective.

They were also pleased that the bishop was able to attend, and meet the students who either want to find out more about the Christian faith, or celebrate the faith that they already have. "I think it is good to see someone who is a leader, good to have someone to look up to." said Naomi.

I asked the Bishop why it is important for him to engage with schools. He replied "Because schools are places to learn about the world and about ourselves, so I would love them to be a place where we also have the opportunity to learn about God. I want all children to feel accepted, secure and valued, and I think Fusion can really help to spread that feeling."



"I am delighted to announce that we now have a T.V!"

ART CLUB

IMOGEN JONES

Before visiting, I'd be pushed to say I knew anything about Art Club. In my head, I thought it would just be a small group of friends sat around a table colouring or painting.

When I arrived, that is what I was met with: a small group of friends colouring and painting. It's safe to say it met my expectations. However, I was shortly proven wrong after they showed me that in fact they were simply just a small group having to sit outside due to the huge turnout of students there.

I walked into the real hub of creativity that was brimming with energy. All the students there had an infectious enthusiasm; the sound of chatter was overwhelming. It was clear that the students managed to balance building their skills with chatting and meeting new people. The majority of students were in years 8 and 9 and therefore the club is predominantly a big part of socialising and meeting new people. All the students there held a strong optimism for the club. Some had never been before, like Ella Edwards (Year 7) who said she was "excited to come back next week". Many of the students were also excited by the resources that were available: "In primary school we didn't get to do art very much but now I can do it two times a week, which is great!" adds Amelia Baxter in Year 7.

The club is also run by a group of 6th formers. I spoke to one of these: Edward Bailey spoke about how he "is very impressed with the talent amongst them." He also went on to say that how he wished there was something like this for him to participate in when he started at school, and retrospectively I think a lot of people in the older years would have to agree because the atmosphere and cooperation is such a positive environment, especially when starting at a new school or just as a place to spend a lunchtime.



NETBALL CLUB

ELEANOR YOUNG

Netball club is one of the many groups that female students can join whilst in school as an extracurricular activity.

At the start of each academic year, students from year 7 to 11 are welcome to come for trials that take place over two evenings in September. Those who are successful are invited to join the netball squad and come train on Monday nights in preparation for competitions. If you do not make the team, or want to join later on in the year then do not worry as social netball is on at 1pm every Monday lunchtime! However, there is usually a break over winter, but the club resumes after February half term. Currently the club is run by Mrs Jackson and Miss Ewing with the help of Ellie Jackson and Louise Simpson in Year 12.

So far this year the teams have played school fixtures, as at the end of last term there was the district competition where the under 16s came 3rd in their group and the under 14s 2nd. Both have qualified to county finals which will take place Saturday the 18th November - big congratulations to both teams!!

This year the teams also got new kit with thanks to the William Farr School Friends and a 12 hour netball game which was sponsored in order to raise money for the kit. It took place in the summer term last year alongside a cake sale. The bespoke kit consists of a top and skort in the school colours with velcro bibs.

If you are interested in potentially joining the Netball club, it is vital to have a certain skillset: good agility, determination, good hand eye coordination and speed. The team needs to work cohesively and employ different tactics in order to score. Due to each player of the 7 manned team having a restricted area they have to play in, the players have to constantly use teamwork in order to get the ball down the court to score.

So, if you are interested in participating in the club and potentially joining the team, don't forget to come along on Mondays to join in the fun!



AWESOME SCIENCE

AMY GARBUTT AND KIAN GITTOES

Awesome Science is a club where young scientists can go and do loads of different experiments. We use Bunsen burners, candles and LOTS of different chemicals.

One of the latest experiments we did was using baking soda and acid to make a 'rocket'! We had to try and workout how much acid and baking soda we needed in order to make our 'rocket' go the highest.

The main challenge of this experiment was to make your rocket go the highest. A lot of the time, we got a big shock, because when we were setting our rocket off, someone else's would go off and make a loud POP!

Every week there is a different science teacher, with a new experiment, so every week there is something different and you will want to go because you never know what you will be doing.

Speaking to a few people who go to Awesome Science, they said:

“I enjoy awesome science because it allows me to do different experiments and learn science in a really interesting way!” – Amelia B, Year 7

“I go because I like science. I find it really fun and exciting.” – Kian, Year 7

“Science club is really good. We have loads of fun there and we learn new things every time.” – Amy, Year 7

If you would like to come to Awesome Science and take part, come to D3 on a Wednesday at 1.00!



PEER COUNCILLING

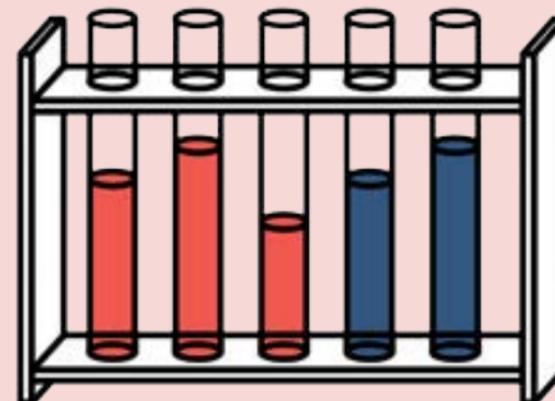
BETH SMITH

The transition from primary to secondary school can be an exciting but daunting period.

It is a big step in a student's school life especially as they find their way around the school classrooms, coping with more homework than in primary school and making new friends. As an aim to support the new Year 7 students when settling in to their new surroundings, several Year 11 students have the opportunity to become peer counsellors or commonly known as 'Form Friends'. Pairs of Year 11 students will visit a Year 7 form once a week to answer questions and guide them through the start of their first year. The Year 11 Form Friends are also there to reassure the new Year 7 students by offering their own experiences of their first year of secondary school.

Before taking on this important role, the Year 11 students had to write a letter of application, explaining why they should be considered for the responsibility. They then had to attend an after school training session with Mr Muir to learn how to support and advise the Year 7 students.

An active role in Peer Counselling is a fantastic experience for the Year 11 students to add to their CV. It is especially helpful if they are looking for a career in education or social care involving young people. By becoming a peer counsellor it is also a chance for one of the oldest year groups in the school to give something back to the youngest students.





The final stretch

MADELEINE CROSSAN

This column will likely be shorter usual. Why? Four letters – UCAS.

With the deadline for university applications creeping nearer by the day, most of Year 13 are now in a workload-induced comatose state; crawling wounded from essay to essay with sardonic sedation cracking for the occasional 18th birthday celebration drink, or even cake day. Coursework hand-ins - once a problem for the future – are now accumulating in droves. Tear stained faces outside lessons, after school; firing off frantic emails asking after Mr Brittain's free periods and quietly toying with asking Mr Ellis on the plausibility of dropping EPQ are too frequently spotted ghosting the halls.

It is too easy to underestimate just how difficult crafting the perfect application will be. The time many of you in the younger years will someday spend on UCAS will astonish you - for example, I personally started my own in late July & four months (and many, many writing sessions) later; I am still scrabbling around my recovered documents on Word trying to master the “art” of the Personal Statement while simultaneously applying to volunteering positions and trying to hit the approaching wall of deadlines without a cause for concern finding its way home.

Again, I've been cautioned against portraying it all as bad – and if I'm feeling optimistic, it isn't. The thrill one can achieve from submitting coursework in two days is unparalleled in terms of other afflictions and if anything, the ability to drive to the big Tesco in town at 2am with your friends who can now actually drive makes it all worthwhile.

JORDAN GROVER

I think one of the best bits of advice I was ever given was from Jordan B Peterson. Don't be so big-headed and arrogant that you neglect the opportunities and openings made for you.

He expands upon this with a little story. When he was about my age, he was offered organ lessons by a professional organist for absolutely nothing. However, one missed lesson led to more, and eventually he had completely defiled the commitment. Ungrateful little so and so. The point was though that in reflection he passed up on an opportunity to learn the ways of music and have a great creative outlet, and he admits that he regrets that hugely.

It doesn't help however that when I was given this advice it was the second term of my last year at William Farr. Perhaps I can transpire this sentiment into the minds of younger (and more fortunate) people and give you that wisdom. Or, you can have a laugh at my article. It's up to you.

I haven't the nerve to even try and look at the UCAS application form, I don't get enough sleep as it is to start thinking about post eighteen and UK politics has become more mundane than watching paint dry. I've been toying with playing the piano, but the looks I get from passers by make me think I couldn't be less popular with the music department if I started flogging the instruments on e-bay. So, as you can imagine, before I started going to groups the last thing on my to-do list was tie down one of my precious lunchtime breaks.

However, you must realise how dull sixth form life can be. When you're not part of the perpetual polarization between “my career is going to end if I do not write this essay” or “I am so relaxed that Penny-wise the clown could pop in and I would make him a drink”, you're on the very boring “what am I doing with myself” centre position. I'd spent enough time in the centre to start looking around me for something else to do. Even with enough coursework to knock out a supercomputer lingering over me like a bad smell in an elevator (or downstairs Irving), I was getting a little bored.

The start of that looking around me was in my home away from home, the music department. There's a lot to see and do in music. From a Glee mock club to Xylophone playing, they've got just about everything. Admittedly, I'm limited to the “percussive” range of the instruments. I play a mean triangle, I could shake maracas for England and frankly my bongo playing is toe to toe with Mr. Palmer himself. Joking

aside, if you have any degree of musical talent it's only right to have a bit of fun with it.

Some people really have fun with it though. Do you know I was walking through the corridor once, only to stop and notice the soviet national anthem? No, really, the actual anthem of the USSR being played on the piano. It was at this point I realised I at least wasn't the only crazy one in the building. However, I cannot fault the attitude and talent of people in the department. It's a bold kind of opportunism that requires confidence and dedication. How there exists a fellow sixth former with such qualities I'm not sure, but William Farr never fails to impress!

I've genuinely tried my best to adopt this attitude. I've had some success too. I'm down for a main role in the musical this year and I'm writing the sound track for the sixth form pantomime, but this new attitude is a work in progress. It started for me with attending choir, which took me six weeks to finally show up to. I am the embodiment of commitment, what can I say. It really has been enlightening though, and you will impress yourself with how quickly you'll pick things up.

I mean no disrespect when I say this, but seriously, we sing some interesting things at Choir. You know that one song in Frozen? No, not Let It Go, the one at the start “Vuelie”. You've likely heard the Choir perform it before, but really, it's no mean feat. Here I was thinking it would be as simple as a few verbalisations, but I was presented with sheet music that would make the choirs of heaven stop and think for a moment. Adele, Elton John, Beyonce, whoever you think is good – they would pale in the shadow of William Farr Choir, believe me.

Fusion, the Christians' Union has been something of a journey too. Not like a 40 days in the desert journey, more like a kind of bumper cars journey. It's a privilege to help many kids from the younger years learn more about faith, but also something of a mission if you will. We tend to play games before the talk to try and have a bit of fun with it – but as with anything, I will find a way to mess it up horrifically even if I try my best not to.

We were playing this somewhat left of field game wherein you had to pass around some scissors and state whether they were open or closed. Right from the get go I turned to my mate Emily and said “I bet you the point is actually whether your legs are open or closed”, and right I was. Naomi mate, you are nothing if not creative. The thing is, while Emily and I were chuckling away to ourselves about the slightly inappropriate nature of the game, I was oblivious to the fact I was about to cut myself out as the butt of the joke.

OPPORTUNISM

The scissors got to me, and I thought it might help the kids to understand the point of the game if I threw in a little clue. The plan was to spread my legs wide open, shut the scissors and go “my scissors are wide open”. It seemed innocent enough, but foolishly believing I wasn't a mess on legs, Naomi entrusted me with the role of “playing without the pair of scissors.” So when I exclaimed smugly “my scissors are wide open”, the rest of the group exclaimed in laughter. I really didn't feel so clever any more. I spent the rest of the session with my head in my hands wanting to be literally anywhere else.

Then there's Farrago. I love writing these columns. I got such fantastic feedback on my election article last year, teachers, students and friends alike expressing that they'd enjoyed reading it. That felt pretty good to be honest; not only did it feed my hysteric ego, but it was something I'd worked very hard on in a very short space of time (I had about a week to write it from the data being released to the articles going to the publisher). As for this column, I get to see whether or not I should audition to do stand up at extravaganza.

I should mention my role at the politics society. Myself and Jeremy Corbyn's private secretary run the group. I play the role of a very hungry John Bercow – a mindset achieved by shouting “Order” while chomping on a cheese and pickle sandwich. We talk about many pressing affairs, but the real highlights are when we go totally off kilter and end up discussing what percentage of the population should be conscripted as a beef eater in order to curb unemployment. I never said the politics lot weren't crazy either.

In fact, running the politics club leads me into all different kinds of people. That is one of the most rewarding things about taking part in all of this. You'll make new friends, meet new people and widen your horizons a little. That really doesn't hurt you know – community is a necessity with such tireless work waiting for you everyday.

Peterson was absolutely right. The opportunities you will get in life are absolutely invaluable, and they make your time here something a little more than just five periods and lunch. School life would be dry if it weren't for all the things I do outside of lessons. It can make a real difference to how you remember your time here, and I honestly regret that it took me so long to start. So next time you hear about a club you could join, a group you might fit with or a show you could play in – give it a second thought. It could be the best thing you do all year.

Thanks for reading, have a wonderful holiday – and an opportunistic year.

SPORTS DAY

Sports Day. The iconic event that everyone remembers when looking back on their time at school. And what a memorable one this was!

With the sun shining down on us in the clear blue sky, this warm Friday was a far cry from last year, when Sports Day was sadly rained off not once, but twice. But this year we were in luck. Having completed Pre-Sports Day the week before, the school was out in force to watch the finale.

This was an especially exciting year, as Year 12 students were able to participate in events. They had the choice to enter into the 100m, relay and tug of war to support their houses. Even the Red Arrows joined us on this special day, treating the spectators to a show in between watching the sporting events!

Everyone who participated did an amazing job for their houses, helping to gain points for each event that they took part in. Overall, Fosse ran away with the lead and were victorious on the day.



Results:

- 1st: Fosse*
- 2nd: Brayford*
- 3rd: Stonebow*
- 4th: Lindum*
- 5th: Witham*
- 6th: Ermine*