The last week of March saw the transition to the reimagined ‘on campus’ Project Week from Monday through Thursday before the well-earned respite of a mini five day spring/Easter break. During the Project Week, the creativity and energy of students and staff were on full display in what may have been one of the best project weeks ever, pandemic or no pandemic. What a testament to the resilience of the community and the ability to rise to the challenge. In this newsletter we outline the nature and highlight key takeaways from each project.

Cover photo: Students and staff from the Unleash Your Creative Potential project
During this Project Week students were challenged to focus on creativity as a process, without thinking too much of the outcomes or products. In this personal and collective journey that involved kinesthetic, auditory, and visual senses, students were invited to practice mindful observation, take creative risks, think outside the box, and try new approaches to problem solving. We were exploring creativity through engaging in a variety of activities, such as painting with our bodies, creative writing, movement meditation, and experiencing a full cycle of design thinking process. Some highlights include playing charades around a campfire and a photography challenge around campus!
The objectives of this project were to script and produce a short movie on the theme of ‘belonging’.

**Staff supervisor:** Nick Janvier

**Student leader:** Saskia Gosnell (IB2)
A small but dedicated crew of students scripted, choreographed, and filmed a short dance movie, with a very tight time frame of only 4 days. Set in iconic locations from the college grounds and immediate surroundings, the film - titled ‘route-less’ - explores the theme of ‘belonging’, with an original score on the violin, drums and guitar, and a feature appearance by the college dance group, MOVE.

Image credits: Houming (Michael) Ling and Xinyu (Chris) Chen, UWCA '21
COMMUNICATION ACROSS DIFFERENCE

Staff Supervisor: John Gregory

In this Changemaker Curriculum course, students deeply and critically engage with issues of difference and communication in real-world contexts through the lenses of ethnography and film. This involves the exploration of case studies, completing a research project, creating a film project and personal reflection. Student contribution and participation is central to shaping the future direction, content and outcomes of the course.

For Project Week, students engaged in the practical aspects of filmmaking, including exploring the micro features of film such as cinematography, editing and sound (diegetic and non-diegetic). Through this, students were able to satisfy the creative objectives of the course.

Some students ‘embedded’ themselves with other projects in order to experience firsthand what that involved, as well as being able to actively participate and construct their own ethnographic account in the form of a short film. Others focused more on what it means to be a student at UWA and the nature of mission focused education.

The completed films were presented to the rest of the group at the end of week while the class enjoyed Easter eggs.

AIMS OF PROJECT:
To create a short film based on different aspects of the UWCA community
The students spent 3 days working very hard to build a canopy and brick BBQ in the valley for the community. Before the start of the work, the group cleared the area and prepared for the project. The group worked in two teams: one on the BBQ and the second on the canopy. As well as learning how to build a brick wall and a wooden cover for it, they also have learned how to use the tools. On the fourth day, we even had time to test the structures and enjoyed a BBQ get together.
Aims of project: To apply the learning of the Narratives for Social Change Changemaker unit: to challenge our collective memory of an important issue by opening up a space for reflection, thinking and discussion on our campus, with the aim of thinking differently about the present and future.

STAFF SUPERVISOR: NICK BEYNON
In the Narratives for Social Change Changemaker unit we have studied what collective memory is, how it is formed and how it can be changed and disrupted. Students have also learned about project management project management techniques and strategies. Project Week was an opportunity to apply this learning by creating a pop-up museum from scratch in only 4 days. The students worked all week and put the exhibition together in the Gun Room and Breakfast Room on the final day. They made creative use of the space, including using exhibits, sound, glass pens, display boards and film to create an immersive experience. The Narratives for Social Change students project managed this exhibition, in the reassuring presence of a member of staff.

The below video is a mini-tour of the museum. Trigger warning: this video captures an exhibition featuring themes of violence, particularly in relation to the police. The curators made a concerted effort to not include sensationalist material.
BIG DATA

The aims of the project were for students to work on big data projects that their teams had proposed earlier in the year, ending in a Final Presentation on the last day.

STAFF SUPERVISOR: SIAN HUGHES

The project group consisted of 4 teams who each had a different project and field of research. Abraca-Data: Impact of Agriculture on Climate Change
Doctors without Syntax Errors: Comparison of impact of healthcare funding models in the UK and USA
Veles: The impact of GDP and economic growth on voting patterns in the USA
The Baywatchers: The impact of worldwide carbon emissions on Sea level rises.

The groups worked hard throughout the week, sourcing and analysing data, thinking of good ways to visualise it, and working on presenting it clearly to an audience. They had the opportunity to work independently, with daily meetings to feedback on their projects, in the style of a tech company. We also took advantage of the good weather and took breaks away from our computers to go for walks or play sports outside, coming back to our screens refreshed and ready to number-crunch again.
The aim of the project was for students to interview practitioners working on the UN Sustainable Development Goals and find out how they can too.

SO THAT’S WHAT A MEANINGFUL CAREER IS

STAFF SUPERVISORS: MAGDA JOSHI, EWAN MEREDITH, LOCHLANN ATACK, RYAN DENNE
STUDENT LEADER: SHUQIAN LYU (IB2)

Following two days of training on the UN Sustainable Development Goals, interview skills, storytelling, marketing and branding, 13 first- and second-year students interviewed 8 practitioners working in the field of sustainable development. The interviewees ranged from Director at the Global Partnership for Education, to Director of the SDG Academy, Former Director - Resource Mobilization Global Fund to Fight AIDS, Tuberculosis, and Malaria, Former Prime Minister of Haiti and expert on global health, NYU Professor and global authority on pre-school education. The students who took part prepared questions about the practitioners’ career trajectories, the importance of networking, the impact their education had on their professional development, and much more. They then carried out the interviews using the College’s recently opened Recording Studio, and edited their work. The students were subsequently encouraged to reflect on their work and the lessons learned. The content will in due course of time be made freely available as a public good, in the form of video trailers and a podcast. Special thanks go to the following alumni who contributed to this project in multiple ways: Guido Schmidt Traub (UWCA ’91), Lydiah Kemunto Bosire (UWCA ’98), Hugh Davies (UWCA ’81), Luke Harding (UWCA ’86) and Felicity Morgan (UWCA ’91).
The aims of the project were to build the next generation of rescue boat, to develop training resources for summer schools at UWC Atlantic, and to refurbish Hahn02.
The group completed the wooden plug of the new generation of rescue boat ‘Hahn Evolution’ built from a cedar strip method. They also completed the floating platform to use as a training resource for student work and summer schools. One team also refurbished the boat ‘Hahn02’ by filling and sanding the hull then completing a new paint job to get it ready for seagoing again.

STAFF SUPERVISORS: MICH CREBER, ROBIN JENKINS (UWCA ’93), DR TOM COE (UWCA ’02)
Aims of the project: To learn the Chen Style Sword Form

The students were challenged to learn the 49 sections of the Sword Form which requires enhanced flexibility and mobility. The Chen style sword form is one of the oldest known tai-chi forms. It combines naturally relaxed and extended techniques with nimble and steady stepping. There is a variation of hard and soft movements and the body is used to move the sword continuously with silk-reeling energy circulating throughout, while expanding and contracting. It takes many years to master, and so the students did exceptionally well to learn the basic form in a single week. The week culminated with an evening sunset session and final solo performances.
Over this four-day period we prepared the main growing bed by weeding, edging and adding well rotted horse-manure. We erected a frame for pea-netting and planted peas as well as potatoes, onions and spinach. The greenhouse was prepared for beans and tomatoes and other crops, including lettuce, peppers and fennel were sown. We are now in an excellent position to exploit our on-site growing space even more effectively than last year.
ART OF GIVING
The aim of the project was for the students to organise and execute a UWC Atlantic fundraising event to encourage current students to support and understand the value of philanthropy at the College so that once the students graduate and become alumni they feel inspired to give back.

STAFF SUPERVISOR: CARISSA BARDSELY
STUDENT LEADERS: JULIE JANSSEN (IB1), ROBIN KAIKULL (IB1), LIAM TANG (IB1)

For Project Week the students - under the initiative and coordination of Carissa Bardsley from the Philanthropy, Partnerships and Engagement team - organised an on-campus Art Fayre and online Alumni Art Auction. The objective of the project was to plant the seed of philanthropy amongst the students. They were responsible for organising the on-campus event and designing and producing the art for sale at the event. The students had lessons in embroidery and were mentored by alumna Bianca Gidwani (UWCA '08) on event planning, project management and event delivery. The students designed and decorated tote bags, t-shirts, stones, face masks and made their own jewellery. The students also carried out research and planning for the online Alumni Art Auction and student, Yotam Ben Gera (IB2), created the art auction online platform.

The on-campus Art Fair was held on Sunday 11th April for students to purchase the hand made items, watch student performances and engage in creative art activities! Alumni are invited to donate art pieces for the online auction. If you are interested in donating a piece of work, please contact carissa.bardsley@atlanticcollege.org by 30th April. All donations received will go towards scholarship provision for the 2021 student entry.

A total of £729.12 has been raised till date. All profits will go towards the Moondance Cafe in which the ‘Hideout’ initiative takes place. ‘Hideout’ aims to support the wellbeing of the community by offering students a place to relax whilst chatting, playing games, watching movies or singing karaoke.
INDIVIDUAL PROJECTS

The overall aim of these projects was to define isolation giving something to someone.

These projects’ aim was that students in isolation or away from College campus could find a challenge to complete that week. The goal was to produce something meaningful for someone in the outreach - “letters of hope”, “data process for science projects or historical organisations” or for the inner community such as dayroom icebreakers with a “world geography quiz” or a “bra appeal” for donations.

STAFF SUPERVISOR: ALMUDENA TALAVERA
Following a morning of research to establish exactly what is meant by Blue Carbon and to investigate natural mitigation strategies to preserve blue carbon, the 13 students presented their findings to the group and then brainstormed what should be included in the video.

The following three days were spent interviewing and filming students from a range of countries to establish their thoughts on blue carbon and mitigation strategies. Students were also asked what their governments are doing to mitigate against climate change and also what they believed should be done to reduce the effects of global warming. A narrated animation will be included in the final film and members of the group also filmed a more formal presentation about climate change and the impact it has on our oceans.

The students worked very well as a team and we are looking forward to seeing the final version of the video.

STAFF SUPERVISOR: EMMA PILLING
Aims of project: To take part in a socially-engaged creative project intended to encourage kindness within our communities and explore the impacts and power such simple acts can have. To build and decorate ceramic bowls - each bowl inscribed with an act of kindness / good deed - and gift these bowls to people within our community with an invitation to the recipient to enact the act of kindness inscribed on the bowl’s surface.

STAFF SUPERVISOR: ZOE PREECE
Students were challenged to build and decorate as many bowls as they could within the four day project. They could decorate their bowls however they wished with the one parameter that somewhere on the bowl’s surface must be inscribed an act of kindness. On the first day students were shown a press moulding technique for building their bowls and a range of different decorating techniques, using coloured slips, underglaze colours and sgraffito. I was incredibly impressed that within just two days, students who had no previous experience of working with clay, were confidently building and decorating bowls. In total between eight students and myself we produced 54 bowls to be gifted to people within our communities. The bowls are currently in the process of being glazed and fired ready for gifting.

Throughout the week we explored through discussion, and reflection on our own experience, the impacts of both giving and receiving simple acts of kindness within our communities and the power such simple acts can have. We considered how and to whom we might like to offer these bowls as gifts. The students were utterly committed throughout, making it a beautiful, joyful and creative week shared together.
PROJECT DREAMCOAT

The aim of the project was to stage a production of ‘Joseph and the Amazing Technicolor Dreamcoat’

We set ourselves the formidable task of getting Andrew Lloyd-Webber’s much-loved musical ‘Joseph and the Amazing Technicolor Dreamcoat’ ready for performance in just under four days. Working at breakneck speed, we cast the major roles, learnt choreography and all the songs, and were ready for a dress rehearsal on Wednesday afternoon. Marta Beleznay made a wonderful set of costumes, and we gave two semi-staged performances of the musical on Thursday, to an audience of students. It was a thoroughly joyful affair from start to finish, and the students worked incredibly hard to get the show on the road.

STAFF SUPERVISORS: MAITE SANDOVAL-INGLADA, MATT HAND, SARA CREBER, ED PICTON-TURBERVILL, MARTA BELEZNAY
The aim of the project was to create a digital archive with photographs throughout the years. The students spent the week working very hard scanning photographs and slides from photo albums and boxes found at the College. They also tried to identify the time and place these photographs were taken to sort them into different folders. We also had some very interesting chats with alumni from 1966, 1990, 1991, 2003 and 2004 where they gave us an insight on their experience at UWC Atlantic and how some things have changed whilst others remain the same, by looking at the photographs they remembered details and stories that gave more context to the photos.
The aim of the project was for students to learn basics of observational Astronomy, do some practical work in producing astronomical instruments, and do some astrophotography. The overall aim was to enjoy the night sky and connect with nature, and to relax while learning something interesting.

STAFF SUPERVISORS: VALENTINA MINDOLJEVIC, GABOR VINCZE
While some clouds covered the stars for two evenings, we still managed to enjoy some time out and observe constellations, taking some beautiful pictures on the astrophotography night. They also created their own star-wheel, so they can use it at different times of the year and wherever they are in the Northern hemisphere. Many students got the opportunity to look through the telescope for the first time, particularly at the deep sky objects like Orion Nebula. On the day dedicated to Sun we started with enjoying the sunrise at the seafront, and continued by creating handmade sundials. Students determined the local meridian, and were able to accurately measure time using the shadow.

On the "Instruments Day" students created a pinhole device to observe the Sun, eclipse model, Solar System model, and their own astrolabe. One cloudy night was spent on watching the movie Interstellar as we could not do outside observation. The final day was dedicated to learning more about Cosmology, what many students found fascinating. We ended our experience and wonderful collaboration by having a picnic at the seafront at sunset.
The main aim of this project was to orientate and educate GB National Committee zero years on issues of race and racism. The other aim of this project was to advise the Welsh government on their “Race Equality Action Plan”, an initiative that will work to make Wales an Anti-racist society over the next 5 years.

STAFF SUPERVISOR: FRANCINE MOHAMMED
STUDENT LEADERS: RORY DIXON (IB2), NATASHA TAKAHASHI (IB2)

During this Project Week the students created workshops to educate the British zero years on historic racism, and racism today. Topics explored include colonialism, segregation, slavery, fetishism, colourism, and language skills and racism at UWC.

These workshops were delivered to the future UWC students in interactive Zoom calls hosted by the GB National Committee. The response from the future students was very positive and they are now more prepared to embark on their UWC experience. At the end of the sessions the students facilitated an open and honest discussion on experiences of racism in British schools. These experiences were later used to form suggestions on how to combat racism in schools.

On the last day of Project Week, the students met with Welsh Government Officials to discuss how to combat racism in Welsh schools. In the days following the meeting the students compiled a document of experiences and recommendations that will be shared with civil servants throughout the Welsh Government. The document will be used when enacting reforms in order to create anti-racist environments in Welsh schools. In the future the group of students will act as a focus group advising government officials on anti-racist initiatives.
The project aims were to train students in Dialog and Critical Engagement Facilitation, and to design workshops for the 'rising second years' to be run in the last two weeks of term.

The Dialogue and Peacemaking group engaged in two days of intensive group facilitation training, focusing on identity, community and UWC values.

The second half of the project week was spent developing a series of workshops on gender norms and consent, mental health and IB survival, and campus community relations. These workshops will be rolled out to the cohort in the final weeks of term and present an opportunity to reflect on this year and figure out how the 'rising second years' want to set the tone for a respectful and caring community in the coming year.

STAFF SUPERVISOR: SYLVI WIRTJES
STUDENT LEADERS: DANIELLE WEISS (IB2), TRACY-ANGE BEYUO (IB2)
Project’s aim was to learn nautical skills

STAFF SUPERVISOR: JESS MOON BOWEN | STUDENT LEADER: SAVA PAVLOVIC (IB2)

The students spent two days focussing on watchkeeper skills and learning nautical skills such as using nautical charts, looking at weather forecasting and buoyage. They also did some practical skills where they learnt knots, did some underwater knots in the outdoor pool and then moved into the sea and did some lifesaving skills. The remaining two days we took a trip to Challenge Wales, the largest sailing vessel in Wales. Here we learned how sailing boats work, rigged the sails, did man over board drills and also did a microplastic survey and how it affects marine life. The last day was spent giving the boat a spring clean and scrubbing the decks ready for it to voyage out on the high seas.
The aim was to explore the Chemistry behind food, tastes and cooking techniques.

After the last minute cancellation of 'Unleashed the Pyrotechnic in You!', due to health & Safety regulations, Xinny and Sov planned a new Chemistry-based project, with help from our UWCA communities - kitchen utensils, appliances and other necessary items and neighbouring universities and colleagues - for ideas, resources and specialised materials and ingredients, 'Kitchen Chemistry' was born! Day 1 & 2 were about learning the reaction of baking from Xinny, the chemistry of tempering chocolate and acid-base reaction to make honeycomb. Day 3 was about the chemistry of tastes and smells and how to alter tastes, plus learning new molecular gastronomy techniques, such as spherification and reverse spherification of liquids. Day 4 culminated in the chemistry of ice cream and seaweed. Students made different flavoured ice-cream with liquid nitrogen in a matter of minutes. All activities were hands-on. We had teams each day with a master chef-style challenge to put their dish on a plate to judge by Sov.

KITCHEN CHEMISTRY

STAFF SUPERVISOR: SOV ATKINSON
STUDENT LEADER: XINYAO LIU (IB2)
The aim of the project was to build a unit that can be used by the Ocean Systems and Coastal Management Changemaker Curriculum unit to map local tidal flows in the Bristol Channel.

UWC Atlantic is in a unique location based on the second highest tidal range in the World and you would think that the nature of these tidal currents is a closed story. There are however local variations in the nature of these tidal flows which have been noticed by many a generation of students and staff who have kayaked and swam off the slipway. The purpose of this project was to build upon work first carried out in SusTech sessions where students were building balanced flotation devices to house GPS units which can ultimately be deployed to log data on the movement of the tidal flows. Throughout the Project Week students had to learn some hands-on engineering skills together in small groups to build the key components of the devices culminating with the final assembly of the different modules. Daily, each team had to overcome the unexpected problems and refine the design. A huge team effort ensured that the three devices were completed by the end of the week and their buoyancy properties were tested in the outdoor pool - the students’ buoyancy calculations were spot on! Moving forwards the plan is to use these devices as a part of a longer term monitoring program within the Ocean Systems and Coastal Management Change Maker unit to actually map out and understand the nature of the local tidal currents in the vicinity of the College.
Survival of the Fittest

This Project Week’s core idea is to initiate a platform where students at UWC Atlantic can come together and challenge themselves to push further like never before.

Staff Supervisors: Antonie Karoly, Rob Scott

Student Leaders: Alexandra Schenk (IB2), Samantha Mastel-Marr (IB2)

Inspired by Kurt Hahn, we want to create an authentic, healthy, competitive environment where students can take on diverse fitness programs that would prepare them for real-life challenges. It is scientifically proven that mental health and physical fitness are strongly linked, which would positively affect the students reflecting post-project week because they might decide to integrate this into their intense IB life. This project is proof that a fitness expedition can be undertaken with limited resources and almost no financial outlay to benefit UWC Atlantic students’ lives. The overview of our week consisted of a variety of workouts throughout our morning and afternoon sessions. The students had challenged themselves by participating in hill sprint intervals, boxing, climbing, tabata stations, sunrise yoga, Murph military test, and weighted backpack walks. The students were able to reward themselves and celebrate the end of their last sessions every day with a chant created by a student. They also had the advantage of having a supervised seafront swim.
The FSRT covers a large and varied syllabus in multiple different craft. Each day we would choose a craft and spend the morning in the outdoor pool learning the basics of each of the rescues before going on the sea in the afternoon to practice these in the real environment.

Each day the students would have to follow the rescue protocols to choose the right method from Shout, Reach, Throw, Row, Go whilst considering their own safety Via Self, Team, Victim, Equipment.

We also covered some basic life support for drowning casualties.
The aim of the project was to restore an old pine cupboard.

Staff Supervisors: Catrin Anthony, Christine Mak

It was a lot of scraping, sanding and patience to restore the old wooden farmhouse cupboard. The layers of varnish and carefully applied paint that followed tells the rest of the story, as the item now sits in the Moondance cafe for student use.
SUSTAINABLE SCREEN PRINTING

Using sustainably sourced surplus clothing and laundered sheets, table cloths and pillowcases, students are encouraged to create meaningful imagery to screenprint using water-based mediums, giving design purpose and new life to textiles to keep or donate to the scholarship fund via the auction.

STAFF SUPERVISORS: HELENE JALLAT-MARSON, LUCY MALE

STUDENT LEADERS: SIGNE DEGN (IB1), LUCIA ALONSO EIRIAS (IB1)
Sustainability conscious students were trained in screen printing onto; filing cabinet card, donated T-shirts from ‘SET’, recycled ‘New 4 U’ college clothing and tote bags from ‘Recreate’ Cardiff.

First, all students learned to screenprint an exposed graphic design for the Donkey Care College service uniform and print tote bags for the Lighthouse changemaker group. Next they developed their own personal designs by drawing, tracing and cutting a newsprint paper stencil, then screen printing onto t-shirts and upcycled cotton fabrics. Later on they drew or painted an image onto transparency for screen exposure. Many students enjoyed mixing inks directly on the screen to create colour blend effects, in contrast to their textile colours. Even the Eco City QR tag double layered screenprint Merchandise scanned successfully to the delight of the creative design collaborators.

We were extremely impressed by the creativity and productivity of students showcasing a great variety of limited edition design collections to keep, gift or donate to the scholarship fund auction. We celebrated by capturing fashion and merchandise imagery in the photographic studio, where students were proud to model their own designs. The range of designs was spectacular and the quality of the items produced was impressive.
The project’s aim was to raise awareness on consent through the make of a film on this issue.

STAFF SUPERVISORS: JESS REES, JANE WYATT, BERNIE ASHTON, NIDAL ALCALDE

Our students were tasked to create a film to raise awareness on Consent in the UWC Atlantic community. They were given a structure (different scenarios) and they had to create a credible script, act on it and film it, with the support and guidance of different professionals and the UWCA staff members co-leading the project.

The students did an amazing job, giving all they had while they were hands on and showing once again how bright and capable they can be. The part they seemed to enjoy the most was the experience of filming with real equipment and professional guidance. UWCA staff members were very impressed with their acting, how well they responded to time pressure and the mature attitude in which they approached sensitive consent issues. We are grateful to Beverley Costa of the Pasalo Project for her professional and supportive input and Real Time Productions for their creative and flexible approach. We are looking forward to seeing the end result!

This film was produced thanks to the support of the parents of a 2020 UWC Atlantic alumna.
This project aimed to develop skills and provide new resources for students to use and develop a passion for skating

STAFF SUPERVISOR: TOM PARTRIDGE

STUDENT LEADERS: TOMMY DILLON, CECILE JEEKEL, MIRANDA ALCARAZ, TOBY DAVIES

During the week students had the opportunity to learn how to set up a skateboard correctly, put on appropriate PPE and ensure that the area being used was suitable for the activities.

Once basic skills like pushing, rolling, turning and stopping were mastered then it was onto more advanced tricks such as the ‘ollie’. Those with already advanced skills helped those newer to the activity to learn.

At the same time, ramps and rails were constructed to allow people the opportunity to enjoy the experience of skating a mini ramp and some park features.
The aims of this project were to help students understand and appreciate different cultures through their food, create a cookbook that reflects the wonderful diversity of UWC Atlantic staff and students, and learn some cooking skills in the process.
The students shared recipes from the Thai, Italian, Greek, Indian and Chinese cuisine; they worked hard to prepare these meals and learned how they reflect the culture that they come from. By the end of the project, the students had also developed better cooking skills, learned better organization in the kitchen and came to appreciate the hard work of people working in a kitchen.

The students were divided into three teams. Each morning a team presented the dishes for the day. These recipes reflected a particular cultural background and the group presenting also shared how the food is connected to that particular culture. In the afternoon sessions all three groups, competing against each other, prepared the dishes. On the last day, the two groups that had done the best job squared against each other in a “black box” cook-off. All students worked very hard not only to develop their cooking skills but to leave the kitchen perfectly clean at the end of each day.

With the help of a staff member, the students also put together all the recipes in a cookbook. The cookbook contains not only the recipes from the Project Week but also various dishes that reflect the students’ own culture or preferred cuisine. Once the book is printed, several copies will also be available at the College Shop.

STAFF SUPERVISORS: DAN SPINK, YORDAN DEMIROV, WITH VERY SPECIAL HELP FROM IGNACIO GARCIA ANAYA

STUDENT LEADER: JUBAIR AHMED (IB2)

PHOTO CREDITS: NACHO GARCIA
The aims of the project were to further develop essential life saving skills, sea rescue and water safety competence.

STAFF SUPERVISOR: TOM PARTRIDGE
During the week students learnt how professional lifeguards work and set up their patrols, how to understand the hazards of a beach environment and interpret the risks and how to manage these. In the water, we focussed on board rescue, contact and non contact towing methods both in the pool and in the sea. As well as improving overall fitness in and out of the water students learned how to perform a primary and secondary survey of a casualty as well as performing CPR.
THANK YOU FOR READING