

DAY WATERMAN COLLEGE NEWSLETTER



February 2021



CONNECTIONS

By Mira Anosike (Year 9)

Beyond the ocean,
the sky darkens
the lights brighten
on the connection
between two lands.

Upon the shore,
I can see the connection
between two lands.
That in the day,
was more defined
but now has disappeared
except for the
tiny dots of light
that reassures me
the connection is still there.

even though
the sun has set
the lights prove
that the connection
isn't lost to view.

your relationships with others
may start to fade
but you will always have
those tiny dots of light
that remind you
the connection will never fade
away.

But alas I thought,
My connection will never fade
away
Until I was proven wrong
And I had to pray

The day came,
And I was judged by my loyalty
I had to start a whole new
journey,
Because the connection faded
away...

INTERVIEW

**With Mr Sunday Ogundana,
(Curriculum Leader for Science Department)**

by Valerie Chiege, Michelle Fakrogha
and Tomi Fabamigbe



What is your role as the head of the Science Department?

As the head of the Science Department, I oversee the safety of students and make sure they utilise the equipment in the laboratory carefully. I also work with the rest of the Science teachers to ensure that students are engaged and enjoying class activities, and are getting the full benefits of lessons. Now, an addition to my job would be to make sure that students are observing COVID protocols.

Has the Science Department had to make any significant changes due to COVID?

The Science Department has had to make the same general changes the rest of the school has – wearing face masks, social distancing and avoiding physical contact.

Do you have any goals set for the Science Department?

Although COVID 19 has put a halt to many of the goals we have as a department, one thing we hope to achieve in the nearest future possible is for lessons to be taken beyond the four walls of the classroom, and for students to be able to go on excursions all over the world, as we once did. I would like students to get an opportunity to see physical manifestations of all they have learned in



INTERVIEW

With Ms. Tega Okeme, KOTS Catering Head at DWC

by Valerie Chiege, Michelle Fakrogha and Tomi Fabamigbe

Students are believing that portions might be smaller than usual. Do you have any thoughts on that?

Meals are typically calculated by the number of students currently available. If we've prepared a certain meal and more students than anticipated end up coming, it is unfortunate, but the meal is likely to finish. It is still the beginning and students come in trickles so far. The only real change in portion size was with the chicken – the only time you should be getting a smaller portion is if you ask for it. However, the only excuse for portions reducing is when we are serving something, it runs out and nobody wants the second option. That is always a challenge for us, as we wish to satisfy everyone, despite it also not being cost-effective for us.

Have pizza and waffles been removed from the Term 2A menu? If so, was there any particular reason?

No. Waffles have not been removed from the menu. The day waffles were not served, we didn't have the supply but this week and the weeks after, there will be waffles. Naan bread has currently replaced pizza on the menu. Cheese is also very expensive now and hard to keep fresh for a long time. Also, the changes in the chips are due to importations being stopped as a result of the EndSARS protests. We are doing our best with what we have.

Is the ketchup, ketchup or a different sauce? Are there any other ingredients mixed into the ketchup?

It is ketchup but from a different brand. Different brands sometimes have different tastes.

How are perishables like sliced bread stored and how often do you get deliveries?

Every two days, the sliced bread is brought in. The loaves are stored in a fridge strictly for bread. The bread is brought out in the morning and left to thaw so as not to serve frozen foods. Deliveries come every few days.

How much of the menu is made from scratch, and how much is ordered from suppliers? Does food that is ordered take less time to make?

80 percent of food is made fresh in the kitchen. We come in at 4 or 5am to begin preparing the food for everyone. Items such as choco, bread, milk etc are ordered.

What sources, if there are any, are consulted when making balanced diets and healthy food?

We have a nutritionist. Her name is Miss Anike Daniels. She approves menus and helps us figure out what might be too unhealthy for students. For example, the chips: Miss Daniels believed that the students were getting too much oil, so we decided to start baking chips because it is a healthier alternative. We wish for students to have healthy and nice meals.

How has COVID affected cooking and the routine to make food?

COVID hasn't really affected our cooking routine. Even pre-COVID, we followed hygiene methods that are implemented now during COVID. We wash our hands, wear masks and hairnets whenever we're cooking or preparing food. Now, we've begun social distancing whenever possible.

How are the food portions calculated?

Food portions are calculated based on the numbers of students given to us, and we add slightly extra to that. They are also calculated based on the last time the food was served: which food was liked the most, and which was liked the least. That determines how we ration food into the second or first option. Unfortunately, sometimes this doesn't work out as people eat by mood. The options may be insufficient as others might go for the least-liked option more this time. Please understand that an option finishing is never planned but depends on the mood of the students towards the food that day.

Some students complained about staggered eating. They believe that the early students on the staggered schedule get the best pieces and more portions of food and the last on the staggered schedule tend to have less food and it's more likely to finish. Is this true and how do you plan to combat this narrative?

We have a set amount of each option ready to serve. For example, 90% of the first option, and 10% of the second option. The problem occurs with how to split this food evenly across five staggered mealtimes and if extras occur. We are trying to do our best with this setting, so please bear with us. For very small options, it can be hard to share it evenly.

Is there any reason Fandango and Fan Ice are no longer served?

The Fandango and Fan Ice are ordered from the mother company, Fan Milk. Unfortunately, Fan Milk did not have those items in stock and only had Fan Vanille. Even Peak Choco finished, which led to us rationing the Milo for choco originally. Most of these drinks are imported, and we are still trying to contact Farm Milk to get these items.

How is the menu decided? If a large group of students is resistant to a particular item on the menu, how is that dealt with?

We have a catalogue of meals already, but over time, we get to know students' favourites. These include waffles, pizza, Naan bread etc. Miss Anike Daniels is our nutritionist and approves of all meals before we make the menu official, to make sure that the menu is healthy and delicious for students. The group of students has to be majority – if it is just 10 students out of 270 plus, then there is nothing we can do. If there is a majority dislike, then we will strive to fix it.

What is the longest food to prepare?

The longest food preparations are the waffles, Naan bread and pizza. Preparing these dinner meals has us start in the morning until dinner time.

INTERVIEW WITH MR OGUNDANA (cont'd)

the classroom. We also look forward to DWC students achieving outstanding results in the world.

What advice would you give to students to help them study efficiently?

Personally, I think that you should find out what works best for you and capitalise on it. Do not try studying using methods you are not comfortable with. Study the topics on your scheme of work prior to the class. Pay attention in classes, and ask your teachers lots of questions. Also, make extensive use of resources such as the internet and textbooks.

Which science do you think is the easiest?

This may be a biased opinion, but I believe that Physics is the easiest science. This is because you can see its applications all around you.

Why would you advise someone to pick the sciences?

Science opens many doors in life. A person that studies science would have a myriad of career paths to choose from. Moreover, science encourages innovative thinking.

What resources do you suggest students to use for studying?

The answer is in the name 'Learning Resource Centre'. The LRC is a very rich study resource. There are several textbooks that students could benefit from. I even suggest that students make more use of their textbooks than the internet, because our textbooks are more reliable. My answer is books, books, and more books!

Who is part of the team?

Our team comprises eight main chefs in total. There are the prep cooks who help prepare the meats, the vegetables and others. Then, there are the pastry chefs, who make the meat pies, the sausage rolls; and the dish washers who help clean up. There are also the servers, the pot washers, the sanitization team, and last but not the least, the admin and operations.

What time do you start your daily operations?

Typically, we wake up at 5 am. On days when we serve pancakes, we wake up and start work at 3am, and on days with scrambled eggs, we wake up at 4 or 5 am. We work late until the night, and the last members inside are usually the sanitization team and the dish washers, who leave at around 9, and sometimes 11pm.

Message from KOTS:

Please, try to be more understanding. If you ever have any issue with the food or the serving process, then please report to us and give details, and remember the faces or names of people involved. Please, let your parents know everything accurately as well when you report to them, so no false details or narratives are given out. If for example, you only take chicken but don't describe it like that (which leads to your parents being justifiably upset), please know that this different narrative is not fair.

by Ezinne Odigbo and Rachael Zara Abenemi

As most students have returned to school, it is important that we try to rejuvenate ourselves and maintain or achieve a healthy weight range. Doing sports is key to achieving this. We students walk around the school all the time; however, channeling our extra energy to other forms of physical activity is highly beneficial. Being physically healthy also contributes to our mental health. Activities such as running, basketball, football, badminton, tennis and swimming are some of the activities students can partake in to make sure they are healthy and in shape.

As much as being active really contributes to your health, rest and taking a step back is also a key factor in being physically and mentally fit. It is imperative to know when to take a step back and rest. Students are not robots and our wellbeing, both physical and mental, is extremely important to our success. Activities such as having a wellness day, where we relax and take a step back, are truly beneficial for our health. For adults, taking out time to relax your brain after some stressful day is also paramount.

Life stops for no man, and as people slowly resume their daily activities while adhering to the COVID protocols, engaging in sports and making sure to take time out when stressed should be part of everyone's schedule, in order to live a healthy and purposeful life.

by Muthender Velishala

Do you know that lions only succeed in a quarter of their hunting attempts — which means they fail in 75% of their attempts and succeed in only 25% of them? Despite this small percentage shared by most predators, they do not despair in their pursuit and hunting attempts. The main reason for this is not because of hunger as some might think but it is the understanding of the “Law of Wasted Efforts” that has been instinctively built into animals, a law which governs nature.

Half of the eggs of fishes are eaten... half of the baby bears die before puberty... most of the world's rains fall in oceans... and most of the seeds of trees are eaten by birds.

Scientists have found that animals, trees, and other forces of nature are more receptive to the law of "wasted efforts".

Only humans think that the lack of success in a few attempts is failure... but the truth is that: we only fail when we "stop trying".

Success is not to have a life free of pitfalls and falls... but success is to walk over your mistakes and go beyond every stage where your efforts were wasted looking forward to the next stage. If there is a word that summarizes this world, it will simply be: "Continue!" All over again...

- ✗ *Never stop at any stage of difficulty*
- ✓ *Keep moving*
- ✓ *Keep thinking*
- ✓ *Keep trying and trying and trying.*

DONT GIVE UP. Stay Inspired!!!

EVENTS AROUND US

by Oluwatamilore Edun and
Simisola Olawoyin

US NEWS

- The storming of the United States Capitol was a riot and violent attack that took place on January 6, 2021.
- On January 8, Twitter permanently banned President Trump's account, citing his tweets as promoting violence.
- On January 13, the second impeachment of Donald Trump, the 45th president of the United States, occurred, one week before his term was due to expire.
- The inauguration of Joe Biden as the 46th president of the United States took place on January 20, 2021 with Kamala Harris as vice president.

NIGERIAN NEWS

- Seven orphans who were kidnapped from an orphanage on the outskirts of the Nigerian capital, Abuja, two weeks ago have been released.
- The Nigerian military says it does not have in its custody any of the schoolgirls abducted seven years ago in the northern town of Chibok, amid reports that some of the girls had escaped from their abductors.

SCIENCE AND TECHNOLOGY NEWS

- Twitter locks the personal account of President Donald Trump for the first time, citing the president's "incitement to violence", and "false claims about the results of the 2020 U.S. presidential election".
- January 9th 2021: Sriwijaya Air Flight 182. Indonesian authorities lose contact with Sriwijaya Air Flight 182 shortly after take-off with 62 people onboard. The passenger plane, a Boeing 737, was en route to Pontianak, taking off from the capital Jakarta.

COVID-19 UPDATES

- **JANUARY 12, 2021:** The outgoing Trump administration announces that they will make changes to their COVID-19 vaccine distributions to speed up the rollout. (NPR)
- The CDC announces that they will expand their order to require travelers from the United Kingdom to test negative for COVID-19.
- On January 13, officials reported that at least 8 gorillas tested positive for Covid-19 at the San Diego Zoo.
- February 10, new coin designs honouring Egypt's health workers amid the coronavirus pandemic are displayed. Both the pound coins and the 50 piaster coins depict doctors and nurses with the words "Medical Teams of Egypt".

OTHER NEWS

- January 10, reports on a study in the journal, Environmental Research concluded that the health impacts of burning coal, oil and natural gas may be far higher than previously thought.
- January 27, U.N. Secretary-General António Guterres is urging global action against the spread of neo-Nazism, which he says has proliferated during the COVID-19 pandemic. Guterres spoke at the U.N. Holocaust Remembrance Service to mark the 76th anniversary of the liberation of Auschwitz-Birkenau.
- January 30, CAIRO: Egyptian Minister of Transport Kamel Al-Wazir said that Egypt is adopting a vast infrastructure plan to link nine African countries, including Sudan, with the largest land road in Africa.
- February marks the start of Black History Month, a recognized celebration of the contributions African Americans have made, and a time to reflect on the continued struggle for racial justice.
- February 5, Mayar Sherif made history on Tuesday at the Australian Open by becoming the first Egyptian woman to win a main-draw match at a tennis Grand Slam. Here, two days later, she narrowly loses to Slovenia's Kaja Juvan.
- February 11, Lagos State Governor, Mr. Babajide Sanwo-Olu, has reacted to the death of the first civilian governor of the state, Alhaji Lateef Kayode Jakande, describing it as a colossal loss.

WORD OF THE WEEK

***Cacophony* (Noun)**

/kə 'kɒf(ə)ni/



Meaning: cacophony can be defined as a harsh discordant mixture of sounds otherwise known as noise.

Sentence:

Emily's opinions on her family were interrupted by a cacophony of squawks and wings beating against the ceilings of the chicken coop.

Synonyms:

racket · noise · discordance

RIDDLES

by Ikenna Nwafor

(copied from <https://short-funny.com/>)

Q: How can you spell cold with two letters?
IC (icy)

Q: David's father had three sons: Snap, Crackle, and ...?
David!

Q: What is the centre of gravity?
The letter V!

Q: What English word has three consecutive double letters?
Bookkeeper

Q: How many months have 28 days?
All of them!

Q: Can you spell rotted with two letters?
DK (decay)

Q: How many books can you put into an empty backpack?
One! After that it's not empty.

Q: Which weighs more, a ton of feathers or a ton of bricks?
Neither; they both weigh a ton!

Q: Where does success come before work?
In the dictionary!

Q: What breaks when you say it?
Silence!

WHAT WE ARE BECOMING

by Chantal Etta (Year 8)

*I look around me,
Tears about to fall
on the iniquitous earth
When will it stop?
It will stop;
It must stop.*

*The government is furnished
The money has finished
Looking for ways to solve it
by selling our people, my people.*

*It's not fair!
I stand for justice
To bear and watch the pain;
that my fellow mates go through
Oh!, the calamity.*

*We will have a time
when all this chaos and disarray
and this suffering will fade away
We will be set loose
I know...I vow*

HEALTH IS WEALTH: CORONAVIRUS DISEASE (COVID-19) ADVICE TO THE DWC COMMUNITY DURING THE 2ND WAVE

by Matron Alice Ishola

In times like this when the 2nd wave of the coronavirus pandemic is spreading fast, talking about Covid-19 cannot be overemphasized. It is, therefore, imperative to remind one another about what to do from time to time. We need to be aware of the rate at which the pandemic is spreading and the people who are susceptible to it, the incubation period, mobility period and mortality rate.

We are to also stay aware of the latest COVID-19 information by regularly checking updates from WHO and the national and local public health authorities.

What to Do to Keep Yourself and Others Safe from COVID-19

- Maintain at least a 2-metre distance between yourself and others to reduce your risk of infection when they cough, sneeze or speak. Maintain an even greater distance between yourself and others when indoors. The further away, the better.
- Make wearing a mask a normal part of being around other people. The appropriate use of masks is as effective as possible. Make sure you dispose your medical used mask in a bin that has a cover when you take it off and wash your hand with soap and water or sanitize your hand with an alcohol-based sanitizer immediately. If it is a fabric made mask, wash it every day.
- Clean your hands before you put your mask on, as well as before and after you take it off, and after you touch it at any time. Additionally, make sure it covers both your nose, mouth and chin.
- Cough into a bent elbow or cover your mouth with tissue; discard it and wash your hands immediately.
- Don't use masks with valves because you can inhale micro-organism which cannot be picked with the naked eye and this can be dangerous to your health.
- Avoid touching your eyes, nose and mouth. Hands touch many surfaces and can pick up viruses. Once contaminated, hands can transfer the virus to your eyes, nose or mouth. From there, the virus can infect you.

How to make your environment safer

- Outbreaks have been reported in restaurants, choir practices, fitness classes, nightclubs, offices and places of worship where people have gathered, often in crowded indoor settings where they talk loudly, shout, breathe heavily or sing. Therefore, avoid such gatherings.



- Keep your room well ventilated.
- Clean and disinfect surfaces frequently especially those which are regularly touched, such as door handles, faucets and phone screens.

What to Do If You Feel Unwell

- Know the full range of the symptoms of COVID-19. The most common symptoms of COVID-19 are fever, dry cough, and tiredness. Other symptoms that are less common and may affect some patients include loss of taste or smell, aches and pains, headache, sore throat, nasal congestion, red eyes, diarrhoea, or a skin rash.
- Stay home and self-isolate even if you have minor symptoms such as cough, headache, mild fever, until you recover.
- If you need to leave your house or have someone near you, wear a medical mask to avoid infecting others.
- If you have a fever, cough and difficulty breathing, seek medical attention immediately.

The 5 Immune Boosters That Help To Keep You Healthy Amid Covid-19 Outbreak

The following food can help to boost your immune system.

- Vitamin A rich foods (Beta Carotene) help your eyes, intestine and respiratory system to be healthy. These are carrots, sweet potatoes, spinach, broccolis and red bell pepper.
- Vitamin C: this helps to stimulate the formation of antibodies. Citrus fruits (oranges, limes, lemon etc.), strawberries, red bell pepper and kiwi are all rich in vitamin C.
- Vitamin E: Foods full of vitamin E include vegetable oils, nuts seeds and avocado. There are many zinc-dependable enzymes in our body and deficiency of it has been linked with immune dysfunction. Zinc-rich foods include beans, seeds, nuts, meat, poultry and seafood.
- Protein: the specific amino acids found in protein are essential for T-cell function, which are cells that protect the body against pathogens. These include meat, poultry, seafood, eggs, beans, nuts and seeds- all have lots of protein.

These nutrients can help your immune system work most efficiently and effectively, but too much of a good thing can be harmful. Ensure you eat these nutrients in moderation and not excessively.

ADVANCED COGNITIVE PERFORMANCE (ACPS): THINKING-ABOUT-THINKING

by HPL Leads, Mrs. Olusola Oni-Afolabi and Mr. Kevin Moran

In order to be successful academically you need to acquire a repertoire of ways of thinking that enable you to make sense of information, create new thoughts and know how to approach and unscramble complex ideas.

We have known since the sixties (Bruner, 1967) that academic success comes when individuals construct understanding and meaning by linking single events together to make a pattern or schema. Thinking about how you think helps you to be a more effective thinker and problem solver.

Essential Components of Meta-thinking:

- You need to know what kinds of thinking would be useful and when to use which.
- You need to learn the basic repertoire of thinking skills.
- Thinking is about being critical/logical and also creative. It is not an 'either/or'.
- You need to monitor yourself and self-correct when it's obvious you need a different approach.
- You will learn that some ways of thinking always work well in certain circumstances – when it is a 'this' do 'this' – this is helpful but remember sometimes the unconventional is even better.
- The more you are aware of your thinking processes the more confident you become as a learner. It helps you be independent.
- The faster and more automatic you make this process the better you will do.

Remember:

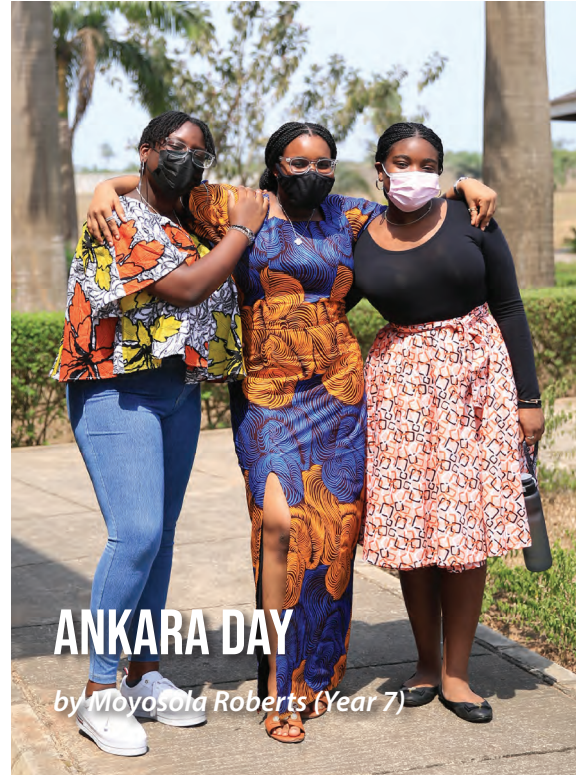
Thinking about the possible ways to think about a problem is very helpful when you are faced with a difficult task or new concept. It helps you get started.

Meta-thinking is thinking-about-thinking

- Decide what you think is the best way to tackle a problem.
- Break complex problems down into manageable chunks so you know where to start.
- Think about what you find easy and think back to previous mistakes so that you can avoid them this time.
- Be confident in your choice of approach – it's based on previous evidence of success – but be willing to change if the first approach doesn't work.
- Failure this time is not ideal but it's ok – it helps you know what to avoid next time. See it as a key part of learning. Don't be afraid of it.

What does Meta-thinking mean for you as a teacher?

- Learning the repertoire needed for advanced thinking can help students become much better, and much more independent, learners.
- We know you can teach people how to be advanced thinkers and so you should expect that all students can achieve this.
- It will take some students longer than others to identify thinking strategies and to use them independently but you can accelerate the process by pointing out the thinking approach you are suggesting for specific tasks and why.
- Students will be more confident in selecting their own approaches if you explicitly value 'having a go' as much as 'getting it right'.
- If you are looking for practical materials, lots of examples of suitable tasks can be found in the resource materials designed for gifted or more able students. You should use them with everyone.
- Regularly create tasks designed to develop the specific thinking approaches and use them in your classroom.
- Understand that research tells us that teaching thinking only works if it is done within the context of a subject. Generic thinking skills programmes have limited impact but their materials may be useful for use in your subject teaching.
- There are programmes that you might consider deploying to systematically develop specific thinking techniques e.g. P4C develops Socratic questioning.
- Meta-thinking needs to start early. Do not wait for KS2 or later.
- Even if students have not learnt this kind of thinking in primary they can catch up quickly if you focus on it in secondary.
- Talk to parents about thinking and get them to understand its importance and how to nurture it. You could even run a workshop...
- Help students to appreciate which forms of thinking are used most frequently in your subject.
- Make meta-thinking a valued habit in your class and in your department and school.



ANKARA DAY

by Moyosola Roberts (Year 7)

Ankara Day 2021 was celebrated at DWC on Friday, 5th February. It was a colourful day that had staff and students dazzling in their various African Ankara attires. With the regular lessons and COVID protocols still in place, everyone was resplendent in their nice flavours and patterns. Of particular interest were Years 7 and 8 rocking their excellent, exquisite dresses, tops and shorts filled with so many patterns. We also had the ravishing, cool Years 9 and 10 in their hot Gen Z flavour with the beautiful bucket hats, wonderful fanny packs and colourful skorts. Next were the Year 11s and the teachers looking like pop stars in their brilliant outfits.

Find some photos from the event below:





AFRICA IS NOT A COUNTRY: MY SOUTH SUDAN!

by Naomi Chukwujindu

South Sudan, also called Southern Sudan, is located in northeastern Africa. Its rich biodiversity includes lush savannas, swamplands, and rainforests that are home to many species of wildlife. Prior to 2011, South Sudan was part of Sudan, its neighbour to the north, making it the youngest country in the world! South Sudan's population, predominantly African cultures who tend to adhere to Christian or animist beliefs, was long at odds with Sudan's largely Muslim and Arab northern government. South Sudan's capital is Juba, and the country's population is currently estimated to be 8 – 10 million.

Since we do not know much about South Sudan, let's invite Kuol, a 17 year-old Sudanese boy from the Dinka tribe, to tell us more about his culture.

Wilujeng siang (Good day) everyone, I'll start off with the tribes. The ethnicity of South Sudan is richly diverse. There are 64 tribes or ethnic groups which are natives of the nascent nation. Many of these ethnic groups share common culture, very closely-linked cultural traits with intelligible languages which form distinct larger family units. I'll discuss three. Firstly, the Dinka which is where I'm from. We live in the savanna country surrounding the central swamps of the Nile Basin, primarily in South Sudan. We speak a Nilotic language. The Dinka ritualize the passage from boyhood to manhood through age-old ceremonies during which a number of boys of similar age undergo hardship together before abandoning forever the activity of milking cows, which had marked their status as children and servers of men. And guess what? We are the tallest people in the world! I stand at 7 feet myself.

Nuer are the people who live in the marsh and savanna country on both banks of the Nile River in South Sudan. The Nuer pray and sacrifice to a spirit associated with the sky but also thought to be ubiquitous, like the air. They do this to get rid of danger and misfortune, usually sickness. My friend, Nhial and her family sacrifice a ram to the

spirit every month. It is notable that the Nuer and Dinka tribes are closely related.

Lastly, the Azande tribe also called Zande, and sometimes spelled Asande, are a people of Central Africa who speak a language of the Adamawa-Ubangi branch of the Niger-Congo language family. These clans are totemic, and it is

believed that at death the body-soul, one of the two souls extant in Zande religion, becomes a totemic animal of the dead person's clan. Zande religion also focuses on ancestor worship. The traditional dietary staple of the Azande is a type of grain called eleusine.

Food! My favorite part. South Sudanese cuisine is based on grains (maize, sorghum). It uses yams, potatoes, vegetables, legumes (beans, lentils, peanuts), meat (goat, mutton, chicken and fish near the rivers and lakes), okra and fruit as well. Meat is boiled, grilled or dried. South Sudanese cuisine was influenced by Arab cuisine. My best picks are: Kisra (sorghum pancake, national dish), Mandazi (fried

pastry), Wala-wala (millet porridge), and Aseeda (sorghum porridge). Don't be shy, give them a try!

Talking about greeting, it is common to greet people with a handshake in South Sudan. It is rude not to offer your hand in a greeting. People may also pat each other on the shoulders before shaking hands, and close friends or family may embrace. Women may give three kisses on alternating cheeks when greeting people. You can as well kneel or bend down during greetings to respect people's seniority, especially if they are older than you. The common verbal greetings in Bari are

"Do pure" (Good morning), "Do parana" (Good afternoon) and "Gwon ada?" (How are you?). It is usually appropriate to address someone by their first name, unless they are an elder, teacher or religious leader. For superiors, use their title and surname. South Sudanese greetings are generally less formal than greetings between North Sudanese Muslims.



BOOK REVIEW

by Michelle Fakrogha



Looking for Alaska tells a story I did not think I'd be reading when I first picked up the book. And that's a good thing. The story is written by John Green, a man infamous for spinning teen angst into stories millions would want to read. *Looking for Alaska* is everything that trademarks John Green. We follow a boy named Miles as he goes to his father's alma mater boarding school to escape the monotony of his life. He is roommates with Chip, "The Colonel", Martin, who introduces Miles to a pranking fight between the privileged rich kids at school. Miles befriends Takumi, and Alaska (the titular character).

Looking for Alaska is a fun, upbeat story until the inevitable tragedy strikes when Alaska Young passes away in a car accident. Miles and The Colonel feel especially responsible for her death, and the rest of the book deals with them trying to figure out the circumstances in how Alaska died, and eventually finding forgiveness within themselves.

It is a tearjerker like any John Green's book, with some particularly mature and a bit of sexual themes. I found the way the characters spoke in the first half a bit annoying or that they spoke a bit too much – but later found myself wishing Miles had said the right thing to stop Alaska from dying. Everything a person does or does not do in life can be life-altering, in all the good and bad ways.

Personally, I would recommend *Looking for Alaska* to anyone looking for an interesting book to read.



HISTORY THIS WEEK

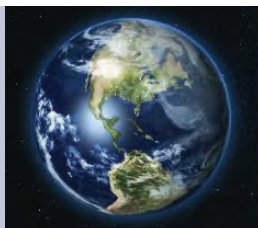
by Chizara Enelema And Chantel Esiri

14
FEB



On February 14, people around the world celebrate love and friendship by exchanging cards, flowers, and candy. Although the origins of Valentine's Day are murky, ancient Romans celebrated the feast of Lupercalia, a spring festival, on the fifteenth of February. Like so many holidays, a Christian gloss was added to the pagan fete when the holiday moved to the fourteenth of February—the saint day associated with several early Christian martyrs named Valentine.

14
FEB



On February 14, 1747 Astronomer James Bradley presented his discovery of the wobbling motion of the Earth on its axis to the Royal Society, London

15
FEB



On February 15, 1898, an explosion in Havana harbour sank the battleship USS Maine, killing 260 American seamen and precipitating the Spanish-American War, which originated in the Cuban struggle for independence from Spain.

16
FEB



In 600 A.D, on the 16th of February, Pope Gregory the Great decreed saying "God bless You" is the correct response to a sneeze.

17
FEB



February 17th, 1461: Wars of the Roses: Second Battle of St Albans - Lancastrian army defeated Yorkists and recaptured King Henry VI.

18
FEB



February 18th, 1930 - The planet Pluto was discovered by Clyde Tombaugh. The discovery was made as a result of photographs taken in January 1930.

19
FEB



February 19th, 1878 - Thomas Alva Edison patented a music player (the phonograph).

20
FEB



February 20th, 1809 - The U.S. Supreme Court ruled the power of the federal government was greater than that of any individual state.

COMPUTING AND CODING

by Mr. Kevin Moran – Curriculum Leader, Mathematics and ICT

"Everybody should learn to program a computer because it teaches you how to think"
– Steve Jobs (co-founder of Apple)

This quote from Steve Jobs is one of my favourites because it encapsulates why we teach Computer Science, and in particular, Computer Programming, in schools. It is not because all



pupils will go on to be software developers or create the next Facebook, although some may well do this. We teach Programming because learning to think and make decisions, are skills we need for the 21st century.

We often think of coding as a way of communicating with a computer, and of course it is, but

more importantly, it forces us to communicate what we are thinking in an unambiguous and meaningful way. When we use a computer to find the first triangle number with 500 divisors, we do not care that the answer is 76,576,500. The answer is a means of checking that the logical steps we have taken to arrive at this solution are correct. We may marvel at the raw computing power that allows the computer to perform the millions of necessary calculations in 254 milliseconds to arrive at this answer, but the real marvel is the human ingenuity that built this machine, and the ability of the programmer to work out the instructions to arrive at this solution.

At Day Waterman College, we have been developing our curriculum to increase the number of lessons in Computing and using these lessons to include computational thinking and computer programming. We also offer an IGCSE in Computer Science. If you are interested in learning to code or want to take your learning to the next level, The Hour of Code (hourofcode.com) is an excellent website for all ages. Older pupils who already have the rudiments of code and have a passion for Mathematics and Computational thinking may enjoy the challenges presented by the Euler project (projecteuler.net).

WE ARE NOT PEOPLE

by Tijesuni Olowogoroye (Year 11)

*It seems we are not humans or people too
We are sixty, they are twenty-two
And they are thousands or more whose blood
were spilt
Who had knives or swords buried in them all
the way to the hilt
The millions who lost their lives to a brutal
fight
The billions who were stolen in the middle of
the night
Who are lost and incapable of being found
Who are buried over six feet underground
Who had desires so pure and naive in ways
only people can
But it seems in the world plan
We were never people, just a number
For you to count and calculate and say "Oh!
what a bummer"
We have been shot, killed for unjust reasons
But we are forgotten with the seasons
Yet you remember every king who yelled
treason
And the dictators that built our prisons and
painted our street crimson
To you we are a number, we are not people
And you chose to remember us like an ordinary
black beetle*

BE UNITED

by Oluwatimilehin Salami (Year 8)

*He threw our punches
But we missed the target
A riot is the language of the unheard
So please listen*

*He spoke out with his voice in handcuffs
But the world heard his echo years later
An eye for eye only ends up making the world
blind
So let's look through the same lens to see the
same star*

*He spoke truth and life
But they looked at him as stupid
Resentment is like drinking poison and hoping
it will kill your enemies
Let us not poison ourselves*

*I want a world of peace
Love and smiles.
I want a world of them
Peace & Unity*

AMERICAN MATHEMATICS COMPETITION [AMC] 2019 MEDALISTS

by Mr. Ezekiel Olatunbosun- Mathematics Teacher

We are pleased to inform you that Day Waterman College students have done it again in the American Mathematics Competition (AMC) as twelve of our KS3 and KS4 students won medals. This contest was written on 12th November 2019 but the result was delayed due to Covid 19. This

implies that all these students were in KS3 last session. Our students participated in the 2021 edition of AMC and we await the results.

Below is the list of AMC medalists for the 2019 edition:

SN	First Name	Surname	Year Group	Medal	Other Award
1	Olisa	Nwogugu	10	Gold	Certificate of merit
2	Chiemerie	Chibundu	10	Silver	Certificate of merit
3	Oluwatomi	Fabamigbe	10	Bronze	Certificate of merit
4	Naomi	Chukwujindu	10	Bronze	Certificate of merit
5	Valerie	Chiege	10	Bronze	Certificate of merit
6	Ikenna	Nwafor	10	Bronze	Certificate of merit
7	Oluwaseyitimofo	Anthony-Sawyer	10	Bronze	Certificate of merit
8	Oluwajomiloju	Ogunbiyi	9	Bronze	Certificate of merit
9	Moshood	Abiola Peller	9	Bronze	Certificate of merit
10	Adrian	Agumagu	8	Bronze	Certificate of merit
11	Ebubechi	Odigbo	8	Bronze	Certificate of merit
12	Titilola	Ogunnaike	8	Bronze	Certificate of merit

USING HOMOPHONES CORRECTLY

by Christiana Emmanuel – Learning Support Coordinator

A **homophone** can be defined as a word that, when pronounced, sounds similar to another word, but has a different spelling, origin and meaning. For example, the words "bear" and "bare" are similar in pronunciation, but are different in spelling, origin and meaning. Understanding homophones is an essential part of mastering the English language, both for vocabulary building and spelling.

Homophones can create problems when one of the spellings is not very commonly used. For example, the conjunction, **but** is so much more common than its noun homophone **butt** that when you hear a word with this sound you are likely to think that the speaker means the conjunction, **but**. However, it is worth remembering that the less common homophones can crop up in sentences from time to time; therefore, you need a mastery of homophones to be able to write accurately.

Below are examples of homophones in sentences:

Four – For

- The clock struck **four**.
- I bought John some sweets **for** his birthday.

Eight – Ate

- There were only **eight** days left until Christmas.
- We **ate** dinner together, then went home.

Cereal – Serial

- My favourite **cereal** is cornflakes.
- The **serial** killer loved watching serials on TV!

Meat – Meet

- The hotel guests got food poisoning because the **meat** wasn't cooked properly.
- I'm going to **meet** my friend at the train station this evening.

Maize – Maze

- It is common for manufacturers to use **maize** as an ingredient in many processed foods.
- Chatsworth House has a **maze** that is made up of a network of paths and hedges.

Steal – Steel

- If you **steal** goods from a shop, this is called "shoplifting".
- The new art museum is made entirely of glass and **steel**.

Buy – By

- I will **buy** a book at the store.
- We walked **by** the school.

Cent – scent – sent

- I need one more **cent** to buy the game.
- The room has a fresh **scent**.
- She **sent** me a letter.

So, when next you write, always check if you have written **where** in place of **were** or **allowed** in place of **aloud**! Remember to ask yourself: 'Did I write right?'