



HPL ART COMPETITION

by the Art Department

To promote the novel HPL culture of the school, the Art Department organised an HPL Art Competition which took place at the DWC gazebo on the 29th of May 2021. The programme started at about 1pm after the students had their lunch.

The HPL logos were on display for students to draw inspiration from and two still-life compositions, one of which comprised musical instruments while the other comprised fruits, plastic containers, and bottles.

The Years 7 and 8 were the first set of students to arrive at the venue to start drawing and painting. The other year groups joined afterwards.

The students had a nice time to express themselves through drawings, paintings, and to socialize. Also, members of the SLT were around to see students works and to encourage them. Some teachers from the Art Department were available as well to give a helping hand, to monitor activities and to enforce the COVID 19 protocol.

At the end of the competition, the following people emerged as the winners. They are:

KS3 Category

1. Esther Fakunle (Year 8) – 1st
2. Mojisola Rufai (Year 8) – 2nd
3. Alex Iyiegbu (Year 7) – 3rd

KS4 Category

1. Adanna Kazie (Year 10) – 1st
2. Tanitoluwa Ogundele (Year 10) – 2nd

Drawing Competition

1. Esther Fakunle (Year 8) – 1st
2. Abiel Yunusa (Year 7) – 2nd
3. Ezra Anosike (Year 7) – 3rd

KS3 Category

1st Position – Esther Fakunle produced a mixed media painting of a girl deeply in thought with one hand covering half of her face, probably thinking of the HPL concepts which surrounded her.

2nd Position – Mojisola Rufai produced a graphic design with a book that radiates the HPL concepts.

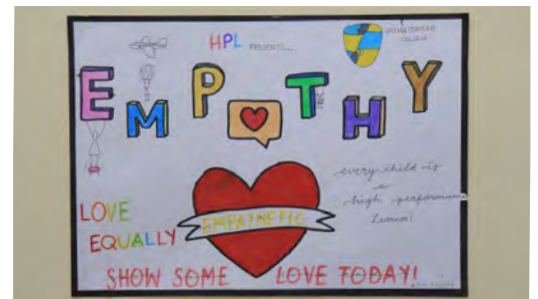
3rd Position – Alex Iyiegbu created a unique graphic design piece that depicts a boy ascending a hill with the HPL logo of hard working clearly represented in the design. This design has attachments with several messages.

KS4 Category

1st Position – Adanna Kazie combined LINKING and META -THINKING in an abstract painting. The simplicity and colour choice show her high level of creating and analysing.

2nd Position – Tanitoluwa Ogundele produced a painting that depicts the shape of a heart with letter E that stands for Empathetic. Stick-man figures were adopted to depict people helping one another to a greater height.

In general, the students were able to produce great art pieces that will be used to adorn the walls of our classrooms and corridors. This is to further entrench the HPL concept in the minds of the students and as part of our culture at DWC.



INTERVIEW WITH DR. SOTANDE

by Mira Anosike and Oluwajomiloju Ogunbiyi

This is an interview with with the DWC doctor, about his experience as a doctor.

Dr. Salmon Sotande is a young medical doctor, certified fitness trainer and an obesity and weight loss exercise specialist. He is from Ogun state, Nigeria. His Hobbies include fitness and reading and he is happily married. He considers himself as a "fashionista".



How is the quality of accommodation provided you on the Day Waterman compound?

Top-notch! I wasn't expecting to receive such an offer as a young medical doctor, being accommodated like a consultant. I am so impressed with the 24-hour electricity, free wifi, and so on.

What is your opinion on the gradual ease into our normal Day Waterman lifestyle (students being allowed to remove their face masks, and the likes)?

That is the normal thing to do, in my opinion. It is safe as the state of Covid-19 has reduced in Nigeria. There hasn't even been any positive case since resumption after thoroughly testing each student not less than twice.

What type of doctor are you specifically?

I'm the kind of doctor that specializes in health and fitness in sports. That's what I love because I believe it's good to do what you love in life.

How will you describe your general relationship with the students?

I am very fond of everyone, not just the students. Most of the students are very calm. However, I try to relate with everyone equally.

About how many students do you treat in a day?

An average of about 10 students a day. The nurses handle the minor cases, while I handle the major, serious cases.

What is your routine on a daily basis?

I have a specific routine I follow for the past few years. Waking up at 4.30am, I pray till about 6.00am; then go to the gym before preparing for work. My resumption time is 8.00am and closing is 9pm. Saturdays are my days off when I attend to other aspects of life.

What is the necessity of exercise to health?

Exercise increases lifespan-a new study found that fitness enthusiasts have 27% lower risk of premature death. Again, there are decreased chances of cardiovascular diseases; the risk of cancer is reduced; it helps weight loss;

reduces blood pressure and depression; improves digestion and helps one to have a good sleep, amongst other benefits.

What is your advice to members of the DWC community concerning exercise?

The students engage in physical activities regularly, so they are good to go. For staff, the least you can do for your health is to abide by the World Health Organisation's recommendation for exercise which is at least thirty minutes of brisk walk daily, five times a week. By doing that, you would have achieved the 10,000 recommended daily steps. To achieve the maximum benefits, of exercise, then you need to push yourself beyond. Do more of aerobics exercises such as walking, jogging or swimming and stay consistent. Five minutes exercise is better than zero exercise!

What are your hobbies during the holidays?

During the holidays, I try to focus on my other businesses such as designing clothes and training people to be fit. Reading books is another hobby I relish. Ultimately, I like to consider myself as an influencer in my own way.

After Day Waterman College, what do you plan to do in the future?

My plan after DWC would be to fulfil my ambition of becoming a professional in my desired speciality.

REFLECTIONS ON MY YEAR AS HEAD BOY

by Oluwagbemiga Salu

When the results of the 2020 Prefectship election were announced, I was elated. It was an honour to be elected by the school and a privilege to have



been placed alongside such a dynamic cohort of student leaders. The future seemed bright and we were all brimming with ideas on how to make the school a better place. The initial excitement of winning had quickly turned into fervor that we transferred into

our jobs as prefects. However, our plans were abruptly halted due to the Coronavirus outbreak early last year that quickly sprawled into a global pandemic. While I do believe that the quarantine period was for the safety of everyone, I cannot help but think about the negative effect it had on me and the other prefects. It had placed a massive wrench on our opportunities to serve. Even though efforts were made to connect to the school remotely, I felt that I would not be able to live up to the voters' expectations for a Head Boy.

Nevertheless, the eventual return to campus brought with it a glimmer of hope, but I never foresaw how the numerous COVID-19 restrictions – put in place for the school's safety, undoubtedly – would impact the prefects' plans for events and student interaction. It was at this point that I began to fully understand and appreciate the diligence and persistence of the prefects I worked with. Everyone did their part in ensuring that our lives at DWC felt as normal and enjoyable as they could within the circumstances. I particularly enjoyed how Ikenna and Shalom took the energy of assemblies and injected it into a virtual space. Furthermore, I am extremely proud of how the entire team of prefects worked tirelessly to bring enjoyable events and experiences to the school community. I had an amazing partner in Chantel Esiri, who served as Head Girl with skill and grace. My job as Head Boy may not have been easy, but I could not have asked for a better group. They all made leadership for me challenging but immensely rewarding.

This past year, I also learnt that leadership comes in different forms as I witnessed different members of the DWC community step up to do their part in ensuring a safe and conducive environment. It may have been challenging, but everyone did their best in adhering to protocols. From this, I found that you do not need to be in an official post to act as a leader: being able to act in the interest of others and considering their needs is what makes a true leader. I might have been the Head Boy, but indeed, everyone displayed leadership qualities this year – in ways both big and small.

Not all of my ideas could have been implemented this year, but I am eternally grateful for the opportunity to serve the school in such a capacity, and I applaud the efforts of everyone I worked with – prefect or not. As I prepare to graduate and leave Day Waterman College, I remain confident in the students you have chosen to be your next leaders, their zeal is already very apparent only days into their tenure.

Day Waterman is in excellent hands!

ONLINE ENTRANCE EXAMINATION
2021/2022 ACADEMIC SESSION
ADMISSION INTO YEARS 7-10
IS ONGOING!

Please contact the Admissions Department to book a date

Patience – 0805 869 8081
Joy – 0815 729 2912
Christy – 0805 869 8071

For further enquiries, please
e-mail – admissions@dwc.org.ng
visit our website – www.dwc.org.ng

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RUSTED COINS SCHOOL PLAY: A BRIEF REVIEW

by Silver Ojieson (Ph.D.), Teacher of IGCSE Drama/Playwright and Director

RUSTED COINS is a play performed by Year 10 Drama students, supported by other talents from Years 8 to 10. With the resplendent aesthetics of the set, costume, lighting and sound, the audience were able to easily interpret the play while the Year 10 Drama students were reminded of the main aspects of Drama IGCSE Component 2 coursework in which Acting, Designing and Directing would be assessed for the 60% statutory content of their examinations. The play was performed before the school audience on 31st May, 2021.

Thought-provoking and didactic, the drama sought to condemn the heinous act

of sexual abuse prevalent in our modern-day society. As the story unfolded, sexual abuse led to Post Traumatic Stress Disorder, intense anger, revenge, and ultimately, ... a bloodbath!

Undeniably, such an excellent piece of theatre was made possible through the arduous work of Dr. Silver Ojieson, the playwright and director as well as the cooperation and assiduousness of the entire cast and crew. We, therefore, celebrate Dr. Ojieson, the Year 10 students, staff and other students who made this performance a huge success!



WORD OF THE WEEK

by Maryam Modibbo (Year 7)

Imminent (adjective) /'ɪmɪnənt/

1. About to happen. Ready to take place.
Happening soon

"They were in imminent danger of being kidnapped."

2. Overhanging.

"He was faced with imminent death."

Antonym: remote

Synonyms: impending, at hand, close, near, approaching

EVENTS AROUND US

by Adrian Agumagu (Year 8); Moyosola Roberts and Zara Okoye (Year 7)

NIGERIA NEWS

- Nigerian economic growth has resumed after the COVID shock but is lagging the rest of sub-Saharan Africa, with food inflation, heightened insecurity and stalled reforms slowing growth and increasing poverty, the World Bank said.
- Nigeria may not see another Democracy Day and may not remain as one nation if it fails to operate a decentralised system of government, Nobel Laureate, Professor Wole Soyinka, warned.
- Actor Olanrewaju Omiyinka popularly known as Baba Ijesha, will be arraigned at the Magistrate Court 1, Yaba, on June 16, by 9am.

US NEWS

- Three people were killed and four others were injured in a shooting in St. Louis, authorities said.
- With nearly 150 million Americans fully vaccinated, some hospitals are now reporting zero Covid-19 patients for the first time since the beginning of the pandemic, marking a milestone in the fight against Covid-19 and lifting a weight off the shoulders of health care professionals who have dealt with the virus on the front lines.
- A tornado that swept through Chicago's western suburbs, damaging more than 100 homes and injuring several people, was packing 140 mph (225 kph) winds when it hit the heavily populated area, the National Weather Service said.

COVID-19 UPDATES

- The Covid 19 virus continues to grow as the United States surpasses 600,000 covid-19 deaths.
- Covid-19 cases around the world are around 177 million accompanied with 3.82 million Covid 19 deaths. However, more than 2.42 billion doses have been administered around the world.
- Covid-19 is still around in Nigeria with over 167 thousand cases reported with over 2 thousand deaths. Luckily 164 thousand people recovered.
- WHO has recently approved China's Sisonac vaccine for covid-19 treatment while Nigeria's vaccine program has been considered the best in Africa. Meanwhile, the new Nigerian related Covid-19 variant, B.1.525, has been reportedly found in India.

A REVIEW OF THE 2021 EASTER CAMP

by Nnamno Onuoha,
Outgone Academic Prefect (male)

The 2020/21 academic session was one that faced many challenges ranging from in-school COVID-19 restrictions to online learning. However, each Year 11 student was able to successfully persevere through these perilous times and perform at the peak of their abilities during each of their designated mock examinations in preparation for the upcoming IGCSE.



The Easter Camp was an eight-day study period for outgoing Year 11 students who were studying for IGCSE exams. Each student received the rigorous training they needed to pass their exams in five two-hour lessons a day. There was little time for us students to engage in some form of leisure activities, but it was undeniably necessary.

Having begun on the 10th of April, the Easter Camp ended on the 18th of the same month, and students were expected to attend their classes as soon as they arrived because there was no time to waste with the limited time we had. The following classes were taught:

- Mathematics
- English language
- English literature
- History
- Geography
- Religious education
- Economics
- Sociology
- ICT
- Design and technology
- Modern foreign languages
- Chemistry
- Physics
- Biology
- Business studies
- Music
- Drama
- Life skills

Students were initially hesitant to attend classes because they thought they were too long and would leave them with little time to have fun; however, they soon realized that the classes were creative and exciting enough to compensate for lost leisure time. These courses honed our awareness and comprehension of difficult topics and prepared us to address clinical questions.

I believe that the Easter Camp in 2021 was beneficial to those who attended, and adequately prepared them for their May exams.

Future Easter Camps, in my opinion, require minimal changes. Apart from the addition of more leisure time, I believe the Easter camp is near-perfect.



by Obianuju Duru (Year 11)

The Duke of Edinburgh experience began on Friday, the 28th of May in the latter half of the day, several hours after the week's examinations had come to a close. Though school life for the junior students seemed to be on a normal pace, the Year 11s were about to commence a whole new adventure.

After necessary preparations, the Year 11s headed to the Multipurpose Hall where the camp was to take place rather than an actual camp in the open because of security reasons. It was understandable as many compromises had to be made due to the COVID-19 pandemic coupled with the recent increase in kidnappings and insecurity in Nigeria. After majority of the students had settled, we were welcomed and briefed by the camp supervisor, Mr. Paul Bode, who was to look over the activities of the camp over the next three days, which were all planned out by our assessor, Mr. Ajibola Awosola.

Next, we were divided into groups of 17 making 4 groups in total, all made in a random order, which compelled everyone to fully socialise even with their year mates they would ordinarily not socialise with. Afterwards, we were given our first task as a team to create a group name, which was interesting and hilarious hearing the various team names we all came up with such as: The Club House, Invincible, In Scammers we Trust, 419 and so on. We were also asked to come up with a group theme song which followed the topics that each of us chose, namely: land, water, security or health & safety. After a while of deliberation, each group had to perform their theme song to the others. It was amazing seeing each group bring their own style to the table, displaying great imagination, originality, and teamwork. I loved the fact that each group could create their own songs, be

it grime or pop within minutes and be able to coordinate themselves to perform it on a stage.

More interestingly, we had an online session where we were taught how to communicate extensively with the walkie-talkie. Again, we had a refresher course on Red Cross which we had completed in our former outing. Above all, we learnt how to calculate distance covered on foot and how to use the compass in reading location that is to be covered to know where we are at every point in time.

Other fun activities included a large slumber party for each gender: while the boys watched a movie till they eventually slept off, the girls played some old-fashioned games and talked till they fell asleep; a ten-kilometre walk within the school premises; a mental task on the betterment of life in Nigeria as a whole, which bordered on preparing PowerPoints on given topics; there were also friendly matches in various sports such as basketball, badminton, and table tennis as well as a cooking competition where familiar ingredients were provided but traditional cooking utensils were given in place of the modern ones. Charcoal was our fuel, and those who couldn't make their fire quickly were tagged 'Ajebo'. Finally, we watched the football match of Chelsea FC versus Manchester City FC.

The DofE experience, starting from 2019, taught us all a lot and is something that one must experience because their secondary school experience would not have been lived to the fullest without it. Not only did we have to learn or nurture a skill and sport of our choice, we also gained survival instincts, tenacity, inner strength, traditional life style, great bonding and socializing.



SHORT STORY SERIES

by the Department of English

Every child is a star glittering with abundant talents while writing, the ability to perceive nature, observe events, concentrate on human relationships as well as human nature and convey them with flowery language is an ability highly relevant in the contemporary world; therefore, Day Waterman College is focused on creating endless platforms through which these skills will blossom; hence, the maiden Day Waterman Writing Competition.

The competition commenced with entries from students in Years 7 to 10, after which the best writer in each class proceeded to the finals. Expectedly, the race for gold was fierce as the contestants unleashed the scribe in them, but after series of evaluations, seven winners emerged; namely: Valerie Chiege (1st), Edidiong Cornel (2nd), Naomi Chukwujindu (2nd), Oluwasenu Adeyemi (3rd), Jadesola Okunnubi (3rd), Ngozi Onyecholem (4th; The Best Writer in Year 8) and Sarah Afuwape (4th; The Best Writer in Year 7).

In the next six series of the newsletter, we shall be featuring the entertaining as well as compelling essays of our winners having published the best essay in the last edition.

Have a read of the story of one of the second position holders:

The Prize

By Edidiong Cornel (Year 10)

I am Christian. I am black. I am deserving.

Today, I wake up to the hum of birds chirping and little sun rays dancing through the window. On my white covered bed, I notice my calendar, which reads '13th March 2020'. "Oh my goodness!" I shout as I jump out of bed. Today is the day- the day I, Adesua Phillips, will receive the prize of being the first black woman to win a medical Nobel Prize. Today is my day. God has brought me this far and I can only pray He will continue to fight for me.

After my slightly rushed prayers and worship, I do my morning routine: shower, brush my teeth and eat. A few minutes after dressing up, I stare at myself in the mirror. My suit pokes and prods me in unsuspecting areas and I am itchy. As I gaze into the dark brown eyes in the mirror I'm not too sure I know who is looking back at me. What I see is a gorgeous dark-skinned twenty-one-year-old, glowing in her black pant suit; she looks strong and brave and bold with an electric smile that warms her heart. I have never felt this way: important. It is a good feeling that takes my breath away. I look and feel worthy.

Then I wake up, with reality slapping me in the face.

'Stupid beautiful-nightmare,' I think as I wipe my tired eyes. It was all a dream. Lies. Hesitantly, I get up from my bed and go to shower. The hot water slams into my face and forces me fully awake. This is no time for staring into a non-existent future, I think, as I towel off my

curly dark hair. This is time for work.

Stepping out of my tiny broom-closet of an apartment, all I see is white. Heaps of snow falling all around me with each flake having an intricate and unique design. It's cold. I run back inside to grab a coat: it is big, brown and fluffy. It seems like nothing is going my way today, I think as I sneeze: "Atchoo! Atchoo!" I'm going to wake up the whole neighborhood at this rate. Pedaling to the cancer research facility I work in, my brain is working almost sporadically. I think of the various cancer cells and how each one is unique like snowflakes- the way they invade your body and hold you captive. Suddenly, all the white around me starts to resemble cancer cells. It just keeps spreading.

At work, I put on my oversized lab coat and pray internally. "God, thank you for this new day. Thank you for life. Thank you for health. Please continue to stay with me as I work, and enlighten me to the secrets of this world. May they continue to unravel under my microscope." Here at the 'United Kingdom's Research Facility', I must make a difference in the medical world, even if it is just a minuscule one.

With my newly reawakened enthusiasm, I burst through the lab doors and grab a seat – this is going to be a long day. When the wall clock reads '10:00pm' I go home and take a long, long nap.

Before I know it, a pattern is created. The cycle continues for days, weeks, years and I continue to gain and gain

and gain knowledge and confidence. I walk into work every day telling God- 'This is the day I figure out cancer', 'this is the day I make my impact', 'today is my day'. And so it is.

Excitement bubbles through my veins as I feel the reality of what I just figure out. I write down pages and pages of the formula for the cure in my notebook. This is it: 'Eureka!' I scream-shout as I run around the lab. I receive curious glances from my colleagues as they watch me dance like a woman who is possessed. The overwhelming feeling brings tears to my eyes and I sob furiously on the ground. Thank you, God, thank you, thank you. It seems I cannot say the words enough: 'I just had a breakthrough,' I say, wiping the tears away. I tell my colleagues all the details: sodium phosphate solution mixed with zinc nobium can catalyse a series of ricochettes.

I still remember the dream I had eleven years ago of me standing on a podium in front of thousands of eyes; brave and strong. I recall the dream like it is yesterday. It seems God had given me a prophecy. It all seemed so far but now that dream stands in front of me and is my reality. Now I am staring at the award on my shelf, glittering in the light.

This is what I have earned. The prize.



AFRICA IS NOT A CONTINENT NDALI THE NAMIBIAN

by Naomi Chukwujindu (Year 10)

Interviewer: Ndali! How are you?

Ndali: Wa uhala po, ehee, ondi li nawa tangi unene. (Good afternoon. Yes, I am well. Thank you.)

I: Ndali, would you like to tell us a little bit about where you're from?

N: Of course! I come from the virtuous Republik van Namibië. Located on the southwestern coast of Africa. It is bordered by Angola to the north, Zambia to the northeast, Botswana to the east, South Africa to the southeast and south, and the Atlantic Ocean to the west. My country is undeniably stunning, blessed with uncountable orange dessert dunes, ancient canyons, vast savannas bustling with wildlife and enormous mountains that kiss the blue sky. It is truly a place to be! 2.945 million people reside here, the overwhelming majority, about 94%, being black.

I: Can you tell me more about your people and tribes?

N: Okay. There are about four main tribes in Namibia. Firstly, there are the San people. The San, direct descendants of Stone Age inhabitants, have a legacy spanning many centuries across large parts of southern and eastern Africa. Rock art dating back thousands of years in some cases stand testament to the very enduring power of the San people. Secondly, there is the great Nama tribe; they are pastoralist, people who farm cattle and sheep. Extolled as fearsome fighters in precolonial times, they routinely fought wars with the neighbouring Herero over fertile grazing grounds dotted across parts of central Namibia. A dark stain on the country's history marks the Nama's second uprising which resulted in a mass genocide executed by German forces and a devastating loss of land for the pastoralists in the early 20th century.

Moving on to the Damara. The Damara are descended from southwestern Africa hunter-gatherers. Nonetheless, their modern-day history has seen them not only as pastoralists but as agriculturalists and skilled copper-smiths, too. The first prime minister of Namibia and his immediate successor were both Damara. Lastly, the Herero

are arguably the most culturally recognizable in Namibia with their women known for their bright and colorful ankle-length dresses, high necklines, tight bodices, and long puffed sleeves. Adapted from European fashion in the Victorian Period, the style of the dress is now regarded as a cultural tradition and worn with a cloth headdress,

pointed on either side, meant to symbolize cattle horns.



I: Impressive! Are there any special festivals held by Namibians?

N: Yes there are. Annually, my people celebrate a festival called the Windhoek Carnival. People often throw candy into the streets during the parade and it is also filled with music, festive dances, and guess what? A masked ball! It lasts for over two weeks-April every year. There are many more exciting festivals such as Kuste Karneval, Heroes' Day (Maharero Day) and Oktoberfest.

I: At this rate, I may just pay a visit, but lastly, what is your favorite traditional food?

N: Wow! There are too many to pick just one favorite so I'll tell you a few. Oshithima is a gluten-free porridge made from pearl millet flour. In some areas, people prefer it mixed with both Mahangu and millie/



maize flour. Oodhingu is a Namibian delicacy, initially a method of storing meat when refrigeration did not exist in the country. Oodhingu can be made of a range of fresh meats, cut into long strips, hung out in the sun until visibly dry. It is seasoned heavily when dry. I know it sounds weird but one of my favorites is the mopane worms. Caterpillars are found and collected from mopane trees during the rainy seasons, hence the name mopane worms. They are an exotic and crispy delicacy.

I: I doubt I'm willing to try that.

N: I agree it's not for everyone!

I: Thank you for the wonderful interview.

N: Oshi li nawa.

MULTI PLAN ESSAY

by Michelle Fakrogha (Academic Prefect; Female)



First Multi Plan Consultants arranged an essay writing competition for secondary school students in Nigeria. The essay title was 'The Impact of Covid on my Learning.' Well over 100 entries were received and Michelle Fakrogha's essay below came second. Please, do enjoy reading this thoughtful, reflective and sensitive piece of writing. Huge congratulations to Michelle.

Even though I was on the luckier side (still continuing school online), Covid-19 decimated the little work ethic I possessed. Despite my original enthusiasm at school shutting down for the foreseeable future, the school experience I endured was vastly unsatisfying, unappealing and uninteresting. At first, I was exhilarated – no school, no issues; yet the problems and stress piled even higher in online school. If I had one wish, it would be that the pandemic never occurred. The global pandemic reduced my desire to study hard as the information was only a simple click away; there was no reason to learn or pay attention when I could do everything with ease. Why work hard when the internet could do it for you?

For me, Covid-19 had been a blessing in disguise. Conveniently, as if God was looking down at my plight, the pandemic began during my exam period that I felt vastly underprepared for. Our principal had announced that our boarding school would close, and we would go home. My year mates had cried tears of joy, while our seniors had sobbed at the loss of their graduation, and that all their studying would not pay off. Luck had been on my side – I was not part of the 166,191+ cases of Covid-19 in Nigeria according to the JHU CSSE Covid-19 Data nor had I missed any important, life-changing events such as graduation or my first year in a new school. Everything was perfect until quarantine struck; perilsome boredom consumed me and many others – school lost its lustre, and I longed to stay in bed instead of going to school. Being at home provided an environment for the parasitic feelings of “I do not have the energy to learn” to foster and grow stronger.

For me, Covid-19 became a monster. On, March 30th (according to Aljazeera), Nigeria announced a nationwide lockdown. To many, this meant death. To me, this meant online school. Online school changed the way I viewed learning: before, it had been serious and important – now, going to school had become a gag of sorts. A joke. Instead of four physical brick walls, an app called Microsoft Teams would become my new school. On the first day, my internet expired. I missed two periods before it started working again. And I had to quickly get acclimated to the new experience of online school, learning how to navigate the app and still producing good test results. Teachers expected perfection and the utmost effort, but it was hard to learn or to attend lessons when internet issues arose. A mic will not work,

the internet is too slow, the files are too big to send. According to Potomac.edu, about 1 in every 4 students claim they learn better via online classes. This means that about 3 in 4 students still prefer physical school – I can cheerfully confirm that I am one of them. Covid-19, which had initially been a “joy” had evanesced and become a leech to my happiness. Covid-19's impact had been overwhelmingly negative: making it far more difficult to ask questions, pay attention to the class and do assignments on time.

Quarantine brought me a lot of free time. In school, my time was sectioned into portions – breakfast, first class, second class, activities and so on – but at home, I had the control over my day. It created the illusion of having so much free time that I could postpone my work, procrastinate, and nothing would happen. Covid-19 encouraged me to procrastinate; between my friends and I, we used to laugh at our growing homework (and our teachers gave us a lot) and how we were not doing them. It was no longer funny when I had to spend long nights slaving over my homework. Managing online school requires a prominent level of self-discipline and self-motivation to section your time into practical portions: this is a skill I have not yet fully mastered, and many others have not yet achieved an elevated level of self-discipline. According to freedominthought.com, “To change the habit, the individual, the environment, or both have to change, and that's why self-discipline is so hard.” In school, the environment to learn was ideal and prompted me to do my work on time. At home, distractions polluted my environment which made my learning experience much more unpleasant, distasteful, and repulsive to me.

Without people to encourage me to work hard and achieve success, online school became an unlikable part of my day. I had gotten used to online school, learnt how to navigate group works, pass online exams, and complete my work on time. I finished my Year 9 at home. At that moment, I knew Covid-19 would negatively influence the rest of my experience at my school, as Year 10 is an especially important year: contest for prefect position, transition season and mock exams. When my school presented the opportunity to return in a hybrid learning style, I accepted wholeheartedly. I do a lot of “physical” and handy subjects like drama which lack their appeal online – going physical would improve my learning experience. Additionally, online learning

drastically reduced my peer-to-peer interaction – something I had taken for granted. The website owlcation.com claims that: “Businesses often tell university faculty that they wish that graduating students had better interpersonal skills. They say it is crucial to their success in their careers.” Covid-19 stopped me from developing my practical people skills as online school decimated the use of group work, presentations, and speeches. For my future, I would have to battle Covid-19 and return to my traditional learning style, which proved best for me. However, making the change from a year-long of lazing at home to life at school proved to be difficult.

Underprepared is the only way I could describe my experience back at school. Suddenly, I had to walk to each of my classes instead of simply changing my desktop window. I had to write in books instead of easily typing my work online. Physical school brought back the struggle of school which I had not missed, but found I needed. If I wanted to improve on myself, this was a “sacrifice” I would have to make, after all: owlcation.com states “Motivation is a skill that cannot be developed when students are allowed to complete tasks at their own leisure.” Leisure had taken over my schedule, and it had to end. In the future, I will need to complete tasks in a specific amount of time and under pressure, and school is the only way to practise this skill. At school, I felt like a guinea pig. Students still online asked about the state of school; we had to wear masks constantly, sit on a table with only one other person and the brunt of class work fell onto our shoulders, as our online mates constantly had excuses on why they could not speak in class.

My first exam season in physical school during Covid-19 was riveting, fascinating and captivating in an unfair sort of way. I was at a disadvantage to my peers: they had no need to memorize or understand their courses as cheating is much simpler, and much more tempting online. “Students taking a test or quiz online do not have to worry about a professor catching them cheating” according to owlcation.com. Is this the way to learn? I disagreed and came to physical school to try and reuse rusty exam skills. The assessments were hard, and the sleepless nights were long, but I felt refreshed and proud of my efforts after. Covid-19 had made my school experience feel cheap and simple; coming back to physical school had given me the sensation

MULTI PLAN ESSAY *(cont'd)*

I had missed: pride in my achievements and successes.

Luckily, my vengeance came in the form of second term: it was mandatory for the school students to return to school and exercise the Covid protocols. My mates struggled with acclimating to school life after a year of quarantine and I understood their plight as it is a hard transition from ease and tranquility to an environment that promotes arduous work and lots of effort. For a moment, school could go on as normal, as if Covid-19 had packed its heavy bags and left. Regrettably, we had a coronavirus breakout soon into the term. Students were forced into lockdown for two weeks, sharing one measly bar of internet. Poor internet brought my learning to a standstill, as we were expected to do online school while in our boarding rooms; the internet could not sustain us all. On universityworldnews.com, Mr. Lai Oso, a professor of mass communications at Lagos State University said that, "Many people are disadvantaged in terms of the poor infrastructure that we have in the country;". Although I am not nearly as disadvantaged and underprivileged as my peers, for the briefest moment in time my education came to a halt because poor

infrastructure and Covid-19 decided I should no longer learn. Still, we persevered, wrote our exams, and somehow contested for prefect positions completely online.

I believe that at the beginning, Covid-19 supplied an escape from my responsibilities and assignments which led to them swiftly start piling up – school had become a chore. My learning experience hit a roadblock as I no longer had others reminding me that I had work to complete, almost as if I had become an adult in less than a week. Some of my subjects lost their appeal as online school could not properly coordinate them; isolation from my peers grew and my resolve to work lessened. It took returning to physical school and reminders from my friends to do my work to stay above the rising water of failure. Covid-19 stunted my work ethic, but eventually led to a rapid rise in my desire to learn as I had to motivate myself and learn self-discipline, a skill I consider essential in life. Covid-19 made my learning experience more difficult than it should have been, teaching me resilience and self-reliance.

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A REVIEW OF THE DWC ECO-WALK, 2021

by Ngozi Onyeacholem (Year 8)

On Saturday 5th of June, we eco-warriors in collaboration with the Humanities Department carried out an ecosystem programme to celebrate World Environmental Day. The theme for this year was 'Reimagine. Recreate. Restore' and with Pakistan as our host country this year, its official celebrations called for urgent action to revive our damaged ecosystems.

Ecosystem restoration is a global undertaking at massive scale. It means bringing back plants and animals from the brink of extinction, from the peaks of mountains to the depths of the sea - so that people have access to food, clean water and jobs. But it could also mean everyday actions everyone can do, such as growing our gardens, greening our cities and picking up trash.

This is exactly what we did that Saturday. We walked around the school with our beautiful posters to spread the message about our ecosystems while picking up trash from various places to clean our environment. By doing this, we hope to live more sustainably in Day Waterman College.

Furthermore, on Monday 7th June, we walked around the school again during lunch to create awareness on how to be eco-friendly at all times and take care of the environment. Afterwards, on Tuesday 8th June, we celebrated World Oceans Day whose theme was 'The Ocean: Life and Livelihoods' by creating posters and spreading awareness of dangers to the ocean through the weekly assembly.

World Oceans Day is to celebrate our oceans and educate people on how their lifestyle affects the environment. This is because 2.5 million tons of plastic is generated in Nigeria alone (70% of which ends up in beaches and water bodies), thereby contributing to the eight million tons of plastic that end up in our oceans every year!

Help Day Waterman College by living sustainably.

