



December 2021

MAY WE WISH THAT THE CHRISTMAS BE
MERRY FOR YOU! MAY WE WISH THAT
YOU GET ALL YOU WANT! WE ALSO WISH
THAT YOU STAY TRUE.

MAY THIS SEASON BE FULL OF
LAUGHTER AND LIGHT FOR YOU AND
YOUR FAMILY.

MERRY CHRISTMAS





Participants at the Global Languages Championships

GLOBAL LANGUAGES CHAMPIONSHIPS COMPETITION, 2021

By Naomi Chukwujindu, Year 11

The Global Languages Championships Competition was a phenomenal experience lasting for a brief two days. It allowed a few French students at Day Waterman College to practise their skills in reading, writing, listening, grammar and speaking effectively while simultaneously boosting the position of our prestigious institution. Overall, Day Waterman College students were the champions both nationally and globally – gaining personally sent accolades from the creators of the competition.

We were competing with exceptional schools from across the world in countries such as – Malaysia, United Arab Emirates, China, Japan, United Kingdom and many more. Additionally, there were unique features on the competition site that allowed the candidates to have friendly, warm interactions with the international students. For example, sending them a ‘wave’ or ‘cheers’. Certainly, it was a thrilling experience, and we all got a boost of excitement every time we saw our rank rise in the chart.

Most importantly, there is no denying that the Education Perfect Competition enabled us to utilise Day Waterman’s HPL

skills especially analysing, perseverance and hard-working as we whizzed through all the challenging French tasks in the ephemeral time slot we were granted. We won 8 awards in total: 2 Emerald (4500 points), 3 Gold (3500 Points) and 3 silver (2500 points).

Here are the names of the Champions: Michelle Fakrogha, Adetanwa Shonekan, Rachel Abenemi, Oghenefejiro Erhie, Daniella Esiri, Chidobe Ezeoba, Emenike Ezeoba and my humble self, Naomi Chukwujindu.

We are grateful that we were hand chosen by the school as representatives for such an opportunity because all the candidates have all seen an incredible improvement in their French performance and we cannot wait until the next time this Global Competition opens. Thank you to the CL of Modern Foreign Languages faculty, Mr. Hesekei Adisa and his team for equipping us well for this competition. This goes further to show that we are being indeed taught to “surpass the most demanding standards available anywhere in the world”.



THE IREDE FOUNDATION

By Jadesola Okunubi, Year 10

The Irede Foundation (TIF) is one which I have the privilege of being accustomed to ever since my mother brought home “*Irede: an Unending Story of Hope*”, a book based on the trials and tribulations Mrs Crystal Chigbu faces when searching for solutions to her daughter’s Tibia Hemimelia (a missing tibia bone). Instead of accepting defeat, she perseveres in her quest, and finds that the answer lies in amputation. Things are going smoothly, until she discovers that numerous child amputees across Nigeria do not have access to the prosthetic limbs required to aid their mobility and make life

a lot more condonable. As a result, she goes around, raising resources for such champions from family and friends.

TIF has provided over 147 limbs to 103 children and has become a reputable NGO, working with corporations such as Zenith Bank, and having two interviews with Cable News Network (CNN). Recently, the foundation partnered with Day Waterman. TIF’s vision is being imparted in our students, especially after the session the organisation had with us on Inclusive Education and Disabilities.

For more information, you can reach out to TIF via info@theiredefoundation.org



ENGAGEMENT

By Mr. Daniel Adeniyi, Guidance & Counselling Assistant

Engagement (or flow) is a positive state of mind marked by full absorption in an enjoyable activity. It is the emotional commitment an individual has towards their work, team, goals and the organisation's mission.

ENGAGEMENT AS A STUDENT

Engagement refers to student's need, desire or willingness to participate and be successful in the learning process, promoting higher level thinking and understanding. It is used to depict a student's willingness to participate in routine school activities such as attending classes, submitting required work and following teachers' directions in the classroom. Furthermore, engagement occurs when students make a psychological investment in learning. They try hard to learn what the school offers: they take pride not only in learning formal indicators of success, but in getting to understand the materials learned and incorporate them in their lives. Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences

Students are engaged when they

are involved in their work despite challenges, and they take visible delight in accomplishing their work.

ENGAGEMENT AS A TEACHER

Engagement, in relation to teachers/employees, is the emotional commitment we feel for our school and the organisational goals. It means giving discretionary effort (going the extra mile). Discretionary effort leads to better teaching result no matter the individual responsibility in an organization or school. Also, it brings about good learning outcomes through the evaluation of students.

However, research indicates that engaged teachers/employee are 87% less likely to leave than those that are disengaged. Engaged teachers help students to develop their cognition, psychomotor and the affective domain. They also drive performance for individuals, teams and organisations.

Conclusively, engagement enhances strong relationships between students, teachers, families, and schools, and strong connections between schools and the broader community. Student engagement is a key element of a positive school climate, with a large body of research linking it to academic achievement.

WORD OF THE WEEK

By Maryam Modibbo (Year 8)

grandiloquence \ gran 'dɪləkwəns \

NOUN

Definition:

a lofty, extravagantly colourful, pompous, or bombastic style, manner, or quality especially in language

- He was urged to follow up his *grandiloquence* with positive action.

Synonyms:

bluster · bombast · brag · bull · braggadocio

GRANDILOQUENT



what are other words for grandiloquence?

magniloquence, rhetoric, bombast, grandiosity, turgidity, fustian, pomposity, rant, verbosity, pretension



NEWS AROUND US

By Olumurewa Adegbite (Year 7)

WORLD NEWS

- December 9: Former Kansas Senator Bob Dole, who died at 98, lies in state at the U.S. Capitol. President Joe Biden and others gather Thursday to pay tribute to the man Biden calls an "American giant."
- December 10: December Fires Raise Concerns Over Remarkable Colorado Drought.
- December 11: Accra to host multicultural food and drink festival.
- December 11: Boris Johnson, Prime Minister of the United Kingdom has been requested by a coalition including three former education ministers, the social mobility tsar and the Children's Commissioner to intervene and ensure that schools reopen fully after the Christmas break.

COVID-19 NEWS

- December 1: Nigeria confirms cases of Omicron in passengers from South Africa.
- December 8: Dr. David Lloyd, a General Practitioner from North London, said he has seen about 15 percent of youngsters with confirmed Omicron cases developing spots. They also suffered with fatigue, headaches and a loss of appetite – which seem to fit with the most common variant symptoms reported so far in adults.
- December 10: Boosters give up to 75 percent protection from mild Omicron: UK
- December 10: The Japan Times – booster shots work against Omicron: Pfizer

NIGERIAN NEWS

- December 11: Emirates Airline has announced that it will suspend all its flights between Nigeria and Dubai from December 13, after the Nigerian Civil Aviation Authority (NCAA) limited it to Abuja.
- December 11: "2023: Tinubu Won't Lose Out, He Will Fight Till The End To Get APC Presidential Ticket" – Senator Hanga.
- Nembe Oil spill: Niger Deltans suffering in the hands of oil companies -Bayelsa monarch.

SPORTS

- December 9: Cam Newton takes part of blame for Carolina Panthers' change at offensive coordinator.
- December 10: Fantasy football last-minute pickups for Week 14: Russell Gage a fine option in this critical week
- December 10: NFL Week 14 game picks, schedule guide, fantasy football tips, odds, injuries and more

EDUCATION

- December 2: Nigerian universities and a growing army of first-class graduates
- December 7: Sylvester Oromoni: Three Downen Students are currently in our custody – Police Commissioner.
- December 8: ASUU Prepares to shut down universities.
- December 11: Sylvester Oromoni: Cultism, bullying in schools must end, says Governor Sanwo-Olu.
- 3.3x more students to learn web development by 2025
- Since vaccination for children has yet to begin in India, permitting them to return to the physical classroom had become a divisive subject among parents, although organisations like UNICEF have been calling for the reopening of schools.

THE UNCONVENTIONAL HEAD OF YEAR

By Mr. Kelvin Abebah, Head of Year 10

The role of the Head of Year is an integral part of a High-Performance driven school as it is the fulcrum for 'Behaviour Management' and 'Academic Progress.' Different schools' structures mean that the responsibilities of the Head of Year can vary. However, at Day Waterman College, the Head of Year plays both Pastoral and Academic roles.

My journey as the HoY at DWC has been both exciting and challenging. As I traversed through the daunting path of becoming the HoY, I have had cause to counsel students on specific career choices and carefully guide derailing ones back on track. I recall dealing with a case of misdemeanor after a sea of complaints from teachers regarding one of my students. The torrential complaints included: not following classroom rules, incomplete homework, lacks interest in learning and so on. "How am I going to deal with this seeming 'mountain'?" I pondered. Yes! Like lightning, the thought flashed through my mind – "Support Card." The last dice was the "Support Card" which was the game changer. The student was mentored to self-regulate and self-reflect on his choices as they could either mar or enhance his academic progress. I guess you are wondering if that did the magic? Well, subsequent feedbacks from his Form Tutor did state that he had made tremendous changes. This is just a few of the many impacts made as a Year Head.

THE RESPONSIBILITIES OF THE HEAD OF YEAR

To support a team of tutors achieve

excellence while focusing on high standards of social, personal and academic development of students, the role of the Head of Year entails the following:

- To monitor the academic progress: Monitoring progress is just the first step. The most important aspect is HOW to use it. You can utilize your progress monitor in many ways. These include: Planning intervention (Students' Support Card) and identifying gaps or areas of potential growth using the Individual Pupil Report (IPR). Similarly, student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class.
- To provide guidance: As they stroll into your classroom, accompanied by uncertainties and curiosity, their gazing eyes demand answers to a plethora of questions. They are unsure what step to take next – you might just possess the answer. An effective guidance breeds trust between the Head of Year and the students. This means they can go to their teachers for help when there is a problem and feel secure that they are known and understood and will get what they need. Positive guidance is an important part of many students' social and emotional growth.
- To lead and manage a team of tutors: Helen Keller says, "Alone we can do so little; together we can do so much." The Form Tutors drive the course of the Year Group towards achieving its



goals and objectives. Thus, the Head of Year must maintain regular formal and informal contact with tutors.

- Parents' feedback: Parents' feedback is imperative in propelling immediate response in academic as well as behaviour for learning. Studies show that children with parents who take an active role in their education do better both academically and socially than their peers. This is one of the many reasons why parental involvement can be a great thing for many schools. At DWC, Satchelone is one of the effective platforms that interfaces with parents as they can monitor assignments submitted and merit/minus points obtained.

The role of the Head of Year is not exhaustive as it entails more than the statutory expectations: a mentor, a role model, a bridge and many more. Beyond all these, the job of the Head of Year is exciting as you are given the opportunity to influence lives positively.

PROVERBS: TREASURE CHEST OF WISDOM

By Mrs. Christiana Emmanuel, Editor, DWC Newsletter

**“Wisdom is like fire.
People take it from others.”**

Hema (Democratic Republic Congo)
Proverb

**“If you are filled with
pride, then you will have
no room for wisdom.”**

African Proverb



**“The words of
our elders are
wise sayings.”**

FIVE AT FIVE

By Jadesola Okunubi and
Eloghosa Eke, Year 10

Music. Drama. Dance. Five artistic performances at 5:00 p.m.

Newly introduced in the 2020/21 Academic session, the 5@5 events have always been a huge hit, each crammed with more promise than the last. In this light, on the 1st of December 2021, the entire school congregated in the Drama theatre, eagerly anticipating the wonders this show had in store.

Ably anchored by Oyinkansola Akinbola, a Year 9 student, the event kicked off efficiently, with a brief welcome address by the Head Boy, Ikenna Nwafor and his adorable companion, Peru. Subsequently, members of Year 8D humoured the audience with their comedic play entitled Unknown Child, following the life of an adopted girl who eventually reunites with her birth mother in the most unexpected places ...

Next off, the Year 10 music students graced us with their melodic musical rendition of Aura Lee, a piece which they had been passionately toiling on during their classes. The melodic piece was performed seamlessly and was a scene for all to behold.

Soon after, we had a solo performance – Greatest Love of All by Whitney Houston- from Temitope Bamgboye. Her performance was powerful showcasing the singer's vocal range with the accompanying soundtrack. Following suit, we were entertained with a dance presentation from our ever-agile Year 8 girls.

To round off the night, we were pleasantly surprised by a surprise cover of Adele's song Go Easy on Me from her new Album – 30. Her rendition of the song left our audience in awe and resulted in a standing ovation. Truly a beautiful sight to see!

After a brief closing remark from the head of Arts Department, Mr Ogunseye and a brief vote of thanks from Mr Sam Leke, there was a comedic special mention of the Year 11s who "added a little spice" to the event and, of course, a mention of our special guest of honour – Peru.



POEM

VOICES/ ECHOES FROM THE PAST

By Mrs. Bukonla Paseda,
Curriculum Leader,
English Department



*"Can't, won't, don't, shouldn't, wouldn't!"
Echoes from the past all screaming their lungs
out.*

*"Can, will, certainly, try, take it, fight for it".
Silent as usual!*

*It is a new day; it is a new dawn.
It's time to rise; it's time to conquer!*

*Yet, the weary soul would not arise.
Beaten, battered, broken, the genius won't just
rise.
Body is willing, yet the ancient labels are
heavy.
Venturing out is desired, but the giant is afraid.*

*If only a mother's voice of "You can!" could
drown the echoes.
If only a father's voice of "You will! Would
shush the echoes.
If only a compassionate teacher's voice of
"Fight for it!" strives to hush the ringing labels.
If only the voice of a TRUE friend dares to
challenge them,
Keep them tongue-tied for life.*

*Echoes, voices, noises, labels, cluttering,
jumping, dancing, elated at their victory!*

*Yet. A single dart of a kind word conquers all.
A single arrow of benign words. And. Victoria
Ascerta.*

*Tomorrow, when your tummy rumbles and
tumbles
with vomit of vipers swimming through your
intestines,
Give way to the river of comfort to flow out
and bathe the giant with weapons
To surmount the mountain.*



BOTSWANA!

By Naomi Chukwujindu (Year 11)

Botswana, a fantastical country in the centre of Southern Africa. The territory is roughly triangular—approximately 600 miles (965 km) from north to south and 600 miles from east to west—with its eastern side protruding into a sharp point. Its eastern and southern borders are marked by river courses and an old wagon road. Within the confines of Botswana's borders is a rich variety of wildlife, including many species of mammals, birds, reptiles, amphibians, and fish. This exquisite country is yet another sparkling gem in the vast continent of Africa; so let us take a deeper, more detailed look.

Botswana culture is essentially what the country is known for today: peaceful, democratic, racial harmony, stable, humble, welcoming and independent. While this represents the political culture, it has tended to seamlessly blend well with the social culture borrowed from all ethnic cultures to create a Botswana culture. As a result of their rich tradition, it is not an uncommon occurrence for Motswana (a person from Botswana) to celebrate several holidays. Interestingly, Gaborone, the capital city's major festival takes place in March, and is a performing arts cornucopia of traditional music, dance and theatre held all over the city and its suburbs. The event lasts for nine full days and sees the entire population take to the streets in carnival mode. Moreover, traditional poetry, music and dance are the hallmarks of the Maun Festival, held over a two-day period in April. The visual arts also have their place in this celebration, which is held for the benefit of local schools, as well as for honouring northwestern Botswana's rich tribal culture.

Additionally, clothing is a large part of Botswana tradition. The traditional clothing of Botswanians is mainly made from animal skin products, but with

the introduction of colonization in the country, the clothing is now being influenced by western culture. The traditional outfit of men is called Tshaga which is a blanket made from animal skin (Kaross) worn on the loin region with a cap made from animal skin as well as sandals and belts. Ornamental items such as beads, necklaces, armlets are also



worn on the body. However, for women, the clothe is known as Khiba, a skirt with a Mosese with a blanket made from animal skin (Kaross) which is worn to cover the upper part of the body. Ornamental objects such as necklaces, bracelets, armlets, rings, earrings are worn by women. Nursing mothers make use of a skin clothing called Thari to carry babies on their backs.

Above all, the cuisine of Botswana is unique and delightful in spite of its low international recognition. Seswaa is the national dish of Botswana. This meat dish is made from beef, goat, lamb or chicken and boiled with onion and pepper until soft and tender. Like every good stew in southern Africa, it is cooked low and slow in a three-legged cast iron pot. Furthermore, popular street food of Botswana include Matemekwane (one of Botswana's famous bread dishes). Although Botswana doesn't actually produce its own bread flavour, these little dumplings have become a part of the country's staple diet. Matemekwane is a seasoned dumpling often stuffed with meat and vegetables. Just to spice up the diversity, Botswana is sure to have a vegetarian menu! Dikgobe combines peas and beans with sorghum, maize meal or samp to create a savoury porridge. It can be served as a main meal or a side dish – Yum!

Enjoy the photos of Botswana people and their food.

READING SCHEME AWARD RECIPIENTS

By Mr Julian Ezuma (Librarian)

The DWC Learning Resource Centre promotes reading amongst students through the Readers Award at the end of every term as well as the Avid Reader Award at the end of the academic session.

The Reading Scheme is grouped into three categories: Gold, Silver & Bronze. In the Gold category, students become recipients when they have read a minimum number of 20 books; in the Silver category, a minimum number of 15 books, while in the Bronze category, a minimum number of 5 books is required. For each category, students are required to submit reviews for every book read as this is also a way to promote reflection after reading as well as help students to develop a love of literature.

At the end of Term 1, 2021/2022 academic session, these students have emerged recipients of this award:

SILVER CATEGORY



Ani Chimamanda
(Year 7)



Dosemi Amy Wokoma
(Year 7)

BRONZE CATEGORY



Chimamanda Okeke
(Year 7)



Emmanuella Akata
(Year 7)



Kaosoluchi Anene-Umeh
(Year 7)



Soibifaa Jaja
(Year 7)



Oyinkansola Akinbola
(Year 9)



DWC WORLD SCIENCE DAY 2021

By Ngozi Onyeacholem, Year 9

World Science Day was celebrated on Thursday 11th November in Day Waterman College, following the theme: The Role of Science in Human Development. It was surely a wonderful day that educated us on the science behind our daily practices. Students participated in activities such as inter-colour house challenge, science riddles, analyquiz and S2PP (Solution to Plastic Pollution).

Indeed, all the activities were entertaining but the S2PP videos (by each colour house) were the most outstanding because they had direct messages. The educational videos spoke to us as a people, on the dangers of plastic pollution and how to prevent the issue. Furthermore, the analyquiz related to the school educational system. This refers to High Performance Learning (HPL) as each question asked was designated to help contestants develop HPL skills; including analysing, realising, hard work and creativity.

In addition, the annual science riddles gave the audience an opportunity to earn prizes through answering questions, obviously science-related. Finally, Science Day concluded with the results of the winners of the inter-colour house challenge. This was followed with Green House in first place, Blue House in second place, Yellow House in third place, Purple House in fourth place and Red House in fifth place. The challenge was very exciting as it put contestants in competitive spirits and gave them a chance to put their knowledge to the test.

According to Oyinkansola Akinbola, 'By far, this was my favorite Science Day in Day Waterman. I learned so many new things relating to science, and I got to compete in a quiz myself!'

The whole event was certainly pleasing to participate in. Why don't you engage in the next one?



THE ROLE OF A HEAD OF YEAR IN DAY WATERMAN COLLEGE

By Mr. Lawrence Ikechi Chukwueke.
(current Head of Year 8, DWC)

I assumed the role of Head of Year 8 in August 2021. I had previously spent two years [in DWC, Ogun State], four years [at Olashore International School, Osun State] as a Form Tutor and a year as the Co-ordinator of Years 10 & 11 [at Eagle Heights International School, Delta State], so in terms of academic and pastoral experience, most people would say I have a pretty good experience!



I was fortunate to work with some very strong, experienced Heads of Year who helped to make sure I hit the ground running. What I found is that guidance for new Heads of Year isn't freely available through many other means – I am somebody who likes to read around a role, get advice from as many sources as possible, so with that in mind, I can share my thoughts on the role of Head of Year [in DWC].

The role of Head of Year is possibly one of the most challenging and emotionally draining roles within a school. You are a teacher, unofficial counsellor, mentor, social worker, family support worker, behaviour analyst, example setter, trainer, staff coach and trouble shooter. You balance your classroom commitments with a never-ending barrage of barriers to break down to make sure your cohort gets a fair chance at a good education.

I see the role of Year Group Co-ordinator as a holistic one which works to develop the academic, emotional and social skills of the young people in my care so they can be High Performing Learners [HPL], fulfill their potential and go on to be confident and successful young men and women, courtesy of the development of High-Performance Learning [HPL], ACPs and VAAs. Additionally, I must always make sure that rewards and sanctions are applied fairly and consistently to drive improvements within the year group. Being a Head of Year is one of the most rewarding yet challenging roles within a school. You are often the first port of contact when things are going wrong and have a great deal of influence over a student's overall experience at school. You can make student's time at school the most memorable years of their lives, or your actions could have wide-reaching consequences, meaning, the pressure to get it right is ever present. A whole year group is difficult to manage by one person, so I make full use of my team. Delegation is key to being able to lead well.

To conclude, having described the many roles of a Head of Year, I must mention that at the heart of succeeding as a head of year is the ability to build positive relationships with pupils, staff and parents. These relationships will allow me to provide guidance, set my vision and provide challenge. Building up positive relationships is more than smiling at everybody and saying 'Hello'. Much of my work as a head of year will be building up key relationships through listening to the worries of others (especially parents and my cohort), giving people my time and showing that I truly care about their issues.

HPL SO FAR, TERM 1B

By Mr. Kevin Moran and Mrs. Tolulope Oba, HPL Leads

HPL EMBEDDED LESSONS

As a school, we have looked at some ACPCs and VAAs this term. During our weekly learning walks, we saw some positive reflection of these skills.

ANALYSING

There were lots of implicit references to the process of analysing, where students were given the opportunity to think in lessons, and it was great to see teachers experimenting.

For instance, in English it is very evident that the PEAL (point, evidence, analysis, link) method is being used in paragraph writing. In a KS3 English lesson, students were performing a compare and contrast character exercise. The questioning encouraged the students to critically examine the circumstances and context of each character to help understand the perspective of the character. Some students were using mind maps to help with the exercise and analyse each character.

Also, in a KS4 humanities lesson, a cartoon was being analysed with open ended questions by the teacher to encourage student discussion/analysis, thereby encouraging critical and logical thinking. This showed understanding of how to use critical and logical thinking, precision, complex and multi-step problem solving. Again, in a KS4 humanities lesson, students worked in groups to discuss the concept of a business plan and to evaluate what is a good and a bad business plan. This created an avenue for students to question, debate and develop precise thinking.

In one of the Science lessons, the starter activity encouraged the students to critically analyse a task about pressure, analyse a picture to calculate pressure and the phrase, critically analyse was used in outlining the task.

META-THINKING

Although the focus of the learning walk for another week was on meta-thinking, we are always keen to observe teaching and learning that demonstrates other HPL skills.

In lessons, pairs or group tasks were seen to develop collaboration and intellectual confidence by engaging students in debates, with staff commending students for developing their intellectual confidence.

In addition, it was also encouraging to hear staff referring to self-regulation during lessons. Teachers are beginning to move from the conventional way of starting the lesson with lesson objectives and success criteria written; instead, students are asked twenty minutes into the lesson what the lesson objectives are, and they are able to answer brilliantly.

Some good questions encouraging flexible thinking such as What can we do to improve this? There were some evidence of intellectual playfulness as some teachers asked 'What if?'. It was good to observe students creating their own questions about a lesson at the end of the lesson.

AGILITY

Furthermore, open mindedness was encouraged through students being asked open-ended questions: 'What do you see? What you think? What do you wonder?' Enquiring also reflected in lessons with students reflecting academic curiosity and keenness to learn. Originality was developed when students were taught and shown concepts in art and then encouraged to experiment with their own design. Evolutionary and revolutionary thinking

was developed when students were asked to interpret a cartoon.

MEETING WITH DAVID ROWSELL (Associate Director High Performance Learning)

This term like the previous ones, the SLT, HPL leads, and the Heads of Year have met with our HPL Coach, David Rowsell to discuss our HPL progress and next steps on the school's accreditation journey of being a HPL school. We look forward to having him visit DWC in January 2022, hopefully.



ACADEMIC SUPPORT CARDS

HPL ethos have also been incorporated into academic support cards. This is a daily tracking system to check and monitor the academic progress of students with concerned areas in specific subjects or other specific need(s). Each subject teacher circles the most appropriate rating in learning engagement and learning behaviour.

ENRICHMENT BADGES

Our HPL focused enrichment now reflects the VAAs as students now receive badges for Citizenship, Leadership and Community; depending on different roles played from Student Representative Council, Religious Services Committee, Eco Committee, leadership roles in the boarding house, service leadership around the school, leadership programmes, positive engagement with school charity work in and outside the school among others.

STUDENTS SELF-ASSESSMENT

This term, the students started a self-reflection of the ACPCs used in their learning, while highlighting in different colours the sub domains they have accomplished, the ones they are currently working on and leaving out the ones they are not working on yet or are yet to acquire. All these are duly buttressed with evidence from their various subjects or applicable instances.



'OWU': 2021 CHRISTMAS DRAMA PRODUCTION

By Jadesola Okunubi, Year 10

Set in the Old Oyo Empire, the play OWU, is a tale of death, vengeance, betrayal, and unrequited devotion. Twenty-eight years ago, from the premise, the queen mother, Erelu, made an agreement with the Ifa priest, Ifagbami. She yearned for a son to bring prosperity to the kingdom, which he delivered; however, a prophesy was made



– if he was not killed before his twenty-fifth birthday, he would marry the wife of another and bring destruction to them all.

Back to the current day. The Alaafin of Oyo is having a meeting with the Obas of seven kingdoms. Festivities are in abundance with dancers and jesters entertaining the crowd. As the festivities end and the crowd disperses, a striking Iyinloye goes in search of her husband. She catches the eyes of Prince Adejumo, the prophesy-afflicted prince. Overcome by her beauty and charms, he proposes to her, but she informs him of her engagement to Okunade, the gifted artist. Enraged, he kidnaps her after her marriage, thus fulfilling the prophesy.

In the course of the play, viewers are left in suspense at the fulfilment of the prophesy. Okunade is left defeated; even his ex-girlfriend, Funke, senses this and attempts to manipulate him into getting back

with her. However, her efforts are quickly blocked by Ogunbiyi, his best friend. After a divine intervention, he is empowered to



enlist in the army and fight for this bride. Would this impact the oracle? Would Iyinloye and Okunade be reunited? Would the city of Owu meet its downfall? More could be unravelled in the DWC 2021 Christmas Drama Production.

OUTCOMES OF THE BOOK DRIVE CAMPAIGN

By Valerie Chiege and Naomi Chukwujindu, Year 11

The Book Drive Campaign has been a long, satiating, and rigorous journey. Stemming from concerns about the effect of COVID-19 on Nigeria's educational sector, the Book Drive was primarily aimed at reminding our fellow students of the pre-eminence of giving back to our local community. Approximately 1.6 billion children and youth



were forced out of school due to challenges incited by the pandemic. Never have these many children lacked resources and access to learning. The United Nations (UN)

Sustainable Development Goal of improving the quality of education globally by 2030 regressed significantly in the wake of COVID-19. The global pandemic's extensive consequences threatened the hard-won gains made towards achieving quality education worldwide.

Consequently, the Charity Prefects and UN Ambassadors, to alleviate these effects, decided to initiate a donation drive. Through posters, announcements, and ardent campaigning, we were able to appeal to our school community. Apart from the donations made, we also featured a theme '*Glow in the Dark Party*', where all the funds were directed towards the Book Drive Campaign.

As strong believers that good education begins from the foundation, we sought workbooks and textbooks suitable for Early Readers and primary school pupils. Additionally, we implored students to



donate stationary and fictional storybooks as well, and we were so thrilled with how positively the school community reacted to the project. Through generous donations from several students, we were able to raise over 800 books, as well as substantial funds to purchase stationary and other learning materials for local primary schools.

Education is the key to the future of our country, and we are so grateful to have been able to effectively share this vision with the Day Waterman students. We hope that after this wonderful journey, we have been able to influence the attitude of our peers towards charitable giving, as well as made an improvement in the lives of little boys and girls everywhere.



make a Difference

Main Resources:

<https://www.un.org/sustainabledevelopment/>
<http://www.worldbank.org/en/home>

Millions of people and children all over the world are in poverty today and they too should be able to live without hunger while accessing quality education. *Make a Difference's* mission is to raise awareness about global issues that affect our society.

Poverty as a global issue

Global poverty is one of the world's most serious challenges today. The world's poorest people are frequently hungry, have inadequate access to education, frequently going without light at night, and have poorer health. Making progress against poverty is thus one of the most pressing global objectives.



Poverty is a worldwide problem which affects all countries around the world, but some are poorer than others, such as developing countries in Africa, Asia, and Latin America. Poverty does not have a single definition that applies to everyone. The poorest citizens of a developed country in the world may be better off than the citizens of a developing country. Poverty is defined differently in different parts of the world. According to the United Nations' Human Development Report 1996, the poorest one-fifth of Americans had an average per capita income of \$5,814 in 1993. This is ten times Tanzania's annual average per capita income of \$580.

Poverty in Africa



Slow development in Sub-Saharan Africa is one factor for the global slowdown in extreme poverty reduction. According to the most recent estimates, the regional poverty rate fell by 1.6 percentage points between 2015 and 2018. In 2018, 40% of the population was living on less than US\$1.90-per-day, with Sub-Saharan Africa accounting for two-thirds of the worldwide extreme poor population. While the poverty rate has dropped from 56% in 1990 to 40% in 2018, the number of poor people continues to climb. In other words, the rate of poverty in Sub-Saharan Africa has not kept pace with population growth, and 433 million Africans are predicted to be living in extreme poverty in 2018, up from 284 million in 1990.

Keywords

Absolute/Extreme Poverty:

A condition defined by severe deprivation of basic human needs such as food, safe drinking water, sanitation facilities, health, shelter, education, and information, according to the United Nations (UN). It is determined not only by income but also by the availability of services.

Relative Poverty:

Relative poverty describes circumstances in which people cannot afford actively to participate in society and benefit from the activities and experiences that most people take for granted. It is conventionally defined as 40, 50 or 60 percent of national median disposable income.



Millions of people and children all over the world are in poverty today and they too should be able to live without hunger and access quality education. *Make a Difference's* mission is to raise awareness about global issues that affect our society.

make a
Difference

Poverty in Africa



The number of the poor has also increased at the [US\\$3.20 and US\\$5.50 lines](#), referring to the [Poverty and Shared Prosperity Report 2020](#).

Between 1990 and 2018, the poverty rate declined on all three lines, but the number of poor people increased. Poverty reduction has been substantially slower at the higher income levels: between 1990 and 2018, the poverty rate at the US\$1.90 poverty line declined by 15 percentage points, 10 percentage points at the US\$3.20 line, and only 3.3 percentage points at the US\$5.50 line. As a result, during the last three decades, the number of the poor has increased by 50% at the US\$1.90 line and doubled at the upper lines. Whatever success has been made in Sub-Saharan Africa in terms of eliminating severe poverty, it has not translated into commensurate increase in consumption above the US\$3.20 mark.

Poverty as a global issue

Americans in the bottom 20% of the wages may appear wealthy by Tanzanian standards. They are not, however, by American standards. Interestingly, the majority of poor American families own more luxury goods and consumer appliances than the average European family (UN 1996). Despite the fact that some regions have made significant progress in eliminating poverty, Asia and the Pacific account for about two-thirds of the world's poor, based on a one-dollar-per-day poverty line. If the poverty line is raised to two dollars, that region's poor will account for more than two-thirds of the world's poor. More than one billion people in the region live on a daily income of one to two dollars. Extreme poverty or Relative poverty are the two forms of poverty.

Poverty Statistics

- ❖ According to the latest recent estimates, 734 million people, or 10% of the world's population, lived on less than \$1.90 per day in 2015.
- ❖ Southern Asia and Sub-Saharan Africa are likely to have the greatest increases in extreme poverty as a result of the pandemic, with an extra 32 million and 26 million people living below the international poverty line, respectively.
- ❖ Over the last decade, the number of global workers living in extreme poverty has decreased by half, from 14.3% in 2010 to 7.1 percent in 2019.
- ❖ Even before COVID-19, baseline projections predicted that 6% of the world's population will still be in extreme poverty in 2030, falling short of the goal of eradicating poverty. The pandemic's aftermath threatens to put more than 70 million people into poverty.
- ❖ One in every five children lives in extreme poverty, and the harmful consequences of poverty and suffering in childhood can endure a lifetime.
- ❖ In 2016, over 4 billion people, or 55 percent of the world's population, were without any sort of social security.

make a



Millions of people and children all over the world are in poverty today and they too should be able to live without hunger and access quality education. *actionaid*'s mission is to raise awareness about global issues that affect our society.

Poverty as a global issue

The Sustainable Development Goals

The first of 17 Sustainable Development Goals (SDGs) of the [2030 Agenda for Sustainable Development](#) is to eradicate poverty in all of its varieties.



The biggest mention to poverty in the SDGs is in [target 1.A](#):

Covid-19

- ❖ [Developing countries are the most vulnerable during and post pandemic](#), which will not only be a health disaster but also a severe social and economic crisis in the months and years ahead. According to the [UNDP \(United Nations Development Programme\)](#), income losses in poor nations are likely to exceed \$220 billion, with an approximated 55 percent of the worldwide population lacking access to social safety. These losses will have far-reaching consequences for education, human rights, and, in the worst-case scenarios, basic food security and nutrition.
- ❖ The UN has issued a [Framework for the Immediate Socio-economic Response to COVID-19](#) to help the poorest and most vulnerable, calling for an immense scale-up of international support and political commitment to ensure that people everywhere have access to essential services and social protection.
- ❖ The [UN COVID-19 Response and Recovery Fund](#) intends to help low- and middle-income nations, as well as vulnerable people, who are facing a disproportionate amount of the pandemic's socio-economic effects.

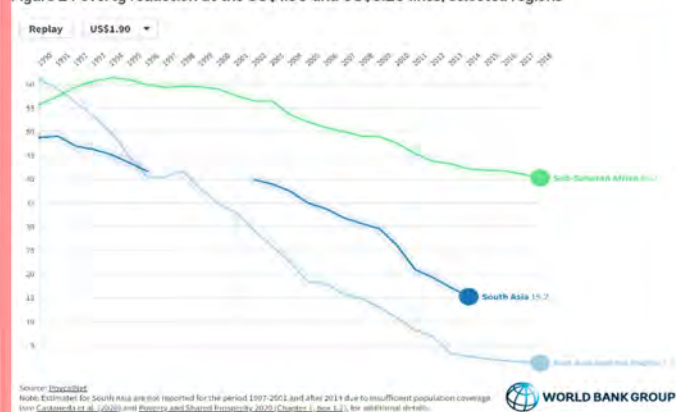
Change lives. For good.
act:ionaid

'We want to see a just, fair and sustainable world, in which everybody enjoys the right to a life of dignity, and freedom from poverty and oppression. So we work to achieve social justice and gender equality, and to eradicate poverty.' - *ActionAid*

Difference

Perhaps even more concerning than the fact that 40% of the population of Sub-Saharan Africa lived in extreme poverty in 2018, is the slow progress made from such high levels over the past three decades. Over that time, poverty rates in East Asia and the Pacific have decreased dramatically, while starting from levels that were not all that different a generation before. Progress is visible both at the US\$1.90 and US\$3.20 poverty thresholds in East Asia and the Pacific, and more recently in South Asia.

Figure 2 Poverty reduction at the US\$1.90 and US\$3.20 lines, selected regions



The [Poverty and Shared Prosperity report 2020](#) examines how the impoverished in Sub-Saharan Africa are more likely to face conflict and climate change threats. The epidemic of COVID-19 is expected to put [30 to 40 million people into extreme poverty](#). Africa is also the region where [the monetary and non-monetary elements of multidimensional poverty](#) intersect the most, compounding the monetary deprivations mentioned here. Given trends and possible growth scenarios, global extreme poverty will become increasingly concentrated in Africa, and [the 2030 goal of eradicating global poverty](#) will not be met without more rapid progress in the continent.

'We believe every child deserves a future. We know you believe it, too. Without you, children's lives and futures will be forever changed by the urgent needs they face right now. And we will have failed a generation of children.' - *Save the Children*

Charities at Work

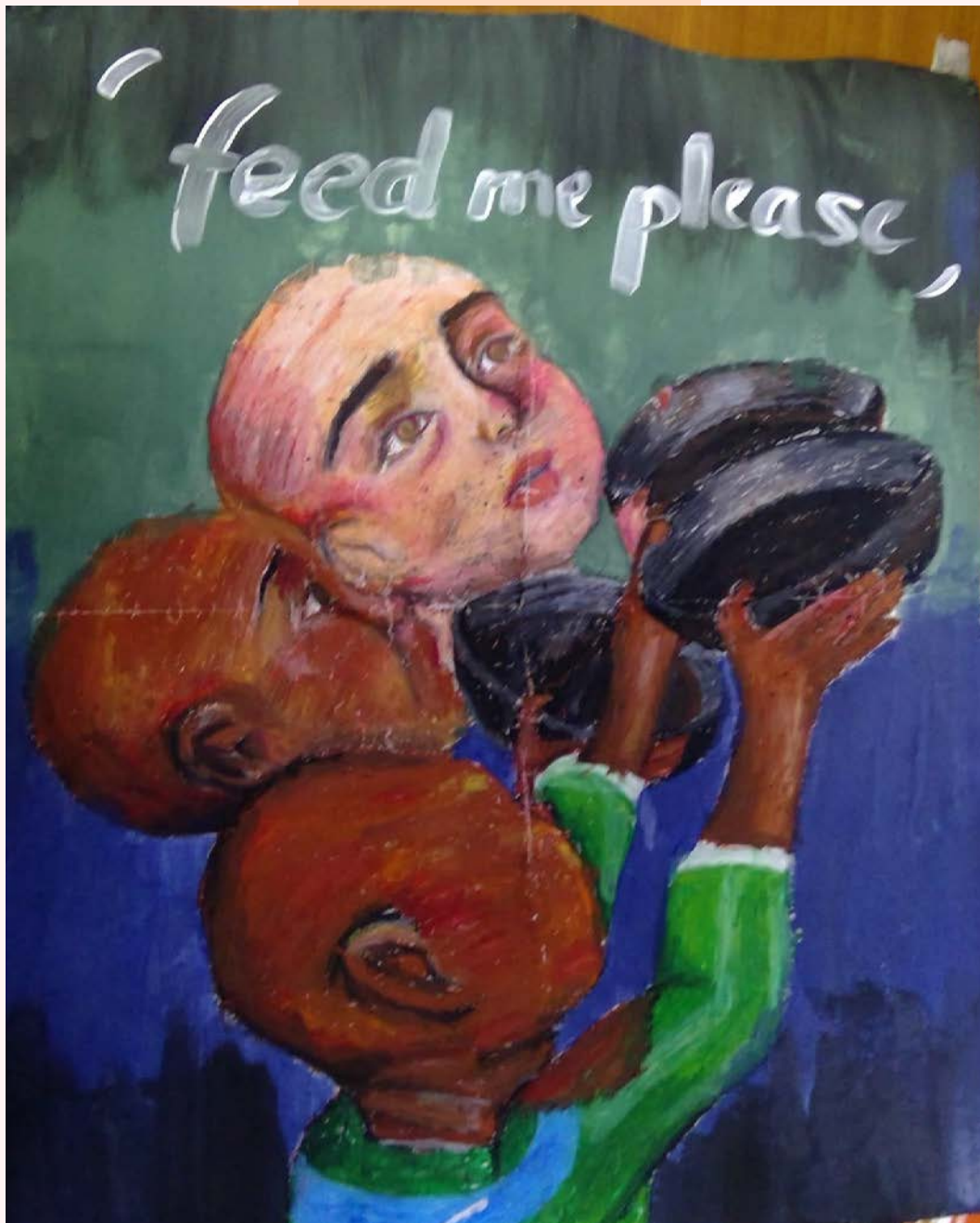


Save the Children



make a Difference

Millions of people and children all over the world are in poverty today and they too should be able to live without hunger and access quality education. **Make a Difference's** mission is to raise awareness about global issues that affect our society.



Child hunger remains a global problem. Around the world, a reported 8,500 children die each day due to malnourishment. Why can't these children grow to see the future?

2021 DWC SPELLING BEE

By Anita Ogba, Year 8

The 2021 DWC Spelling Bee started with two rigorous rounds of whole class dictation across KS3 where forty-three of us initially qualified and then a pre-final round where the top fifteen spellers were selected. The much-anticipated finals came up on Thursday, 27th October at the Art Theatre. All the finalists, including me, were quite apprehensive at this very defining moment in the competition but the generous applause from the audience was reassuring as we were called to the stage. The Bee Master, Mr.



Bakare reeled out the rules and introduced the panel of judges which comprised Mrs. Emmanuel, Mrs. Oba and Ms. Okedoyin. The course of this event contained three challenging rounds, in which we took turns to spell the words given to us.

Before long, the first round began with random words from the list of words we had studied. Some of those words were tricky but many of us were able to scale through while some missed their words narrowly. Positivity beamed through the air as the lively audience gave a cheering applause after each person had spelt their words correctly. Obviously, many of the contestants had worked hard and tirelessly to prepare, so the applause was very much deserved. By the end of the first round, six contestants with

the lowest scores were eliminated from the Spelling Bee while the remaining nine of us proceeded to the next round.

The second round was quite like the first, but the words were much more difficult for the contestants and the place became pin-drop silent as we made frantic effort to spell our words correctly to stay in the competition. You could feel the tension even in the audience. I still clearly remember when it was my turn to spell a word and I was very hesitant and uncertain because of the inherent difficulty of the word. It got to a point that a lot of people were missing their words, but some were still able to battle it out and make it to the final round. Again, three contestants with the lowest scores were eliminated from the Spelling Bee while the remaining six of us proceeded to the last round.

Hmm... This final round of the competition was the most competitive, and personally, my worst part of the Spelling Bee as it became so tense, and we could hardly breathe! Now we were going to determine the winners among the last

six standing – Oluwasubomi Awoyungbo, Muhammed Idris, Adanna Nnamani, Ireoluwa Awomodu, Ayomide Alaba-Foluso and I. The words became even harder, and at the end of the very competitive session, we had determined the winners of the 2021 DWC Spelling Bee. Subomi Awoyungbo came out in 3rd place, Mohammed Idris in second and in first place was, Ayomide Alaba-Foluso – all in Year 8!

The applause, while the winners were being announced, was phenomenal as they were truly appreciated for their hard work and persistence. Overall, the Spelling Bee was like a big ball encompassed with delight, thrill and positive energy from all the contestants as well as the audience. I hope there would be more Spelling Bees to come soon. Thank you!

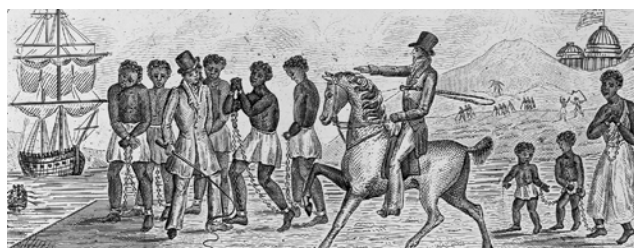
DEAR COLONIZER

A Poem written to commemorate Nigeria's 61st independence

By Ezinne Odigbo, Year 11

*How dare you?
How dare you come to my country
And shove your religion down my throat
Push your language into my mouth
And put shackles on my feet*

*How dare you teach your history in our schools
And dismiss our rich tales
Because to you my country was founded
When your two white feet landed on our soil*



*How dare you rob us of our culture
Strip us of our development
And leave behind a system
That still favours you to this day*

*Because we celebrate our 'independence'
But are we truly free?
We still speak your language
Import your food
And beg you for loans
We may be standing on our two feet
But we are leaning on a crutch you created*

COBIS WORLD CATALYST PROGRAMME

By Chiemerie Chibundu and Chukwudiebere Duru



The COBIS GSL World Catalyst programme was a phenomenal leadership training for students aged 11-18 attending a COBIS school. It occurred between the 12th to the 14th of November. A series of three meetings over Zoom, it was full of diverse people with girls and boys from all over the world in attendance despite the varying time zones.

We were taught various leadership skills applicable at any stage of life and how to tackle world issues such as climate change, unemployment, and world hunger. We then broke out into separate groups (in separate zoom rooms) with other like-minded individuals and discussed our aims to help people in our communities. My group discussed the importance of battling world hunger, with contributions such as the implementation of soup kitchens and giving out hot meals to people on the street.

Additionally, we were taught to have a passion for change and have a vision doing so, whilst being resilient in the process. As future leaders, it is our responsibility to take charge and drive our society forward, approaching global issues with local solutions to help move communities toward sustainability and make a change; no matter how unimpassioned it seems to be.

Furthermore, we learnt the importance of time management and having initiative. Good time management skills are important as they allow you to schedule your day appropriately and maximize opportunities that life gives you.

All in all, the programme was very worthwhile, and the organizer shared extremely invaluable information and advice that we will utilize, especially now with our duties as leaders within the school.

AN INTERVIEW WITH JOHAN OKOH, YEAR 9

What was the programme about?

The programme was about building up future leaders out of children. It taught children from Ages 11-18 that they could make an impact in the world while also building confidence in them.

Who organized GSL this year?

This year GSL was organized by Future Foundations.

What day(s) were the GSL meetings?

The GSL programme started on Friday 12th, November and ended 14th, November 2021. The meetings were three days and after three days we went on to our 30-day independent challenge.

What did you learn from GSL?

I learnt a lot during the three-day meeting: I learnt how to be a good leader as well as the attributes expected of a good leader. The GSL programme taught me that a good leader must be empathetic towards other people. I also learnt that to make a positive impact in society, we must all learn to lead by having a voice of influence which inspires others to do what is right. Above all, I learnt that you should always give yourself a break from time to time as it helps with mental health.

How did you feel about the GSL programme at its commencement and in the end?

I initially felt anxious as I did not know what to expect but as we progressed through the meetings and teachings on leadership and the sustainable development goals, I realized we all had positive roles to play in the larger society.

The GSL programme was a good idea to get students involved in their community and teach them how to be good leaders. Not only did this programme help me with my leadership skills, but it also provided me the opportunity to see the world as one global village.

I hope to execute my independent challenge and contribute my quota in addressing one of

the sustainable development goals. I, therefore, recommend this programme to everyone as we are all leaders. I feel fulfilled having attended the GL programme.

Feedback from Soibifaa Jaja, Year 7

"The COBIS GSL CATALYST programme was a beneficial experience for me and my mates. Programmes like this help students to prepare to be future leaders.



What was the aim of the independent challenge?

The aim of the independent challenge was to develop students' understanding of global citizenship and to turn their ideas/ dreams into reality. Students were challenged to plan and lead a team project which addressed one or more of the United Nations Sustainable Development Goals, to enable global change on a local scale. (The pictures above showcase the United Nations Goals

COBIS WORLD CATALYST PROGRAMME (Cont'd)

We learnt who a leader is and what makes a leader known. We inspired ourselves through quotes and discussed what we would say if we were the ones hosting the COBIS GSL CATALYST programme. Good communication skills and how to stay on track in life were also matters discussed among participants. I thank my parents, and of course, DWC for that opportunity."

Feedback from Josephine Okoh, Year 7

"I attended the Cobis World Catalyst: Global Social Leaders online course, and I learnt a lot more than I expected-my knowledge broadened. I learnt concepts such as leadership and my role in my society. The course really helped me realise what I could do to benefit my local

area and the people around me. I feel very confident that this course will help me further.

In all, I learnt that no matter how old I am that I can be a leader."



DWC SWIMMING GALA, 2021

By Eloghosa Eke and Jadesola Okunubi

The sun shone down as the serious faces of our fatigued athletes emerged from the depths of the pool, glistening with water droplets, and basking in the praise from their colour house members. Thus, Day Waterman College's 2021 Swimming Gala, which took place on the 13th of November, began...

It was a memorable event, as it aligned with the first family visiting day since the COVID-19 pandemic began. The event kicked off at 9 o'clock prompt, beginning with the male and female KS3 categories, with KS4 following shortly afterwards.

There were categories in; freestyle, backstroke, breaststroke, and butterfly, with varied lengths of both 50m and 100m. Medley and relay races were also swum to promote the HPL skills of teamwork and collaboration.

The Year 7s really stole the show, dazzling the crowd with their swimming skills. Appearances from the regular 'fishes' such as Chineurugo Duru, Olaoton Ismail and Maryam Modibbo were also obvious.

Our ever-able colour house captains had the opportunity of leading their houses to victory, with Blue House emerging in the first place, Purple following closely in the second and Green House in the third place.

All in all, Day Waterman's 2021 Swimming Gala was a successful, entertaining event. Occupying the students and giving our swimmers their time to shine. We hope subsequent swimming galas follow suit or even surpass this in their grandeur.

