

DAY WATERMAN COLLEGE



NEWSLETTER

Term 2A



■ DWC ECO AMBASSADOR
SCHOOL FOR OGUN STATE





WORLD SCIENCE DAY 2022

By Omodesire Liadi, Year 7



On 16th November, 2022 DWC celebrated World Science Day. The Theme was “Basic Science For Sustainable Development” There were lots of great events such as Inter-Colour House Science Quiz Competitions, Live Experiment Contests, Sci-Fun Championship, Science Riddles with a DWC touch!

The events were very exciting, well thought-out and carefully planned. The Science Day was just perfect. I couldn’t believe my eyes with all the experiments-some were super daunting! The Inter-Colour House Quiz was also on point, but I was a little sad that I did not participate in it. The Science riddles were fun but tricky, so they made the atmosphere very tense because everybody tried to get the prize for answering a riddle. However, there was Trivia time for people in different classes, but only one winner emerged in Year 7: Otebo Ogbeh, while first runner up was Daatiabasi Ekpe. I admit that the questions asked were technical but that was what made it fun! The experiments definitely inspired me to want to study Science better. I also want to be the one on stage representing my Colour House in the next Science Day.

At the end of the day, Blue House came first, Red was second, Purple, third, Green was fourth and Yellow came fifth. Next Science Day will be different: I will represent Yellow House and we will come first.



MY EXPERIENCE ON THE DWC SCIENCE DAY

By Daniella Ezeike, Year 10

As a student at Day waterman college, Science Day was a Learning experience for me. On the one hand, going through all the experiments I was meant to do and getting side-tracked by the new experiments that I saw was such a fun way of learning something new, and If I had not participated in the event, I would have left the same way I went in. On the other hand, doing the experiment before the whole school was frightening as questions popped into my head leaving me wondering if I would mess up, burn myself once I found out I was using chemicals to Inflate a balloon or blow up the school due to my carelessness, but it was fun; nevertheless, when it had successfully been executed. Then, looking up at everyone's marvelled faces, I felt a pang of pride swell up. In a nutshell, I realised my hard work paid off when my house came 2nd. This really left me satisfied!



HOLOCAUST MEMORIAL DAY

THE START OF THE END

By Alawari Donald-Horsfall, Year 8

We were a whole village packed on this train
Standing the whole way, hungry, in pain
Loaded in like cattle on each car
Taken from our homes to someplace afar.

The train stopped, the door opened, and I was
pulled off by a soldier
He looked 19, maybe 20, not much older
On his young face was a cold expression of hate
One look into his eyes foretold our fate.

A sign there read: "Work Will Set You Free"
And I was trying very hard, just to believe
That we really came to this camp for work
Because others had convinced themselves that they were.

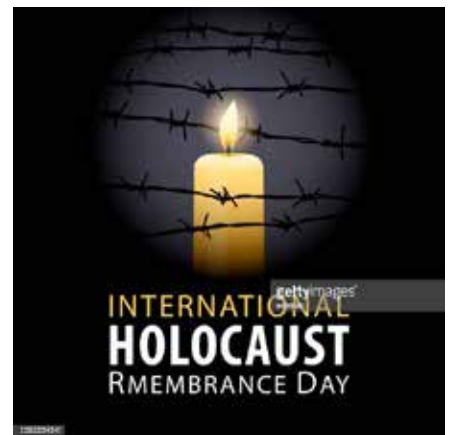
But I knew deep down this was all a lie
Work was certainly not what they had in mind
The air was heavy and starting to make me choke
A foul smell of people being burned into smoke.

Lying all around were the living dead
Too numb from pain and despair to lament
Starving, sick from typhoid and covered in lice
Too weak from torture to even cry

Dead bodies stacked like a large pile of wood
The Nazis disposed of them any way that they could
Nameless faces stacked higher and higher
Then covered with dirt or set on fire.

They started to separate the women from the men
The older boys and girls from the younger children
I had a bad feeling that I would never see my family again

And when they opened the gas chamber, that was.
The start of the end.



POEM ON DARFUR

By Olaoluwasubomi Awoyungbo, Year 9



In a land of Darfur whose sorrows are rife
Where cries of pain echo in the night
Where innocence is shattered and violence runs wild,

The truth of the horror must never be defiled

Let us not forget the people of Darfur
The victims of violence, hatred and war.
Their cries for help should not be a blur,
We must stand up and fight for the law

For justice, humanity and dignity of all,
Let's work towards a world that's free of such lawless thrall,

Let us stand in solidarity,
And demand accountability,
For the broken lives and shattered dreams of those in peril

Let us address the root cause of the crisis,
The poverty, inequality and lack of education that fuels it

Let our voices be heard loud and clear,
Until peace, justice and dignity are held dear

In a land of Darfur, let us strive together,
To end the war, hatred and oppression forever.
To bring justice, humanity, and dignity to all,
No matter their faith, colour or creed, big or small.

Let us stand as one and raise our voice
For the people of Darfur who have no choice
But to endure the atrocities they face
And to live with the horror and disgrace

We must fight for a future bright,
Where justice, peace and equality are in sight
For the innocent lives that have been lost,
We must ensure their memory is never tossed.

We cannot forget the truth of the horror
And the innocent souls that have gone before,
Let us stand together, steadfast and strong
And ensure justice for Darfur is never gone.

Let us not rest until the cries of the oppressed
Are heard, and their suffering is addressed
Let us rise as one, united is our quest
For justice, peace and equality in Darfur, forever blessed.





HUMANITIES DAY DEBATE MOTION: HUMANITARIAN MOTIVE WAS THE UNDERLYING FACTOR BEHIND THE COLONIZATION OF AFRICA BY EUROPEANS

By Adanna Nnamani, Year 9
The Proposing Side- Chief Speaker

Imagine a world where Africa is in her own little secluded bubble, unaware of the beautiful great world out there. Unaware of the the stunning city of Venice, alluring city of Paris, appealing city of New York and futuristic city of Tokyo! Imagine a world where we Africans stay in our little mud huts, hunting for live meat like scavengers. Imagine a world where you and I live just like that. Good Morning esteemed Judges, accurate Timekeeper, able debaters and this amazing audience. My name is Adanna Nnamani, and today I and my teammates will be proposing the motion Humanitarian motive was the underlying factor behind the colonization of Africa by Europeans.

To start off, I would like to define the key word in this motion, Humanitarian. According to Google search, "Being Humanitarian means trying to save lives, alleviate suffering and maintain and protect human dignity.", and with this definition, I really believe that there were some positive impacts of colonialism and there were underlying humanitarian motives to the European colonization of Africa as well.

This brings me to my first point, religion, specifically, Christianity. I think everyone in this room can agree that religion plays a huge role in their life and the African culture and society as a whole. A survey carried out by Statistca shows that 58% of the Nigerian Population are Christians. And thanks to Christianity, there were a lot of changes to the pre-colonial African society such as human sacrifice, polygamy and infanticide. The Christian religion also made African spirituality simpler and took away the need for sacrifices and rituals like the killing of twins by the Efik people of Nigeria.

I go on to my second point, money. Colonization brought about currency and it eradicated the trade by barter system; thus, educating Africans on how the money currency could solve the problems of

the trade by barter system. It introduced Rand, Naira, Franc, all of which African countries still use till this day.

Furthermore, colonization established the modern idea of government, separation of power, federalism and democracy. This helped most African countries such as Nigeria to grow faster and is treasured by many African Countries.

Also, it brought about literacy through education, which allows us to read, write and comprehend complex concepts. We can now communicate with people from other continents and join international organizations just because of western civilization.

Again, it brought about infrastructural development such as railroads, electricity, bridges, seaports and many other facilities, whose rewards we are still reaping, were brought by the white man.

Before the coming of colonialism, the concept of political parties and elections were abstract. Colonialism necessitated the creation of political parties and election which became the formal way of choosing political leaders.

And finally, it led to the creation of many of African countries. And, can I ask how Nigeria came to be- it was through none other than the colonial masters who amalgamated the southern and northern protectorates.

In conclusion, colonization by the Europeans served as the grand inspiration Africans dearly needed to grow and develop with the rest of the world with the white man's underlying humanitarian motive to better our continent. And I leave this stage with a quote, "I do not subscribe to the narrative that Africa is backward because of colonization."-Mo Ibrahim



HUMANITIES DAY DEBATE

*By Omoteleola Oyeleke, Year 8
The Opposing Side - Chief Speaker*

Cries of war could be heard for miles, families shattered and apart. As the imperial powers of Europe set their sights on new geographic regions, Africa emerged as a prime location. Some people believe it was for the greater good. Is that the truth?

Good day fellow students, respectable debaters, impartial judges and accurate timekeepers. My name is Omoteleola Oyeleke and I am here to oppose the motion that 'Humanitarian motive was the underlying factor behind the colonization of Africa by Europeans.'

Firstly, the Europeans came to exploit the people of Africa. This is evident in the case of king Leopold the Second who famously exploited, overworked, and enslaved us. The colonial masters used us as slaves to do their bidding, fulfil their sexual desires; and multiple other heinous acts. The European saw the Africans as a pizza which everyone wanted a slice of rather than actual people and an actual continent.

The Europeans came to wipe out our culture: to eradicate it. As we speak, a whopping 49% are Christian and a measly 10% follow any sort of African Traditional Religion. (ATR) I put it to you: no one in this crowd follows any indigenous religion!

Furthermore, the Europeans claimed to have brought civilization to us; this is simply false- we've had civilization for as long as ever. For example, the Nok and Egyptian civilization. Judges, if Africa was a continent of barbaric cavemen how could it have one of the most advanced civilization to this date? Exactly.

Again, the Europeans came and totally redefined our definition of family to a disposable piece of nothing. It is proven that Africa was more peaceful before than it is now; although it was not perfect, it was surely better.

Additionally, we had medicine such as agbo and other herbal cure before the Europeans came. They just were not accepted because it was not 'Western'. This also is the same for education: it was not accepted because they could not control what we learnt.

If you still think they colonized us for humanitarian motives, let's look at some problems of post colonialism:

They left us in an economically battered state. Have you not ever wondered why no African countries are developed?

To conclude, if you see a lion playing with a gazelle, would you think the lion is helping? No, I don't think so. These were what they did to us: killed, brutalized, and enslaved us.



REVIEW OF THE HPL FRENCH/MATHS/DRAMA COLLABORATION

By Ngozi Onyeachole, Year 10

Incredible! Day Waterman's second edition of DWC HPL Expo was a success as the collaboration between the French, Math and Drama Departments astounded both parents and students on Sunday 29th January. Firstly, the French and Drama Departments teamed up to produce a short French play which taught students to show their peers empathy and kindness at all times while students were given the opportunity to showcase their French language skills because at Day Waterman College we believe every child has the ability to shine in their own way.



Then, music students performed an outstanding recital of Stromae's famous French song 'Papaoutai'. It was truly a delightful event from beginning to end. Many thanks to the students who participated and teachers who organised the event; it could not have been possible without them.

Looking forward to the next one!



WORD OF THE WEEK

By Maryam Modibbo (Year 9)

Cantankerous – Adjective
/kan'taŋk(ə)rəs/

Meaning:

To be **cantankerous** is to be difficult or irritating to deal with.

► Sentences:

- Contemporaries often found him aloof, standoffish, and cantankerous; his mannerisms and diction inscrutable.
- A cantankerous old woman who insisted that nothing should ever be allowed to change.
- James Austin Johnson must have a thing for impersonating cantankerous old men.
- By dinner, we were all tired and cantankerous.
- He was stuck in his ways but not cantankerous

► Synonyms:

Irritable, Grumpy, Impatient, Bad-tempered, Cranky

► Antonyms:

Affable, Friendly, Good nature, Polite, Pleasant

cantankerous: disagreeable; grumpy
(adj.)



By Anaya Olufosoye, Year 10



I got the opportunity to function as the Master of Ceremony of this wonderful event, a dedication of our great school's creative talents in the arts; physical, vocal, instrumental, and even drama. This auspicious talent show took place on the 19th of January, 2023. To kick start this event, we had Mr. Atanda give us some wise opening remarks after the opening prayer delivered by Favour, a year nine student.

First up was a Year Ten student, Omobonike Fagade, who played the violin with class. Second was Alawari Donald Horsefall, a Year Eight student who sang Demi Lovato's 'Heart Attack,' - she even hit all the high notes! Thirdly, we were glad to introduce Samah, a Year Eleven student who was just like Beethoven whilst playing the piano.

Shortly after, we congratulated and encouraged our very own Year Eight female dancers after they put up quite the show. Last but not the least, one of our Year Nine students, Alex Iyiegbu, not only performed a gob-smacking monologue, but also played the saxophone for us.

As this can be justified, I must state that Day Waterman College is a school of opportunities and talents. From our actors, instrumentalists, vocalists, to our dancers, we have it all.

Unfortunately, we had to end it there, but do not fret, we do our 5@5 specials every two weeks. To close our special event, Mr. Tella spoke to the audience and Kimora, Year Eight, prayed for us. Bye for now!



DWC ARMED FORCES REMEMBRANCE DAY, 15TH JANUARY 2023

By Omoteleola Oyeleke and Simisola Akinbola, Year 8



Armed Force Remembrance Day is a day to remember, mourn and celebrate all of the unknown Nigerian soldiers who sacrificed their lives for the greater good in wars such as WW1, WW2 and the Nigerian Civil war. Brave people sacrificed themselves for their country, without any assurance of meeting their family safely.

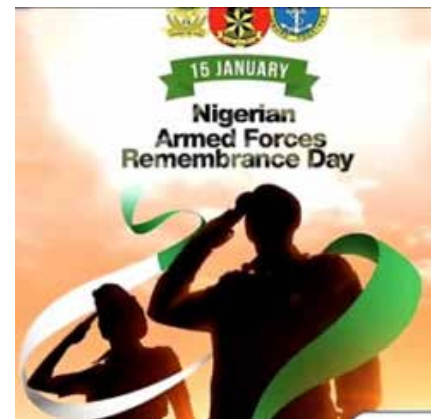
WHY DO WE CELEBRATE IT?

We celebrate it to remember the countless soldiers' sacrifice. Imagine going into war perfectly healthy and you come out looking like this.



At Day Waterman, for the very first time, the Humanities Department, led by the ever-amiable and agile Mr. Lawrence I. Chukwueke [Head of Humanities Department] organized the celebration that witnessed poem recitations, speeches, videos and more.

We celebrate occasions like this to eliminate ignorance and educate students about major events. Students also demonstrated great concern for society [empathy]. However, there will never be a way to make our students understand the intense pain and sacrifice that went into various wars.



DWC'S TRIBUTE TO THE SOLDIERS OF THE CIVIL WAR

By Anita Ogba, Year 9

The 15th of January, the day Nigeria's courageous men, our fighters, died whilst fighting for us in the Nigerian Civil War. DWC, as a school community, assembled in the MPH in remembrance of our fallen soldiers who risked everything for our wellbeing. It was a short but incredibly informative programme, which commenced with a speech from the Head of the Humanities Department, Mr. Ikechi Lawrence, about the relevance of this programme in relation to the soldiers; after which an emotional video was played, where we, DWC students, saw some of the soldiers, both male and female, who had brutally died defending our nation.

I would say we were truly inspired by this video as many were left in tears. Subsequently, two poem presentations were made by Fehintola Opanubi and Anaya Olufosoye both in Year 10. Each had a deep message to pass on to the audience about our fallen soldiers and they passed that message on effectively, with touching poems. After the poems, there was a musical interlude by Nesochi Okonkwo, Year 8. She played a nice and soft piece on the violin, showcasing her talent, no doubt, which filled the hall with a calm mood. Next, Moyosola and Alex came up on stage to deliver a speech, educating the audience on the Civil War, and then to end the assembly, the orchestra played the National Anthem in honour of Nigeria and her battles fought.

This assembly was, undoubtedly, an educational one informing DWC of the importance and history of the fallen soldiers, with an emotional touch!

Thank You.



REVIEW OF THE 2023 DWC HUMANITIES WEEK

By Anita Ogba & Chidobe Ezeoba Year 9

The Humanities Week, 2023 witnessed art at its finest, education at its greatest, and creativity at its best! This was a week filled with numerous events, and to even describe it as amazing is an understatement. The Humanities Department delivered the best departmental celebration the college has had in a while. Kudos to all members of the department, and indeed, Mr. Lawrence I. Chukwueke (Head of Humanities Department)!

Now, this was one week you should not have missed, commencing with an Eco awareness walk organized by the Geography and Global Perspectives unit of the Humanities faculty. Next was the Humanities Assembly on Tuesday, 24th January which ended with another assembly commemorating Holocaust Memorial Day on the 27th of January.

It was an opportunity for students to get involved in exciting ways like never before as during the first Humanities assembly, there were many activities to keep students engaged like the sensational fashion parade where students represented the different Humanities subjects, each person describing their reasons for their choice. Miss History (Edidiong Usoro, Year 10) emerged as the winner of the fashion show. In addition, there was a highly competitive debate between the Year 8s and Year 9s with the topic “Humanitarian Motive was the underlying Factor behind the European Colonization of Africa!” Although very well fought, one must always emerge victorious and the Year 8s did their assignment by coming out on top at the end of the debate.

There were also many beautiful poem presentations made by students, but the peak was reached and surpassed during the second assembly on Friday as it encompassed of a Sociology debate for KS4 on the topic of “Nature



vs Nurture”, which was very educational as different perspectives of the topic were revealed. There was also a symposium organized by the Business Studies and Economics unit of the Humanities faculty to discuss matters bothering on business and the economy.

It didn't end there, as some DWC students put confidence to the test by coming up on stage to display attires in diverse religions such as Christianity, Islam, Buddhism and much more! As the saying goes, “Save the best for the last”, the dance competition was one to never be forgotten as the Colour Houses showed immense creativity by displaying their talents and skill in dance. You could all testify that the crowd was vibrant as ever and the applause was thunderous.

Overall, the DWC Humanities Week was an educative one with opportunities for students to learn, expand their knowledge, and know more about the world around them. It was a must-see experience! If you weren't here for this one, you must be here for the next! Thank you.



THE NARRATIVE 4 EXCHANGE STORYTELLING WORKSHOP: PHASE 1

By Mr. Daniel Adeniyi, Counsellor

On the 21st of January, 2023. The counselling team was at Ibadan International School for The Narrative 4 Exchange Storytelling workshop.

Narrative 4 offers educators creative tools to teach compassion and develop strong student leaders in the classroom and community. It is also a global organization driven by artists, shaped by educators, and led by students. Narrative 4 is a leader in the fields of empathy and education, using their trademark story exchange to navigate and heal our divided world.

The workshop was divided into two parts: the capacity for empathy and storytelling.

The capacity for empathy goes beyond putting oneself in another person's shoes. It means feeling with and not feeling for individuals. It focuses on appreciating the individuals as they are, understanding their feelings, seeing their world as it is, and communicating the understanding. The workshop revealed that empathy is distinctively different from sympathy.

Furthermore, The Story Exchange was led by Narrative 4 facilitators; story exchanges were customized for classrooms, community organizations, and businesses.

Also, after a break, the facilitator reconvened the group in a circle and asked each participant to retell his or her partner's story in the first person after which reflecting would take place. The facilitator initiated a group, debriefed about the feelings, impact, and lessons from the story exchange, and then created a sense of closure.

The programme introduced us to the story, mission, and vision of Narrative 4. It also allowed



us to explore the purpose, benefits, and risks of empathy in a divided world. Finally, Narrative 4 allowed us to experience the power of the story exchange, create a community connection, identify the essential skills of a successful facilitator, and taught deep listening skills.

In all, the workshop helped participants to develop empathy for others by telling their stories; hence, teachers and other educational staff are able to empathise with their students for better learning engagement



NARRATIVE 4
SHARE TODAY. CHANGE TOMORROW.

ECO RECYCLING COMPETITION

By Mr Olufemi Ogunseye



Table Organiser / Pen Holder. YELLOW HOUSE. 1st Position.

This was made from trash like empty table water bottle containers, energy drink containers, containers of Springles, etc. adhesive was used to bind all these items on a flat plywood. It is a functional art piece which could be used in offices, by receptionists, and by students.

The second entry by Yellow House is the flower planter made from the empty groundnut oil container in the middle which was beautifully cut and filled with sand, and flower planted inside. The other two pet bottles are stocked with artificial flowers.



JUNK-YARD GARDEN. Flower Planters and Flowerpot: RED HOUSE. 2nd Position.

Assembled from a big container of table water dispenser, and tablewater bottles, these items were sectioned craftly, and decorated with the colour of the house, RED, with different flowers planted in them.



Flower Vase and Flower Planter. PURPLE HOUSE. 3rd Position.

A beautifully suspended purple flower vase made from disposable plastic plate, spoons and forks, ropes, artificial leaves etc. with the title SAVE OUR WORLD



The second entry by Purple House is the dissected pet plastic Coca-Cola bottle with flowers planted in it.



Pen Holder and Phone Holder. GREEN HOUSE. 5TH Position.

Made from waste materials like empty Ribena plastic-bottle, hair-spray cover, waste cardboard etc.

MY EXPERIENCE MAKING THE THREE FRUITS WITH OMODESIRE LIADI, AND IREOLUWA OWOSIBO

By Marvelous Ositadimma, Year 7

We were asked to make a project using trash for a house competition, which was aimed at winning a cash prize.

The head of Yellow House (Mr. Ogunseye) also an art teacher, helped us to get some trash during snacks. Also, some of the yellow house members contributed in donating some trash. My friends and I were able to get some trash from our boarding house and we also told the cleaners to help us bring some of the empty juice packets after everyone had trashed theirs after snacks.

Mr. Ogunseye helped us to sketch on the card board (The Apple, Orange and Banana), and we started by cutting the materials using Caprisone and some part of the Kellogg's cornflakes (red for apple). We also used Happy Hour for the orange fruits. For yellow, we used the Cerelac packs.

Afterwards, glue was applied to stickers the materials unto the drawn fruits. We always came back after dinner to finish the art work. We spent over three hours every day in Mr. ogunseye's class to complete the artwork.

It was very tiring and we almost gave up, but with the encouragement from Mr. Ogunseye, we persevered. A night before the deadline, we were scared that we would not be able to meet the deadline because we were not yet done with the sky and it was a lot of work to do, but Mr. Ogunseye kept nudging us on! Two hours more and we were done! Finally, we finished. Mr. Ogunseye submitted the work and all we could do was to pray.

The day of the announcement of the wining house came and YELLOW HOUSE WON. We came first and got the cash prize. We were so happy and I am really grateful for the opportunity and super elated that we made yellow house proud.

A REVIEW OF THE PROCESS OF MAKING OUR ECO DAY POSTER

By Omodesire Liadi, Year 9

My name is Omodesire Liadi. I want to talk about the process of making the poster for the Yellow House.

What really led to the concepts of the three fruits was that, we (Marvelous Ositadimma, Ireoluwa Owosibo and I, Year 7s) needed a poster to WOW the audience! Since it was a recycling competition, we needed something that would make use of trash and also be eye-catching.

We were able to source for materials by picking trash, using personal trash and also making use of the trash from the dining hall.

This included the efforts of everyone, because if we were only few, the trash we would have gotten would be limited.

We started off in a simple manner, and Mr. Ogunseye, the Head of Yellow House, assisted us in drawing the three fruits we would work on.

The work was tedious: we had to skip prep in order to complete the work.

On the day before the submission, we had to stay there longer because the deadline was near, and we had not completed it.

Eventually, we finished the work and it turned out to be very beautiful. We also thank God that our efforts were not put to waste.



AISEN UNDER-17 BASKETBALL COMPETITION 2023 REPORT

By Coach Oluwatosin Soremi

This year's AISEN U17 basketball competition was held in Grange School and Avicenna School, Ikeja Lagos State, on Saturday, 11th February, 2023. The DWC team departed the College premises by 7:48 a.m. to defend our Trophy which we won last year. The journey to Lagos was smooth. The female game was held in Grange School, Ikeja while the Male team camped at Avicenna for their games.

The boys' basketball competition started off without a hitch and was concluded at about 3:00P.M. At the group stage, DWC won against Grenville (8-2) and Green Spring Lekki (2-0) but lost against Edgewood (2-3) before making it to the quarterfinals. DWC played against Green Springs, Anthony and won (7-2) which qualified



us for the semi-finals. Again, DWC won against Juilliard 3-1 in the keenly-contested semi-final match. Juilliard gave their all not to lose again as they had once lost to us at the Under 15





championship, but sadly for them, luck was with the DWC team once more. At the finals, DWC emerged victorious over a flamboyant Green Spring Lekki team. The DWC boys stuck to their game plan and the finals came with the scores at 7-2, making Day Waterman the champions of the AISEN U17 Basketball Competition for two (2) years consecutively.



The girls' basketball competition did not go as smoothly as the boys' because it rained. The competition was concluded at 5:37 p.m. almost 3 hours after the Boys finished their games. In

the group stages, DWC played with the following schools, and we won all our games: New Hall 13-0, Vivian Fowler 5-0, and Avicenna 11-0; DWC won 8-0 against Green Springs School Lekki in the quarterfinal; and we won 1-0 against Phidel College in the semifinals in the most pulsating match of the tournament. The final game was between DWC and Green Springs, Anthony, in which DWC triumphantly won 4-0, making us the AISEN U17 Basketball Competition winners for two (2) years in a row. We can now say without micing words that the DWC male and female basketball teams are, undoubtedly, the best secondary school team in the whole of Nigeria, and we have received a lot of invitation from a host of schools wanting to visit our school for friendly matches.



AFRICA IS NOT A COUNTRY

SERIES: LIBYA

By Anari Boham, Year 7



Libya comprises three historical regions—Tripolitania in the northwest, Cyrenaica in the east, and Fezzan in the southwest. The Ottoman authorities recognized them as separate provinces. Under Italian rule, they were unified to form a single colony, which gave way to independent Libya. For much of Libya's early history, both Tripolitania and Cyrenaica were more closely linked with neighbouring territories than with one other.

Before the discovery of oil in the late 1950s, Libya was considered poor in natural resources and severely limited by its desert environment.



The Libyan Flag

The red represents the blood of the Libyan people, the black represents the dark past of the country, and the green represents the hope for a bright future. The Libya flag is distinguished by horizontal stripes of red, black, and green. In the centre of the flag is a white moon-star.



The country was almost entirely dependent upon foreign aid and imports for the maintenance of its economy; however, the discovery of petroleum dramatically changed this situation. The government long exerted strong control over the economy and attempted to develop agriculture and industry with wealth derived from its huge oil revenues. It also established a welfare state, which provides medical care and education at minimal cost to the people.

Although Libya's long-ruling leader Muammar Al-Qaddafi espoused an idiosyncratic political ideology rooted in socioeconomic egalitarianism and direct democracy, Libya in practice remained an authoritarian state, with power concentrated among members of Qaddafi's inner circle of relatives and security chiefs. Opposition to the Qaddafi regime reached an unprecedented level in 2011, developing into an armed revolt that forced Qaddafi from power. (For a discussion of unrest in Libya in 2011.



The Dressing

The traditional dress of Libya consists of a long and loose gown along with trousers for the lower body. They also use a cloak to cover their bodies and use the traditional cap on their heads. The Libyan youth is rapidly turning toward the Western clothing and the boys are normally seen in jeans and shirts in the main

The Food

The most popular and common food of Libya is couscous. This is also very well-known as a Maghrebi dish. Essentially, couscous is semolina or small balls of crushed durum wheat. Couscous is easy to prepare. Simply cover it in boiling water or liquid stock from meat or vegetable to add more flavour-cover it and let it steam



The Tradition

A Libyan always greets guests with a cup of coffee or tea. The tradition requires that a guest be offered food. Hospitality is part of the Libyan code of honour. Since alcohol is forbidden by Islam, Libya has no bars or nightclubs.

A Glimpse into the Current Situation in Libya

Nine years after the fall of Muammar Qaddafi, Libya continues to struggle to end its violent conflict and build state institutions. At the subnational

level, many local conflicts reflect long-standing feuds between various factions, tribes, and ethnic groups. Though Libya's national conflict has stalled in recent months, prospects for a political solution are complicated by the country's deep political and tribal divides.

NATURE'S ADVOCATES

By Johan Okoh, Year 10

On Sunday 29th January 2023, I launched my Eco Project, Nature's Advocates. The whole story behind my project was simple: I wanted to do something that could help the environment, but knowing that it's a big job, I decided to first start small which is why Day Waterman was my first location.

A problem I noticed that many schools are face is littering. Students are not really motivated to throw their trash in the bin; instead, they dump it on the floor without the knowledge of what it can do to the planet. With all this knowledge, I decided to take charge of the situation and start a project that encourages people to throw their rubbish away correctly.

This is why I have initiated Nature's Advocates where I introduced 12 points, and part of these points was to educate schools on recycling and its benefits. On the said Sunday which was also Visiting Day, I decided to start with Day Waterman College, introducing recycling pans

and bins where students could throw their paper. My initiative was also to educate not just students but parents and the entire school on recycling and the money they could potentially make from recycling paper and bottles.

At this point DWC has 5 recycling banks and 2 trash bins for paper. With all this done, I am assured that DWC has taken that next step in its ecological factor.



UPCYCLING WITH FABE INTERNATIONAL FOUNDATION

By *Marvelous Ositadimma, Year 7*

On Friday the 10th of February 2023, FABI International Foundation in conjunction with the Ogun State ministry of the Environment paid a visit to the ECO club and taught the Eco club members how to upcycle. It was fun all through. Students learned that upcycling is the creative reuse of waste materials into functional products of economic value. During this course, we were divided into two teams.

The first team played a board game made of recycled items such as used cardboard, bottled caps, etc. While the second team learned that “waste is not waste until it is completely wasted”. During this process, students were taught that instead of throwing away our plastic bottles, we could make them into something useful for ourselves at home, at work, or even in school, such as a bottle zipper container, pencil case, soap bottle or Ottoman. It was collaborative work as everyone in the team took turns gluing the bottles to the board, stapled down the Ankara to the foam. After the production of the Ottoman, students took turns to sit on the chair.

Day waterman College is making our planet a better place to live.

#livesustainably #Nothingisawasteuntilitbecomesawaste#



PROVERBS: A TREASURE CHEST OF WISDOM

By *Mrs. Christiana Emmanuel (Editor, DWC Newsletter)*

English Proverb: After victory, tighten your helmet chord.

Meaning: There is no room for complacency. Get down to work after a victory. Jeff Bezos, the founder of Amazon, calls it Day 0 mentality.

Usage: Our Company has won a major deal worth \$600 M, but we can't relax as many more deals are up for grabs, with the competition gnawing at our heels. After the victory, it's time to tighten our helmet chord.



A REVIEW OF THE PROCESS OF MAKING OUR ECO DAY POSTER

By Omodesire Liadi, Year 9

My name is Omodesire Liadi. I want to talk about the process of making the poster for the Yellow House.

What really led to the concepts of the three fruits was that, we (Marvelous Ositadimma, Ireoluwa Owosibo and I, Year 7s) needed a poster to WOW the audience! Since it was a recycling competition, we needed something that would make use of trash and also be eye-catching.

We were able to source for materials by picking trash, using personal trash and also making use of the trash from the dining hall.

This included the efforts of everyone, because if we were only few, the trash we would have gotten would be limited.

We started off in a simple manner, and Mr. Ogunseye, the Head of Yellow House, assisted us in drawing the three fruits we would work on.

The work was tedious: we had to skip prep in order to complete the work.

On the day before the submission, we had to stay there longer because the deadline was near, and we had not completed it.

Eventually, we finished the work and it turned out to be very beautiful. We also thank God that our efforts were not put to waste.

