



# THE ORYX

*The weekly newsletter of Windhoek International School*

## FROM THE DIRECTOR

Dear Community,

I hope your families had a relaxing October Break, and that you also found a chance to celebrate the first rain of the season. I have been appreciating Windhoek's many *jacaranda mimosifolia* that have been in full bloom around Windhoek. With this new rain, it seems like all the mauve-blue and lilac and white and brown will soon be joined by a fresh and new green.

I'm told that the heat of summer will soon be here. Thankfully, we now have a new stock of WIS hats and other items for sale at the Fish Eagle's Nest!

There are a few upcoming school calendar events that I wanted to raise to your attention:

- November 15: Staff Professional Development Work Day (No School for Students)
- November 19: WIS Arts Department Pop-Up Festival (From Noon until 2pm; normal school day with shortened lessons)
- December 6 - 7: Celebration of Human Rights (Various events; school as normal)
- December 7: 3-Way Conferences 2pm - 5pm (School takes place as normal)
- December 8: 3-Way Conferences 7:30am - 2:00pm (No lessons on this day)

The school's upcoming events are always posted on the [front page](#) of the WIS website, and PDFs of academic years are available on the school's [calendar](#) page.

Have a great weekend!



**PARENT INFORMATION PORTAL**  
Click here for more information

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### Dates to Remember

#### October 2021

- **27:** BoD Meeting
- **28:** Sec. Parent info Evening

#### November 2021

- **01:** World Vegan Day - Docu night: Details TBC
- **15:** Staff work Day - No school for students
- **19:** Arts Festival Pop-up
- **22-24:** Annual school photos





Sincerely,  
**Ethan Van Drunen**

## PRIMARY PRINCIPAL

Dear WIS Community,

Digital Citizenship Week is a week-long celebration promoting digital well-being, helping students navigate the world of media and technology. This week students at WIS Primary were involved in a number of learning engagements centred around different digital citizenship skills:

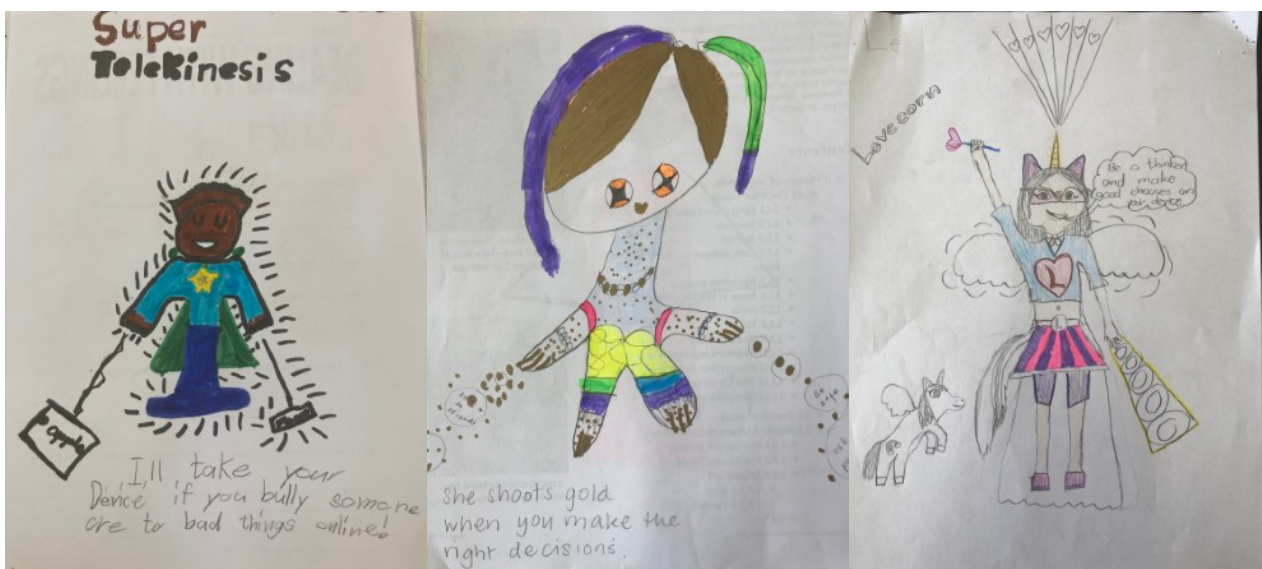
<p><b>Self-Awareness</b>  <i>How do I feel when I use technology?</i></p>	<p><b>Self-Management</b>  <i>How can I balance my time with and without technology?</i></p>	<p><b>Responsible Decision-Making</b>  <i>How can I make responsible decisions online?</i></p>	<p><b>Relationship Skills</b>  <i>How can I be kind online?</i></p>	<p><b>Social Awareness</b>  <i>How do I respond to online meanness?</i></p>
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Below are a few snapshots of learning engagements.



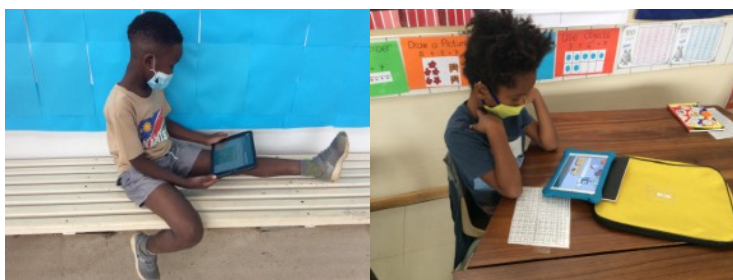
### How can you be an online superhero?

How can you be a super digital citizen when we are using devices in class? How can you be a super digital citizen when you are working with others online? How can you be a super digital citizen during distance learning or when we meet online? Students created comics based on these questions.



### Mind your manners!

This isn't just advice for precocious kids in the real world anymore, since online communication has completely changed the way we interact with one another!



Brainpop was the online resource that we used to teach grade 1 students digital etiquette (how to behave online). Students were introduced to basic online manners that are positive and ethical when using a device to share information, learning or when playing an online game together. Students practiced digital etiquette by using Seesaw to post a positive comment on work

done by a fellow classmate.

These were the steps students followed when leaving a comment.

T- tell something you liked.

A- ask a question.

G- give a suggestion- "I wonder if"

TAG! you're it.

### Digital Footprint



Students love the integration of technology into teaching and learning practices. Students used BrainPop to learn more about Internet search and Seesaw to share their knowledge about Digital Citizenship. The students learned that the information they share online leaves a digital footprint or a "trail".

Everything depends on how we manage those footprints. Some can be big or small, and harmful or helpful. Students compared different trails and thought critically about what kinds of information they wanted to leave behind. We should always remember to stay safe, be respectful and responsible when working online!

### **Parents, please be aware of Squid Games**

Media has become a permanent part of students' lives. This week we were reminded again of the very important role parents and teachers play in guiding students to make good choices in the digital world. We really value parent feedback on what children bring home or what they are playing. It helps us be proactive. In this case, students were reported to play games based on the violent 16+ Netflix series Squid games. According to an article in The Guardian, many children are not watching the show but are aware of it via viral challenges on TikTok, where social media users post their own versions of the games. They then imitate these violent games on the playground. We have addressed this in class and at assembly our Grade 4 students will be talking about this game and why it is inappropriate and potentially dangerous. We would appreciate your help in talking to your children about their experiences with this game. Here are a few sources which give information:

[Squid Game Video Review from Common Sense Media](#)

[English council urges parents not to allow children to watch Squid Game](#)

More resources about Digital Citizenship can be found on [the Common Sense Media platform](#), which has a dedicated parent page.

I would like to thank Ms. Beata, Mr. Danai and our dedicated teachers for organising this week. I am sure all students greatly benefited!

**Warm regards,  
Marcelle van Leenen**

## **Importance of Provocations in learning**

**So what are provocations?**



As the name suggests, Provocations provoke. They can generate conversations, produce ideas, conjure thoughts and stimulate interest in a subject. Provocations allow and encourage children to experience the world for themselves through open-ended activities without being overtly guided by a teacher.

The idea behind provocations is to encourage children to think independently by encouraging their interests and the exploration of those interests. It allows us as teachers to get an overall idea of what the children are

thinking regarding the unit of inquiry and how best to use their knowledge in class. Have a look at the busy Grade 2's and 3's. They will be starting new units of inquiry within the next week and we were curious to find out about their initial thoughts.

The beauty of provocations is that there are no wrong answers. Each idea generated leads to a discussion and commonality in understanding.

Yours in learning

**Madam Laetitia and Professora Jacky**

## Primary School PE

Seodhna Keown, a WIS parent to Ronan (3G) and Tiarnan (1C), has joined the WIS teaching team for the next month to support the primary PE department while the program is going through a transition. Seodhna has an Honours degree in Physical and Health Education and a Masters in Public Health from the University of Toronto. Seodhna is a movement specialist, a Public Health & Wellness consultant and a busy mother of three boys.

The first week of Seodhna's lessons has seen children exploring all sorts of physical gross & fine motor skills and challenges including grip strength, balance, crossing the midline activities, rhythm, footwork, target practice, speed and agility, tumbling, core strength development and more. The emphasis has been on the primary children connecting to their body in space, experiencing the joy of movement, mastering movement sequences and discovering their innate strength.

Lessons this week included discussion about how our body responds to physical activity (breath rate, heart rate, sweating, endorphins and more) and have introduced grade level appropriate basic physiology and anatomy concepts. We are also emphasising the importance of hydration during and after exercise and have been experimenting with quiet mindful breathing exercises at the end of each class.





## SECONDARY PRINCIPAL

### Learning beyond the classroom and textbook ...

At WIS we strive to build student's learning to reach beyond rote learning and learning purely sitting in a classroom "receiving knowledge". In this day in age, education has become far more complex and, to equip our young people with the skills they will need for their future, we need to offer opportunities for our students to learn in various ways.

Thank you to all the parents and their children who attended last night's parent information evening. It was good to see so many people gathering after a long time of virtual parent information sessions. I want to use this opportunity to mention a few learning opportunities, including those mentioned last night, to explore a little, how we at WIS approach opportunities for learning.

We discussed the **Work Experience** last night. WIS expects students in Grade 9 & 10 to do a week's work experience to learn about the world of work and to experience learning in a real world situation and find out whether their idea of a career is what they experience in reality. They plan and go through the experience all by themselves, guided by the school and their parents.



We place great emphasis on students' preparation for their further education. With our platform **BridgeU** and sessions with class groups as well as individual students, we encourage students to explore the opportunities that are out there and understand that the process of finding a career path is a complex and time consuming one. With the advice and guidance of parents and the school, students should find ways to explore future learning opportunities that are realistic and in line with their passion and interests. The pandemic has offered us the opportunity to engage with universities and institutions around the world. A multitude of opportunities are available to students to participate in virtual university fairs and zoom sessions from different universities. Once again, we expect students to take initiative and responsibility for this development in their learning path.

We are planning a **Career Day** for our students sometime in the future. For that we ask for volunteers from the community to share their career experiences and expertise with our students to give our students the opportunity to explore and ponder about their plans for the future. According to the World Economic Forum 50% of employees will need to reskill by 2025. This will be the norm for our young people in the future and we need to equip them with these skills to be able to be open to this:

- **Problem-solving.**
- **Negotiations and reasoning.**
- **Critical thinking.**
- **Time management.**
- **Resilience.**
- **Leadership and social influence (World Economic Forum: Skills needed for future jobs)**



Next week, Ms. Sharon and our Grade 9 Peer Counsellors will participate in a team building activity with Grade 5 students. Giving young people the opportunity to interact with their peers and learn from their peers, engages them in real world experiences about collaboration and problem solving and makes them more independent and compassionate in their interactions with others.



In November, [AISA offers a DEI Design Challenge](#) that WIS will participate in. The day will be facilitated by AISA, but our Senior Student Council together with Ms. Sharon, Mr. Johan, Ms. Swapna and myself will work with the students on the question: **How might we ...** "ensure multiple voices are heard and expertise from across the school is incorporated." This offers our students another opportunity to work with us on inclusion and diversity and find ways to consciously and purposefully engage in conversations about race, gender, religion and ethnicity.

[HERE](#) is the presentation from last night's parent information evening.

Please get in touch with Mr. Meyer ([jmeyer@wis.edu.na](mailto:jmeyer@wis.edu.na)) or myself ([mreiff@wis.edu.na](mailto:mreiff@wis.edu.na)) if you are interested in and willing to contribute to any of our learning opportunities - take in a student for the work experience, offer your expertise for our career day. We appreciate every contribution to ensure our students get a variety of opportunities to explore.



Next week's Parent Information Evening will be about **ASSESSMENT**: PLC Auditorium - 18:00 - 19:30

*Please note that we always want children to accompany their parents to these sessions. We talk about their learning, so they have to be part of the conversation!*

Regards,  
Maggie Reiff

## Global Youth Leadership Summit

### Experiencing the 2021 Global Youth Leadership Summit Online

During my July holiday I was fortunate to be part of the US based Tony Robbins Global Youth Leadership Summit. This year was the first time this event was held online due to the global pandemic, which also meant it had the highest number of participants.

The event lasted from 16 to 19 July 2021. As a result of the time difference, I ended up working from 3pm in the afternoons until 3am in the mornings. However, even though I worked through the night, I was never sleepy as we were always actively engaged with projects and physical activities.



It was an amazing experience where I got to meet people from over 40 different countries and I have been able to connect with some of them as friends, even after the summit. Although the summit was about leadership qualities and finding innovative ways to contribute to the rest of the world, we spent a great deal of time on understanding ourselves better. This process included exploring our personalities and how it relates to the way we psychologically view and interact with the world. Before one can attempt to improve your surroundings, one must first improve yourself. We can't help others if we view the world from only one rigid perspective, and we can't help others if we are struggling ourselves.

Self love and self confidence were important concepts, but in order for us to get to that state of mind, we had to overcome past things that badly affected us and the way we acted. An interesting activity to overcome this involved breaking wooden boards which were figuratively seen as what was holding us back. The excitement of breaking them gave a sense of relief and inner peace.

The summit also involved a lot of stepping forward to speak up about hard times or times we were all faced with prejudice against race/wealth/size and other issues. That was the most rewarding part of this summit to me. Seeing myself and others gradually participate more and more as we revealed ourselves fully and

wholeheartedly for the world to see without feeling judgemental barriers. As one of the speakers said, "Becoming fearlessly, authentically me."

I learnt to see the humour of situations and not to bother about other people's negativity. Focusing positively leads to positive emotions and thus positive actions. This all led to a small breakthrough of, mine completely changing my perspective of myself and the world. I was taught to openly look at failure as a friend instead of a foe.

As for specifically picking up on leadership qualities, we had many activities where we had to think deeply about our own goals so that we can focus on them and achieve them. Goals give you a positive focus to grow and improve. Another important thing we learnt was to just take action and to become solution-oriented by habit and persistence. This was taught by a series of riddles and games played between teams.

We had many speakers come in to help us by sharing how they overcame their own situations and struggles, and to prove that anything is possible. One speaker was driven over by a Jeep and was immobilised for five years, but still got up and continued to work towards her goal. This was her way of contributing to the world and others.

We had to find ways to help others. I chose to use my voice through social media platforms to break down stereotypes related to racial, political and gender prejudices. Hopefully this would help people with the challenges they face, and to help them with the understanding that they are not alone.

This experience is definitely one that I will remember as a changing point of how I worked towards my goals. I would like to thank Mr. Fitzpatrick for introducing me to this conference, and my parents for making it possible.

**Aqeela Nel**

## Editor Correction:

In the Oryx on 8 October, Suhaimi Jantjies was left off the name roll. We apologise Suhaimi. You are a very valued member of our team!



## World Mental Health Day

As part of WIS celebrating and acknowledging World Mental Health Day, which was on 10 October 2021, I thought that **Milla Leibbrandt's** creative spelling story tied in well with raising awareness. The students usually receive ten words that would be used within our unit, so the highlighted words are the vocabulary she was given to write an inspirational story with.

### Stop the plague

School. A place of stress, the suffering of **indignity**, hours wasted, and many more. I know. A negative start, but, there are nicer things to school like friends, the feeling of accomplishment after you look at the test paper that has red marks scribbled all over it, and at the top of the page is a big, red A and fun school events ... but let's talk about something that is **commonly** found in schools, offices and amongst a large crowd of people at a concert, the struggle of mental health.

Whether your mental health is good or bad it's always at stake. It doesn't matter if you take a **collection** of pills, or if someone **invents** a new way to cope with depression, anxiety, ADHD, or any of that. There will permanently be ups and downs in one's life. Look at your classmates and coworkers, they seem happy,





right? Some of them maybe but how would you feel if I told you that 3 or more people in the same room as you are fighting demons that no one else can see, hear or touch, what would you feel? All of this might seem bad or negative and "oh you're only a teenager - you'll grow out of it." but it's true. Let's not ignore the fact that hurt people are literally **transmitting** a phone number of a psychologist, therapist, or psychiatrist just to help the ones who are drowning in their own sorrow. We have to start helping people. It doesn't hurt anyone to sit with the kid who is always alone at lunch or just asking a person if they are okay. We need to open our eyes. Every day there is someone who decides that they're not wanted or needed and that just causes more hurt.

I might mean this **figuratively** or literally but this is becoming a plague. I'm also not going to ignore the fact that some people make disgusted or bitter **expressions** when you **allude** to your own story or how you've been feeling. If you can relate to the things I'm stating, don't **hesitate** to seek help or even just help others. We need to stop this plague.

## Masquerade Ball

By Joan Van Zyl - Gr. 7IB



On Thursday the 7th of October something fun happened, a Masquerade Ball!

This didn't come out of the blue, the student council had already started planning this shortly after the big vacation, and was already completely stuck in preparations. One thing was clear, a lot of things needed to be done before the big day!

The tickets got designed, the PhotoBooth organised, sponsorships were requested, and a duty list was made. The day before, the student council used the homeroom period to decorate the PTA area into an appropriate environment for a masquerade ball.

It started at 6pm and went on until 9pm, but students could also come in between.

A lot of food and drinks were sold by the teachers and students. Many students dressed up in beautiful dresses and suits. It looked like everybody was enjoying this little party and competitions for the best outfit, or dance moves and skills were also planned for.

This is what some of our middle school students thought about the dance:

- *"It was a new experience for me. It was something different. I enjoyed it!" Benjamin Oldenburg*
- *"Uniquely interesting." Darius Swart*
- *"My favourite part of the evening was dancing with my friends and I enjoyed the Photo booth too." Christa Pienaar*
- *"The pizza was good and it was a well-planned event." Charlie Rocha*

- *"I felt really lively. It was fun, good food and I enjoyed dancing with my friends."* Hilja Nambahu
- *"It was an enjoyable event. I thought it was a great idea wearing a COVID decorated mask instead of an eye mask."* Zafari Zeidler

These were our winners for the different competitions:

- **Best Cha Cha Slide** - Gizelle (Grade 6)
- **Best Macarena** - Ms. Kate - see, even the teachers had some fun!
- **Best Overall Dancing** - Lasse (Grade 6)
- **Most classic mask**: Marta (Grade 7)
- **Most scary mask**: Oliwia (Grade 8)
- **Most creative mask**: Levin (Grade 8)
- **Best twin mask**: Kacey & Candice (Grade 6)
- **Best Creative Outfit** - Lasse (G6) & Cosmea (Grade 6)
- **Best Dress**: Mea (Grade 6) & Hilja (Grade 7) & Maygen (Grade 7)
- **Best Suit**: Kyle (Grade 6) & Mario (Grade 7) & Jerry (Grade 8)

The Middle School Student Council would like to thank the following people for sponsoring towards our dance. We really appreciate your generosity in making this event a success and a fun evening for us!

- Drinks: Charmaine van der Westhuizen, Belinda Bruwer and Meik Führung
- Masks: Charmaine van der Westhuizen and Jan Joubert
- Food: Ujama Mushimba
- Sweets: Zafari, Liezel Swart and Jan Joubert

## The Practical Path

### IGCSE Physics in Grade 9

Recently, The Grade 9s explored the nature of Hooke's law, as part of their criteria B and C assessments before the end of the last term. This law explains the phenomenon of springs in our physical world. In groups, the students experimented the effect of mass on the end of different springs. Everyone intuitively knows springs are different by strength, for example springs in your pen are much weaker than springs that may be found in a car system. But how can we quantify these strengths? Robert Hooke called it the spring constant  $k$ . Until a spring is deformed, its behaviour will be governed by the fact that its extension will be proportional to the force applied. Hence, by changing mass (and using concepts of gravitational forces) they would have the ability to determine the constant for any spring through measuring how far the spring extends.



**Nijja, Anna, Kaino, Salome and Maedot (Grade 9 students)**

## WIS Health HUB

**Global Hand-washing Day (GHD)** is an [international handwashing promotion campaign](#) to motivate and mobilise people around the world to improve their [handwashing](#) habits. Washing hands at critical points during the day and washing with [soap](#) are both important.

Global Handwashing Day occurs on 15 October of each year. The global campaign is dedicated to [raising awareness](#) of hand-washing with soap as a key factor in [disease prevention](#).<sup>[1]</sup> Respiratory and intestinal diseases can be reduced by 25–50%.

*Wikipedia*



One of the first things we tend to teach our children as soon as they're old enough is when, and equally important, HOW to wash our hands correctly. The ongoing Covid pandemic has raised awareness too of the importance of washing our hands. Sanitising has played an important role too, but does not replace hand-washing.

How to wash your hands: Below is the seven-step hand-washing technique endorsed by the CDC and World Health Organisation (WHO); Steps to washing your hands properly.

1. Wet your hands with clean — preferably running — water.
2. Apply enough soap to cover all surfaces of your hands and wrists.
3. Lather and rub your hands together briskly and thoroughly. Make sure to scrub all surfaces of your hands, fingertips, fingernails, and wrists.
4. Scrub your hands and wrists for at least 20 seconds.
5. Rinse your hands and wrists under clean — preferably running — water.
6. Dry your hands and wrists with a clean towel, or let them air-dry.
7. Use a towel to turn off the faucet.

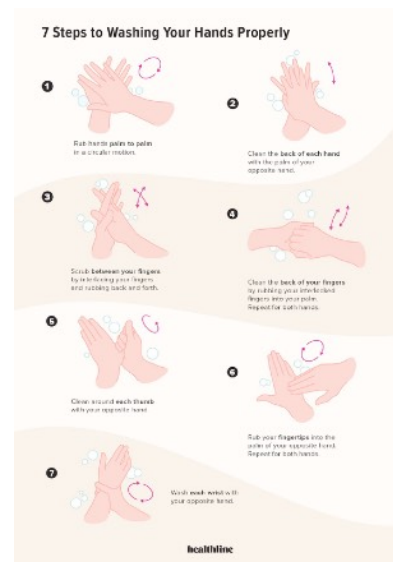


The key to washing your hands is to make sure you thoroughly clean all surfaces and areas of your hands, fingers, and wrists.

Keeping hands clean is one of the most important steps we can take to avoid getting sick and spreading germs to others. Many diseases and conditions are spread by not washing hands with soap and clean, running water.

How germs get onto hands and make people sick

Feces (poop) from people or animals is an important source of germs like [Salmonella](#), [E. coli O157](#), and [norovirus](#) that cause diarrhea, and it can spread some respiratory infections like [adenovirus](#) and [hand-foot-mouth disease](#). These kinds of germs can get onto hands after people use the toilet or change a diaper, but also in less obvious ways, like after handling raw meats that have invisible amounts of animal poop on them. A single gram of human feces—which is about the weight of a paper clip—can contain one trillion germs <sup>1</sup>. Germs can also get onto hands if people touch any object that has germs on it because someone coughed or sneezed on it or was touched by some other contaminated object. When these germs get onto hands and are not washed off, they can be passed from person to person and make people sick. Washing hands prevents illnesses and spread of infections to others.



Hand-washing with soap removes germs from hands. This helps prevent infections because:

- People frequently touch their eyes, nose, and mouth without even realising it. Germs can get into the body through the eyes, nose and mouth and make us sick.

- Germs from unwashed hands can get into foods and drinks while people prepare or consume them. Germs can multiply in some types of foods or drinks, under certain conditions, and make people sick.
- Germs from unwashed hands can be transferred to other objects, like handrails, table tops, or toys, and then transferred to another person's hands.
- Removing germs through hand-washing therefore helps prevent diarrhea and respiratory infections and may even help prevent skin and eye infections.

Teaching people about hand-washing helps them and their communities stay healthy. Hand-washing education in the community:

- Reduces the number of people who get sick with diarrhea by 23-40% [2, 3, 6](#)
- Reduces diarrheal illness in people with weakened immune systems by 58% [4](#)
- Reduces respiratory illnesses, like colds, in the general population by 16-21% [3, 5](#)
- Reduces absenteeism due to gastrointestinal illness in schoolchildren by 29-57% [7](#)

Not washing hands harms children around the world

About 1.8 million children under the age of 5 die each year from diarrheal diseases and pneumonia, the top two killers of young children around the world [8](#).

- Hand-washing with soap could protect about 1 out of every 3 young children who get sick with diarrhoea [2, 3](#) and almost 1 out of 5 young children with respiratory infections like pneumonia [3, 5](#).
- Although people around the world clean their hands with water, very few use soap to wash their hands. Washing hands with soap removes germs much more effectively [9](#).
- Hand-washing education and access to soap in schools can help improve attendance [10, 11, 12](#).
- Good hand-washing early in life may help improve child development in some settings [13](#).
- Estimated global rates of hand-washing after using the toilet are only 19% [6](#).

Hand-washing helps battle the rise in antibiotic resistance. Preventing sickness reduces the amount of antibiotics people use and the likelihood that [antibiotic resistance](#) will develop. Hand-washing can prevent about 30% of diarrhea-related sicknesses and about 20% of respiratory infections (e.g., colds) [2, 5](#). Antibiotics often are prescribed unnecessarily for these health issues [14](#). Reducing the number of these infections by washing hands frequently helps prevent the overuse of antibiotics—the single most important factor leading to antibiotic resistance around the world. Hand-washing can also prevent people from getting sick with germs that are already resistant to antibiotics and that can be difficult to treat.

## References

Page last reviewed: September 10, 2020. Content source: [Centers for Disease Control and Prevention](#)

**Sharon Gorelick**



# WIS Sports Fields Development

## BE PART OF THE PROCESS

Do you have a prize you would like to sponsor for our raffle tickets? Do you have a great idea regarding fundraising for the development of the 4 new all purpose fields? Speak to Jacky and Beata!



**ON SALE NOW!**

# Holiday Cards for the animals!



**6 CARDS FOR N\$50!**

We are excited to let you know that we have the cutest holiday cards available at the SPCA Office!  
**ALL PROCEEDS GO TO THE ANIMALS AT THE SPCA!**



Franco Namibian Cultural Centre invites you to bring your kid(s) to:

# Kids Workshop

Come and get creative with us with small salt dough decorations of kids' hand and foot prints.

October 30 @ 10:00 - 11:30 am

**N\$100 per child**

Come to FNCC to meet buddies, create, sing and dance.  
Register on EventBrite (link in description) | Pay at FNCC

**For more information:**  
[www.fncc.org.na](http://www.fncc.org.na) | +264 3873 30 | [reception@fncc.org.na](mailto:reception@fncc.org.na)





Entrance - N\$50  
Skate rental - N\$50

# Halloween ROLLER DISCO

@DTS Indoor Rink  
**Best costume wins!!**  
29th October 2021  
18h00 - 22h00  
Food & Drinks  
available



**PGKA WARRIORS**



**Kamikaze**

# Flea Market

## 6 Nov. 2021

### 8h30 - 12h00

#### Waldorf School Windhoek Andries de Wet Street, Avis

Sell your used items at our school ground.

Plenty of space, food and fun for the entire family.

**For Further Information and Booking:**  
[reception@waldorf-namibia.org](mailto:reception@waldorf-namibia.org)  
**061 415250**

*Waldorf School Windhoek*