



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Technology

I began my teaching career in 1981. This week I have been wondering how my school back then would have coped with the current lockdown. The answer, of course, is that it would have been quite unable to cope.

Well, perhaps I could have mailed assignments to my students or perhaps, with the necessary clearance, someone could have driven around every students' home to drop off and collect work, but any attempt to continue teaching and learning would inevitably have been paper-based.

Fast forward nearly four decades and our options for delivering an education online are many and varied. I hope (and believe) that the day will never come when the teacher is superfluous and we hand everything over to technology, but long before the current crisis schools all over the world were making excellent use of novel ways of accessing and sharing information, communicating, creating, collaborating, recording, assessing and reporting.

And if there is one outcome of today's tribulations that can be expected it is that such use of technology in teaching will become far more mainstream. Teachers, students and parents are experiencing daily the power of learning through technology. Back in 1981, I stood at a blackboard and thirty or so children sat in rows and listened to me. (Or, probably, didn't.) Today, a class of twenty children (we don't do thirties any more) can all be working independently, connected to their teacher and peers in many ways, but working at their own speed, making their own choices and decisions, concentrating on their individual and unique needs.

We'll be back in school in a number of weeks or maybe months but the lessons we are all learning during these unusual days will not be forgotten.

Peter MacKenzie

PRIMARY PRINCIPAL

Behind the Scenes of Remote Learning

As week 3 of remote learning comes to a close, I thought I'd provide a glimpse into the behind the scenes of remote learning for the teachers. You've already seen the weekly learning plans and the daily morning videos posted on Seesaw but how else are the teachers spending their days?

As with any school day, there are emails to answer, planning to be done, Seesaw posts to approve and collaborating with colleagues. The latter is usually done face to face. With remote learning, teachers have had to adjust to a new way of meeting, not to mention learning a new tool - Google Hangouts. Teachers are having video

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With the new day
comes new strength
and new thoughts.
~Eleanor Roosevelt~



Facebook



Instagram



Twitter

call meetings several times a week to plan the following week's lessons, check in on one another, problem-solve, and to discuss the current unit of inquiry. Ms. Avril and I are also participating in many of these meetings.

In addition to the above, here are several more things that the teachers are focusing on during the day:

- Contacting parents of students who haven't been posting evidence of their learning on Seesaw.
- Giving feedback on the work submitted. (*Last week there were 1,456 posts of learning on Seesaw.*)
- Assessing the work that has been posted.
- Writing the class blog.
- Making the daily video message to the students.
- Having weekly Exhibition mentor meetings with Grade 5 students, as well as mentor mentors as a group to discuss how the process is going.
- Writing report comments for the previous unit of inquiry.
- Creating the class/subject page for the yearbook.
- Collaborating with colleagues around the world, sharing ideas for providing a positive learning experience for the children.
- Exploring a variety of engagements that can be applied to their own class/grade level subject.
- Taking an online workshop preparing them towards earning the Google Educator certificate.
- Participating in webinars about remote learning and supporting children during this process.

Though the above is not an exhaustive list, it does give you an idea of what the teachers are doing beyond writing the weekly remote learning plans.

Students' Tech Tips for Parents

During this time of remote learning, some of our students have been applying their knowledge and skills to help each other and perhaps even their teachers with the various platforms and apps that we use. Parents might find these tutorials helpful as well.

Do you know how to post comments on the class blog? If not, Uzuva (4V) will guide you. [How To Comment On The Class Blog.*](#)

Do you know how to help your child upload evidence of learning to the specific specialist folders? Are you able to access Epic books? Unsure? Nelao (4V) makes it easy to understand. [Instructions for Seesaw and Epic! Books *](#)

* Substitute Ms. Veena's name with your child's teacher's name.

Remote Learning Assembly

The end of the week has not felt complete without having our weekly Friday assembly. We recently have had some new students join the school, children have had birthdays, and the teachers have been commenting that they want to recognise the good work students are doing. Ms. Avril, Mr. Danai and I put our heads together and have come with the idea of a remote learning assembly. While this doesn't include any presentations from classes, it's giving us the opportunity to recognise students and connect with them in a different way. Here's the link to our first [Primary Remote Assembly](#). We hope you and your children enjoy it.

Regards,
Beth Smith

PYP Coordinator's message of the week

A few weeks ago, (seems like ages ago hey?), our Grade 4s led a Primary assembly. One of their questions to our students was: What's your superpower?

Now it seems fitting to ask parents what is yours? Week 3 of remote learning has meant many adjustments and changes for us all. One thing I have noticed over the past few weeks, if anything, it has pulled us together as a

community and as a family. The teachers in the PYP have spent an amazing amount of thought, energy and care in preparing and planning engaging and authentic learning scenarios for students to access at home.

BUT in order for this to be successful, it means we need you, our parents. You are now dealing with terminology and jargon such as: 'ATL skills? What is that ... what are my child and teacher talking about?' and 'this Learner Profile thing ... ? I forgot what that even means ...'

So without sounding too corny I ask again: What is your superpower?

Whilst you ponder that I will give you some suggestions and feedback as to what I see.

You are:

- Inquirers
- Risk Takers
- Communicators
- Acrobatic - a juggling act
- Loving, caring and concerned
- Supportive
- Seesaw experts - "What file do I help my child post where?"
- Open minded - "Oh my this technology thing is something new. I can do this!"
- You are creative and flexible
- You are cleaners, chefs, social workers, mums, dads, aunties, uncles, grandparents - you are family.

In these unusual times, I take my hat off to you all and wish you well. We understand the frustrations of the WIFI not working, not enough devices to use, juggling siblings in the one household. Just also consider giving yourself a break. Balance your day with your children. This is a time you can appreciate and enjoy being with them as well.

Again, you are inquirers, so no question is wrong, no wondering or suggestion is too far fetched. If you want clarity or feedback just know you can talk to your children (we learn so much from them) and your teachers.

Thank you for all that you do. You are an important part of our WIS community. Remember, you got this!

Best wishes

Ms. Avril



See Saw Margery Daw

So here we all are sitting at our desks, wondering when this too shall pass.

I spent a frustrating period of time this morning, to no avail, trying to read Seesaw. It had shrunk before my very eyes. These eyes find it impossible to read small print at the best of times. Try as I may, I could not sort this out. I learnt many other things but not how to fix my current dilemma. I switched off my computer, started again, still no luck! In desperation I sent an SOS to Mr. D who turned out to be my hero. I first shared the diminutive Seesaw screenshot with him. He had to talk me through that too!

Here is what you do if this ever happens to you on Seesaw:

See those 3 dots one below the other in the top right of your screen?

Click on it!

Scroll down to zoom.

Increase to desired size 100% (which is how I found out it was set at 25%)

How did that happen?

I have no idea!
 Just in case this happens to you, that is what you will need to do.
 A little more about Seesaw.
[See saw](#)

See Saw Margery Daw

From Wikipedia, the free encyclopaedia

"See Saw Marjorie Daw"	
<u>Nursery rhyme</u>	
Published	c. 1765

'See Saw Margery Daw' is a popular [English language nursery rhyme](#), [folksong](#) and [playground singing game](#). The rhyme first appeared in its modern form in *Mother Goose's Melody*, published in London in around 1765.^[1]

Meaning and origin

The [seesaw](#) is one of the oldest 'rides' for children, easily constructed from logs of different sizes. The words of "See Saw Margery Daw" reflect children

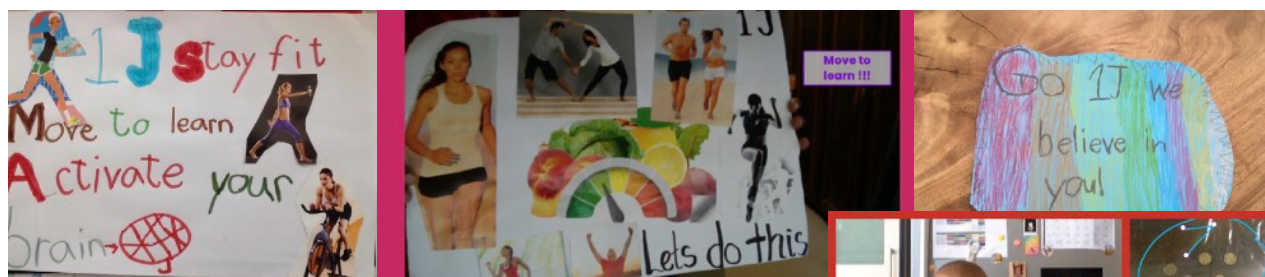
playing on a see-saw and singing this rhyme to accompany their game. No person has been identified by the name *Margery Daw* and so it is assumed that this was purely used to rhyme with the words 'seesaw'.

The rhyme may have its origins as a [work song](#) for [sawyers](#), helping to keep rhythm when using a two-person saw. In his 1640 play *The Antipodes*, [Richard Brome](#) indicated the connection between sawyers and the phrase "see saw sacke a downe".^[1] The game of see-saw in which two children classically sit opposite each other holding hands and moving backwards and forwards first appears in print from about 1700.^[1]

Kathleen Britz, EAL Primary

Grade 1

Grade 1 are making motivational posters. These are by Logan, Alexandra and Elaina



In Grade 1 we are setting up shops at home to learn about money.

April Fools Day

Ezra shared his hilarious prank! Click on the link [here](#).

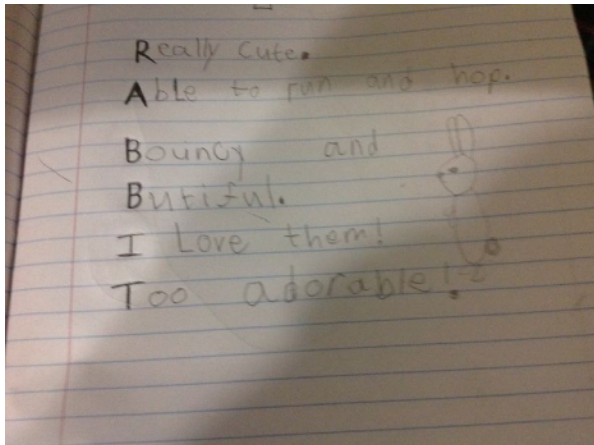


Acrostic poems by Grade 2 Students

Students had to create an acrostics poem as part of their creative writing. To make a connection with the unit students could choose their favourite animal and create an acrostic poem with the animal's name.

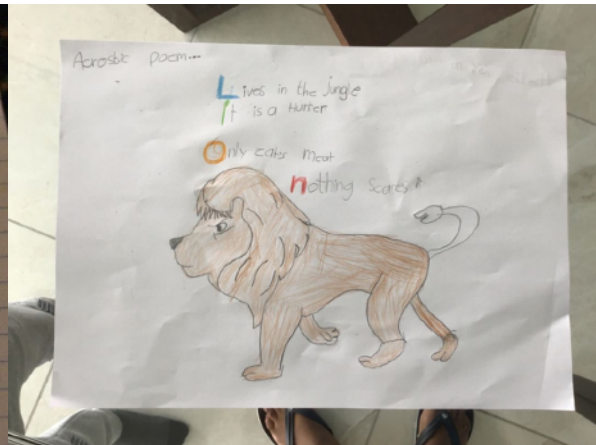
Do you know what **Acrostic poem** is? Ask parents or students in **Grade 2**.

They definitely know the answer. Here you can find some examples.



Rabbit by Liné Knouwds- 2B

Really cute
Able to run and hop
Bouncy and
Beautiful
I love them!
Too adorable.



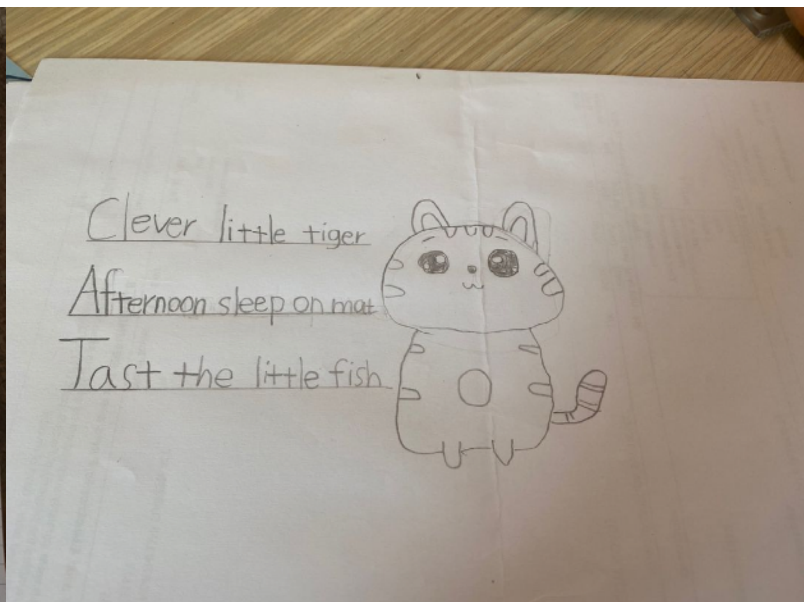
Lion by Evandro Hausiko

Lives in a jungle
It is a hunter
Only eats meat
Nothing scares it



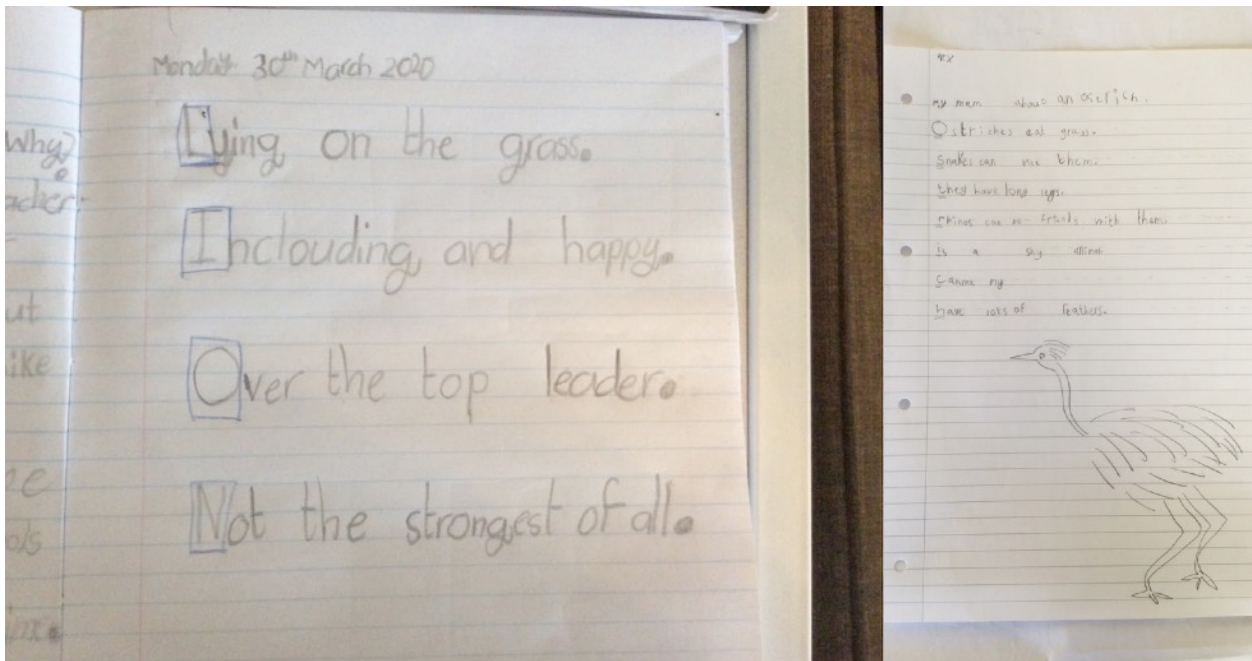
Horse by Sasha Martin

Humble and strong
Outstanding and cute
Run, run, run, as fast as you can
Show me how high you can jump
Eat your hay now.



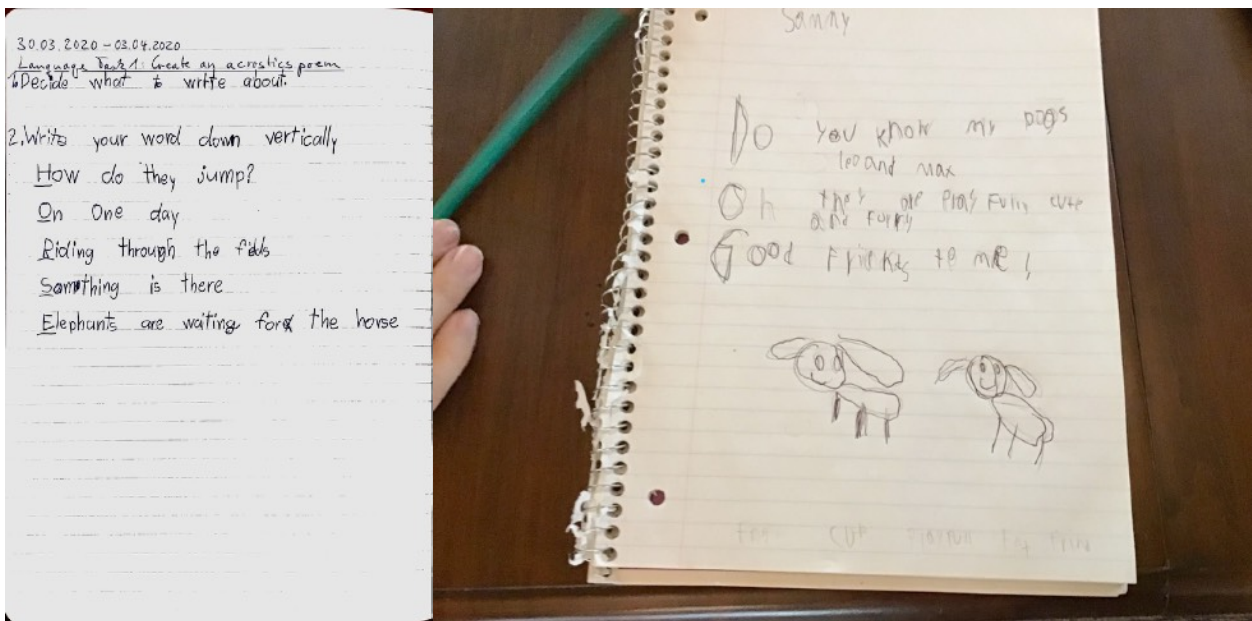
Cat by Martin Zhang

Clever little tiger
Afternoon sleep on the mat
Taste the little fish



By Zara
Lying on the grass
Including and happy
Over the top leader
Not the strongest of all

By Alexander
Ostriches eat grass
Snakes can bite them
They have long legs
Rhinos can be friends with them.
Is a shy animal
Cannot fly
Have lots of feathers



By Freya
How do they jump?
On one day
Riding through the
Something is there
Elephants are waiting for the horse.

By Samuel
Do you know my dogs
Oh they are playful, cute and fury
Good friends to me.

If you would like to try here are some directions:

1. Decide what to write about.
2. Write your word down vertically.
3. Brainstorm words or phrases that describe your idea.
4. Write your ideas/words/sentences on the lines that begin with the same letters.
5. Fill the rest of the letter to create a poem

You will find more examples of Acrostic poems on our class blogs:<https://wis2b19.blogspot.com/> and <https://wis2d19.blogspot.com/>

Grade 2B & 2D

Ha Corona!

Corona is here today and it will certainly be gone sometime in the unforeseen future. No doubt about that. We may not know yet when though, and the extent of the havoc it will wreak. But one thing amidst this unforeseen crisis is that we are all emerging stronger and winners in a way. Yes, we are all winners: we educators, our committed students and their supportive parents. The entire WIS community has come together like never before because we are all working towards one goal. And that goal is to keep the fire of education and learning burning.

Being an international school, we have an edge already. The fact that we have embraced blended learning approaches in our learning environments, long before the COVID-19 was an issue, has enabled us to adapt to this crisis rather quickly, because our students are familiar with most of the tools we are now using consistently. We are all also aware of the “not so edgy” situations elsewhere in the world. So yes, we are winners!

As we wrap up our third week of remote learning, I can only say that we are all becoming comfortable with this process with each passing day. The initial teething trouble seems to be going into history books now. As we educators strive to make the instructions as clear and easily comprehensible as possible, students are rising to the occasions and taking on the challenges in their stride. For our ongoing inquiry, students are researching about the different civilisations of the past and sharing their wonderings using Google Slides and Google Docs. They are using our class blogs to collaborate on shared assignments and reflect on their learning using Seesaw. The tools are many, but the goal remains one. As I stated above, learning is continuous and ongoing.

From coming together to wish a classmate on her birthday, to creating tutorials for peers, students are accomplishing much more than what is expected of them. I can only sum up by saying that I could not have been happier and more proud, as their teacher.

Veena Nambiar, Grade 4V

LEARNING FROM OUR REMOTE ISLAND OF ART

So here is an ART CHALLENGE for parents: Mrs. de Kort (Cosmea’s mum) took up the challenge of also doing some artworks with Cosmea. Thank you Mrs. de Kort, this gave me a great idea: PARENTS: Look at the Art Challenges sent out in Week 1 and/or Week 2 of your child’s Grade level and see if you can be a risk-taker and attempt an artwork with or without your child.

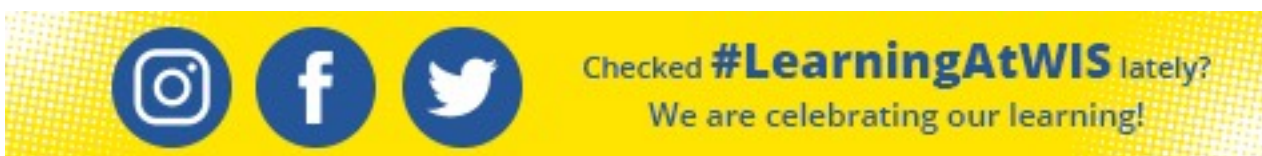
You can email them to me with a short description (how you did it, what you liked about it, what was a little challenging, etc) and email it to me at galbrecht@wis.edu.na.

Let’s see who is in next week’s ORYX!??????

We have had several submissions of fabulous artworks from different students who are doing art at home. Herewith some pictures of the Art Challenges:

1. Mahiro’s (EY2) high tower.

2. Milla's (Grade 1) creating a house out of sticks and stones
3. Candice (Grade 4A) - Creating a sculpture at home
4. Joan (Grade 5)
5. Mea's (Grade 4) Raindrop makers from natural objects
6. Anandre (EY2) Drawing in sand with details



SECONDARY PRINCIPAL

Remote and distant does not mean a loss of contact and community

We are currently mostly confined to our houses and places of living. As a school, which is inherently a place of gathering and social interaction, we have to deal with this distance that we find ourselves in and try to find ways to ensure that our students can manage and cope with the lack of physical interaction and social contact with peers, teachers and in the community.

With the information I have read up on or listened to in the past weeks, our **well being is key** in this unprecedented time of us having to stay away from each other. In the school context, it means that the wellbeing of our students, their families and our staff is of crucial importance. If we ensure that we look after each other and ourselves, we will be able to get through this challenging experience - together and stronger and wiser.

There are multiple factors that currently have an impact on our well being. I want to focus on some of these factors with regard to our students - young people - who mostly thrive on interaction and social contact.

- We need to appreciate that the 'normal' day to day challenges are still there and that we need to keep on dealing with those.
- We need to take into consideration that the outbreak of COVID-19 brings along anxiety, uncertainty and stress for all of us.
- We are aware that the current situation puts families under a lot of stress - emotionally, cabin fever, isolation, financial and social challenges.

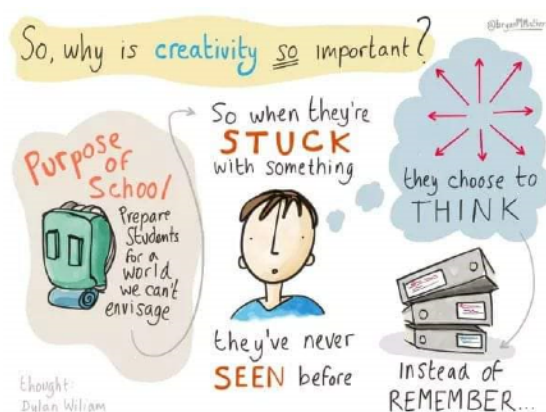
For all these reasons, we try to focus on the well being of our students and our staff. For our students, we have adapted our teaching approach several times in the past two weeks and for different grade levels. We are also trying to reach out to students, parents and staff to get feedback on how to improve what we are doing.

Here are some ways we try to look out for our students to make sure they are well:

- We use Edmodo extensively not only for academic work - do check out the challenges posted by teachers and the contributions of some of our students to look out for each other.
- We have a weekly tracking process to make sure we know where every student is in the Remote Learning process. At the end of the week, we reach out to those students who we haven't heard from during the week to find out what their challenges are, to those students who seem to find it difficult to cope, but also to those students who are doing an outstanding job with their work. Parents are copied in the emails we send to students for their information as well. Please see our 'Tracking Sheet' below:

Please add your name in the box if there are different teachers teaching that subject (Languages, English, Mathematics, IGCSE/DP subject combinations)									
Week - March 30 to April 3									
Students by Homeroom	Sciences	Maths	English	Social Studies	PE	Art	Drama	Languages	
							No Drama at the moment		Green = Outstanding
								German	Yellow = OK
								Portuguese	Red = Not satisfactory
								French	HELLO?
								German	
								Portuguese	
								French	
								Portuguese	
								French	
								French	
								French	
								German	
								French	
								French	
								German	
								Portuguese	
								Portuguese	
								Portuguese	

- This morning we had a great Hangout meeting with some of our students and our teachers will be available for their SDL sessions during the day to assist with questions from students.
- We will send out regular feedback forms to students, parents and staff to see if and how we can change things along the way.
- Our homeroom teachers also do check-ins with their classes to make sure their kids are okay socially and emotionally as well as academically.
- Ms. Sharon and our Peer Counsellors check-in on students who find things challenging and so is our Senior Student Council.



The amazing realisation for me in the past week was that we are all looking out for each other and supporting each other in different ways. We are, once again, proving how strong and resilient our community is and I can only thank all of our students, teachers and parents for this.

Take care and be safe.

**Regards,
Maggie Reiff**

Grade 7 Poetry

As the Grade 7s have come to the end of their Poetry Unit too, the students were asked to complete one final assessment. They had to read the poem 'Tornado' by Allen Steble. Keeping Criteria A (Analysing) in mind the students had to write a narrative after reading the poem. Our students have pretty interesting ideas when it comes to creative writing.

Tornado - Allen Steble

It whirls and twirls
it twists and curls
as it picks up and hurls
everything in its path
this unpredictable weather phenomenon
who can know
the destructive tornado
It has its classes
one to five
one will rip out a large tree
five will demolish a small city
it teaches us one thing
no one can predict or know
this mighty force of nature
the destructive tornado
Next time you see one of these
turn and run the other way
the tornado only paves one path
'a path of destruction'
with no known course of direction
next time the wind blows
look out your window
there may just be a tornado
coming your way!



Tornado - Rainier Feris Grade 7JM

It was a lovely Saturday afternoon. My parents went to visit my Aunt. I and my little brother were playing some board games in my room. My little brother, Carlos, went to the kitchen to get us some juice. While he was gone I became aware that a light breeze started outside. I also realised that it started getting darker outside. The time on my alarm clock showed 16:00, so it should have still been sunshine outside.

The wind was blowing stronger and it also started to rain. The noise of the rain on the corrugated roof became very loud. I began to get scared. I took my phone to call my parents but there was no signal. "Carlos! Carlos!" I yelled, but there was no response from my little brother. I became worried. The sound of the wailing wind started getting even louder. I was getting even more scared.

As I was running to the kitchen to look for Carlos, I heard soft barking noises outside. I stop to look through my window when my heart missed a beat when I saw my brother's puppy outside. This time I ran even faster to the kitchen to find Carlos. Shouting his name over without pausing. My heart sank in my shoes when I saw the backdoor was open and there is no sign of Carlos. Just as I started to go outside to search for him the heavy wind slammed the door closed. Not before noticed how the heavy wind swept my bicycle from where I left it and blew it through the air. I started to cry, knowing that I will have to find my brother soon, otherwise, I would lose him in this tornado.

I searched every room in the house but found no Carlos. He is certainly outside. "What should I do now?" I cried out loud. I knew I had no choice but to go look for him outside, in this tornado. Fortunately, it's just a class 1 tornado and not a class 5, I thought to myself. More to comfort me.

I tried to call my parents again but there was still no reception. I looked through my bedroom window and there I saw the scariest scene I ever saw. My little brother was outside, holding onto a tree in the garden with both hands. The wind was blowing fiercely and he cannot hold out any longer. It struck me that he may have wanted to go save his puppy!

Without hesitation, I ran to the sliding to go outside to get him. As I opened the door I felt the heavy rain on my face and the wind was beating me mercilessly. "We will never make it, "I thought to myself. I decided to try anyway. "Hold on Carlos! I am coming!" I shouted even if I knew he couldn't hear me. I shouted those words over and over as I tightly grabbed the rail around our house and move towards Carlos, centimetre by centimetre. Silently I thanked my Dad for installing the rail. I doubt he thought of this tornado when he installed it. I think the idea was rather keeping the porch separate from the garden.

As I was moving slowly forward, I noticed the force of the wind was breaking the end of the rail from the wall. Only two bolts are still keeping it from blowing away. And I am still meters away from my brother. My arms could not hold on any longer. At last, I reached my brother. The challenge was to explain to him to reach down and grab my legs. I shouted my plan to him but I knew it was useless as the wind and the rain silenced all audible sound. I looked at his face and saw that he was crying, even though I could not hear anything. As soon as our eyes locked, it was as if he could read my mind. He slowly tried to bend down with his arms and legs still around the trunk of the tree.

As he bends down, I saw something terrible! As the tree was dancing in the wind, the force of the wind started to uproot the tree. 'Hurry up Carlos! 'I screamed at the top of my voice, well knowing he would not hear me.

As Carlos reached the end of the tree trunk, he carefully reached out and grabbed my leg. The impact was so severe that it felt as if my leg was torn from the rest of my body. The moment his other hand grabbed my leg, the wind pulled the tree from the ground and flung it into the air.

With much effort, I started the return journey with my heavy but precious load. This time the distance seemed even longer. Centimetre by centimetre I moved. It was more difficult because we moved against the direction of the wind.

As we reached the corner where the puppy was still trying to hide against the storm, I asked Carlos to use one hand and try to reach the dog. Carlos managed to get hold of the puppy's front leg and we continued our crawling.

As we reached the sliding door, I just felt a pair of strong hands pulling me inside. It was my father. I arrived just in time as I couldn't hold on any longer. I laid there, on the floor next to my brother, exhausted and crying.

Who will remember me? Tiancheng He Grade 7JM

The clash of metal and the cries of men melded together, forming a loud and discordant voice, that sings the songs of death. Now or there, in the dark, clouded sky, lighting formed by thunderheads illuminated the sky. Rain splattered on his armour, making it shine like diamonds. He wielded his sword, the one that his father gave

him and he treasured like his life. Hundreds of lives withered under it, but he knew one day, another sword will also be stabbed through his belly, and end his life too. Dirt, gore, and sweat covered his face. His armour is dented and his shield is splintered. This is war, a cruel place, like a violent tornado, that destroys anything on its way, and even the strongest could die easily. Buildings had crashed under this tornado, friends that he had known for life had died under it, thousands of families that were separated because of it. No one knew what could happen in this fury of battle, maybe not even the gods above. All anyone could do, and that's exactly what they did, is to stay on their weapon, kill or be killed. A swarm of soldiers rushed toward him, like a herd of mad buffalos. He jumped, a meter above the ground, and lopped off the heads of his invaders. This could be merely a game for the kings inside this citadel, but for him, this means the life of all of the troops behind him. People who he had known for whole life will become slaves, chained in thick shackles. His troops, who were slowly pushed back toward him, are as haggard as him, looking like homeless beggars that haven't showered for years.

He feels his energy ebbs every time he raises his shield or sword, like a flowing tide. 'Commander! They are too much! What do we do!?' A man yelled on the other side of the battlefield, surrounded by a group of soldiers. 'Fight until the last minute! For our family and friends! That's what you do!' He answered with his hoarse throat. He knows that they are overwhelmed in numbers, but they are surrounded by the waves of enemies and there is no way out. So, yes, what could he do other than fighting? Another lightning cracked in the eastern sky, where the horizon starts to brighten. His men lessened gradually, from five hundred to fifty, and then to five. Five men, against all of the others, yet none of them fled or surrendered. Finally, it was just him, all alone. The sun is going to rise, painting the clouds with a red shade.

A spear thrust through him...

He looked down, as his knee buckled, hate and fury in his eyes...

And there he lies, forever staring at the sunrise.

John and the Tornado - Dominic Fitzpatrick Grade 7LC

There was an eerie calm. The sky was dark and threatening. In the distance, we saw it, the long tail of a tornado. We decided to chase it. As we got closer, we felt the strength of the wind. Suddenly the tornado's tail started whirling and curling in front of our eyes. Branches and twigs were being sucked up into the tornado's funnel. Too late, we realised we were too close to the action. All three of us fainted. The next morning we woke up, amazingly we were in our beds. My dad brought me the daily paper. It said it was only a class 2 tornado. But it had pictures of trees that were uprooted and roofs that had been taken off. Until now it is a mystery to us how we ended up safely at home.

The Abrupt End Of The Roaring Twenties - Mathew Varghese Grade 7LC

In my younger years, I heard of cutting edge technology like the automobile, the airplane, the washing machine, the radio, and the modern assembly line, happening all over the world, during decades of exponential growth. However, I had never been involved with any man-made or natural phenomena. That was until 1924, in New York.

1924 marked the beginning of a new era for America. Specifically a new era for the ever-growing city of New York. It was a place of dreams and wonders galore for jazz musicians to showcase their musical talents and was the main tourist destination for many intrepid artists. That was until a tornado would bring this utopian society, which was New York, crashing down.

At the Four Seasons hotel in New York, I was enjoying my summer break. While listening to jazz and painting a hillside landscape, I thought this was a paradise fit for a king. It turned out that it was too good to be true.

On the 17th of July, 1924, a devastating, destructive tornado raged along the northeastern area of Manhattan. The tornado was powerful that it de-rooted trees, swept civilians off their feet and tore off the roofs of local houses. Unfortunately, I was too late to notice where the tornado was heading. This led to my leg being fractured and I landed in ICU. Here I found out that my parents had died due to a roof collapsing on them.

Not only were my parents and other people's lives affected, but the whole of New York's era of wonders had come to a standstill. As for me, I have never painted or listened to jazz since that fateful day. It was such a loss to see what had happened after the menacing tornados of 1924. Possibly because of this, the Roaring Twenties never would return to what it used to be.

Angatha Janse van Rensburg

Grade 8 Poetry

The Grade 8 students have come to an end with their Poetry Unit. *'You only grow by coming to the end of something and by beginning something else.'* — John Irving, *The World According to Garp*

As part of their summative assessment, Criteria D - Using Language, the students were asked to write an essay to explain how their understanding and appreciation have evolved throughout the unit. This is what some of our students have written:

How my understanding and appreciation of poetry evolved throughout this unit - Awana Andrade Grade 8AJ

I will be discussing how my appreciation for poetry has grown. Below I will be writing on poetry being under appreciated, why I appreciate it, and how it has helped me expand my vocabulary and also given me a boost with creative thinking.

First of all, I believe poetry is underrated. Yes, there are many enthusiasts but many of them are at a ripe old age, if youth groups started to look more into poetry I believe it would benefit them as well as it does me. Everybody looks for a good story or video, but in my opinion, a good poem is far deeper than many books or videos. And once you truly analyse and appreciate poems the true meaning of a certain poem will be easy to catch and understand making reading them satisfactorily.

Another thing is why I appreciate poetry. Poems are relatively short, but in those few stanzas, they convey deep messages which can be missed or misinterpreted. But once you patiently examine them you find touching stories some might even be relatable. I appreciate poetry especially because of how it is not too long but still very powerful, giving you a thought you can carry for a long time just from a few lines.

Lastly how it has broadened my thinking. Reading poetry has given me views on topics that other people my age don't really experience much. It has also expanded my vocabulary and descriptions. It has enabled me to be a more intelligent and descriptive writer in general. And it would do the same to anybody who would really spend time on it.

In conclusion, I believe the benefits of studying poetry outweigh any doubts about why you should study it, I also believe that it will help you in different aspects of life both at school and away.

My appreciation and thoughts on poetry- Peya Shimuafeni Grade 8AJ - 'A poet can survive anything but a misprint'- Oscar Wilde

I would like to start this essay with this quote because one, I find it quite funny and two, I think that the quote really represents that poets are artists who show a different type of expression in emotion and experience.

Poetry is a way to see what someone is feeling, thinking or living. In my opinion, poems are an expression of, experience, thought and emotion, this unit has taught me that. It has also taught me how poetry is so interconnected with today's world and should be recognised more.

When we started this unit I was hesitant about the topic of poetry. I thought that all we would do is study the types of poetry and do tedious classwork.

However whilst the unit started I saw what poetry is all about!

This can be shown in the various ways our teacher has taught us the different poetry types and ways of expressing them. Sometimes poetry is not just a collection of dramatic words, poetry is storytelling, expressing and touching. Poetry is talking to something, someone or even someplace. When we read poetry we get an entrance into the poet's mind almost like an open window to what is happening in their life. One definition that describes this is, "poetry... a quality of beauty and intensity of emotion". This explains my thoughts on why poetry is touching.

Furthermore, I really enjoy how music and poetry are so connected. Music lyrics always have a meaning to them, just like poetry lines/stanzas are always tainted with a definition. This is an example of how poetry is still used today. Although it is not recognised as much because a certain taboo that poetry is boring or sad, it is all around us in literacy and song.

In conclusion, I strongly believe that poetry is more than what we think it is, I think poetry is an expressive art with its multiple forms and topics. Poetry is one of those things that are unrecognisable yet appreciated once thoroughly looked at. So if you have second thoughts on poetry try and see the bigger picture and recognise the beauty behind it.

How my Understanding and Appreciation of Poetry has Evolved Throughout the Unit - Jade Yan Grade 8IB

Poetry is super-expressive. I haven't read one poem that didn't have any emotion in it. Poetry has existed for thousands of years, and the tradition of teaching it in school has carried on strong. My understanding of poetry helped me see another way to express myself, it also helped me see another way to bring across my point, and just reading them for a great laugh or for fun.

As we all know, poetry has helped a lot of people express their feelings but what they didn't know was how easy it is to write one. I can say so from experience. When I was learning about poetry, I found I had this anger in me that I didn't even know I had, and I wanted to let it out but didn't know how that's when I just wrote what I felt. The relief that came from writing just one stanza was an amazing feeling and seeing how simple it was, all my anger just flowed out, and I started feeling happier. It might seem weird at first but the more you do it the better you become at it, and the more natural it feels.

Bringing a point across nowadays is so difficult, Doing it in normal speech or text just makes people want to doubt you. However in poetry where you can express yourself in emotions, you can't speak makes it easy to bring across a point, an example would be trying to stop racism, other racial and political problems. Try bringing a point across even if it's just one stanza, you'll see how much more an impact you will make.

Every day I'm seeing more and more people glued to their phones. I'm noticing it in myself as well but I kind of had to stop myself and just read more books and read more poems just for fun, you'll be surprised to find a lot of humorous poems out there. As more books are being uploaded online, digital devices are being used more and fewer books are being printed and they're becoming more expensive but if you just invest in a book or two, you'll see how much better paper feels in your hand than a device.

I conclude this article by saying poetry has helped me a lot and it has helped a lot of people around the world, it shouldn't be something that should be forgotten about it should be practiced and passed on. I know it might sound weird to say but before you judge just try it by yourself and see if it just brings you relief or not.

Angatha Janse van Rensburg

Remote Learning Grade 11 Biology

At the start of our remote learning experience, we also started a new topic in Biology: Ecology. As part of this topic we are required to complete an experiment, specifically a mesocosm. A mesocosm is an enclosed environment that allows a small part of the natural environment to be observed under controlled conditions, allowing scientists to determine the effects of changing certain variables.

Due to our current circumstances, our class was tasked to complete a virtual experiment. We were able to choose the type and quantity of soil, plants and animals we wanted to enclose and then run a simulation. At the end of the experiment we were provided with a set of results about the sustainability of our mesocosm, which we then had to analyse.

I actually found the experience fun, so much so that I decided to create a real mesocosm as well! This goes to show that while we may be confined to our homes there are still possibilities for interactive and engaging learning experiences.

Viktoría Ellmies, Grade 11



Resilience Essay

In ATL, the Grade 8s worked on the topic 'Resilience'. They were asked to share their own definitions of resilience, explore their own strengths and challenges and reflect on why resilience is an important life skill.

ATL SKILLS - Resilience

Resilience is the ability to overcome fears and obstacles no matter how hard it is. It is about having the grit and courage to remain standing and to keep pushing forwards.

Over the past few weeks of remote schooling, there were many moments that I felt like an object being bent and stretched out of shape. I had to learn to work more and push myself even harder to do better. There were many practice rounds, especially in Maths. I've learnt that everyone has abilities and disabilities and that one way that I can overcome the obstacles in my life is to remind myself of this daily.

Here are some of my strengths and abilities:

- I am good at adapting to new situations and coming up with new ideas.
- I don't always have confidence in myself but when I have other people with me, I know that we will do the right thing.
- I have good relationships with others all around me. I am always willing to help.
- I am self-disciplined and well organized.
- I am very sociable and trusted among people.
- I have helped others when I see them struggling but in such a way that it doesn't feel like I am teaching them but that they figure it out themselves.
- I can make a difference in the world to make it a better place.
- I can continue to set my goals and reach towards them.
- I can learn anything new if I put my mind to it.

It makes me feel good to know that I have some good sides, because I know I have a lot of weaknesses too. One of my weaknesses is that I get distracted quite easily when it comes to work

Something that not everyone knows about me is that I don't care what most people think about me. Although I do care what my close friends and family think.

What I definitely need to build on is my self confidence and not being so overwhelmed with work as well as having a clear goal from the beginning so that I don't get sidetracked.

My main goals include: Doing everything to the best of my ability; Learning new languages; Training hard at badminton to become a professional player; Becoming a teacher and starting my own school with WIS's sort of growth mindset; Helping people by trying to put a smile to their face; Traveling the world.

I hope that I will have the resilience, perseverance and good fortune of achieving these goals.

My tree of Strength



- Aqeela Nel, Grade 8AJ

COVID-19

Dear WIS community,

As we navigate new and unknown territory at the moment, we might be neglecting our own health and well-being. I am including a few great neck and shoulder stretches to hopefully relieve the tension in these muscles that builds up from spending so much time, much more than usual I think, in front of our screens, big and small alike. Something else you can do is to set a timer on your cell phone or watch so that you are reminded to get up and move every few minutes. You can also try to work in short bursts that you alternate with some form of physical activity.

<https://www.webmd.com/fitness-exercise/fitness-neck-stretches>

The second bit of info I'm including is to help you decide whether symptoms you may develop are worth calling your doctor about, or whether it's your seasonal allergies playing up.

Seasonal allergies and COVID-19 symptoms do have similarities, especially if you're an asthma sufferer.

Typical symptoms of inhalant allergies would be:

Itching, (eyes, nose, throat), dry scratchy throat, runny nose, teary eyes, congestion/pressure headache, sneezing and even some coughing. People with asthma might also experience a tight feeling in their chests and have difficulty breathing.

COVID-19 symptoms typically are:

FEVER

Dry cough (a new continuous cough)

Tiredness

Headache

Sore throat

Difficulty breathing

Some also have a runny nose, nasal congestion, aches & pains, diarrhoea & vomiting, temporary loss of smell.

The main deciding factor here is the fever.

If you feel worse than usual while dealing with your allergies, take your temperature. If it's 38°C or higher, call your doctor and describe your symptoms. And remember, if you do have a fever, it's NOT a guarantee that you've contracted COVID-19. Please don't assume the worst.

Continue to take your prescribed treatment for your allergies to keep them under control, don't go walking in grassy areas and close your windows if it's windy. Wash the dust and pollen off your pets.

Finally, don't hesitate to email me (or call if an emergency) if you have questions or concerns. I've been corresponding with a number of students and it's always great to hear from them. Our Peer Counsellors are also reaching out especially to our Grade 6s to stay in touch.

Stay home and stay healthy and safe.

Sharon Gorelick, Nurse & Counsellor

Just When You Need a Friend

I returned to Namibia from Europe the day before the government announced that all schools would close and my fourteen-day self-isolation ended on the day the three-week lockdown came into effect. So, for three weeks, my wife and I have received no visitors.

Or have we?!

A week ago, during breakfast on the terrace, this little fellow appeared out of nowhere and alighted on the table.



He (she?) is perfectly tame and enjoys being fed. During the day he explores the neighbourhood but he comes back a couple of times to check in and stays with us each night.

He has a ring on his left leg: NAMIBIA 2020 23.

I think he's trying to cheer us up.

Peter MacKenzie

Let's do it together!

How are you feeling in this uncertain time? Are you feeling lonely? Isolated? Why are you freaking out?

How many times have you heard these questions?

Humans have an intrinsic need to control every aspect of their lives, the Corona Virus which has hit the world, is teaching us that we have no control over many things.

In this time of social distancing, the idea is that you distance yourself physically. It is not to be locked by yourself and not speak to anyone. You can still chat to your friends, you can still be happy. You can still listen to music, you can still read. You can still go outside and appreciate nature. You can go for a walk, swim and enjoy life.

As Viktor Frankl said: ‘... Human’s freedoms - to choose one’s attitude in any given set of circumstances, to choose your own way.’ How you choose to respond makes all the difference. Don’t be negative, always try to find some positivity in every situation. Train your mind to see the positive in every situation.

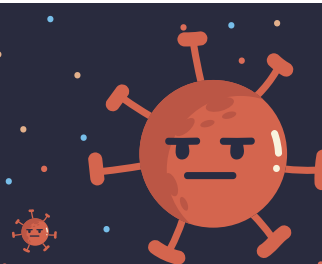
Think how lucky you are to be able to do your school work in the comfort of your home, at whatever time you feel more productive. Create your own routine and stick to it, include resting time and try to do some workouts.

We are lucky to have colleagues who have become friends. We have a very social group, we have been keeping in touch via social media in different platforms. Do the same, don’t isolate yourself.

Our main message to you is... we are all in it together. Stay home, stay safe and if you need, reach out to one of us.



COVID - 19 KEEPING SAFE



WASH HANDS

Wash your hands with soap, **OFTEN**, and for long enough to sing Happy Birthday twice.



COVER MOUTH
WHEN COUGHING

Cough and sneeze safely into the bend of your elbow. If you cough into your hands, go wash them. If you cough into a tissue or blow your nose, throw the tissue in the bin. **THEN GO WASH YOUR HANDS.**



AVOID TOUCHING
SHARED ITEMS

Avoid touching your face, **ESPECIALLY YOUR EYES, NOSE AND MOUTH** and especially after you've touched surfaces other people have touched. Do not put shared items like pens, pencils and markers in your mouth.



AVOID SICK
PEOPLE

Move away from someone who is coughing and sneezing, and stand about two meters away from someone you know has a cold or flu.



STAY HOME

If you feel the start of a cold or flu coming on, especially if you have a cough and feel hot, **STAY HOME.**



AVOID CROWDED
PLACES

If there is an outbreak of a sickness in the area where you live, like **COVID-19**, avoid large numbers of people in public places.



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