



# THE ORYX

*The weekly newsletter of Windhoek International School*

## FROM THE DIRECTOR

### Car Park Woes

As many parents know, I'm usually in the car park at drop-off and pick-up times. Maybe it's the hot weather but it seems to me that standards are dropping.

As you enter the car park you cannot fail to see a big sign that says:



These parking spaces are clearly marked. There are 120 of them. Yes, 120!

Some areas of the car park are painted with yellow lines. These lines mean: DO NOT PARK HERE.

For pedestrians to move safely across the car park, there are three raised "islands" and seven "zebra crossings". However, (a) some people ignore them and walk through the traffic, and (b) some drivers seem not to notice them and drive too fast through the car park and over the crossings.

(A special shout-out to the driver I watched driving through the car park and over a crossing *while texting on his phone.*)

One of the ways in which children learn is by observing and then copying the behaviour of those older than them.

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### Dates to Remember

#### December 2018

- **03 - 07:** Secondary Week B
- **04:** WIS Founder's Day
- **06:** PTA Festive Coffee Morning
- **07:** End of Term 2

#### January 2019

- **07:** Staff Work Day
- **08:** Start of Term 3



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## WEEKLY PUZZLER

Tiancheng and Matthew V. from Grade 6, and Eden from Grade 3 gave correct answers to last week's puzzler. Well done!

Here is a new one. It's as easy as A B C, easy as 1 2 3, as simple as do re mi, A B C, 1 2 3...

What are your answers to the respective questions so that your answers to all the questions are correct?

### Question 1

The answer to Question 2 is:

- A. B
- B. C
- C. A

### Question 2

The first question with correct answer B is:

- A. Question 3
- B. Question 1
- C. Question 2

### Question 3

The only answer you have not chosen yet is:

- A. A
- B. B
- C. C

Please send answers, or any fun and interesting puzzlers to [pfarrell@wis.edu.na](mailto:pfarrell@wis.edu.na)



Parking on yellow lines sends the message that it's OK to break the rules.

Disregarding the crossings and walking across the car park encourages and validates behaviour that is selfish and dangerous.

Lastly, please do not just stop in the middle of the car park to let out children or pick them up. Please park. It only takes a few seconds and it is (a) safer, and (b) more respectful of other vehicles.

Thank you. And mind how you go.

**Peter Mackenzie**

## PRIMARY PRINCIPAL

If you didn't attend last Friday's production, *Etoshalosa*, you missed a wonderful performance given by our Upper Primary students. You missed seeing talented actors, great choreography, colorful costumes, amazing makeup, as well as hearing beautiful voices, witty dialogue, and new lyrics to familiar songs. Congratulations to the actors who showed commitment and dedication by attending rehearsals throughout the semester. *Etoshalosa* was the brainchild of Ms Jan and together with Ms Junelle, Ms Michelle, and WIS parent, Michelle Jackson-Read, they made it all come together. Their dedication and passion for drama was evident throughout the many weeks of rehearsal.



One of the Learner Profile attributes is balanced. According to the IB, learners who are balanced *understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.*

During this semester there have been many opportunities where the students have shown they are balanced, *Etoshalosa* being one of them. Many students take advantage of the school's after school activities such as Lego Club, Art Attack, drama, karate, chess club, choir, knitting club or hockey. Others have activities outside of school be it soccer, swimming, piano, ballet or gymnastics. Each of these activities contribute to a student's finding the balance between schoolwork and play.

One of the aspects of the weekly Primary assembly is special recognition where students are "whooshed" good luck or congratulated for participation in various activities, and achievements, both at WIS and outside of school. For this term alone children have been recognised for participating in the Pupkewitz Swimming Gala, WIS swimming gala, Under 11 basketball league, gymnastics competitions, soccer tournaments, ballet and violin examinations, ballet performances, a swimming competition in Johannesburg, Athletics and last but not least having perfect attendance. It's not about winning or losing, or the medals or certificates received, it's to showcase participation and provide examples of being balanced.



**Regards,**  
**Beth Smith**

# PYP Coordinator's message

## What is student agency?

Student agency refers to learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. To put it simply, student agency gives students voice and often, choice in how they learn.

At WIS we try to encourage many real life and meaningful opportunities for students to express their ideas, ask questions of the world around them and have input in sharing their understanding and knowledge of the world.

What is going on now?

Currently in the PYP students are engaged in wrapping up the term but not their learning. They are still in the midst of learning, questioning, researching, interacting and collaborating everyday.

The way students learn at our school is to have input. The teachers are the co-constructors and facilitators for students to access their own learning. How we learn can differ and the skills we use may vary. But because we encourage input and choice of what and how we are going to learn in the PYP our students have become co-collaborators and at WIS we strive to build on this spirit of a learning community.



Here are some examples of student initiative and autonomy.

### **Grade 1: How We Organise Ourselves - Collaboration and Communication facilitate problem solving.**

The students have been problem solvers, role models and change agents. They organised themselves into groups and went and created their own awareness messages: Select link to see further [Grade 1 Safe Team](#)

### **Early Years 3: Sharing the Planet - The preciousness of water encourages people to investigate ways to conserve it.**

The students have been exploring why water is so precious and more importantly, how they can take action and be part of trying to protect and preserve it. Below is their water aware posters they have made:

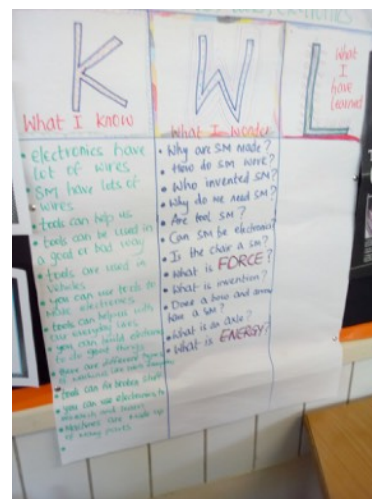


### **Grade 3: How the World Works - The invention of simple machines has accelerated humans' ability to produce power, movement and energy.**

The students begin their inquiry exploring and sharing their prior knowledge and what they know. In this case Grade 3 were exploring what they know about simple machinery and how they work. They will share their

current knowledge and from there ask questions of what they would like to know.

This kick starts the inquiry and encourages student input in the direction the learning will take.





**Grade 4: Who We Are** - Children worldwide face a variety of challenges and risks.

Grade 4 students have been exploring quite a deep concept and understanding of human rights, in particular children’s rights. They began with exploring visuals and news items where children did not have rights to education, a safe home, food etc. This provoked conversation and brainstorming as students shared their thoughts and ideas.

Students are connecting with real world topics and sharing their thoughts and opinions. Here you see examples of human rights and student thoughts on this topic.

Giving students a voice and encouraging them to be partners in their own learning not only increases their agency and achievement, it also creates positive long-term learning habits and a deeper more meaningful understanding as a learner.

**Grade 5: students working collaboratively on maths problems**

Avril van Zyl

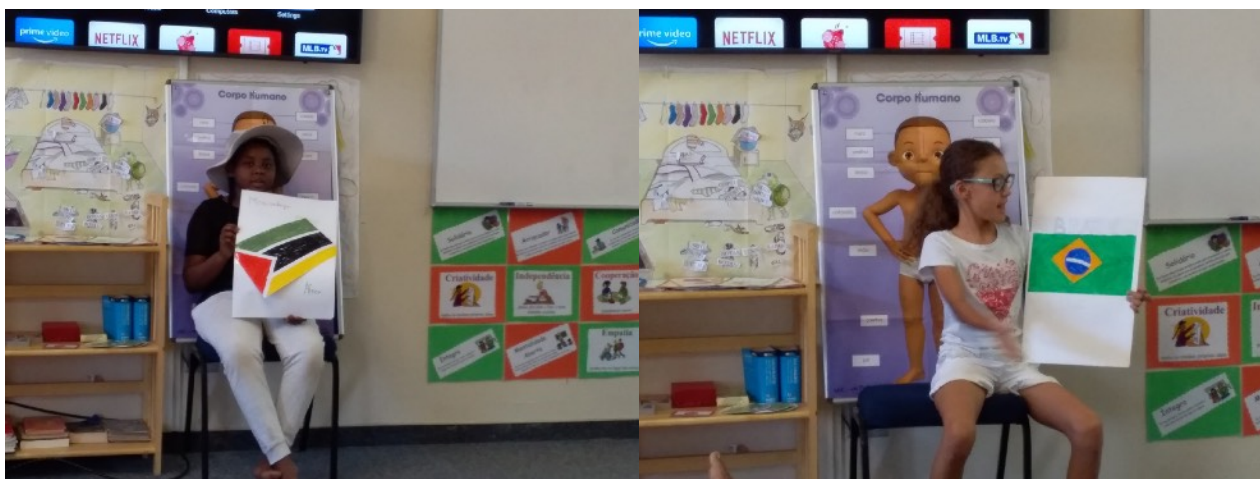


## Student Exploration

### Portuguese Culture

The Grade 2 students enjoyed a week of tasting “*Pastéis de Nata/ Pastéis de Belém.*” Some for the first time and some for the second time or more. *Pastéis de nata* or *pastéis de Belém* is one of the most popular and delicious Portuguese pastries and part of the cuisine culture of Portuguese speaking countries. Since many students have asked for the [LINK](#) to be able to make them at home, we feel that it is an opportunity for our parents and our community to connect with what their children are learning in Portuguese Class.





After several days of research about the Portuguese Speaking Countries around the world, the Grade 5 students delighted us with several presentations that demonstrated responsibility and evolution in reading, writing, content selection and presentation of works of research in Portuguese.

**Naftal Chivure**



## Primary Student Council Message

School Spirit week from 3rd to 7th December:

**Moping Monday: Pyjama day**

**Twin Tuesday: Dress up as twins**

**Wacky Wednesday: Wacky dress up**

Thursday: Dress as your **mum and dad** OR a **Superhero**

Game day Friday: **Bring fun board games, twister etc from home.....dress in house colours**

## SECONDARY PRINCIPAL

### How do we deal with "a cry for help" with teenagers

Working with young people inevitably makes us having to deal with their concerns, their challenges, their perception of their own situation. These may be happy situations, that we can celebrate together. However, very often, these situations are challenges for our young people - peer pressure, puberty, academic pressure, family circumstances and many more things.

Emotional development during adolescence involves establishing a realistic and coherent sense of identity in the context of relating to others and learning to cope with stress and manage emotions.

How do we as parents and educators deal with the more difficult situations our children find themselves in? Do we brush it off as being non-starters? Do we over-protect our children? Do we sit down and talk to them and try to find solutions together?

At WIS, we try to address difficult situations by talking to children and young adults openly. When we address the problem and try to find solutions together, we might help these young people to learn skills and to learn to problem solve, which might help them make the right decisions later in their lives.

When an adolescent does something that we find unacceptable, there normally is a reason for this. Maybe they want to tell us to help them, but they cannot say that in so many words. Maybe they need us to pay more attention to their needs, maybe we need to take them more seriously. But, they want us to talk to them and support them and be there for them.

*"During this more intense period of growth, it is helpful for parents (through example and instruction) to help their adolescent learn to manage emotions in ways that work well and not badly for all concerned, always remembering that now is later.*

*The adolescent is just an adult in training, and the tools for emotional management learned with parents will be carried forward into significant relationships later on. "I learned to shut up about my feelings living with my parents, and now in marriage my wife complains I refuse to open up with her." It's easier to form habits than it is to break them.*

*Parents need to model safely talking out hard feelings, not acting them out by exploding to let off steam, to get their way, or to counter the teenager exploding at them. Yelling to stop teenage yelling only encourages more yelling."*

*"Having good emotional access and the ability to talk about feelings is really important in adolescence when periods of emotional duress are just part of the normal teenage passage. Consider some common emotional hard times." (Please find the whole article on "Adolescence and Emotion here: <http://bit.ly/2Rtl6Go>).*

We as adults have the responsibility and the tools to guide our young people through these years that most certainly perceive as challenging. We should never shy away from this responsibility. Not because we don't have time and not with material compensation.

**Regards,**

**Maggie Reiff**

## AWARDS

Grade 10 Student, Yiming (Jimmy) Xu, was awarded the Advanced Prize of Visual Art and the Advanced Prize of Percussion by the College of The Arts in their Prize-Giving Ceremony held on 21st November.

Also in the photo, Grade 5 student Sharon Lusala.



## Sports News

### LFL Friday Football

Regular Oryx readers will be familiar with our weekly football league matches held at DTS every Friday. This is a relatively new initiative for WIS and it's no secret that WIS has faced some tough teams throughout the year as we have played some well established clubs and competed with some familiar faces too!

We have had 22 day of matches spanning from April until the conclusion of the season which was last Friday.

Our final round of matches finished with 1 loss, 1 draw and 1 win for the WIS boys. The U8 squad earned a fabulous victory against the DTS squad!

We are looking forward to building upon the successes of this season as our players develop their talents and expertise.

Final results for the LFL 2018 season are below, for a full season review please see [link](#) to DTS site

### Congratulations

Congratulations to Luca Monteforte from Grade 11 who has been selected to attend an elite performance camp in RSA for Basketball. Luca will join other highly talented players of similar age from across Southern and Central Africa.



### Pre-Festive Period Fitness Focus

As our Middle School learners have recently concluded their Basketball module we have turned our attention to Cardio-Vascular Fitness. All the children have completed the Multi-Stage Fitness Test aka 'The Bleep Test'. This is a running test in which the competitors cover a distance of 20 meter in incrementally decreasing time intervals (they have to run faster as the levels progress).

It's an effective method of finding out your **Cardiovascular Fitness** also know as **Endurance**. The children have also been working on the components of fitness of Muscular Strength and Static Balance through a compact module of Gymnastics, (thanks to Paolo Greiter for the photos).



### Senior Inter House Basketball

The Senior Basketball competition will occur from 11:00 on Monday 3rd December. Expect some high caliber performance and intense competition on the court as the seniors battle it out for bragging rights and the coveted inter-house shield.

**Thomas Jackson-Read**

## THEORY OF KNOWLEDGE

The Grade 12s have completed one part of their assessment for Theory of Knowledge (the presentation) and are now working on the final essay. Six titles are

released in early September and the students must choose one on which to write. The essay titles this year are:



1. "The quality of knowledge is best measured by how many people accept it." Discuss this claim with reference to two areas of knowledge.

2. "The production of knowledge is always a collaborative task and never solely a product of the individual." Discuss this statement with reference to two areas of knowledge.

3. Do good explanations have to be true?

4. "Disinterestedness is essential in the pursuit of knowledge." Discuss this claim with reference to two areas of knowledge.

5. "The production of knowledge requires accepting conclusions that go beyond evidence for them." Discuss this claim.

6. "One way to assure the health of a discipline is to nurture contrasting perspectives." Discuss this claim.

First drafts have been submitted and returned to the Grade 12s. The second and penultimate draft is due on the 31st of January.

In Theory of Knowledge this semester the Grade 11s have explored the idea of knowledge, sources of knowledge, how emotion, reason, memory and intuition affect how we acquire knowledge and how knowledge is produced.

Just recently we started on the Area of Knowledge of Ethics with these questions:

- Why be moral?
- How did you gain your sense of right and wrong?
- With what others do you share this sense of right and wrong?
- Is it linked to any kind of community to which you belong – locally, nationally or internationally?

*"Ethics or moral philosophy is a branch of philosophy that involves systematizing, defending, and recommending concepts of right and wrong conduct."* - Internet encyclopaedia of Philosophy

**Edwina Rimmington**

## Physically Active Youth Programme

The Physically Active Youth Programme (P.A.Y.) is a dynamic after-school centre in Katutura which provides a safe and nurturing learning environment for Namibian children coming from disadvantaged communities. They cater for learners in Grades 1 to 12 as well as children out of school.

The Programme is divided into two sections:

Section 1 is the Junior Programme. The Primary Education component encompasses an integrated programme for 50 learners from grade 1 to 7. They concentrate on improving literacy and mathematical skills, learning through educational games which includes computer and robotics skills. Their physical motor skills are





enhanced by BMX riding, football, swimming and basketball. Other recreational activities are chess and reading. Weekly Life Skills sessions are held which include cleaning of their environment and gardening. Learners attend an annual Life Skills camp and participation is earned.

Section 2 consists of the Senior Programme. The Secondary Education component provides educational assistance to approximately 50 learners daily in Grades 8 to 12. There's an approximately equal number of males and females, with learners coming from over 10 different schools in the Katutura community. Lessons are delivered in compliance of the Ministry of Education, Arts and Culture official syllabi and participate in a schedule that ensures learners receive quality instructions in, English, mathematics, accounting, and sciences including computer science. Learners receive tutoring support for homework in all subject areas based on the volunteer's availability and skill set.

Their mission is to nurture self-confidence, critical thinking and active citizenry in young Namibians coming from disadvantaged backgrounds who will contribute to a more equal and knowledge-based Namibia.

The above information was taken from: <http://paynamibia.org/who-we-are/>

With the help from Mr Fitzpatrick, students of the Windhoek International School have the opportunity to volunteer in this program. Being students who have the privilege of coming to a private school we must always remember that not every student has the same opportunities as we do. Giving back to the community is always something we believe in doing. In this program not only do we get to do this but we can change the lives of students who share the same dreams as we do. In this world, we must always think about the people around us and work together. Without the incentive of helping others, it is not possible for those in need to live the lives they would like to. In this program, we would not only be able to share the knowledge we have acquired throughout our school careers, but we will also be able to have conversations with students who are the same age as us but do not come from the same background. This experience will not only open our eyes to the issues other people our age face, but it will show us that sometimes we should stop complaining as there are people who face harder challenges than we do. This experience will show us how to appreciate the things we have even more than previously, and will allow us to help others who don't have what we have, forming new relationships that we will be able to remember for the rest of our lives.



WIS students from Grades 10-12 go to P.A.Y. every Monday to assist in tutoring and extra-curricular activities. The students leave school at 14:30 with the school bus and return at around 17:00. Monday after Monday, many students tagged along for their first time, and many tagged along for their second, third or fourth.

The first time we volunteered at P.A.Y. most of us felt nervous as we did not know what to expect; would the students accept us? Would we actually be able to help them? What if they don't like us? The outcome trumped all the doubts and fear we had the first time, as it turned out to be one of the most productive and memorable activities we have done. The weeks that were spent at P.A.Y. Namibia created a sense of familiarity to the students and staff at P.A.Y. Namibia, as well as to the students of WIS. It became less of "just an activity for CAS", and it grew into a love for the children at P.A.Y. love for the staff members, and what P.A.Y. stands for itself. We not only tutored and taught children, but we learned and gained knowledge for ourselves too. We learned patience, gratitude and the love of seeing young children experience genuine joy.

On the 26th of November, last Monday, the WIS students went to P.A.Y. for the last time for this academic year. The students organised a 'farewell party' with the help of Mrs. Smit and Mr. Fitzpatrick. We brought along sandwiches, drinks, little goodie bags filled with treats and other sweet delicacies like cupcakes, courtesy of Mrs. Smit (they were lovely!). We thought the surprise would be nice for the children, but a surprise we weren't aware of greeted us too! They had prepared a little farewell programme for the day and it started with speeches from different students at P.A.Y. Most were along the lines of gratitude and the hope for us returning next year, but one particular line from a young boy struck us all; **"You became friends of P.A.Y. and at P.A.Y. friends become family."** He had told us something that we felt throughout, but never acknowledged. He pulled at a string in our hearts. After that we gathered and shared the treats we brought and socialised with each other. We later played a game where we had to learn as much about each other as possible in 10 minutes, then answer random questions about the person we were paired with. It meant a lot to listen to details about them; their likes and dislikes. It made many of us aware of how unique and special each and every child is and how he/she deserves to be cherished in their own way.

We could not be more thankful of the learning outcomes and we look forward to returning next year. We are excited for what awaits us.

**Alexander Mc Nab, Belinda Rönni and Ashraf Hazim**

## P.A.Y & W.I.S

PARTNERS IN EDUCATION



In September this year, our journey together began, third week of September we welcomed a group of 16 of your students to our center. Kind, helpful and always ready to go beyond assigned tasks, we are grateful for all their help this term, and the dedication of Mr Fitz and Ms Laura who accompanied them and brought us happy cheer.



THANK YOU FOR THE BOOK DONATION, IT WILL HELP US HEAPS!!!

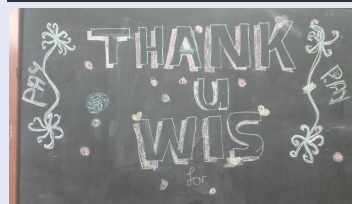
What a pleasant day it was when they came with a donation of Biology textbooks, now our learners can use this highly vital resource that can only work in their favor. We closed it all off with an Interactive Day where they got to learn more about each other over cupcakes and snacks and a whole lot of cheer.

From the Staff, Management and Learners at P.A.Y we wish all our friends at W.I.S happy holidays.

See you in 2019!!!

THANK YOU, WINDHOEK INTERNATIONAL SCHOOL, FOR ALL YOUR HELP THIS TERM.

18 OF YOUR STUDENTS HAVE BECOME OUR FRIENDS



## CHEMISTRY IS FUN

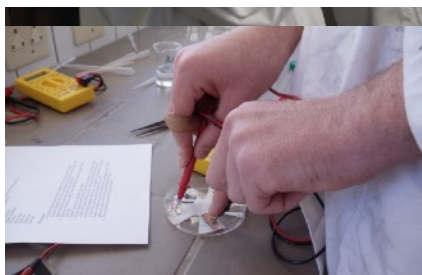
Chemistry Grade 12 students experienced how to produce electrical energy by creating small scale voltaic cells in the laboratory. They were fascinated by the fact that they could create several cells in a petri dish using filter paper as salt bridge and some common pieces of metal. This experiment helped them understand the theory that they had just studied in the classroom on redox reactions.



*Belinda doing the titration with Ilja checking for the end point*



*Dave and Nacim doing the titration guided by Mr. Cuthbert*



*Léart is measuring the electrode potential of the voltaic cells*



*Thyra setting up the voltaic cells*



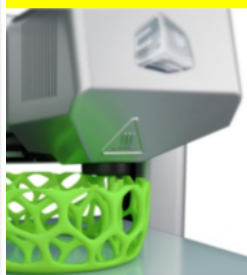
*Dora, Amrita and Santeri discussing if it is the correct end point for the titration*

Grade 11 students used their knowledge of Stoichiometry to investigate the percentage by mass of calcium carbonate in an egg shell. Students thoroughly enjoyed the investigation as it reinforced their theoretical knowledge on back titration.

**Mariamamma Mathew**

# MAKERSPACE ACTIVITIES

3D Design & Printing  
Identify a problem, design a solution



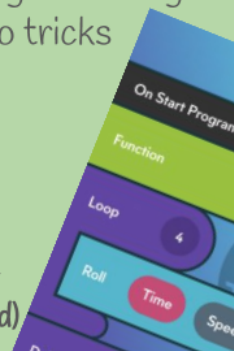
**Tuesday!**

Venue: ICT Lab  
Time: 1:45 - 3:00pm  
Grade 5 - 12

Robotics  
Program a robot to navigate through an obstacle course or do tricks

**Thursday!**

Venue: Room 22  
Time: 1:45 - 2:45pm  
Grade 2 - 5 (Max 12std)



Look out for the after school activities sign up sheet in January 2019!

happy weekend

# Spirit Week

From December 3rd to December 7th

Join us on the last days of school, and dress up for the week!

- Monday - Sports Day
- Tuesday - Twinday
- Wednesday - Identity-Swap
- Thursday - Blast From The Past
- Friday - Pyjama Day

Note: Please make sure your outfit is in accordance with the WIS dress code. Thank you