

THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Remote Learning and Remote Teaching

We are now two weeks into what is a new experience for all of us – learners, teachers and parents. Realistically, we must anticipate several more weeks to come.

Thank you to everyone for rising to this challenge. Thank you to the teachers for their commitment, innovation, and industry. Thank you to the learners for their acceptance and adaptability. (You are Risk Takers!) And thank you to parents for your support, patience, and understanding.

And thank you all for your feedback. We are learning and adapting as we gain experience. Please continue to tell us what is working and what needs to be changed or improved.

Every challenge brings with it opportunities. I have already heard teachers say that their experiences over the past two weeks have made them reassess what their role is in teaching and learning. Doubtless, learners are seeing the whole process through different eyes too.

We are all hoping (and, I believe, expecting) that some good will come out of shock the world is currently going through. When it has all passed, will we go back to the same old ways? Or will we have different (better?) priorities?

Will education look quite the same once we are back to what we like to call normal?

Education is not about passing exams. Education is about learning. And learning is about looking, thinking, asking questions, experimenting, creating, experiencing, wondering...

The school buildings may be closed. But the school as a community of learners is still very much open.

Learning is going on every day in many different ways. Over the following pages, we'd like to share with you just some of what teachers and learners have been doing. More examples will follow next week.

And if parents want to submit stories, images, or reflections on the current situation, please feel free to do so. We are all in this together.

Peter MacKenzie



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'And the people stayed home. And read books, and listened, and rested, and exercised, and made art, and played games, and learned new ways of being, and were still. And listened more deeply. Some meditated, some prayed, some danced. Some met their shadows. And the people began to think differently.

And the people healed. And, in the absence of people living in ignorant, dangerous, mindless, and heartless ways, the earth began to heal.

And when the danger passed, and the people joined together again, they grieved their losses, and made new choices, and dreamed new images, and created new ways to live and heal the earth fully, as they had been healed.' ~ **Kitty O'Meara**



Facebook



Instagram



Twitter

PRIMARY PRINCIPAL

During these two weeks of remote learning I have seen the WIS community exemplifying the IB Learner Profile.



Caring - students, teachers and parents caring about each other and those around them.

Open-Minded - In spite of the challenges presented with remote learning, everyone is being open-minded to this temporary way of learning and trying to make the best of a difficult situation.

Knowledgeable - the students, in particular, have demonstrated their knowledge of how to post evidence of their learning on Seesaw. Parents are quickly gaining knowledge of how Seesaw works and many are gaining more insight into their children's learning. Teachers have learned how to make video conference calls through Google Hangouts.

Risk-Taker - It's not easy making a video of oneself talking, and the teachers have risen to the challenge to post daily videos to connect with their students (and parents). Parents have been thrown into the deep end with the challenge of supporting their children at home (more than the usual) while managing their own work, and keeping up with the technology.

Inquirers - it has definitely been a time of inquiry with the unknown. Teachers have been inquiring into how to provide meaningful lessons, and various technology options to support their teaching and learning. Students are natural inquirers and have continued inquiring in their various lessons. Parents have been inquiring into the technology aspect of their children's learning, such as Seesaw, and how to manage encouraging learning at home.

Principled - Students are taking responsibility and ownership of their work. Parents are ensuring and supporting the students with getting the work done. Teachers are taking remote learning seriously and going above and beyond expectations.

Thinker - Everyone has had to be a thinker in trying to adapt to the concept of remote learning, from planning meaningful lessons that engage students, to being problem solvers with how to manage the situation at home, to organising one's time.

Communicator - Of all of the Learner Profile attributes, communicator has been evidenced the most. Teachers have been collaborating with one another via Google Hangouts video calls. Teachers have been communicating with students via the remote learning plans, emails, Seesaw and daily video posts. Of course students, parents and teachers are communicating with each other through the various platforms.

Reflective - There is no doubt that we are all reflecting during this time, be it the students reflecting on their work, or all of us reflecting on our blessings and the things we value and are important to us.

Balanced - I've saved this one for last as it's the one that tends to get put aside but is perhaps the most important during this time of uncertainty. Exercise and being creative are equally as important as academics. I've seen some video and photo posts of children riding their bikes or taking walks; singing songs, dressing up as a character, and creative artwork. We all need to take a break often and do something fun.

Thank you all for your support of remote learning and your efforts to make it work. I couldn't be prouder to be part of this WIS community.

Regards,
Beth Smith

My experience as an intern at WIS

For approximately 5 weeks I have been at WIS now. My first impression of the school has been a very positive one, as I can observe the qualities of the IB Learner Profile on a daily basis.

Being in class 2B and involved in the daily practice of what it means to be a homeroom teacher is a very valuable experience as it is my last being a student teacher before I will get my own class starting next school year, at another school.

Due to the current situation, I am learning about other aspects of being a teacher as well as about remote learning and its challenges. The way WIS is handling this situation as a community is commendable.

I am grateful to be part of the WIS community until the end of April.

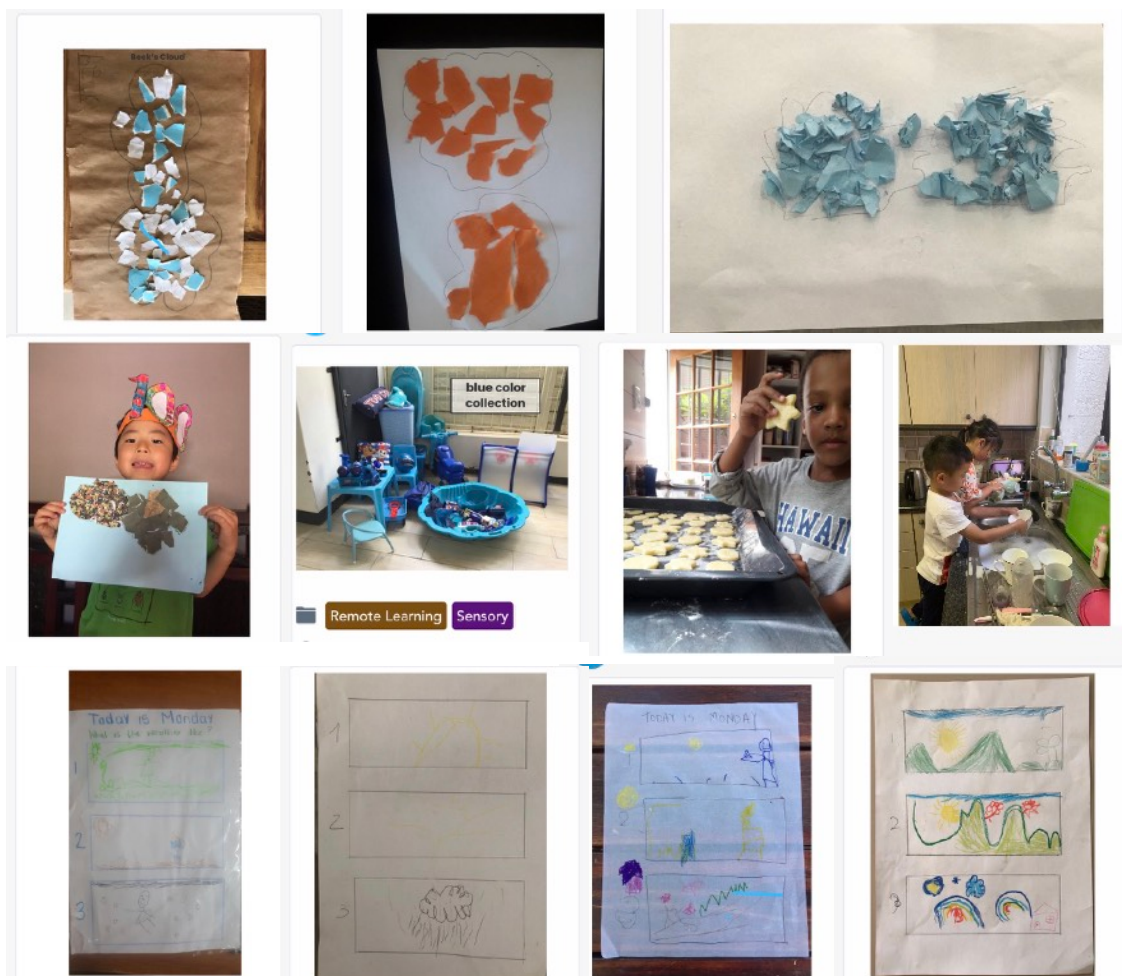
Mr. Robin.

Remote learning Early Years 1/2

In Early Years 1/2 we have been busy bees doing our activities at home. See below some of the activities we have been busy with. and examples of the hard work the students have been doing for the past two-weeks.

Example of activities 1: Make a collection of items by the colour. The students have to make a collage using colour papers. Clouds.

Example of activities 2: Weather recording. Morning, lunch time and evening. Students need to make a weather chart. Record weather outside and compare. Morning, lunch time, evening. Preparation for the new Unit of Inquiry.



Remote Learning in Grade 1

Click [here](#) to view Ina

Click [here](#) to view Logan

Click [here](#) to view Ezra

Click [here](#) to view 'Birds' by Ms Jan

Spelling and Handwriting

Describe A Monster!

A health message

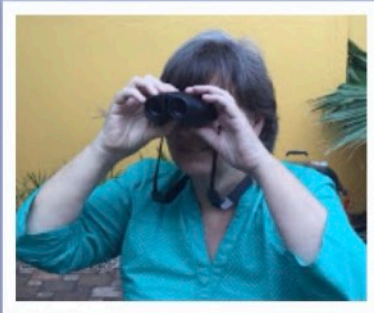
Show and Tell

From Logan

How we express ourselves

Extra Mural Activity !

Birds



Have you spotted any birds yet?
(see the Let's go birding post)

We saw the dove feeding her chick/s in the nest this morning.

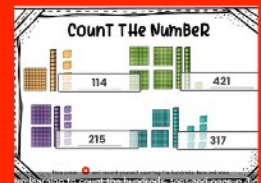
I think there might be two but I don't want to go too close



Pizza Fractions



"Think Outside the Box!"
Complete the picture. It is not a star.



All About Me...Emoji Style

My family 🧑🧒🧑
My favorite animals 🐶🐱🐰
My favorite food 🍕🍔🍌
My favorite sports 🏀🏈
My favorite emojis 🌈🍀
My future job 👩🏫



Seesaw Activities



#LearningAtWIS

Advantage or Challenge?

I would like to express my gratitude to all teachers around the world who are facing this unfortunate situation which exists in Education at the moment.

I can proudly say that WIS was always ready for Distance Learning. We can do this better than any of the other schools in Windhoek. We, teachers, are skilled in technology as much we are skilled to teach our own subject or

grade level. Our students have a big advantage of having ICT skills implemented from Early Years. We can see their engagements and skills applied in practice and when we practice more then the better we get.

Let me write about my own experiences with Remote Learning. As I mentioned in the beginning, **'Advantage or Challenge'** I would like to share with you my experiences from the past two weeks of being a teacher, mother, and housewife.

I will start with the **advantage**, being a teacher at home gives me more opportunity to guide my kids with learning and understand the teacher instruction for many different subjects and tasks. The **Challenge** is that I have to multitask between my two kids and my own teaching and all the work I have to do to keep our 'home' cosy and ready for the next day. I would like to give 100% in both cases and it's time-consuming and a lot of pressure as well. We all want to give the best to our learners and make their learning as much possible and smooth as we can. I know that some mothers have 3 or 4 kids at home in different ages and this can be challenging but please have in mind that we have our own children and 17 or more other children to care for, and we cannot even see them or talk to them.

As a mother and housewife, I want to succeed as well, I try to make sure my kids practice school routines and support their self-directed learning. Remote Learning and Social Distancing should be a time for us to do things we do not normally do together as a family and learn more about each other. I hope that we can reflect on this process and believe that everything will come back as normal soon.

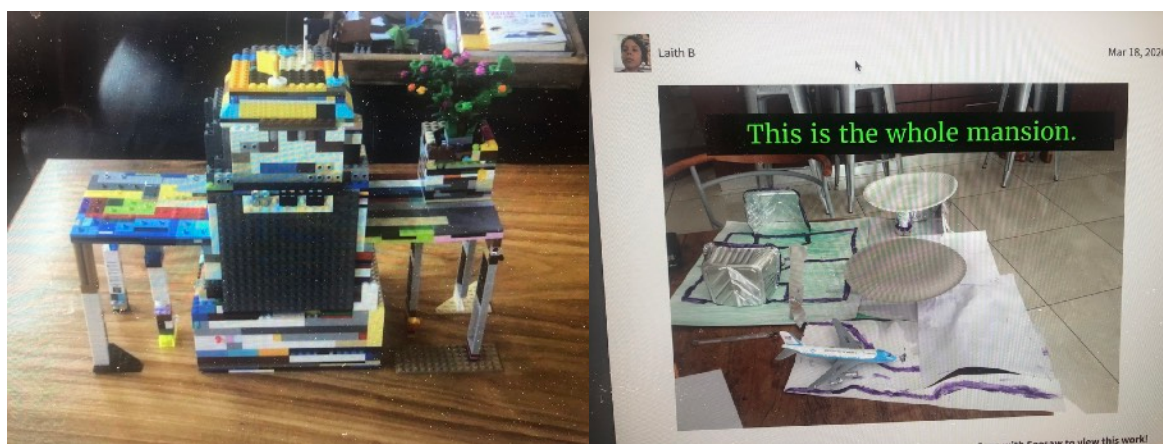
To end this article on a positive note I would like to say that I'm proud of my students for working independently, in such difficult circumstances as internet problems, sharing devices, or parents working late hours. Keep up the good work Grade 2, we are proud of you and keep safe!

Beata Stephanus, Grade 2B Teacher

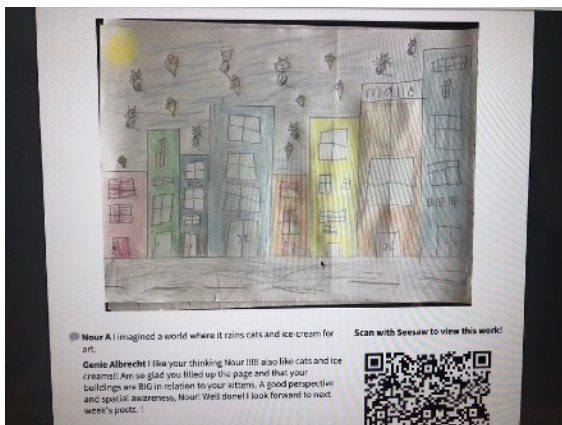
PRIMARY ART @ HOME FUN CHALLENGES

'I've learnt that one can do art anywhere with anything!' is one of the responses I have had from students who are doing Art @ Home. Gratefully Corona has steered us in a new direction and has certainly broadened all our minds. Both teachers and students are learning how to do things differently. It's actually fun. I love finding daily Seesaw or email postings from the students with their comments.

Week 1 I posted six Art Challenges where they could choose one or more. Here are some creative examples from the Art Challenges:



BUILD ANYTHING: Afonso (Legos) with his Secret Hiding place for treasures and Laith (Recycled materials) with a Whole Mansion.



IMAGINE A WORLD WHERE SOMETHING ELSE FALLS FROM THE SKY. Nour chose raining CATS and ICECREAMS!! Delightful choice!



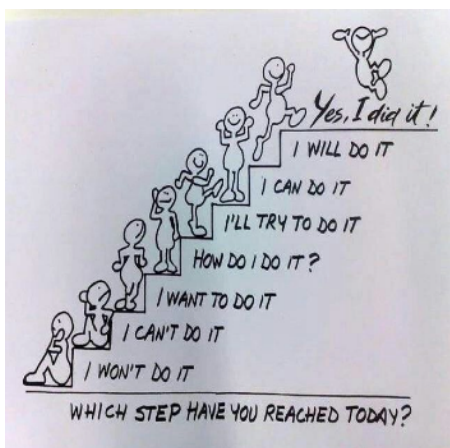
CUT OUT MANY RAINDROPS: Logan cut out raindrops from different materials and pasted them on a sheet to make an artwork.

It's wonderful to see the risk-taking, curiosity, imagination and problem solving of our art students. Well done those of you have posted art pieces - one student posted 5 photos of his art pieces! I look forward to seeing more.

Genie Albrecht, Primary Art Teacher.

SECONDARY PRINCIPAL

In Times of Uncertainty - in Times of Stress - In Times of Anxiety



We are finding ourselves in a time of uncertainty, stress, anxiety and many more of these difficult terms.

For ten days now, we have been learning remotely and we have learnt a lot and seen that we can manage, that we can adapt and that we can grow. Never in our lifetimes have we experienced such a massive disruption to our daily lives, to our routines and to the way we "normally" do things.

I want to see this as an opportunity more than a challenge. For learning in our school, these past two weeks have been a steep climb - from being close to each other physically to having to stay indoors. It has, however, moved us closer together as a community. Getting

feedback from teachers, parents and students has shown that we speak to each other and listen to each other. Feeling overwhelmed and then doing something about it, has shown our teachers', our students' and our parents' resilience and determination to not let this get the better of us.

I want to encourage all - students, parents and teachers - to keep giving us feedback, to keep talking and exploring and growing so that we can make the best out of this difficult situation and come out on the other end - more caring, more knowledgeable, better communicators, more balanced and more reflective of how we live our lives.



Please complete this [Feedback Form](#) for parents so that we can listen to your concerns and suggestions to become better in how we approach this situation. A feedback form has been shared with your teachers and students as well and these will give us great information on how to adapt and become better and also on how to support each other better.

This article from Bill Gates is worth a read to bring us back to reflect and realise what our real values and strengths are: "[The Corona Virus... is sent to remind us of the important lessons that we seem to have forgotten and it is up to us if we will learn them or not.](#)"

Maggie Reiff

ATL Tips to help with Remote Learning

Hello Sanitised African Fish Eagles,

I hope you are all well and staying safe. Remote Learning is not easy. In the beginning it takes a lot of time and thoughts having to be put into how to prioritise, organise and figure out what is needed to continue to learn. This article will focus on two things to help with Remote Learning: 1) improving ATL skills and 2) getting the most out of Edmodo.

Parents PLEASE CONNECT TO YOUR CHILD ON EDMODO!

At this time a main focus for parents should be helping your child further develop their ATL Skills (Approaches to Learning - Self Management, Communication, Social Skills, Thinking Skills and Research).

To help with this there are two Edmodo groups that students and parents should be signed up for. The Secondary School Group (all announcements go through this group - join code: **fmw3z2**) and the ATL's Remote Learning Success group - join code: **w4btki**)

Only 86%?

Members Search Members... + ...

86% of your students have parents following their progress

Students Teachers

STUDENTS (210) PARENTS (234)

Student Contributor Graig1 Connect Parent ...

Student Contributor Connect Parent ...

Student Contributor Connect Parent ...

Student Contributor Connect Parent ...

ATL's and Remote Learning Success

Michael Parsons | All · Higher Education

More ▾

Class Code w4btki

Once you have joined these two groups (or your child has joined them) you will have access to all the information your child needs to begin to build the skills necessary to be successful to navigate the world of Remote Learning. A silver lining in this difficult time is our ability to focus,

develop and hone the ATL skills. **Learners of the Future** will need to rely on these skills more and more and we are seeing a shift in what students need for the future. Memorising the Periodic Table in Science for example is not as important now as it is to be able to “think” scientifically or to “understand” how/why things are organised in Science.

Inspiring curiosity in our students and giving them the tools to seek truthful answers is in my belief, the direction education is moving towards and especially in a time of ‘fake’ news or ‘politicised’ decision making, our future (children) depends on this current generation of kids - to learn to act differently.

Create a good workspace at home:

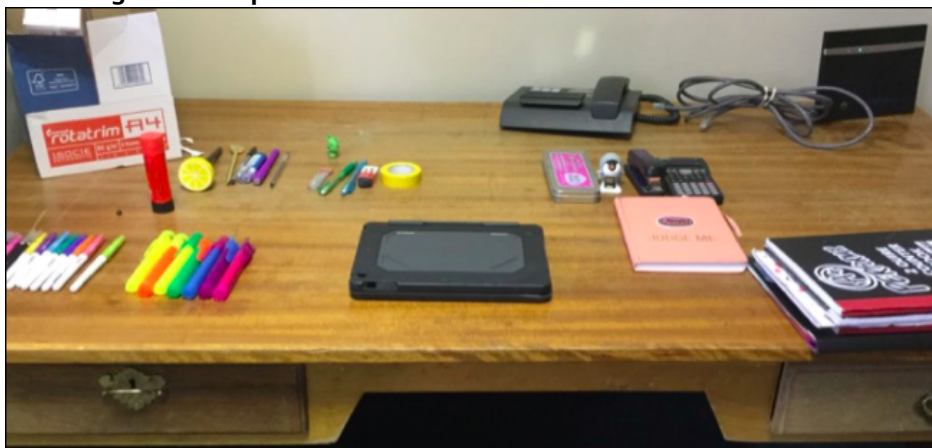


Photo provided by [Kiara van der Westhuizen](#)

- Organised
- Distraction Free
- Lots of space to spread out
- Supplies
- In view of parents

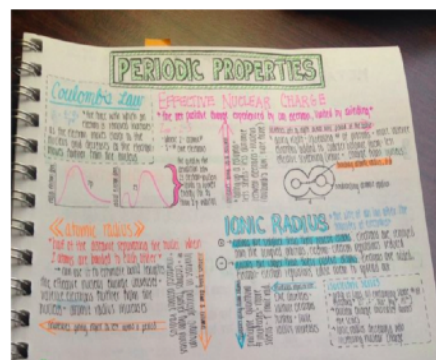
Note-taking - Pick a method and become great at that method!

There are many methods for taking notes. The Cornell Method, the Outline Method, the Mapping Method etc. Find out which one your child prefers and help them master it.

- Repetition helps
- Research shows hand-writing notes leads to better understanding

THE CERTAIN THINGS

- Subject, Title and Date
- Organize
- Headings/Subheadings
- Bullet Points
- Own Words
- Underline and Highlight Key Parts
- Generate Questions and Thoughts
- Summarize



- Source of PRIDE
- Written in own words

Here is a link to a PPT I used to teach note-taking in my previous school.

[Hand-Writing - Take Note!](#)

Research - Verify sources! Is this Real or Fake?

In the past week I have had trouble trying to figure out when the lockdown is supposed to begin. I was receiving information it was Friday morning 00:01am or it was Saturday night 00:01 am. This really affected my ability to prepare myself. Not being from here, I had to rely on friends to pass me information. It was confusing and I decided to prepare for the earlier time. I was wrong in my assumption, but feel more relaxed now that I feel more ready.

At WIS we have chosen the CRAAP Method of verifying sources.

Credibility - Relevance - Authority - Accuracy - Purpose. When your child is seeking truthful answers, they need to run their sources through the CRAAP test. For Sciences and Social Studies they will use the template provided to help them. Here is an [example](#) I created for an article I read.

Time Management - Scanning - Prioritising - Planning

Students are receiving a lot of emails from Edmodo. They do not need to read them all. This is new for a lot of students. We as adults are used to dealing with this. Emails and Facebook taught adults this skill. Students are not used to working with emails. They are not used to having to plan and prioritise.

Students should improve their ability to:

- Scan their email inbox (they don't need to read emails from Edmodo - it helps them map their day)
- Identify which are the most important emails and from which teachers/subjects
- Prioritise which Edmodo classes they need to look in
- Plan their day - map out the order in which they will tackle Edmodo
- Delete the Email Notifications

Edmodo - Help???

Edmodo is a great tool to use, if you know how to navigate it. You don't really need your email to figure out what is happening. Students should be checking the Planner on Edmodo, the class

C Currency
The timeliness of the information

When was the information published or posted?
Has the information been revised or updated?
Does your topic require current information, or will older sources work as well?
Are the links functional?

R Relevance
The importance of the information for your needs

Does the information relate to your topic or answer your question?
Who is the intended audience?
Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
Have you looked at a variety of sources before determining this is one you will use?
Would you be comfortable citing this source in your research paper?

A Authority
The source of the information

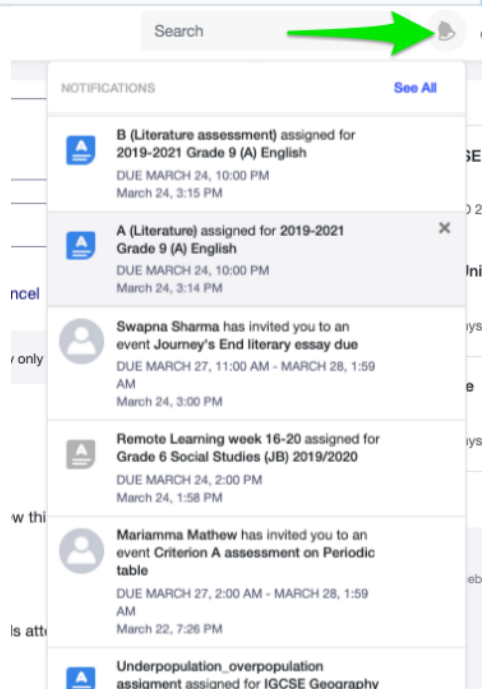
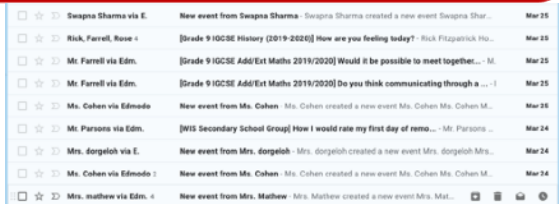
Who is the author/publisher/source/sponsor?
What are the author's credentials or organizational affiliations?
Is the author qualified to write on the topic?
Is there contact information, such as a publisher or email address?
Does the URL reveal anything about the author or source?
examples: .com .edu .gov .org .net

A Accuracy
The reliability, truthfulness and correctness of the content

Where does the information come from?
Is the information supported by evidence?
Has the information been reviewed or refereed?
Can you verify any of the information in another source or from personal knowledge?
Does the language or tone seem unbiased and free of emotion?
Are there spelling, grammar or typographical errors?

P Purpose
The reason the information exists

What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
Do the authors/sponsors make their intentions or purpose clear?
Is the information fact, opinion or propaganda?
Does the point of view appear objective and impartial?
Are there political, ideological, cultural, religious, institutional or personal biases?



groups for that day, the Secondary Group and the **notifications**.

The notifications can replace looking at emails. All posts that are received by email can be found in the notification part of Edmodo. Find out what works best with your child: scanning emails or notifications. Either way is fine, but the planning needs to happen at the same time.

Organise your Edmodo

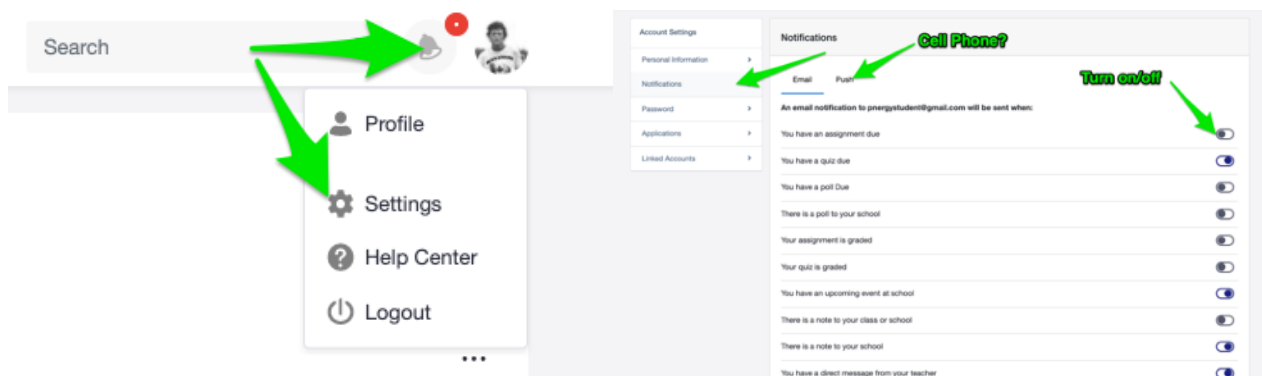
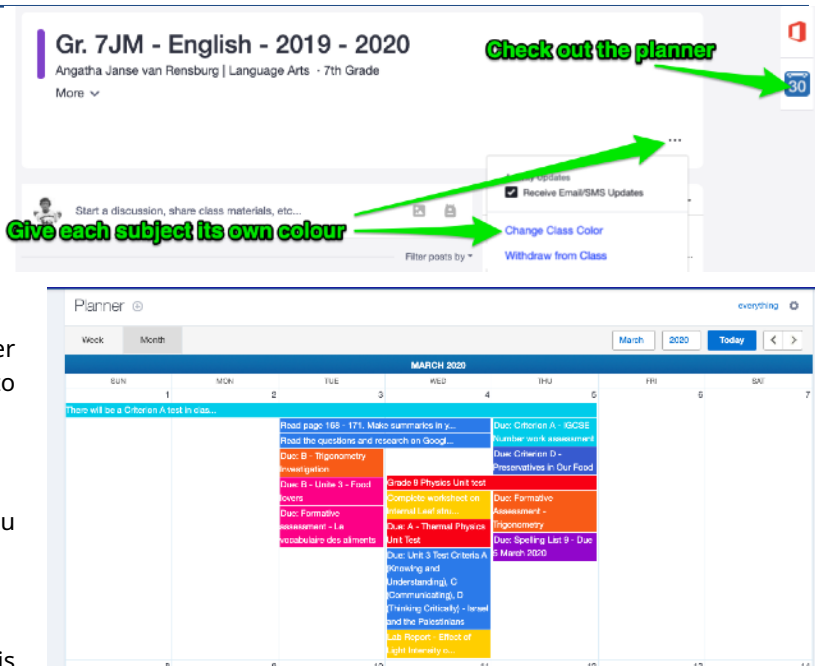
Colour your classes. This will help you organise your Planner and your groups.

Edmodo Planner

This is another good way to see what is happening. Give each class its own colour, then the Planner will come alive with all assignments that are happening.

Getting too many emails from Edmodo?

How to manage your notifications as a Student and/or Parent. You can control what you get notified about and what gets sent to your email.



Next week I will be helping students with email etiquette. It is great getting emails from students, however trying to decode them is sometimes challenging. I hope this has helped.

Michael Parsons, Director of Teaching and Learning

Grade 6 Science

Learning about The Coronavirus

For the past week the Grade 6 Scientists have taken a break from their Kitchen Chemistry Unit to have a closer look the Coronavirus.

We have watched videos and read articles all about what a virus is, how it can be spread and why it is spreading. We have looked at its symptoms and how to keep safe ourselves. We did some research into the last 20 biggest epidemics around the world and compared them to the Coronavirus, while understanding why pandemics are

happening more frequently in the last 100 years. We have also looked at how viruses are spread by us as students and what we need to do to 'flatten the curve' here and abroad.

Next week we will look at how the Coronavirus has spread around the world and will look at cases in a few countries to show what exponential growth looks like in the real world. As well as what we are doing in Namibia to slow the virus down.

Here are links to the three lessons done so far:

1. [What is the Coronavirus](#)
2. [The History of World Pandemics](#)
3. [How to Prevent the Spread of the Coronavirus](#)

Jeff Bonazzo

Grade 7 Found Poetry



The Grade 7 students had to find out what 'Found Poetry' is as part of our current unit. They had to do some research by looking up the meaning as well as looking at different examples. From that, the students were asked to create their own 'Found Poetry' from any text of their choice. ***This is the dictionary meaning - a composition made by combining fragments of such printed material like newspapers, signs, or menus, and rearranging them into the form of a poem.***

Please enjoy some of our Grade 7 WIS students' own Found Poetry.

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils,
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze;
Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.
The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:
For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.
Maedot, TJM

Grade 7 creative spelling stories

To help build vocabulary and develop creative writing the Gr. 7s are required to use ten specific words given every second week to write a story. Here are some of the stories that were written during our first week of remote learning.

Who will remember me? by Tiancheng He

All left of him, everything, is in this plain urn. All of him, mind and body, is transformed by the incinerator, forever stored in this burnished pot. He will lie here in eternity, through the ages to pass. Inscribed on the urn, wrote his life, short but meaningful. Though the question is: who is he? No one knows. All we know is that he is alone in the pot, lying here forever, ever since the cemetery opened. He could be a buff athlete, won that wins golden medals and is known through the world; or he could be a clerk in a supermarket, a guy who no one knows; maybe he is actually a young girl, who fancies nice-looking cardies and dresses; or a businessman, who signs do huge business and sign give sureties without a second thought. He could even work in a factory, parceling bottles of water every day. But time has forgotten him, so did all that is alive.

Legend of tomorrow! by Meadot Abeje

There is this legend that says that if you walk deep into the forest that you will uncover something nonhuman. I don't know if it's true, but I'm gonna find out! Tonight I'm taking the risk. Now I'm not buff or anything like that, I'm quite nerdy and shy so if something were to attack me I'll probably die. I'm gonna carry an incinerator, just in case I find some trash laying around. Off I go! As I was walking I started to smell something funky and it was not pleasing, the smell was distracting me from the fact that there was a weird-looking egg in front of me. I picked up the egg and ran home. The egg looked fragile and precious so I wrapped my cardy around it and put it next to my golden urn which looked like it had been burnished. I didn't know how long it would take for this thing to hatch, so I just decided on keeping it until it hatched. After months of waiting, I was getting irritated, it felt like it has been an eternity since I found it. One morning I went to look and check up on the egg, but it was gone. I searched up and down trying to find it. Then I found some creature lying on my couch, I was shocked. It looked so adorable it was purple, had a green tail, and eyes the size of buttons. I had a strong feeling of surety that I was gonna keep it! Her name is Pluto. But I knew it was wrong, an animal like this should be in their natural habitat not stranded in some weird humans house. So today I took her down to the local science lab where the scientist could tell me where she belongs exactly and so they could do a bit of research on this extraordinary animal. The clerk at the front desk told me to wait 2 minutes. After the scientist came I said my final goodbye and it was hard but worth it. I went home and parcelled her eggshells and sat on my couch and started watching "National Geographic." I then had an idea to write a book about my discovery and give Pluto and inscribed at the beginning of the book, because she is the reason why my life turned around.

Love cannot be burnt by Gerhard Fischer-Buder

Once there was a young man, who had recently lost his mother. His mother was the most cherished thing in his life and when she died, he drifted further and further away from the rest of the world. His mother would always wear a cardy, and she said, 'When I die son, this cardy will be yours.' Now, don't worry no one killed her, but she did die in her son's arms whispering, 'Hey, don't be sad, everyone dies, but at least I'll have an eternity to look into your eyes before I go.' After she died, his father asked him to cremate her in an incinerator and to have her remains parcelled into two separate urns, inscribed by his mother before her death. The boy expected the cremator to wear a mask, but even behind a burnished marble desk, the clerk had a buff on. After they left the crematorium, his father gave him both surety and closure by asking, 'Son, if you want to, you can take a break from school, – a very short one – and we can go to your mother's favourite place in the world, Paris, and sprinkle her ashes in her favourite river, The Seine.' And the son responded, 'Actually dad, I'd like that very much.'

Adam's Troubles by Mathew Varghese

Out of the many life experiences I have come across, I would have never expected to meet Adam, a clerk at the Museum of Fine Arts in New York.

The interesting thing was Adam was extremely frugal with money. Also, Adam's father was wealthy from the many incinerator companies he owned and gave Adam a handsome allowance. Even then he did not spend any of his father's money.

In July 2011, Thomas (Adam's brother), became a heavy gambler and asked Adam to cover his gambling debts. Adam decided to steal an expensive, silver burnished, ancient Greek urn worth \$200 million to help his brother. This was because even with his salary and allowance, Adam could not pay Thomas's 175 million dollar debt.

Adam would have stolen the urn and sold it if it weren't for his supervisor finding a parcelled package addressed to an antique collector. The message was inquiring whether the collector wanted to buy the urn inscribed with writings of the ancient Greeks. The museum board investigated further and fired Adam because of his illegal actions.

Consequently, Adam was charged with theft and was given a heavy fine. Fortunately, I was there to help my friend out. I put down payment as a surety for his fine. After the payment was done, he was appalled by what he had done and decided to become an actor. Possibly because he had a buff build and used to take drama classes, Adam chose acting as a career. Originally starting off as a goofy comedian that loved wearing cardys, Adam got more roles and eventually won 3 Oscars.

Looking back on 2011, Adam said that this story describes our friendship and on a final note he wished that we would stay best friends for eternity. I agreed with him unanimously. Since 2011, Adam and I have remained close friends.

Angatha Janse van Rensburg

Supporting your child at home

During the Coronavirus

'If we can support our children through this, it may well end up being a positive experience. They may develop some resilience and discover new found interests and skills.'

With schools across the country closed, families are gathering teaching materials, setting up schedules, and looking for ways to support students as best they can.

Many parents may feel overwhelmed at the thought of managing their children's school days at home, but they can take comfort in knowing that school-based lessons seldom go perfectly, even for professional teachers. Students may have a tough time with instructions and get frustrated, no matter how well we prepare. Teachers spend much of their preparation time examining activities to improve the next lesson. As families step into teaching roles, it's vital to treat errors as learning opportunities. It is safe to say that the past two weeks have already been a week of trial and error in many households.

As consistency helps students focus, a daily schedule is a must. Providing structure is essential, as children learn more easily when they know what to expect. A schedule will also allow parents and caregivers to share duties. As parents, you can build in breaks, choice and a range of activities to meet your child's individual needs.

But, be flexible and keep your child's experience and personality in mind. Does your child thrive with several work centres spread around the home or may he/she feel comfortable with a tighter schedule? Either way, daily plans should be set up, while adapting to what works well.



Remote learning, in our case what is shared on Edmodo and Seesaw, can be used to create a basic structure for each day. Older children can be given a sense of investment each day by asking them to help formulate their own schedule. If your child is struggling to understand instructions, hear them out, instead of just telling them what to do. This will show them that you are listening and motivate them to make progress.

If you have children of different ages, you will have the extra challenge of balancing more than one remote-learning plan. If it is possible, ask older students to help — added responsibility can be inspiring, even if they may complain about it.

Structure academic activities around kids' attention spans. Elementary-school kids can mostly work for around 25 minutes before they need a break. A timer can be used to arrange breaks, which can also become transitions to new tasks. Fun activities in breaks or transitions may include jumping jacks, getting a drink of water or taking a short walk to help students refocus. Online videos or graphic novels may make good rewards, but should best be avoided during the school day, as they can be distracting.

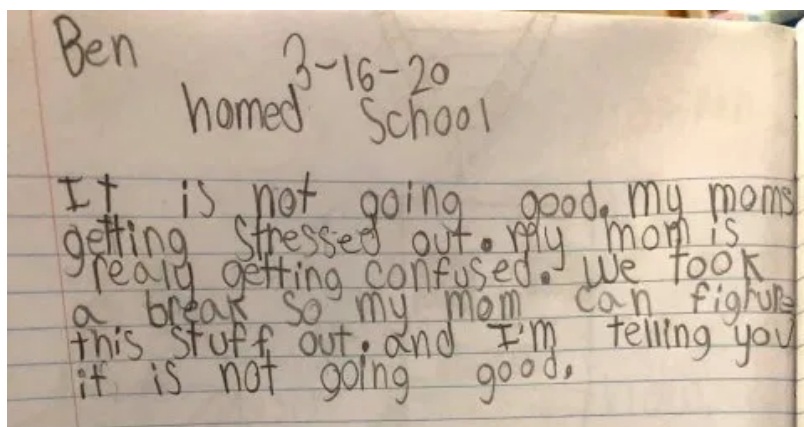
A typical day at school presents students with opportunities to show independence, communicate with teachers and peers and overcome challenges. Learning from home still gives children the chance to develop autonomy, practice focus and self-control and build critical thinking— especially when parents set up structures, then step back and allow their children to shine.

Last, but not least: Remote-learning is bound to test everyone's patience, so remember to take time for yourself.

Adapted from <https://www.nytimes.com/2020/03/20/parenting/home-school-coronavirus.html> and <https://www.bbc.com/news/uk-52010968>

A bit of humour

Then there's this one



[Ben's message in his journal \(Picture: Candice Kennedy\)](#)

Isabeau Bezuidenhout

Grade 11 'Guess the Workspace'

A community-building game

Well, this is the kind of desk I sat at in primary school, complete with inkwell....yes folks, I am that old! I learned to write using a metal nib and liquid ink...and frequently blotted my copybook.

School desks and work spaces have moved on since then and at home we have our own workspaces, designed by us, used by us and which reflect our personality.



In an effort to retain some sense of community with my homeroom during this school closure/remote learning period I have asked each of them to send me a photo of their workspace. I will place the photos in a dedicated Google Slides presentation, each slide will feature a workspace with a number. The homeroom students must guess which work space belongs to whom!

There are 22 of them and 1 of me, so there will be 23 workspaces to assign to their correct owners (if everyone of Grade 11 sends me a photo).

This could be fun/very frustrating/both! While you are here, do you recognise anyone in this photo?
(Hint: It's not me.)



Edwina Rimmington, The luckiest homeroom teacher at WIS.

Top Tips from the PE Department

General Fitness Stuff

- Get yourself and your family to do a daily workout - take it in turns to be the Coach
- Follow 'Joe Wicks' Daily PE sessions
- Use the Sworkit App or the Jump Rope App
- Choreography a mini gymnastic routine
- Do the 30 day sit-up, press up, burpee challenge
- Make a mini obstacle course in a suitable place at home (not forget to tidy up after you're finished!)
- Have a 5 minutes stretch and reach session first thing in the morning and before you sleep



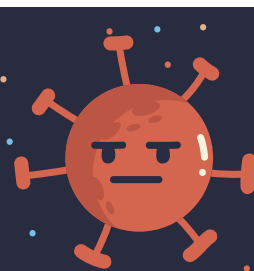
Coordination and Skill Activities

- Teach yourself how to juggle
- Play throw and catch games with a tennis ball or something equivalent
- Practice rebound catching games against the wall
- Practice kicking the ball against an OUTSIDE wall

Always be careful when you're exercising at home, try and be active for about 20 - 30 minutes every day.

Thomas Jackson-Read

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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