



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Board / Budget / Fees

On Wednesday this week the entire board (nine board members plus SLT) had a very successful virtual meeting.

Our evolving reaction to the COVID-19 crisis was reviewed and preliminary thoughts were exchanged about how we will manage the reopening of the school campus as and when it happens. (See below.)

A provisional budget for the school year 2020-2021 was approved but at this stage it should be seen only as a baseline that will inevitably have to be revised as circumstances change.

The board also reconfirmed the fees for 2020-2021. The Local Rate remains as announced in November 2019. A small increase has been made to the Standard Rate to account for inflation.

These revised fees have now been sent to all parents and published on the school website.

The board has also taken the decision to introduce a reduced enrolment fee for those paying the Local Rate.

The next board meeting is scheduled for 22nd April. Other *ad hoc* meetings may be called as necessary.

Government Schools to 'Open'

Everyone will have noted that for government schools the new term will start on Monday 20th April. This does not mean that schools will be open. Social distancing measures will remain in force.

It may mean, however, that teachers and other essential staff may be allowed access to their schools for the purposes of planning and accessing resources.

If and when WIS is allowed to reopen – even partially – strict restrictions will apply to minimise the risk of infection. A detailed protocol has been prepared.

The reality, I suspect, is that we will all be working remotely for several weeks to come. Fortunately, and as you can see again in this issue of The Oryx, our teachers, learners – and parents! – are rising to this challenge.

Thank you to everyone for making a virtue out of a necessity.

Peter MacKenzie

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PRIMARY PRINCIPAL

Periodically we ask for feedback about various events so that we can improve and make the event better. Students receive feedback on their work and behaviour so they can improve and grow. Feedback is constructive, helps us to revise or make changes and it also reinforces what's going well.

This time of remote learning is both a challenge and an opportunity. The continuous feedback from parents, teachers and students has allowed us to revise and adjust to help make this situation as positive as possible. Here is some of the positive feedback from parents in the last three weeks showing opportunity as opposed to challenge. The comments seem to fall under the categories of commitment, independence/responsibility, flexibility, and appreciation/enjoyment of their children.

Commitment

- Continued education despite the COVID-19 crises; WIS team is dedicated to our children's education, despite the challenge that we currently have.
- Child is showing more concentration, more commitment.
- We feel like the kids are still in school and you are all doing a great job as teachers as it's not easy.
- The effort teachers put into the preparation and prompt response.
- No days of schooling are lost.
- The activities are still quite engaging and exciting.

Independence/Responsibility

- I am seeing independence and commitment in completing given tasks with enjoyment overall.
- I am impressed that they can follow most instructions and work independently.
- It has forced my kids to be more responsible with their own learning as they had to provide daily proof.
- Remote learning will definitely teach my child to manage himself better.

Flexibility

- Learners can work at their own pace and to be responsible.
- More freedom to arrange the learning schedule.
- The kids are able to catch up while at home.
- We are enjoying taking some time to slow down a bit, sleep in, and learn at a new pace.
- The flexible learning hours, my child is able to choose when and how much time he will work on an activity knowing the submission day and time.

Appreciation/Enjoying Children

- I enjoy being able to work alongside my kids and see their progress.
- Lots of time enjoying my kids and watching them think and problem solve.
- My kids love watching the videos of their teachers speaking to them in the mornings.
- I'm getting more involved in my child's learning.
- I know my children better and their strengths and definitely their problems.
- I enjoy being more involved in what my children are learning.

Thank you for your feedback. Please do continue to submit feedback as to what the challenges are and what is going well. [Remote Learning Feedback \(Revised\)](#)

Here's the link to this week's [remote learning assembly](#).

**Regards,
Beth Smith**

Capture the learning with Seesaw

Teacher Reflection During Remote Learning

'Seesaw Digital Portfolio was introduced to WIS 6 years ago. Since then, we have grown in ICT skills and Seesaw improved their tools to make student, teacher and parent collaboration better. Now, we are using Seesaw at full speed. As we go through a difficult time with a slow internet connection and sharing devices, evidence of students' learning tells us all. As a teacher and one of the Seesaw Ambassadors at WIS, I can proudly say well done! to students and parents across Primary school. You are now Seesaw experts!'



Parents' Reflection During Remote Learning

'I really love working with Seesaw. My daughter can write comments on her homework. Sometimes what she has to say is long and then she can send audio. If visual information is necessary then she can do a video. She can also redo tasks that need to be reviewed. Seesaw has so many different possibilities. It is flexible and also easy to use for my daughter. It is nice also to get an immediate reply and be able to work on anything right away. We really both working with Seesaw and it is making this lockdown homework so much easier.'

'Prior to Remote Learning, I only used to go on Seesaw to see what the kids are doing in class. But now I just love this App. It is loaded with infinite possibilities for children, parents and teaches alike to learn whilst expressing themselves with the media they are most comfortable with. The ability to upload text, video, audio and notes enables the learning process. For instance, my son is very creative and visual. So we get him to express himself in videos- whereas if he had to do an audio or writing it won't have the same effect. My other son is working on his spelling and writing so Seesaw enables this through notes. Sometimes he is camera shy so we resort to voice notes. As a parent, I am able to go back and listen to the teacher's comments and ensure that the child takes corrective measures according to the feedback. It is also easy to use.'

- 'The kids like it (for parents it can be overwhelming)!
- 'It is good to start a day with a video from the teacher, it is so nice!!'

Students' Reflection During Remote Learning

- 'I like the seesaw! Yes, I think it can help me with learning very well.'
- 'I like to type on Seesaw in notes. I like hearing the voice and comments from Ms. Laetitia in French. I also like to use the voice recorder when I comment.'

Beata Stephanus

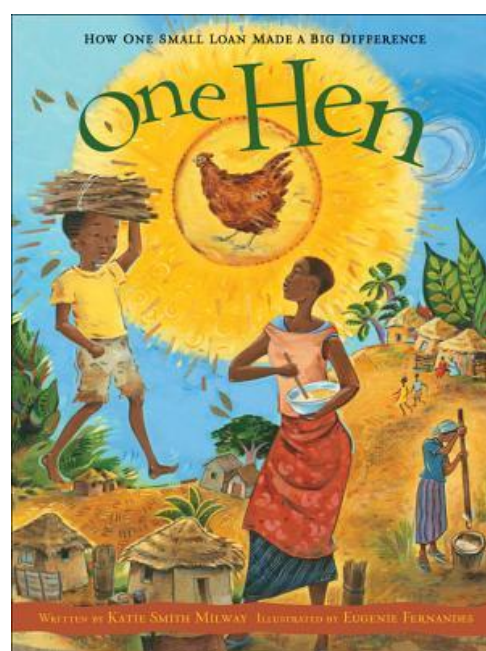
One Hen

How One Small Loan Made a Big Difference

Inspired by true events, *One Hen* tells the story of Kojo, a boy from Ghana who turns a small loan into a thriving farm and a livelihood for many.

After his father died, Kojo had to quit school to help his mother collect firewood to sell at the market. When his mother receives a loan from some village families, she gives a little money to her son. With this tiny loan, Kojo buys a hen.

A year later, Kojo has built up a flock of 25 hens. With his earnings, Kojo is able to return to school. Soon Kojo's farm grows to become the largest in the region.



Kojo's story is inspired by the life of Kwabena Darko, who as a boy started a tiny poultry farm just like Kojo's, which later grew to be the largest in Ghana, and one of the largest in west Africa. Kwabena also started a trust that gives out small loans to people who cannot get a loan from a bank.

One Hen shows what happens when a little help makes a big difference.

Personal, Social, Physical and Emotional (PSPE) and Remote Learning.

This week grade 1 student's were asked to listen to the story 'One Hen.' The instruction given was to identify the Learner Profile attributes used within the story, secondly, to explain what's the moral of the story, lesson learned!

Here is a link [One Hen](#) that will take you to the Seesaw post of one student in particular that demonstrated a great understanding of the storyline and connections made to the Learner Profile attributes. Well done Ian.

Debbie Carew

SECONDARY PRINCIPAL

A distinctly different world

'Suddenly Disney is out of magic, Paris is no longer romantic, New York doesn't stand up anymore, the Chinese wall is no longer a fortress, and Mecca is empty. Hugs & kisses suddenly become weapons, and not visiting parents & friends becomes an act of love. Suddenly you realise that power, beauty & money are worthless, and can't get you the oxygen you're fighting for. The world continues its life and it is beautiful. It only puts humans in cages. I think it's sending us a message:

"You are not necessary. The air, earth, water, and sky without you are fine. When you come back, remember that you are my guests. Not my masters."~ (Unknown)

This was posted on Facebook and is a good reflection on the times we find ourselves in. After three weeks of remote learning, we received some positive feedback from our students on what they appreciate with this way of learning, but also what they find quite challenging.

Many of our students say that they appreciate being able to manage their time independently from the schedule - determining their own schedule.

- *'I enjoy that I can choose when I would like to do my work and when I would like to have breaks. I get to do what is best for myself.'*
- *'There's no pressure from the teachers and you can work at your own pace, especially if you need more time to understand a certain concept.'*
- *'I really like the flexibility of my schedule. I can choose what time I'd like to work and how much work I'd like to do each day.'*

This is interesting feedback and certainly something that is indicative of the future of teaching and learning. We have already moved a little step into this direction with the introduction of the SDL sessions on Fridays. Learning is changing considerably and the way we acquire skills and the skills we need to be able to be adaptable and open minded in our current society are crucial shifts in the way we view education.

This puts a lot of additional responsibility on families and society. We need to change the way we do things. Education and the way we educate young people needs to change.

Interaction in education will change, partly because of the insights we get from the current situation we find ourselves in. Taken from [7 Principles for Parents teaching from Home](#) there are some key aspects to take into consideration that will be something our schools will look at in the future:

- **Flexible Learning Spaces** - there is a tendency to create learning spaces as well as office spaces that are open and flexible and allow for interaction.
- **Checking in with each other** - one thing that we will most certainly take away from the current situation is that we need each other and that we are only able to function as a society and by supporting each other.

“Decades of research reveals that a sense of belonging, well-being, and connection is a crucial precursor to learning: If your child is upset or lonely, for example, the research suggests that they simply won’t be as productive as learners.”

- **‘Brain breaks’** - We learn at the moment with the way we arrange learning, that it is crucial to allow for regular breaks during the learning process. *“Breaking lessons into smaller, more manageable chunks helps students focus. [Older students](#) need breaks every 20-30 minutes to maintain focus and energy”.*
- **Find a rhythm that works for you** - this is by far the most common response mentioned as an the advantage of remote learning. Our students appreciate that they can schedule their learning the way it suits them best. And our students will certainly like this statement: *“For the teenage brain, a later start and more sleep can mean [better memory and retention](#).”*
- **Consolidate Learning** - At WIS we have moved away from rote learning to a large extent and learn much more on a conceptual basis than retain information. Learning needs to be meaningful and not just a reproduction of information gathered. *“One misconception about teaching is that its primary function is to help students retain information, but retention is just the first step. Effective learning requires that students retrieve information frequently and then make new meaning of it. This process, called consolidation, is often reinforced in traditional classrooms through reviews and quizzes, or through multi-sensory practices like drawing, composing a song, or building a model about what has recently been learned.”* In the remote learning process there is so much more opportunity to design learning opportunities that enable students to learn meaningfully and design their own learning.
- **Encourage Productive Struggle** - we are in a situation that is uncertain and unpredictable. This makes many of us nervous and anxious. However, this gives us the opportunity to face the challenges and anxiety and find ways to deal with these and find positive and constructive solutions. We can be conscious of our and our children’s fears and collectively address these and find ways to manage.
- **Consider Passions and Play** - the current situation where many of us are confined to our homes, gives us an opportunity to spend valuable time with our families, with each other - cook together, play games together, exercise together, go for walks together. This is time to treasure and will hopefully also be something we take away as a silver lining from this difficult period in world history.



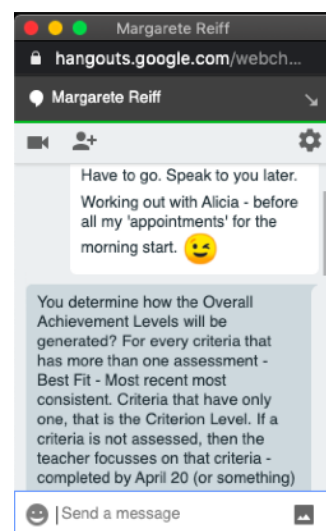
Regards,
Maggie Reiff

Connecting to the Community

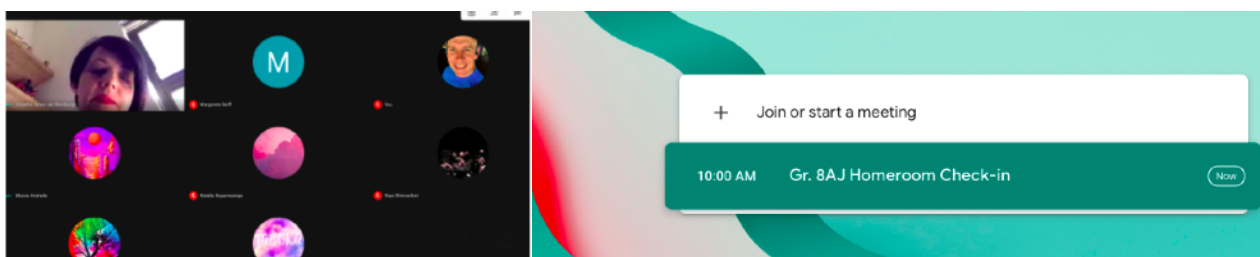
Happy Easter Fish Eagle Nation,
I hope everyone is happy, healthy and staying safe. Please do your part to stop the spread of COVID-19 by staying home.

Over the past several weeks Students, Parents and Teachers have experienced a huge change in our daily lives. It has been a difficult time for most and hopefully things are getting easier and a solid routine has been established. WIS hopes Remote Learning is becoming better, more engaging and less stressful for families. We are asking for feedback and will try our best to make adjustments based on what is being observed at home.

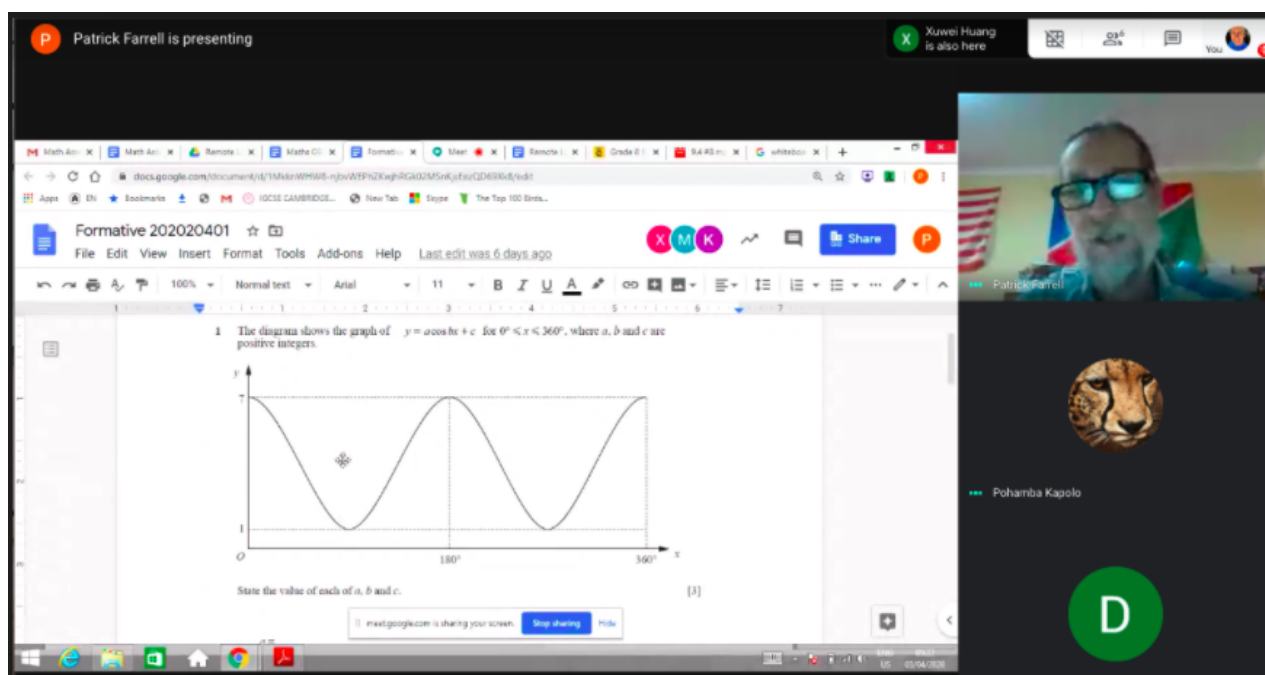
In the Secondary School we are focusing our efforts to communicate through Edmodo. It is our LMS (Learning Management System). Assignments, stories,



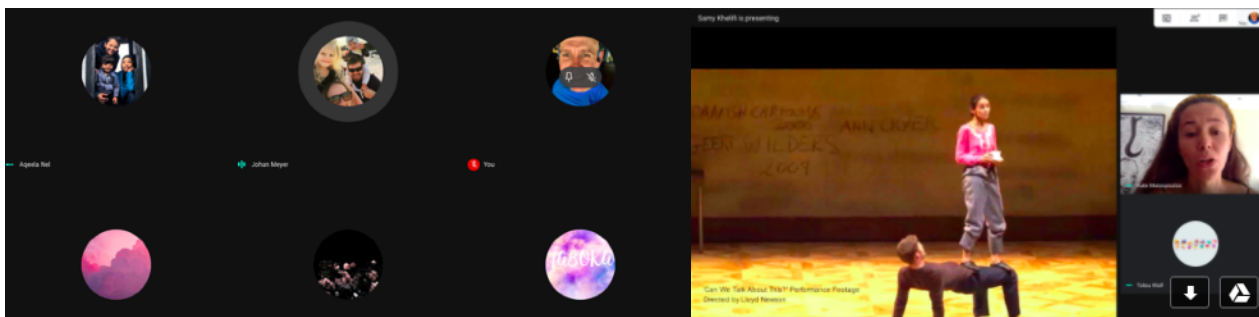
progress and communications should be coming through this portal. Google Apps are the tools we are using to connect with students with classes, assignments and with each other. A cool and powerful tool is Google Hangouts. Google Hangouts is a messaging feature within Google. It is easily accessed via Gmail. This is great for non-video chats and a quick way for teachers and students to connect with each other. (Please see a screenshot of one of my conversations with Ms. Reiff) This is also monitored by Mr. JP Bruwer, our savvy tech guru. He can see every message sent within this application. He can see who sent what to whom and who was chatting with who. As part of our Child Protection Policy teachers and students should only be communicating via Edmodo and/or Google so everyone is protected. Another great Google App being used is Google Meet. Google Meet is a hangout that allows for groups of people to meet, share documents and video chat with each other. Wednesday morning I had had the pleasure of joining Ms. Angie’s Grade 8 Homeroom in a Google Meet. Ms. Angie was doing team building activities with the students. She prompted the students by asking what word they would use to describe themselves at this moment in time. The students would turn on their mics and webcams and then discuss the word they choose with the class with the class.



We are using Google Hangouts (Google Meets) for our Friday SDL (Self-Directed Learning) Sessions. Each Friday students will have the opportunity to pop in and out of different teachers’ SDL Sessions to ask questions, get clarification from their teacher and most importantly see their friends. It was very cool for me to pop into Mr. Farrell’s maths SDL as he was explaining a question to Davan, Xuwei and Pohamba. Mr. Farrell did a screen-share of one of the questions and the students asked him specific questions about what was happening.



I then went into a Social Studies class with Mr. Meyer and a Drama class with Ms. Kate. Ms. Kate was demonstrating to Toulou and Samy how to do different balance techniques (looked really hard - glad I wasn't asked to demonstrate it!)



We have used Google Meet to get staff together for several meetings. All 29 Secondary Staff members attended. We spoke about how to best accommodate different learners, difficulties teachers/students were experiencing and how best to support each other.

Finally, we hosted a Remote Learning Parent Evening last Thursday. Nine Parents “showed up” and several teachers. We did a short presentation on our Remote Learning and then fielded parent questions. It was a wonderful event #newnormal. We also provided the best virtual snacks anyone had ever tasted! We will be hosting another Remote Learning Parent Q&A via Google Meets Thursday April 16th @ 1830.

Anyone can join using this join link:

[Remote Learning Questions for Parents](#)
[Video Tutorial on Google Meets](#)

Some questions parents will be asked:

1. How are your children coping with Remote Learning?
2. How are you as a Parent coping with Remote Learning?
3. How is the workload your child is experiencing?
4. Are we balanced in our approach to learning and living in these difficult times?
5. Communications: Too many? Too little? Too confusing?
6. Suggestions for improvement and or feedback about what has been happening?

A screenshot of a Google Meet event page. At the top right, there are icons for edit, delete, email, and close. The main heading is "Remote Learning Questions for Parents (Ms. Reiff & Mr. P)" with the date and time "Thursday, April 16 · 18:30 – 19:30". Below this, there are links for "Join Hangouts Meet" (meet.google.com/ikw-vjft-ceq) and "Join by phone" (+1 631-709-2235 PIN: 300 217 088#). It shows "2 guests" with "1 yes, 1 awaiting". The organizers listed are "mparsons@wis.edu.na" and "mreiff@wis.edu.na". At the bottom, there are two buttons labeled "Remote Learni...".

A screenshot of a website for the "P's 25 for 25 Challenge". The header features a colorful abstract graphic with the letters "W" and "U" and a sun icon. The main heading is "P's 25 for 25 Challenge". Below this, there is a sub-heading "Be Stronger than Your Excuses". The main content area contains a testimonial: "I accept Mr. B's challenge and I hope more people will join this amazing initiative! So what's my challenge? Post a video or photo of my ride and post my Strava! I will be riding around the deserts near Swakopmund and Walvis Bay! Yes, I am lockdown at the coast! What inspired me to pick this challenge? I love cycling and I love being outside. I also participate in a small race called the Desert Dash, so this challenge will help me build the volume I need to sustain a high power output for the full 373 km." The website has a navigation bar at the top with "Home", "My Daily Results", and "Follow Challenges!".

A great initiative was started by Mr. B. The 25 for 25 challenge. Here is a link to my [challenge page](#). My goal is to ride 1000km this month. My legs are tired, but if tired legs are my biggest worry, then my life is good.

Looking forward to the day I can see you and shake your sanitised hand. Stay safe and stay well.

Michael Parsons, Director of Teaching and Learning

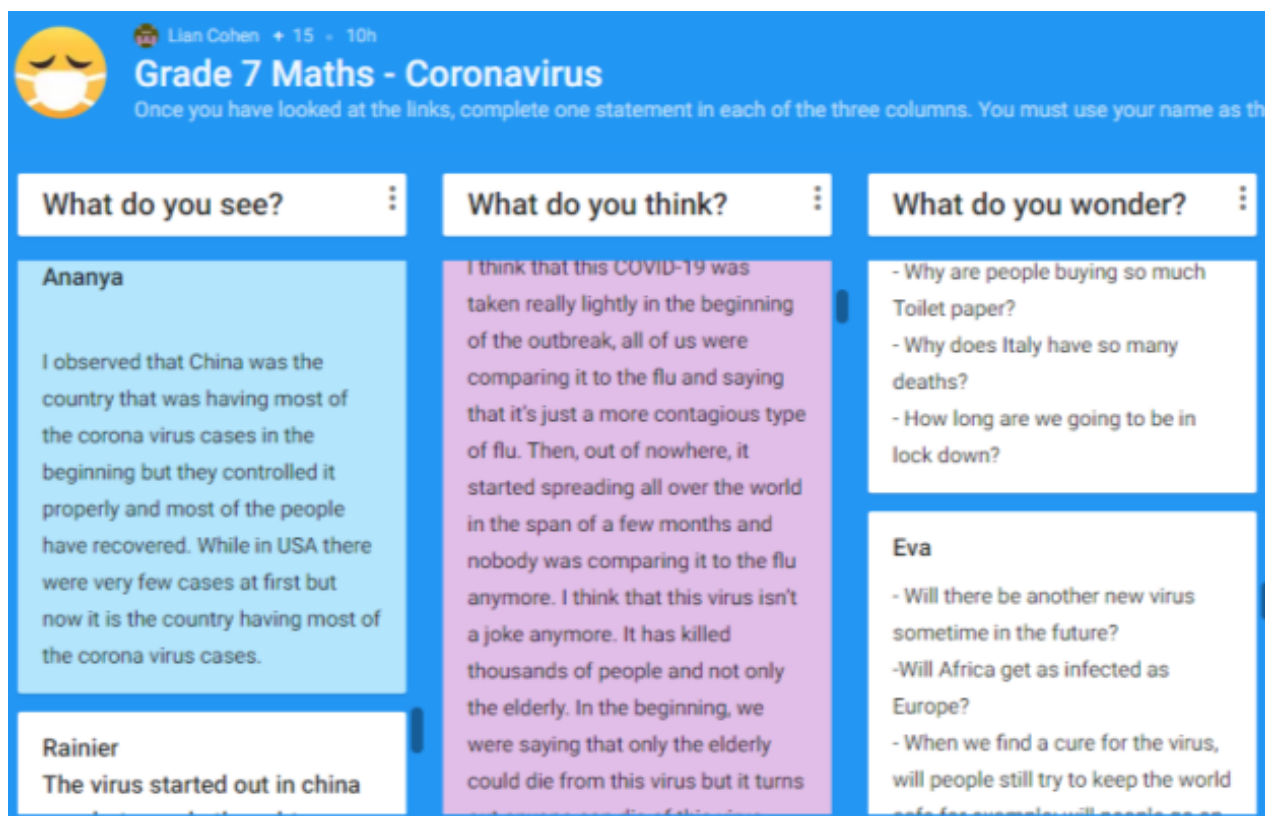


Grade 7 Mathematics

This week, Maths students were asked to watch a couple of links that demonstrated to them the spread of the Coronavirus across the world. They then had to join a Padlet and write down what they saw, what they thought and what they wondered. A Padlet is a useful technology tool where students working remotely can share ideas in one place.

There were many interesting observations and our next lesson will focus on researching answers to some of their varied questions. Why is Italy's death rate higher than other countries? Why does the USA have the highest number of cases? How was China able to "flatten the curve" when they were the first country to have cases but other countries have not been able to follow suit? What will the economic impacts of this virus be? What will be different after this outbreak? Why did we initially compare this virus to the flu? Why did people buy so much toilet paper?

We are not scientists, we are not economists and we are not politicians or policy makers, but we will try to work together to come up with some answers.



News from the Senior Student Council

The past 2 weeks the Senior Student Council has been meeting online. As physical events are, for the time being, not possible, we have focused on developing a constitution. We are now proud to publish the WIS Senior Student Council Constitution. If you are interested you can find it [here](#).

Throughout our meetings it has also become clear that there are some students struggling with remote learning. We have therefore compiled a list of 15 tips for those of you who are struggling:



15 Remote Learning Tips from the Student Council

1. Have a routine - Wake up at the same time every morning and go to bed at an *acceptable* time everyday.
2. Get dressed for school in the morning - puts you in the right state of mind.
3. Take planned breaks between tasks.
4. Don't look at your screen during breaks (i.e. don't watch 20 youtube videos...).
5. Exercise - get someone to hold you accountable or expertise with you (friends, family...).
6. Have a to-do list - one for the entire week based on which you can schedule your tasks according to which are the most urgent and/or important.
7. Always try to get tasks done before the deadline, you might encounter problems along the way!
8. Label your emails according to subject - this makes it easier to find them later on
9. At the beginning of the week download instructions in case your internet fails.
10. Having trouble getting started? Start with a task/subject you enjoy, then move on to something more difficult.
11. Actually participate in class activities - makes them more enjoyable for everyone.
12. Procrastinating at your desk? Clear your desk, get up, get a drink, take a (mini) break, decide on what you want to do, then return to your desk with a fresh mind. It will be much more difficult to then return to procrastinating!
13. Don't be scared to ask teachers or classmates for help, we're all in this together.
14. Practice mindfulness in whatever form it comes for you. This can be meditating, taking a small walk, focusing on the lyrics of a song or just going outside to *breathe*
15. Procrastinating again? Change up your workspace. Move to the kitchen where your mom will see if you're not doing your work... You'll be surprised to see how quickly you can then get things done.

Are you having issues with Remote Learning? We want to help! Send us an email describing your problem and we'll get back to you as quickly as possible. Emails are checked and answered only by student members. We want to provide a way of anonymously voicing your problems to the school community.


Contact us at: studentcouncil@wis.edu.na



TOK Padlet

Do artists have an obligation to explore ethical questions in their work?

TOK students answered this controversial question. For their answers see the link [HERE](#).



Edwina Rimmington + 14 • 2d

Do artists have an obligation to explore ethical questions in their work?

BQ3.8 An artist's duty exit

Priya Gupta 1m

No.

Sometimes it's completely devoid of commentary, like a drawing of the sun from a 5 year old-- it wasn't made for some political commentary like what Ben Garrison or someone like that produces. Sometimes, art is just beauty produced for beauty's sake, and that's all it needs to be. Though, what the audience hears can be and is often different than what the artist says.

1

Sara Hoyer 2m

I don't think that you can force an artist to explore an ethical issue if they are not comfortable with it or if it is not their genre of art, therefore I definitely wouldn't call it an obligation. An artist can decide for themselves what issue they want to address in their art, and sometimes this is not an ethical issue, or no issue at all. In general, I don't think there should be any obligation for artists that would restrict their creativity, because ethical questions are just one of many areas that can be explored in art, and if we limited all our art to this area, we would lose many equally interesting works. There are many famous works of art that don't address any ethical questions but still have the right to exist simply because of their beauty or because people appreciate them, and because the artist put a lot of work into it. For example, a painting of a landscape doesn't necessarily express any opinions on an ethical question, but can just portray a place that the artist found interesting or beautiful, or that was of personal value for them. Artists have the right to be "selfish" and to create art because they want to, not because they must. However, I think that if artists do choose to explore an ethical issue, there is a moral obligation on them to express their real views in their work. They shouldn't be corrupted or forced by anybody else to portray an issue in a certain way, but should always feel obliged to say the truth, or what they think is ethically right. If they feel unsafe to do so, then it is better not to explore the issue, or do so in a subtle way, rather than to give untrue statements. There are some artists in this world who have a lot of influence on people, and they should be aware of the responsibility this creates. Artists who have confronted ethical questions in their work are often the most famous, but that doesn't mean that you can't be an artist if you don't explore these issues. There is a lot of social pressure on famous artists to express their views on certain issues, but it is still their decision to respond to this pressure or not. As much as I enjoy finding messages or opinions in art, sometimes it can be healthy to simply enjoy an artwork, such as a painting or a piece of music, without forcing hidden ethical meanings into it, and to appreciate an artist for their talent rather than their ethical views. To add on to that, I believe that many artworks we love have been created by people whose ethical, political or moral views we don't share, who in fact we would consider very antisocial people and terrible human beings, but who still had great artistic talent. Maybe a person became an artist because they enjoy art for art's sake, and not for its power to influence people. Maybe sometimes it is better not to know an artist's opinion on an issue, if they never addressed it in their work, because it doesn't always matter. In art, aesthetics can be just as important as ethics.

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Viktoria E 1m

No

Art should be free of rules and obligations - this is what makes it art in the first place. It is up to the artist to choose if they want to explore ethical and/or moral issues in their work - if they feel comfortable doing so and want to express their opinion on the matter.

Yet I think that art that explores ethical issues can be more meaningful and valuable than art that is only aesthetically appealing.

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Christian du Plessis 3m

Christian du Plessis

Artists should not be obliged to do anything. Art is a way that people can freely express their feelings and thoughts. If artists have to feel obliged to explore ethical questions then they'll probably be forced to do it and it won't be done out of the artists own personal interest. I think that if a artist does choose to explore ethical questions then they should be able to do so with freedom and not have to follow rules.

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Anonymous 2m

No, I don't believe that artists have the 'obligation' to address ethical issues. Art is a way of expressing one's ideas/emotions/feelings etc. There is no format to how it should be done. The meaning behind an art piece is also subjective and different people can interpret art differently. Someone could look at a piece of art and to them it might show a particular ethical issue, while someone else might not see it the same way. However, I think art is a very effective way to address and raise awareness about ethical issues.

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Maria de la Paz 2m

No. Art is a liberal platform for the development of the creative skills and imagination of humans. No artist should be pressured to subject to a specific field of art, or to convey a specific message. However, I do believe that an artist that chooses to explore an ethical issue has the crucial responsibility of portraying the truth. Feeding false information to the public can negatively affect their perspectives and actions. Potentially leading to serious consequences in that community/society. Therefore, if an artist that chooses to explore ethicality, tries to hide or take away importance from the issue; he/she/they should be considered immoral. It is also important to consider that art gets constantly scrutinized by a diverse audience, which means that there will different interpretations to the same art piece. So how could we decide whether art is telling the truth, or not?

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amutuzo 2m

No, I think that artist should not have an obligation to explore ethical issues or questions in their work. Artist should the free will to decide whether or not to explore ethical issues. The purpose and authenticity of art would be lost if artist where obligated to explore ethical issues. Artist should be able to explore issues that they are comfortable with and that resonate with them, be it ethical or moral. An Artist deserves to get the same amount of praise for exploring moral issues, as they do when they explore ethical issues.

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Tanetswa Murwira 1m

No,

Being obliged would imply that when you become an artist, you will **have** to explore ethical questions. This takes away the freedom associated with making art.

However artists will likely feel inclined to when their art gains attention, of possible millions. They may feel a need to give their art greater meaning, and have an impact on a global or ethical issue they care about. Effectively they will be giving their opinion on an issue, the same way any individual can comment/voice/share there opinion.

Exploring ethical questions through art may have a greater effect on individuals, however this does not mean non-artists should receive any less praise than artists for not contributing their opinion in a creative way. Rather anyone should be praised for speaking out in the first place.

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Jessica Kennedy 1m

No, I don't think that artist have an obligation to explore ethical issues. It is the artist's work they can do what they want to do and they can choose how they want society/community to portray their work. I feel that sometimes artist's work is not portrayed the same way they portray their work, which could lead to the exploration of ethical issues which was done by accident. I think that if an artist expresses ethical issues they should not get more praise than others because some artists may want to express the issue but they are not comfortable doing it.

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SHADOWOLOGY ['ʃædəʊ'blɒdʒi]

The Art of Vincent Bal

Inspired by Vincent Bal who is probably better known as Shadowology artist, Grade 10 Art & Design students had the task to create an artist study as well as a few shadowology artworks of their own this past week.

Vincent Bal describes his art as being “the scientific process of transforming shadows into objects”. He creates his characters starting from the shadows projected on paper by a variety of random objects. Through observation and imagination, he transforms these shadows into something usually completely unexpected, like animals, people and/or landscapes. The process started in 2016, after posting a small drawing of an elephant created from the shadow of his coffee mug on instagram. The reactions were so plentiful and positive that he challenged himself to make one of these ‘shadow doodles’, as he called them in the beginning, every day. Not only did he rise to his challenge, but also hasn’t stopped since.

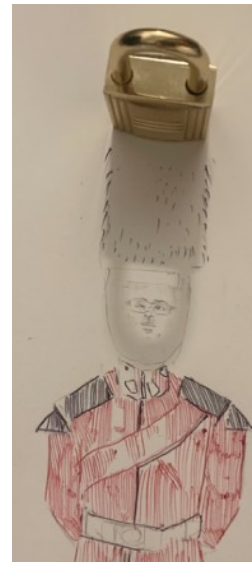
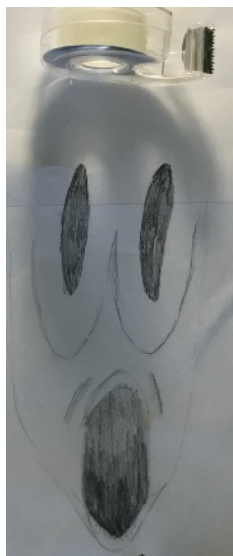
For more about this: Shadow Doodles (aka Shadowology) by Vincent Bal (My Modern Met): <https://www.youtube.com/watch?v=O2uX6Z00AbY>, Vincent Bal Shadowology: https://www.youtube.com/channel/UCd_VL617Oes48L1398IOOkQ

Here are some of the ‘shadowologies’ the Grade 10 Art students came up with:



Nдеми Mayumbelo *Painting Easter*

Grace Farrell, *The Scream*

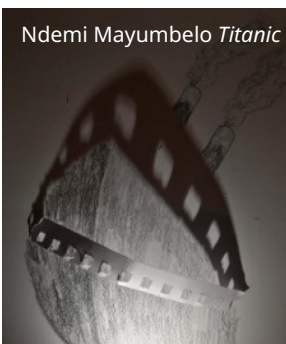


Jaden Cloete, *On Guard*

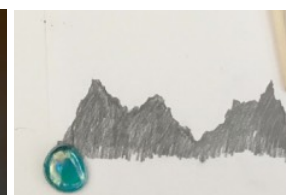
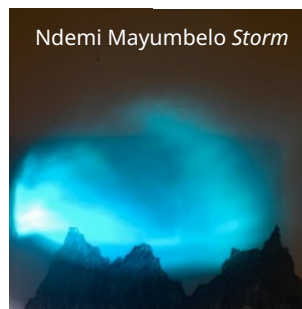


Lukene Chauke,

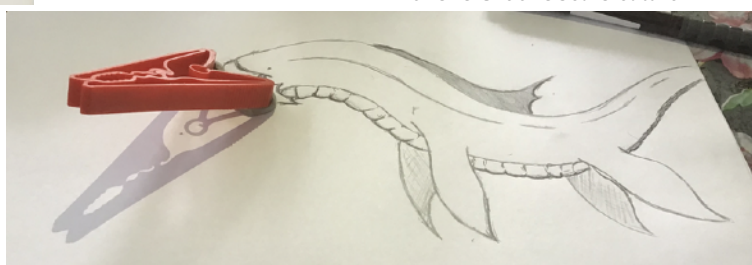
Nдеми Mayumbelo *Titanic*



Nдеми Mayumbelo *Storm*



Lukene Chauke *Sea Creature*



Remote Learning Social Studies and Portuguese

Since the beginning of our remote learning, we have been trying different strategies of keeping students motivated and engaged. This is not an easy thing to teach from our home where we have at the same time to take care of kids and do the housework.

Everything is a new experience to all of us and we are still figuring out how to use the learning space as best we can without overwhelming our students.

In the end at the centre of this new experience are our kids, and we are constantly researching and learning in a way that keeps learning exciting..

We are at a different pace in terms of online tools. This itself is being a learning curve to our community.

As we continue to speak with colleagues from around the world we are empathetical with each other's stress and frustrations but also with how well prepared and organised the majority of WIS learners are.

Despite this unusual situation where students and teachers are apart from the social environment to be alone at a desk speaking and working from a computer we are all doing very well and I would say in a collaborative framework.

Today, I want to share with all of you some of the amazing work we have been doing. Take a look at this neat work from a student in Grade 6 who in spite of being away from school is practising her Social Studies skills. Abigail shared some ideas on how to take action to keep WIS sustainable at the same time showing an excellent work ethic and organisation.

Marco Aceto did an excellent oral, followed by Skype and being recorded from a Dictaphone as the IB instructed us to do.

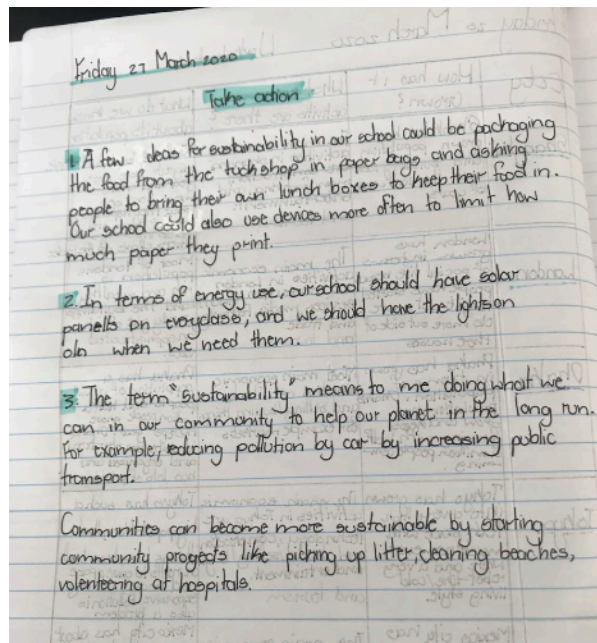
Follow their example and work at your best!!

Mrs. Teresa

Wearing a face mask during the COVID-19 pandemic

Much has been said about the pros and cons of wearing a face mask. A comment made by a radio talk show host on CapeTalk (SA programme) made a lot of sense to me. We cannot control the behaviour of others, only our own. If we behave as though we're infectious when we leave the house and are on the highest alert not to spread the virus to anyone else, it will ensure that we stick to all the guidelines of social distancing, coughing and sneezing responsibly, not touching another person etc.

Now, wearing a face mask can be added to that list. Studies are showing that, in the case of a person infected by the coronavirus, it's not just coughing and sneezing that will spread the virus to others. Singing, laughing,



talking and even breathing in the direction of someone standing close by can put that person at risk of being infected. Wearing a face mask is especially important when it comes to protecting others. An infected person might not know if he or she is a carrier of the virus. If a person has been infected, it could take 2 to 5 days (or even longer) before symptoms appear. During this period such a person will be very contagious. Wearing a face mask will help to contain the spread of the virus.

CDC recommends the following:

1. Wear a face mask when stepping outside of your property for essential reasons, especially if you need to visit places likely to have many people, like the grocery store or the pharmacy
2. CDC does not recommend placing masks on children under the age of two because of the risk of suffocation
3. A homemade mask can be effective and they recommend the following:
 - It should fit snugly and comfortably against the side of your face, covering your nose, mouth and chin. A pipe cleaner can be fitted into the top of the mask to allow bending it snugly over your nose
 - Secure the masks with ties at the back of the head or ear-loops
 - Include multiple layers of fabric
 - Allow for breathing without restriction
 - The mask should be able to be washed and dried without damage or change to shape
 - Materials to use could be an old scarf, bandana, hand towel, bedsheet/pillowcase or t-shirt
 - When home, remove the mask via the ties or ear-loops. It can be laundered in the washing machine or a bowl of hot soapy water, and hung in the sun for a few hours to dry
 - After removing your mask, **DO NOT TOUCH YOUR EYES, NOSE OR MOUTH UNTIL YOU HAVE WASHED YOUR HANDS CORRECTLY**

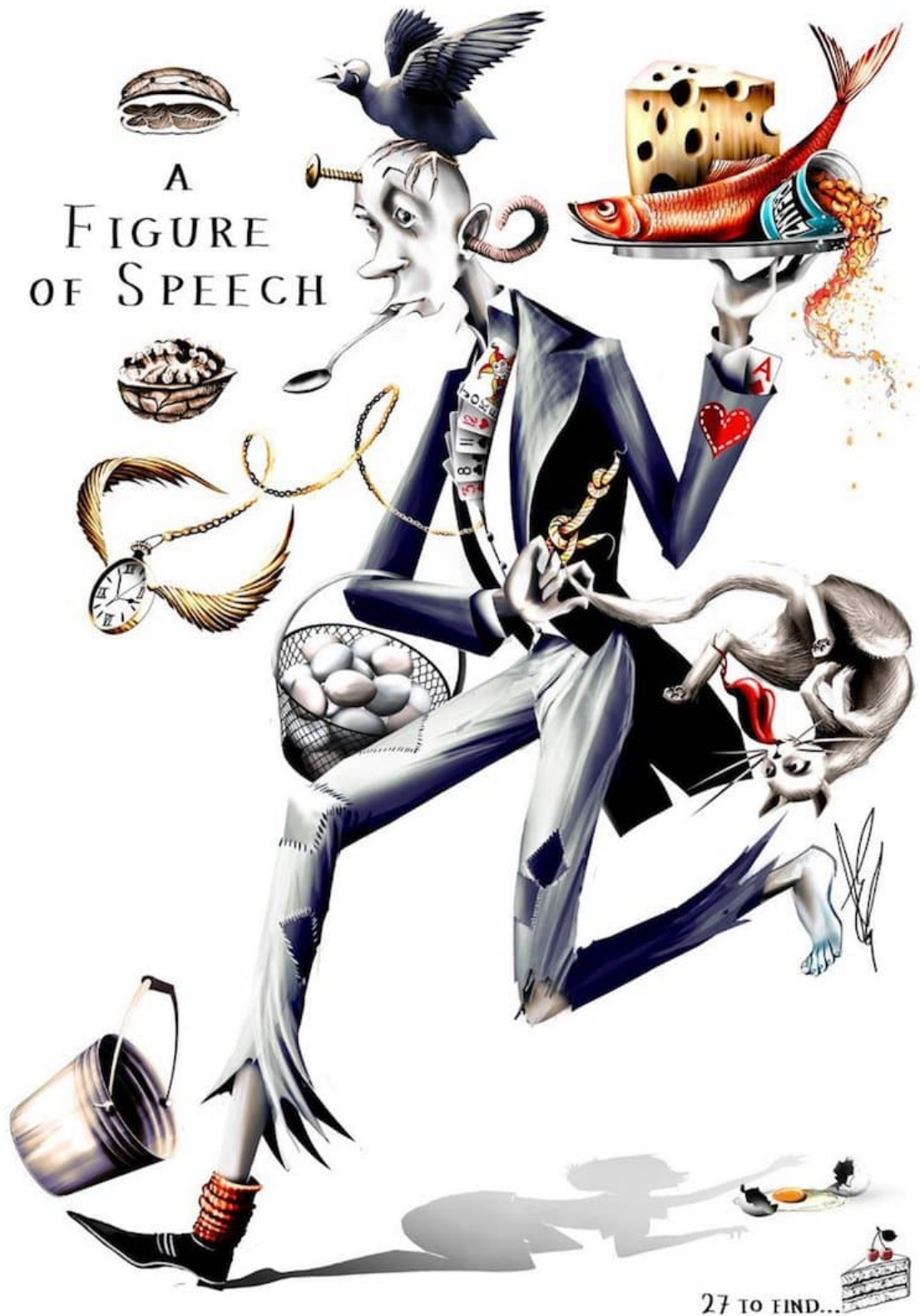


Out of consideration for health workers, we should avoid buying and hoarding surgical masks. Doctors and nurses will need them when caring for infected patients. I know of people using their time at home to make face masks for vulnerable groups. Namibia, as I write, has had 16 confirmed cases. Two have recovered. This number is likely to increase, hopefully slowly enough for our health system to cope adequately.

Sharon Gorelick, Nurse & Counsellor

WIS Community Challenge!

The English Department would like to challenge our WIS community in finding 27 Figures of Speech in the following image. See the answers on page 15. **One of the Grade. 7 students (Mathew Varghese) have found them all ...!**





Answers to the community challenge!

1. **In a nutshell** - Fewest possible words, 2. **Piece of cake** - Easy, Simple, 3. **The cherry on the cake** - An additional benefit to something already beneficial, 4. **Bald as a coot** - Completely bald, 5. **A screw loose** - Mentally challenged, 6. **Stiff upper lip** - remaining calm in times of adversity, 7. **Born with a silver spoon in your mouth** - Born rich, 8. **Ear-worm** - A song that gets stuck in one's head, 9. **Keep your cards close to your chest** - To conceal one's plans to themselves instead of telling others, 10. **Joker in the pack** - Different from other people, Unpredictable, 11. **An ace up your sleeve** - A powerful advantage, 12. **Heart on your sleeve** - Openly showing emotions or feelings, 13. **On a silver platter** - Given unexpected or undeserved awards, 14. **Spill the beans** - Tell all the details of a certain detail, 15. **Big cheese** - An important person in a company or organisation, 16. **Red herring** - Information intended to be misleading, 17. **To tie the knot** - To be married, 18. **Put all your eggs in one basket** - Putting a person's effort or resources into one thing. Forgetting about other priorities, 19. **Walking on eggshells** - To be overly careful with dealing with a person, as that gets angry quickly or is offended easily, 20. **Shadow of your former self** - A different, worse version of one's current self, 21. **No room to swing a cat** - In reference to a closed room, 22. **The cat's got your tongue** - a way of saying that someone has been rather quiet, 23. **Kick the bucket** - To die, 24. **Pull your socks up** - Make an effort to improve one's work or behaviour, 25. **Cold feet** - Loss of confidence, 26. **From rags to riches** - From poverty to wealth, 27. **Time flies** - Time goes by very quickly.