



## Contents

- From the Director p. 1
- Primary News p. 2 - 4
- Secondary News p. 4 - 14
- Other News p. 14 - 19

## Dates to Remember

### November 2020

- **27:** 30th Logo design deadline

### December 2020

- **04:** WIS 30th Birthday
- **09:** End of Term 2
- **10:** Human Rights Day

### January 2021

- **01:** New Year's Day
- **08:** Staff Work Day - No school for students
- **11:** Term 3 Starts



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# THE ORYX

*The weekly newsletter of Windhoek International School*

## FROM THE DIRECTOR

### Sensitivity

As we move into the endgame of recruiting a new Director, I am having conversations with each of the finalists. These are opportunities for the candidates to ask me about WIS. I have worked in many schools (seven, in fact) and so have they. And we know that there are schools and schools. So, they want to know, what kind of school is WIS?

The answer is easy. WIS is a school that is fiercely proud to be inclusive, diverse, non-discriminatory, and respectful of "different".

That is what we say we are and I passionately believe it is who we are. That said, we live in a world where other attitudes sometimes prevail. Discrimination, prejudice, racism, homophobia and much else disfigure our political discourse. Closer to home, how many of us know people whose opinions and attitudes are offensive and distressing?

WIS as a school can do everything within its power to promote the values we believe in and fight prejudice and discrimination in all its forms. But we do not exist in a vacuum. Nor is WIS the only community to which our learners – and, indeed, our staff – belong. All of us live in multiple overlapping groups of friends, family, colleagues, neighbours and acquaintances. Each of these exerts its own influence.

And, if we are honest, discrimination and prejudice can sometimes be subconscious. At the very least, offence can sometimes be given when none was intended. A careless remark. An unthinking assumption. An inappropriate "joke". Who reading this has not witnessed, suffered from, or even been guilty of this at one time or another?

Events this year have brought these issues to the surface as never before. The Board of Directors, therefore, and with the full support of the school management, believe that we must take proactive measures to ensure that we really are doing everything we can to underline and reinforce our commitment to our core values.

In that context, we have engaged the services of [Alkimia](#) to conduct a number of sessions for learners, staff and parents over the coming months. More details will follow but please read below their introduction to the WIS community.

### Peter MacKenzie Director

*Alkimia is a consulting firm founded by two passionate women in Namibia and South Africa. As a mixed team, it was imperative to the directors Tulimelila Shityuwete and Patsy Church, to learn how to navigate their own relationships with race and identity.*

*This learning evolved into Alkimia developing a beautiful process of self-discovery that*

*allows participants to engage with their own story of race and understand how this story intersects with others, and the story of their country, before looking at skills for engaging and connecting constructively in diverse environments.*

*In the spirit of building on the existing culture of inclusion, respect and diversity, Alkimia has been invited to partner with the community of the Windhoek International School to create an environment in which all feel safe, seen and successful. It is our belief that the insights gained from this experience will spill over into families, communities and ultimately, as students go out into the world, into their places of work. Race Intelligence (or RQ) is a particular skill set and an awareness of self and others, that will be essential for our children to successfully navigate a future they can influence to be different than our present reality of division, exclusion and conflict. In order to accomplish this, Alkimia will conduct a series of interventions designed for deep and positive personal change.*

*Unlike most race work, this process is not only for white audiences but has at its heart, a focus on building common language and understanding between all and for all, regardless of race or identity.*

*We look forward to starting on this journey of connection and empathy with you in the new year.*

## PRIMARY PRINCIPAL

### Playground Reopening Update

As I mentioned in last week's article, this week we have gradually been reopening the playgrounds. I have met with most of the classes to hear their proposals for how they will play safely. The proposals took a variety of forms from posters to Google Slides to individually handwritten letters. I was pleased to read and hear the children's thoughts and ideas, as well as their suggestions. They showed confidence in offering their opinions and ideas. One of the suggestions, that a few of the classes had, is to send a Google Form to parents, similar to the one Mr. Chi sent, asking permission for their children to be able to take their mask off during break time. Such a form will be sent today. Giving students the opportunity to share their thoughts and reasoning gives them agency in their learning and a sense of ownership. Seeing their suggestions put into action helps them to feel heard. I must reiterate how proud I am of the students for exhibiting the Learner Profile attributes of thinker, knowledgeable, communicator and reflective. All of the classes will have access to a play area from Monday.

### Parent Information Session

The next parent information session will take place Wednesday, 18 November. The topic of discussion will be MAP Growth. There will be a presentation about MAP Growth, followed by time for questions and answers. The session can be accessed via [Parent Information Session - November 18, 2020](#). Please add your questions to [slido.com](#).

### Primary Conferences

Under normal circumstances we would have held the Primary Assessment Conferences at the end of Term 1 and the Three Way Conferences at the end of November. These conferences are important. Now that we've been in school as close to normal as possible, the Primary Conferences will be held Tuesday afternoon **1 December** and during the day **Wednesday, 2 December**. More information will be forthcoming.

Regards,  
Beth Smith

## PYP Newsletter

### November edition

Find the PYP Newsletter for the month of November [here](#).

## Primary Student Council 2020 - 2021

Dear parents,

I am happy to inform you that our Primary Student Council representatives have been appointed. Let me introduce them. Congratulations to all Primary students who went through a process of pitching their passion and reasons as to why they should be nominated for student council.

Congratulations! Click the [link here](#) to see the new student council representatives for 2020/2021!



The Primary student council election process over the past week has seen excitement and enthusiasm. Students were keen to put themselves forward to represent their classes across primary. We had various passion pitches where students shared their reasons as to why they should represent. There were passionate speeches put forward to their class members and then students voted for who they thought would be best suited to represent them.

### Student Council Election in Grade 2B

Students in Grade 2B were inspired by the Presidential Election in the USA. Once again I could see and hear the student's voice, choice and ownership in this process. Many of our students happily nominated themselves showing confidence, enthusiasm and independence. Two of our candidates Ezra and Ronan took it to the next level by showing great communication skills. This is what they said about themselves in their speeches:



*"One of the most famous sayings from Spider-Man is "With great power comes great responsibility." I know that being in student council does not mean having super-powers, but I do think it means a lot of responsibility and I am willing to take that responsibility.*

*This means that:*

1. *I will try to get all your voices heard in the student council by making sure that the school makes the best decision for everyone.*
2. *I will go to any lengths to go to the student council meetings so that your voices are not forgotten ...*
3. *Outside of the meetings, I will listen to what you have to say and bring it back to student council ... You can trust me to do this well."* **Ezra Dziuban**
4. *"If you vote for me, I will be the best I can be. Working hard to represent Grade 2B. These are my ideas:*
  1. *I think students should be respectful to teachers and teachers should be respectful to students.*
  2. *Teachers should know that every student is on a different stage of learning.*
  3. *As your representative, I will listen to your concerns and work with the teacher to find solutions that work for everyone. Thanks for your support and remember: Your vote counts."* **Ronan Keown- Kisting**

We had six candidates (Jay-Lee, Enzisia, Justine, Mikhail, Ezra and Ronan) all of them tried to convince the rest of their peers to vote for them. After the first round with the most votes we had three candidates left; **Justine, Ezra and Ronan**. Believe me that the second round was more exciting than the first one. With a lot of anticipation and

nerves, we got the winner: **Justine**. Students cheered for her and made her feel like a star. I couldn't be more proud of my students and their approach. Besides the disappointment, there was a lot of happiness and good understanding. I think my students are a great example for other students as well as some adults by showing fairness and dignity.

**Beata Stephanus and Grade 2B**

## SECONDARY PRINCIPAL

### Kindness #makekindnessthenorm

It is interesting that we need to celebrate World Kindness Day - which is today, Friday, 13th November. Should kindness not be something we practise every day and to everyone around us as a matter of principle?

World Kindness Day is a global day that promotes the importance of being kind to each other, to yourself, and to the world. This day, celebrated on November 13 of each year, has the purpose to help everyone understand that compassion for others is what binds us all together. This understanding has the power to bridge the gap between nations. (<https://inspirekindness.com/world-kindness-day>)

Kindness is in our human make up. I want to believe that humans are inherently kind. Kind people are at peace with themselves and the world around them. Kind people spread this kindness to their environment and have an effect on their surroundings that is positive and uplifting. When we come across people that are unkind, it is mostly, because they are experiencing some difficulties or challenges in their lives that are difficult to manage. Being kind to them can make a difference to their lives.

We should all make it our task to consciously spread kindness every day to all the people around us as well as our environment. We all want to be treated with respect and kindness. If we initiate acts of kindness, they will come back to us and will spread.

**Reach out with kindness to someone today on World Kindness Day and every day!**

We have some families who have children currently at university and coping with this stress, anxiety and uncertainty can be challenging at best. On the topic of kindness and support, this is an excellent article about [Supporting your Child at University during the Covid-19 Pandemic](#). This might be reassuring for parents and help with the relationship and support.

Regards,  
Maggie Reiff

## Grade 8 Creative Writing

### The importance of creative writing

Not only does creative writing develop creative thoughts but it broadens the thought process and problem-solving abilities. It develops the students' voice and brings forth their ability to show their opinions and views. According to proofreadnow.com by regularly completing creative writing exercises, students will benefit and develop the following: build confidence, self-express, boost the imagination, clarification of thoughts, better understand the mechanics of reading and writing, develop empathy and communication skills and yield a better mental, emotional and physical health.



In English, the students get the opportunity to learn new vocabulary every second week. With the new vocabulary, they have to write a creative story, using the vocabulary within context. I have seen amazing results and improvement from our WIS students through this consistent approach to writing creatively.

### Angie Janse van Rensburg

Here are some stories from our Grade 8 and Grade 7 students:

#### The Parable Of The Greedy Businessman And The Bird-Watcher - Mathew Varghese Grade 8AJ

A great, wealthy businessman of a successful, profitable corporation, (who, I should add is full of **avarice**) once came to Greece for holiday. In Greece, he had trouble sleeping and would often go to the aviary for the peace of mind he got from watching the **coveys** of birds in the glass-domed aviary. When he finally started feeling sleepy and his eyes started to droop, he would drive in his car (a leather-bound, stirred cherry red Toyota Corolla), jump into his bed, and have **lucid** dreams about whether the red-breasted birds, among others, could talk. Yet, one night, an encounter with a local bird-watcher from Athens would change his perception of wealth among the different social hierarchies.

One starless evening, when the moon was **lucent**, the businessman tossed and turned in bed and, once again, went to the aviary. When he arrived there, he saw an **indigent** birdwatcher, making **deft** and detailed sketches and notes of the coveys of birdlife above him, in the glass exhibition room.

"Wow," the businessman said. "These are excellent sketches and notes."

"Thank you," said the birdwatcher as he focused intently on the birds and continued to sketch. This impressed the businessman, causing the businessman to make an offer to the bird-watcher in **suppliance**.

"Why don't you write a book detailing all the birdlife you have seen and taken note of?". "We, you and I, could make a book, spawn a franchise of best-selling novels, movies, interviews, TV shows and, possibly in the future, video games for children to play and idolise over. What do you say?"

There was a long moment of silence, then the bird-watcher finally replied.

"Firstly," the bird-watcher said, "thank you for the offer but I am good thanks. For you see, even though I am not financially stable and not exactly in the best circumstances at the moment, I still enjoy my life. Additionally, why would I risk my life to become greedy, which, I may add, is a problem that many businessmen, like you, sir, face? Not only that but why would I make a profit out of a hobby, that I will most certainly come to despise after the release of the book? I am sorry to reject the offer, but I would like to keep some **semblance** of my hobby. That's why I reject your offer."

As the bird-watcher stepped out of the room, the business-man **disparagingly** pondered and reflected on his life. He finally found the reason why he could not sleep well. He found out that greed had somehow taken over his life and taken control of him like the businessman was a puppet of greed's playing. He finally learned that there is more to life than wealth.

Going to sleep, the businessman went to sleep at ease, knowing that he had achieved a "personal profit". Tonight, he learned that one should let greed overcome him or her and instead take pleasure in what one owns. A valuable lesson that I think all should possess and implement in their daily lives.

#### Judgment Day - Kgosana Hekandjo Grade 8AJ

It was a sunny day, and a **covey** of birds covered the sky... something was clearly wrong. After the birds passed, there was a big **semblance** of events written in the town religious book that led to judgment day. The sudden migration of birds, the sun turning red, and a **lucent** and bright night sky led the people of the town to become



**lucid** and aware, that the world was about to end (the world wasn't about to end, it was just that the red light made it through), and the day of judgment was here. Everything everyone owned was **disparaged** and nothing was of value, and the rich became **indigent** because the poor knew how to steal and survive. Everyone in this town knows everyone and the poor knew the faces of all the rich and hated the rich for being above them and arrogant, and so a hierarchy started and this led to the former poor being put on top while the former rich were either killed with **deft** but lots of pain or used as slaves and **supplicants**, the old rich even became in the **avarice** of the new rich, and the new rich treated the new poor how they were always treated. Before this point, the rich disrespected the poor and thought of the poor as useless, but now they needed the poor to keep living. This story is actually a **parable**, and the moral is to be humble to everyone and treat everyone how you want to be treated.

### Julian the carpenter - Salomé Rey Grade 8AJ

This is a **parable** about a small **covey** of people that live on the outskirts of Greenville. The citizens that live there are humble and slightly **indigent**, well most of them. There is this one guy named Richard. He is known for his cruelty and **avarice** all across the small town. He believes he's the best because he has more money than the rest. He has this **semblance** of an idea that the **lucent** glint of gold is what brings him happiness. That gold is what defines a person's place in society. That it defines a person. He was wrong.

One day, a man named Julian came to Richard's front door and knocked. Richard opened the door, inspected the visitor and proceeded to slam the door in Julian's face. He believed that he didn't need to waste his time on low-lives like Julian. Julian knocked again and this time Richard spoke: "What would a **disparage** man like you come to see a noble and fine man like me for?" "I am here to advertise for my business sir." Richard replied in a clear, **lucid** tone. So formal, in fact, that Richard was taken aback. But, Richard didn't let Julian see his surprise, he just replied by saying: "You, a business? Ha! I wonder what a man like you could offer." Julian thought for a second and replied just as politely as the first time: "I am advertising for my business in carpentry. I can make anything out of wood. You name it, I make it!" "Huh, we'll see about that." Replied quite rudely Richard and then closed the door. Richard stood by his door thinking for a while. How was he supposed to believe that a **suppliant** man like Julian could go anywhere in life? How were people of such low class ever going to provide for the rest of society? What Richard didn't know was that Julian was **deft** in the art of carpentry.

Over the course of a few days, Julian continued spreading the word around the small town of his company and he slowly grew more and more famous. Richard was outraged by how well-known Julian had become. "He is just a poor civilian, not even anyone important!" Richard kept telling anyone who would listen. All they ever said was: "He has made a name for himself, and he deserves it." Julian became very well-known for his carpentry business and he grew to have a lovely family and got out of poverty. The moral of this parable is to never judge a person by their place in society or what they look like. Judge a person on their actions and heart.

### The Cooking Competition - Adam Nel Grade 7CK

As I was watching MasterChef on Netflix I was thinking about Molly, our neighbour, who was going to pretend to be sick to avoid a cooking competition, she was a **malingerer**, I decided. Later that week I had an **epiphany**, Molly only wanted to avoid the competition because she would lose and would disappoint her grandmother! That would explain her **obscene** spending on cooking gear and ingredients. Her hair has always been a little **straggly** but I've noticed that it is even more **tangled** than usual recently. She must be under a lot of stress.

As her neighbour, I immediately made a **resolution** that I would help her, I've never had any cooking lessons but I would practice every day if I had to. I will help her overcome fear!

Step one is to find a suitable area to practice, Molly's grandfather is a recovering **alcoholic** so he probably won't appreciate the noise. Mrs. Figg, a kind, an elderly lady who lives next door might let us use her kitchen. Mr. Figg just spends his day **lazing** around so he's no problem, in fact, he's known for his good taste buds so he could be our taste tester. I can't wait, I'm **boiling** over in excitement already! Tomorrow by this time Molly and I will have our **aprons** on and we'll be cooking up something delicious!

### A Hectic day - Milla Leibbrandt Grade 7CK

Mum wore an **obscene apron** as she made us some hard-boiled eggs. When we finished we went up to our room to pack our school bags for school. As I packed my bag I found my old **Tangled** book and decided to bring it with me to school. When we were driving out of our garage, we saw a car **straggly** speeding down the road. Me, mum, my brother, and dad had quite a fright and spent the next few minutes driving to school talking about the dangers of driving and how to avoid them. When my brother and I got to school we could see our friends **lazing** around the canvas. "Oh hey Alice, I didn't see you there! What are you up to?" said Oliver joyfully. "Oh dear sorry Oliver! I'm not up to anything just trying to get away from Jayden you know she can be such a **malingerer**". Before the bell rang for our first period the intercom went off calling Mr.Sam to the office." Weird.." said Oliver skittishly " Mr.Sam never gets called to the office". As we entered class, Mrs. Willow made a **resolution** that she will no longer allow Mr.Sam's nonsense. What does she mean? When it was lunch, my friends started gossiping ..." Did you hear? Mr.Sam is apparently an **alcoholic**," said Lisa "Yeah Mrs. Willow decided she is going to get a divorce with him after he ran that biker over." At that moment I made an **epiphany**. "Was that Mr. Sam speeding down the road earlier?" I said in a shocked tone. Now I'm writing this in my diary. What a hectic day.

## Congratulations to Roelf Steytler

On Saturday, 7 November, Roelf (Grade 6HRM) received his Black Belt in Karate.



Well done Roelf!

## Oanob Triathlon Triumph



Congratulations to all the competitors who participated in the RMB Oanob Triathlon organised by OTB Sports on Sunday, 8th November. For most of the competitors it was the first time they had undertaken a Triathlon which consisted of swimming, bike riding and running. Athletes could compete as an individual or form part of a team.

For all upcoming and future events check <https://events.otbsport.com/>. Check the familiar WIS athletes on the results page <https://events.otbsport.com/results-otb/category/results-2020>

Well done to Kamillus, Evat, Benjamin, Nelao, Naeem, Aqueela, Adam, Leo, Reuben and Amani.

**Thomas Jackson-Read**

## Our Plant Cell Model

In science we learned about plant cells in a creative and engaging way. Building our own plant cell from gelatine and other found objects enabled us to gain a practical understanding of the components/organelles that make up plant cells and how to characterise these different parts. For example we used a small purple cloth in a semi-circle shape to resemble the Golgi body and curled pasta to resemble the powerhouse of the cell - the Mitochondria. We also learned about the difference between plant and animal cells. We built a model of an animal cell in the same way that we built our plant cell model.



*The final plant and animal cells.*

Being able to build our own plant and animal cells helped us to truly envisage the inside of a plant and we think that our teacher helping us to explore these concepts in such a creative, playful and hands-on way will really help us to remember all that we have learned. We also learned some other important skills such as learning to listen to everyone's ideas (Kiara van der Westhuizen), and to consider other people's opinions (Isabella Joubert).

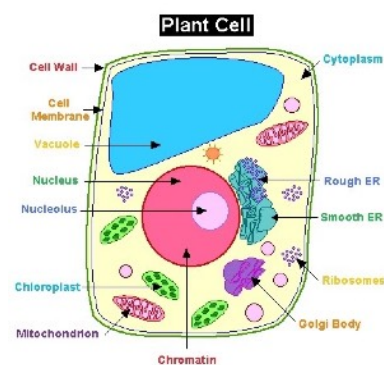
**Thank you Ms. Urte!**

### Our Plant Cell Model

In science class, we have been learning about organisms, Whether they are living or dead, how to characterise them and what they are made of.

- **What is a plant cell?**

Plant cells are building blocks that create plants, trees, flowers and more. Different plants have different cells, but the base cell looks like this:



- **How we started making our model**

We started off with learning the basics about cells and what they are. To strengthen our understanding of cells we drew cross-sections of animal and plant cells. Another method we used was watching videos.

- **Building the plant cell**

Building the actual plant cell was harder than we anticipated. We had to come up with ideas for how the model would look and how the materials we used would work together or against the cytoplasm (gelatine).





- **The difference between plant cells and animal cells**

The main differences of a plant cell from an animal cell is that the plant cell has something called the cell wall. This is what allows trees to grow so tall and not fall over. There is another difference, which is that animal cells do not have an organism called a chloroplast. The Chloroplast is what gives plants their vibrant green colour.



**Personal Reflections:**

- Abigail - I feel that this was an amazing learning experience and was very hands-on. Hands-on projects can help people understand how the plant cell works better, and I know it helped me.
- Leo - I feel that this experience has greatly improved my knowledge of cells, especially plant cells. This was very fun and will especially help the kinaesthetic side of people.
- Milla - I've always known about cells but, learning about them in detail just gave me a better understanding of them and what they are.
- Felcina - I feel like I have learnt more because I never knew about a plant cell or an animal cell. Doing this activity really upped my knowledge on plant cells.
- Maygen - When doing this activity I felt like it put my knowledge to the test on what I've learned because it taught me about where the different organisms in the plant cell belong.
- Leonardo - I really enjoyed the lesson and it was really interesting. I thought that I would already know everything about cells but I learned something new.
- Estée - I enjoyed this new style of learning and I enjoyed working with a new group of people and I feel this is a more engaging project for all of the students.
- Kamillus - I found this unit very interesting, I like building a plant cell.
- Tapiwa - Making this plant cell was a great way to test my knowledge. I wish we had more time because there are things that could be improved.



## Making real life connections

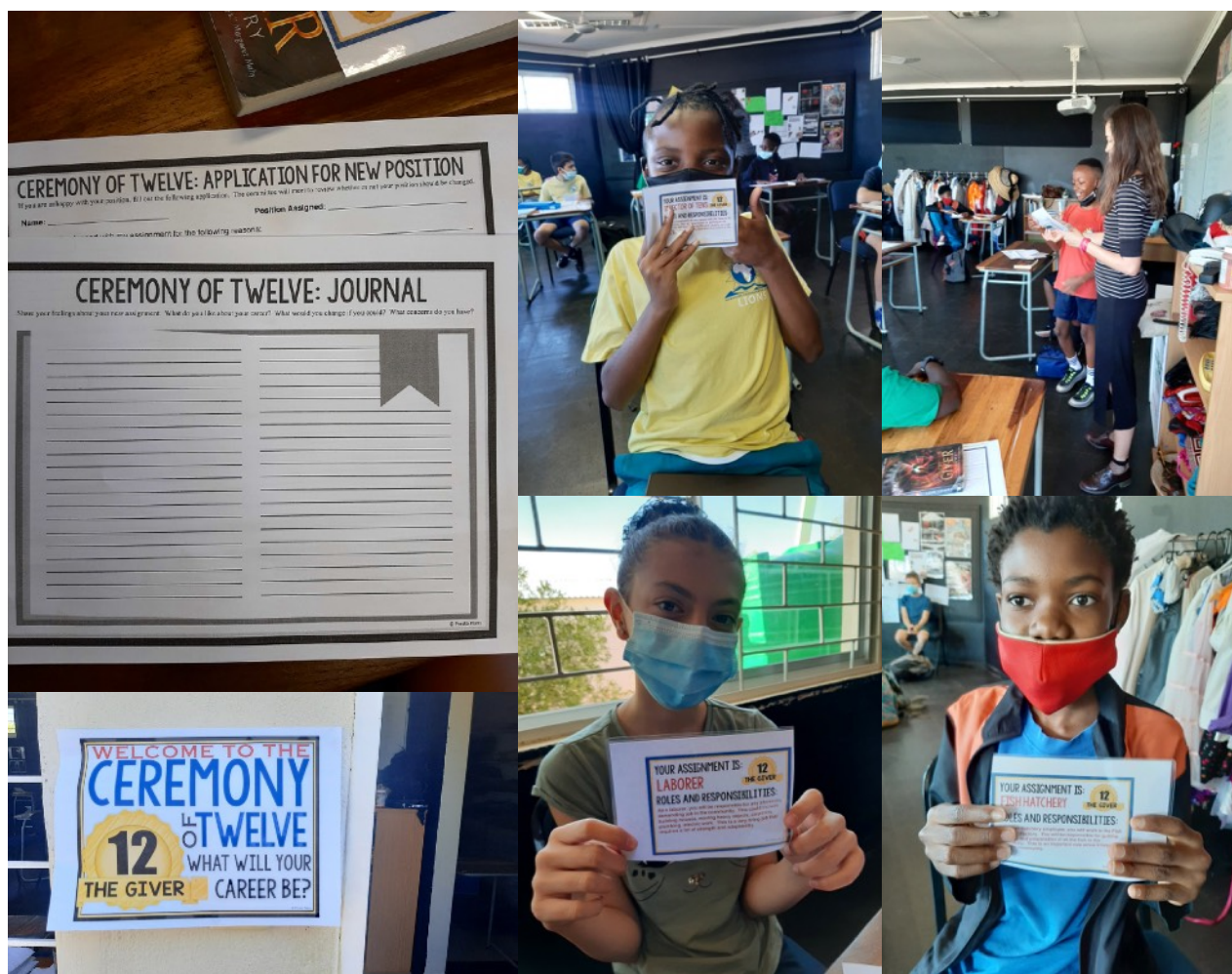


### Grade 6 English class

In the Grade 6 English classes, we are currently studying the novel *The Giver*. To give us more insight into how to analyse the main character in the novel we all pretended to be psychiatrists. We had the privilege to have a discussion with a real psychiatrist to find out the kinds of questions we should be asking ourselves when trying to do our analysis. Thank you Dr. Bruwer for taking the time to help us connect different events in the novel and to gain a perspective on how analysis happens in a real life setting.

We also reenacted the Ceremony of Twelve in class. The Ceremony of Twelve in the novel (*The Giver*) is when children our age - about 11 years old - are assigned their life careers. They have no choice in what their paths will be and have to accept their assignment and trust that the observations that have been made of them have been correct. Ms. Kate, Ms. Isabeau and Ms. Ebby all pretended to be the Elders in our community. Some of us were very happy about the assignments that we received, others, were not as pleased. It was a fun class and an excellent way for us to envisage what it would be like to live in a community like that of *The Giver*.





Kate Matzopoulos

## 'BE THE CHANGE' COMMUNITY PROJECT



Tumandje Daycare Centre - Havana



Inside the Daycare Centre



Practising hygiene, using the Tippy Tap



Educational Resources

One of our themes in the WIS Homeroom class is 'Be the Change'. This unit focuses on service learning and teaching our students to look outside their own community to identify areas where they can make a positive contribution.

At the start of 2020 we had a guest speaker, Niki Carstens, who spoke to our students about "Hands of Hope" and the help they offer to those in need. From this talk, we identified a small daycare school in Havana, Tumandje Daycare Centre, that needs our support.

The owner of Tumandje Daycare Centre, Saima Nuuyoma, is one of the Hands of Hope community workers who has shown her love for her

community over and over again. She is a healthcare worker who saw the need for low to no income families to have a safe place to leave their kids. Most of the parents who leave their children with Saima are single mothers and earn a very low income. These parents often have to work more than one job to make ends meet. Some collect wood to sell, collect cans to sell or stand on the side of the road hoping someone will pick them up for a day's work. Most of these families only eat one meal a day.

At the moment Saima takes care of eleven children every day, but the number varies to up to 20 at times. Saima makes sure that the babies and children in her care get food and are cared for as best as she can, with what she has.

Currently not many parents are able to pay and this means there isn't always enough food. Many times the babies come without milk or nappies and the older kids come with no food, or are there because there is no money to pay a taxi to get them to school. The daycare centre has no playground outside as there is no shaded area. Everything happens indoors, and inside the tin shack it can become very hot. The babies have no mattresses to sleep on, so they are currently sleeping on the floor.

The Grade 7 group's aims include raising money and finding donations for food, milk, clothing and educational toys. If possible, we would also like to help Saima build an additional room and a shaded area where the kids can play outside. From 16th to 20th November the Grade 7s will be taking orders for cupcakes to raise money for this project. (For more information about the Grade 7 Cupcake Drive, see the article below.)

Lastly, we would like to invite members of the WIS community who want to make a contribution to contact Ms. Christina Krappmann or Ms. Isabeau Bezuidenhout. All donations, no matter how small, will be greatly appreciated.

**We thank you in advance for your support, Ms. Christina, Ms. Isabeau and the Grade 7 students.**

#### **GRADE 7 CUPCAKE DRIVE**

Dear WIS Community

The Grade 7s are giving back to the community. We are excited and looking forward to helping the Tumandje Daycare Center, and we would love for you to help us too.

The Tumandje Daycare Centre Is located in Havana, Katatura, as you may know, or not know, this area isn't in the best state. The daycare consists of a single roomed shack, with only a few chairs and blankets for furniture. The kids, varying from the ages of 0-6, who go to this daycare are lacking in basic necessities for children their age. Saima is the selfless and good hearted woman who has devoted her time to caring for these children, and we would like to help make it easier for her.

We have decided to help the Tumandje Day Care Centre, by donating N\$50 dollars each and buying cupcakes, for you to buy and other people as well.

Once we have all the cupcakes, you may order a packet of cupcakes (6 for N\$50), with one of the Grade 7s and the money we make we will donate it to the Tumandje Daycare Centre.

We are looking forward to helping the Tumandje Daycare Centre, and we hope that you will help us too.

**Jisele and Tapiwa, Grade 7CK**

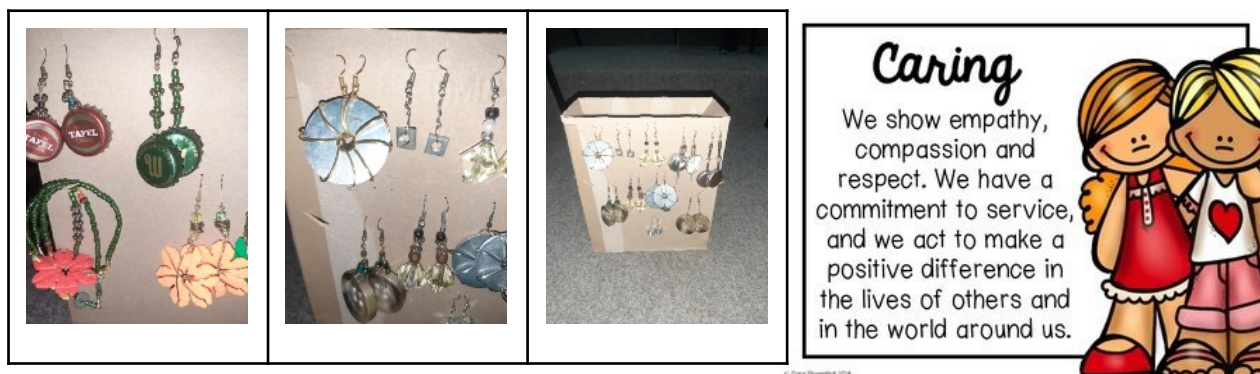
#### **WIS STUDENTS ARE CARING**

**Our Efforts to Raise Money For The Tumandje Daycare Centre in Havana - Leo Jackson-Read & Adam Nel**

I have been selling earrings around the school campus. They are homemade and many are made from recycled materials. I had this idea when my mum started making the earrings. I now sell them on Mondays and Tuesdays



for N\$50, I also have a few bracelets for N\$50 as well. Overall I have made N\$640. May you also please bring in things from around the house that we could make jewellery from. Orders can be made too.



**Thank you - Leo Jakson-Read**

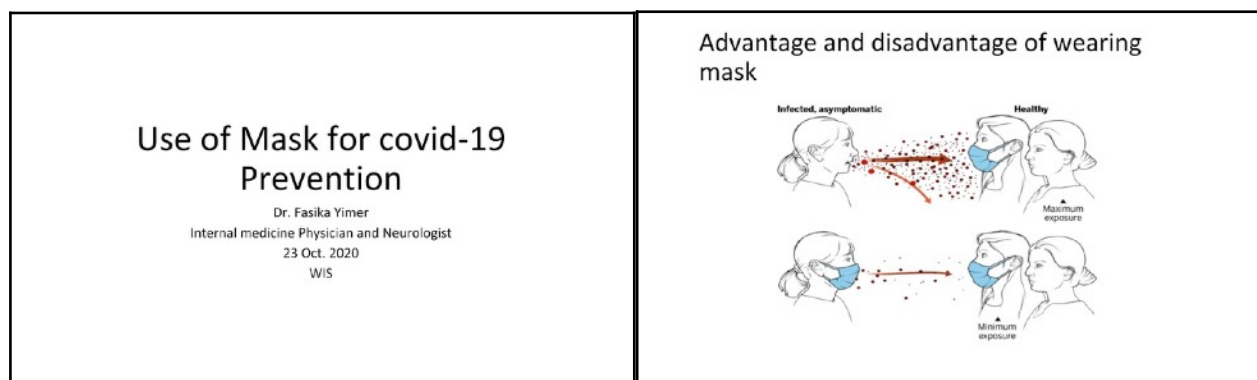
I bought a few cupcakes to sell for the project. I was inspired to do so by Leo Jackson-Read, my best friend who was selling homemade bracelets and earrings. The class was also aware of this as we were informed during homeroom. I sold the cupcakes on Friday and made N\$150 which will all go towards the daycare. Leo and I have together raised quite a bit of money with minimal effort, so everyone should be able to do this.



**Thank you - Adam Nel**

## Guest Speakers

On 23rd October, two guest speakers; Dr. Bau and Dr. Fasika Yimer each did a presentation in the WIS auditorium, on COVID-19. Various topics were covered ranging from what the COVID-19 virus is to which COVID-19 regulations are the most important to limiting cases and deaths. This presentation was the start of our investigation for Criteria D in science, where we get to test our hypothesis on various issues and make connections about what we learn in a real life setting. We are thankful that we were given the opportunity to ask any questions regarding misconceptions about Covid 19 and in particular mask wearing. Speaking to experts in the field here at WIS allowed Grade 10 students to enrich our knowledge of science and use science to question practices taking place in the world around us.



*These are two of the slides from the presentation that was shared with us. Using this information we hope to do a thorough investigation into the use of masks for limiting the spread of Covid-19.*

## Thank you WIS

Today an event happened in our Learning Support Department that touched me deeply. It made me think back on my years as a Learning Support Teacher at WIS and all of the wonderful, unique students that I've worked with. My thoughts went to a little boy on the Autism Spectrum. I remembered how we taught him how to read and how he taught me so much about Autism. Furthermore my thoughts wandered to four students that have Down Syndrome. As individuals they all taught us how to enjoy the simplest things in life to the fullest. Together with them we had so many laughs, so much fun. All of them exceeded our wildest expectations with regard to their academic progress.

Recently, another little student on the Autism Spectrum came to our school. She came to WIS in January 2020 with no English (English is her third language). She was not yet able to read or to write when she arrived. Her previous school had pushed her out, saying that she was not yet "school ready". After being at WIS for just a few weeks, we started noticing a change in her. She started to read and write! She did this by taking giant leaps, not single steps! Today she is reading and writing stories! The reason for this I believe is because WIS offered this little girl a safe place. A place where she can be herself. A place where others believe in her and in her ability to learn and grow. Not only is she growing, she is thriving!

The event that happened today in our Learning Support Department that touched me so deeply involved this specific little girl. Everyday after our "work time" in Learning Support, she gets some "play time". She is particularly fond of our family of stuffed owls that we have in our department. Everyday the owls go on an adventure. It might be Mommy Owl's birthday, the Gruffalo might chase Baby Owl, or the family might be travelling somewhere. Today she came into my classroom with a gift that she had made for me in the Art class: an owl made out of clay. She brought me the gift with an expectation and an excitement. How deeply this gift touched my heart! A little girl on the Autism Spectrum placed herself into another's shoes. She thought about what would make another person happy. She showed empathy and gave love. The owl now has a special place on our window sill. It will forever serve as a reminder that to work with students with special needs is a great privilege, something to be treasured and a joy.

Thank you Windhoek International School for allowing these very special students to be a part of our school. Thank you for giving us the opportunity to touch their lives, but even more significantly, to be touched by their lives.

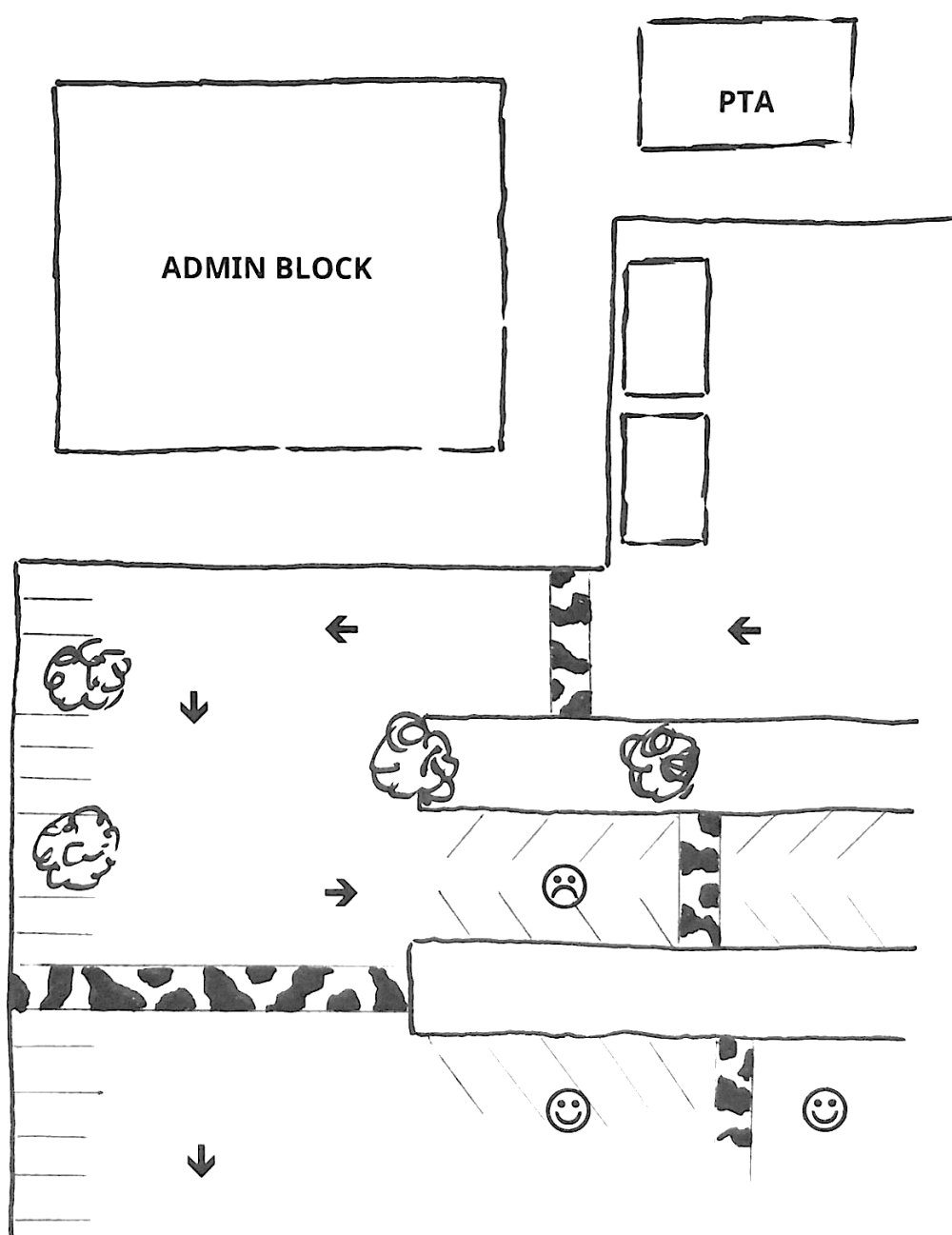
**Tanya-May Knouwds**

**Parking – a Suggestion**

One way in which the congestion in the car park could be eased would be if parents tried to avoid using the six bays indicated below with ☹️.

Cars reversing out of these bays stop the flow of traffic.

Driving around and parking on the other side ☺️ would give children no further to walk but would help to keep traffic moving.

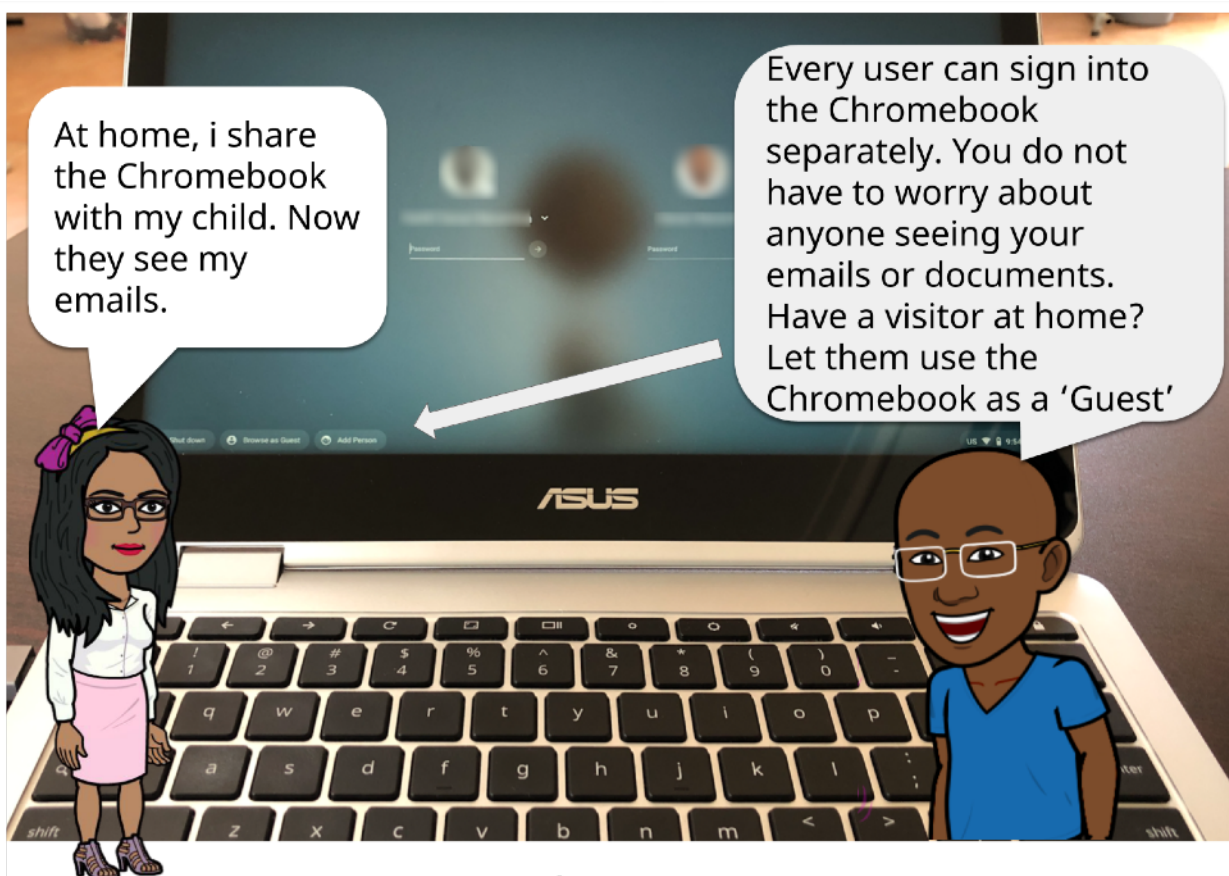


**W.O.R.D.**  
**Ananya Pandey in Grade 8JM**  
**reading for WORD!**



At home, I share the Chromebook with my child. Now they see my emails.

Every user can sign into the Chromebook separately. You do not have to worry about anyone seeing your emails or documents. Have a visitor at home? Let them use the Chromebook as a 'Guest'.



Ask anonymously at [www.bit.ly/wis-techq](https://www.bit.ly/wis-techq) read your answer in the ORYX



On the lookout to do something different this weekend? Why not check out the performance art installation curated by our secondary Drama teacher, Kate Matzopoulos. Entrance is free, no need to book, just arrive early to secure a spot.

The National Theatre of Namibia (NTN) & Goethe-Institut Namibia (GI)  
under the **Creative Design Lab**  
present

# CYCLE INTERRUPTED

AN INTERDISCIPLINARY BLACK BOX INSTALLATION

## INSTALLATION OPENING:

WED 11th NOV 2020,  
18H30

## VENUE:

NTN BACKSTAGE THEATRE  
12 JOHN MEINERT STREET

## INSTALLATION SLOTS UPON ARRIVAL:

12th NOV: 12H00; 18H00  
13th NOV: 12H00; 18H00  
14th NOV: 12H00; 15H00; 18H00  
16th NOV: 12H00; 18H00

FREE ENTRANCE.  
LIMITED CAPACITY.



Queries:  
culture-windhoek@goethe.de | +264 (0) 61 374 403





## Do you have a creative spark? Then this Logo Design Competition is for you!

Here is what you need to do:  
Design a logo that celebrates the WIS 30 Year Anniversary.

**The logo must:**  
**Include the school logo and colours**  
**Include the number 30**  
**Be visually eye-catching**  
**Be powerful**  
**Be positive**

You can submit multiple entries as an individual, team, or family.  
It can be a digital submission or hand-drawn, and no bigger than A5 size.

**Include your name, surname, and grade.**

**The winner/s will receive a framed print of their logo and a voucher!**

**Deadline for all entries: 27 November 2020.** Drop your hand-drawn logos with **Ms. Laura Smith** in the **Primary Art room** or email your digital design to **jnel@wis.edu.na**



YOU'RE INVITED TO

*Back to the*

**90s**

WIS **30<sup>th</sup>** Birthday Bash!

**JOIN US FOR A COMMUNITY GET TOGETHER!**

**DATE: 4 DECEMBER 2020 | TIME: 19:00 - 22:00**

**PLACE: WIS PE HALL | 90s THEME (OPTIONAL)**

**CASH BAR | FOOD WILL BE ON SALE**

**RSVP VIA THE SIGN-UP SHEET!**

**ADULTS ONLY!**

**LIMITED 200 SIGN-UPS**

**WIS**  
WINDHOEK INTERNATIONAL SCHOOL