

# ANNOUNCEMENT FRIDAY

ISSUE 04 • 10 SEPTEMBER 2021 • 2020/2021



## Welcome our New Principal!

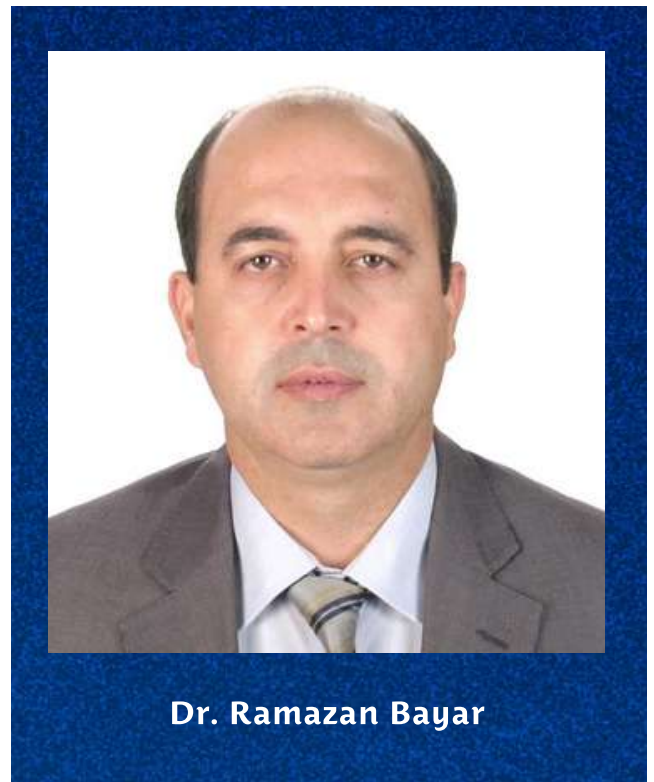
Galaxy International School Uganda is pleased to announce our incoming Principal Dr. Ramazan Bayar.

Dr. Ramazan Bayar is an exceptional educationist and an experienced teacher who has served in the field of education for 22 years in different countries. He has worked and has vast experience in different positions such as Mathematics Teacher, Director of Dormitory (2 years), Academic Vice Principal (12 Years), Research Supervisor of Science Project (7 years), College and University Counselor (5 years), Head of Mathematics Department for 36 Schools (more than 150 teachers), General Director (2 years), Education Coordinator and HR Manager (1 year) and Principal (3 years).

His highest academic qualification is a Doctorate of Education psychology of Mathematics from Bishkek Humanitarian University.

He has a theoretical and methodological highest level of teacher training, uses active and special methods such as teamwork, knowledge, mind development and project-based learning.

We warmly welcome you to the GISU family where we educate to inspire global excellence.



**Dr. Ramazan Bayar**



# Thank you Mr. Emrah Tasdemir!

Galaxy International School Uganda would like to extend a very big thank you to our outgoing Principal, Mr. Emrah Tasdemir, for his exceptional service and dedication since the school opened in 2013. He worked in several positions including Physics teacher, Administrator, Secondary Coordinator, Vice Principal and Principal.

He demonstrated strong leadership and work ethics, diligently performed daily assignments with warmth, insight and professionalism. He was highly competent, outgoing, well organized with excellent communication skills. He was a great team player and his all-round contribution has enabled GISU move strides.

He was also very instrumental in the CIS accreditation process of the school and maintenance of high quality world class education standards. He has been a great advocate for continuous improvement and development of the school and its communities.

We wish him and his family all the best.



## Important Dates

Date (s)	Programme
11 - 15 October 2021	Half - Term Holidays
18 - 22 October 2021	Early Years and Primary, student led conferences (SLC)
25 - 29 October 2021	Secondary, student led conferences (SLC)
9 December 2021	Term I - Last day of school
10 December 2021	Parent Teacher Conferences (PTC)

## Student Perspective - Dolphins

Dolphins are aquatic animals that live in every ocean of the world except the Arctic and the Antarctic oceans. There are 40 extant species named as dolphins. Dolphins can sometimes leap about. Several species of dolphins exhibit sexual dimorphism, in that the males are larger than females. They have streamlined bodies and two limbs that are modified into flippers. Though not quite as flexible as seals, some dolphins can travel at speeds per hour for short distances. Dolphins use their conical shaped teeth to capture fast-moving prey. They have well-developed hearing which is adapted for both air and water and is so well developed that some can survive even if they are blind. Some species are well adapted for diving to great depths. They have a layer of fat, or blubber, under the skin to keep warm in the cold water.

Dolphins are sometimes hunted in places such as Japan, in an activity known as dolphin drive hunting. Besides drive hunting, they also face threats from habitat loss, and marine pollution.

Dolphins have been depicted in various cultures worldwide. Dolphins occasionally feature in literature and film, as in the film series Free Willy. Dolphins are sometimes kept in captivity and trained to perform tricks. The most common dolphin species in captivity is the bottlenose dolphin, while there are around 60 killer whales in captivity.

By Comfort Ruth Richley, Year 8A



# Candidates Return to School!



The health and safety of our students and staff is very important. As students are returning everyone is asked to follow the SOP's, even if vaccinated. You can still get and transmit Covid with the vaccination.

- On arrival your temperature will be checked.
- Every student, staff member and parent is required to wear a mask. You will not be permitted into school without a mask. Every student should carry two masks.
- Hands should be washed regularly. The school has sanitizers in every classroom but students can carry their own portable hand sanitizer.
- We encourage social distancing in the classrooms, dining hall and other areas of the school.
- Snacks and drinks should not be shared.
- Students and staff with flu like symptoms will be sent home and should present a negative result in order to return to school.
- We appreciate your honesty when reporting a case of Covid in your family.



Let's stay safe and healthy together! We thank you for your cooperation!



# Managing Anxiety in Children



Anxiety refers to one's body's natural response to stress. It's a feeling of fear or apprehension about what's to come e.g. academic grades, social gathering etc.

When children are anxious, it's natural to want to help them feel better. But by trying to protect children from the things that upset them, you can accidentally make anxiety worse. The best way to help kids overcome anxiety is to teach them to deal with anxiety as it comes up. With practice, they will be less anxious.

When a child gets upset in an uncomfortable situation and their parents take them out of the situation, they learn that getting upset is a good way to cope. Instead, it's helpful for parents to let kids know that they're going to be okay, even if they're scared. You can't promise your child that nothing bad will happen. But you can express confidence that they can face their fears and feel less afraid over time.

Chronically anxious children make even the most well-meaning parents fall into a negative cycle and, not wanting a child to suffer, actually exacerbates the youngster's anxiety. It happens when parents, anticipating a child's fears, try to protect her from them. Here are pointers for helping children escape the cycle of anxiety.

## The DOs and Don'ts of managing anxious children.

### The goal isn't to eliminate anxiety but help a child manage it:

None of us wants to see a child unhappy, but the best way to help kids overcome anxiety isn't to try to remove stressors that trigger it. It's to help them learn to tolerate their anxiety and function as well as they can, even when they're anxious. And as a byproduct of that, the anxiety will decrease or fall away over time.

### Don't avoid things just because they make a child anxious:

Helping children avoid the things they are afraid of will make them feel better in the short term, but it reinforces the anxiety over the long run. If a child in an uncomfortable situation gets upset, starts to cry—not to be manipulative, but just because that's how she feels—and her parents whisk her out of there, or remove the thing she's afraid of, she's learned that coping mechanism, and that cycle has the potential to repeat itself.

### Express positive—but realistic—expectations:

You can't promise a child that his fears are unrealistic—that he won't fail a test, that he'll have fun ice skating, or that another child won't laugh at him during show & tell. But you can express confidence that he's going to be okay, he will be able to manage it, and that, as he faces his fears, the anxiety level will drop over time. This gives him confidence that your expectations are realistic, and that you're not going to ask him to do something he can't handle.

### Respect her feelings, but don't empower them:

It's important to understand that validation doesn't always mean agreement. So if a child is terrified about going to the doctor because she's due for a shot, you don't want to belittle her fears, but you also don't want to amplify them. You want to listen and be empathetic, help her understand what she's anxious about, and encourage her to feel that she can face her fears. The message you want to send is, "I know you're scared, and that's okay, and I'm here, and I'm going to help you get through this."

### Don't ask leading questions:

Encourage your child to talk about his/her feelings, but try not to ask leading questions— "Are you anxious about the big test? Are you worried about the science fair?" To avoid feeding the cycle of anxiety, just ask open-ended questions: "How are you feeling about the math exam?"

### Don't reinforce the child's fears:

What you don't want to do is be saying, with your tone of voice or body language: "Maybe this is something that you should be afraid of." Let's say a child has had a negative experience with a dog. Next time she's around a dog, you might be anxious about how she will respond, and you might unintentionally send a message that she/he should, indeed, be worried.

### Encourage the child to tolerate her/his anxiety:

Let your child know that you appreciate the work it takes to tolerate anxiety in order to do what he wants or needs to do. It's really encouraging him to engage in life and to let the anxiety take its natural curve. We call it the "habituation curve"—it will drop over time as he continues to have contact with the stressor. It might not drop to zero, it might not drop as quickly as you would like, but that's how we get over our fears.



# Managing Anxiety in Children

## Try to keep the anticipatory period short:

When we're afraid of something, the hardest time is really before we do it. So another rule of thumb for parents is to really try to eliminate or reduce the anticipatory period. If a child is nervous about an upcoming assessment, you don't want to launch into a discussion about it two hours before you go; that's likely to get your child more keyed up. So just try to shorten that period to a minimum.

## Think things through with the child:

Sometimes it helps to talk through what would happen if a child's fear came true—how would she handle it? A child who's anxious about separating from parents might worry about what would happen if they didn't come to pick her up. So we talk about that. If your mom doesn't come at the end of soccer practice, what would you do? "Well I would tell the coach my mom's not here." And what do you think the coach would do? "Well he would call my mom. Or he would wait with me." A child who's afraid that a stranger might be sent to pick her up can have a code word from her parents that anyone they sent would know. For some children, having a plan can reduce the uncertainty in a healthy, effective way.

## Try to model healthy ways of handling anxiety:

There are multiple ways you can help kids handle anxiety by letting them see how you cope with stress yourself. Children are perceptive, and they're going to take it in if you keep complaining on the phone to a friend that you can't handle the stress or the anxiety. I'm not saying to pretend that you don't have stress and anxiety, but let kids hear or see you managing it calmly, tolerating it, feeling good about getting through it.



## Special Needs Awareness

As the Learning Support Coordinator at GISU together with the teachers we will support the children and more specifically the children with additional education needs. GISU takes in children with mild additional needs and supports them accordingly.

Learners with additional educational needs receive education through addressing their differences and including them as much as possible in any activity. We also put in place necessary Accommodations. This includes necessary adaptations that will improve the student's academic success these accommodations could be extra time for assignments or exams, use of technology, or adaptive equipment among the many.

The additional educational needs could include learning disabilities, speech and language impairments, autism spectrum disorders, cognitive impairments, sensory impairments like vision or hearing, gifted and talented, chronic medical illnesses, and any condition that affects the learners optimal education.



# Student Council President Candidates' Manifesto

## Who am I?

My name is Paula Emmanuel. I am a year 13 student of Galaxy international school currently running for the Presidential position in the student council. I have participated in the world scholar's cup and earned experience in debate which I believe will be of help once I become the student council President. I have also participated in ted talks during assembly time so I have experience in public speaking. Not only this but I also have experience in the student council itself because I was once a class representative. I believe this will help me maneuver quicker and be a better student council President because I've had a firsthand insight to what the students have.

## What will I do when I become the President?

When I become President I would like to assist the student body in bringing up issues that students face to the administrative body and work hand in hand with the administration to offer a contemporary approach to academic and holistic education for GISU students. I would also like to work with the student body and administration to push forward and exercise the mission and vision of Galaxy international school. Through this I can offer a contemporary approach to produce self-reliant, respectful and moral individuals in an environment that is conducive to learning.

## Why Me?

I believe that I am the best candidate for this position because I have compassion , self-esteem , self-confidence , I'm self-reliant and creative . Above all I believe that I am the best candidate for this position because I have a voice. I want to be the voice for the students and all the stakeholders of Galaxy international school. I want to use my voice to offer the best learning environment for the students of Galaxy international school. I want to evolve and revolve around the school and build a better world for us all. I want to strengthen the bond between the students and the administration so that communication between the administration and the students can be accessed easily. I want to create a firm system to enable the administration and the students to work as a family and take our prestigious school to the next level through the student council.



PAULA KEJI EMMANUEL

## Primary School Projects

This half-term Years 2,3,4,5 and 6 are engaging in project work for Global Perspectives and Science. This is an opportunity for students to develop independent learning skills, as well as fostering each child's unique creative genius!

In most cases, the science projects are worth 30% of their mid-term mark, and Global Perspectives projects are worth 50%. Please encourage your children to put their best effort into their projects, and, while supporting them, please allow them to do their own work.

Thank you as always for your partnership with us in your children's education.



# Independence day Swaziland 6, Brazil Andorra 8, North Korea 9, Bulgaria 9

Galaxy International School Uganda would like to wish families and friends from Swaziland, Brazil Andorra, North Korea and Bulgaria happy Independence day celebrations.



## Resource Collection

We urge families yet to pick stationery to find time, come to school and take the pack(s). Course books will be available tentatively from Tuesday, 14 September 2021.



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# International Day of Charity

These are some pictures of our students doing International Day of Charity activities





# Next Week's Lunch Menu



## WEEK 2 13.09.2021 MONDAY

SNACK	LUNCH	SALAD BAR	DESSERT
Rolex Black Tea	<b>Mains</b> { GISU Fried Chicken Vegetable Pasta, Rice <b>Vegetarians</b> { Green cowpeas stew Cabbage Manchurian Recipe <b>Soup</b> { Tomato cream soup	Roasted Tomato and Mixed Bean Salad Steamed French Beans Steamed Carrot Sliced onion	Passion Juice

## 14.09.2021 TUESDAY

SNACK	LUNCH	SALAD BAR	DESSERT
carrot slices cake Black Tea	<b>Mains</b> { Shallow Fried Beef Kebab Brown Rice, Steamed Pumpkin <b>Vegetarians</b> { N/a Kadai Vegetable <b>Soup</b> { Chicken Soup	Bombay carrot salads  lettuce Avokado Sliced onion	watermelon

## 15.09.2021 WEDNESDAY

SNACK	LUNCH	SALAD BAR	DESSERT
Buttery rolls (Veg,beef) Milk Tea Black Tea	<b>Mains</b> { Fish Nuggets Spaghetti Bolognaise, plain pasta <b>Vegetarians</b> { cream tomato soup mixed vegetable curry <b>Soup</b> { n/a	mixed bean salads  plain parsley sliced tomatoes Red cabbage	Hibiscus and lemon juice

## 16.09.2021 THURSDAY

SNACK	LUNCH	SALAD BAR	DESSERT
Mandazi Black Tea Milk Tea	<b>Mains</b> { Chicken Pilau, Plain Rice, Yams <b>Vegetarians</b> { n/a Tava mushroom <b>Soup</b> { Tomato cream soup	Tomato Avocado and Tuna Salad sliced onion white cabbage Grated carrot	Ice cream

## 17.09.2021 FRIDAY

SNACK	LUNCH	SALAD BAR	DESSERT
Plantain and eggs Black Tea	<b>Mains</b> { Beef and Vegetable Pizza Chips <b>Vegetarians</b> { Cauliflower Stew Vegetable Acka Noodle <b>Soup</b> { N/A	Fresh mixed Salad  Letus Red cabbage steamed carrot	cocktail Juice



GISU/Menu

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