

Happy  
**59th**  
Independence Day  
Uganda

## Independence Day Message

This holiday is Uganda's National Day and is always celebrated on 9th October. Independence Day marks Uganda's independence from the United Kingdom in 1962.

The first European to visit Uganda was the British explorer John Hanning Speke in 1862. By 1877, British missionaries started arriving with the blessing of the Buganda King, Mutesa I.

The British government chartered the Imperial British East Africa Company to negotiate trade agreements in the region from 1888. In 1890, Britain and Germany signed a treaty giving Britain 'rights' to the region. By the middle of the 20th century, Britain had been weakened by its involvement in World War II and with the call for independence sweeping across Africa, many British Empire territories in the region had started to be granted independence.

On 9 October 1962, Uganda gained its independence from Britain as a parliamentary democratic monarchy with Queen Elizabeth II remaining as head of state. The kingdoms of Ankole, Buganda, Bunyoro, and Toro received federal status and a degree of autonomy. Milton Obote the leader of the socialist Uganda People's Congress (UPC) became the first prime minister.

No words can sum it up better as we are all familiar with our colonial era journey and its ups and downs. Tribute also goes to all those who have paid the supreme sacrifices in the cause of nation-building.

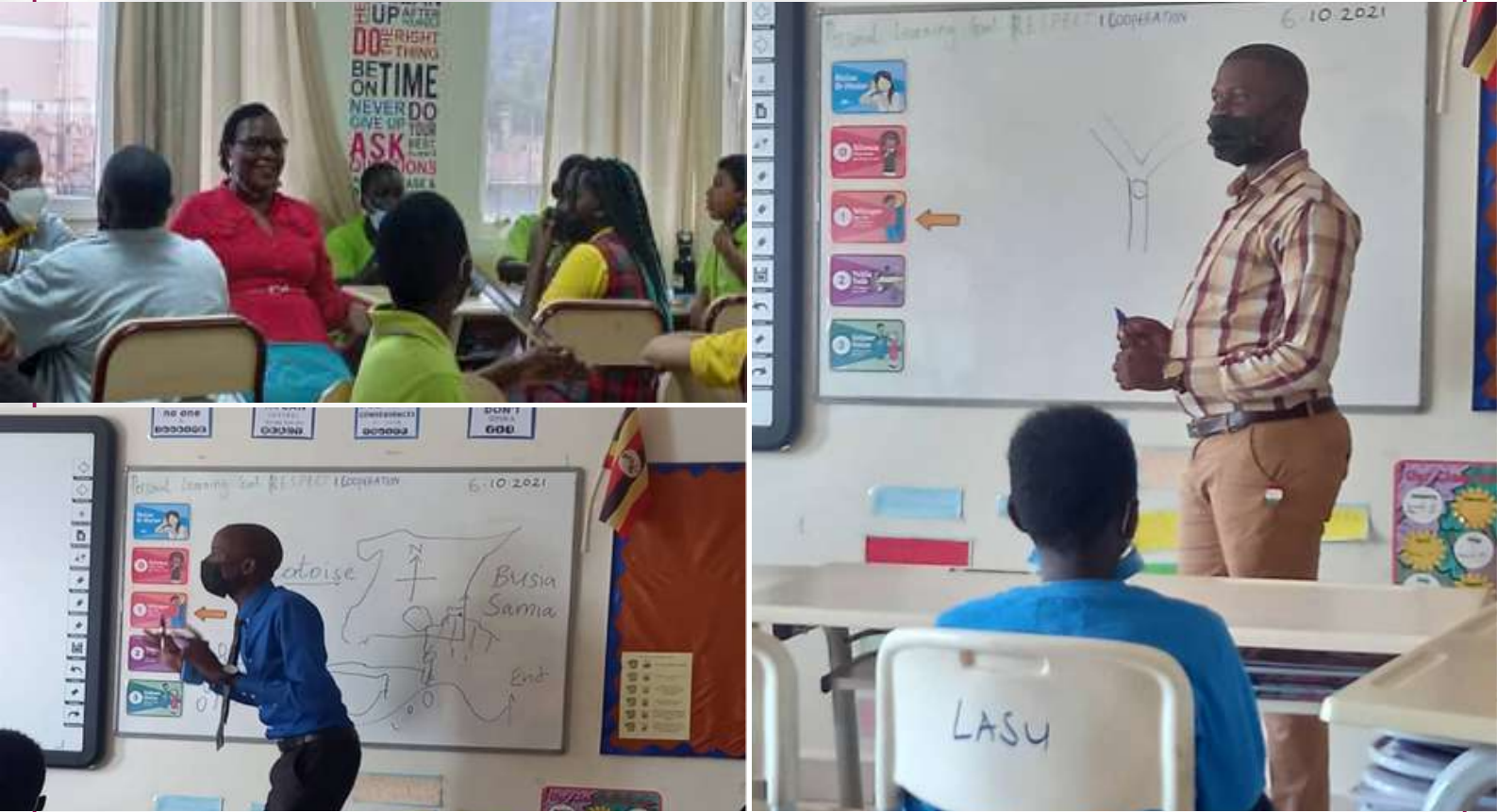
**"Those who would judge us merely by the heights we have achieved would do well to remember the depths from which we started", Kwame Nkrumah**

On this note Galaxy International School Uganda would like to wish you all happy 59th Independence Day celebrations.

## Independence Day Message (Cont.)

To celebrate Independence Day, Year 6 have been studying the history, geography and culture of Uganda. They enjoyed hearing Ugandan Folktales from different staff members and sharing Ugandan artefacts from home.

EarlyYears pupils this week engaged themselves in doing project work in relation to Uganda. They also learnt how to greet in the various Ugandan languages, listened to traditional folk tales, learnt about the Uganda flag and sang to the Uganda national anthem.



## Student Led Conferences (SLC)

### Secondary

Dear Parent,

Secondary school has organised Student Led conferences, SLC's that will run for one week starting Monday 25th to Friday 29th October.

Student Led conferences create a high level of responsibility for learning amongst the students which clearly aligns with our objectives.

You are requested to get in touch with the homeroom teacher of your child and make an appointment on the day that best suits you.

We expect all the parents of candidate students (Yr.9, 11, 12 and 13) to come physically into the school while the parents of non candidates (Y.7, 8 and 10) make appointments for ZOOM meetings.

The Mid-Term progress reports will also be shared during the conference week.

We gladly look forward to hosting you and your child as they will be using this opportunity to account for the progress made so far.



## World Teachers Day in pics













# Healthy Eating

## Message from the health and safety team

At Galaxy International School we are concerned about the health and well-being of our students and staff. It is important for all of us to eat healthy. We would like to offer healthier snack options at our canteen and like to hear your opinions about it.

Kindly, fill in the survey which will be sent to you and your children via email.

<https://forms.gle/QRvar4MwnJ8wBDTj8>



## Special Education Needs Awareness

### This week we shall look at Gifted and talented:

Gifted and talented learners are children born with natural abilities well above the average for their age. If your child is gifted, you might notice these natural abilities in the way he/she's learning and developing.

Children can be gifted in any area of ability, and they can also be gifted in more than one area. For example, a child might be gifted creatively and intellectually. Some gifted children also have disabilities – for example, a child who is intellectually gifted might have autism spectrum disorder (ASD) or a hearing impairment. The child might have above-average physical coordination and memory, or more social and emotional maturity than other children his age.

- Children can be gifted at different levels too. That is, some gifted children have more advanced abilities than others. If your child is considered to be gifted and talented, their teachers should provide greater challenges in lessons, and perhaps offer further opportunities for them to develop their gifts or talents outside of the normal timetable. Supporting the gifted and talented usually involves a mixture of accommodations like acceleration and enrichment of the usual curriculum

**Gifted Kids**  
don't need  
**MORE**  
work,  
they need **MORE**  
**MEANINGFUL**  
work.

# Body image and eating Disorders

Body image is about how you feel about your body, not about how your body looks. We all have a body image and we all have to work towards feeling good about ourselves.

It can be hard to care for our bodies due to the messages from the media that sell us the idea that we are less than. Sometimes these messages come from other places as well: our peers, our coaches, our doctors, or our families.

Your body, your rules. It's important to find ways of caring for ourselves, after all, we all get to value our bodies. It's good for us! We all deserve the right to feel healthy and beautiful for who we truly are.

There is so much focus in the media on the outside of our bodies and how they look. It can be hard to value our bodies when we compare ourselves to the unrealistic images we see in social media, movies, TV, advertising, magazines, etc.

The images we see in the media are crafted to create an unrealistic idea of what is beautiful. Celebrities are surrounded by a team of people whose job is to help them look the way they do. This can include personal stylists, makeup artists, fitness trainers, chefs and publicists. Even posts to social media can be crafted.

Few people post their first photo, they may be filtered or Photoshopped, and there may be a lot of prep for the image that we don't see. Family and friends are also affected by the media and can reinforce the negative messages we are getting. This can make it really hard to value our bodies and hence develop poor eating habits.

## Eating Disorders and Disordered Eating

Eating disorders are a mental illness/challenge. They usually begin when someone has a negative body image or they may also be a way that someone is coping with their feelings. Eating disorders can have a negative impact on someone's mental wellness and physical health.

## Examples of Eating Disorders

### Anorexia:

A disorder where someone does not eat enough food to fuel their body. They may not eat even to the point of death.

### Bulimia:

A disorder that involves someone trying to get rid of the food they put into their body. Sometimes people with bulimia eat a bunch of food (binge) and then feel desperate to get rid of that food through a variety of activities.

### Megarexia:

Someone feels pressure to get bigger and does things that are risky to their physical and mental health in order to look that way. They might over-exercise to the point of injury, use steroids, or other harmful activities.

It's important to understand that eating disorders are a mental challenge that someone can recover from with support. If you or someone you know is living with an eating disorder, talk with someone you trust. You can also check out one of these resources:

### Disordered Eating:

Someone with disordered eating is doing the same behaviors as someone with an eating disorder, but at a lesser frequency or to a lower degree. Disordered eating is not a mental challenge but may develop into an eating disorder without support.

It is therefore very important that we positively appraise our children and also pay attention to their eating habits.



# The impact of Covid on Teaching and Learning

## Student's Perspective



The pedagogical adaptations have proven to be pivotal as the traditional lecturing in-person models do not translate to a remote learning environment. No matter the type of channel used (radio, TV, mobile, online platforms, etc.) teachers need to adapt their practices and be creative to keep students engaged. Every household has become a classroom - more often than not - without an environment that supports learning.

Almost 90% of countries responded to the survey of Ministries of Education on National Responses to COVID-19 conducted by UNESCO, UNICEF, and the World Bank (2020). Teachers are being supported by sharing guidelines stressing the importance of providing feedback to students, maintaining constant communication with caregivers, and reporting to local education units to keep track of learning.

Faced with the pandemic, countries have combined high-tech and low-tech approaches to help teachers better support student learning. Fewer governments have taken different approaches:

- Costa Rica developed a digital toolbox with pedagogical resources such as a guide for autonomous work.
- The state of São Paulo in Brazil organized frequent two-hour conversations between Secretary Rossieli Soares and teachers through the mobile application developed by the state. These conversations and tools allowed governments to have an open line of communication with teachers to better understand their concerns and adjust remote learning programs.
- In Sierra Leone, where the main remote learning channel is radio, a 'live' and toll-free phone line is open for students to call teachers with questions and schedules of radio lessons allowing time for children to help their families with daily chores.
- In Cambodia, for example, education leaders designed a strategy that combines SMS, printed handouts, and continuous teacher feedback, taking advantage of the high mobile phone penetration in the country. The approach goes beyond providing low-tech materials: it gives information on how to access learning programs, ensures students access paper-based learning materials, and includes home visits to monitor distance learning activities. Teachers are also expected to provide weekly paper-based resources to students and meet them weekly to provide their marked worksheets and issue new ones for the week ahead.
- In our case at Galaxy International School Uganda, we have adopted hybrid learning, doing most of our interfaces on online learning tools like Firefly and Zoom

Despite the hardships, teaching and learning is maneuvering through these hard pandemic times



By Carmel Ise Maliona, Year 10A



# Independence Day

Galaxy International School Uganda would like to congratulate and wish families and friends from Uganda a Happy Independence Day.

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