



INGOMA

News with a beat

A WELCOME FROM THE EDITOR

Dear Rainbow Community, welcome to the Third edition of the Ingoma.

Once again with no doubt, are we over the moon to see you take time off to read our compelling newsletter as always. First off, welcome back from your lively outdoor learning and the *outstanding* swimming gala. I hope you had some time to put your feet up and relax. Congratulations to **Ssese** on your sensational win! This edition is filled with information from our very own school community . Enjoy!

Editor in chief Abigail Y12

To respond to any articles we publish or to share stories of your own please get in touch with the editor through:
editor.ingoma@risu.sc.ug



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Swimming Gala

On September 27th the air was filled with joy and excitement among all students, teachers and even parents. The swimming gala, in which an inter house swimming competition occurred between students, took place in the primary section's swimming pool. Every student and every house was filled with energy, extremely eager and ready to win



It began with the principal giving the opening remarks, expressing his gratitude, excitement, and satisfaction towards having witnessed the beginning of yet another successful swimming gala. People got off to a great start, cheering on their respective swimmers as every house erupted in energetic cheers and screams.

After these exhausting races, the students practised for their cheering, which took place immediately after lunch. We began with Impala, and as each house went, the performance and organisation improved which showed us the students' teamwork, delegation, and eagerness to succeed.

Iram Andaleeb year 11



The final race, which was the canon relay, involved two boys and girls from each category, along with either a parent or a teacher from each house, participating in the race. The winner of the race was Ssesse followed by Kyoga, Impala and finally Rwenzori. The race demonstrated cooperation, trust in members, support and encouragement.

Mr. Jones concluded by announcing the winners of the cheering and overall swimming competitions. "The winner is nobody other than Ssesse!" As they raced for their winnings, smiles and enthusiasm began to appear on their faces.





Around the World



The theme "Around the World" in Nursery and Kindergarten has been an engaging and educational concept that offers young children a wonderful opportunity to explore different cultures, traditions and landmarks from around the globe. This theme provides a diverse and inclusive learning experience, allowing children to develop a sense of curiosity and appreciation for the world around them.

One of the strengths of this theme is its ability to foster multicultural understanding and respect among the children. By introducing them to various countries, customs and languages. The theme promotes tolerance and empathy, encouraging children to embrace diversity and become global citizens from an early age.

The incorporation of hands-on activities and creative projects has made this theme even more exciting for young learners. From creating passports and boarding passes to "travelling" to different countries through virtual or imaginary journeys, children can actively participate in the learning process. Through art, music, storytelling, and culinary experiences, they can gain a deeper understanding of different cultures while having fun.



Furthermore, "Around the World" has provided ample opportunities for cross-curricular learning. This theme can be seamlessly integrated into various subjects, such as geography, history, language arts, and even maths. This includes identifying continents and oceans on a map to learning about famous landmarks like the Eiffel Tower or the Great Wall of China, children can develop both their cognitive and social-emotional skills.

Parents have also used this theme to encourage language development and literacy skills. By introducing children to words, phrases, and greetings in different languages, they can expand their vocabulary and improve their communication skills. Additionally, reading age-appropriate books about different cultures has fostered a love for reading and enhance their understanding of the world.

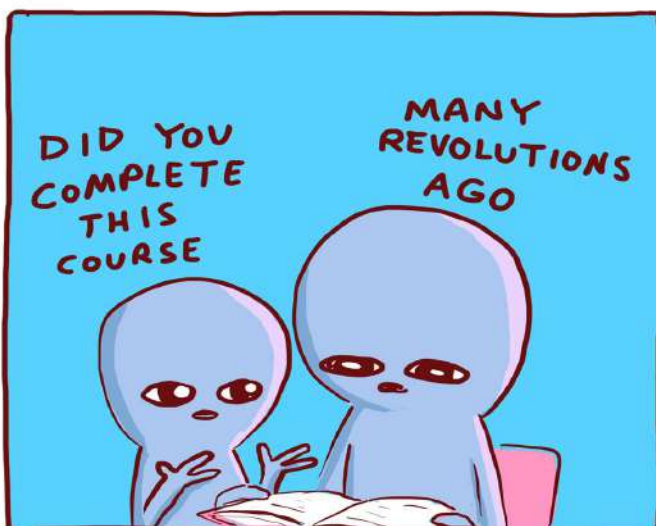
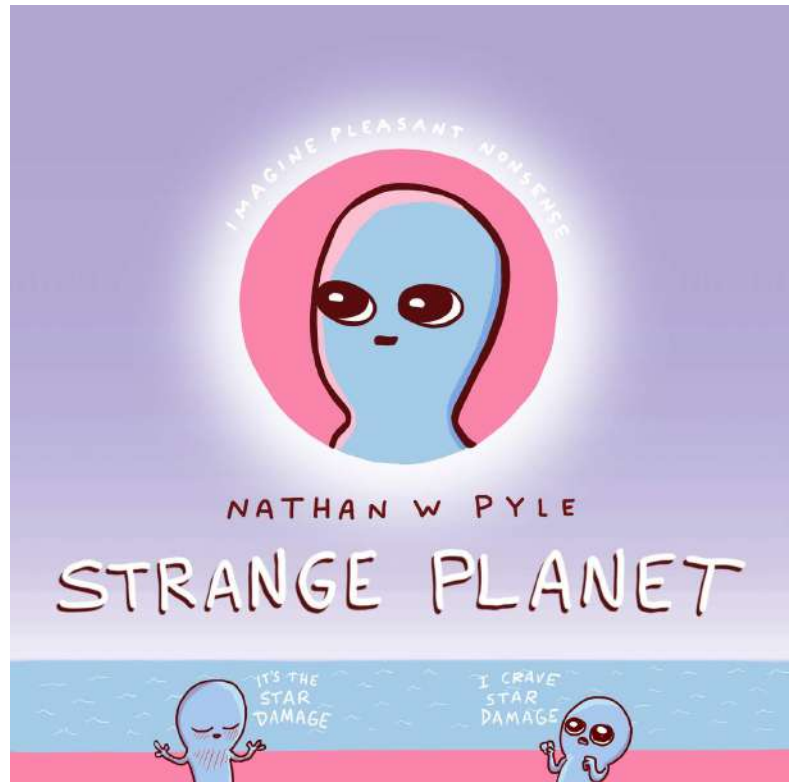
In conclusion, the theme "Around the World" in Nursery and Kindergarten has offered a rich and immersive learning experience for young children. It has stimulated their curiosity, promotes multicultural understanding, and provided numerous opportunities for hands-on learning.



Book review

Strange Planet is a hilarious graphic novel that reflects on the human experience in an insightful way. Funnily enough it is through the perspectives of aliens. It was both thought provoking but hilarious bordering on goofy. With its simple but effective art style, Nathan W Pyle created a truly Strange Planet.

-Gabriella



Deputy House Captain Elections

Cultivating Leadership in the Primary School

Last week, our school was buzzing with excitement as Year 5 students took the stage to compete for the roles of Deputy House Captains. On Friday the 20th of October, the primary school gathered to witness this event, which was filled with enthusiasm, leadership spirit, and a sense of unity as students from the Impala, Kyoga, Rwenzori, and Ssesse houses rallied their peers in their bid to secure the positions.

The Deputy House Captain elections are a significant event in our school's calendar. They provide a unique opportunity for our Year 5 students to step into leadership roles, represent their houses, and contribute to the school's community spirit.

The Candidates

This year, two candidates from each house prepared and delivered remarkable speeches to convince their peers to vote for them. Each candidate brought their own unique style and vision to the stage, making the decision-making process an exciting one.

The candidates for each house were:

Impala: Raphael and Zachary

Kyoga: Ariel and Keyanna

Rwenzori: Helleina and Jennifer

Ssesse: Eli and Jayden

Voting

This week, our Primary School students cast their votes. The atmosphere was charged with anticipation as the students exercised their democratic right. The process was a valuable lesson in democracy, emphasising the significance of participation and responsibility.

As we celebrate the election of our new Deputy House Captains, let's not forget the crucial role they will play in supporting our Year 6 House Captains: Nicole (Impala), Abigail (Kyoga), Kwame (Ssesse) and Jordan (Rwenzori).



Above: The Primary School students listen carefully as Jayden makes his election speech.



Above: The winners of the Deputy House Captain elections.

And the Winners Are...

The anticipation reached its peak on Friday the 27th of October, as the winners of the Deputy House Captain elections were announced:

Impala: Raphael

Kyoga: Ariel

Rwenzori: Helleina

Ssesse: Jayden

Congratulations to our newly elected Deputy House Captains! We have no doubt that they will serve as inspiring leaders for their respective houses and contribute to the positive spirit of Rainbow International School.

Fruits, Fruits, Fruits!!!



Every week from around 2:30pm to 5:00pm, there is a mini fruit market at the front of our school, directly opposite the upper parking lot. Each week, students and staff eagerly visit this vibrant stand that offers a wide array of fresh and healthy fruits.

There is always an attendant seated right in front of the fruits, ready to assist you with whatever inquiries you may have concerning these refreshments..

This initiative promotes healthier eating habits, with students, teachers and parents grabbing nutritious snacks after classes. It also benefits parents by providing a convenient source of fresh fruit for their kids.

"The fruits have always been very clean and tasty. They are also very convenient and cheaper compared to the supermarkets," said a satisfied parent.



This fruit stand presents common favorites like apples and oranges as well as more subjective options like kiwis and grapefruits– there's truly a little something for everyone.

In conclusion, the fruit market at our school is a fresh and healthy addition that promotes better eating habits, sustainability, and community building.

Year 8 Outdoor learning

Monday 30th October was the day the year 8 went on their trip to Mabira Rainforest Lodge. It was a 2 hour drive but we finally reached. There were a variety of activities like zipline, archery, swimming, bonfire, and movie night. One of the most fascinating things about Mabira are the animals like the tree hyrax which is dormant at day but active at night and sounds like someone being strangled.



By Alvin year 8



New teachers



Hi I am Mr Brooks, a music teacher in secondary and I am happy to be in Rainbow school. I have worked in other countries before like England and Switzerland, I decided to come to Uganda because I wanted more experiences and to learn. I am into table tennis, reading and I take cello lessons because I want to learn how to play the cello. I play many musical instruments such as the guitar, piano and flute. I like Uganda because of the kind people, food and fruits, however I am still getting used to the big city because I miss the countryside.



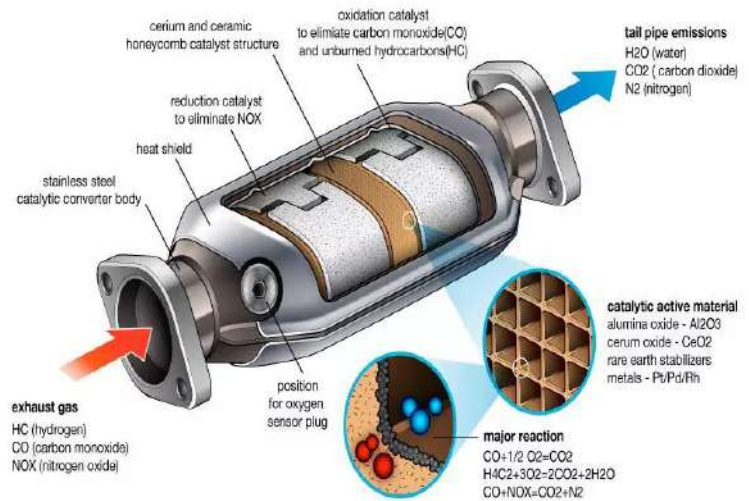
Hello I am Mr Tuei, a sports teacher in secondary school. I have worked in another school before in Kenya and came to Rainbow school because of the good facilities and it is a renowned school. I like to play sports during my free time. One thing I like about Uganda is friendly people but I dislike motorcycles and potholes.

By: Ziana y8

Y8 Science: Catalytic converters

How do you figure out whether your car has a catalytic converter?

A catalytic converter is found underneath your car attached to the exhaust pipe with bolts. You can look at the Emissions control label for information or look at the exhaust system and locate the O₂ sensors.



What are they for?

They reduce the amount of harmful pollutants by taking polluted gases and converting them into water vapour and less harmful gases via a series of chemical reactions.

What is a catalytic converter?

A device included in the exhaust system of a motor vehicle, containing a catalyst for converting pollutant gases into less harmful ones.

By: Ziana and Patrick year 8

Year 9 Outdoor Learning- Nile River Camp

By Malcolm Kisa 90B

We set off to our three-day journey to **Nile River Camp**, and the **journey** took longer than expected. We enjoyed **activities**, including **swimming, Badminton, Volleyball, football, UNO, Cards** and **MUSIC**, but the showers were **uncomfortable** due to **water temperature issues**. Some **lucky individuals** had their own hotel rooms, causing **envy** among others in the **dorms**.



The second day featured an exhilarating **QUAD BIKING ADVENTURE**, sparking adrenaline in many participants. The thrill, however, was interrupted when the need for abrupt braking arose due to someone slowing down ahead. Following the Quad Biking escapade, a **TEAMWORK CHALLENGE** unfolded, dividing us into Team A and Team B. In the first round, each member carried a cup of water over a long distance, with Team A emerging victorious. The subsequent round involved a game of 'I Want,' where participants raced to fulfill Mr. Oboth's item requests. Team B's overall success resulted in a draw for the challenge.

Upon our return, we resumed the activities from the previous day, allowing the energy of the **QUAD BIKING JOURNEY** to linger until the day gradually wound down.

On the **third day**, we enjoyed a **delicious breakfast** on the go before heading back to **RISU**. The bus ride was filled with good vibes as we jammed to some **music**. Overall, I found this trip to be incredibly worthwhile, and I'm eager to go again sometime.



BOOKFLIX

Each week we will use this section to show you new books available in our primary library as well as what is popular right now with our primary children.

NEW RELEASES: PRIMARY LIBRARY



Suitable for age 2-7 years

Suitable for age 8-12 years

TRENDING NOW



REVIEWS

Horrid Henry's dinosaurs
by Sigurd

A HORRID FACTBOOK

PACKED WITH FACTS!

Francesca Simon

HORRID HENRY'S

DINOSAURS

Illustrated by Tony Ross

This book is about dinosaurs with Horrid Henry it tells you all about dinosaurs and there are meat eaters and plant eater's.

the lion above the door by
ONJALI Q. RAUF-By
Matipaishie

This book is about a boy who has a girl best friend, they go on a school trip to find out about world war 2, and they look for there family members on the pictures of the people who flew the plane, they go to another gallery and they discover a statue about he lion above the door, they get a break in this hallway and they have to gone for an interview , the rest at the end is magical.

I would recommend this book to everyone who loves to know about world war 2.



NEW IN THE PRIMARY LIBRARY:

Signed copies from the author we spoke to virtually, Janelle McCurdy.

Read all about the Umbra tales.



Habitat for Humanity®

Habitat for Humanity is a global nonprofit housing organization that works to create decent and affordable housing to the less fortunate community.

This charity is a valued partner to more than 50 international schools, colleges and universities around the world. It was founded by Millard and Linder Fuller in 1976 but this organization continues to create a positive impact on various communities today.

The decision to assign specific year groups a charity to work with is a truly commendable initiative that encourages creativity and innovation within all charities.

This academic year, the class that was chosen to mainly contribute to Habitat for Humanity was Year 8.

The entirety of the representative board is excited to work with Year 8 during events like Valentines Day, Sports Day, etc. to contribute to the cause Habitat for Humanity aims for.

If anyone is interested in going the extra mile for this charity, please contact them at:

- +256 392 760 802
- noffice@hfhuganda.org
- Plot 91 Kira Road Kampala UG
- PO Box 9873 Kampala Uganda



Habitat For Humanity helped a young family in Uganda achieve a better standard of living with a house.



Recently, ESL students embarked on a remarkable journey to enhance their English language skills by taking a trip to Embassy Supermarket for a shopping adventure. This hands-on experience not only allowed the students to put their language skills to practical use but also fostered cultural exchange and a deeper connection with the English language and the broader community. They created their own shopping lists and are using the items purchased during their cooking lessons. Below are some of their experiences.

Last Thursday, I went on a procurement trip. On Thursday morning, I was so excited that I forgot to have breakfast and headed to school... After completing the first two classes, I proceeded to the ESL classroom to gather with my peers. Upon my arrival, I found the classroom already filled with many students. Once everyone had assembled, the teacher called the roll, and we boarded the bus. As we journeyed towards the supermarket, we shared laughter and jokes. Twenty minutes later, we reached the supermarket and disembarked from the bus.

Yuanxi Year 10

We were divided into three groups. First, we went shopping. Our teacher, Ms. Kutosi, handed out a list of items we needed to purchase. After entering the store, we split up and started looking for the items on the list. I teamed up with another girl, and our task was to find ketchup and canned tomatoes. Once we found everything, we calculated the cost and proceeded to the checkout.

Luna

Once we completed the school-assigned shopping task, we commenced our personal "shopping" adventure. I stocked up on a variety of items like milk, chocolate, and potato chips. After we had acquired everything on our lists, we started sharing our snacks with one another.

Bella

Later, we headed to KFC for lunch. It marked the first time we had the opportunity to order our meals independently. After some discussion, we finally settled on a meal. As we sat at the table, we waited patiently. We enjoyed our meal thoroughly, and the joyful trip came to an end all too soon. I am genuinely delighted with how today turned out!

Doris

OUTDOOR LEARNING WEEK YEAR 7

The year 7 group started their journey for the trip on Monday 30th October,

We started off vibing to music. Our trip was 3 days long and we had interesting, fun and different activities planned for each day.

One of the most fun activity was **QUAD BIKING** which I am sure every single person enjoyed, some people fell off the bike but they didn't let that ruin their moment of joy and we were lucky to have comfortable rooms and beds to sleep.

By: Dhyani Kerai



Other activities were swimming, playing sports and enjoying the atmosphere around us. If we are to talk about the food it was awesome, one of things that was worrying were the snakes and insects around us. Overall the trip was fun.



R.I.S.K NEWSLETTER

No. 1

13th September, 1999

Welcome back!

Rainbow began its 9th year and (and 5th in its present location) on Wednesday 1st September. Many new pupils arrived and 5 new teachers and a new headmaster Mr. Green. The 5 new teachers are:

Miss Houston, (Reception class teacher);
Mrs. Vinod (Year 1 class teacher);
Mr. Hannah (Year 6 class teacher);
Mr. Kateregga (P.E. and art) and
Miss Reid (English and drama).

I extend a warm welcome to all of them and am sure they will fit into the Rainbow community very well.

DRAMA AT R.I.S.K

We are very pleased to introduce drama into the R.I.S.K curriculum. Many budding thespians now have a chance to be discovered!

Thankyou Miss Reid for adding a bit more variety to the school day.

* * * * *

Bonjour! bonjour! EXTRA FRENCH LESSONS.

On Wednesdays for children in Middle school who have not studied French before

Time: 3.10 - 3.40p.m.
Duration: One term.

WANTED

The Tigers Street children project is in urgent need of boys' shoes, sizes 5 to 10. They particularly need them for a trip they are going on on Wednesday September 15th. Please look at home to see if you have any shoes you can part with. **BUT DO ASK FIRST!** Bring them to Miss MacLachlan (Middle School).

~ Thank you. ~

Given the amount of lost property we collect most of you would not miss the odd pair of shoes.

Developing International Mindfulness and Global Competence at Home and in the Wider World

Children should spend time developing a sense of self and their place in the world as well as a sense of other. Being confident in their own identity and taking an interest in others are the foundations for international mindfulness and global competence. Engaging with the eight ideas below will support your child with International Learning and Health & wellbeing.



Develop a personal sense of identity

Discuss what influences your child's identity. Where they are born, the heritage of their parents and grandparents and where they live now can all affect how a child sees themselves. Help them understand that some aspects are central to who they are and that others may change as they grow up.

Explore family traditions

Look into your own family history. Talk about where family members were born and have lived. Talk about celebrations and traditions, explain the unique aspects that make your family special.

Engage with current affairs

Find an age-appropriate news source you can look at together with your child. Discuss local and global issues exploring cause and effect. Try to identify bias or take news modelling how to check for facts and accuracy.

Promote economic awareness

Talk to your child about the things that you pay for such as goods and services. Help them to understand the role of money in your family's life. Discuss decisions with them that have a financial aspect, such as prioritising one thing over another to meet needs and/or wants.



Discover culture of home and host country

Talk about where your child considers home. Explore the language, stories, food, traditions, music and culture of that country and other countries you are connected to. Explore cultural influences from the culture or religions represented in your family.

Value similarities and differences

Encourage your child to appreciate diversity through identifying similarities and valuing differences. Celebrate the uniqueness that makes people interesting, promoting respect and understanding.

Encourage empathy

Help your child be aware that all humans share commonalities. Emphasize basic human needs and rights. Foster empathy, encouraging them to see the world from others' perspectives in everyday life.

Appreciate people who help us

There are many people who contribute to our quality of life. Talk about the people working in the local community and help children to appreciate the contribution each person makes to helping society function. Talk about the people they don't see who help us and the world such as farmers, energy workers and scientists.

The four aspects of Global Competence are 'investigate the world', 'recognise perspectives', 'communicate ideas' and 'take action'. Through the 8 ideas above, parents can contribute to developing globally competent children.



Word Search

Countries

P G G R E E C E U M G F C D J U E S
O Z H Q B L A N I N D I A E U M G L
R K A A S L L O L J N C H N I F T E
T E L R N B B V E C S D S M R H H B
U N G M Q A A I S I O Q F A A U A A
G Y E Y A I N E T T M F C R Q N I N
A A R P T B I T O A A R H K B G L O
L A I R A M A N N L L A I H U A A N
L P A Y R L B A I Y I N N E U R N N
K B I C C W V M A I A C A F P Y D Z
N U H Z U G A N D A D E V K A M Q U
Z O B I S U D A N F J R H R H R F R

Find the following words in the puzzle.
Words are hidden → ↓ and ↘ .

ALBANIA
ALGERIA
CHINA
DENMARK
ESTONIA
FRANCE
GHANA
GREECE

HUNGARY
INDIA
IRAQ
ITALY
KENYA
LEBANON
NEPAL
PORTUGAL

QATAR
SOMALIA
SUDAN
THAILAND
UGANDA
VIETNAM