

# TIS RECORD

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## At TIS,

we believe excellence is achieved by continuously improving your personal best in all endeavours through consistent effort, positive attitude, regular reflection, balance, persistence, a growth mindset and no excuses.

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## Key Dates

- 24/8/24: SAT
- 25/8/24: School Performance auditions.
- 1/9/24: Thanksgiving service (11.00am)
- 14/9/24: ACT
- 14/9/24: Parent Information Sessions (DP: 9.00am; MYP: 10.30am)

## Thought for the Week

Only those who have the patience to do the simple things perfectly will acquire the skill to do difficult things easily.

- J K Rowling



## Thank You

A big shout out to students, their parents and staff for ensuring a great start to the new academic year which commenced on Monday.

We trust our Newbies and parents are happy with the settling-in process.

Our 21st anniversary year marks Fast & Furious version 21. So, we trust that everyone is prepared to contribute and make the most of this exceptional year.

## Secondary Subject Selection and Performance

G9 & II students completed their subject sections for the next two years during the week. Students were advised about important considerations.



"My definition of integrity is a set of beliefs, values, and actions that others can depend on."

-Steve Bollar

## SAT & ACT

- Best advice: students who are required to complete SAT and/or ACT requirements should do so by the end of Grade 11. Leave it until G12 and you have created a personal time-management monster.
- Please follow instructions and details provided in the weekly Counsellors' Corner section of the TIS Bulletin.

## Parents: Must Do

1. Check your email Spam/Junk folder for school emails.
2. Log into ManageBac (MB)
3. Read the weekly TIS Bulletin and take action as required.
4. When making a payment, please email a copy of the bank receipt to: [finance@tis.edu.gh](mailto:finance@tis.edu.gh)

## Reminders

- For visits until December 2024, parents will be required to book their visit online. Please go to: <https://www.schoolinterviews.com.au/code/cu7e3>
- Exeats are limited to a maximum of 8 per semester. Online exeats can be found at: <https://www.tis.edu.gh/exeat-form>

For G9 students, if they are thinking about medicine, science or engineering for university, they must be studying the three sciences in G9&10. In Ghana, students are expected to complete the three sciences to be admitted into the courses mentioned earlier. However, in the Diploma Programme, students can only study a maximum of two sciences. The agreement in Ghana for IB World Schools is in our situation, students must complete the three sciences in MYP, and two sciences in DP to gain admission.

For Grade 11 students, they must achieve 5 or more in their final MYP results, or a B or higher in IGCSE, to study a subject at Higher Level (HL).

In MYP and DP, students must achieve at a level to demonstrate success in their final exams/eAssessments by the end of G9 and 11 to remain 'full Certificate or Diploma students. Otherwise, students will be entered as 'course' students in their final year of MYP or DP. This will be explained further at the Parents Information sessions in September.

I appreciate your support. Enjoy each day as a blessing.

Dr Ken Darvall (Principal) [principal@tis.edu.gh](mailto:principal@tis.edu.gh)





## Making Us Proud

**Xu Jinpeng, a Grade 5 PYP student**, has shown significant growth and development in his communication skills and readiness to learn by confidently interacting with his peers and teachers.

The following **Peer Buddies** also generously gave up their time to support our Newbies at the Main Campus. Making Us Proud were: Farah Agoro Kerim-Dikeni (12); Ezra Anim-Somuah (Male Lead PB/12); Jeffrey Boahen (12); Phebe Tweneboah (12); Peyton Kidd (Female Lead PB/12); Adlaide Egbenya (12); Allyson Achiampong (12); Samantha Kattah (11); Amanima Owusu (Coordinator/11); Zeruiah Yarquah (11); Christian Kwakye (11); Frederick Frempong (11); Oforiw Sakyi-Addo (11); and Amaris Osei-Agyeman (10).

Special thanks to Mrs Fafa Wensley who coordinated the Newbies Program.

## Making Us Proud

We are grateful to many senior students finished their summer break early to return to school prior to the Newbies commencing on Wednesday, 14 August. TIS takes pride in ensuring our Newbies settle in well and quickly to their new TIS Family.

Making Us Proud this year were: Jaffrey Boahen (Male Head of Student Council); Phebe Tweneboah (Secretary of Student Council); Farah Agoro Kerim-Dikeni (Chapel Executive); Nana Aisha Hussein (Deputy Protocol and Dining Executive); Ninette Addom Head Protocol and Dining Executive); Frederica Ayitey (Head Academics Executive); Blessed Quarshie (Deputy Academics Executive); Evaristus Amarh (Head Sports Executive); Jenevieve Achemdey (Deputy Sports Executive); Kelvin Ansong (Head Francis Hostel Executive); Jeremy Tackie (Deputy Francis Hostel Executive); Vitus Anaab-Bisi (Head Anthony Hostel Executive); Senanu Ahlidza (Deputy Anthony Hostel Executive); Obaapanin Tweneboah-Koduah (Head Catherine Hostel Executive); Kafui Ashiagbor (Deputy Catherine Hostel Executive); Charlene Akwei (Head Cecilia Hostel Executive); and Adelaide Egbenya (Deputy Cecilia Hostel Executive).









# Main Campus Information



## EXEATS

Exeats for secondary school students cover passport and visa matters, family events, as well as medical, dental, optical and medical appointments.

Students are allowed a maximum of 8 days per semester. Note: A weekend exeat that commences on Friday and ends on Sunday counts as three days.

For a weekend exeat, students must return by 5.00pm on the Sunday.

All exeat requests must be completed online and submitted with at least 48 hours' notice, with the exception of urgent medical issues. Weekend exeat requests must be received by the preceding Wednesday. Any requests after this deadline will not be approved.

The integrity of an exeat request is critical.

No exeats will be granted if a student has outstanding work.

No exeats will be granted during the last week before a semester break.

Parents/Drivers must show the approved exeat from their phone to security to enter. (NO SHOW. NO GO.)

Access the general exeat form from here: <https://www.tis.edu.gh/exeat-form/>

Families should plan their exeat requests carefully to avoid any disappointment.

## VISITING

For visits until December 2024, parents will be required to book their visit online. Please go to: <https://www.schoolinterviews.com.au/code/cu7e3>

Complete your details and click next to select your day and time. Then click next to receive a confirmation of your booking.

If you do not receive confirmation of the date and time, then you have not completed your booking.

Weekend times will usually go from 2.00 - 5.00pm on Saturdays, Sundays and public holidays. Sessions are 60 minutes.

There are restrictions on food and/or drink that may be consumed during a visit.

***Book early to avoid disappointment.***

# TIS 2024/25 School Calendar

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					







April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## COLOUR KEY

	School Closed/ Holidays		Teacher in-Service Day (no school for students)
	Main Campus Event		First and Last Day of School (Main Campus)
	Primary Campus Event		First and Last Day of School (Primary Campus)

**NOTE:** All dates/activities are current as of the date of publication and may be subject to change.



**SECONDARY SCHOOL CAMPUS****Public Holidays**

4/8/24	Founders' Day
21/9/24	Kwame Nkrumah Memorial Day
6/12/24	Farmers' Day
7/1/25	Constitution Day
6/3/25	Independence Day
31/3/25	Eid Al Fitr (TBC)
18/4/25	Good Friday
20/4/25	Easter Monday
1/5/25	Labour Day

**SI Internal Dates: Main Campus**

1/8/24	2024 MYP Results Released; 2024 MYP Enquiries Upon Results Open
1/8/24	Senior management staff resume
6/8/24	Teachers resume; review of school policies
12/8/24	Student Council executives return
14/8/24	Newbies arrive
16/8/24	Personal Project: Criterion B draft due
18/8/24	Continuing students resume
19/8/24	Secondary School classes commence; G9&11 Subject Selection
23/8/24	TIS Junior Soccer Championships
24/8/24	SAT
25/8/24	School Performance auditions
30/8/24	TIS Senior Soccer Championships
1/9/24	Thanksgiving Service (11.00am) NO EXEATS
7/9/24	TIS Tennis Championships/TIS Badminton Championships; HIBS Africa.
13/9/24	PP Criterion B final due
14/9/24	ACT; MYP & DP Parents Information sessions. (9.00am DP; 10.30am MYP) NO EXEATS
20/9/24	DP Geography Excursion
21/9/24	TIS Sporty Family. NO EXEATS
23/9/24	TIS Volleyball Championships
24-25/9/24	DP Evaluation Visit
26/9/24	DP Geography IA data collection
27/9/24	DP Geography data collection
28/9/24	TIS Handball Championships
29/9-6/10/24	21 <sup>st</sup> Anniversary TIS Spirit Week. NO EXEATS
3/10/24	TIS Founders' Day. Main Campus admissions open for 2025/2026
5/10/24	SAT;
6/10/24	21 <sup>st</sup> Anniversary Thanksgiving Service. NO EXEATS
7-9/10/24	Dukies Camp (Bronze, Silver and Gold)
7-11/10/24	Mid-semester break
10-12/10/24	TIS MUN
12/10/24	PSAT; ISSAG Football
13/10/24	Students return to hostels
14/10/24	G9/G11 Changes to Subject Selections close
16/10/24	Girls Volleyball Championships (during ASA)
17/10/24	Boys Volleyball Championships (during ASA)
19/10/24	ISSAG Football, Handball, Tennis and Badminton.
20/10/24	PP: Criterion C draft due
21/10/24	Student Council (SC) shadowing process commences; SEC Universities Fair (2.00-4.00pm)
22/10/24	G12 EE Café
26/10/24	ACT
27/10/24	TIS swimming championships (3.00 – 5.00pm)
2/11/24	SAT
9/11/24	Annual Production NO EXEATS
11-12/11/24	Collaborative Sciences Project
16/11/24	ISSAG Volleyball, Swimming and Table Tennis
20-26/11/24	G10 end of semester eAssessments (Reports due 9/12/24)
20-29/11/24	G11-12 end of semester exams (Reports due 10/12/24)
29/11/24	PP Criterion C completion;
1/12/24	SC applications open for 2024 elections
2/12/24	Christmas Lunch
4/12/24	Last day for the first semester: Students may depart after 3-Way interviews.
10/12/24	PP Final Report due: photo evidence & bibliography upload
11/12/24	Last day for teachers

**S2**

9-10/1/25	Staff training days
12/1/25	Students return to hostels; applications for 2024 SC positions close
13/1/25	Second semester commences.
13-19/1/25	Alumni Homecoming Week
18/1/25	TIS Athletics Championships. NO EXEATS BEFORE 1.00PM
19/1/25	Alumni Thanksgiving Service
20/1/25	SC Manifesto Readings
22/1/25	2023 Student Council elections by voting (7.00am-4.00pm)
24-25/1/25	ISSAG Basketball and Hockey.
29-31/1/25	IDU Days; G12 EE; G11 EE, 11/12 CAS Dukies Reflection Day
1/2/25	SC Leadership Camp NO EXEATS FOR SCHOOL LEADERS
2/2/25	Student Leadership Induction Ceremony NO EXEATS
8/2/25	TIS STEM Fair. NO EXEATS
10-14/2/25	MYP Mock eAssessments NO G10 EXEATS
13/2/25	G11 TOK Exhibition. NO G11 EXEATS
14-15/2/25	TIS Squash Championships;
15/2/25	Chocolate Friendship Day
17-28/2/25	DP Mocks. NO G12 EXEATS
22/2/25	ISSAG Athletics
26/2/25	PP standardisation and moderation (teachers)
1/3/25	MYP Projects (Personal & Community) NO EXEATS
8-9/3/25	DP Geography Field Trip
14/3/25	Pi Day; PYP/MYP Info Day at Main Campus
15/3/25	Expression Day NO EXEATS
20-30/3/25	Mid-semester break
21/3/25	PP:Academic Honesty First Record
23-25/3/25	Dukies Bronze & Silver expedition camp
31/3/25	PP Criterion A draft due; Draft 2025/2026 Calendar Overview Released
5/4/25	ACT
7/4/25	G12 Grad photos (All day). NO G12 EXEATS
13/4/25	Exam Candidates' Service NO EXEATS
17-21/4/25	Easter break
21/4/25	MYP5->DP1 info session; PP Criterion A draft due;
23/4-16/5/25	DP Final Exams
3/5/25	SAT
5/5/25	PP Criterion A final due
5 – 16/5/25	MYP eAssessments
17/5/25	Leavers' Dinner
19-30/5/25	G11 semester exams; G10 classes resume (compulsory attendance).
23-29/5/25	G9 eAssessments
30/5/25	MYP4 (2025/2026) subject selections
7/6/25	2025 Annual Achievement and Graduation Ceremony; Last day for Secondary Classes
13/6/25	Last day for teachers; S2 reports published.
9-12/6/25	Dukies' (Bronze, Silver and Gold Levels) Expedition Camp
14/6/25	ACT
16/6/25	France/Spain trips commence
6/7/25	France/Spain trips end
26/7/25	PP: Final Product (Photo evidence upload)

**TBD**

- TIS Speaker of the Year
- Inter-Colour Language Competition
- TOK Exhibition
- G11 EE Cafe



## PRIMARY SCHOOL CAMPUS

### Public Holidays

4/8/24	Founders' Day
21/9/24	Kwame Nkrumah Memorial Day
7/12/24	Farmers' Day
7/1/25	Constitution Day
6/3/25	Independence Day
31/3/25	Eid Al Fitr (TBC)
18/4/25	Good Friday
20/4/25	Easter Monday
1/5/25	Labour Day

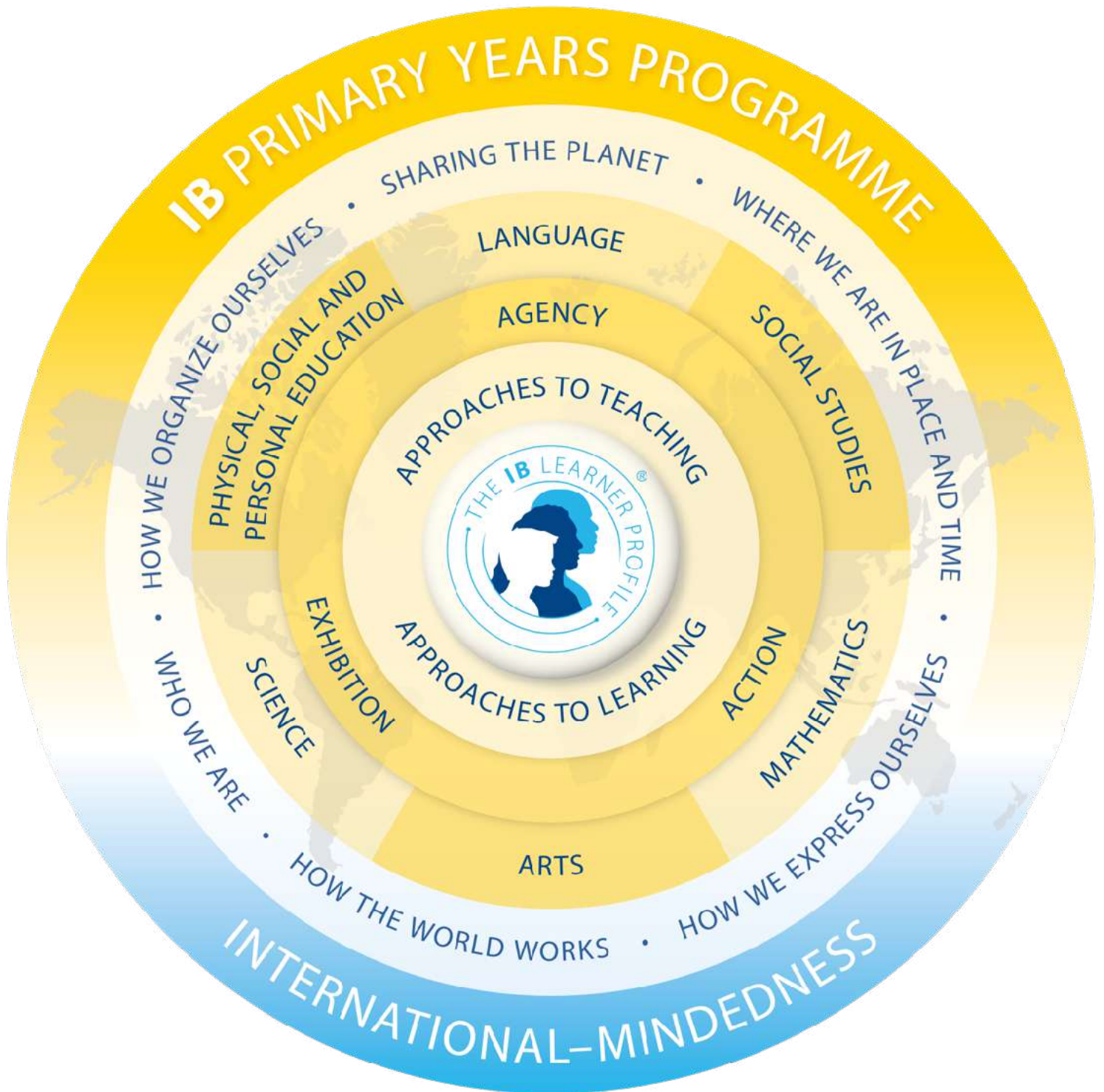
### *S1 Internal Dates (Primary School Campus)*

7/8/24	Staff prep commences
16/8/24	Meet the teacher session (1.30pm)
19/8/24	First semester commences
20/9/24	Sign Language Day
20/9/24	End of UOI #1 3WI
7-11/10/24	Mid-semester break
1/11/24	End of UOI #2 <b>Celebrations</b>
11/12/24	Book Day
29/11/24	End of UOI #3 3WI
29/11/24	Last day for teachers

### **S2**

9-10/1/25	Staff Training Days
14/2/25	End of UOI #4 3WI
14/2/25	Celebrating Additional Languages
14/3/25	PYP/MYP Info Day at Main Campus
21/3/25	Mother Tongue Day (Celebrating Culture)
21/3/25	End of UOI #5 <b>Celebrations</b>
23/3-2/4/25	Mid-semester break
19/4/25	Spelling Bee
16/5/25	PYP Exhibition (Sports Picnic)
23/5/25	End of UOI #6 3WI
31/5/25	2024 Achievers and Graduation Ceremony/VAX
6/6/25	Last day for teachers; S2 reports published

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### **Our Learning Journey Begins @ TIS Primary Campus**

We are thrilled to welcome our new parents to Tema International School (TIS) family! As we embark on a new school year, we are excited to have our parents join us for our Parent and Student Orientation.

This orientation was designed to provide our parents with all the information they need to start the year off right. It is a great opportunity to meet our dedicated staff, explore our facilities, and learn about the exciting programs and activities we have planned. The atmosphere was filled with excitement and anticipation as we welcomed both new and returning students to the 2024/2025 academic year.



#### **Arrival and Orientation**

The day began with a warm welcome at the school gates, where our dedicated staff greeted families with smiles and guiding hands. Parents were informed and prepared for the upcoming semester, with detailed briefings on new curricula, school policies, and support resources

available for their children. Staff members were available to answer any questions parents had, ensuring they felt confident and ready for the new academic year.



### Parent Info Session

It was not all talk. The icebreaker session was fun and engaging, featuring a lively performance by the Music Trio and Mr. Dennis. They led parents, students, staff, and all present in unforgettable tunes and dance moves, creating a joyful and inclusive atmosphere.

This session served as entertainment and helped build a sense of community among the attendees. New students were given special attention as they navigated their new environment. Orientation sessions were held, where they were introduced to key areas of the school, met their teachers, and learned about the daily routines and expectations. Staff members guided them through the process, ensuring they felt comfortable and supported from the moment they arrived. This comprehensive approach helped ease any anxieties and foster a welcoming environment for new and returning families.





### Parent Engagement

Parents were also actively involved in the day's activities. Many took the opportunity to meet their child(ren)'s teachers, tour the school, and familiarise themselves with our facilities. The positive feedback from parents has been encouraging, and we are grateful for their participation in making our back-to-school memorable.



### Meet-the-Teacher Session

It was an exciting and memorable moment when the PYP coordinator introduced the incredible team of educators guiding the children through their learning journey this year. Each team member brings unique skills, a deep passion for education, and an unwavering dedication to nurturing and inspiring our students. With diverse expertise ranging from innovative teaching methods to fostering a supportive and inclusive environment, this team is well-equipped to make a meaningful impact on every child's learning experience. We are united in our mission to empower our students to reach their full potential, fostering a love for learning that will last a lifetime.





## Teaching staff of TIS Primary



### A Positive Start to the Year

Overall, the first day was marked by enthusiasm, cooperation, and a shared commitment to making this academic year a successful and fulfilling for all students. We are confident that this positive start will set the tone for the months ahead.

As we move forward, we encourage parents to stay connected with us. Our doors are always open for any questions or concerns you may have. Let us continue to work together to provide a nurturing and inspiring environment for our children.



## Classroom Activities

Teachers wasted no time engaging students in introductory activities designed to foster community and belonging. The classrooms buzzed with energy as students participated in various activities, each aimed at helping learners feel connected and comfortable in their new environment. Activities included sharing holiday experiences, playing interactive games, and engaging in team-building exercises that encouraged collaboration and mutual respect.

Seeing the students settling in so quickly and forming new friendships was wonderful. Teachers facilitated discussions where students introduced themselves and shared something unique about their holiday or interests. This helped students get to know each other and allowed teachers to learn more about their new students, making it easier to tailor future lessons to their interests and needs.

Additionally, teachers incorporated educational games that subtly introduced academic content, setting the stage for a smooth transition back into learning. For instance, math-related games and puzzles were used to refresh students' mathematics skills, while language arts activities helped to reignite their love for reading and writing.

In the spirit of inclusivity, new students were given special attention to ensure they felt welcomed and supported. Staff members and volunteers guided them through the school's layout, introduced them to key personnel, and paired them with friends to help them navigate their new environment. This comprehensive approach ensured that all returning or new students felt a strong sense of belonging and were ready to embark on a successful school year.



*Classroom Interactions*





*Reflections from learners*

<p><b>More play time</b></p> <p><b>Michal, Grade 5</b></p>		<p><b>I want to be happy and also win a trophy for my team.</b></p> <p><b>Sean, Grade 4</b></p>	
	<p><b>I am looking forward to having more learners in the school.</b></p> <p><b>Elikem, Grade 3</b></p>		<p><b>I am looking forward to a day where we could celebrate the earth.</b></p> <p><b>Sefakor, Grade 4</b></p>
		<p><b>More field trips!</b></p> <p><b>Ariella, Grade 6</b></p>	

*Thank you for your continued support, and here is to a fantastic school year ahead!*









# TEMA INTERNATIONAL SCHOOL ACADEMICS



At TIS, we believe that the academics, as one of the four pillars for student balance and ensuing success, provide a theoretical lens for inquiry, critical thinking and conceptual understanding, as well as the opportunity to demonstrate our knowledge and understanding across many areas of learning.



**EDUCATION FOR A BETTER WORLD**

# Change <sup>the</sup> World Through Excellence

## #Make a Difference







# Ten tips for acting with integrity

**Always act with honesty** and in a responsible and ethical manner—being conscious of the influence that you have on those around you can set a great example to others.



**Familiarise** yourself with the school's rules and ensure that you understand what academic integrity means and consists of.

Don't try to gain an **unfair** advantage in coursework, mock examinations, or assessments by copying someone else's answers or using a mobile phone during an exam, for example.



Always reference and cite other people's work that you have used in your essays—be **proud** of explaining that you understood someone else's ideas and thought that they were good. **Seek help** if you are struggling or are not sure of expectations.

Stand up for what is **right**—alert a member of staff at your school if you suspect that someone has cheated.



Learn to **accept** your strengths and weaknesses and do the best that you can.

**Take responsibility** for your own actions and their consequences.



Know how to **safely collaborate** and share work when using social media and digital collaborative platforms.

Be **mindful** of maintaining academic integrity during group work/projects and keep track of what each group member is contributing.



Try to **overcome procrastination**. Managing your time wisely will reduce stress-induced, last-minute work which increases the likelihood of cheating.



# TEMA INTERNATIONAL SCHOOL



## Primary School Campus Admissions Open For 2024/2025 Academic Year

Flexible admission screenings and interviews



### Entry Points in 2024

#### Preschool

- Kinder 1 (3-4 years)
- Kinder 2 (4-5 years)
- Kinder 3 (5-6 years)

#### Junior Primary

- Grade 1 (5.5 - 7 years)
- Grade 2 (6.5 - 8 years)
- Grade 3 (7.5 - 9 years)

#### Senior Primary

- Grade 4 (8.5 - 10 years)
- Grade 5 (9.5 years-11 years)
- Grade 6 (10.5 - 12 years)

All admission applications will be online via Open Apply:  
<https://tis.openapply.com>

A social readiness screening will be required, as part of the admission process, along with a compulsory interview with parents.

TIS is an IB World School, authorised to offer PYP, MYP and DP.

To learn more scan this.



To enrol scan this.



# TIS ADMISSION PROCESS

## KEY QUESTIONS

- ✓ Why does your child want to come to TIS?
- ✓ How will your child take advantage of the TIS experience?
- ✓ As a parent, why are you applying?

## DUE DILIGENCE

- ✓ Go to [tis.openapply.com](https://tis.openapply.com)
- ✓ Familiarise yourself with all aspects of the admissions process, including fees.
- ✓ Is this the right school for your child?

## APPLICATION

- ✓ Go to: <https://tis.openapply.com>
- ✓ Complete an online admissions application and include all required documents.
- ✓ Pay the application fee.

## BOOK A TOUR OF TIS

- ✓ Allow 30-45 minutes for the tour.
- ✓ Be prepared to be surprised when you discover West Africa's best kept secret!

## TEST AND INTERVIEW

- ✓ Your child will have to complete an online test.
- ✓ An online interview will be conducted after the test has been completed.

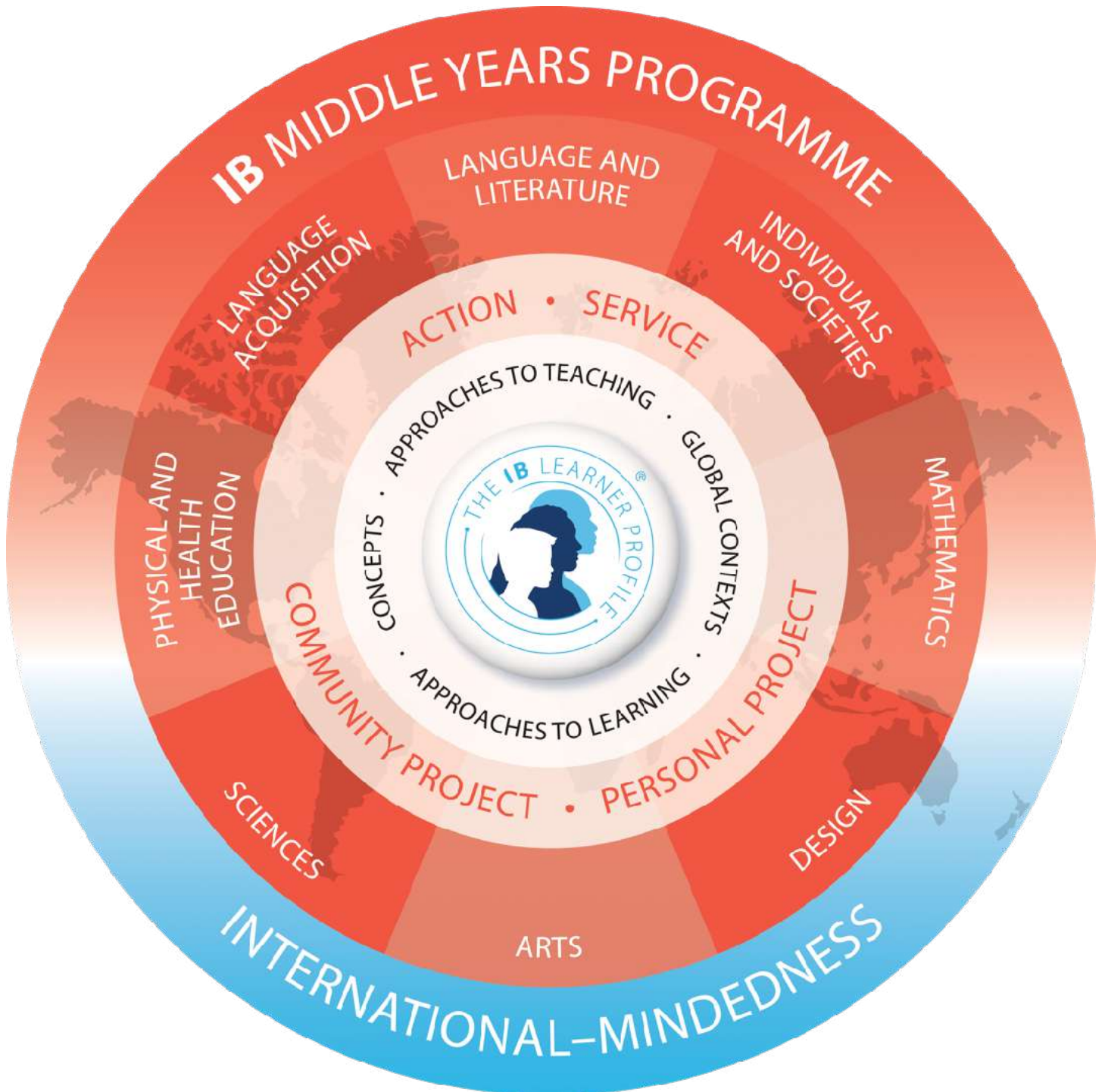
## APPLICATION DECISION

- ✓ If an admission offer is made, you will have 21 days to accept or decline the offer.
- ✓ Otherwise, you will be informed if your child has been unsuccessful or placed on the waiting list.

## NEED HELP OR IF YOU HAVE MORE QUESTIONS

- ✓ Please email: [admissions@tis.edu.gh](mailto:admissions@tis.edu.gh)
- ✓ Please call: +233 303 305134  
+233 24 963 7762





## Welcome to the MYP

The MYP department welcomes all MYP students to the start of a new academic year. We look forward to engaging with all of you during the course of the semester. In these first weeks, you must ensure that you sign in to Managebac (MB) and that you know your timetable. MB must be visited several times a day, as most messages to students will be found there.

The MYP promises to be an exciting part of your journey through school. Why? It has a curriculum that allows you to show your talents and develop them in areas that a content-based curriculum cannot. Your ATLs will teach you how you learn and how best to achieve your learning goals. Learning through visuals and presentations (not by the teacher, but by you), using inquiry-based learning and problem-solving to link all aspects of your learning to the real world under global contexts is an exciting way to learn new material in your subject areas. Note that every IBMYP student in the world will be working under the same global contexts at any given time in their units of work. This is one sure way to turn all MYP students into global citizens. Your community projects in MYP3, personal projects in MYP5 and service activities throughout MYP, are all requirements in your MYP development as a global citizen. Your MYP certificate at the end of MYP5 will only be awarded with confirmation that you have successfully completed your obligations of community service.

As an MYP student, one of your goals at TIS is to familiarise yourself with each subject's success criteria. What must you do to get a grade of 8 in any of the criteria? Ask your teachers what support can be given to you to reach the grade goals that you set yourself. Remember, you're not alone in this journey. Visit Auntie Diana and Mr Solomon in the learning support office in the Learning Centre, visit Mr Albright for a chat if it all seems overwhelming, and reach out to our peer buddies too. See Mr Takasi or Mr David in the IT department if you have laptop challenges. Without a good working laptop, task completion and submissions will become problematic and deadlines may be missed.

Sign up for after-school activities (ASAs). Remember to sign up for more than one activity but no more than three. What can you choose? Well, there are so many to choose from that many students choose from something that interests them and will challenge them. Do you remember the four pillars of TIS - Academics, Sport, Culture and Service? Do you want to shine as a balanced and model student and make a positive name for yourself? Why not also sign up for the Duke of Edinburgh International award scheme (Dukies) if you are fourteen or older – See Uncle David Difie. There are three awards and all three awards are for recognition of your effort in setting yourself goals and challenges that you have worked hard to achieve in areas of sports, culture and service. In recognition of the extra effort and challenges that you will take on the gold award, all gold awardees are received by the President of Ghana at Jubilee House and presented with their awards.

In these early days of the semester, be proactive; take on the learner profile attribute of an inquirer. Leave no stone unturned and ask all the questions to get you going on a solid and steady course this academic year. Most of all, remember that you are always welcome in the MYP office.

Welcome once again, and all the best for this academic year!

Misty

## Preparation for IBMYP 2025 Candidacy

### MYP5 (Grade 10)

#### Please take note!

I wish all MYP5 students a warm welcome to the final year of MYP. I know you have all keenly settled into your lessons and are preparing to complete the academic year.

The MYP office is also preparing for your candidacy and registration for the May 2025 IBMYP5 examinations. To do this the MYP Coordinator will look at your MYP4 (your continued assessments) results.

There are two routes to completing the MYP. You register either for the certificate or for the MYP courses. There is no difference between the two routes, as all students have to take the same final assessments, including the Personal Project. The results of both these routes are used for the Diploma Programme (DP) subject selection. However, students registered for the MYP certificate must have a proven continuous assessment record that predicts that they are on course to gain 28 points or more (**and no grades of 2**) in the final e-Portfolios or e-Assessments. This last statement is very important, so please take note of the minimum requirements for registration for the MYP certificate. Students whose continuous assessment grade for both MYP4 semesters came to less than 28 points or continually produced grades of 2 or less in any subject, will automatically be entered as MYP course candidates. Students registered for MYP courses are still eligible to take some Higher Level courses at in the DP if their results are strong.

How do students know how they performed during their MYP4 years? The first point of reference is the summative assessments grades of MYP4. Where there are more grades of 3 or less than there are grades of 4 or more for the whole of MYP4 and there are several grades of 2. This is a strong indication that the MYP courses are for you. Starting next week and before the start of September 2024, students (and their parents/guardians) who fall into this category, will receive confirmation of their status. Students who are at risk will also receive information about this.

All MYP5 students must check their last report (MYP4 semester 2) for an indication of their progress made in MYP4. **The deadline to discuss your grades with Misty is Friday, 27 September. Do not wait till this date to begin your discussions about your progress.**

*Misty*



# Change <sup>the</sup> World Through Transparency




## #Make a Difference








## IBDP ASSESSMENT AND EVALUATION

This is a qualitative and quantitative process of documenting students' knowledge, skills and attitudes. It involves measuring and attributing values about learners regarding their capabilities and experiences. Teaching and learning in IBDP is informed by rigorous assessment processes. Assessment may be:

-  **corrective** as assessment for learning is used to make changes that improve learning
-  **informative** as teachers relay student performance to parents or the school management team
-  for **selecting** students for higher education and awards.

### Assessment type

-  **Examinations:** students sit formal exams for each subject in group 1-5 and these are marked by carefully selected IB examiners.
-  **School-based External Assessment:** these are projects completed under the supervision of teachers and assessed by IB examiners e.g. Theory of Knowledge (TOK) essays, Extended Essays (EE), art portfolios etc.
-  **Internal Assessment (IA):** these are subject-specific projects completed under supervision, assessed by teachers and moderated by IB examiners.

### Assessment tools










Different assessment tasks are used to ensure the best tools are used to test the right skills for all subjects. Having a variety of assessment tasks means student achievement against all of a subject's objectives is properly tested. Some of the tools include research, case study, test, essay, presentation, practical work, project, oral work in languages, drama performances etc.

### Grading system

IBDP uses numeric grades from 7 (highest) to a 1 (lowest). The mark boundaries for each grade are different for each subject. A student can obtain grade N if all requirements are not met for the subject. Grade P indicates a plagiarism offence. The maximum DP Points attainable is 45 (6 subjects \* 7 + 3 Bonus Points from TOK and EE). The grid on the right shows how the bonus points are determined.

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

### Diploma failing conditions

-  CAS requirements have not been met.
-  Fewer than 24 points (including the bonus points) awarded.
-  Grade N has been given for a subject (including TOK and EE).
-  Grade E has been earned for TOK and/or EE.
-  Grade 1 earned in any subject.
-  Grade 2 has been earned more than two times.
-  Grade 3 or lower has been earned more than three times.
-  Fewer than 12 points obtained for the three HL subjects.
-  Fewer than 9 points obtained for the three SL subjects.





# TEMA INTERNATIONAL SCHOOL CULTURE



At TIS, we believe that culture, as one of the four pillars for student balance and ensuing success, develops and enhances the creative, artistic and performing skills and talents in each student.



**EDUCATION FOR A BETTER WORLD**



## HOSTEL CORNER

### Newbie Reflections and Monkey Pox



#### Newbie Reflections

Starting at a new school is always a mix of excitement and nervousness, especially when that school is a boarding school like TIS. As a newbie, you're stepping out of your comfort zone, and entering a whole new environment full of fresh faces, new routines, and unique experiences. But at TIS, the transition is made smoother by the warm welcome and support from both staff and students alike.

Here are some photos and reflections from them. Enjoy.



The first day in TIS was good as I met new people from different homes. I got to make my bed after some announcements were made. I said goodbye to my mother and spent my first night in TIS. I couldn't sleep. In the morning, I did some activities like going on tours, playing football and making friends. On Friday, I went to a place around the beach on the bus. I played football with my friends and after we did a red light-green light and ate ice cream. On Saturday we had a sports day so people were supposed to wear colours depending on their team, like red, blue, yellow and green. I was in green. I played handball, and my team won. Then Year 7 played handball against Year 8 and we won easily. On Sunday, we watched a movie in the night. it was called Disruptive Me 4 which was very nice. So far, my journey at TIS has been good. ~ *Cyril Bannerman, Grade 7*

There are many unique and exciting things to do on the main campus, though it can be stressful at times. Some people will annoy you, but you learn to deal with it. I'm already used to it because, in my old school, if you annoyed someone, they would annoy you back. I'm not like that, so I've adapted.

Apart from that, I enjoy the sporting events, and I appreciate how secure the school is—so much so that parents are only allowed on campus during visiting hours. I like the main campus, my hostel, and the MPH (Multipurpose Hall); it's all amazing, and I can live like this. Still, I don't like how Grade 7 hasn't had internet for the past six days, even though the rest of the school has it. But, at least, patience is a virtue. Overall, I like the main campus so far. ~ **Raymond Amlalo, Grade 7**



So far, TIS has been a great school. I have been able to stay with my peers and learn a lot of new things. I have been able to have a lot of fun like football, basketball, tennis, ping pong, and swimming. We even went to a beach on Friday where we had an amazing time full of new experiences. We learned a lot of things like science, math, chemistry, service as action and how a small thing can change the world.

In conclusion, TIS is a wonderful school that teaches you how to be independent and prepares you for the real world ahead of you. ~ **Humphrey Tenge Grade 7**

I have had tons of fun in the last few days of my stay in TIS. I got to know most of my classmates and had fun with them. When we went to the park, I had a blast from playing table tennis to playing football, and then we did the wellbeing exercise. The next day, I had fun on the scavenger hunt. It tested my problem-solving skills and showed me the importance of teamwork. On Monday, we got introduced to what we are going to be learning when our official lessons start. That day went smoothly for me. In simple words, I am having a great stay here. ~ **Kadmiel Annan Grade 7**



Before coming to TIS on Wednesday, I felt both nervous and excited. It would be my first time being away from home for such a long time, and I was on a different continent from the rest of my family. I was especially scared about being unable to make friends since I was starting in the 8th grade, not the 7th. However, after my first day, I realised that wasn't true. I used to think that boarding school would feel like an academic prison, but after the first night, I quickly saw that it was going to be a lot of fun. On Sunday morning, I was excited for the returning students to arrive because I couldn't wait to meet my roommates for the school year. By Sunday evening, I was both excited and nervous about the first day of the semester, worried that some teachers and students might be mean. Thankfully, it turned out to be the complete opposite. I was nervous about my first week at TIS, but it ended up being amazing and so much fun. It completely changed my perspective on boarding school. ~ *Janelle Ahadome, Grade 8*



My experience in “The TIS” main campus has been interesting. I have learnt a lot, and I had fun learning new things like “Service as action”, which is like an event when students research the things they are not happy about, like pollution, which is an action; they educate people on why pollution is bad which a service is. I also had fun communicating with my peers and understanding the subjects that I’ll be learning throughout the semester. I learnt how to be fast in cleaning my hostel. It was very educational and my roommates were very nice. The “seniors” made me feel at home, but I really missed my parents and my little brother. I once cried because I was in a new environment, but now I’m gradually getting used to the system. I feel very welcome in this school. This school is a very good school. I love the way we get to learn with understanding. I also like the food that the school provides for us as students. During the newbies week, we went on a field trip to a beach lounge. We played games like Continue the Story and Red Light Green Light. I had a lot of fun! I made new friends and I collaborated a lot. In conclusion, my stay here was the best! ~ *Genesis Mainoo, Grade 7*

People should consider coming to TIS if they want to improve their sense of responsibility and focus on their education. TIS is a great school because it helps students build self-esteem and develop a sense of kindness toward others. Another reason TIS stands out is because of its well-organised schedule for activities and the supportive school environment. Yesterday was inspection day, and I cleaned as my life depended on it! But after all that stress, I remembered I hadn't finished my laundry (procrastination, right? 😊). After school, I went to the laundry room only to find out that the gate was LOCKED with a huge key. I had to go back to my room feeling disappointed. Later, it was dinner time, and to make things worse, someone announced that we had an inspection AGAIN. 🤔 On the bright side, we also went on a field trip recently, which was pretty fun. Even though the ride was long, I still had a great time. We played games like Red Light, Green Light, Don't Pop the Balloon, and Limbo, and we ate some good food. In conclusion, thank you for taking the time to read my reflection! I hope you enjoyed it. Have a good morning/afternoon/night! ~ **Megan Mayilamene, Grade 8**



When I first came to TIS as one of the "newbies," it was a new but adaptable situation. On the first day, nothing too eventful happened—the seniors and student council led a few icebreakers to help us get to know our new peers. However, I could tell that most people, including myself, weren't too excited. I had just started feeling at home in my old school, and now I found myself in a completely new place. Despite this, the seniors made an effort to ensure it was a fun experience for me. When we arrived at the Sajuna Beach Club, I initially thought there wouldn't be much to do. I was bored for a while, but things got better once the seniors came up with activities. I began to enjoy myself more, especially during the games, when I let my competitive side shine—volleyball was a highlight for me. Aside from the planned activities, there were some things I had to adjust to as part of my "new normal."

When I arrived on Wednesday, a wave of fear clutched my heart as I observed the many different students walking about, each seemingly confident in the new environment. The car park was very busy, filled with many vehicles and newbies, adding to the chaos and excitement of the day. As I made my way to my dorm, I discovered that I was the first person to arrive in that dormitory, which

made me quite upset. I had hoped to immediately meet my new roommates and start forming lasting friendships, and the thought of being alone was a bit unnerving. Fortunately, one of my peer buddies, a kind and friendly girl named Oforiwa, really made me feel welcome. She took the time to patiently teach me most of the things I needed to know about how to lay the bed properly and organise my locker. Her helpful guidance and warm demeanour made me feel much more at ease, and I was truly grateful for her support. As the day went on, I got a bit more familiar with the environment and people, and I was happy for the rest of the day. The many activities that followed also made me very comfortable. So far, I think I'm enjoying my time here, but I still feel kind of lost sometimes. I'm getting used to boarding bit by bit. My experience so far has been filled with a mix of emotions such as anxiety, excitement, curiosity, etc. ---- ***Karen Kasami Grade 9***



So far, my experience at TIS has been amazing. Everywhere I turn, a smiling face or someone is waving at me. The peer buddies and student council helped me settle into this wonderful environment. From the moment I stepped into the school, I felt at home, almost as if my parents were still with me. The food is pleasant, with a variety of options to choose from. My favourite activity so far has been the movie night and scavenger hunt we had on Saturday. The trip to the Beach Club was also really fun, especially with the games organised by the peer buddies and student council. In just a few days, I've started to socialise with a lot of new people and not just stick to the friends I made on the first day. I've even made friends in different grades, which I didn't expect to do so easily. I believe I'm settling in just fine. Although I was initially worried about attending a boarding school, TIS has eased all of my fears and worries. One thing I wasn't too excited about was sharing a room with five other people. I've never shared a room before, so this was new for me. On Sunday, I felt a bit shy talking to my roommates, knowing they already knew each other. It made me feel a bit like an outsider. I also felt a little out of place without the uniform, almost like I wasn't



a TIS student yet. But aside from that, everything has been great. Newbies Week was an awesome event. The icebreakers were very creative, and the whole experience was a blast. This was the perfect introduction to TIS for me, and I believe I can speak on behalf of all the newbies when I say that. Thank you for such a wonderful experience, and I'm looking forward to more activities! ~ **Nicole Davidson Amaning, Grade 9**

I wasn't thrilled about sleeping in a room with six other people, but since it was newbies week, there were only three of us. This made settling in easier. The food was another adjustment. Some options weren't my favourite, and I had to get used to them since, at my old school, I was used to bringing lunch from home and rarely ate school food. The lunch lines weren't too long, but again, I wasn't used to the process. During the tour, I found that I could appreciate the nature and decor around the campus. I love nature and walking around an unfamiliar place with trees and beautiful decorations was satisfying. It also made me feel more motivated to learn and improve myself. I can see myself sitting on the benches or swings to practise my drawings or study. Overall, meeting everyone was awkward at first—forgetting names and trying to make an effort to build friendships—but I'm happy to say we've moved past the basic introductions. I'm starting to talk more freely with my roommates and quickly adapt. Maybe it doesn't have to be so bad after all. ~ **Pamela Tweneboah, G9**



At first, the thought of going to boarding school scared me. Being away from my family, friends and favourite teachers was what I wanted to avoid the most. So, when my parents dropped me off at the parking lot, I felt sick to my stomach. Even after seeing my hostel dorm, I still felt nervous, thinking that people were not going to like me and how I was going to adjust to everything. But in that feeling of doubt, I felt weirdly excited. Like I was ready to start a new school life all over again. If I made a perfect first impression, I would make many friends. So, I started trying to befriend my roommates by asking their name, age, date of birth, what they like to do in their spare time and which school they were in before. It didn't work out as I thought it would, though. The conversation

ended with an awkward silence, which became worse in the MPH. I grew more uncomfortable when the food arrived because I feared that I chewed too loudly and that everyone would look at me strangely. However, after a few days, I started to have fun and feel comfortable around some of my roommates because of the activities we did together in TIS. There was even a time when we had to go on a trip. It was boring at first, but later, the peer buddies suggested a lot of games to play, and that kept me occupied. I had a lot of fun in one particular game, and that was when we were protecting and popping each other's balloons. After all that fun, I almost felt bad for having to go to school on Monday. Everything was great, except for my punctuality. I kept forgetting stuff in my hostel dorm, which got me late. But besides that, life in TIS was pretty great and I hope to improve my confidence soon. ~ *Jillian Domey, Grade 9*



My experience in TIS as a student was exciting, mostly positively and not negatively.

On the first day, Peyton (Grade 12) and Oforiwa (Grade 11) welcomed me to my dorm. They showed me how to lay my bed, fold my clothes and arrange my locker. I got settled in, and at 2:00pm, there was a meeting with all parents, students and teachers, which supplied key information to us newbies and our parents. Soon, I waved goodbye to my parents, and it was time for dinner. After eating, all students introduced themselves with their names, grades and a fun fact. It helped me get to know others more.

The next day, we played a game where we used the first letter of our names to describe ourselves. I said; 'I am Gemma and I am grateful'. We were then divided into our classes and taken on a tour around the school. That night, we learned the school's anthem and integrity code. The anthem is very inspiring and I am glad I was able to learn it. Friday, we went on an exciting trip to Sajuna Beach Club. I played volleyball and went on the swing before we were called to do activities. We

popped balloons filled with paper that represented our emotions and I learnt that anyone can easily tampered with our emotions. We also played the telephone game and In the pool, Out the pool.

The next day was sports day. We were told our colours and dressed according to them. I participated in the sack race and other activities such as handball and tug of war. Later, we had a scavenger hunt and we were divided into 4 groups. I was in group 4 and we won the game. That night we had entertainment and watched a movie and our prize for the scavenger hunt was kebab. I enjoyed this day the most. Sunday was the day the continuing students arrived and they are really nice. I helped a few get settled and spoke to a few.

Overall, I really enjoyed this week and I am looking forward to the rest of my time here.

*~ Gemma Dzareh-Dzah (Grade 9)*











## Monkeypox

The World Health Organisation (WHO) has recently declared Mpox a global health emergency due to its rapid spread, with over 14,000 cases and 524 deaths reported this year (Lodhi, 2024). To keep our school community safe, we need to understand what mpox is, how it spreads, and what we can do to prevent it.

**How Does Mpox Spread?** Mpox is a viral infection that can spread from animals to humans and from person to person. It can be transmitted through:

- **Direct Contact:** This includes touching the skin lesions, body fluids, or respiratory droplets of someone who is infected.
- **Contaminated Items:** Although rare, the virus can also spread through objects like bedding or clothing that have come into contact with the virus (Lodhi, 2024).

**What Are the Symptoms?** Symptoms of Mpox include fever, headache, muscle aches, and a distinctive rash that may appear on the face, hands, and other parts of the body. The rash turns into pustules that eventually scab over and heal. While most cases are mild, the infection can sometimes be severe (Lodhi, 2024).

**How Can We Protect Ourselves and Each Other?** As we settle back into school life, here are some important steps we can all take to stay safe:

- **Avoid Close Contact:** If you or someone you know is showing symptoms of mpox, it's important to avoid close contact until they are fully recovered.
- **Practice Good Hygiene:** Regular hand washing can help prevent the spread of the virus.
- **Be Cautious with Shared Items:** Avoid sharing personal items like clothing, towels, or bedding, especially if someone is unwell.
- **Stay Informed:** Keep up with information from reliable sources and follow the guidance provided by the school and health authorities.

**What Should You Do If You Think You've Been Exposed?** If you suspect you may have been exposed to Mpox, it's crucial to seek medical advice immediately. Isolating yourself and informing a hostel parent, teacher or school nurse can help prevent further spread within our community. Early

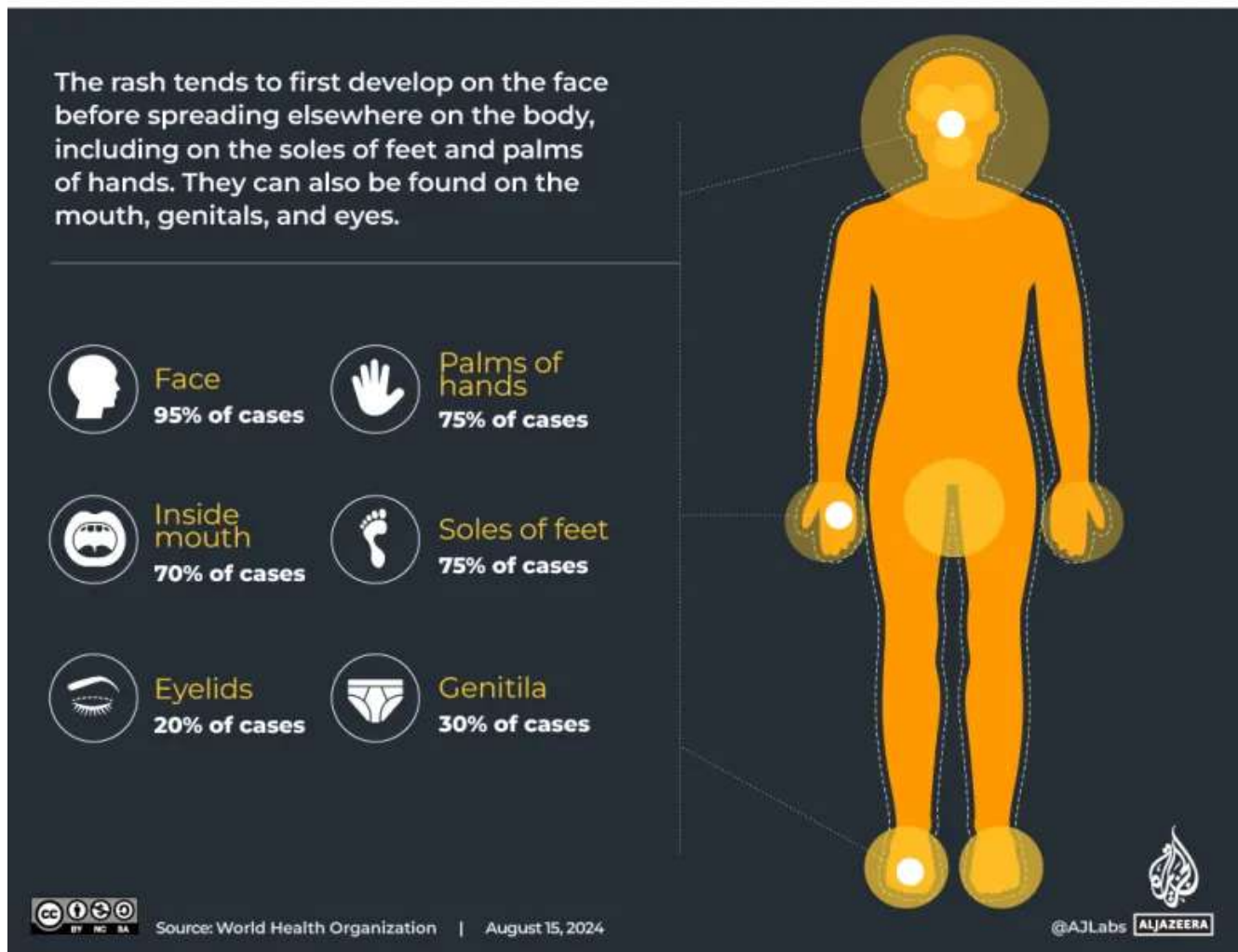
detection is key to managing the disease effectively.

Let's work together to keep our school a safe and healthy place for everyone. We can protect ourselves and each other from Mpox by staying informed and taking the necessary precautions.

## HEALTH

# How does the monkeypox rash develop?

Monkeypox is a usually mild virus that causes a fever as well as a bumpy rash. It is usually transmitted to people from wild animals but human transmission is also possible.



## Reference

Lodhi, A. (2024, August 14). What is Mpox and why has WHO declared it a global health emergency? Al Jazeera. <https://www.aljazeera.com/news/2024/8/14/what-is-mpox-and-why-has-who-declared-it-a-global-health-emergency>





# TEMA INTERNATIONAL SCHOOL SPORT



At TIS, we believe that sport, as one of the four pillars for student balance and ensuing success, promotes teamwork challenges personal best and emphasises the importance of appreciating how to lose before knowing how to win.



**EDUCATION FOR A BETTER WORLD**

ReachOut

# Checklist for DISTURBING CONTENT

**Work out whether the content is right for your child.**

It might be around their age or just their personality, but trust your gut and put boundaries in place.



**Read up on the issues it explores.**

If you show that you are comfortable and knowledgeable with the issues it explores your kids are more likely to open up to you during a tough time.



**Stay up to date with pop culture.**

You may not care about the Bieber's or Beyonce's of this world but following sites like [Pedestrian.tv](http://Pedestrian.tv) and [news.com.au](http://news.com.au) will help you stay ahead of the game.



**Make sure they know that not everything they see is how it appears.**

Have a frank conversation about not taking everything on the internet at face value.



**Tell them that they don't have to watch something if they don't want to.**

**Brainstorm ways they can say no to their peers** and feel confident making their own decisions.



**Encourage them to practice self-care.**

If they are going to watch something make sure they've got an arsenal of things to pick them back up afterwards.



**Offer to watch it with them.**

That way you can talk through anything tough as it comes up. This can be useful even if they've already seen the content.



**Let them know where to go for help.**

Ask them who they would feel comfortable talking to and connect them with services like [ReachOut](http://ReachOut.com) or [Kids Helpline](http://Kids Helpline).





## CAS-SA Corner

### MYP 3 Community Project Orientation



As part of the orientation for MYP students this week, a special Community Project session was held with the MYP 3 cohort. The students were introduced to the fundamentals and requirements of the Community Project (CP) and were encouraged to explore their ideas and ask important questions. To set the tone for their upcoming CP year, the class was divided into four groups of seven, and each group was tasked with engaging in a meaningful discussion on a topic of their choice. The outcome of the exercise was truly exciting, sparking healthy debates in the classroom. Here are some of the highlights from these discussions:



Led by **Michelle and Humphrielle**, one group delved into issues surrounding the Ghanaian economy and the rise of entrepreneurship among young people. The group noted the depreciation of the *cedi* and the increasing cost of goods due to heavy reliance on imports from abroad. They discussed how the conversion of *dollars* to *cedi* is making goods and services more expensive for the average Ghanaian. The team concluded that the best way to address this issue is by building more factories within the country to reduce dependency on imports. They were also inspired by the growing trend of young people turning small ideas into successful businesses.



Another group, led by **Elias and Gabriel**, focused on a lighter topic: the boys' hostel football games. The students shared their excitement about potentially joining the senior team for these matches, which they described as both fun and educational. They talked about how watching the senior students play has taught them valuable lessons about teamwork and strategy, and they eagerly anticipate applying these skills in future games.

Janelle and Alisha guided their group in a discussion about the upcoming subject selection process and after-school activities (ASA). The students emphasised the importance of choosing subjects





that align with their strengths and future career aspirations, particularly in the sciences. Some students mentioned that they plan to select subjects that will best support their desired occupations. The group also expressed excitement about participating in ASA, especially in sports and cooking.

The final group, led by Stephen and Fahad, engaged in a more somber discussion about child abandonment. They explored the root causes of this issue, such as poverty and the lack of resources, which often force parents

to abandon their children. The group recognised the impact of child abandonment on the lives of street children and orphans, and they considered how they could address this issue through their Community Project.

As the students move forward with their Community Project, they will undoubtedly draw on these conversations to inspire and inform their initiatives. With the foundation laid during this orientation, we can expect to see thoughtful, impactful projects emerge from this enthusiastic cohort.

Stay tuned for more updates as these students begin to bring their ideas to life!

## Service as Action



Are you ready for another exciting journey? This year promises to be filled with incredible opportunities for growth!

As a new academic year begins, we are thrilled to welcome the 8th Cohort for Service as Action for the 2024/25 academic year. We are particularly excited to see many students from PYP who already understand what it means to "Take Action."

The MYP encourages learners to make practical connections between their studies and the real world. Service as Action, a component of the MYP Core, allows

students to achieve this explicitly by actively "doing." Through varied actions, students will create an impact in the community by addressing issues within or outside of school, making a positive change.

Service as Action spans from MYP 2 to MYP 5. We call on all teachers to collaborate with us in supporting our learners as they make connections between their units of study and real-life situations. As students progress through Service as Action, they will develop a deeper understanding of the world and their responsibilities within it.

**MYP Year 2:** Students will be introduced to the principles of Service as Action through the handbook, learning how they can take action through classroom units. They will also explore connections with the IB Learner Profiles and TIS Core Values.

**MYP Year 3:** Students will undertake the Community Project, identifying an authentic need in the community. In groups of 2-3, they will propose actions to address this need and will showcase the outcomes of their experiences by mid-March.

**MYP Year 4:** Students will align their Service as Action projects with the SDG goals, collaborate with NGOs, participate in After School Activities with a service component, and address current global or local issues.

**MYP Year 5:** Students will finalise their ongoing engagements and submit their 13-page transition into the CAS Workbook.





## Service as Action/Community Projects Awards



At the recent **Annual Achievers & Graduation Ceremony**, students who excelled in Service as Action, Community Projects, and CAS were recognised and awarded. This acknowledgement not only celebrates their achievements but also inspires others to pursue excellence in these areas.

**Grade 7 Service as Action Award:** This award was presented to **Nadia Yakubu, Kwasi Ayisi, and Enoch Koroma** for their diligence and hard work on their project titled *Slushes & Stationery*. The team organised three fundraising events, with the proceeds used to purchase stationery for the Nursery Department at Calvary Presby School.



**Grade 8 Community Project Award:** **Gabriella Som and Dzidefo Kuivi** were honoured with this award for their collaborative project, *Watch Your Six*. The team created a PowerPoint presentation that discussed the importance of staying safe and raising awareness about kidnapping, which they presented to Peak Lyceum Preparatory School students.







**Grade 9 Service as Action Award:** Bruhan-Deen Hussein, Nyameyie Arkaah-Otoo, Joel Ahiakpor, and Emmanuel Egyei-Mensah received this award for organising Spanish, Math, and Science lessons for Grade 8 students during their free periods, demonstrating their commitment to peer education and support.



**Grade 10 Service as Action Award:** This award was presented to Sharon Quarcoo, Ruby Paintsil, Efua Duker, and Betty Owusu - *Project Philippa*. The team raised GHC 10,000 to support the surgical expenses of 6-year-old Phillipa Enti, who underwent a skin graft surgery following a third-degree burn injury, significantly aiding in her recovery process.



## CAS – (Creativity, Activity, Service) Awards



CAS (Creativity, Activity, and Service) is a core component of the Diploma Programme where students engage in a series of experiences and a larger project related to the three strands of CAS over 18 months. At TIS, the CAS program is enriching, offering students numerous opportunities to fulfil CAS requirements. As an essential aspect of the rigorous DP program, CAS provides a balance for students to learn, grow, and have fun. Students who excelled in this program were recognised with the Best CAS Project Award, at the recent Annual Graduation and Achievers Day Celebration.

**Grade 11 CAS Project Award:** This award was presented to *Alberta Aduaa-Owusu, Bakhita Agbovi, Kelvin Ansong, Mekaila Offei, Nana Yaa Arthur, Obaapanin Tweneboah-Koduah, Peyton Kidd, Terrie Tenge, Vitus Anaab-Bisi & Alswell Egbenya* for their jointly **initiated project, Buddies for Change**. This project demonstrated exemplary commitment, collaboration, and perseverance in completing a local action project to support incarcerated youth at the Senior Correctional Centre. Through their collaborative efforts, the team raised funds to provide essential examination stationery for BECE students among the inmates. Led by Obaapanin, the team embodied the IB Learner Profile attributes, emphasising the importance of education and fostering hope among the 27 BECE candidates. This initiative aligns with the CAS learning outcomes, showcasing reflection, ethics, and dedication to achieving positive outcomes for marginalised youth.

**Grade 12 CAS Project Award:** This award was presented to *Bradley Hoedoafia, Gregory Fokou Kotang, Kow Yarney, Malcolm Ashun, Nadeem Yakubu & Papa Fynn* for their **SaniFlush CAS Project**. This initiative showcased exceptional service and a strong commitment to community development, aligning seamlessly with the Service Award criteria. The project focused on refurbishing washroom facilities at Ashaiman No. 2 Junior High School, directly addressing Sustainable Development Goals 3, 4, 6, 9, and 10. The team raised approximately GHC 31,000 through effective collaboration, demonstrating strong financial management skills. Despite initial challenges, they persevered and successfully completed the project. This initiative reflects the IB Learner Profile attributes and TIS Core Values—emphasising excellence, service, creativity, and transparency. The students' commitment, consistency, and ethical approach exemplified their dedication to community impact, making them deserving recipients of the Service Award.

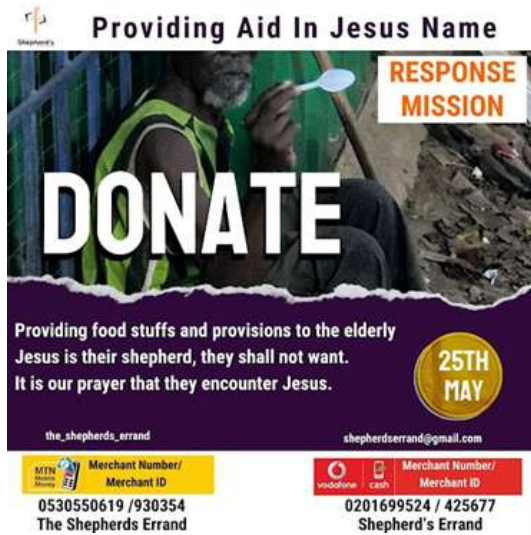




## CAS Project: TIS Shepherd's Errand Mission

**Project Leaders:** *Nana Aisha Hussein, Ekuba Bervell Ackah, Nana Ama Adjagar.*

**Members:** *Allyson Achiampong, Abena Asare, Adelaide Egbenya, Ann-Joelle Amey, Alberta Owusu, Bakhita Agbovi, Benjamin Tuffour, Charlene Akwei, Daniel Tuffour, Oyedele Tinouye, Eliana Owusu-Afriyie, Emily-Maria Asafo-Boakye, Eunice Adubofour, Ezra Anim-Somuah, Faaiz Saani, Farah Agoro-Kerim, Immanuel Ashiagbor, Jaye Asare, Jerry Huang, Joseph James, Kayla Searyoh, Kelvin Boateng, Kelvin Kasami, Kevin Asante, Keziah Botchway, Amina Nasir Deen, Naaem Naasr Deen, Moses Armah, Nana Yaa Arthur, Obaapanin Tweneboah, Olga Fola, Peyton Kidd, Paa Kwesi Dennis, Ristus Amarh, Ryan Lokko, Terrie Tenge, Valentine Mzeka, Vitus Jesse (G12).*



*Maxwell Annor, Kafui Adjagar, Sylvia Ziniel (G10).*

**Organisation:** Shepherd's Errand Mission - Tema

**Type of Service:** Indirect and Direct Service

**CAS Strands:** Creativity, Activity, Service

### Learning Outcomes:

- **Increased awareness of strengths and areas for growth:** Through this project, we became more aware of our individual strengths and the areas where we needed to grow. Organising the fundraising events helped us realise our potential in leadership, communication, and collaboration.
- **Undertaken new challenges:** The project presented us with new challenges, especially in organising the fundraising activities and managing logistics. Interacting directly with the beneficiaries at the hospital was also a new experience that pushed us out of our comfort zones.
- **Planned and initiated activities:** We planned and initiated various activities, from fundraising events like the pancake sales to the collection and distribution of donations. These required careful coordination and execution, especially during school days when we had classes. Teaching us the importance of planning and initiative.
- **Worked collaboratively with others:** Collaboration was key to our success. We worked not only with our peers but also with the mission team, fostering communication and international-mindedness. We learned to see things from others' perspectives.

- **Shown perseverance and commitment in activities:** Our commitment to the project was demonstrated through our consistent efforts each month. Despite the challenges we faced, we persevered, driven by our desire to impact the community positively.
- **Engaged with issues of global importance:** By addressing global issues such as poverty, hunger, and education, we connected our local efforts to broader global challenges. This project helped us understand the significance of our contributions in the context of the UN's Sustainable Development Goals.
- **Considered the ethical implications of actions:** Throughout the endeavour, we considered the moral and ethical consequences of our decisions and made decisions that were sensitive to the needs of others. We gained the capacity to consider the well-being of others while making decisions and considered the impact of our activities on the lives of those we helped. For example, although Shepherds Errand is largely a Christian organisation that shares the love of Jesus, we visited places where people who weren't Christians were present. We showed consideration for their individual choices and worldviews.
- **Developed new skills:** We developed new skills in event planning, fundraising, cooking, and customer service. These skills were not only valuable for the success of the project but also for our personal growth.

**SDGs:** 1 – No Poverty, 2 – Zero Hunger, 3 – Good Health and Wellbeing, 4 – Quality Education, 10 – Reduced Inequalities.

During Semester 2 of our DP1 year, we learned about the Shepherd's Errand Mission while searching for an organisation to collaborate with for our CAS project. Their mission and vision resonated with us, and we recognised this as an excellent opportunity to make a meaningful impact on our community. Over time, the number of participants grew to 46, including some MYP5 students who joined the cause. Shepherd's Errand is an organisation that prioritises societal well-being by addressing issues often neglected, focusing on areas



beyond orphanages for their outreach efforts. On the last Saturday of each month, a location is chosen where donations are sent through initiatives like Lunch Box and Treasure Chest.

- **Lunch Box:** Cooked food, packaged with water and drinks, is served to people on the streets or in rural areas, with conversations held with those struggling with addiction.
- **Treasure Chest:** Gifts, clothes, and essentials for children and adults in rural areas are packaged and distributed.



As TIS students, we supported these missions at home and school. For our first outreach in February, we donated packs of juice, cooking oil, tomato paste, and rice to support the Lunch Box mission. In March, we raised about 2,000 Ghana cedis from home to support the Treasure Chest mission at Asamankese.

In April, we organised various fundraising activities, including selling spring rolls, popsicles, and soda every Thursday after school, culminating in a large pancake sale on Friday and a shawarma sale with chicken nuggets and fries. These efforts raised GHC 8,400, distributed among various missions in April, May, and June. With these funds, we supported three missions: providing clothes to the underprivileged in Teshie Nungua, supplying basic toiletries in Teshie Nungua in May and June, and providing basic school supplies for children in April. We also contributed small donations, like chocolates, for special occasions like Valentine's Day.



July's outreach was exceptional as it was our last one. We visited Korle Bu Teaching Hospital to share our love and support by providing toiletries to children battling cancer. This experience deeply touched us as we saw the children's joy with the balloons we brought, though it was heartbreaking to see some children cry when they didn't receive one. We comforted them and read cards to them, listening to their stories of resilience despite long hospital stays and their families' struggles. This experience made us reflect on our lives and instilled a deep gratitude.

## Student Reflections

Participating in this CAS project taught me the importance of consistency and commitment in supporting vulnerable communities. Coordinating the collection and distribution of donations taught me strong organisational and logistical skills. The direct interaction with the beneficiaries offered a humbling insight into their challenges and resilience. This experience reinforced my belief in the power of collective action and compassion, motivating me to continue contributing positively to society. *Nana Aisha Hussein, G12 Project Leader.*

Participating in the pancake and shawarma sales for Shepherd's Errand was incredibly fulfilling. My aim was to contribute meaningfully to a cause that supports the underprivileged, and I'm proud to say we succeeded by donating six times to those in need. The project wasn't without its

challenges, but collaboration and teamwork helped us overcome obstacles, and knowing we made a difference filled us with gratitude. The impact and lessons learned from this project will carry on with me. ***Kafui Ashiagbor, G12 ~ Project Member.***



Being part of Shepherd's Errand was a truly enriching experience. I thoroughly enjoyed giving back to the community and making a difference. Our challenges taught me the importance of planning, time management, teamwork, and collaboration. This project made me more internationally minded, aware of the ethical implications of my actions, and committed to helping those in need. I believe I achieved all the CAS learning outcomes from this project, and it has been effective in making a positive impact on the community. ***Keziah Botchway, G12, ~ Project Member.***

This experience has been an incredible journey of growth, compassion, and learning for all of us involved. The impact we've made in the lives of those we've helped and the skills we've developed along the way are truly invaluable. I encourage other students to take up the baton from here and continue this mission of service. We can do much more together to support our communities and make a positive difference in the world. Let's keep the spirit of Shepherd's Errand alive and continue to reach out to those in need with the same dedication and heart.

***Shepherd Errands team – G12 and G10***



This project highlights the significant impact students can have when they come together with a shared purpose. Through CAS (Creativity, Activity, Service), they supported the community and developed valuable life skills that will stay with them for years to come. Their efforts exemplify the core values of the CAS program, encouraging them to engage with the world in meaningful

and transformative ways. **Surama King, CAS Coordinator.**



## CAS Experience - National Business Competition 2024



This year's national business pitch competition, which was themed **GREENOVATION** and organised by JA DEEP, was a breathtaking experience filled with amazing entrepreneurial innovations. Three teams from TIS competed by presenting an executive summary of their companies, where team **EcoVoyage** was selected out of **70 participating schools** to represent TIS as part of the top 15 finalists. The competition saw enthusiasm and dedication from many schools with mind-blowing innovations focusing on environmental sustainability. Although we were on vacation, we found a way to bridge every barrier that seemed to hinder our business development in preparation for the competition day.

Team EcoVoyage decided to build a prototype of an eco-friendly resort at the Kwahu Mountains with the goal of boosting the tourism sector in Ghana with a strong commitment to eco-friendly practices and activities. The competition came in three stages, which included The Stage Pitch, Trade Fair Exhibition and Board Room Interviews, after which Team EcoVoyage emerged as winners of the prestigious and branded **Academic City University College Excellence Award** as the team that demonstrated a strong sense of **Teamwork and Communication** which is a sure testament of what is offered here at TIS as part of our IB learner profiles. All in all, this award

made me realise that nothing can be a barrier provided one is focused on persevering in all things towards achieving a set goal or target.

A special thanks to the management of the School for providing these students with amazing learning opportunities to enhance their potential and also to our indefatigable CAS coordinator **Mama Su** for constantly pushing us beyond our limits and **Abigail Ahiadorme** for ensuring that ASAs at TIS are seeing the very best of results, to my Co Patron, **Mr Nicholas Sevor** for the great support and commitment towards ensuring a great build up of the business idea of our students, To our ever eloquent and vibrant **Misty** for your immense support toward this noble cause and lastly to **Mr Donald Dodoo** for your unwavering effort towards building our prototype. God Bless Tema International School! **George Sandy Manu (Club Patron)**



## Students' reflections



Participating in the recent business pitch competition was a remarkable experience that tested my abilities and helped me grow personally and professionally. Here is a reflection on the journey I took throughout this event. One of the most enjoyable aspects of the competition was meeting other competitors who shared my enthusiasm for entrepreneurship. As we prepared for our pitches, we connected over late-night brainstorming sessions, shared insights, and supported one another through the competition's ups and downs. These contacts have grown into

friendships that will remain beyond the event. Networking with others who share my interests has led to future collaborations and provided me with a support system I value. Public speaking has always been a difficult undertaking for me. However, the competition drove me to face my worries full-on.

The process of preparing my pitch required me to practise extensively, improving my delivery and engaging an audience. Each practice increased my confidence and taught me the value of body language, tone, and tempo. I was nervous and excited as I came onto the stage, but I was more



prepared for the spotlight. The input from judges and peers was useful, and I feel more prepared for future speaking events. The encounter was certainly nerve-wracking. Standing in front of a panel of judges and a group of peers was terrifying. My heart raced as I waited my turn to pitch, and I could feel the pressure build. However, I reminded myself of the effort I had put in and the encouragement of my new friends. When it was eventually my moment, I took a deep breath, concentrated on my message, and let my enthusiasm for my concept show. While I fumbled over a few phrases, I realised that vulnerability can be a strength, and the audience loved my honesty.

In addition to public speaking, the competition provided an excellent opportunity to improve my marketing talents. Making a great pitch requires me to consider my target audience, value proposition, and competitive landscape. I researched the market and learned how to explain my views clearly and persuasively. This experience taught me the value of storytelling in marketing; I learnt how to create a narrative that appeals to potential investors and customers. The actual application of these talents has given me a renewed appreciation for the art and science of marketing. **Nana Aisha Hussein, G12.**

This experience was one of a kind. It was my first time in such a competition, and we were able to claim an award with me as the leader of our group. EcoVoyage is our company, and we worked together to build this idea into something innovative and fit the guidelines for the competition.

Although other schools had an advantage over us because they were in school and we were on vacation, I didn't let that hold the group back. At the start, my output was very poor, so I had to be practising what I was going to say the night before, which took me till midnight to get it right, but I still had some difficulties with my pitch. I had to prioritise my health also, so after a long night of rehearsal I finally retired to my bed. I was able to push myself to pitch a business idea in front of potential investors, as well as the judges, guests and students.



The experience was one to remember. I loved the fact I was able to meet different people from different schools and just bond with them. In the end I think everyone will remember me firstly because we claimed an award, as well as I took part in the different activities JA offered for bonding. **Ezra Anim-Somuah, G12**



As a first-time competitor, this competition made me realise what a unique opportunity this was, and we were rewarded with an award for our hard work and sacrifice. EcoVoyage was not just a collection of ideas coming together but a collection of communication, trust, and teamwork to develop a company while following the competition guidelines. Although most schools were closer together because they were in school, we as a team didn't have the luxury of being together, but

that didn't hold us back from motivating each other to fire on all cylinders. Before the presentation, we had to practice and perfect how we delivered the pitch, but during the rehearsals, I would lose my train of thought, causing the group to start again and holding us back. Although we all had our fair individual struggles, we were able to overcome them and present our future investments. It was a unique experience that allowed me to meet new people and harness my entrepreneurial potential. But the best part was that when we were given time off, I think we created some truly unforgettable memories, so I think if the opportunity were to present itself again, every student, especially those who aim at establishing great businesses in the future, should apply themselves.

**Ryan Lokko, G12.**





## ASA – After School Activities @ Tema International School



Welcome back to another amazing semester! We are thrilled to have you all here and ready to start the new academic year. Please take note of the following important information:

**1. Monday, 19 August – Friday, 30 August:** After school begins right after your **6th period, at 4:00 PM**. You are expected to go to your hostel, change out of your uniforms, and then, from 4:30 PM to 5:30 PM, engage in a sport or visit the IT Lab if you have not yet connected your laptop to the internet. If you are new to the school, see Dr Ken Darvall for assistance on how to log in to ManageBac.

**2. Sunday, 25 August:** School play auditions will take place at the **Sports Complex at 2 pm**. If you will only regret it if you miss it.

**3. Wednesday, 28 August:** We will have an ASA Fair. Be sure to sign up for your After-School Activities. If you are unsure of what to choose, discuss it with your parents or see me at the CASSA office. Please be on time for sign-ups, as some activities fill up quickly. You must sign up for a **minimum of 3 activities** per week. Strive to balance your choices and manage your time effectively.

After all students have signed up for ASA, you are expected to be out of your hostels from **Monday to Friday, 4:30 PM to 5:30 PM**, either to join your chosen After-School Activity, catch up on school work or have quiet time in the garden. No student should remain in the hostel during this period.

This semester, we have an exciting addition to our ASA lineup: **The Fascinator Club!** Aunty Grace is looking forward to welcoming you to her class. We are also in contact with the Community 25 **Golf Club** and the **Horse-Riding** facility at Labadi to expand the opportunities available to you here at TIS. Our passionate patrons are eager to share their expertise. They are dedicated to helping you build on your existing skills, discover new talents, and explore your interests.

We are looking forward to an exciting semester ahead! **Abigail Ahiadorme - ASA Leader**

## ASA - After School Activities – 2024/2025 Academic Year – Semester 1

DAY 4:30 - 5:30PM	ACTIVITY	INSTRUCTOR/PATRON	VENUE	VACANCY /GRADE
<b>MONDAY</b>	Brass Band	Shadrach Asaase	Music Room 3 – Handel &	All grades
	Cosmetology	Abigail Ahiadorme	Strands Saloon	10 Ss- All grades
	Chess Club	Abass Amidu	Design Lab 1	30 All grades
	Piano Lessons	Prosper & Emmanuel H., Robert H.	Music Room 2 – Handel & Picasso	Individual lessons - All grades
	Debate Society	Louis & Welagaamo & Ms Irene Korce	C6:LL2	30 Ss - G7-G11
	Badminton & Tennis	Sports Team	Sports Complex	All grades
	Visual Art Club	Albert Dowuona	Visual Arts Studio-Handel &	10Ss - All grades
	Squash	Takasi Nyande	Sports Complex	All grades
	Architecture Club	Donald Dodoo	Design Lab	10 Ss - G9 - G11
<b>TUESDAY</b>	Fascinator Club	Grace Ameyibor	Project Center	6 Ss - G9 - G11
	School Play	Mawuli Z. Arts and CASSA Departments	Black Box	All grades
	Sewing Club (Hand & Machine Sewing)	Donald Dodoo	Design Lab	8 Ss – G11s
	Tennis	Sports Team	Sports Complex	All grades
	Cooking Club – G8	Abigail Ahiadorme	Project Centre Kitchen	8 Ss – Grade 8
	MUN	Gilda	C12 IS4	50 Ss- All Grades
	Innovation & Entrepreneurship Club	George M, Nicholas S. Mr Kumah-Noi, David D	Library	18 Ss- G9 - G11
	Cosmetology	Phoebe Fafa Wensley	Strands Saloon	10 Ss- All grades
	Mooting Society	Louis W., Constance	C6:LL2	25 Ss - G9 - G11
<b>WEDNESDAY</b>	TIS Orchestra	Shadrach Asaase	Orchestra Room – Handel	All grades
	School Play	Mawuli Z. Arts and CASSA Departments	Black Box	All grades
	Badminton	Sports Team	Sports Complex	All grades
	Chess Club	Abass Amidu & Franklin Adu-Baah, G12	Design Lab 1	30 Ss - All grades
	TIS Choir	Prosper Fiebor, Shadrach Asaase & Portia	Music Room 3 – Handel &	All grades
	Reading Club	Samuel Ato	Learning Center	24 Ss - All grades
	Insight TV	David Difie	Media Room	15 Ss - G9 - G12
	Cooking Class – G9 & G10	TBC	Project Centre Kitchen	8 Ss – G9 - G10
	School Play	Mawuli Z. Arts and CASSA Departments	Black Box	All grades
<b>THURSDAY</b>	Handball & Squash	Sports Team	Sports Complex	All grades
	The Smile Club	Mrs King and Obaa G12	Design Lab	12 Ss – G9 – G11
	Pop Band	Meshach Asase	Music Room 3 – Handel &	Individual lessons - All grades
	Interact Club of TIS - Meeting 2 x Month	Grace Kabukie & Gilda Afegebedzi	I&S CL113	20Ss - All grades
	STEM CLUB	Science & Math Team	Einstein Block	All grades
	Dance Club	Dennis Dzah	Dance Room – Project Centre	16 Ss – Auditioned Ss Only
	TIS Orchestra	Shadrach Asaase	Orchestra Room – Handel &	All grades
	Photography Club	Dennis Akortah & Joshua Nartey	Media Room – Project Centre	14 Ss – All grades
	School Play	Mawuli Z. Arts and CASSA Departments	Black Box	All grades
<b>FRIDAY</b>	School Choir	Prosper Fiebor, Shadrach Asaase & Portia	Music Room 3 – Handel & Picasso	All grades
	Piano Lessons	Prosper & Robert Hayford	Music Room 2 – Handel & Picasso	Individual Lessons - All grades
	Squash	Takasi Nyande	Sports Complex	All grades
	School Play	Mawuli Z. Arts and CASSA Departments	Black Box	All grades
	Volleyball – After lunch	Sports Team	Girls Hostel Court	All grades
<b>SATURDAY</b>				
<b>SUNDAY 4 - 5 PM</b>	Swimming Club – Dr Ken Darvall, Sports Team			

- **Service Projects:** Opportunity for Service as Action and CAS students to develop community projects. Discuss logistics with coordinators/supervisors. Visit CASSA office for NGO collaboration list.
- **CAS Projects (G11 & G12):** Submit Project Proposal Form to **CAS Coordinator** before starting.
- **Red Cross Club:** Monthly meetings for Red Cross Ghana Society certified members. Sign up for 4-day online workshop (Date TBC). Patrons: Mr. Hayford Gyasi, Abigail, & Mr. Callistus Sullo.
- **Performance/School Event Organizers:** Open to all students. Check Notice Board, Bulletin, or ManageBac for opportunities.
- **Workshops:** Skill-building opportunities are announced in the Weekly Bulletin - CAS-SA Corner and ManageBac.
- **DoEIA - Dukies:** Follow Dukies Group on ManageBac for updates. For Bronze, Silver, Gold Award registration, contact Mr. David Difie (david.difie@tis.edu.gh).
- **After-School Activities Participation: All students are** required to participate in at least 3 activities weekly. Sign up with activity patron/instructor. Emphasise commitment and balance.
- **After-School Program and CAS: The After-School Program** at Tema International School is meticulously aligned with the CAS requirements. A significant portion of these activities fulfils the CAS experience prerequisites, particularly within the Creativity and Activity strands, providing students with diverse opportunities to engage and develop these essential skills.





**TEMA INTERNATIONAL SCHOOL**



**School Play Production 2024**

# Call For AUDITION

**Sun. 25 August 2024  
TIS Sports Complex  
2:00pm**

## Coming up: A vibrant Spirit Week, Celebrating 21 Years of TIS!



We are thrilled to introduce this year's **Spirit Week**, a significant celebration marking the 21st anniversary of Tema International School. This week is a tribute to our esteemed founders, Mr. and Mrs. Adjavon, and a celebration of the incredible journey and growth of TIS over the past 21 years.

Spirit Week is a fantastic opportunity for all students to showcase our love and pride for our school. It's a time to celebrate our diversity, engage in a variety of exciting events, and create lasting memories. This year, for our **21<sup>st</sup> anniversary** our line-up includes:

- **Sporty Family Day:** Show your athletic spirit and bond with your classmates through sports and fun activities.
- **Founders Day:** A day to honour our founders and the legacy they have built.
- **International Show:** Experience the rich tapestry of global cultures through cuisine, fashion, music, dance, and more.

We also have special prizes for the most creative outfits throughout **Spirit Week** and an essay competition on "**What I Love Most About TIS.**"

Please come prepared with your attire for each themed day. Remember, all school rules and dress codes apply. We encourage modesty and creativity and advise against overspending on outfits. New students, feel free to reach out to any of the organisers if you need further clarification.

For further enquiries regarding Spirit Week, please get in touch with the Spirit Week leaders:

- Ruby Paintsil | email: [rpaintsil10@gmail.com](mailto:rpaintsil10@gmail.com)
- Baffour Longdon | email: [tlongdon10@gmail.com](mailto:tlongdon10@gmail.com)
- Oforiwa Sakyi-Addo | email: [ewurabena09@gmail.com](mailto:ewurabena09@gmail.com)

Let's make this Spirit Week a memorable celebration of our school's past, present, and future.

**Zeruiah and Sujun**, Grade 11 – TIS @ 21 Anniversary Leaders





TEMA INTERNATIONAL SCHOOL

# Spirit Week



September 28th

**Sat THE "ZION" ENCOUNTER**

A gospel concert for an amazing encounter with the Lord

September 30th

**Mon SDG-DAY**

Each grade represents an SDG goal

IB CLASS  
OFF 2026  
SEP 28 - OCT 06

October 1st

**Tues CARTOON DAY**

Show off your favorite cartoon character through a fun and creative outfit

October 2nd

**Wed COUNTRYSIDE VS COUNTRY CLUB**

Boots or brougues? Flannel or fancy? It's Country vs Club!

October 3rd

**Thur WE ARE ONE !**

Founders & International Day Food festival

October 4th

**Fri RULE BREAK**

Self-expression through clothing and style

October 5th

**Sat FUN FAIR**

Cathony or Francelia? Get ready for thrills, chills, and cotton candy spills!

**THE BLACKLIST**

A touch of mystery & intrigue. Dress to impress...but incognito. It's a mystery masquerade party!

Made with PosterMyWall.com

October 6th

**Sun THANKSGIVING SERVICE**

Come celebrate gratitude! Give thanks for another TIS anniversary.

## Spirit Week Line-Up Programme

### **The “ZION” Encounter (Gospel Concert)**

*Saturday, 28 September 2024*

Join us for an inspiring gospel concert that promises an amazing encounter with the Lord. **Dress code: semi-formal.**

### **SDG Day**

*Monday, 30 September 2024*

Each grade will represent a Sustainable Development Goal (SDG) and dress in the corresponding colour. During lunch, select students will perform to provide insights into their assigned SDG.

### **Cartoon Day**

*Tuesday, 1 October 2024*

Unleash your inner child by showcasing your favourite cartoon character or a character you think resonates with you.

### **Countryside vs Country Club**

*Wednesday, 2 October 2024*

Are you a local farmer from the countryside or a wealthy golfer from the country club? Dress as either a countryside local or a country club member.

### **We are One! (Founders Day x International Day)**

*Thursday, 3 October 2024*

Honouring our Founders while celebrating our diversity with a wonderful food festival. Dress in vibrant colours and cultural attire representing any country of your choice.

### **Rule Break**

*Friday, 4 October 2024*

Express yourself through clothing. Accessorise with **fake piercings, temporary tattoos, fun hairstyles, and more** while keeping the school's dress code in mind.

### **Fun Fair**

*Saturday, 5 October 2024 (morning)*

Is it **Cathony or Francelia**? Find out through a series of fun inter-hostel games showcasing your hostel spirit. May the best hostel win!

### **The Blacklist (Party)**

*Saturday, 5 October 2024 (evening)*

Dress in your most elegant black or silver attire and prepare to cover your identity with masquerades provided at the event. Enjoy an evening of sophistication, mystery, and fun!

### **Thanksgiving Service**

*Sunday, 6 October 2024*

As we conclude Spirit Week, let us come together in white attire to thank God for making this anniversary possible.



## MYP 5 Personal Project - Free Eye Screening

### Project Title: Visions Of Hope



I am excited to announce a special initiative as part of my MYP 5 Personal Project, titled "Visions of Hope." Inspired by my own experience with myopia, I have been passionately researching various medical conditions affecting vision, including astigmatism, myopia, and hyperopia.

To raise awareness about these conditions and support the eye health of our school community, I am organising a Free Eye Screening for all students at Tema International School.

This screening will take place at the **Secondary Campus, Sonia Infirmary**, on **Wednesday, 28 August**.

I invite staff and students to take advantage of this opportunity to have their eyes checked and learn more about the importance of vision health.

Let's unite to make "**Visions of Hope**" a reality for our community.

**Adelyne Achiampong, MYP 5**  
**Supervisor: Abigail Ahiadorme**

## CAS Orientation: Setting the Stage for a Transformative Journey



This past week, our DP1 students embarked on their CAS (Creativity, Activity, Service) journey with an enlightening orientation session. The session was not just an introduction to CAS but also an opportunity for students to connect, reflect, and plan how they will make the most of this essential component of the Diploma Programme.

### CAS for DP1: Building Foundations

For our DP1 students, the focus at this stage is on understanding the core elements of CAS and beginning to set the foundation for a balanced and meaningful program. During the orientation, students participated in a variety of activities that helped them explore the three CAS strands—Creativity, Activity, and Service—and understand how these can be integrated into their school life.

One of the highlights of the session was the "Inventory" exercise, where students assessed their strengths and areas for growth, and discussed how they could support each other throughout their CAS journey. This exercise not only fostered a sense of collaboration but also helped students start thinking about their personal goals and how they can achieve them through CAS.





As we move forward, DP1 students are encouraged to read through the CAS Handbook, familiarise themselves with the CAS learning outcomes, and begin planning their CAS experiences. By 15 September, we expect to have started the first CAS interviews, and students should have signed up for the DOEIA (Duke of Edinburgh's International Award) at the Bronze, Silver, or Gold level, chosen their after-school activities, and possibly joined the school play.

### **CAS for DP2: Completing the Journey**

For our DP2 students, the focus is now on completing their CAS journey as they enter the final stages of the Diploma Programme. This week, the students have been reminded of the importance of reflecting on their progress, ensuring that they meet the CAS requirements, and preparing for their final CAS interviews.

It's crucial for DP2 students to prioritise their remaining CAS activities and ensure that their portfolios are up to date with reflections and evidence of their experiences. By maintaining a balanced approach and integrating their academic learning with CAS, students can not only meet the IB requirements but also enrich their personal and academic growth.

### **Looking Ahead: What's Important**



This week's CAS activities have set a strong foundation for both DP1 and DP2 students. As we progress, it's essential for students to stay engaged, seek support when needed, and take full advantage of the opportunities that CAS offers.

For those involved in organising major school events like TIS @ 21, Spirit Week, and Sport Family, planning is now underway, with meetings scheduled to ensure everything is on track.

CAS is more than just a requirement; it's an opportunity for students to explore their interests, develop new skills, and make a meaningful impact in their communities. We look forward to witnessing the creativity, initiative, and dedication that our students will bring to their CAS projects this year.



Proud to deliver

**THE DUKE OF EDINBURGH'S  
INTERNATIONAL AWARD**

Registration for Tema International School students to enroll for the Duke of Edinburgh's International Award programme is open. Sign up with this link <https://docs.google.com/forms/d/e/1FAIpQLSe3xhDk2nESjSjUR4SGZBTlrXOGgXjQc1A39jXtFzSt5Ncz4A/viewform> for your preferred award level. **The registration deadline is 30 August 2024.**

**Participants will have to conclude their enrollment by making payment in reference to the Award Level.**

**Momo number - 0597621047 (Abigail Ahiadorme - Award Leader)**

**Bronze registration fee: 80ghc**

**Silver registration fee: 100ghc**

**Gold registration fee: 120ghc**



Parent, please indicate the participant’s name in the reference when completing the transaction.

*Summary of the requirements from participants and parent/guardian*

Award Levels & Timeframes		 BRONZE	 SILVER	 GOLD
Minimum Age		14	15	16
Minimum Participation Period*		6 months	6 months or 12 months*	12 months or 18 months*
Service 		3 months	6 months	12 months
Physical Fitness 		3 months	6 months	12 months
Skills 		3 months	6 months	12 months
Adventurous Journey 		2 days / 1 night	3 days / 2 nights	4 days / 3 nights
Residential Project 				5 days / 4 nights

**READY FOR CHANGE. READY FOR OUR NEW WORLD.**



Right now, more than a million 14 - 24 year olds around the world are stepping outside their comfort zone. They're learning to lead. They're safely **supporting their communities**, **getting active** and **gaining new skills**. They're **discovering adventure** and having fun. They're participating in The Duke of Edinburgh's International Award.

Through the Award, young people can develop the crucial skills they need to navigate change and build positive habits, now and in the future. All while gaining an internationally recognised accreditation which is valued by governments, businesses and universities around the world.

**READY FOR NOW**

The Award is a commitment which encourages young people to:

1. Stay mentally and physically healthy
2. Connect (safely) with others
3. Give back to their communities
4. Embrace structure and purpose
5. Readjust to formal education<sup>1</sup>
6. Enjoy themselves!

**READY FOR THE FUTURE**

The Award develops positive foundations for the future, including:





1. Essential life skills
2. Employability
3. Goal setting and planning
4. Increased community engagement
5. The ability to build resilience and therefore thrive in an ever – changing world

<sup>1</sup> The Award helps young people to readjust to formal education by developing skills such as resilience, adaptability, problem solving and communication

## WORLD-CLASS LEARNING, OUTSIDE THE CLASSROOM

By encouraging your child to get involved with the Award, you can ensure that they benefit from great non-formal education and learning and they are ready for the world, at a time when the world needs them more than ever.

### GET INVOLVED

-  **Encourage** your child to unplug and expand their horizons, by taking part in the Award.
-  **Embrace** the Award and learn more about the benefits and impacts it can have. Many of the extra-curricular activities your child is already doing can contribute to their Award.
-  **Support** young people to do the Award: consider offering to help your child's local Award unit by offering your time and talents to support other young people.
-  **Refer** people to the Award: encourage others to consider delivering, volunteering, or participating, to ensure more young people can benefit.
-  **Pay it forward:** By making a donation to the Award, you can help another young person to benefit from the impact of non-formal education and learning and become world ready.

Young people face exceptional challenge and change. There has never been a more important time to ensure that they are equipped to be resilient and adaptable to that change. To be ready to take on the world of today and tomorrow, The Award is here to help.



















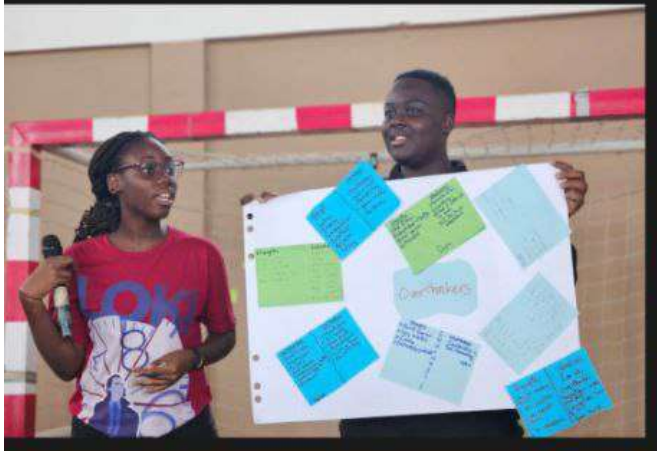
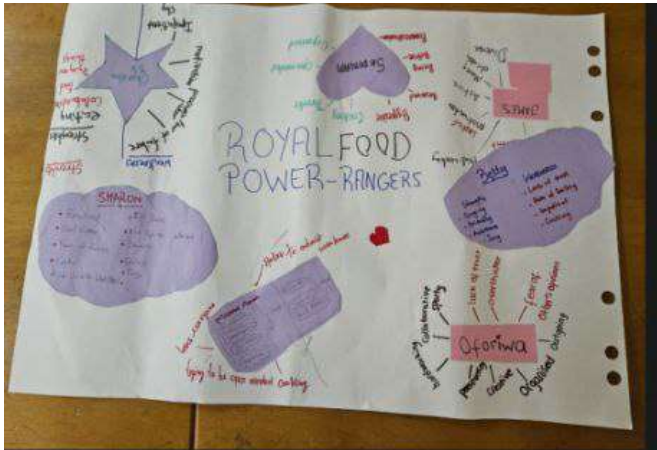




















The Wellbeing Department welcomes you to TIS!

Hello, newbies and continuing students! This is *Albright Banibensu*, your Wellbeing Counsellor.

As the name suggests, your well-being is very important to me and my team. We are very passionate about ensuring that you are doing well in a holistic way. This means that we are concerned about and provide you with professional help so that you will maintain a good balance in all that you need to do. It all starts with the health of your mind. If you are overly worried and feeling anxious and overwhelmed and do not know how to handle these, you will find yourself feeling sick and generally unfit. If you find yourself avoiding other people or overly dependent on others, those could be signals that you need to speak with us for help.

Sometimes, it's not just about what's happening at school that can affect how you feel, but also the challenges you face as you grow up. Are you feeling stressed about your schoolwork or finding it hard to keep up with your studies, even when you're putting in the effort? Do you feel overwhelmed by the pressures of school life or the expectations placed on you? If you're finding it tough to manage these feelings, remember that you're not alone. There's support available to help you navigate these challenges and find ways to thrive both in and out of the classroom.

I am a licensed Counselling Psychologist and Clinical Counsellor, and I lead a team of staff and students who are ready to support you. Be assured that all your issues will be kept secret (confidential) unless they are issues that are a threat to you and others. Feel free to pass by even if you have nothing bothering you currently. I want to meet you and know you.

Locate the Wellbeing Department on the first floor of the **Project building in room PC2 #1**.

## ASA - TIS Cosmetology Club @ HIBS Africa, 2024

We are thrilled to announce that 24 students (G9, 10 and 11) from the **TIS Cosmetology Club** will participate in **HIBS Africa, 2024**, the continent's largest hair and beauty show, this September. They will take part in workshops, hair shows, and more. We invite all parents and staff to attend and support our students in this exciting opportunity.

HAIR SENTA PMG PRAVOUS MEDIA GROUP #BE THE GO TO BRAND

# HIBS

AFRICA 2024

**THE DIAMOND EDITION**  
an event with every element including master classes, competitions, photo stage challenges and even new innovative events this year

EVENT DATE:  
**SEP. 6TH-8TH**  
FROM FRIDAY - SUNDAY

EVENT VENUE:  
**THE GRAND ARENA**  
ACCRA INTERNATIONAL CONFERENCE CENTRE

## THE BIGGEST HAIR & BEAUTY TRADE SHOW

THE HAIR SENTA INTERNATIONAL BEAUTY SHOW





# TEMA INTERNATIONAL SCHOOL SERVICE



At TIS, we believe that service, as one of the four pillars for student balance and ensuing success, provides a hands-on experience to demonstrate how we can make the world a better place through action and an understanding that success comes from helping others grow and becoming empowered.



**EDUCATION FOR A BETTER WORLD**

## COUNSELLORS' CORNER



**Dearest Students, in a supportive and committed learning community here at TIS, you have no option but to hit the start button and start right!**



**Want to Start Right? Do These:**

- ✓ Know your priorities. What is urgent, important and necessary
- ✓ Set realistic goals but do your personal best, as Dr Ken puts it succinctly!
- ✓ Spend your time with the right people who bring out the best in you!
- ✓ Enjoy work and play too. You need the balance!
- ✓ Cultivate the spirit of excellence for growth, correction and development.
- ✓ Don't compromise on integrity!
- ✓ You need guidance? Talk to the University Guides, we are here for you!





## DP2s: It's The University Application Season US Only.

### Ground Rules:

- ✓ Book a slot with your assigned counsellor to ensure continuity of the process. It's one-on-one! Just you and your assigned counsellor and your parents at the centre of the discussion.
- ✓ Stick to your timelines and pay attention to global deadlines.
- ✓ Be proactive and upbeat!
- ✓ Be available as we guide you at every step of the process!
- ✓ Take action your time is now!



### DP2s Applying to the US? #Good to Know#

- ✓ To increase your chances, make sure you meet or exceed the college's admissions requirements.
- ✓ Submit a well-rounded application that includes competitive grades, standardised test scores, letters of recommendation, personal essays and [extracurricular activities](#).

### DP2S’: Applying Early Decision, Early Action US Only?



EARLY DECISION	EARLY ACTION
<p><b>BINDING</b></p> <p>Once accepted, you must remove all other applications</p>	<p><b>NON BINDING</b></p> <p>Opportunity to review other offers and apply to other schools</p>
<p><b>FINANCIAL IMPACT</b></p> <p>No ability to appeal financial offer--if any given</p>	<p><b>FINANCIAL IMPACT</b></p> <p>Ability to appeal and leverage other financial aid awards</p>
<p><b>SECOND CHANCE</b></p> <p>YES, if you are deferred you will get a second chance during regular admission</p>	<p><b>SECOND CHANCE</b></p> <p>YES, if you are deferred you will get a second chance during regular admission</p>
<p><b>WHEN DO I?</b></p> <p>You know financial position, researched the school entirely and have visited at least two times</p>	<p><b>WHEN DO I?</b></p> <p>With highly selective state schools and when you have researched 6 to 10 other college options</p>



## DP2S’: Applying Early Decision, Early Action, Regular or Rolling?

**DEFINITIONS OF ADMISSION OPTIONS IN HIGHER EDUCATION**



STUDENTS: WHICH COLLEGE ADMISSION PROCESS BEST SUITS YOU?				
Non-Restrictive Application Plans			Restrictive Application Plans	
<b>Regular Decision</b>	<b>Rolling Admission</b>	<b>Early Action (EA)</b>	<b>Early Decision (ED)</b>	<b>Restrictive Early Action (REA)</b>
<p><b>DEFINITION:</b></p> <p>Students submit an application by a specified date and receive a decision in a clearly stated period of time.</p>	<p><b>DEFINITION:</b></p> <p>Institutions review applications as they are submitted and render admission decisions throughout the admission cycle.</p>	<p><b>DEFINITION:</b></p> <p>Students apply early and receive a decision well in advance of the institution's regular response date.</p>	<p><b>DEFINITION:</b></p> <p>Students make a commitment to a first-choice institution where, if admitted they definitely will enroll. The application deadline and decision deadline occur early.</p>	<p><b>DEFINITION:</b></p> <p>Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED or EA or REA to other institutions. If offered enrollment, they have until May 1 to confirm.</p>
<p><b>COMMITMENT:</b></p> <p>NON-BINDING</p>	<p><b>COMMITMENT:</b></p> <p>NON-BINDING</p>	<p><b>COMMITMENT:</b></p> <p>NON-BINDING</p>	<p><b>COMMITMENT:</b></p> <p>BINDING</p>	<p><b>COMMITMENT:</b></p> <p>NON-BINDING</p>

Click here to know more: <https://peachtreecollegeplanning.com/applications-early-action-vs-early-decision-2/>  
<https://www.forbes.com/advisor/education/online-colleges/college-early-action-vs-early-decision/>

### For US Applications Only



**QUESTBRIDGE COLLEGE PARTNER**

## Why apply?

Through the National College Match, high-achieving high school seniors from low-income backgrounds can apply for early admission and full four-year scholarships to the nation’s best colleges. We review all applications holistically, and there are no absolute criteria or cut-offs for GPA, standardized test scores, income, or other factors. Take this chance to dream big.

<https://www.questbridge.org/apply-to-college/programs/national-college-match/apply>

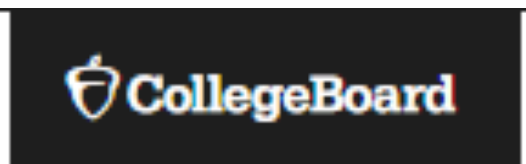
## DP2s: Helpful Resource University Search Engines Just for You - US Only!



SEARCH ENGINE



<https://www.niche.com/colleges/search/best-colleges/>



<https://www.collegeboard.org/>



<https://www.appily.com/>



<https://www.usnews.com/education/best-colleges/articles/websites-to-kick-off-your-scholarship-search>





## A Gentle Goodbye

A good send off to you Aunty Eunice, for taking up a new challenge in Accra. We are grateful for your leadership and teamwork during your time at TIS. All DP2 students, under her close supervision have been reassigned to her team members who she works closely with, for continuity of ensuring 100% university placements of our students, in any location of their choice. We are confident for a smooth and successful university application journey for the 2024/2025 academic year too! Rest assured, as we do what we do best, we will work with you at every step of your university application journey with no bumper rides!

Once again thank you, Aunty Eunice.



## Standardized Test



## 2024-2025 TEST DATES

**Want to Register for SAT But Don't Know How? Follow the Links!**

- ✓ <https://satsuite.collegeboard.org/sat/registration>
- ✓ SAT Registration Fee beginning with **August 24, 2024, the SAT registration fee is \$68, plus a \$43 international fee \$ 111.** Click here: <https://satsuite.collegeboard.org/sat/registration/international-testing/>
- ✓ Click here for more information <https://www.bestcolleges.com/test-prep/sat/registration/>

If having Troubles Registering contact **Aunty Portia** in person or by email at [portia.atubiga@tis.edu.gh](mailto:portia.atubiga@tis.edu.gh)

### DIGITAL SAT TEST DATES 2024/2025

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
Aug. 24, 2024	Aug 4, 2024
Oct. 5, 2024	Sept 15, 2024
Nov. 2, 2024	Oct 13, 2024
Mar 8, 2025	Feb 16, 2025
May 3, 2025	April 13, 2025

SAT is this Saturday 24 August 2024. Reporting time for breakfast is 6:50am. Be ready!



✓ **Online payment only with Visa/credit card NEW; ACCEPTABLE IDs ARE THE VALID UNEXPIRED PASSPORT IN ADDITION TO GHANA'S NATIONAL IDENTIFICATION CARD (GHANA CARD), AS OF AUGUST 2021 ONWARDS.**

<https://collegereadiness.collegeboard.org/sat/register/international/policies>  
<https://satsuite.collegeboard.org/sat/dates-deadlines>





**2024/2025 TEST DATES (COMPUTER-BASED TESTING ONLY!)**

- ✓ **ACT Registration Fees (Online payments only: Visit [www.actstudent.org](http://www.actstudent.org)): ACT Registration Fees \$171.50, with writing \$196.50 (Online payments only: Credit Card)**
- ✓ **Note: Cost of registration is subject to change.**
- ✓ **(TIS Test Centre Code: 870390, but inform counsellor first).**

**ACT TEST DATES 2024/2025 (COMPUTER-BASED TESTING ONLY!)**

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
Sept 14,2024	Aug 11, 2024
Oct 26, 2024	Sept 22, 2024
April 5, 2025	March 2 2025
June 14 2025	May 11 2025



- ✓ **Click: <https://global.act.org/content/global/en/products-and-services/the-act-non-us/registration.html>\*to complete registration, payment must be made online in full with a credit card.**



<https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/free-act-test-prep.html>

<https://www.bestcolleges.com/blog/free-act-prep-resources/>

<https://www.act.org/>

# TIS INTEGRITY Code

**“TIS, as a family school that provides unique experiences, embodies a spirit of integrity and respect for others which are central to the personal, academic and ethical development of each member.**

**As a TIS family member,**

**I promise to uphold and demonstrate its values,  
and protect the reputation of the school.**

**I make this pledge in the spirit of honour and trust.”**





