

TIS RECORD

P: +233 303305134 | E: info@tis.edu.gh | W: www.tis.edu.gh

At TIS,

we believe experiential learning allows our students to understand the theory in the classroom to practise across the real world, where personal experiences and reflections add real meaning and a sense of purpose to each student, while making the world a better place.

Contents

- PYP News: Page 11
- DP News: Page 20
- Hostel News: Page 23
- Sports Report: Page 40
- CASSA News: Page 45
- Counsellors' Corner: Page 70

Key Dates

- 30/8/24: TIS soccer championships
- 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

Be curious about everything.
Never stop learning. Never stop growing.

- Caley Alyssa



Pioneer Connections

We have another TIS Pioneer connection in 2024.

It was a pleasure to meet the Pioneering Pioneer, Abigail Ahadome, when she visited the school to meet her niece Janelle Ahadome (8).

Abigail is the first pioneer student listed from our Pioneer Class on the TIS Wall of Fame near the admin building.

We look forward to Abigail participating in different Alumni events. We also look forward to more pioneer class connections in the future.

Visiting Protocols

Saturday or Sunday? Not both. Please think of others when booking. I will cancel the second visit on any weekend. One



"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

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>
- Please inform your son or daughter if you have booked a visit to see them and let them know the day and time so they can meet you near the Admin building security gate. This will save you lost visiting time.

child - one hour. I will cancel the second hour if there is only one student involved. For more than one child, you can book a maximum of two hours. Arrive on time. Leave on time. If you book for 2.00-3.00pm and you arrive at 2.50pm, you have only 10 minutes not 60 minutes.

Inform your child of the date and time of the visit so they can greet you on arrival and you do not waste valuable time finding out where they may be.

Check the calendar to avoid conflicts. Last Sunday was annual performance auditions so some students may not have appreciated a visit.

Book early in the week. If not attending, please cancel early so others may book. If you have difficulties booking, email me with the preferred date and time and I will see if I can assist. But no late requests.

Please see page 6 of this edition for the food items that you may bring to a visit. But do not bring too much food so that students are over-eating.

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

Dr Ken Darvall (Principal). principal@tis.edu.gh





Making US Proud

- **Mika Mensah (12)** was also a Peer Buddy who gave up the end of her summer break to prepare for, welcome and settle as Newbies when they commenced on 14 August. Mika is also Secretary of Peer Buddies. Thank you for Making Us Proud, Mika
- **Paa Kow Oppan, a Grade 3 PYP student**, took the initiative to plan the Unit of Inquiry before the semester began and confidently presented his ideas to his peers, demonstrating a strong attribute of being an inquirer and an effective communicator.
- **Ms. Ruth Lawson, the PYP French teacher**, meticulously completed all her planning, ensuring that every detail was aligned with the most current updates showing great commitment to her work.
- **Oforiwa Sakyi-Addo (11)**, scored 47 points in the final 2024 MYP eAssessments. This was the school's second highest score behind Kiros Essilfie who scored 50 points. Congratulations.

Making Us Proud

Michal (5), Sean (4), Elikem (3) and Ariella (6) for their reflections in last week's Bulletin.

Cyril Bannerman (7), Raymond Amlalo (7), Humphrey Tenge (7), Kadmiel Annan (7), Janelle Ahadome (8), Geneisis Mainoo (7), Megan Mayilamene (7), Karen Kasami (9), Nicole Davidson Amaning (9), Pamela Tweneboah (9), Jillian Domey (9) and Gemma Dzareh-Dzah (9) for their Newbies' reflections last week.

Nana Aisha Hussein (12), Ekuba Bervell-Ackah (12) and Nana Ama Adjagar (12) who are the project leafers of the TIS Shepherd's Errand Mission.

Nana Aisha Hussein (12), Ezra Aim-Somuah (12), Ryan Lokko (12) and Prince Cobbinah (12) who were the members of Team EcoVillage who won the Academic City University College Excellence Award.

Adelyne Achiampong (10) for her Vision of Hope Personal Project initiative.





**BALANCE
@
TIS**

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.

PACKAGES FOR BIRTHDAYS & VISITING

Items Allowed

- ✓ **Muffins/Cupcakes**
- ✓ **Finger Foods** (Chicken Pieces, Pizzas, Spring Rolls, Khebabs & Samosas)
- ✓ **Soft Drinks & Fruit Juices**
- ✓ **Non-Alcoholic Wine**

Not Allowed

- ✗ **Cakes with icing**
- ✗ **Cooked food except those listed above**
- ✗ **Alcoholic Drinks/ Beverages**



All left over food must be sent home

- **Visiting Days - Saturdays & Sundays**
- **Visiting Time - 2:00 PM - 5:00 PM**
(Visits must be booked online, as per the TIS Bulletin)

PLEASE NOTE:

- Birthday items can only be delivered on
 - Fridays, 4:00 PM - 6:00 PM
 - Saturdays & Sundays, 12:00 PM - 5:00 PM
- All food items will be inspected and approved by a hostel parent and security officers at the hostel gate.
- All food items not listed will be returned.

For clarification, contact the hostel parent/ security on duty

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
		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		

November 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

December 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				

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

S1 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 st 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 st 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

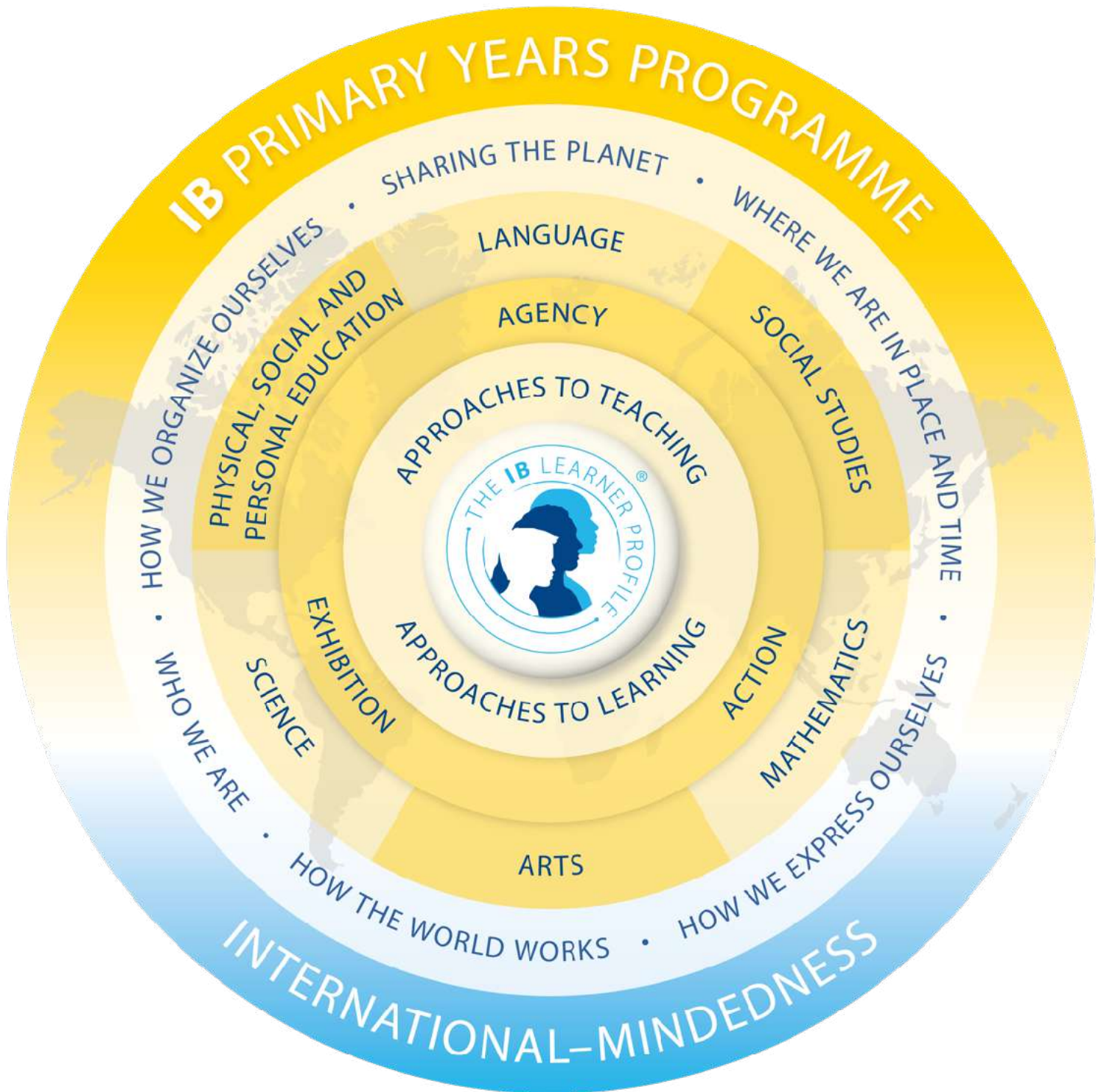
S1 Internal Dates (Primary School Campus)

7/8/24	Staff prep commences
16/8/24	Meet the teacher session (1.30pm)
19/8/24	First semester commences
7/9/24	Parents Training Session
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 Celebrations
11/11/24	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 Celebrations
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

v. 120824



Building Early Foundations @ TIS Primary Campus

At TIS Primary School Campus, we recognise the significance of the early years in establishing a solid foundation for lifelong learning. Our approach nurtures curiosity, creativity, and critical thinking by integrating play, inquiry, and structured learning. Here's how we build these early foundations.

Learning Through Symbolic Play

At TIS Primary School Campus, we understand that young children learn best through play. We integrate both structured and unstructured play into our curriculum. Symbolic play, where children use their imagination to role-play various scenarios, helps them develop problem-solving skills and social understanding. Children naturally enhance their cognitive and emotional skills by engaging in activities that mimic real-life situations.

In the Early Years, play progress reflects observing and assessing children's knowledge, skills, and attitudes to provide developmentally appropriate experiences. Dramatic play, in particular, allows children to express themselves, explore feelings and language freely, discover personal traits, and develop motor skills. Children's dramatic play evolves through stages similar to those of other forms of play, such as solitary play and cooperative play. Research shows that each type of play is evident at every stage of development, with some styles dominating at different stages.





Inquiry-Based Learning

At TIS Primary School Campus, inquiry is at the core of our educational philosophy. We encourage students to ask questions, explore, and investigate topics that ignite their curiosity. Through guided inquiry, children learn to think critically and independently seek answers. This approach makes learning more engaging and instils ownership and enthusiasm for discovering new concepts.

Language Development

Language development is integral to our curriculum at TIS Primary School Campus. Reading is a cornerstone of early education, and we emphasise building strong literacy skills from a young age. Our approach includes phonics mastery, storytelling, and interactive reading sessions that promote language acquisition and comprehension. Creating a rich language environment, we help children establish a solid foundation in English and other languages. Language development is woven through all dramatic play activities, with talking and listening skills forming the narratives that are the basis of reading and writing.

Mathematics

Early mathematics education at TIS Primary School Campus is both fun and educational. We introduce basic concepts such as counting, shapes, and patterns through hands-on activities and visual aids. Integrating math into everyday activities makes numeracy a natural part of the learning process. Starting from the Early Years, we explore various mathematical concepts, use mathematical languages like full, empty, and more/less, create patterns, and solve problems using loose manipulatives like sand, uncooked rice, and water.



Assessment in the Early Years

At TIS Primary School Campus, assessing young learners is approached with care and intention, prioritising their growth and development. Our assessments are designed to be supportive rather than punitive, focusing on each child's progress and identifying areas for further development. We use a combination of observational assessments and developmental checklists, which help us understand each child's learning journey and tailor our teaching strategies accordingly.

Observational assessments allow us to gather insights into children's behaviours, interactions, and engagement during various activities, providing a comprehensive view of their learning process. Developmental checklists help us track specific milestones and skills, ensuring that our support is personalised and meets the unique needs of each student. Using these tools, we aim to create a nurturing environment that fosters growth and celebrates each child's achievements.

Unit Celebrations

Unit celebrations are a cherished and integral part of our early years curriculum, designed to highlight and showcase the achievements and learning milestones of our young students in a meaningful and memorable way. These events are more than just a recognition of the children's hard work; they celebrate the foundational skills, knowledge, and personal growth students have gained throughout their learning journey. Students can share their learning experiences with pride and confidence by showcasing their projects, performances, and presentations.

These celebrations reinforce the strong sense of community and pride central to our school's values, even at an early stage. They provide a platform for young learners to reflect on their accomplishments and for the entire school community to come together to support and appreciate each child's unique contributions. We aim to create lasting memories for students and the school community, fostering a deep connection to the school and a shared commitment to lifelong learning from the beginning of their educational journey.



Guest Speakers and Learning Tools

At TIS Primary School Campus, we enhance our students' educational experiences by inviting guest speakers from various fields to share their expertise and inspire curiosity. These interactions expose students to real-world perspectives and encourage them to explore new interests. Additionally, we utilise a diverse range of learning tools and resources, from digital apps to educational games, to support different learning styles and meet the varied needs of our students.



Parental Involvement and Support

Education is a collaborative effort between school and home. At TIS, we provide parents with resources and strategies to support their child's learning beyond the classroom. We ensure that parents are well-informed and actively engaged in their child's educational journey through workshops, newsletters, and regular communication. Our commitment to early education is evident in our comprehensive approach to learning. We lay a strong foundation for a successful and fulfilling educational experience by integrating play, inquiry, and structured educational activities.



At TIS Primary School Campus, we recognise that the Early Years are a critical period in a child’s development, where the foundation for lifelong learning is built. Our approach is designed to nurture each child’s natural curiosity and creativity, fostering a love for learning from the beginning. Combining play, inquiry, and structured educational activities provides a balanced environment that supports cognitive, emotional, and social growth. Together, we build a strong foundation for a bright and successful academic journey.

Change ^{the} World Through Excellence

#Make a Difference





Be a content creator, not a content imitator.

Academic integrity is a responsibility
of the whole IB community

Visit our website to find out more: ibo.org/academic-integrity






THE DIPLOMA PROGRAMME CORE

The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay (EE). These core elements provide the bridge for students to connect their learning in their subject areas with the IB learner profiles so as to acquire holistic education.

Theory of Knowledge

Theory of knowledge (TOK) is an interdisciplinary course that develops critical thinking and perspectives in students. TOK engages students with open-minded discussions on topical issues where viewpoints are evaluated from different perspectives, and attempts are made to identify underlying assumptions and values that shape what we claim to know. In summary, "The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing." (TOK Guide 2022). The TOK course curriculum is made up of three interconnected parts:

-  **The core theme:** knowledge and the knower: This theme deals with how we come to know, how our values, assumptions, and knowledge communities impact what we know.
-  **Optional themes:** This part offers teachers and students an opportunity to have in-depth discussion of themes that significantly impact and shape our perspectives and identities as knowers. At TIS, we treat knowledge & technology and knowledge & religion.
-  **Areas of knowledge:** Five compulsory areas of knowledge will be explored under a knowledge framework: history, the human sciences, the natural sciences, mathematics and the arts.

The TOK **essay** is externally examined but the **exhibition** is internally marked and externally moderated.




Extended Essay

This is a substantial piece of academic writing, with a word limit of up to 4,000 words, allowing students to delve deeper into a topic of their choice. The essay requires students to formulate a research question, engage with primary and secondary sources, analyze information, and present their findings in a coherent manner. Extended essay fosters essential academic skills such as critical thinking, research methodology, and academic writing, which are invaluable for success at the university level. By conducting independent research, students learn how to approach complex problems, evaluate sources, and develop well-reasoned arguments. This experience provides them with a strong foundation for the demands of higher education, where such skills are crucial.

The EE is externally examined by IB examiners.

Creativity, activity, service

This is an experiential learning experience that encourages students to develop their personal and interpersonal growth by providing them opportunities to self-determination and collaboration with others. The three strands of CAS are characterized as follows:

-  Creativity – arts, and other experiences that involve creative thinking.
-  Activity – physical exertion contributing to a healthy lifestyle, complementing academic work.
-  Service – an unpaid and voluntary exchange that has a learning benefit for the student. Students undertake action that make the world a better place by helping others.

CAS projects challenge students to show initiative, demonstrate perseverance and develop skills such as collaboration, problem solving and decision making.

CAS is not formally assessed but students must meet set engagement requirements to earn the Diploma.



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

HOSTEL CORNER



Being in a boarding school is a significant adjustment, especially when it's your first time away from home. At TIS, students are encouraged to immerse themselves in the community, participate in activities, and connect with others.

*Saturday night was a highlight! Freshmen's Night showcased the talents of our new students, creating an atmosphere that was both exciting and relaxing. The performances on stage were truly memorable, and the **reflections** from the students captured the spirit of the evening.*

My opinion on the 'Freshman's Night' was not the best initially because it was compulsory for every newbie. As someone with stage fright, it was really 'annoying' that I didn't have any choice but to stand in front of the whole school and do something that could potentially be embarrassing and traumatising. So, going into the rehearsals, I wasn't feeling the best or wanting to put in my all because I was being forced. During the rehearsals, I was concerned about many things, namely the song list for the performers. So, in the form, we were asked for our names, grades and the songs we needed. In the first rehearsals, we were asked again, which I didn't understand but still did just in case. Then when we all couldn't rehearse, we were asked for our songs again. This was quite concerning because, on D-Day, we were still being asked for our songs. I got upset because we were asked to fill in the forms by Wednesday, so they had from Wednesday till Saturday to get the song list, but it was still not prepared. That was very frustrating. So, during the performances, it was okay and fun in some ways. I still had my stage fright, so my performance wasn't enjoyable. But overall, it was great.

~ Maame Sika DP 1

Participating in the Fresher's Night at my new school was both exhilarating and nerve-racking. As a newcomer, this event represented more than just an opportunity to showcase my talent, it was my first real chance to connect with my peers and make a lasting impression.

Reflecting on the experience, I see it as a significant opportunity for me to come out of my shell and integrate into a new community. Excitement and anxiety accompanied my preparations when I was informed that participating in the Fresher's Night was compulsory. Choosing to perform a dance routine, something I had loved doing for years but had rarely shared publicly, felt like a bold step. The preparation was intense, filled with rehearsals, self-doubt, stage fright and nervousness, but it also provided a sense of purpose and motivation. It was a way for me to contribute to the school community and, hopefully, positively impact those around me. In conclusion, participating in the Fresher's Night was a valuable and transformative experience. It allowed me to overcome my initial apprehensions, make friends, and gain confidence in my abilities. It highlighted the importance of togetherness and community as TIS is a Family school. Events like these can bridge the gap for new students, making them feel welcomed and valued. This night was more than a showcase of talent; it was a celebration of new beginnings and a significant step towards finding my place in a new school. I'm very grateful to have had this experience and look forward to my new family here at TIS. ~*Ameerah Nia Ligbi (Grade 9)*



After finding out about freshman night, I felt very uneasy as I did not know what to do in front of the whole school. After deciding whether to join a group, I sang a song alone. It was a great idea to practice before the actual event. The student-led rehearsals were very productive and I felt calmer after the practice. The event was inspiring, I almost lost my voice from cheering people. All the students were so supportive of all the performances, whether or not the person did well or not. All in all, it was an amazing experience and I really enjoyed myself.

Two days before the BIG Night, we had some rehearsal and, at that time, I was planning to play some drums. So I just practised playing the beat that I wanted to do. I knew that my show would be boring, but the show was to see the talent of the newbies, so I stuck with drums. The next day, we did our second to last rehearsal and I still stuck with the drums. On Freshman

night, we had our final rehearsal right after lunch. That night was the night. I was getting nervous, but I saw that the Grade 7s were going first, so I knew that it wouldn't be my turn for a long time. A particular performance made me change my performance at the last minute Bradley's performance. He was singing a song and everyone was hyping him up and I didn't want to turn the hype down, so when they said there would be a break, Sean and I had the same idea. Getting sturdy. So we told the seniors what we wanted to do. We picked the song and told the producers when to put the song on. The plan was that I would play the drums then drop the stick and would pretend like I was injured. Sean would come onto the stage, then the song would play. I grabbed my leg like I was injured, and then I would get sturdy with him. While dancing, I saw many people around the edge hyping us up. As we continued, we got more and more hyped up. I got tired so we ended our performance and everyone was applauding us. Overall, I think I made a good decision to change my performance at the last minute. ~ *Elias Cisse Grade 8*



Two days before the BIG Night, we had some rehearsals and, at that time, I was planning to play some drums. So I just practised playing the beat that I wanted to do. I knew that my show would be boring, but the show was to see the talent of the newbies, so I stuck with drums. The next day, we did our second to last rehearsal and I still stuck with the drums. On Freshman night, we had our final rehearsal right after lunch. That night, was the night. I was getting nervous, but I saw that the Grade 7s were going first, so I knew that it wouldn't be my turn for a long time. There was a specific performance that made me change my performance at the last minute Bradley's performance. He was singing a song and everyone was hyping him up and I didn't want to turn the hype down, so when they said there was a break, Sean and I had the same idea. Getting sturdy. So we told the seniors what we wanted to do. We picked the song and told the producers when to put the song on. The plan was that I would play the drums then drop the stick and would pretend like I was injured. Sean would come onto the stage, then the song would play. I grabbed my leg like I was injured, and then I would get sturdy with him.

While dancing, I saw many people around the edge hyping us up. As we continued, we got more and more hyped up. I got tired so we ended our performance and everyone was applauding us. Overall, I think I made a good decision to change my performance at the last minute. ~ ***Kekeli Agyekum Grade 7***



When I came into the school, freshmen night was not an initial thought wandering in my head although I heard past students share their experience of performing on freshmen night it was not something I was anticipated for due to it being out of my comfort zone. The decision was made, and I was going to perform; in search of what to do, I asked former students which genre of music would get the crowd moving, which is also mainstream; thus, the crowd would sing along. I got lots of song recommendations such as; “Heartbreak Anniversary” - Giveon, “Love” - Keyshia Cole, and “All Falls” - by Kanye West ... just to name a few. I spent days looking for the right song to perform, asking questions, watching performances and even trying to find a competent excuse to avoid performing on freshmen night until I randomly heard Snooze playing in the next-door room. Snooze is catchy, has a flow to it, is mainstream and the song is only two minutes, Snooze was the perfect song. I spent the next few days learning the lyrics of the entire song. In no time I was able to sing the song from A-Z. Performing alone was never a thought of mine so I sought a partner to share the spotlight with. Most of the newbies were already in groups except Joziah, who claims to have an “angelic voice”; therefore, it was a no-brainer to perform with him. As freshman night got closer I became more anxious and kept forgetting the lyrics. Joziah and I even contemplated whether we should change the song or not but time was not on our side. Freshman night was the next day and we were not trying to embarrass ourselves. The day came upon us and the performance was a success and a great way to build myself. ~ ***Nii Armah Grade 9***

When I first heard of freshman's night, I was very anxious and nervous in regards to publicly performing in front of many unfamiliar faces, but a very little part of me was excited due to what I had heard some friends say about it and how it is fun and exciting to see everyone's performances. At rehearsals, I think I was even more nervous than before, but I wanted to have fun overall and make a memorable experience out of it, so my friends and I practised on stage (although it was not the best) and still maintained a positive attitude. When the night came for us to perform, I was more excited than before but still a little nervous. However, when we got on stage and heard the support from the students, I felt much better and more comfortable putting my best foot forward. Overall, I enjoyed freshman's night and will definitely be a memory I'll never forget. *Zoey Opore, DP 1*



I felt concerned about how I was going about it when I heard about freshmen's night since I had never heard of this event before. I figured it was a sort of rite of initiation to be considered a student at the school. During newbie's week, I was already thinking about what I was going to do since the older students, especially my roommates, spoke of how important this night was for all the students, both newbies and oldies. Since I decided what I was doing late due to orientation, I only spent a few days preparing. I chose 'O Holy Night' because it was a song; I was used to singing, so I was already familiar with the lyrics, so all I had to do was practice timing. I was initially going to do poetry but felt that it would take too little effort into preparing. I felt nervous about the upcoming performance and hoped that everything would go well. During the actual day of rehearsals, there were technical difficulties, so I did not get to practice until judgement day. This seriously decreased my confidence on whether I was ready to perform. After the performance of freshmen night, I felt relieved that I would never have to experience this ever again. It was like a huge burden was lifted off my shoulders. I was told by various people that I did well, so it helped improve my confidence a little. Overall, I give thanks to God that everything went well. The expectations of the students put a lot of pressure on not just me but all the students in general. ~*Oluwanifemi Toriola DP 1*



My hands were shaking when I first heard about the freshmen' night. I was unsure what to do, what to wear, who to perform with and who I wanted to be remembered as. My mind was trying to solve a puzzle with scattered pieces. Two days after the announcement, the pieces were slowly coming together, but it was not complete yet (at least I knew who I was performing with). The fresh feeling of fear began creeping inside me. While all the friends I decided to perform with knew all the steps, I was performing like I had two left feet and as a result no one felt the need to practice so I just sat down through every day of the week knowing achy behind my head that I was going to dance horribly.

Days passed as if it was seconds and it finally got to Friday (The day we had to practice)It was done in the MPH. Even though it was only the entertainment committee present I was still scared to practice because I was aware that I was not prepared enough. My heart almost left my body when they called our names to practice. It went as I expected. Horrible. I missed every step and my dance was off the beat. I sobbed a little and decided to put a lot of energy into my main performance the next day and practised extremely hard again the night came quickly and we were one of the last performances. I cheered so hard for the other performances that I lost my voice. I finally got my turn to perform. The spotlight was so bright that it blinded me, so I was unable to see the crowd, and I could only hear the loud, supportive cheers that pushed me to perform to my heart's content. After the performance, I was reassured that I performed well because of the large amount of praise I received. Honestly, it was worth the shot and a lesson I learnt from this experience that "practice makes perfect." ~ *Akua Asafo Adjei*

The first time I heard of freshmen's night, nothing but dread filled me. I wouldn't say I liked the idea of going on stage to perform for the whole school. The days drew closer, and my dread became a reality. "What am I going to do for the performance?", "Will I do a solo performance", "and Will it go well". All these thoughts scarred through my mind. When I finally figured out what I wanted to do, a sense of relief washed over me. Klenam and I planned to sing an old-

school song: Love by Keyshia Cole. Saturday, after breakfast, we practised, and that familiar feeling came again, but it went well, and I was very confident about the actual thing. Freshmen's night came and went, the performances were an interesting mix of talent and whatever you call the opposite. What I like about TIS is that they cheer you on for any performance, and that really boosted my confidence. My act with Klenam went exceptionally well-- at least I think it did-- we got a lot of compliments after. I am grateful for this event and it gave us (newbies) a chance to showcase our talent. ~ **Maame Edu-Afful DPI**

Originally, when I was told about Freshman Night, I was anxious at the thought of having to perform in front of many people. Not only because I was new but also because I had never performed in front of people before. However, after the first few performances, I realised how fun it could be. All students were supportive in the acts from Grade 7 to 11, whether cheering from the crowd or even jumping in front of the stage! ~ **Papa Intsiful DPI**



Leading up to the event, I wasn't particularly concerned about the Freshman's night. That was until it was announced that it would happen next Saturday; that was a wake-up call for me. Following that, I was stuck on what to do to showcase my talents since my current skills and hobbies didn't seem to fit the stage. Eventually, I decided to play the ukulele, an instrument that I had learnt 6 years prior in the UK. Since then I hadn't had the time or energy to revise my skills, so I figured it was the best time to do that. This was around Wednesday-Thursday, and I went to visit the music department to borrow a ukulele- but at the time I arrived, it was closed down. That forced me to wait till Friday at 4:00 pm to return to finally get and practise it, until dinner came. There were rehearsals that day, but I didn't have the chance to do mine, so I had to do it the next day. At that point, it was the day of the event, and time was running out to learn the song. Unfortunately, that day I was too preoccupied with other activities during the day to practice much- so naturally, I chose to practice right up to and during the show. I waited until it was the year 9's rehearsals then I chose to leave the MPH to get some peace so

I could perfect the song. I practised for a solid 10-20 minutes nonstop before I decided it was enough (thanks to that, I now have a small blister on my right thumb). Funnily enough, that was the time my name was called. I had to rush back to the MPH, late, but ready. The performance itself was okay but a bit disappointing for me. This was because I had been learning the song up until the chorus, but when it was my turn, the song started at the chorus due to technical difficulties, leaving me to improvise the rest. Overall, I think it was a worthwhile experience, but not one I would do again soon (without training beforehand). ~ ***Alfred Kanu DP 1***



One of the most captivating moments of my time in TIS so far was rehearsals that took place for Freshmen Night. The energy in the room as we prepared for our performance was electric. The practice session had anticipation, but nothing on the surge that went through me the day the final rehearsal went on, and people started running up to the stage, hyping us up. It felt surreal; the excitement in the air was contagious, and that moment made me realise how big of a deal this night would be. Then finally came Freshmen Night. I cannot describe the adrenaline rush when I went up on stage with my friends. We performed Mo Bamba, and the hype was unreal. As the beat dropped, the crowd went wild, and we fed off that energy as we gave our performance of a lifetime so I would say. People ran up to the stage again, like in rehearsals, and it seemed we were on top of the world. It was indelibly etched in our minds, and it was worth all the hard work and nervousness. The Freshmen Night was not an event, but the defining moment of my time in TIS so far. One of the best! ~ ***Michael Awuah DP1***



Freshman Night was a vibrant kick-off to an exciting semester. As the day approached, my friends and I were excited and nervous. We organised a simple dance routine and prepared for the night. We were scared and anxious about performing in front of the entire school, and there were moments when we even wanted to give up. However, with encouragement from our classmates and seniors, we pushed through. When the night finally arrived, our nerves began to settle. As I watched everyone showcase their talents, I noticed the enthusiastic cheers and support for each performer. This excited me and made me question, "What if everyone doesn't enjoy my performance?" The nerves returned, making me even more anxious than before. My friends felt the same way, with some being more nervous than others. I tried to stay calm and reassure my friends that everything would be alright. As we walked onto the stage, the butterflies in my stomach began to settle when I heard the cheers and applause from the audience, even before we started our dance. That alone brought a smile to my face. The more we danced, the more applause we received. The event was filled with excitement and fear, and it was also a huge opportunity for me to socialise with many people I didn't know before, people who could become friends—and even family. ~ *Gwendolyn Obeng-Kenzo DP 1*

Before I came to TIS, my friend told me about freshmen night, an event that took place on the first weekend of the school year after the continuing students arrived. During this event, all the new students were expected to perform in front of the entire school. My friend assured me, "Whatever you do, we'll hype you up." As the days passed, anxiety and nervousness built up as my friends and I continuously practised and perfected our dance. On the night of the event, we watched as the performances unfolded. When our turn came, we were called on stage. As we ran up to the stage, I felt the anxiety and nerves leaving my body. With the spotlight shining in our eyes, we danced to the best of our ability and the audience did hype us up. Freshmen's night felt like an initiation into the school. After that night, I felt comfortable in my skin and I felt like I belonged. Freshmen's night allowed all new students to express themselves and showcase their talents. Moving forward, this night will serve as a reminder of where we started

and the potential we all have to make the next four years memorable and impactful. ~ **Kameela Kassim Grade 9**



Freshmen's' Night was an unforgettable experience filled with excitement and joy. When the seniors first told us about it, I was a bit nervous about showcasing my talent in front of a crowd, especially since my talent was dancing. I don't usually get scared or nervous easily, but dancing in front of a whole new school full of people I hadn't spoken to yet send a shiver down my spine. I was glad I got to dance with my friends, which made me feel a lot more comfortable. During rehearsals, I got a sneak peek of the other newbies' talents, which were amazing and made me question my performance. I started to worry that people might laugh at me. When the night finally came, the atmosphere was filled with energy, and I could feel the anticipation and fear in the air. The instrumentalists were dressed in their smart casual clothing, the singers were beautifully dressed, and the dancers wore different colours that complemented each of them. Watching everyone showcase their unique talents, from singing and dancing to playing instruments and performing comedy skits, was both inspiring and entertaining. As my friends and I were called on stage, my nerves started to settle down, mostly because the spotlight was shining on me and I couldn't see all the people watching. The audience cheered enthusiastically for everyone's performance, creating a sense of support that made the night even more special. I enjoyed every moment, from the hilarious jokes to the breath-taking performances. It was a night full of laughter, applause, and an amazing opportunity for me to socialize and make new friends in higher and lower grades. ~ **Nicole Davidson-Amaning Grade 9**

After finding out about freshman night, I felt very uneasy as I did not know what I could do in front of the whole school. After many decisions on whether to join a group or not, I decided to sing a song alone.

It was a great idea to practice before the actual event. The student-led rehearsals were very productive and I definitely felt calmer after the practice. The actual event was extremely

exciting, I almost lost my voice from cheering people. All the students were so supportive of all the performances, whether or not the person did well or not. All in all, it was an amazing experience and I enjoyed myself. *Angel Gracious Ogyiri DP 1*

I, a passionate pianist, prepared for their performance on freshman’s Night, feeling both excitement and anxiety. With the stage lights shining and the audience buzzing, they knew it was their moment to shine. They took a deep breath, walked onto the stage, and lost themselves in the music. The familiar melodies filled the air, and I felt a rush of pride and accomplishment. The piano became an extension of mine, and they poured their heart and soul into the performance. The audience erupted in applause, and I felt a rush of pride and accomplishment. Playing at Freshman’s Night was about showcasing oneself and sharing a passion with others and leaving a lasting impression. The experience bolstered their confidence and reaffirmed their love for music. I will always hold this night dear, a memory of conquering self-doubt and delivering a performance that resonated with the audience. ~ *David Bannerman Grade 8*





Monkeypox

The World Health Organization (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.

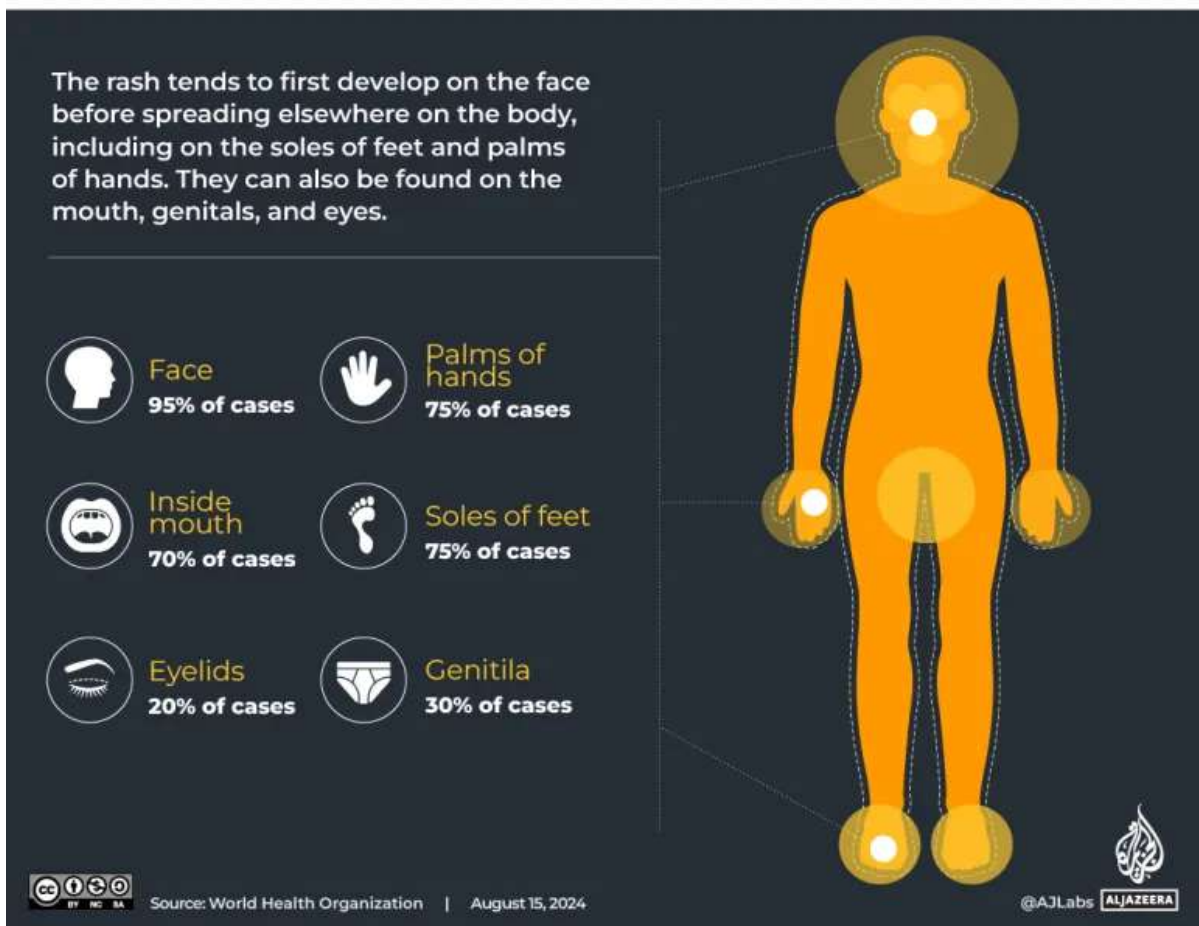
What Should You Do If You Think You've Been Exposed? If you suspect you may have been exposed to Mpox, it's crucial to seek medical advice immediately. Isolating yourself and informing a hostel parent, teacher or school nurse can help prevent further spread within our community. Early detection is key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

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

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 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



Tema International School



MAIN CAMPUS

**SECONDARY ADMISSIONS ARE OPEN FOR 2024/2025 ACADEMIC YEAR
FROM 3 OCTOBER 2023 UNTIL 31 MARCH 2024**

A family school, a unique experience.

Flexible online admission testing is available

ENTRY POINTS: Grade 7 (MYP 2) | Grade 8 (MYP 3) | Grade 9 (MYP 4) | Grade 11 (IB Diploma Programme)

Grade 7 (MYP 2)

Students should:

- a) Have completed Primary 6.
- b) Be aged 11+(at the time of admission).
- c) Complete a general aptitude test and interview.

Grade 8 (MYP 3)

Students should:

- a) Have completed JHS 1 or in JHS 2.
- b) Be aged 13+(at the time of admission).
- c) Complete a general aptitude test and interview.

Grade 9 (MYP 4)

Students should:

- a) Have completed Grade 8 or Basic Education Certificate Examination (BECE).
- b) Be aged 14+(at the time of admission).
- c) Complete a general aptitude test and interview.

Grade 11 (IB Diploma Programme)

Students should:

- a) Have successfully completed MYP 5, the IGCSE (Or its equivalent) or awaiting the results of the IGCSE.
- b) Be aged 16+(at the time of admission).
- c) Complete a general aptitude test and interview for non IGCSE & GCSE students (i.e. WASSCE, OCR, AQA).

To learn more scan this.



To enrol scan this.



The online application process can be completed at: <https://tis.openapply.com>
 For further information contact us on phone:
 +233 303 305134; +233 303 308737; email: admissions@tis.edu.gh
 Or come and visit the school (Opp Afariwa Farms, Off Tema-Akosombo Road)
www.tis.edu.gh



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.

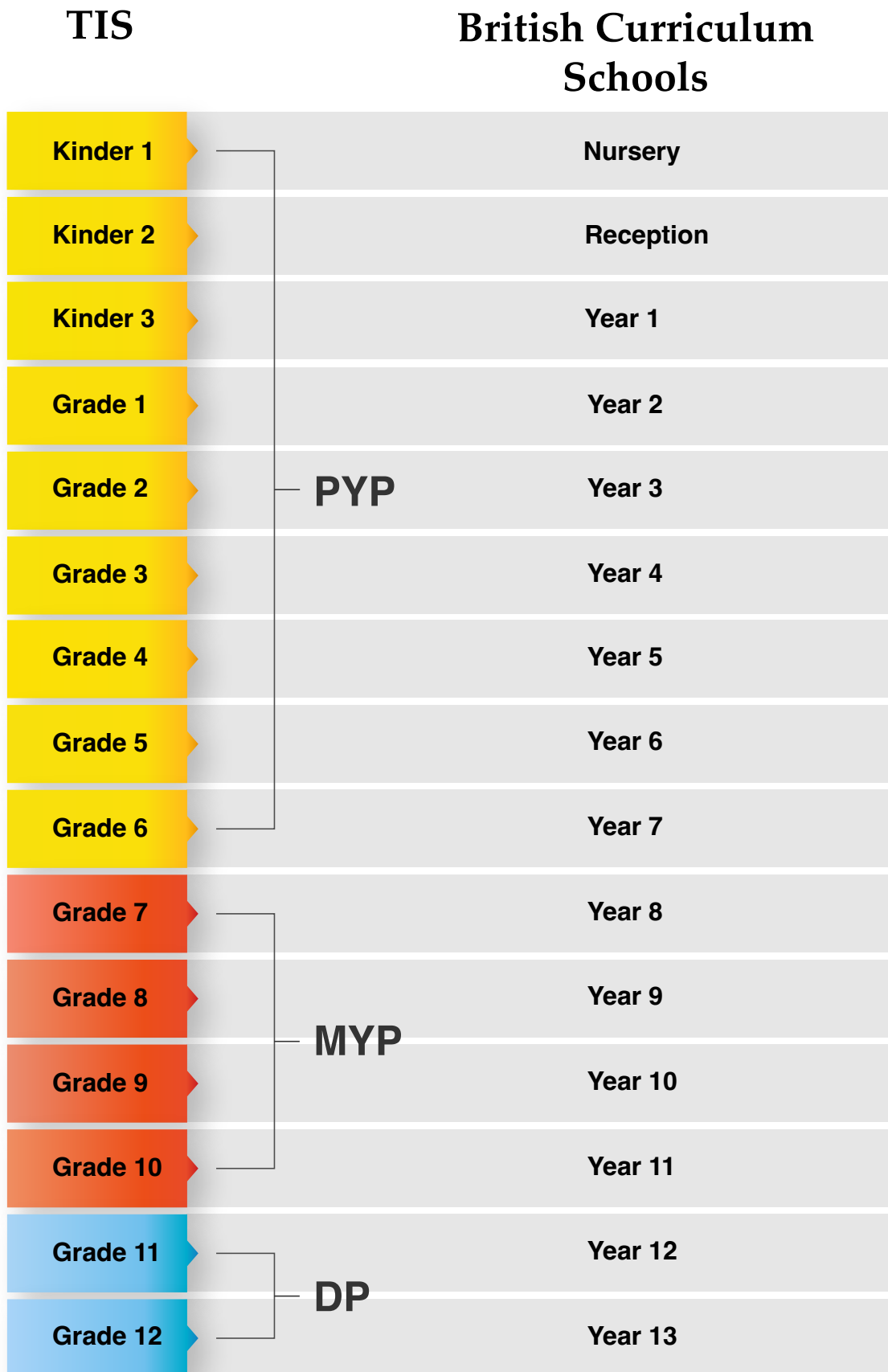
To learn more scan this.



To enrol scan this.



TIS Admissions Grade Chart



SPORTS REPORT

Francilia are the Junior Football Champions

As a way of fulfilling and introducing our junior teams and new students to two of our pillars (**Sports and Culture**), we had our annual inter-hostel junior soccer championships where Francilia took on Cathony. It was a way of welcoming our new students to the TIS tradition and providing them the opportunity to demonstrate appropriate skills and techniques in real game situations.

There was a lot to talk about as the young team members dazzled the entire school community with their show of sportsmanship through exciting footwork and team performance. The junior soccer championships offered our young and new students the opportunity to test their skills in game situations, enhance their technical and tactical abilities, foster teamwork and communication, and promote their personal growth and character development.

The Francilians were winners as Francis Hostel beat their Anthony counterparts by a goal to nothing. At the end of regulation time in the girls' division, Cecilia Hostel beat Catherine Hostel by three goals to nothing. As it stands, the Francilians have the bragging rights for a whole academic year.

Congratulation Francilia.

The experiences for our young students were varied and interesting. We have compiled a few for your reading:

Playing football for my hostel in boarding school has been one of the most enjoyable experiences of my life. It not only allowed me to stay active but also helped me build strong friendships with my fellow hostel mates. Every practice session brought a sense of excitement and camaraderie as we worked together to improve our skills. I learned the importance of teamwork—how every player has a role to play and how we had to support each other, both on and off the field. The thrill of competing in matches was unmatched. Scoring a goal or making a good play felt rewarding, while losing taught me humility and the need to keep pushing forward. These experiences shaped my character, teaching me resilience and the value of hard work.

Ivanka Binder

Teamwork is at the heart of football. No matter how skilled an individual player might be, success in football depends on how well the team operates as a unit. You learn to trust your teammates, communicate effectively under pressure, and share in the collective responsibility. Understanding that everyone has a role, from defense to attack, instills a sense of cooperation and mutual support. This collaboration teaches you that individual glory is secondary to team success—a valuable lesson applicable in many aspects of life. Football is also about handling

pressure. The thrill of competition, the anticipation of crucial moments, and the challenge of making quick decisions under pressure sharpen your ability to think clearly and act decisively.

These moments test your resolve and can be a reflection of how you handle stress in other situations. Learning to stay calm, trust your instincts, and adapt in the heat of the moment is a skill that can serve you well both on and off the field. Perhaps one of the most significant aspects of playing football is the resilience it fosters. In a game where losses are inevitable, you learn to bounce back from failure, analyse what went wrong, and approach the next challenge with renewed energy. Each setback is an opportunity for growth, and this mindset helps you develop a more positive, growth-oriented approach to challenges in life. In summary, playing football offers more than just the joy of the game. It cultivates discipline, fosters teamwork, builds resilience, and teaches you to handle pressure—all while providing a space for self-improvement and camaraderie. The lessons learned on the field extend into many areas of life, making football not just a sport, but a powerful vehicle for personal development.

Ewurama Fynn

My first competitive junior soccer match was both exciting and nerve-wracking. The game was much faster and more intense than practice, and I quickly felt the pressure to perform. I had some moments of success and others where I struggled, but overall, the experience taught me a lot about handling pressure, working with my teammates, and staying focused. It was a great introduction to competitive soccer and made me even more eager to improve. Personally, I don't really participate in sports or physical activities in general. But ever since joining TIS, this school has opened many more doors for me and taught me to try new things and learn new things every day in the short time I've been here. This was in fact a very new experience for me since I don't usually play sports so I'm extremely glad I participated in The inter-hostel junior Soccer match and actually won the match for my hostel, Cecilia. Overall, my first competitive junior match was a mix of excitement, challenge, and growth. It taught me a lot about myself as a player and as a competitor. I walked away with a sense of accomplishment and a clearer understanding of what it takes to compete at a higher level. It was a valuable experience that fueled my passion for the game and motivated me to keep pushing my limits.

-Ameerah Nia Ligbi

The Francis vs Anthony football match was very intriguing. From the 5:30am early morning practice sessions to the 4:00pm after school practice sessions, this game was a game to remember. There was so much pressure, considering that there were so many people watching and that match decided which hostel kept the big golden trophy. This was my first big football game and at the start, it didn't go so well. I kept on missing dribbles and losing the ball. The seniors at half-line told me that I should show myself, and that is what really got into me. Luckily, I did not get subbed and the spirit of perseverance kept me going to score a goal in the second half, leading my hostel, Francis to a 1-0 win.

Joziah Abor

Our match against Anthony hostel was filled with excitement and tension. As the captain of the Francis hostel team, I could feel the weight of responsibility to lead by example. Both teams were determined to prove themselves, with hostel pride at stake. From the first whistle, it was clear that this game would be fiercely contested, with both sides battling hard for every ball. The atmosphere was electric, with supporters cheering us on, adding to the intensity. I managed to get an assist, which gave us an early lead and set the tone for the rest of the match. Leading up to the game, our team showed incredible hard work and determination, waking up every morning to train for five days straight. This dedication paid off as we held our ground against Anthony's relentless attacks. We had to stay focused, working as a unit to protect our lead. When the final whistle blew, our 1-0 victory felt like a reward for all the effort and commitment we had put into our preparation. It was a win that brought our hostel together and showed the power of playing as a team.

Ambrose James

Last week Friday on the 23rd of August, I participated in a hostel soccer match, the Anthony versus Francis Junior Soccer Championship. I was called up for training on the 19th of August, 4 days before the match. Before the beginning of the training, I was told that this was an important match and I had to give it my all. I kept this in mind as I went to the field for the training. The first day was a series of endurance training as we jogged around the pitch approximately 5 times. The following days of training we participated in more active activities to improve our play in our positions, as well as our skill and touch. On the day of the match, I woke up with a thrilling feeling. The match was exciting and I believe that it was a fair match. I hope to play again and win a few more times.

David Tamakloe

The Anthony vs Francis junior soccer championships was one to remember, from the early morning practice sessions coached by Abanga and Lemuel to the game tactics given to us by Joseph and Ryan in room A7 “which were very questionable”. The match was one of the events I was highly anticipated for. I got the opportunity to start the game and was given the role as captain for Anthony, even though I scored a goal which was later ruled off by the referee, the match was very exhilarating. Francis became victorious at the end which could have been avoided by a simple finish from my team. Nevertheless the soccer championship match was up to standard.

Nii Amponsah Amarah





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

CAS-SA Corner

#MYP - Service as Action

Pen-Paling with Pinehurst School: A Cross-Cultural Journey in Service as Action



Have you ever had a friend you've never met? If you answered "Yes," then you're not alone! Our MYP2/Grade 8 students are currently engaged in an exciting **pen-pal exchange** with students from **Meridian Pinehurst School in South Africa**. This initiative is a part of their Cultural Heritage unit.

Through this pen-pal program, our students are exploring diverse cultural perspectives and developing a range of valuable skills and attributes central to the IB philosophy, particularly

international-mindedness. As they exchange letters, the South African students have shared insights about their culture from personal perspectives, and our students are thrilled to respond, describing their unique Ghanaian heritage.

Learning Outcomes: This pen-pal exchange fosters several key learning outcomes aligned with the MYP Service as Action framework, including:

- **Awareness of Cultural Diversity:** Students gain a deeper understanding of different cultures, fostering international-mindedness—a key component of the IB philosophy.
- **Effective Communication:** Writing letters helps students enhance their ability to communicate clearly and respectfully with peers from different cultural backgrounds.
- **Empathy and Respect:** Students develop empathy and respect for diverse perspectives by engaging with their pen pals' personal stories and cultural expressions.

IB Learner Profile Attributes: This experience also supports the development of several IB Learner Profile attributes:

- **Open-Mindedness:** Students demonstrate openness to other cultures and perspectives, embracing differences with curiosity and appreciation, which nurtures a mindset of global citizenship.
- **Communicator:** Through thoughtful letter writing, students express their ideas confidently and creatively in more than one language and in a variety of modes of communication.
- **Caring:** Students show compassion and respect towards their pen pals, reflecting a commitment to making a positive impact on others' lives.

- International-Mindedness:** This project exemplifies the IB's emphasis on international-mindedness, encouraging students to consider global issues and perspectives, and fostering a sense of shared responsibility for the planet and its people.

A huge thank you to Mrs. King for facilitating this meaningful connection and making this rich learning experience possible! Stay tuned for more updates on this incredible collaboration as our students grow as global citizens through Service as Action. **Grace Kabukie Ameyibor, Service as Action & Community Project Coordinator**

Read some excerpts from the letters below...



Dear Kwasi,
I am writing to give you insight on my culture, The Xhosa. It is a diverse and colorful culture in South Africa. A large concentration of Xhosa people lives in the Eastern Cape, as during Apartheid, many Xhosa people were moved to what was known as the Transkei and Ciskei. These were known by the Apartheid National Party as "Bantustans" and colloquially known as "homelands".
The Xhosa culture is part of a larger family of cultures, known as the Nguni peoples. Other groups in this family are the Zulu, Pedi, Venda and Ndebele. The languages spoken by these cultures are different, but slightly by the different cultures, like Afrikaans and Dutch. Zulu is the most closely related language to Xhosa. The language isiXhosa is set apart from many because of its distinctive clicks. There are many dialects in the language and it borrows words from other languages, because of its distinctive clicks. There are many dialects in the language and it borrows words from other languages, because of its distinctive clicks. There are many dialects in the language and it borrows words from other languages, because of its distinctive clicks.
Not all Xhosa people are religious, but a majority are, the most practiced religion is Christianity, but it is rather a merging of pre-existing Xhosa beliefs and beliefs. The Xhosa believe that the ancestors live among us and one can talk to them. They believe that the ancestors can guide us through difficult times and that they can bring us fortunes should we satisfy them. The Xhosa are also master artists and making art. The Xhosa are also excellent dancers, making traditional beverages like Umqombothi. This is an alcoholic beverage drank in traditional ceremonial settings.
I hope you have learnt more about my culture and I look forward to hearing from you about your culture and traditions.
Sincerely,
Qhama



Dear Kwasi
My name is Tariq. I am 14 years old and I am in Grade 8. My favourite sport is soccer. I am part of the Muslim religion.
In the Muslim religion we have many different beliefs and tradition. We have our own version of Christmas and it's called Eid. We celebrate it twice every year.
Most people go to mosque every Friday. Mosque is like our version of church but we worship Allah.
We have many different traditional foods, including samosas, half moons, izimi and biryani. We also have Ramadan for 1 full month, it is where we don't eat or drink from sunrise to sunset.
These are some of the things that we do in the Muslim culture. I hope you understood most of it and I would like to see you try some of our traditional food.
I look forward to hearing more about you and your culture?
Kind regards
Tariq



Dear David,
My name is Tia A. Botha. I'm a 14-year-old girl living in the country of South Africa. A country well-renowned for its beaches, landscapes and the former wonder of the world, Table Mountain. But that's a whole other topic, today I write to you about my heritage.
I am a descendant of Indian, English and black history and Cape Malay according to some people, but I just don't see it at all as I'm just a coloured girl. Coloured is an ethnicity in South Africa, oh! And I have pet lion named Simba, he's totes adorable. Just jokes of course, haha but anyways in my culture during festive season we always have bobotie an bieryt, for some odd reason, and I don't even like it! For Easter we always have pickled fish, it tastes so good, highly recommend. In my family we also eat sarmas and koekeisters, not like I enjoy koekeisters, do not recommend, but everything is worth a try so go for it if you want to, don't let my opinion misguide you or anything. For my culture we dress normally, no fancy attire or anything of the sort. My religion is Christianity, so I follow the word of the Holy book, the Bible and the teachings of the Lord, Jesus Christ. But hey! That's just me, who are you?
From,
Tia

Dear Janelle
I want to share a bit about my Xhosa tradition with you. Xhosa culture is rich in customs, language, and values. One of the most significant traditions is "Ubuntu," meaning humanity or togetherness. It emphasizes community and the belief that a person is a person through others.
We also have vibrant ceremonies, like the "Imbeleko," a rite to introduce a newborn to the ancestors, and the "Ulwaluko," a coming-of-age ritual for boys. Our language, isiXhosa, is known for its unique clicks, which are a source of pride and identity. This heritage shapes who I am today.
Please tell me more about you and your culture?
Warmly, Rilise

Dear Joseph
My name is Lusanda khwela I am a proud zulu man from the heavens protected by my ancestors and my god above.
Zulu people originated in the 14th century in kzn kwazulu-natal land of the zulus. Zulu people are referred to as the people from the heaven's.
You might be wondering what makes zulu people interesting. 99% of zulu people are naturally gifted with the skill of weaving, craft making, pottery and bead work.
Zulu people celebrate a lot of traditions but the one I find most interesting and important is the day we celebrate shaka zulu death. shaka zulu is a well-known king who was smart, brutal, and dominated against almost every tribe "ask the ndwande tribe what he did".
Zulu people value a lot of things like respect for elders, fellowship, hospitality and also sense of the scared. zulu people also have a very significant piece of clothing for both men and women, men wear ibeshu and women wear isidwada a skirt. Zulu people eat a lot of different kind of foods like ipluthu, amadumbe, ujeqe, amasi, iijingi and ofcourse meat.
Zulu people are brave, smart, occident and truly unique.
Yours truly
Lusanda



#MYP Service as Action

Stuttering by Daniela Ndukaire

Tema international school
STUTTERING

WHAT IS STUTTERING
Stuttering is a speech disorder causing repeated, prolonged, or interrupted speech, making it hard to speak smoothly. Those who stutter know what they want to say but struggle to express it fluently.

TYPES OF STUTTER

- Repetition: Let's go p-play in the park
- Block: Let's go-- play at the park
- prolongation: Letsssss go play in the park

Daniela Ndukaire in Grade 10 is championing an awareness campaign about **Stuttering**. As someone who personally experiences stuttering, she feels it is essential to shed more light on this condition to foster greater understanding, acceptance, and tolerance among her peers and the school community.

To support her cause, Daniela plans to post informative posters around

the school, the learning support office and the Classrooms. Furthermore, she wishes to share fun facts about Stuttering during assembly meetings.

Stay tuned for more information on this important campaign!

Read more details on the poster designed by Daniela below.

TIPS WHEN SPEAKING TO SOMEONE THAT STUTTER

- Be patient
- Listen
- Dont finish their sentence
- dont rush them
- Dont make remarks like "slow down, take a breath or relax"

"How might your life be different if it was difficult for you to say your name?"

Daniela Ndukaire

Community Tour



To kick-start this year's Community Project, our MYP3 (Grade 8) students will embark on a Community Tour, covering the areas within the immediate environs of Ashaiman and Tema. This tour will serve as a crucial part of the Investigation phase of the Community Project.

Planning and preparations are underway, and the tour promises to set the tone and inspire students to Take Action.

Some areas may include;

- Calvary Presby School
- Tulaku Abbatoir
- Comm 22 Poly Clinic
- Tema Fishing Harbour
- Hope Setters Autism Center
- New Crystal School

The tour is coming up in September. In due time, further details will be communicated via MB and our School Bulletin.

Stay tuned!





TEMA INTERNATIONAL SCHOOL



SERVICE AS ACTION OPPORTUNITIES

Classroom Unit



e.g., Calculating an Area within the campus or calculating the food left over from Dining.

UN Sustainable Development Goals

SUSTAINABLE DEVELOPMENT GOALS

e.g., Zero Hunger, Quality Education, Good Health & Wellbeing, Gender Equality, No Poverty, Clean Water & Sanitation, Life below Water, Climate Action, Reduced Inequalities etc

NCOs and Organizations



e.g., E.g., Children Heart Foundation, Empower Playground, Plastic Punch, Infanta Malaria, UNCHR etc.

Assembly Meetings



e.g., Presentation about a Cause

ASA with Service Components



e.g., Interact Club, Peer Buddies, Insight TV & Photography Club.

International Days



e.g., World Autism Day, International Women's Day, Teachers Day

Students Leadership



Class Representative

TIS Record



e.g., Article writing for publish in the School Bulletin



Peer Tutoring and Peer Buddy System



e.g., Article writing for publish in the School Bulletin

#DP - CAS Initiative



Jeremy, a passionate Grade 12 student with a deep love for literature, has embarked on an inspiring CAS project to create a platform for literary expression within our school community. His project, titled "A Writer's Repose," is a student-written column featured in the weekly bulletin, inviting all students to share their creative works—whether it be short stories, poems, odes, or lyrics.

This project aligns with the Creativity and Service strands of CAS, as Jeremy not only provides a creative outlet for his peers but also serves the school community by showcasing the diverse talents within it. Through this initiative, Jeremy is developing key skills such as perseverance, collaboration, and planning. He is also embodying several attributes of the IB Learner Profile:

- **Communicator:** Jeremy facilitates a space where others can express themselves and connect through the power of words.
- **Knowledgeable:** He applies his understanding of literature to guide and inspire his peers.
- **Open-minded:** Jeremy encourages an inclusive environment for all writers by inviting diverse voices and perspectives.
- **Reflective:** He continuously evaluates the project's progress and impact, seeking ways to improve and grow.
- **Risk-taker:** Jeremy has taken the initiative to launch this platform, overcoming challenges and embracing the unknown.

If you're interested in contributing to this literary journey, you're encouraged to submit your work to Jeremy at jeremytackie2.1@gmail.com. This is a wonderful opportunity to share your voice and creativity with the school and to be part of something truly special.

A Writer's Repose



The act of putting pen to paper is akin to raising a sword to fight a battle. The pen is mightier than a sword, not because of the damage which that said sword can do, but because the pen can move others in an innumerable amount of ways. Weapons may instil fear and despair, but words can instil so much more.

I warmly welcome you to a haven of true literary expression. What this **repose** aims to achieve is to give you the ability to express your inner most thoughts through writing freely. From short stories, to odes, to lyrics, poems and many more. Some may feel pressured, shy, or intimidated,

but I beseech you. Let your wants and dreams overtake that fear. Let those desires to create something truly magical draw power from that fear. It is beneath one such as yourself to succumb to the sabotage of those who wish to impede your true potential.

Let yourself be yourself. My solemn wish is that you will stay for as long as you desire. And it is my solemn vow to ensure that the world truly gets to experience you on a page. This is your canvas; this your world. Craft it in your image. Please enjoy your welcome stay.

If you wish to take part in this collection of great minds, send any and all works that you have made to the e-mail jeremytackie2.1@gmail.com so they may be adequately vetted and published in the **TIS Bulletin weekly**. **Jeremy Tackie, G12 – Initiator**

As the Flame Flickers, So Doth the Wick Burn

To live is to die, and to die is to have lived. It may be morbid, but it is not untrue. A single flame, a single life. Burning, all to inevitability. All to nothingness. Snuffed out, will the flame atop your wick be on that faithful day. The last embers of what once was, drifting aimlessly around what has lost its purpose, what has lost its flame.

Shifting, swaying, dulling. Waiting for that one moment of silence. It is terrifying to realize such fragility, but I believe that beauty can be found even within this small flame. To live is to die, and to die is to have lived. Life is precious because it can end. Life is precious, because of how easily that flame can be snuffed. That flame remains so precious because of the fragility of its existence.

In the solitude of that small flame's temporary existence, can true beauty be found.

Dulling, growing, swaying, flickering, brightening, carrying on what will it has to others. To find other lives to live alongside. To find other flames to burn alongside till inevitability. Ever-growing, ever-changing, echoing a heartbeat with each crackle. Letting its brightness be seen amongst its fellow flames. Wavering, through trials and tribulations. Mourning, when its brethren are snuffed out. Smiling, having found peace and happiness with a flame after its own heart.

It is a sad existence. To live, just to one day die. To burn, only to be remembered as smoke in the wind. But solace can be found. It may be a sad and temporary existence, but it is a wonderful existence nonetheless. To die, knowing I have truly lived. To cherish what time I had as I lived. I pray, that in the last, fleeting moments of your flame, betwixt life and death, may you find peace. That betwixt life and death, your flame finds gladness in having being able to burn as long as it has, to have burned as it has.

To burn is to someday be snuffed out, and to be snuffed out, is to show proof of one's existence. For how can there embers without a flame, and what are embers if not the last fleeting moments of that small, fragile flame.

J. T

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 **21st 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
- Baffour Longdon | email: tlongdon10@gmail.com
- Oforiwa Sakyi-Addo | email: ewurabena09@gmail.com

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

Zeruiah and Sujana, 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
OF 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!

October 6th

Sun THANKSGIVING SERVICE

Come celebrate gratitude! Give thanks for another TIS anniversary.

Made with PosterMyWall.com

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.



TEMA INTERNATIONAL SCHOOL

**Registration Deadline
16 September 2024**

Duke of Edinburgh's International Award
EXPEDITION CAMP

Challenging & Equipping Young People, Transforming Lives, Changing the World.

Adventurous journey, hiking, life & survival skills, map reading & compass use, first aid, water walls, radio communication, team bonding activities, creativity and leadership experiences & much more.

Mon. 7 - Thurs. 10 Oct. 2024 **Akyeremanteng**

For more information email
DoEIA Coordinator - david.difie@tis.edu.gh

 Proud to deliver  

For the 11th edition of the Tema International School Duke of Edinburgh's International Award Expedition Camp (for Bronze, Silver & Gold Award Level only), participants' registration is open. We can assure you the experience of a lifetime while meeting the requirements for CAS (DP students) and the DofE. This is a unique opportunity to develop skills, open up to a new culture, challenge yourself, reflect, be in touch with nature and create long lasting memories.

Register now! LIMITED space available. Only students who are DofE bronze, silver and gold award participants can join the Expedition Camp.

Activities: Adventurous journey, abseiling, hiking, map reading & compass use, trail navigation, radio communication reading, visit tourist sites, creativity and leadership experiences, life and survival skills, first aid, drills and much more.

Benefits: Students will apply and develop skills, with CAS (DP Students) and DoEIA requirements met.

Safety: All safety measures are being taken into consideration, and a risk assessment trip was completed by a TIS team. A wilderness medical officer and emergency nurse with work experience with the West African Rescue Association will be joining the team throughout the program.

Equipment: World Ready T-shirt, Cap, camping gear, abseil gear, all outdoor equipment is inclusive.

Orientation and safety training: – Sunday, 6 October 2024, 3:00 pm at the Design Lab with all participants and Expedition Leaders.

Departure: TIS campus Monday, 7 October 2024, 7:00 am The team will return to TIS Campus on Thursday, 10 October 2024 by 4 pm. Parents are reminded to pick up their wards for the

Mid-semester break. Duration: 2 days

Comprehensive Outdoor Risk and Liability Insurance: Inclusive

Logistics: Certificate, transport, food, water and fees to destinations all-inclusive

Venue: Akyeremanteng, Eastern Region.

Register now! LIMITED space available. Cost: GHC 5,500 - Registration deadline: Monday, 16 September 2024 or when maximum numbers have registered- Kindly pay by the said deadline. Click on the link below to register. **Payment receipt will be requested to complete the registration.** A kit list is also attached to the form, ensure you have all items on the kit list prior to the Camp. When making the payment in any of the accounts below kindly state the purpose: TIS DoEIA Expedition Camp, 11th Edition. Expedition Camp Cost: **Ghc 5,500**

https://docs.google.com/forms/d/e/1FAIpQLSfK2av3mBi_YL9Ky7C6zI8Gfh_EQPXGqo4Vhoom7PJzhSfOQRQ/viewform

When making the payment in any of the accounts below kindly state the purpose: TIS DoEIA Expedition Camp, 11th Edition.

Expedition Camp Cost: **Ghc 5,500**

TEMA INTERNATIONAL SCHOOL ACCOUNT DETAILS

BANK: ABSA BANK

BRANCH: Tema Main

ACCOUNT #: 060-1798808 (GH¢)

BANK: Ecobank Ghana Limited

BRANCH: Tema Main

ACCOUNT #: 0020014471692201 (GH¢)







#DP – CAS Experience A Transformative Journey at ISLC 2024



It's incredible how stepping out of your comfort zone can expose you to new experiences and inspire a passion for learning and doing more. This was exactly my experience at the ISLC 2024. I had only heard of Operation Smile through my seniors, who were involved with the organisation. Still, I had never fully understood their impact until I saw a baby, about a year old, with a cleft palate they had funded for and that day left a vivid impression on me, as it was my first time seeing someone with a cleft lip. It was a moment that made me realise the unique challenges some individuals face.



When I learned about the ISLC and its connection to Operation Smile, I was determined to participate. I have a deep passion for leadership and helping others, which aligns perfectly with the service aspect of CAS (Creativity, Activity, Service) being one of my main priorities.

My dream became a reality when I finally attended ISLC 2024 in Atlanta, Georgia. Before the programme, I had the opportunity to participate in the surgical programme, which was the beginning of a significant shift in my perspective on life. At the surgical programme, I became more open-minded and aware of the world around me. I saw anxious mothers worried about their children's surgeries, and we tried to distract them with activities at the pre-op. The children, on the other hand, were bubbly and excited, playing games and looking forward to their new smiles. The best thing about that experience was the drastic change in the appearance of the individuals, excited family members and, of course, their new smiles.

I worked with two students from the USA, which was an amazing experience as they shared insights from their previous ISLC.

When the time for the ISLC finally arrived, I teamed up with Guyeon Kim from Lincoln Community School and our patron Miss Felicia, who is the project manager of Operation Smile Ghana. Guyeon had been involved with Operation Smile for about a year and was the club's vice president at his school. We instantly clicked when we spoke, discovering many common interests. Since I was new to everything, I often asked Guyeon about his school's activities and his experiences with Operation Smile's student programme in Ghana. After our 12-hour flight, we finally arrived in Atlanta and were warmly welcomed by the Operation Smile team.



One of the first people I spoke to was Manaat from India, who was attending her third ISLC. She told me about her experiences with surgical programmes and other projects that fuelled her passion for Operation Smile. Meeting so many people dedicated to making a positive impact was incredible.

I connected with unique individuals from all over the world, including Marina from Ecuador, Narna from Thailand, Gopi from the United States, and many others. We spent about two days getting to know each other, sharing aspects of our countries, languages, and cultures. This time allowed me to feel more connected to the global community.

When the ISLC officially began, the workshops were even more transformative than I had expected. I remember listening to Maggie's story, which brought me to tears. She spoke about how she saved her babysitting money to help children in Nepal. It was deeply moving to realise that there are people out there who genuinely want to make a difference. Maggie's story inspired me to adopt the same attitude and strive to bring about change in my own community. We also had workshops on becoming better leaders, focusing on respect, networking, and making it easy for people to collaborate with you. These were just a few of the invaluable lessons I took away from the sessions. One of the most impactful experiences was the Cleft Connect talk, where participants shared their stories about living with or having had clefts. Their stories were a mix of sadness and inspiration, revealing how much they endured. Society shunned some people when they were younger, yet they persevered with incredible strength. Listening to them made me realise that "everyone has scars; it's just that some are on the outside."

When it was time to leave, I was filled with overwhelming sadness. I had formed deep connections with so many wonderful people, and the thought of saying goodbye was heartbreaking. My team, in particular, was special. We had an unbreakable bond that no other team had, and being part of this elite group was an incredible experience.

Despite the sadness, I also felt a renewed drive to make a difference. The ISLC had ignited a fire within me to help others and bring about positive change. Leaving was tough, but I knew I was returning home with a new purpose. I wouldn't hesitate to attend ISLC again because it was a life-changing experience. It wasn't just about the workshops or the speeches; it was about the connections, the stories, and the realisation that we all have the power to make a difference in the world. **Obaapanin Ama Kyere T-Koduah, G12**



TIS Club Proposal

Tema International School is committed to establishing an Operation Smile Club that will contribute to the global efforts of Operation Smile. Our club aims to raise awareness, gather funds, and promote volunteer activities to provide free surgeries for children and young adults with cleft lip, cleft palate, and other facial deformities. We aim to empower students to make a real difference in the lives of those affected by these conditions by building a community focused on advocacy, service, and education. In Ghana, many people are unaware of cleft lip and palate conditions. Our club will create awareness campaigns to educate the public, promote acceptance, and encourage support for individuals with these conditions.

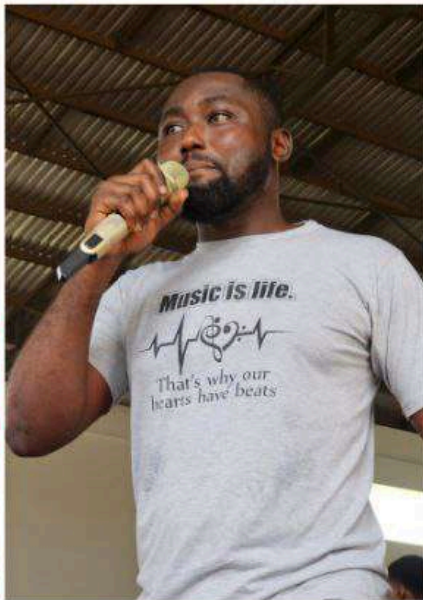
We will organise fundraising events such as bake sales, "Run for Smiles," theatre performances, and sports tournaments, with all proceeds going to Operation Smile. Additionally, we plan to partner with local businesses to sponsor events and match donations, ensuring our fundraising efforts have the greatest impact.

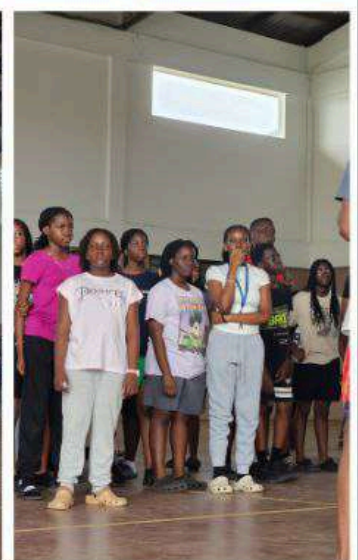
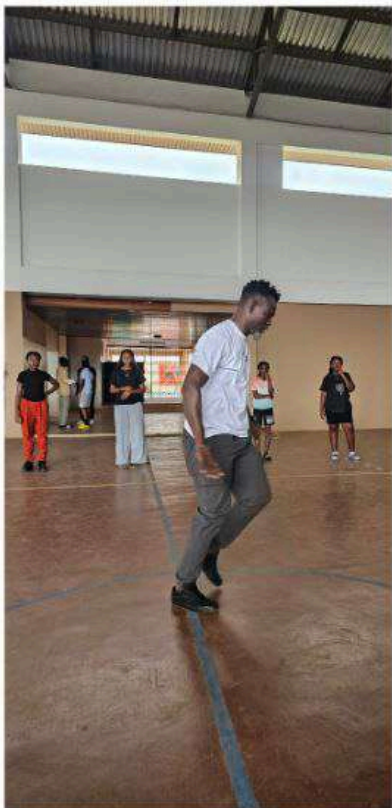
Operation Smile values student leadership, and our club will allow members to take on leadership roles, such as event coordinators and awareness campaign leaders.

We also plan to participate in surgical programmes and other volunteer activities to broaden our understanding and contribute to the growth of Operation Smile in Ghana.

I am pleased to report that the ASA fair was a great success, with many students visiting the Operation Smile booth, eager to learn more about the club. We had 26 students sign up, demonstrating strong interest and commitment. Our first club meeting is scheduled for next week, and I am honoured to serve as the Club President during this initial stage.

Through these efforts, we hope to expand the Operation Smile team in Ghana and make a meaningful impact on our school community and society as a whole. **Obaapanin Ama Kyere T-Koduah, G12 – Club Initiator and President.**





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.



BE THE
GO TO
BRAND

Tema International School Cosmetology Club will be at HIBS Africa !!!

The continent's largest Hair & Beauty Show

We invite all parents and staff to attend and support our students in this exciting opportunity

HAIR SENTA INTERNATIONAL BEAUTY SHOW

HIBS

AFRICA 2024

EVENT DATE:

SEP. 6TH-
8TH

EVENT VENUE:

THE GRAND
ARENA



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



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.

How Your Teenager Can Manage Distractions

It's entirely normal for teens to get distracted from studying from time to time, especially during stressful exam periods or when they're struggling to understand the work. Plus, the transition to digital school work and having the internet right at our fingertips means that it's never been easier to be distracted.

Avoiding doing work or study is a widespread response to feeling overwhelmed and stressed, but while leaning into a bit of self-care to get through high-stress study periods is one thing, you don't want your teen perfecting the art of procrastination because it'll come back to bite them during exam time.

If your teenager is struggling to balance study with school work, social media and other daily distractions, there are ways you can help them help themselves.

Set time aside for fun

After spending hours studying and working, it's to be expected that your teen might be feeling exhausted or stressed. While they may already have a study plan, please encourage them to have a fun plan, too. If they have a specific time set aside for relaxing, social media or gaming, they'll have less desire to distract themselves while working.

Take regular minibreaks

Suggest that they work in chunks of time – say, 20 minutes – then take a few minutes to get a drink, stretch and walk around. This will keep their energy, maintain their concentration and make their study more manageable. You might watch how they're going by having a cup of tea and a quick chat with them during one of these scheduled mini-breaks.

Block screen alerts

Encourage them to block the alerts if they're working on a tablet or computer linked to their messages or social media. When they're concentrating, a message alert pinging up will distract them and break their train of thought. They can go for it in their non-study time and catch up on social media.

Agree on 'phone free' zones

Talk about areas of the house that can become temporary phone-free zones, such as where they study and where everyone eats together. Encourage the whole family to play a role in making it happen.

Create a space they can concentrate in

This is especially important if your teen has to study in a common area with plenty of distractions, like the living room or kitchen. Being around a lot of noise and activity can significantly disrupt their study routine. Creating a space primarily dedicated to their study hours will help them focus and concentrate.

If you're unable to create a dedicated space, try to create a quiet environment where they're studying. Keep the TV turned down or off and avoid having lengthy conversations around them. If you have other kids, ask them to keep the noise down, so their sibling doesn't get distracted. Some people work best with silence, others with a hum of background noise or music. See what works for them.

Minimise interruptions

While they're studying, don't let anyone disturb them; leave it until they're having a break. Did you know that it takes most people around 20 minutes to get back on track with study after an interruption?

Monitor their sleep

Lack of sleep makes you lose focus, so it's easier to procrastinate or get distracted when you're tired. [Here's how you can help them get better sleep](#). On the flip side, if your teen is studying from home, there may be a temptation to hit snooze on the alarm and lay around all day. Explain the importance of maintaining a routine like this, including when they wake up and go to bed. [They can learn more sleep routine tips here](#).

Eat healthy, regular meals and snacks

Being hungry causes energy levels to drop and makes it hard to concentrate, so encourage your teen to eat proper meals and healthy energy snacks such as nuts. [Help them out by using these handy tips when cooking them food](#). Sharing a meal with your teen is a good chance to check in on how their study is going. Even a break for a quick lunch before heading back to the books gives you a chance to ask how they're feeling and support their wellbeing.

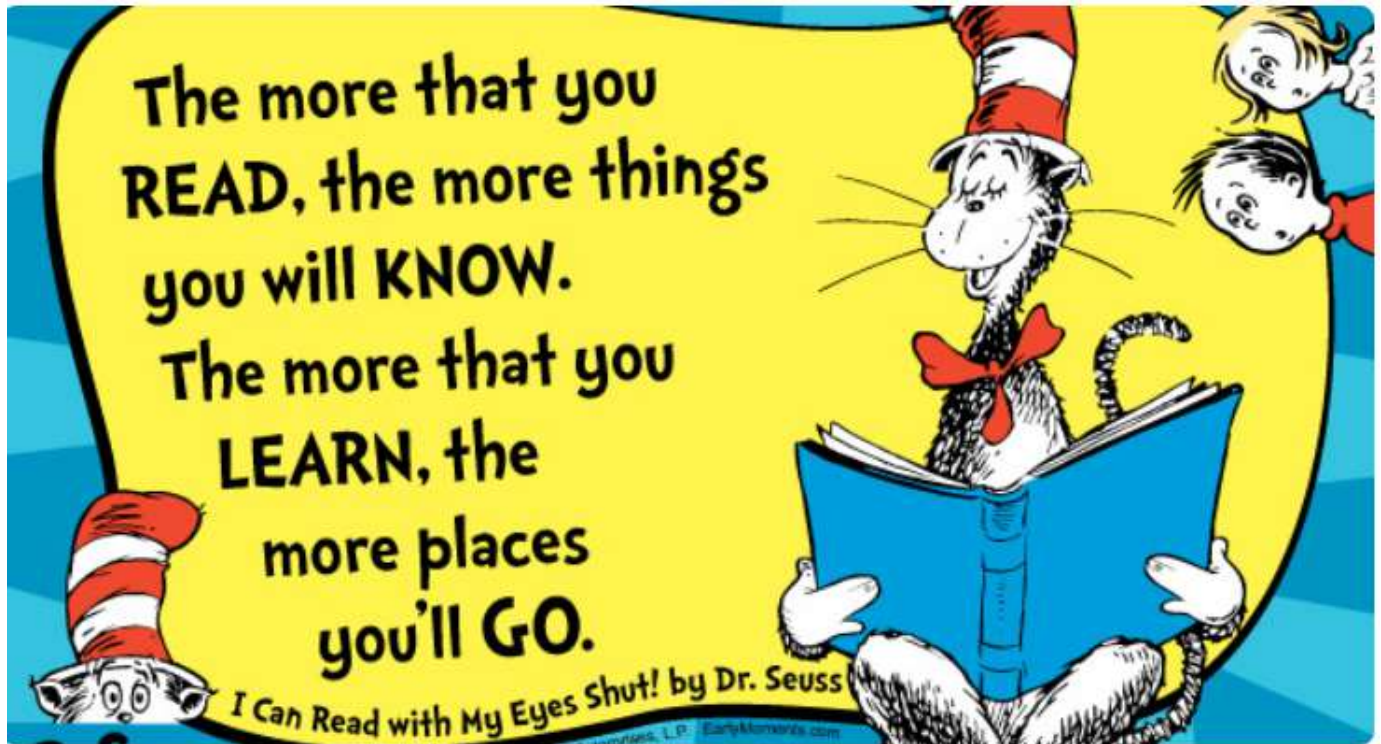
Cut the caffeine

Encourage them to drink lots of tap water; being hydrated will help them concentrate. Long days at the desk may make them keen for coffee (and lots of it!). Remind them that [too much of a good thing can be bad](#), and suggest alternatives: Herbal teas are an excellent calming substitute.

Exams, expectations and study loads can make your teenager stressed and easily distracted. Trying even a few of these tips can help you support them to manage teenage distractions, keep calm during exam periods and [study more efficiently](#), which reduces their overall stress and improves their wellbeing.

Source: https://parents.au.reachout.com/common-concerns/everyday-issues/things-to-try-exam-stress/how-your-teen-can-manage-distractions?utm_medium=email&utm_campaign=MKTG%20231004_Schools_Exams_MZ&utm_content=MKTG%20231004_Schools_Exams_MZ+CID_6298b5ffa7f6c0adf6f60f87fe36a51&utm_source=ROemailCM&utm_term=Share%20with%20parents

COUNSELLORS' CORNER



**Dear students, enjoy reading and research!
Reading stimulates the mind.**

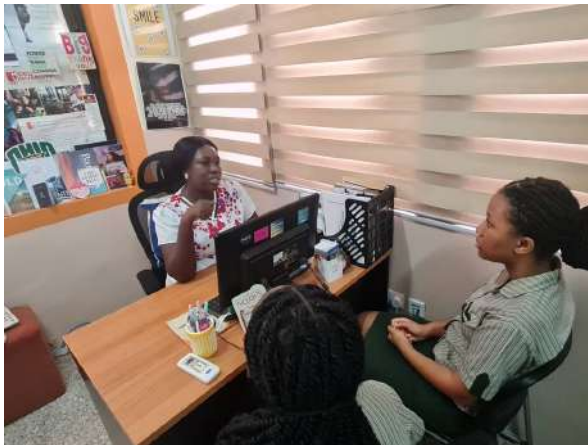


Simple Steps that encourage Reading

- ✓ Make time to read any meaningful literature
- ✓ Read for fun!
- ✓ Read to expand your vocabulary
- ✓ Read to keep your mind active!



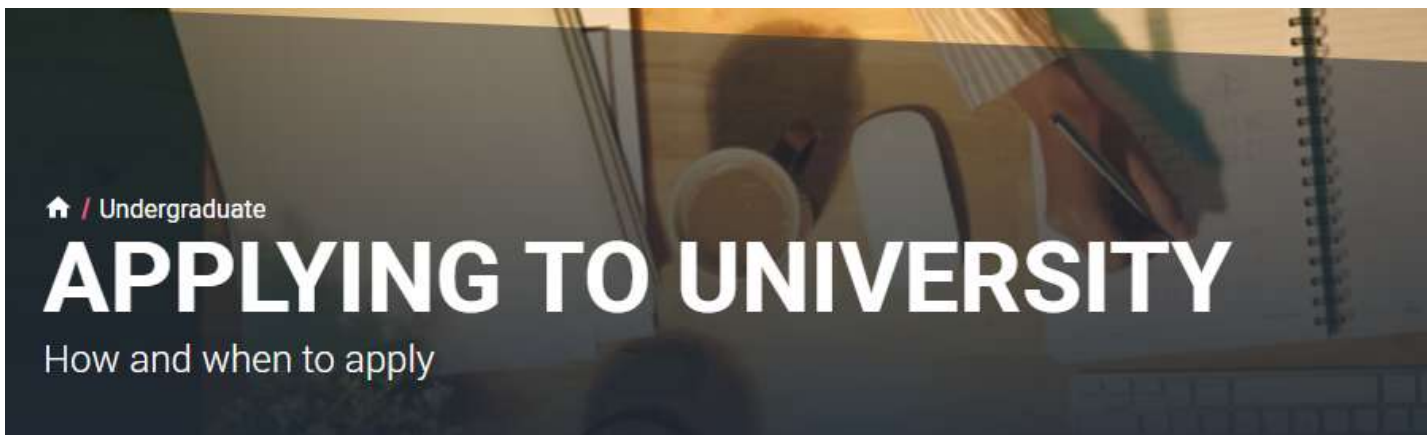
DP2s One-on-One Meetings with your Assigned Counsellor is in session.



Dear DP2 students, our on-on-one sessions have started. Thank you for signing up and making time to see your counsellor. Counting on each one of you for 100% university placements this year.



DP2s Applying to the UK? Think UCAS (The Universities and Colleges Admission Service)



UCAS is a one-stop shop portal for UK university applications. All UK applicants who do not have the buzzword should see their counsellor in order to kick-start the process.

Click here: <https://www.ucas.com/undergraduate/applying-to-university>

Advantages of Applying Through UCAS

- ✓ **UCAS application** has a centralized and streamlined approach. By allowing students to apply to multiple universities and courses through a single platform.
- ✓ The UCAS application offers structured timelines and set deadlines, which helps students manage their application process more effectively.
- ✓ This system simplifies the process, saving applicants time and effort.

Check ManageBac for detailed information.



SAT

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 of \$ 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

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

Congratulations to August SAT Test Takers



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): ACT Registration Fees \$171.50, with writing \$196.50 (Online payments only: Credit Card)
- ✓ **Note: The cost of registration is subject to change.**
- ✓ (TIS Test Centre Code: 870390, but inform counsellor first).



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.

Change ^{the}
World
Through
International
Mindedness

#Make a Difference





The Academic Research & Writing Principles

Turnitin has developed this checklist as a guide to support students in their academic research and writing process. Use the 12 suggested guiding principles to help you to produce high quality research and original writing, from the pre-reading stage to final submission.

1

Explore

a wide range of research. Research the topic thoroughly to develop your knowledge base, discover new ideas and strengthen your own line of argument.

2

Evaluate

the reliability of your sources. Take some time to evaluate all your sources, particularly if information has been accessed online. Consider who has created the information and why.

3

Organise

your research notes. Note taking is a fundamental part of the research process. Keep notes neatly organised and retain a copy of each source used.

4

Write

an original paper. The best defence against plagiarism is original writing. Unless quoting directly from someone else's work, express all ideas in your own words.

5

Paraphrase

other people's ideas. An essential academic skill, some find it helpful to note down key words and concepts before paraphrasing other people's ideas.

6

Differentiate

other's work from your own original insights by referencing or paraphrasing. Avoid accidentally plagiarising someone else's work by using academic referencing.

7

Cite

all of your sources. A citation in your paper shows exactly what information has come from another source. Remember to cite all borrowed words or ideas, including those which came from one of your own previous papers!

8

Reference

all of your citations correctly. Depending on the referencing system used, this may end in a list of sources as a 'bibliography'. Most students are aware of referencing requirements surrounding books and journals, but we must also reference sources like YouTube videos, images, diagrams and yourself!

9

Use

the relevant referencing system consistently throughout your assignment. Referencing can vary across module units or each course so check which system you should use and follow the relevant formatting guidelines.

10

Ask

your teacher or instructor for their feedback on any drafts you have written in advance of the deadline. Writing multiple drafts and implementing the feedback you receive can help to make you a better writer.

11

Double check

your work including citations. Allow time to double check each of your citations before submission. This includes page numbers, publication dates, web links and authors' names.

12

Submit your final piece through Turnitin

Turnitin will check your work against other sources in the Turnitin database and use this information to generate an originality report.

TOP 5 STRENGTHS CONNECTED TO HAPPINESS



CURIOSITY



ZEST



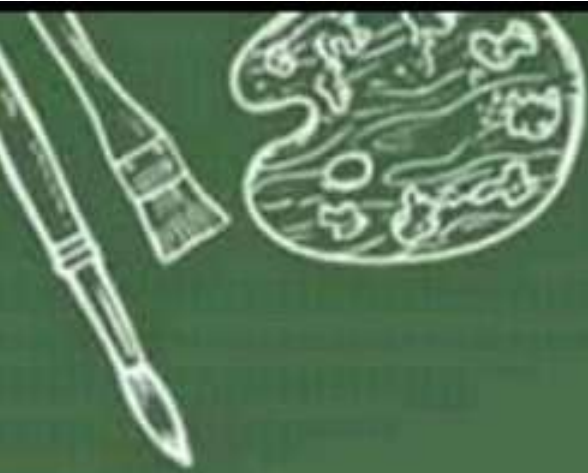
HOPE



GRATITUDE



LOVE



Engineers make bridges.
Artists make paintings.
Scientists make rockets.
But teachers make them all.



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.”



