

TIS RECORD

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At TIS,

we believe that success is the result of: taking on new challenges by moving out of your comfort zone; ensuring consistency by avoiding complacency; understanding that performance requires balance; and reflecting on outcomes to set new personal best targets. After all, success is personal.

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Key Dates

- 20/9/24: Primary School Sign Language Day; End of Unit 1 & 3-Way Interviews
- 21/9/24: TIS Sporty Family (8.30am-12.00pm)
- 23/9/24: Public Holiday

Thought for the Week

It's good to learn from your mistakes. It's better to learn from other people's mistakes.

- Warren Buffett



DP Evaluation

We are looking forward to our DP Evaluation next week which Chris and Raja will complete over two days. The purpose is to ensure we are consistent with the IB's Program Standards and Practices in implementing the Diploma Programme.

The visit comprises meetings with different target groups, classroom visits and documentation review. We look forward to our visiting team's feedback in terms of continuous improvement.

MB (ManageBac)

We currently have 72 parents who have not logged into MB, despite at least two Welcome Emails to set passwords and login. Sadly, some are both parents in the one family.

A final Welcome Email from MB has been sent out today to those parents who have not logged in. Remember to check your spam folder. At mid-semester, I will archive those parents who have failed to login. Please email me if you require assistance.



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

-Steve Bollar

Accounts

- Current bills as at 13/9/24 will be emailed to parents today (20/9/24).
- Please email finance@tis.edu.gh if you did not receive them. But check your Spam folder first.

Visiting: Must Do

1. **Do not bring too much food!** Take home what is not consumed.
2. **Park at the Main Entrance,** (not at the Hostel Gate entrance).
3. Cancel your booking if you are not coming. Only book once for a weekend.
4. **No food is permitted through the Hostel Security Gate.**

Reminders

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

The MB app is excellent and probably the easiest way to access MB.

To find out more about MB, please access this site for parents: <https://help.managebac.com/hc/en-us/sections/360008401972-Parent-Help>

Advice...Not Taken

Our annual advice to our G12 students and parents remains the same for the university application process.

- Complete all SAT/ACT requirements, if applicable, by 31 August of the year you commence G12.
- Our incredible University Counsellors are second to none. We advise against the use of outside agents or agencies that charge exorbitant fees for their services to prepare students' university applications. The dangers of doing so were highlighted by the Lehigh University news this week involving Ghanaian students. **Our policy is to advise universities if a student has used an agent to complete their application.**
- For about the last six weeks of the second semester our University Counsellors remind parents and students to book a visa appointment before the specific deadlines set by the USA and Canadian governments. Ignoring these deadlines ensures visa delays.

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

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





Making US Proud

- **Amewushika Tay**, a **Grade 3** PYP student, is making us proud by collaborating well with her classmate, **Sean**, both in and outside the classroom, demonstrating strong social skills, and effectively communicating with **George**, a new **Grade 1** student, despite the language barrier.
- **Our fabulous parents** who attended the MYP and DP Information Sessions last week. Thank you.
- **Zachary Kitcher (9)** is our Swimming Club champion for the week. **Leo Sun (7)** is a swimming champion in the making.
- The following members of the **TISMUN Secretariat**: Nana Aisha Hussein (Secretary-General); Phebe Tweneboah & Ninette Addom (Deputy Secretary-Generals); Terrie Tenge (Technical); Ezra Anim-Somuah (Press Corps); Joseph James & Vitus-Jesse Anaab-Bisi (Logistics); Allyson Achiampong & Ann-Joelle Amey (Communications); Jenelle Mac-Deh & Kayla Searyoh (USG of Chairs); Evaristus Amarh & Bruhan-Deen Hussein (USG of Delegates); Kwaku Opare & Jenevieve Achemdey (Operations); Eunice Adubafour, Adelaide Egbenya & Maame Ekuba Bervell-Ackah (Administration).

Making Us Proud

Ezra Anim-Somuah (12), Naem Nassr-Deen (12), Joseph James (12), Moses Kanneh (10), Paa Kwesi Oppan (9), Nabil Nassr-Deen (9), Bryan Tamakloe (9) and Kwaku Ayisi (9) for spending time teaching their juniors the valuable skill of ironing.

Elias Cisse (8), Kofi Ofori (7), Joshua Tham-Atuahene (7), Edem Amoo (7) and Bradley Owusu (7) for their reflections and gratitude for the ironing training session.

Peyton Kidd (12) and Ezra Anim-Somuah (12) for their TIS Peer Buddy Team leadership.

Orefile Dunbar (10), Sheridan Tawiah (11), Nifemi Toriola (11), Genesis Mainoo (7) and Adrien Mate (9) for their reflections on the Reading Club ASA.

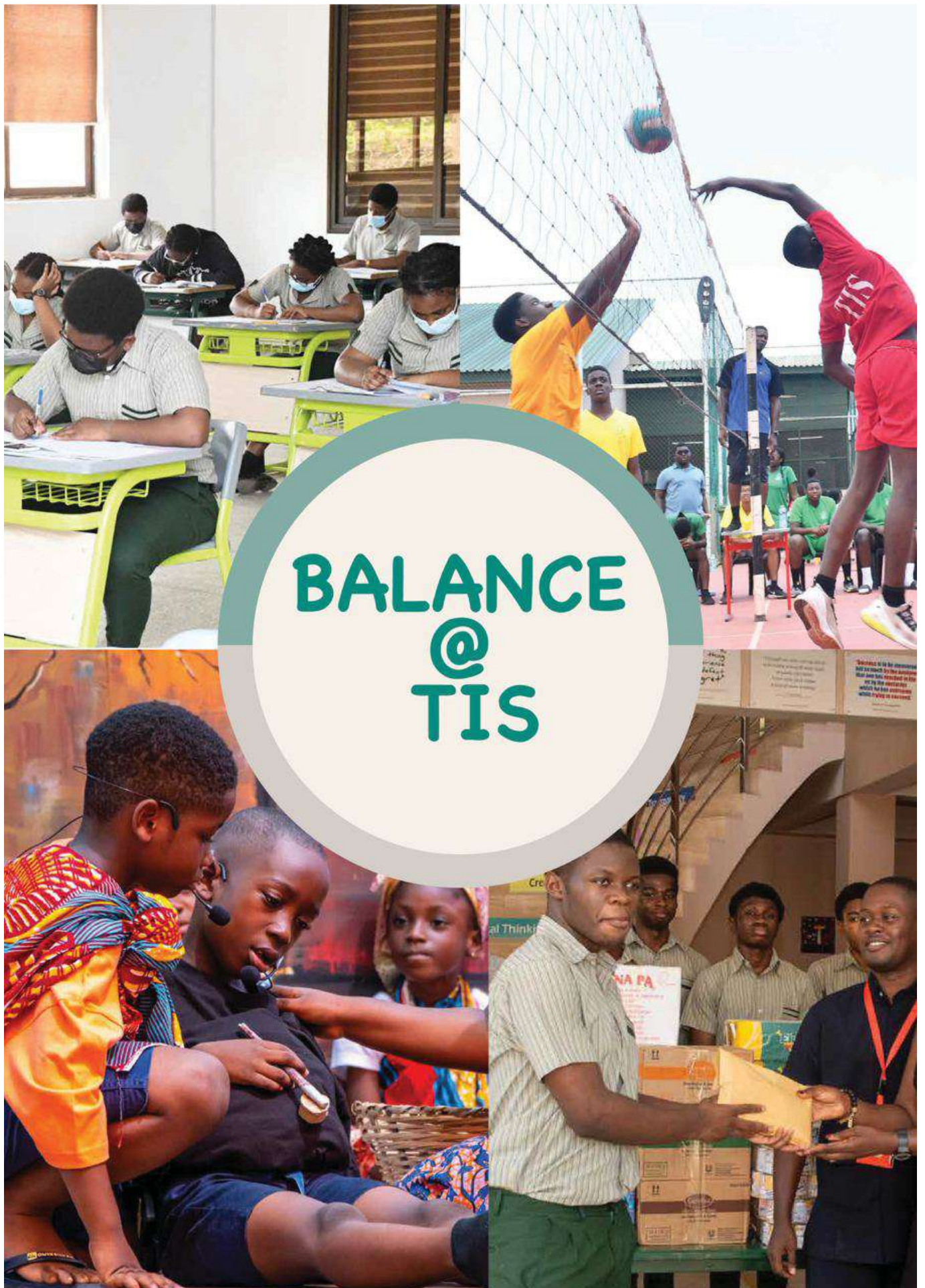
Obaapanin Tweneboah-Koduah (12) and Peyton Kidd (12) who are the Student Directors for the TIS 2024 Annual Production, Secret of the Ancient Well.

Nubuke Eli-Dzantor (10) for her Personal Project on Eczema.

Chidubem Akunyili (10) for his Personal Project short film, Silent Echoes.

Nana Yaa Achiampong (10) for her Personal Project, Vision of Hope, and interesting findings.





**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.



WELCOME TO TISMUN 2024!

Join us at our
conference from the
10-12 October!

“Achieving Fairness in Global Development: Creating Equal Opportunities for Sustainable Change”

Join us at TISMUN 2024 for three days of dynamic debate, diplomacy, and global perspectives! From 10 to 12 October, delegates will tackle pressing international issues and collaborate with like-minded students. Whether you're a seasoned MUN-er or a first-time delegate, TISMUN promises an enriching experience where you can engage in meaningful discussions and make lasting connections. Don't miss out on this opportunity to be part of a transformative conference!



Visit our website for more!
www.tismun2024.com

Contact us:
mundirectors@tis.edu.gh

TIS 2024/25 School Calendar

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
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September 2024						
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October 2024						
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November 2024						
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December 2024						
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January 2025						
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February 2025						
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March 2025						
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April 2025						
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May 2025						
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June 2025						
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July 2025						
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COLOUR KEY

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

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

SECONDARY SCHOOL CAMPUS**Public Holidays**

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

SI Internal Dates: Main Campus

1/8/24	2024 MYP Results Released; 2024 MYP Enquiries Upon Results Open
1/8/24	Senior management staff resume
6/8/24	Teachers resume; review of school policies
12/8/24	Student Council executives return
14/8/24	Newbies arrive
16/8/24	Personal Project: Criterion B draft due
18/8/24	Continuing students resume
19/8/24	Secondary School classes commence; G9&11 Subject Selection
23/8/24	TIS Junior Soccer Championships
24/8/24	SAT
25/8/24	School Performance auditions
30/8/24	TIS Senior Soccer Championships
1/9/24	Thanksgiving Service (11.00am) NO EXEATS
7/9/24	TIS Tennis Championships/TIS Badminton Championships; HIBS Africa.
13/9/24	PP Criterion B final due
14/9/24	ACT; MYP & DP Parents Information sessions. NO EXEATS (Until after these sessions)
20/9/24	DP Geography Excursion
21/9/24	TIS Sporty Family. NO EXEATS (Until after midday)
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 until after 1.00pm)
6-8/10/24	Dukies Camp (Bronze, Silver and Gold). Departs 2.00pm
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 (until after this session)
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 (until after the event)
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->DP1info 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
21/6/25	France/Spain trips commence
12/7/25	France/Spain trips end
26/7/25	PP: Final Product (Photo evidence upload)

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

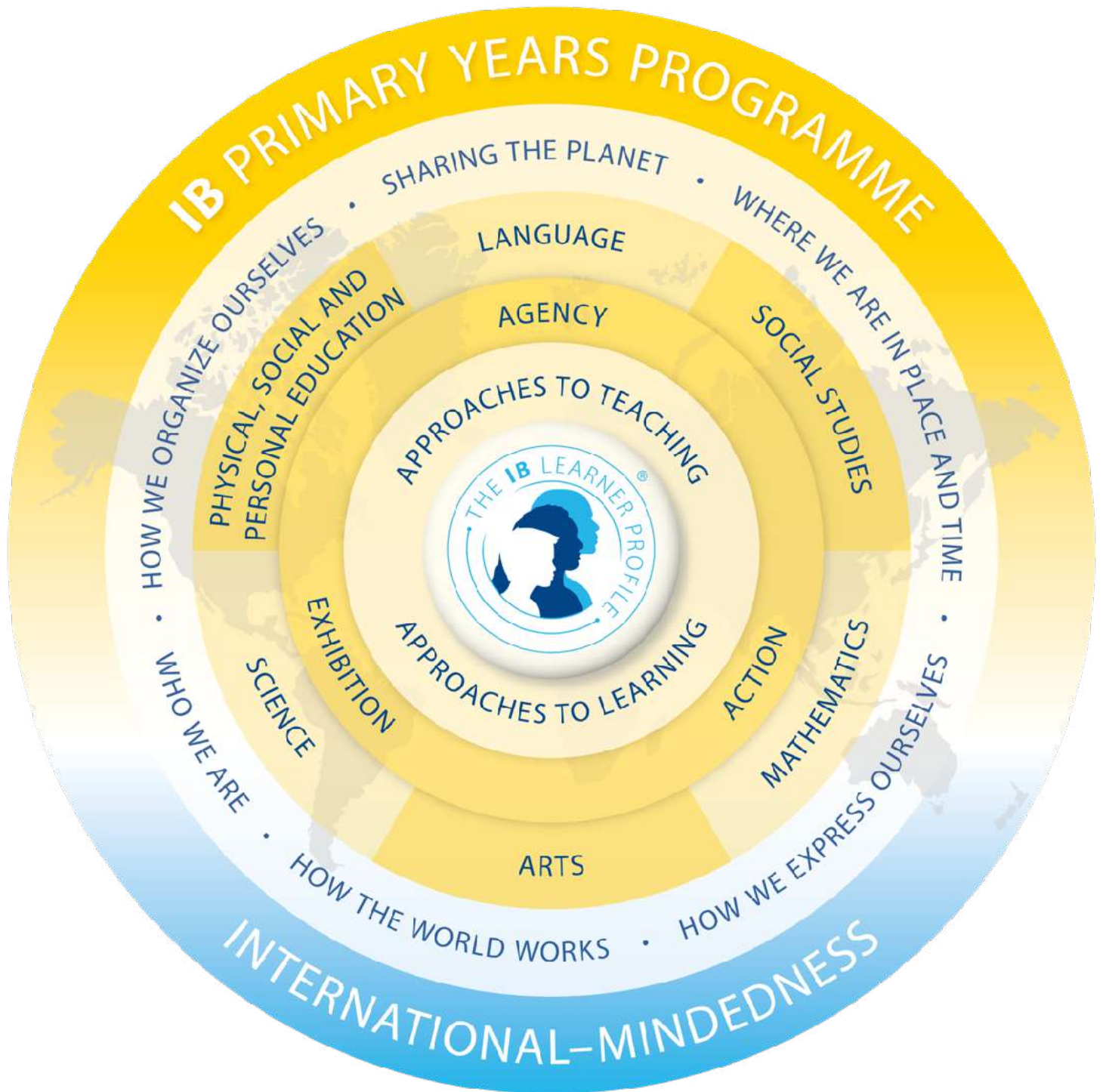
S1 Internal Dates (Primary School Campus)

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

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LEARNING, TIS PRIMARY SCHOOL PERSPECTIVE

Learning transcends individual boundaries; it is a shared journey meant for the collective benefit of society. It thrives not through solitary endeavours but through the concerted efforts of an entire community. This philosophy aligns seamlessly with the goals and visions of the International Baccalaureate (IB) Primary Years Program, which emphasises collaborative and holistic education. This approach is at the heart of our educational practices at TIS Primary School. We bring this vision to life through engaging activities, including interactive workshops, field trips, and hands-on projects, collectively enriching our learning environment.

You might wonder how we achieve this goal. The answer lies in our unwavering belief that the learning potential is boundless on the TIS Primary School Campus. By fostering a supportive and inclusive community, we cultivate a space where every student can thrive and contribute to a shared educational experience. Read on to discover how we make this vision a reality and witness the transformative power of community-driven learning.



ACTIONS

Learning is an ongoing journey that is complete only when it transforms you and empowers you to share newfound knowledge with your learning community. Over the past four weeks, we have embarked on an enriching educational adventure at TIS Primary School, discovering insights that extend beyond the classrooms and into real life.

Our exploration began with an understanding that matter is everywhere. We delved into the various factors that cause matter to transition from one state to another. Our sixth graders eloquently conveyed this fundamental concept, emphasising the importance of recognising and understanding the physical world around us.



GRADE 6 STUDENTS SHARED THEIR UNDERSTANDING OF MATTER AT ASSEMBLY



Our third graders inspired us with a powerful message about the boundless nature of imagination. They reminded us that relinquishing our imagination means forego a brighter future. Their insights encouraged us to dream big and continuously nurture our creative thinking.



DO NOT GIVE UP ON YOUR IMAGINATIONS BY GRADE 3



Equally impactful was the lesson from our fourth graders, who highlighted the significance of our actions on the environment. They reminded us of the profound effects our behaviours can have on our surroundings, urging us to act responsibly and consider the environmental consequences of our daily choices.



OUR ACTIONS AFFECT OUR ENVIRONMENT WAS SHARED BY GRADE 4



These lessons illustrate that there is always more to learn and explore. The learning community at TIS Primary Campus is committed to fostering growth and transformation within ourselves and our community and nation. We believe that meaningful change begins with each individual and are dedicated to relentlessly pursuing this change.

Remember, change starts with you. As we continue our educational journey, let's embrace the opportunity to grow, share, and positively impact the world around us.

WORKSHOPS

The growth of any community hinges on the level of knowledge and awareness among its members. At TIS Primary Campus, we recognise that students are not the sole stakeholders in our educational ecosystem. Teachers and parents are critical in fostering a supportive and thriving learning environment.

Parents are integral to our community as well. We have provided them with training on Managebac, our school's learning management system, enabling them to access relevant information about their children's educational progress. This empowers parents to participate in their children's learning journey actively, fostering a collaborative partnership between home and school.



OUR PARENTS LEARNING ABOUT MANAGEBAC



Our school is committed to ensuring that teachers are well-trained and resourceful, equipped to guide learners effectively on their educational journeys. Teachers have undergone comprehensive training in assessing student needs and providing timely support, ensuring each student receives the personalised attention required to succeed.

Recognising the importance of teacher wellbeing, we have also focused on training teachers in techniques to maintain a balanced life, addressing both physical and mental stress. By supporting the wellbeing of our educators, we create a positive and nurturing environment that benefits both teachers and students



A WELLBEING SESSION WITH TEACHERS



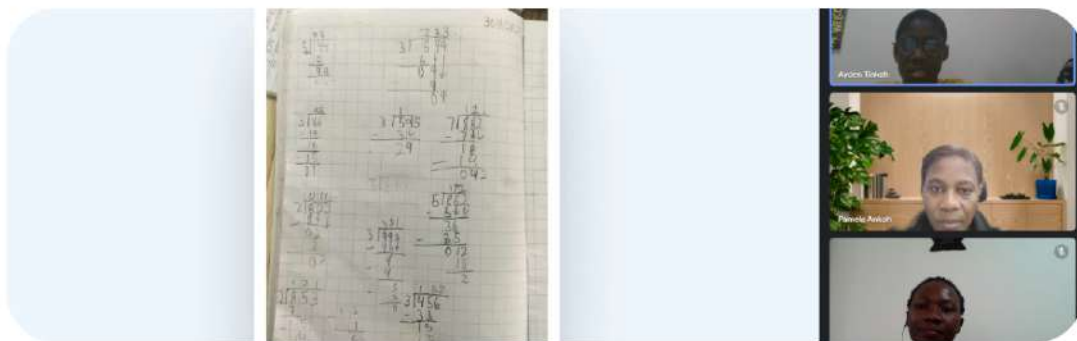
Together, these initiatives underscore our commitment to a holistic approach to education, where every member of the TIS Primary Campus is informed, engaged, and empowered to contribute to a dynamic and growing learning community.

3-WAY INTERVIEWS

In the Primary Years Program (PYP), sharing learning with parents is integral to the educational process. At TIS Primary, we actively encourage this practice as it is crucial in enhancing students' confidence and enabling parents to engage meaningfully with their children's education.

By sharing their learning experiences, students reinforce their understanding and develop essential communication skills. This process boosts their confidence as they take pride in demonstrating their knowledge and achievements to an audience beyond the classroom.

For parents, these sharing opportunities provide valuable insights into their children's academic progress and the concepts they are exploring. It fosters a deeper understanding of the curriculum and the learning journey, allowing parents to support and encourage their children more effectively at home.



Overall, this collaboration between students, parents, and teachers strengthens the educational community, creating a supportive environment where learning is celebrated and nurtured.

FIELD TRIPS AND RESOURCE PERSONS

Our learners engage most effectively when connecting their education to real-life experiences. This is why field trips and the involvement of resource persons are vital components of our curriculum when running a unit. Field trips provide students with firsthand exposure to their study subjects, allowing them to see and experience concepts in action. This experiential learning reinforces classroom teachings, making abstract ideas tangible and memorable.

Similarly, inviting resource persons into our learning environment enriches the educational experience by providing students with direct insights from professionals and experts. These interactions enable students to learn from real-world experiences, ask questions, and gain a deeper understanding of the subjects they are studying.



OUR ROLE IN OUR COMMUNITY

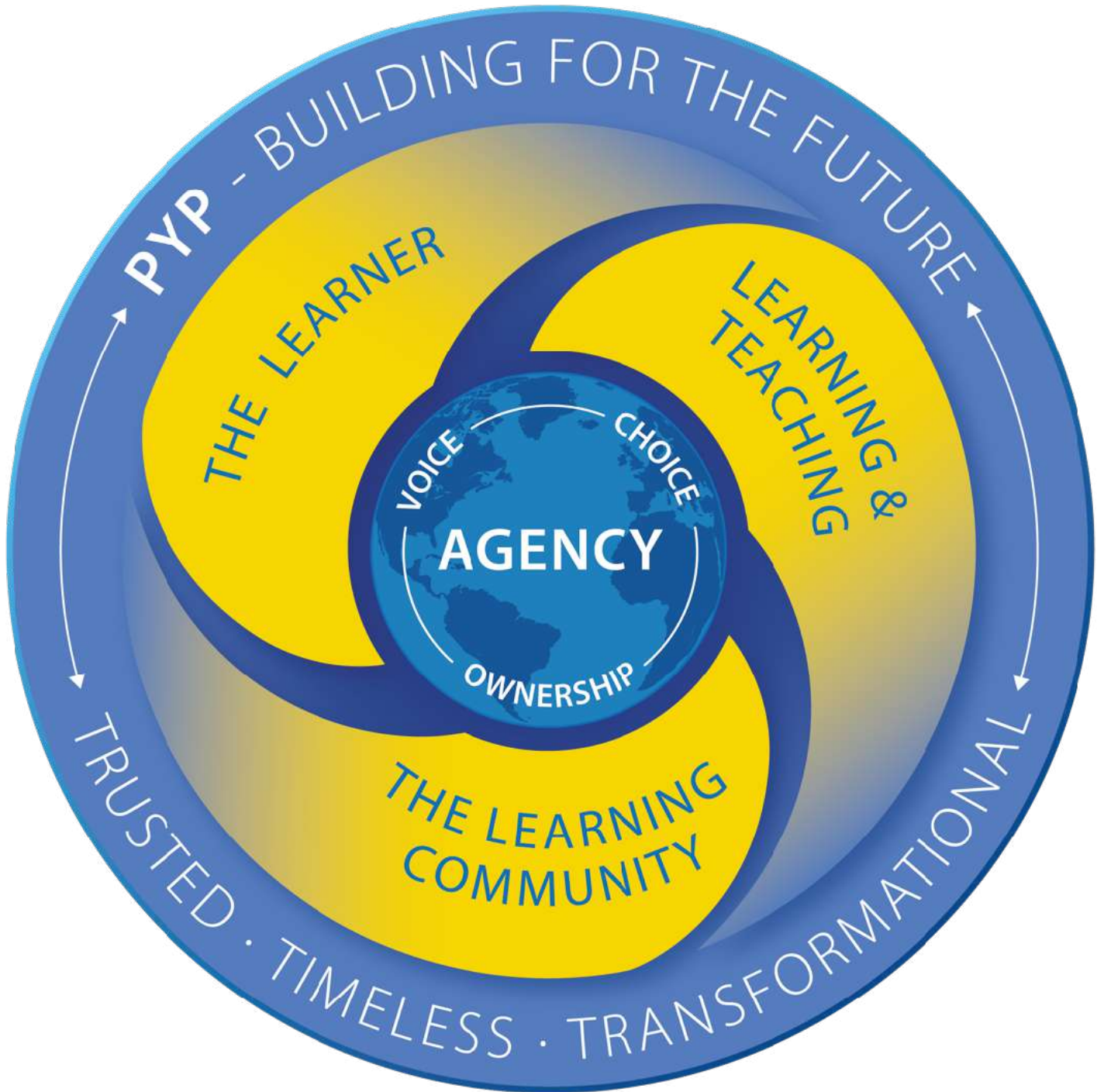




LEARNING ABOUT THE ECOSYSTEM AT SHIA HILLS



Together, these approaches not only enhance comprehension but also inspire curiosity and a lifelong love for learning by demonstrating the relevance and application of knowledge beyond the classroom.



Change ^{the} World Through Excellence

#Make a Difference





Ten tips for acting with integrity

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



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

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



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

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



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

Take responsibility for your own actions and their consequences.



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







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

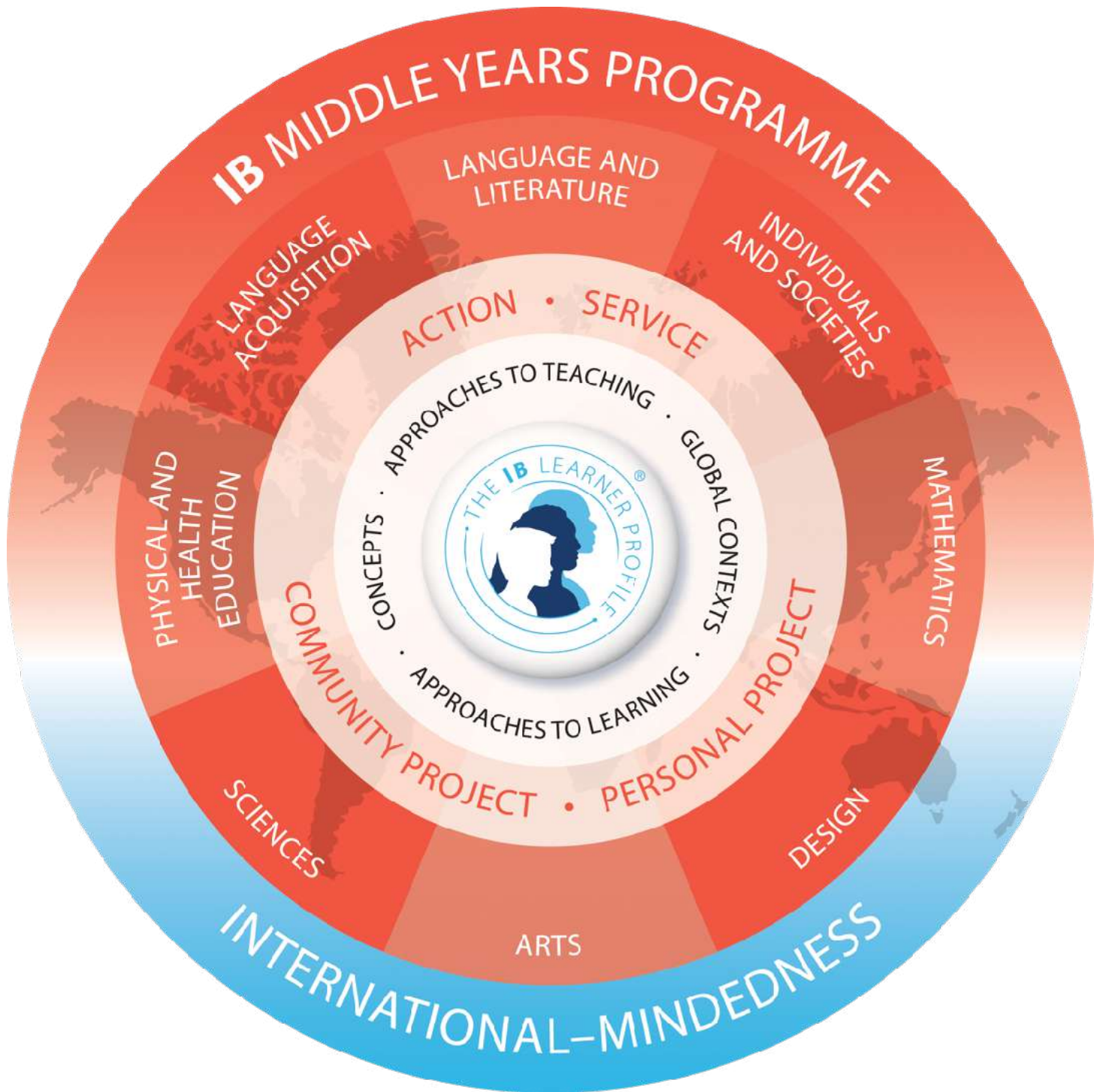


Try to **overcome procrastination**. Managing your time wisely will reduce stress-induced, last-minute work which increases the likelihood of cheating.

ReachOut

Checklist for DISTURBING CONTENT

<p>Work out whether the content is right for your child. It might be around their age or just their personality, but trust your gut and put boundaries in place.</p> 	<p>Read up on the issues it explores. If you show that you are comfortable and knowledgeable with the issues it explores your kids are more likely to open up to you during a tough time.</p> 
<p>Stay up to date with pop culture. You may not care about the Bieber's or Beyonce's of this world but following sites like Pedestrian.tv and news.com.au will help you stay ahead of the game.</p> 	<p>Make sure they know that not everything they see is how it appears. Have a frank conversation about not taking everything on the internet at face value.</p> 
<p>Tell them that they don't have to watch something if they don't want to. <i>Brainstorm ways they can say no to their peers</i> and feel confident making their own decisions.</p> 	<p>Encourage them to practice self-care. If they are going to watch something make sure they've got an arsenal of things to pick them back up afterwards.</p> 
<p>Offer to watch it with them. That way you can talk through anything tough as it comes up. This can be useful even if they've already seen the content.</p> 	<p>Let them know where to go for help. Ask them who they would feel comfortable talking to and connect them with services like ReachOut or Kids Helpline.</p> 



The MYP Core Elements

The Middle Years Programme (MYP) is a balanced programme that offers students opportunities across eight subject subjects: *Language and Literature, Language Acquisition, Individuals & Societies, Sciences, Physical and Health Education, Arts, and Design*. These subjects are taught through concepts and contexts (local and global). Beyond the subject groups, there are also the Core Elements, which provide depth to the skill set that a 21st-century learner needs to succeed after school.

The MYP Core elements include MYP Projects, Interdisciplinary Learning, and Service as Action. The core elements aim to *'broaden student's educational experience and challenge them to apply their knowledge and skills'*.

MYP Projects – They provide opportunities for students to reflect on their learning, collaborate and pursue service-learning initiatives. Further, MYP projects are age-appropriate and help students to engage in practical explorations through a cycle of inquiry, action, and reflection.

All MYP3 (Grade 8) students complete the Community Project at TIS. They build on this knowledge in MYP4 (Grade 9) when undertaking the Personal Project. It's a requirement for all students who complete the MYP in Year 5 (Grade 10) to complete the Personal Project.

Interdisciplinary learning – Secondary education successfully organizes teaching and learning into *disciplinary compartments as a response to increasing specialization*, however, the complexity of our ever-changing world requires students to integrate disciplines to understand global issues and create novel solutions.

At TIS, all MYP students have the opportunity in the second semester of every academic year to participate in an Interdisciplinary Unit (IDU), which involves at least two subject groups co-creating knowledge to address relevant issues (either locally or globally).

Service as Action—This is a service-learning opportunity where students engage in meaningful community service activities. These activities are properly adapted to local contexts and consider the students' aptitudes and preferences. Though not externally assessed at the end of MYP5, students must fulfil the school's expectation for participation in community service to be awarded the IB MYP certificate.

Reference: International Baccalaureate Organization. (n.d.). *MYP Curriculum*
<https://www.ibo.org/programmes/middle-years-programme/curriculum/>

TEMA INTERNATIONAL SCHOOL



Congratulations

KIROS ESSILFIE

FOR OBTAINING THE HIGHEST **IB MYP POINTS**
OF 50 IN THE MAY 2024 EXAMINATION SESSION



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



Be a content creator, not a content imitator.

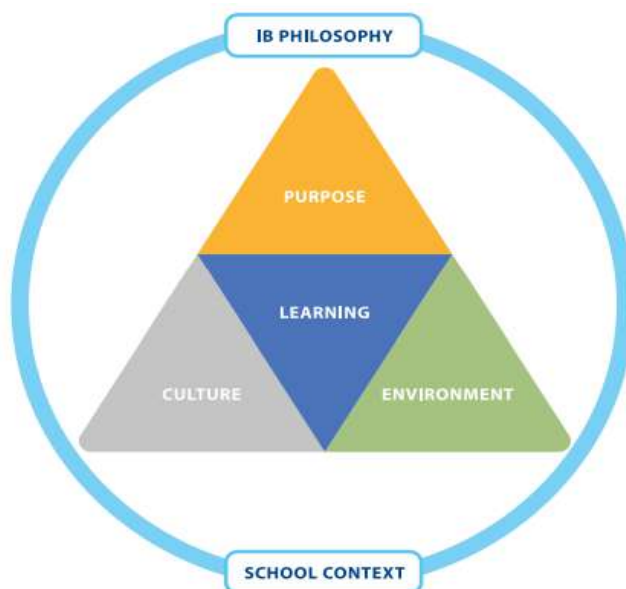
Academic integrity is a responsibility
of the whole IB community

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



IB PROGRAMME STANDARDS AND PRACTICES

This conceptualised developmental framework for IB World Schools supports and guides schools as lifelong learning institutions. The Programme Standards and Practices (PSP) ensure system learning as an integral factor of student learning. It emphasises each school's unique character and community, celebrates each school's context, and provides greater flexibility to design the learning environment that works best for each school community. It also provides the framework for evaluating IB World Schools.



IB Programme Standards and Practices framework

The PSP has four overarching categories.

Purpose

This captures the school's philosophy, mission, strategy and values. All IB programmes aim to develop internationally minded people who recognise their common humanity and shared guardianship of the planet and help create a better and more peaceful world.

Environment

School environments include the human, natural, built, and virtual resources through which learning experiences occur. They include three main standards: leadership and governance, student support, and teacher support.

Culture

This articulates the school policies and how they are implemented. There are five central policies: academic honesty policy, language policy, learning diversity and inclusion policy, admissions policy, and assessment policy.

Learning

This represents outcomes that result from the school's purpose, environment and culture coming together to deliver the curriculum through best practices in approaches to teaching, learning and assessment.

Reference: Programme standards and practices. (n.d.). Available at: <https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/programme-standards-and-practices-2020-en.pdf>.

TEMA INTERNATIONAL SCHOOL

Congratulations



TIFFANY FORSON
CLASS OF 2024

FOR OBTAINING THE HIGHEST IB DP POINTS OF 42 IN THE MAY 2024 EXAMINATION SESSION

Change ^{the} World Through Critical Thinking

#Make a Difference



Hostel Corner

Keep Your Spark and Glow from Within: A Guide to Personal Hygiene.



Personal hygiene plays a crucial role in maintaining health and boosting self-esteem. Recently, the **Cecilia and Catherine Hostels** hosted an educational session led by **Aunty Setor and Aunty Nora**, focusing on practical tips to stay clean, fresh, and confident. The session covered bathing techniques, choosing suitable personal care products, and even introducing traditional remedies for body odour. It was a highly informative and empowering discussion for everyone present.

Here are some **reflections** from the students on what they learned:

The meeting taught us practical tips for staying clean and preventing body odour. Aunty Setor explained the importance of rinsing our bodies before applying soap to remove sweat and dirt, making cleaning more effective. She recommended bathing twice daily: once in the morning to start the day fresh and again before bed to wash off the day's grime. Aunty Nora added advice tailored for us girls, highlighting the importance of choosing personal care products that suit our needs, such as deodorants and feminine hygiene products.

We also learned some local remedies for managing body odour. One method involved using lime and ash to create a natural paste for the armpits, between the legs, and under the breasts. This mixture helps control odour, and if lime isn't available, water can mix with the ash. Overall, the session was very beneficial, and I feel more confident about maintaining good hygiene. **Akua Kumi, Grade 8**



When they first announced that Grades 7 and 8 should gather in the common room, I was reluctant to get out of bed as I was already comfortable. However, during the meeting, we discussed how to shower correctly and which products to use. For instance, we learned that applying ash to our armpits and letting it sit before rinsing off helps with odour control. We also learned about a white powder that keeps us smelling fresh after a shower, though I can't recall its name.

Through this session, I shared my shower routine and listened to others. My routine involves washing my face with soap before getting into the shower, then rinsing my body thoroughly. I start scrubbing my neck, shoulders, armpits, arms, and back, focusing on areas that

sweat the most. Then, I move to my chest, stomach, legs, and feet, bending down to clean under my feet properly. After rinsing, I repeat the entire process. I also learned about the importance of choosing soaps that work for us individually, as not all soaps suit everyone. Overall, the meeting helped me learn a lot about hygiene, which has benefited me. **Janice Marfo, Grade 8**

We focused on basic hygiene practices during the meeting to help us smell fresh and clean. One key topic was showering: we discussed the importance of rinsing thoroughly before using soap and sponge, scrubbing ourselves twice, and rinsing after each scrub. We also discussed the need to shower after physical activities, especially during after-school events.

Another important point was using the right deodorant for our bodies to minimise odour. We learned that mixing ash and lemon juice creates a natural remedy for areas that produce sweat, and dissolving alum in water can also be applied to reduce body odour. Additionally, we were advised to carry deodorant, pocket tissues, and a small towel to freshen up during the day. This session was a helpful reminder always to be prepared. **Janelle Ahadome, Grade 8**

The talk we had last Sunday was both educational and enjoyable. We revised the steps of taking a simple shower and how to scrub ourselves properly. We also discussed the benefits of using ash, alum, and lemon to manage body odour. It was interesting to learn that keeping deodorant, a face towel, and extra sanitary towels handy can help us stay fresh throughout the day.

One key takeaway was the importance of being clean before applying perfume or deodorant, as the bacteria on our skin can mix with the chemicals, affecting the fragrance. At the start of the session, we explored why humans produce body odour, learning that it occurs when sweat mixes with bacteria on the skin. This session was both fun and informative. **Carla Vodzi, Grade 8**

When the meeting was announced, I felt lazy to get out of bed, but I pushed myself to go. Our hostel parents arrived, and we began discussing the importance of good hygiene. Some of us

demonstrated how we take our baths, and they used a doll to show how we should properly wash ourselves. They also explained that body odour isn't always someone's fault and that some people naturally struggle to control it.



I learned that using products that work for my body is essential, as the same soap may only work well for some. We also discussed traditional ways to combat body odour, like using lemon and ash on our underarms and letting it dry before applying deodorant. During our monthly cycle, the session emphasised the importance of rinsing thoroughly and paying extra attention to hygiene. I also picked up tips on staying fresh during the day, like carrying a face towel and deodorant to wipe underarms and reapply as needed.

Overall, this meeting taught me valuable lessons on hygiene, and I am grateful to our hostel parents for the information they shared. I look forward to learning more. **Amy Gavor, Grade 8**

Formal Sunday Pictures



Every third Sunday of the month, our students will attend church service in formal wear. Last Sunday, all of them were formally and well-dressed, making a positive impression. We aim to instil this habit in them so it becomes a natural part of their character. The students felt confident and proud of their appearance, reflecting the value of dressing well for all occasions.





Change ^{the} World Through Respect

#Make a Difference



CAS-SA Corner

It's Game Time! Join Us for Sporty Family 2024



Get ready for a day of fun, excitement, and team spirit as we gather for **Sporty Family 2024**, now a joint event for both our **Secondary and Primary Schools**. This is a key highlight of our **TIS @ 21** celebrations!

Rally your **Blue Cedars**, **Green Wisterians**, **Red Kigelians**, & **Yellow Outeniquas** and join us on **Saturday, 21 September**, at **8:30 am** for an action-packed day.

We'll kick off with a **warm-up aerobics session**, so arrive early and get ready to move!

What's on the lineup?

- Tug of Peace, Team Walker, Sack Race, Fill in the Bottle, 50m Dash, Balloon Relay, Hula Hoop Ring Pass, And the best of all, the **Dizzy Relay!**

Bring your whole village—parents, staff, students, and alumni—to support your colour group and cheer your hearts out. Food and drinks will be available, including:

- Waakye, Kebab, Fruit juices, Bubble tea, Water, and more!

All proceeds from food sales will support our **students' service initiatives**, so every bite counts! Mark your calendars and don't miss out on this fun-filled day.

Let's make **Sporty Family 2024** a truly memorable event by celebrating TIS @ 21 and including our Primary Campus in the festivities.

See you bright and early on Saturday, 21 September. It's game time!



TEMA INTERNATIONAL SCHOOL



SPORTY FAMILY

**IT'S GAME TIME!!
BRING THE WHOLE VILLAGE & SUPPORT
YOUR COLOUR GROUP**

**SATURDAY - 21 SEP. 24 - 8:30 AM
SPORTS COMPLEX**



**Food and drinks ON SALE:
Waakye, kebab, fruit juices, Bubble tea,
Water and more.**

All proceeds go towards our students' service initiatives



Counting Down to a Remarkable Milestone: TIS @ 21



We are thrilled to begin the countdown to a significant moment in our school's history, **TIS @ 21**. This anniversary not only celebrates the growth of our secondary campus but also marks the **5th anniversary of our Primary School campus**, representing key milestones in the TIS journey.

Our visionary co-founders, **the late Mr A. A. Adjavon** and **Mrs Comfort Adzo Adjavon**, set out to establish a school that nurtures individuals ready to face challenges and make a meaningful impact on the world. As we reflect on their legacy, we take pride in the growth that has shaped TIS into the thriving institution it is today.

This year's anniversary theme, "**Embracing Growth: Building a Better World Together**," is more than a slogan—it is a call to action for every community member. This theme reflects our commitment to growth, unity, and shared responsibility for shaping a brighter future. Let this theme inspire us all as we embark on this celebratory journey.

To kick off the festivities, mark your calendars for **Saturday, 21 September**, when we will celebrate **Sporty Family**. **The Blue Cedars, Green Wisterians, Red Kigelians, and Yellow Outeniquas** will come together for a day of challenging and fun-filled games, celebrating the spirit of sportsmanship and team unity.

Additionally, this year's **Spirit Week** will feature "**The Zion Encounter**"—a gospel concert offering an opportunity for spiritual renewal and reflection, marking the opening of our Anniversary Week. We encourage everyone to participate and make these events truly unforgettable.

As we look ahead to **Founders' Day on 3 October**, we'll celebrate our diversity under the sub-theme "**We Are One**" during the **Founders & International Day Festival**. This special day will be a tribute to our Founders' vision and a celebration of TIS's incredible journey. To add to the excitement, the best-dressed male and female (both students and staff) will have the chance to win a **GHC 1,000 cash prize**, so let your creativity shine!

Let's come together as one community to make **TIS @ 21** and **TIS Primary @ 5** a memorable celebration of our shared values, achievements, and our collective future.



The image is a celebratory graphic for Tema International School. At the top, a green banner contains the school's name "TEMA INTERNATIONAL SCHOOL" in white, flanked by the school crest on the left and a circular logo with "ib" on the right. Below the banner, a central cartoon bird mascot with yellow and brown feathers and a green scarf with the school crest gives two thumbs up. To the left of the mascot, the text "21ST Anniversary" is displayed in large green numbers, with "2003 - 2024" underneath. To the right, an orange circular stamp reads "PRIMARY 5 YEARS CAMPUS" with "2019 - 2024" below it. At the bottom, a green curved banner contains the school's motto: "Embracing Growth: Building a Better World Together" in white cursive.

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 TIS's incredible journey and growth 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 various 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**.

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 @21



IB CLASS OF 2026

SEP 28 - OCT 06

Sat 28 September

THE "ZION" ENCOUNTER

A gospel concert for an amazing encounter with the Lord

Mon 30 September

SDG-DAY

Each grade represents an SDG goal

Tues 1 October

CARTOON DAY

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

Fri 4 October

RULE BREAK

Self-expression through clothing and style

THE BLACKLIST

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

Wed 2 October

COUNTRYSIDE VS COUNTRY CLUB

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

Thur 3 October

WE ARE ONE!

Founders & International Day Food festival!

Sat 5 October

FUN FAIR

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

Sun 6 October

THANKSGIVING SERVICE

Come celebrate gratitude! Give thanks for another TIS anniversary.

Spirit Week Line-Up Programme

The “ZION” Encounter (Gospel Concert)

Saturday, 28 September 2024

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

SDG Day

Monday, 30 September 2024

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

Cartoon Day

Tuesday, 1 October 2024

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

Countryside vs Country Club

Wednesday, 2 October 2024

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

We are One! (Founders Day x International Day)

Thursday, 3 October 2024

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

Rule Break

Friday, 4 October 2024

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

The Blacklist (Party)

Friday, 4 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!

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!

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.

Secret of the Ancient Well

A Journey of Faith, Destiny, and African Folklore



We are pleased to announce that rehearsals are underway for our much-anticipated annual production, *Secret of the Ancient Well*, written by the renowned Ghanaian playwright **Yaw Asare**. This year's performance, **directed by Mawuli Zonyrah** with the support of our talented **Student Directors Peyton and Obaa (G12)**, promises a captivating blend of storytelling, culture, and music

that will resonate with all.

The play explores profound themes such as faith and destiny, the tension between societal norms and personal desires, and the transformative power of sacrifice and love. Set in the rich tradition of African folklore, *Secret of the Ancient Well* brings to life the essence of Northern Ghanaian storytelling, accompanied by original music for this production. Audiences can also expect a beautiful interplay of local dialects, adding authenticity and depth to the characters and their journeys.

We look forward to sharing this unique theatrical experience and invite you to join us as we celebrate creativity, culture, and the arts. Stay tuned for more details in the coming weeks.

Save the Date: Saturday, 9 November 2024
Venue: TIS Secondary Campus, Multi-Purpose Hall
Time: 7:00 PM





TEMA INTERNATIONAL SCHOOL

Presents

An adaptation of

Secret *of an* Ancient Well

By: Yaw Asare



7:00 pm

Sat. 9 Nov. 2024

TIS MPH - Main Campus

ALL PROCEEDS FROM THIS PRODUCTION GO TOWARDS STUDENT SERVICE PROJECTS.

A Writer's Repose



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 that said sword can do, but because the pen can move others in numerous 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 innermost thoughts through writing freely, from short stories, to odes, to lyrics, poems and many more. Some may feel pressured, shy, or intimidated, but I pray 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 is 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 works that you have made to the e-mail jeremytackie2.1@gmail.com so they may be adequately vetted and published in the weekly **TIS Bulletin**. **Jeremy Tackie, G12 – Initiator**

TIS Red Cross Corner!

Understanding and Managing Asthma in the School Community



Asthma is a chronic respiratory illness that affects many people. Symptoms include inflammation and constriction of the respiratory passages, resulting in profuse coughing, wheezing, difficulty breathing, and a sensation of fullness in the chest. These symptoms can range from mild and controllable with medication (such as inhalers) to potentially life-threatening situations if not adequately addressed.

As a school community where students spend significant amounts of time, it is essential to have the necessary resources and strategies in place to successfully handle and support individuals with asthma, ensuring their safety and wellbeing.

Asthma attacks can happen at any time, but in the TIS community, they often occur during long hours of sports. As the Red Cross Society, it is our job to be on standby in an emergency.

Frequent Triggers and Precautionary Measures

Common asthma triggers include dust, freshly cut grass, and strong fragrances, such as those found in cleaning agents. To lower the risk of a potential asthma attack, students and staff can:

- Maintain proper ventilation in classrooms.
- Ensure cleanliness to reduce dust.
- Avoid prolonged sports activities for students with asthma unless a first aid kit or inhaler is on hand.

Signs of a Severe Asthma Attack

Indications of a severe attack include excessive breathing, difficulty speaking in complete words, continuous coughing, wheezing, and a feeling of tightness in the chest. Prompt action is crucial when these symptoms are observed.

During an Asthma Emergency

The initial course of action during an asthma emergency is to help the student remain calm, as panic can worsen the attack. The student's rescue inhaler, commonly known as Ventolin in our school, should be administered immediately if they are a known asthmatic. If symptoms do not improve or worsen within a few minutes, escalate the issue by contacting the school's infirmary nurses.



Steps to Keep in Mind

1. **Stay Calm and Reassure the Individual:** Panic or anxiety can exacerbate the symptoms. Please speak to the student soothingly, encourage them to sit upright, and focus on their breathing.
2. **Take Action:** If you are a certified Red Cross member, follow your training. If not, help the student use their inhaler if they are a known asthmatic. Otherwise, seek help from nearby staff or Red Cross members.
3. **Encourage Others to Give Space:** Although others may be concerned, keeping the area clear is essential. This reduces overcrowding and minimises stress for the student experiencing the attack.
4. **Alert Red Cross Members, Nurses, or Staff:** If you aren't a Red Cross member, alert nearby staff or nurses. Please do not leave the individual unattended; keep them seated and calm until help arrives. You can ask others around to seek help if needed.

NB: Never administer an inhaler to someone who has not been diagnosed with asthma, regardless of similar symptoms, as it may cause severe harm.

- Asthma and Allergy Foundation of America. (n.d.). Asthma Facts. Retrieved from <https://www.aafa.org>
- American Lung Association. (2021). Managing Asthma in School. Retrieved from <https://www.lung.org>
- World Health Organization. (2021). Asthma. Retrieved from <https://www.who.int>



TIS Cooking Club – Grades 9 & 10

STIR-FRY INDOMIE

Ingredients

1. Indomie (5 large packs)
2. Marinated chicken (5 pieces)
3. Onions (2)
4. Pepper (4)
5. Green pepper (3)
6. Carrots (4)
7. Spring onions
8. Cabbage
9. Liquid chili
10. Garlic
11. Oil
12. Sausages
13. Salt
14. Eggs (6)



Preparation

Steaming the Chicken:

1. Place the marinated chicken into a saucepan.
2. Blend 1 onion, pepper, garlic, and green pepper. Pour this mixture into the pan with the marinated chicken and add one tablespoon of salt.
3. Cook on the stove for about 20 minutes.
4. After cooking, fry the chicken and cut it into chunks.

Stir Fry:

1. Use the chicken stock to cook the Indomie. Transfer it to a larger pan, add enough water, and cook the noodles for about 10 minutes.
2. Drain the noodles and set them aside.
3. Prepare all the vegetables (carrots, onions, green pepper, cabbage, and spring onions) and set aside.
4. Cut the sausages into smaller pieces and fry until tender. Scramble the eggs and set them aside.
5. In a frying pan, heat some oil and stir-fry the vegetables until they reach your preferred texture.
6. Add the chicken, sausages, scrambled eggs, and Indomie spices. Stir fry for about 3 minutes.
7. Add the cooked noodles to the pan, mixing well. Add the remaining Indomie spices and liquid chili. Stir fry for another 3 minutes.
8. Sprinkle in the spring onions and fry for an additional minute. Serve and enjoy!

Auntie Betty's Cooking Class - Student Reflections



During our cooking class, we made stir-fried Indomie with various vegetables, chicken, eggs, and sausages. I learned a new technique—using chicken broth to boil the Indomie—which I will now apply when I cook at home. I look forward to the next class, where we'll make even more delicious dishes. **Crissy J. Amey, G10**

I've always been interested in food, so joining the TIS Cooking Club was a no-brainer. This session taught me different ways to prepare Indomie, focusing on a traditional mix of vegetables,

sausage, and chicken. The taste was incredible, and I felt excitement while eating was beyond words. Although challenging, especially learning to cut vegetables and meat, Miss Betty's guidance made it worthwhile. The experience was both educational and rewarding. **Tricia Minlah, G10**

I'm so glad I joined the cooking club! This Wednesday, we learned how to make stir-fried Indomie. It was fun to try a new recipe and collaborate with different people. We all had various roles, from cutting veggies to stir-frying the noodles. I had a great time, and my stomach certainly enjoyed the meal! **Queen Victoria Wuaku, G10**

Joining the cooking club during my ASA period was a blast. I learned a lot about cooking, especially how to make a delicious stir-fried Indomie. It was an enriching experience being in the kitchen with others. Miss Betty ensured everyone had a role and understood the process. Adding the chilli oil was my favourite part, giving the dish an extra kick. We all enjoyed our meal and can't wait for the next session. **Sylvia Ziniel, G10**



My first cooking class experience was unforgettable. Walking into the kitchen, I was warmly welcomed, handed an apron, and felt part of the team. We prepared stir-fried noodles, and Miss Betty divided tasks so no one felt left out. After cooking, we all helped clean up, making the entire experience wonderful. I look forward to our next meeting! **Ivy Kaki Adjovu, G10**

This was my first cooking class in Grade 10, which was extraordinary. I improved my cutting and cooking skills and learned that the cooking club is not just about cooking; it's also about time management and organisation. I knew which ingredients to use first and when to add them. The club also helped me improve my teamwork skills by working together chopping, cutting, and preparing ingredients. I recommend that everyone join the cooking club! **Navil Yakubu, G10**

CAS Experience – TIS Buddies for Change Club Buddies Without Borders presents: AI Impact on SDGs Forum



AI tools have been used in many industries to analyze big data for business decisions and government policies, but technology divide, disinformation and data availability may lead to threats along with opportunities.

The more powerful a tool is, the more consideration it requires of us to think critically. How can we harness the power of AI to create a more sustainable and equitable future for all?

AI's Impact on SDGs

Buddies Without Borders Online Forum
Application closes on **September 23rd, 2024**

Application link:
<https://forms.gle/AA3YjWyGAKPLmn2q8>

*merit-based scholarships available for under-represented countries.

Calling all members of the TIS 'Buddies for Change' Club! We are excited to announce an incredible opportunity for you to participate in the upcoming *AI Impact on SDGs Forum* presented by our parent club, 'Buddies Without Borders.' This forum is a fantastic platform for students to develop essential communication, research, collaboration, and reflection skills. It also serves as a valuable experience for both CAS and university applications.

Why Apply?

Not only is this a chance to explore the dynamic intersection of AI and the Sustainable Development Goals, but club members could also win a scholarship! Applications close on 23 September, so seize this opportunity and apply now.



How to Apply

Click on the link below to submit your application. For more information, reach out to the club president, Christian (G11), or your club patron, Mr. Reuben.

Let's harness the power of AI to create a sustainable and equitable future for all!

Application Form: <https://forms.gle/asRWnSEGWEv8KYHk9>

For more information on the forum, use this link : [AI's Impact on SDGs.](#)

Buddies Without Borders Forum - Overview



Students aged 15-18 worldwide are invited to brainstorm innovative solutions for global challenges. AI tools are increasingly used across industries to analyse large data sets for business decisions and government policies. However, issues such as the technology divide, misinformation, and data availability pose potential threats alongside opportunities. As the power of AI grows, so does the need for us to think critically about its use.

In this upcoming forum, we challenge students to explore how AI can be harnessed to create a more sustainable and equitable future. Each participating team will examine the most pressing Sustainable Development Goals (SDGs) in their assigned country and propose an AI-driven solution to achieve the most positive impact.

Program Fee

- **Standard Fee:** \$100 USD if accepted into the program.
- **Scholarships:** Merit-based scholarships are available, especially for students from under-represented countries. To inquire about scholarship availability, please email us with:
 - Your school's website
 - Proof of your nationality
 - A copy of your current report card

Note: Each Buddies Without Borders (BWB) Club has one scholarship seat reserved for a club representative. The club moderator must nominate the representative by Monday, September 21st, 2024, while seats are available.

Details

- **Team Formation:** Each team will consist of 3-4 students from different countries, working together across borders. Teams will jointly represent an assigned country.
- **Task:** Each team will write a summary describing their proposed AI use case and create a diagram illustrating their envisioned system.
- **Acceptance Policy:** Acceptance is rolling, with 4-6 seats allocated per country until all spots are filled. No applications will be reviewed after 23rd September 2024.

Important Dates

- **September 28:** Asynchronous pre-forum mingle in Chat Space (Q&A tag game)
- **October 5:** Asynchronous Google Classroom opens. Participants post a self-introduction, sharing their interest in the topic.

CAS Project

TIS Assembly Team: A Journey of Creativity, Service, and Growth



Being part of the "TIS Assembly Team" has been one of the most rewarding experiences for us students as we go through our IB journey. This CAS project, under the Creativity and Service strand, offers us and other students the chance to use the assembly platform to present personal projects, Service as Action, CAS initiatives, and community projects. It's also an opportunity to share what we've been learning across various subjects, creating a vibrant sense of community within our school.

Our journey started with a public speaking workshop that laid the foundation for us to become confident communicators. After that, we took on the role of assembly organiser at the beginning of 2024, managing everything from presenting to scriptwriting and even working in the video room. Throughout this experience, we not only achieve the CAS learning outcomes but also embody several key IB Learner Profile attributes:

- **Identify Own Strengths and Develop Areas for Growth (Reflective):** Through organising assemblies, we reflect on our strengths, whether in

communication, technical skills, or leadership and identify areas for improvement, such as managing stage fright or refining our scriptwriting techniques. This self-awareness embodies the Reflective attribute of the IB Learner Profile, helping us to learn and grow from each experience.

- **Demonstrate That Challenges Have Been Undertaken, Developing New Skills (Risk-takers):** Preparing and conducting assemblies is no small feat. We face the pressures of public speaking, adapt to live presentation challenges and acquire new skills like scriptwriting and video editing. By stepping out of our comfort zones and embracing these challenges, we demonstrate the attribute of being Risk-takers, showing courage and resilience in new situations.
- **Demonstrate How to Initiate and Plan a CAS Experience (Thinkers & Communicators):** As assembly organisers, we engage in planning and execution, which involves strategic thinking and effective communication. We embody the Thinkers attribute by thinking critically and solving problems during planning. Additionally, by presenting, scriptwriting, and managing technical aspects, we develop as Communicators, expressing our ideas confidently in various ways.
- **Commitment to and Perseverance in CAS Experiences (Principled):** Hosting assemblies requires dedication and perseverance. We take responsibility for our roles, uphold values like integrity and fairness, and demonstrate the Principled attribute of the IB Learner Profile. This ongoing commitment reflects our reliability and sense of responsibility.

- **Work Collaboratively with Others (Collaborators):** The project is inherently collaborative, requiring us to take on different roles, some as presenters, others as scriptwriters, and some as part of the technical crew. Through teamwork, we embody the Collaborator attribute, recognising the importance of working together to achieve shared goals while respecting each other's contributions.
- **Engage with Issues of Global Significance (Knowledgeable & Open-minded):** When selecting assembly topics, we delve into global issues, gaining a deeper understanding of concerns like social justice, sustainability, and cultural awareness. This process reflects our Knowledgeable and Open-minded attributes as we explore diverse perspectives and embrace the complexities of global issues.
- **Recognise and Consider the Ethics of Choices and Actions (Caring & Principled):** Crafting assembly scripts encourages us to think critically about our messages and the ethical implications of our choices. We embody the Caring attribute by considering the impact of our actions on others and demonstrating compassion. One example is how we approach and respect our school community's diverse opinions and religious beliefs. When gathering ideas from students and staff, we include different perspectives, ensuring everyone feels represented and heard.

Being **Principled** is also central to our role. Dr. Ken often reminds us of the "three things," a constant reminder to be ethical and act with integrity, especially when no one is watching. This guidance shapes our decision-making process as we strive to create fair, respectful assemblies that reflect our community's values.

Every year, the 'TIS Assembly Team' members reflect on their journey, sharing growth stories as communicators, leaders, and global citizens. We've faced and overcome challenges such as stage fright, refining script writing skills, and mastering technical tasks in the video room. Working together as a team has helped us develop confidence and public speaking skills and align with the IB Learner Profile attributes.

However, the role goes beyond just organising assemblies. We hold regular meetings, collate data, and gather contributions from various departments within the school, including Programme Coordinators, University Counsellors, CASSA, and the Well-being Team. Additionally, we edit videos and share feedback with our patrons, Dr Ken and Mrs King. This holistic approach provides an invaluable opportunity to work closely with staff and students across different grades. Throughout the two semesters of leading the assembly team, we have challenged ourselves to create new segments and become increasingly creative in our presentations.



We invite you to explore the reflections of our 32 committed 2024 TIS Assembly Team members. Their insights will shed light on how this enriching CAS project has shaped us into better communicators and leaders, fully embracing the essence of the IB Learner Profile. **Kayla Searyoh & Allyson Achiampong - Assembly Team Co-Leaders**

Reflection from the Assembly Team



Being part of the TIS Assembly Team has been an enriching experience. It has taught me the importance of teamwork, leadership, and clear communication for successful assemblies. Our team was tasked with ensuring that assemblies ran smoothly and meaningfully. I took this responsibility seriously, aiming to make each gathering impactful and engaging for the student body.

One of my proudest contributions was initiating the "Sign of the Week" segment. This idea came to me when I realised that we could use assemblies to inform, educate and foster inclusivity within our school community. Sign language is a powerful tool for bridging communication gaps, and introducing a weekly sign would promote awareness and empathy toward those with hearing impairments. We



would highlight a new word or phrase in sign language each week, demonstrating it during the assembly and encouraging students to practice it throughout the week.

The response was overwhelmingly positive. Students and staff alike appreciated the effort to include sign language as part of our culture, and it sparked meaningful conversations about accessibility and inclusion. Seeing my peers practice the signs and knowing that this small initiative was making a difference reaffirmed the power of small actions in creating a more connected and compassionate community. Being on the assembly team helped me grow in confidence, but more importantly, it showed me the great lengths that dedication can take us.

Jenelle Mac-Deh, Grade 12

Working on the Assembly Team has been a rewarding and challenging experience. As part of a student-led group responsible for organising school assemblies, I had the chance to display leadership, creativity, and teamwork. One of the highlights was the professionalism that came with being part of the team. I felt like a company's marketing department member, brainstorming fresh ideas to make assemblies engaging, coordinating with speakers, and even writing scripts. Contributing to such an important aspect of student life at TIS was gratifying, providing a platform for the administration, teachers, and students to share valuable information.

Thanks to the public speaking workshop I participated in, my confidence in public speaking greatly improved. The tips and tricks I learned helped me overcome nervousness, and each assembly allowed me to refine my skills further. I no longer feel anxious in front of a crowd, and I now speak more confidently, focusing on the audience instead of relying on notes.

Of course, there were challenges. Managing assembly responsibilities alongside academics required strong time management skills. Last-minute changes to the agenda or unexpected absences from team members taught me the importance of flexibility and working under pressure. These experiences pushed me to grow, improving my ability to adapt to unforeseen situations. My time on the Assembly Team I strengthened my collaboration and leadership abilities while teaching me resilience. It was an invaluable experience that I am proud to have been a part of. **Nana Yaa Arthur, Grade 12**

Participating in the Assembly Team has been a transformative experience. It has significantly extended my comfort zone, enhanced my confidence, and facilitated my personal growth, particularly in public speaking.

Initially, the prospect of addressing a vast audience was intimidating. I have consistently preferred working behind the scenes, steering clear of circumstances that necessitate being the focal point. The pressure to excel and my doubts made the initial assemblies daunting. However, joining the Assembly Team required me to confront my fears directly. During my first experience speaking before an audience, I was nervous, and my voice shook. With each assembly, though, I became more at ease. I learned to manage my anxiety and focus on delivering my message with clarity and conviction.

Being part of the Assembly Team has significantly boosted my confidence. Overcoming my initial worries and obstacles helped me realize the potential within me. Every successful assembly instilled a sense of achievement, and I began to trust in my ability to communicate effectively. This newfound confidence has extended beyond the assembly team into all areas of my life. I now embrace new challenges, articulate my thoughts in meetings, and express my views, which I would have avoided in the past. **Charlene Akwei, Grade 12**



Being part of the Assembly Team has been a remarkable journey of personal growth for me. When I first started, the thought of speaking in front of a large crowd filled me with anxiety and self-doubt. I remember the nervousness that built up every time I had to stand before people, my voice shaking and my thoughts racing. It felt like an overwhelming challenge to deliver a simple message.

Over time, as I immersed myself in the role and embraced public speaking opportunities, I began to see changes. Each experience pushed me further out of my comfort zone, and gradually, I became more confident. I learned to control my nerves, focus on my message, and engage with the audience. Mistakes became learning opportunities rather than setbacks, and my delivery improved with practice.

Now, standing in front of a crowd feels almost natural. I can express my thoughts more freely and have a genuine connection with my audience. The ability to communicate confidently and effectively has enhanced my public speaking skills and boosted my self-esteem. I've realised that growth comes with

perseverance and that the challenges I once feared are now milestones of my progress. **Faaiz Saani, Grade 12**

I joined the 2024 Assembly Team feeling a bit anxious. The idea of organising and addressing the student body during a nearly forty-minute presentation made me nervous about my ability to contribute effectively. I also worried that this responsibility would interfere with my goal of improving my academic performance by studying during my free time.

However, with each presentation, I felt more at ease speaking in front of an audience. I applied techniques from the Public Speaking Workshops, which helped me become more comfortable and practical. I was also relieved that the team was divided into three groups, reducing the pressure to present weekly. This experience has taught me that stepping out of my comfort zone can lead to growth and new skills without compromising my other responsibilities. **Mika Mensah, Grade 12**



Joining the Assembly Team has been a transformative experience that has significantly shaped my personal and academic growth. Initially, the prospect of addressing a large audience filled me with apprehension. However, with my team members' support and our mentors' guidance, I gradually overcame my fears and gained confidence in my public speaking abilities.



One of my most significant challenges was crafting engaging and informative speeches. To overcome this, I dedicated time to researching current events, practising my delivery, and seeking feedback from my peers. Through this experience, I have become a more reflective and self-aware individual. I have learned to value the importance of preparation, practice, and perseverance. I have also gained a greater appreciation for the power of communication in fostering understanding and inspiring change.

As a communicator, I have grown immensely. I learned to articulate my thoughts clearly, adapt my style to different audiences, and engage effectively with others. The Assembly Team has given me the privilege of informing the student body about essential announcements and advocating for their needs. These experiences have enhanced my communication skills and instilled in me a sense of responsibility and leadership. I am proud of my growth and excited to continue my journey as a lifelong learner and communicator. **Peyton Kidd, Grade 12**





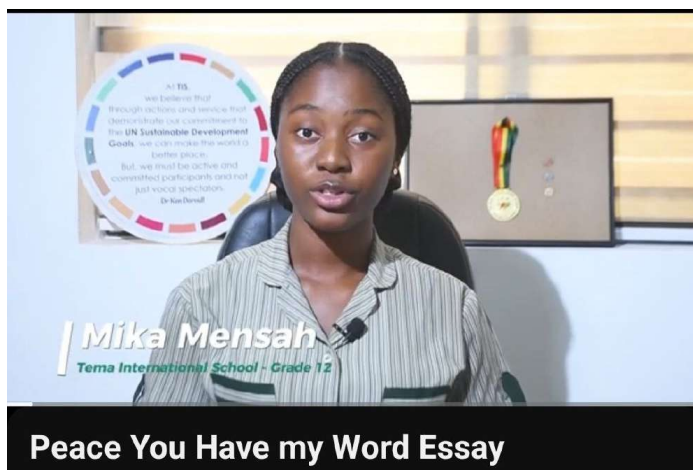
CAS Experience – Peace You Have My Word

Celebrating Mika Mensah's Achievement in the "Peace You Have My Word" Essay Competition

<https://www.youtube.com/watch?v=jE45SDXw018>

We are proud to congratulate Mika Mensah, a Grade 12 student at Tema International School, for earning a Special Mention in the international "Peace You Have My Word" Essay Competition, held as part of the celebration for International Peace Day on 22nd September.

Mika's essay, titled "I AM A POWERFUL AFRICAN PEACE-MAKER," powerfully reflects on the importance of peacemaking and the urgent need for constructive



dialogue among youth. Her call for providing platforms where young voices can be heard and her vision for Africa's future, reliant on responsive leadership and proactive mediation, embody this year's theme, "Action for Peace: Our Ambition for the Global Goals."

Mika's work is a testament to the power of education in fostering critical thinking, empathy, and a culture of peace. Congratulations, Mika! Your voice and vision inspire us all.

Reflection:

This summer, I had the privilege of participating in the Peace You Have My Word Essay Competition. I decided to write under the prompt, "I am a Powerful African Peace-Maker," as I've always been passionate about addressing our continent's injustices.

Initially, I needed help to narrow down my focus. With so many pressing issues like youth unemployment, resource scarcity, and corruption, finding a specific angle seemed to be the hardest part of the task. However, I eventually settled on exploring the violence caused by youth unrest. This idea was sparked by the recent youth-led protests against changes in tax policies in Kenya, which led to crimes like deaths, theft, and property destruction. The tragic events provided a timely and relevant example since my aim was to ratify current issues among our youth.

I wrote and completed my essay right on time for the deadline and submitted it, with a few doubts in mind, feeling that it would not be selected. To my surprise, my essay was awarded a Special Mention. This recognition boosted my confidence and opened doors to new opportunities. My essay will be published by renowned organisations like the International Baccalaureate (IB), The International Educator (TIE), and Peace Talks. Additionally, I'll be honoured to attend the Online Peace Summit, where I can connect with other laureates and like-minded individuals to work towards a more peaceful future for Africa.

This experience has reinforced my belief in the power of youth to drive positive change. I am excited to contribute to the ongoing conversation about peace in Africa and to collaborate with others who share this vision.

Mika Mensah, G12

I AM A POWERFUL AFRICAN PEACE-MAKER

A peacemaker isn't a bystander in conflict – they're a bridge builder, stepping in to propose solutions. The recent tragic events in Kenya, where a youth-led protest against tax hikes led to loss of life and property damage, highlight the urgent need for constructive dialogue and effective platforms for youth voices.

As a peace advocate, I recognise the importance of providing platforms where youth can peacefully express their concerns. Encouraging open dialogues and inclusive forums can empower young people to engage with authorities and influence policy decisions. This proactive approach not only prevents violence but also harnesses our youth's energy for positive change.

Africa's future relies on responsive leadership that listens to its people. As a proactive mediator, I aim to bridge gaps between dissent and resolution, addressing conflicts before they escalate. Through empathy and innovation, we can foster a culture of peace and prosperity across our cherished continent. **Mika Mensah, Grade 12.**



CAS Project – DP2

The Sportify Initiative: Advocating for Para Sports in Ghana



Who We Are

The Sportify Initiative is a CAS project led by **Dentu Gyampo**, alongside a dedicated team of individuals, including **Jeremy Tackie, Moses Armah, Benjamin Tuffuor, Daniel Tuffuor, Victoria Su, Jerry Huang, Ryan Lokko, David Nbukarie and Dele Tinuoye (G12)**. Our mission is to advocate for **Para sports in Ghana** by providing individuals with physical and intellectual disabilities the opportunity

to participate in sports. We are part of a global movement towards inclusivity in sports inspired by the **Paralympic Games**, and we invite you to join us in this impactful and far-reaching initiative.

The Challenge: Para Sports in Ghana

Para sports in Ghana face numerous challenges, primarily due to a need for proper facilities and specialised equipment. These resources are expensive and often concentrated in wealthier areas, limiting access for many athletes. The Sportify Initiative seeks to bridge this gap and your community support, awareness, and advocacy are crucial for our success.

Context in Ghana

Despite some progress, people with disabilities in Ghana still encounter significant social and economic barriers. Historically, physical disabilities were seen as curses, and while perceptions are slowly changing, stigma and discrimination persist. The Sportify Initiative aims to foster a culture of inclusivity, challenge these outdated beliefs, and promote equal opportunities for all.

The mission of the Sportify Initiative

The Sportify Initiative aims to:

- **Advocate for the inclusion of individuals with disabilities in sports:** We will present on this topic during school assemblies and write articles for the weekly bulletin to demystify the concept of ‘disability’ and promote the importance of inclusivity.





- **Raise awareness about the importance of Para sports:** By focusing on education and dialogue, we strive to change perceptions and encourage support for athletes with disabilities.
- **Raise GHC 15,000 to support Para sports in Ghana, focusing on amputee football:** Funds will go towards providing essential equipment, such as footballs, jerseys, and other sports gear, and improving facilities and training programs.

By supporting athletes who overcome physical challenges, we hope to nurture future sporting legends in Ghana and inspire change within our society.

Collaboration and Fundraising Goals

We will collaborate with the **National Paralympic Committee of Ghana** to support athletes involved in Paralympic sports. Our target is to raise **GHC 15,000** to provide the necessary equipment and facilitate access to proper training and facilities.

How We Will Raise Funds

The Sportify Initiative will engage the school community through various fundraising activities:

- **Donations from Family and Friends:** We welcome both cash and kind donations. Cash contributions can be made through **CAS Momo: 0597621047 (Abigail Ahiadorme)** with the **reference "Sportify Project."** Additionally, donations of sports equipment, such as footballs and jerseys, are greatly appreciated.
- **Food Sales:** We will organise a food sale after the mid-semester break. More details will be shared through the weekly bulletin.



Call to Action

We call on the school community to support the Sportify Initiative's mission of making sports accessible and inclusive for everyone. Your participation and donations are crucial to achieving our **GHC 15,000** goal. Together, we can empower athletes with disabilities, break barriers, and positively change societal perceptions in Ghana.

Support the Sportify Initiative Today! Let's create a more inclusive future for Para sports in Ghana.

Dentu Gyampo, Project Initiator and Leader – Grade 12

CAS – Targeted Learning Outcomes

The Sportify Initiative addresses all seven CAS (Creativity, Activity, and Service) learning outcomes:

1. **Identify Own Strengths and Develop Areas for Growth:** By taking part in organising and promoting the Sportify Initiative, students will identify their strengths in advocacy, leadership, and collaboration while also recognizing areas for personal growth, such as public speaking and community engagement.
2. **Demonstrate That Challenges Have Been Undertaken:** The project tackles the challenges faced by individuals with disabilities in Ghana, encouraging students to push beyond their comfort zones to advocate for an inclusive society.
3. **Demonstrate How to Initiate and Plan a CAS Experience:** Planning and executing the Sportify Initiative involves organising fundraising events, workshops, and seminars, allowing students to showcase their ability to design and manage a comprehensive project.
4. **Show Commitment and Perseverance in CAS Experiences:** The dedication required to raise funds, advocate for para sports, and change societal perspectives reflects the students' commitment to inclusivity and equity in sports.
5. **Demonstrate the Skills and Recognise the Benefits of Working Collaboratively:** Students will collaborate with their peers, the school community, and the National Paralympic Committee of Ghana, emphasising teamwork and the positive impact of collective efforts.
6. **Engage With Issues of Global Significance:** The Sportify Initiative addresses the global issue of inclusivity in sports, acting locally to break down barriers and promote equal opportunities for athletes with disabilities.
7. **Recognise and Consider the Ethics of Choices and Actions:** By advocating for people with disabilities, students reflect on the ethical importance of equality, inclusivity, and human rights, ensuring their actions align with these values.

Sustainable Development Goals (SDGs) Targeted - The Sportify Initiative directly supports the following SDGs:

- **Goal 1: No Poverty** – Raising funds to provide opportunities and resources for athletes with disabilities, many of whom face economic hardships.
- **Goal 3: Good Health and Well-being** – Promoting physical activity and mental health among individuals with disabilities.
- **Goal 4: Quality Education** – Educating the community about the significance of Para sports and fostering inclusivity.
- **Goal 5: Gender Equality** – Ensuring all genders are represented and supported in Para sports activities.
- **Goal 10: Reduced Inequalities** – Creating a platform for individuals with disabilities to participate in sports, regardless of their physical abilities.
- **Goal 17: Partnerships for the Goals** – Collaborating with the National Paralympic Committee of Ghana and the school community to create a meaningful impact.

Embodying the IB Learner Profile: A Journey Towards Growth and Balance



Contributors: Lesley-Ann, Chidubem, Oforiwa, and Sujan

Today at Assembly, we, **Lesley-Ann (G10), Chidubem (G10), Oforiwa (G11), and Sujan (G11)**, had the opportunity to talk about something central to our IB journey – the IB Learner Profile. For those needing a reminder, the IB Learner Profile is a set of 10 attributes that help us grow into globally-minded, well-rounded individuals. These attributes guide us to become critical thinkers, compassionate citizens, and lifelong learners.



We began the presentation by asking our fellow students to list some of the IB Learner Profile attributes. After some great audience participation, we revealed the full list: **Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.**



Oforiwa explained that these attributes are more than just words on walls—they shape who we are and how we act each day. Whether we show curiosity as Inquirers or empathy as Caring individuals, the IB Learner Profile helps guide how we approach our learning and interactions with the world around us.

Sujan highlighted how we apply these attributes in our daily lives. As Thinkers, we analyse problems critically and creatively. Being Reflective, we take the time to assess our strengths and weaknesses, always aiming for self-improvement. As risk-takers, we step out of our comfort zones and are ready to face new challenges.



Chidubem emphasised the importance of being Balanced for our well-being. He reminded us how crucial it is to balance academics with physical and emotional health. Chidubem also pointed out that as Communicators, we express our ideas confidently, often in multiple languages. Being Open-minded allows us to grow by appreciating diverse perspectives and cultures.

We each took a moment to reflect on which attribute we felt we embodied the most. For **Chidubem**, being Balanced is vital, as he manages to maintain a healthy balance despite the fast pace of TIS. These reflections made our presentation more personal, and we encouraged everyone to think about their journey with these attributes.

Sujan added that we live on these profiles every day. Whether designing a unique science experiment (Inquirer) or volunteering in the community through our CAS projects (Caring), we constantly apply these attributes. When we speak at assemblies or give class presentations, we are Communicators, sharing our ideas with confidence.

Finally, **Oforiwa** shared how these attributes will follow us beyond school life. Principled individuals, for example, keep their integrity in healthcare or law. Risk-takers push boundaries in entrepreneurship and innovation, while Balanced people excel in high-pressure roles by maintaining their well-being.

To close, we left everyone with a reflective question: "Which IB attribute resonates with you the most, and how can you embody it more daily?"

The **IB Learner Profile** isn't just a goal—it's a continuous journey, and together, we are all growing into well-rounded individuals ready to take on the world.

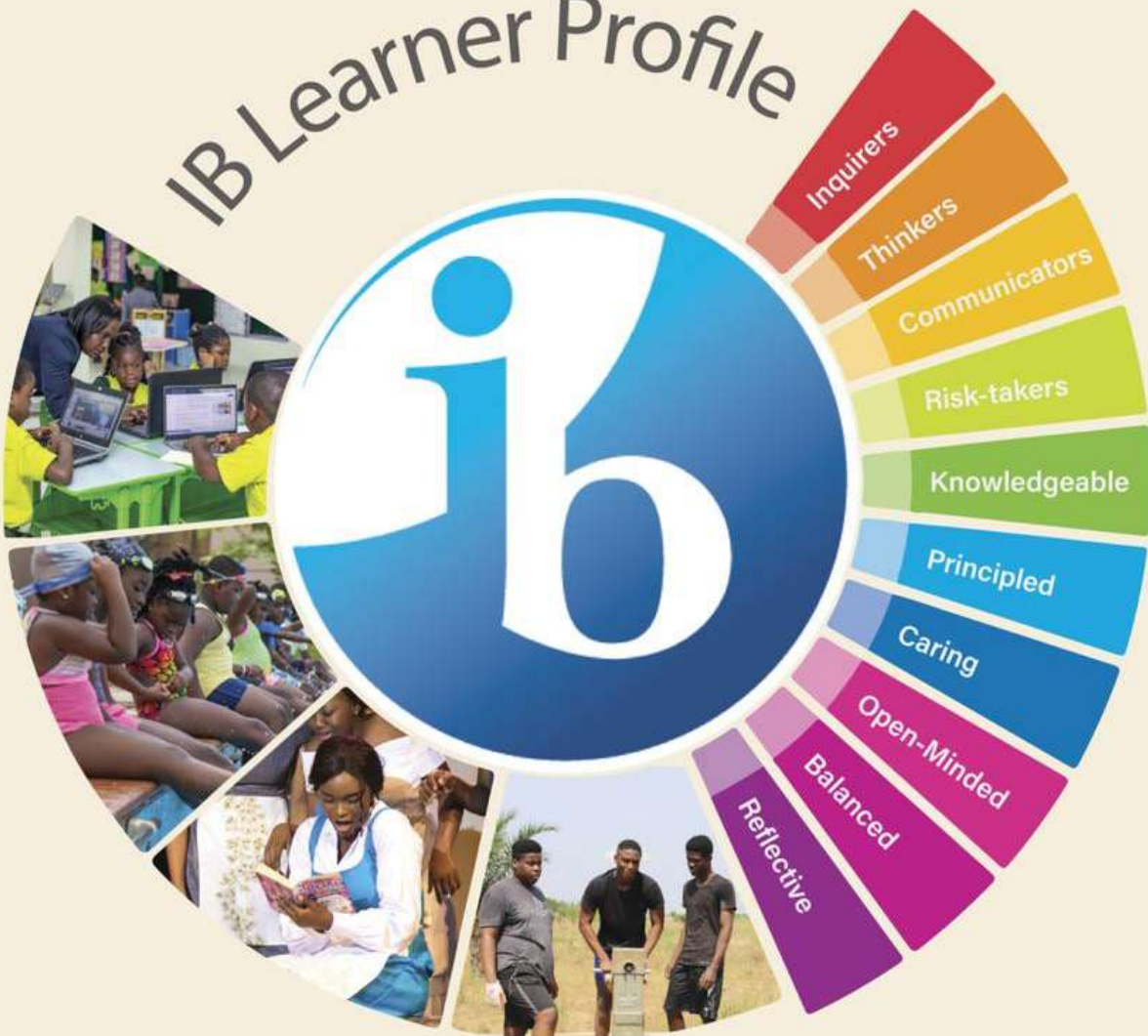


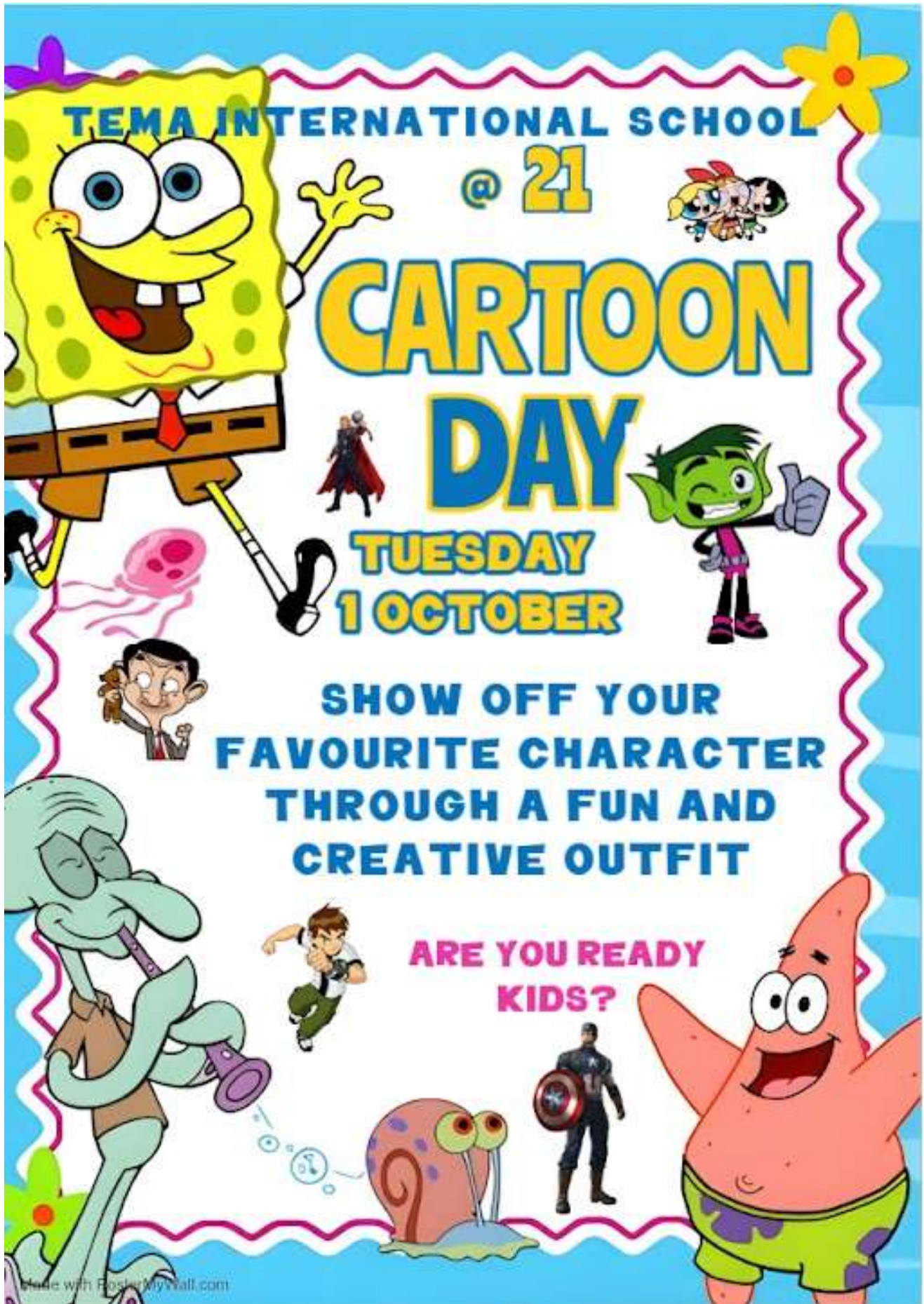


TEMA INTERNATIONAL SCHOOL



IB Learner Profile







Tema International School
@21



Country Club Vs Countryside

Wednesday **2** October, 2024

Boots or Brougues? Flannel or Fancy?

Dress as either a country side local
or
a country club member



Made with PosterMyWall.com





TIS FITNESS GYM

OPENING HOURS

MONDAY

STUDENTS		4:30 PM - 5:30 PM
STAFF		5:30 PM - 7:00 PM

TUESDAY TO FRIDAY

STUDENTS		5:45 AM - 6:30 AM		4:30 PM - 5:30 PM
STAFF		6:30 AM - 7:30 AM		5:30 PM - 7:30 PM

SATURDAY

STUDENTS		6:00 AM - 7:00 AM
STAFF		7:00 AM - 9:00 AM

PLEASE DONT FORGET TO BRING ALONG YOUR TOWEL

GYM INSTRUCTOR: BLESSED









TEMA INTERNATIONAL SCHOOL



SERVICE AS ACTION OPPORTUNITIES

Classroom Unit

e.g., Calculating an Area within the school campus as studied in Maths



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

NGOs & Organizations

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



Assembly Meeting

eg., Presentation about a Cause



ASA with Service Components

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



Internatinal Day

eg., World Autism Day, International Women's' Day, Teachers Day



Student Leadership

Class Representatives



TIS Record

eg., Article writing for publishing in the school Bulletin



Peer Tutoring and Peer Buddy System

eg., Article writing for publishing in the School bulletin





TEMA INTERNATIONAL SCHOOL DAY



RISING BELL	—————	6.30 AM
BREAKFAST	—————	7.45 – 8.15 AM
PERIOD 1	—————	8.30 – 9.30 AM
PERIOD 2	—————	9.30 – 10.30 AM
SNACK BREAK	—————	10.30 – 11.00 AM
PERIOD 3	—————	11.00 – 12.00 NOON
PERIOD 4	—————	12.00 – 1.00 PM
LUNCH BREAK	—————	1.00 – 2.00 PM
PERIOD 5	—————	2.00 – 3.00 PM
PERIOD 6	—————	3.00 – 4.00 PM
ASA	—————	4.30 – 5.25 PM
DINNER	—————	6.15 – 6.45 PM
PREP	—————	7.00 – 8.30 PM
NIGHT CUP	—————	8.30 – 8.45 PM
LIGHTS OUT (G7 - G8)	—————	9.30 PM
LIGHTS OUT (G9 - G10)	—————	10.30 PM
LIGHTS OUT (G11 - G12)	—————	11.00 PM

PLEASE NOTE:

WEEKLY ASSEMBLY – Day 1:	—————	8.30 – 9.00 AM
HOMEROOM MEETINGS – Day 1:	—————	9.00 – 9.30 AM

WEEKEND SCHEDULE:

SATURDAYS:

RISING BELL	—————	7.00 AM
BREAKFAST	—————	8.30AM
LUNCH	—————	12.30 – 1.00 PM
DINNER	—————	6.15 – 6.45 PM

SUNDAYS:

RISING BELL	—————	6.00 AM
CHURCH SERVICE	—————	7.00 – 8.15 AM
BREAKFAST	—————	8.30 AM
LUNCH	—————	12.30 – 1.00 PM
DINNER	—————	6.15 – 6.45 PM



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

“I had always set short-term goals. As I look back, each one of the steps or successes led to the next one.”

Michael Jordan

COUNSELLORS' CORNER



Dear students, we have it here at TIS for all it takes to excel. Be Intentional about your future!

Dear Parents,



The man with the Red Flag. External Counsellors and Agents.

For 20 years of existence as a school, the indefatigable Uniguides have worked closely with each child to ensure a successful application process. As a matter of critical concern, we do not liaise with third-party agents and counsellors because universities want to receive transcripts,

recommendations, etc., directly from counsellors. Authentic information is a key requirement by all universities before the student clicks 'submit'. This is non-negotiable.

Dear Parents, do not worry, trust the process and we will take our students to their university destinations smoothly with no bumper rides.



TIS Education takes you places!

University Admissions Officers Position on External Counsellors



Ntami Abraham- Student Recruitment Adviser- University of Toronto

“We do not work with agencies. Universities want to work directly with counsellors, students and parents. With agents, it is only based on self-interest - more money, no up-to-date information with a rushed process. Contact universities directly”.



University Of British Columbia

Dev Apiyo | Regional Recruitment Representative

“Clear No for us for external counsellors. Specifically when it comes to essays. Identical essays are being submitted as a breach of Academic Honestly. Applications should be your Own”



St. George's University

Grenada, West Indies

Visit:

Ekpe, Utibe-Abasi | Manager, Student Recruitment, Africa



We are always delighted to have Utibe to share new highlights about St. George's University. The School of Medicine and Veterinary Medicine offers a range of entry options for applicants of all ages and academic qualifications. Dozens of degree options are available in the Schools of Arts and Sciences and Graduate Studies, allowing students to develop concentrations in specific areas of science and business in the graduate programs. <https://www.sgu.edu/>

Financial Aid

SGU's medical school financial aid options help make your medical education affordable.

Click here for more information: <https://www.sgu.edu/academic-programs/school-of-medicine/financial-aid-and-scholarships/>

Enjoy Reading Students' Reflections



I learnt that in SGU, when you complete the full IB diploma with not less than a 5 in Chemistry and Biology at a higher level, you can do a 5-year course at their campuses in Grenada or UK. SGU also has excellent offerings and opportunities for medical professionals. The university offers real-world practice in clinics for developing the skills and confidence needed in the medical field. Their Grenada campus, situated over the Caribbean Sea with a serene atmosphere, intrigued me. One of the most significant takeaways from the visit is how the university offers clinical exposure worldwide, where students can apply their knowledge. It was a very impactful experience that helped me better understand the university and its commitment to ensuring high-quality education and job opportunities are offered. I am confident that St George's University would be an excellent choice for pursuing a medical career. **Rachael-Louise Assan, DP1**

St. George's University (SGU) is for students who want to study medicine and has two campuses: one in Grenada, the Caribbean, and the other in Northumbria University, UK. The cost of attending SGU is something to consider because while it's not cheap, the university offers financial aid and student loans to help international students. Overall, I found the SGU visit informative and helpful, and I will look at SGU when applying to schools in the coming year. **Maame Akosua Osei-Amoako, DP1**

St George's University is a private university specialising in medicine, mainly in Grenada and the United Kingdom. This session was very informative and insightful. I learned much about the university's programmes, loans, and scholarships. Some insightful things I learnt included that students holding the IB diploma only need to complete a 5-year program, whereas other programs require 7 years or more. **James Baiden, DP1**



2024-2025 TEST DATES

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- ✓ <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/>
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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



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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).

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

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



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

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