

# TIS RECORD

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## 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.

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## Key Dates

- 26/10/24: ACT; PSAT
- 27/10/24: TIS Swimming Championships (3.00pm-5.00pm)
- 2/11/24: SAT
- 9/11/24: TIS Annual Performance: Secret of an Ancient Well (7.00pm: TIS MPH)

## Thought for the Week

Continuous effort, not strength or intelligence, is the key to unlocking our potential.

- Liane Cordes



## Exeats

Fast and furious has ramped up a bit since Founders' Week and it will remain hectic until we break for the end of first semester.

For students in our 2024 Annual Performance on 9 November, rehearsals are occurring daily, including weekends.

End of semester exams will commence soon after.

It will be important, if students are to perform at their best, to minimise any exeat requests during this period.

The end of semester is not too far away.

I will appreciate the support of our secondary school parents in this matter. Thank you.



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

-Steve Bollar

## Accounts

- When paying an amount in our school's account, always ensure you use the student's family name and student ID as the payment reference.
- Please email payments advices to: [finance@tis.edu.gh](mailto:finance@tis.edu.gh)

## 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.
4. Only book once for a weekend.

## 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>

## 2025/2026 Admissions

Admissions for the next academic year officially opened on 3 October 2024.

### TIS Dukies

Being a TIS Dukie is an incredible experience for those seeking Bronze, Silver or Gold Level Awards. Established in 1954, the program caters for any young person aged 14-24 years.

The award encourages young people to stay mentally and physically healthy, connect safely with others, give back to the community and embrace structure and purpose.

TIS conducts the expedition journey twice a year and it is a powerful experience. I enjoy reading participants' reflections on what the expedition meant to them and the confidence and determination that made them stronger. See last week's reflections if you missed them.

Being a Dukie means you enjoy new personal challenges, you complete obligations and you have mental strength and agility. Completing a Dukies' Award makes you special!

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

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





## Making US Proud

**Ms. Barbara Karimu, Grade 5 PYP homeroom teacher**, has demonstrated remarkable commitment, enthusiasm towards her work, and the ability to take on new challenges while achieving outstanding results.

**Mr. Charles Teye, Grade 2 PYP homeroom teacher**, showed exceptional commitment and active participation during the school's anniversary Spirit Week.

**Leyi (George) Nie, a Grade 1 PYP student**, overcame the language barrier as a Chinese speaker and confidently communicated his learning in English language to the entire school during the Grade 1 unit assembly.

Congratulations to our ISSAG Best Player of the Championships: **Blessed Quashie (Tennis), Allyson Achiampong (Tennis) and Eliana Owusu Afriyie (Badminton)**.

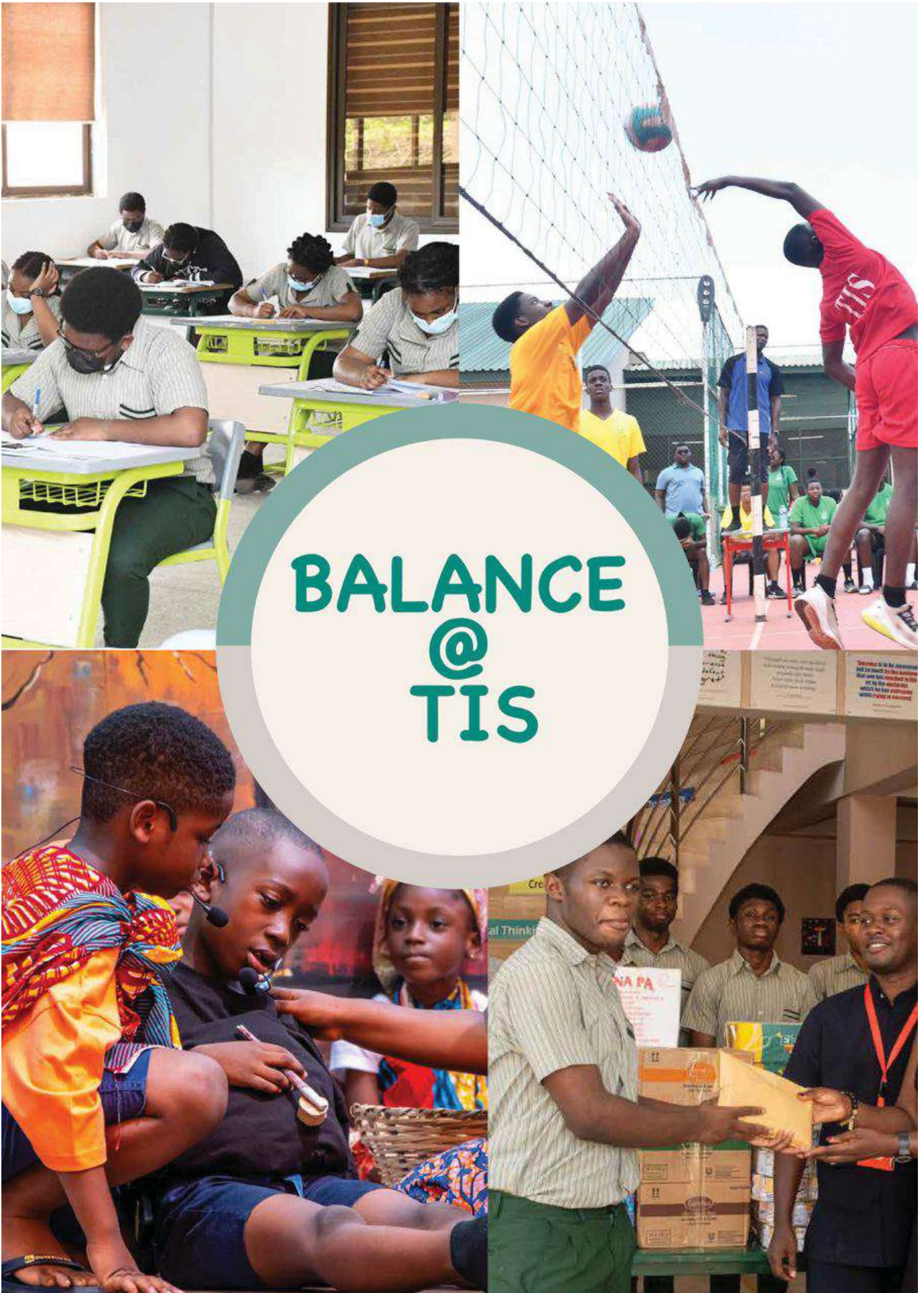
Congratulations, **Bryan Tamakloe (2nd in tennis)**.

## Making Us Proud

- Congratulations to our ISSAG Girls Soccer Champions: **Aseye Torkornoo, Alberta Aduaa-Owusu, Bakhita Agbovi, Louisa Ayem, Maame Appiah-Korang, Queen Victoria Wuaku, Adelaide Egbenya, Ann-Joelle Amey, Jenevieve Achemdey, Maame Osei-Amoako, Rayma-Lisa Obuobi, Nubuke Eli-Dzantor, Nylah Marfo, Samuella Adu-Baah, Oforiwas Sakyi-Addo, Nadia Yakubu, Mildred Okyere Darkwa, Fiona Bagnah Gamon, Eunice Adubofour, Farah Agoro Kerim Dikeni, Charlene Akwei.**
- Congratulations, **Breindelle Kusi Boateng (tennis), Ninette Addom (badminton), Joseph James (badminton) and Fared Bukari (badminton)**.
- **Alfred Anim (saxophone) and Michal Annan (violin)** for their Fornders' Week musical performances.
- **Leo Sun**, Swimming Club's fastest swimmer last week.
- **Jerry Huang** for his excellent Dukies expedition reflection last week.









# Main Campus Information



## EXEATS

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

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

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

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

The integrity of an exeat request is critical.

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

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

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

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

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

## VISITING

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

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

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

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

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

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

# TIS 2024/25 School Calendar

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

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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29	30					

October 2024						
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27	28	29	30	31		

November 2024						
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December 2024						
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22	23	24	25	26	27	28
29	30	31				

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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February 2025						
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March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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23	24	25	26	27	28	29
30	31					







April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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27	28	29	30			

May 2025						
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June 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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15	16	17	18	19	20	21
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29	30					

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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20	21	22	23	24	25	26
27	28	29	30	31		

## COLOUR KEY

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

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



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

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

**SI Internal Dates: Main Campus**

1/8/24	2024 MYP Results Released; 2024 MYP Enquiries Upon Results Open
1/8/24	Senior management staff resume
6/8/24	Teachers resume; review of school policies
12/8/24	Student Council executives return
14/8/24	Newbies arrive
16/8/24	Personal Project: Criterion B draft due
18/8/24	Continuing students resume
19/8/24	Secondary School classes commence; G9&11 Subject Selection
23/8/24	TIS Junior Soccer Championships
24/8/24	SAT
25/8/24	School Performance auditions
30/8/24	TIS Senior Soccer Championships
1/9/24	Thanksgiving Service (11.00am) <b>NO EXEATS</b>
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. <b>NO EXEATS (Until after these sessions)</b>
20/9/24	DP Geography Excursion
21/9/24	TIS Sporty Family. <b>NO EXEATS (Until after midday)</b>
24-25/9/24	DP Evaluation Visit
28/9/24	TIS Handball Championships
29/9-6/10/24	21 <sup>st</sup> Anniversary TIS Spirit Week. <b>NO EXEATS</b>
3/10/24	TIS Founders' Day. Main Campus admissions open for 2025/2026
5/10/24	SAT;
6/10/24	21 <sup>st</sup> Anniversary Thanksgiving Service. <b>NO EXEATS until after 1.00pm)</b>
6-8/10/24	Dukies Camp (Bronze, Silver and Gold). Departs 7.00am
7-11/10/24	Mid-semester break
10-12/10/24	TIS MUN
12/10/24	ISSAG Football
13/10/24	Students return to hostels
14/10/24	G9/G11 Changes to Subject Selections close; DP Geography Data Excursion
18/10/24	DP Geography Data Excursion (TBC)
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
23/10/24	Girls Volleyball Championships (during ASA)
24/10/24	Boys Volleyball Championships (during ASA)
26/10/24	ACT; PSAT
27/10/24	TIS swimming championships (3.00 – 5.00pm)
2/11/24	SAT
9/11/24	<b>Annual Production NO EXEATS</b>
12-13/11/24	Collaborative Sciences Project – G12;
16/11/24	ISSAG Volleyball, Swimming and Table Tennis
20-26/11/24	<b>G10 end of semester eAssessments (Reports due 9/12/24) No exeats for G10</b>
20-29/11/24	<b>G11-12 end of semester exams (Reports due 10/12/24) No exeats for G11-12</b>
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. <b>NO EXEATS BEFORE 1.00PM</b>
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)
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 <b>NO EXEATS FOR SCHOOL LEADERS</b> ; ISSAG Basketball Day 2
2/2/25	Student Leadership Induction Ceremony <b>NO EXEATS</b>
8/2/25	<b>TIS STEM Fair. NO EXEATS</b>
10-14/2/25	MYP Mock eAssessments <b>NO G10 EXEATS</b>
13/2/25	G11 TOK Exhibition. <b>NO G11 EXEATS</b>
14-15/2/25	TIS Squash Championships;
15/2/25	Chocolate Friendship Day
17-28/2/25	DP Mocks. <b>NO G12 EXEATS</b>
22/2/25	ISSAG Athletics
26/2/25	PP standardisation and moderation (teachers)
1/3/25	MYP Projects (Personal & Community) <b>NO EXEATS (until after this session)</b>
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 <b>NO EXEATS (until after the event)</b>
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). <b>NO G12 EXEATS</b>
13/4/25	Exam Candidates' Service <b>NO EXEATS</b>
17-21/4/25	Easter break
21/4/25	MYP5->DP1 info session; PP Criterion A draft due
23/4-16/5/25	DP Final Exams
3/5/25	SAT
5/5/25	PP Criterion A final due
5 – 16/5/25	MYP eAssessments
17/5/25	Leavers' Dinner
19-30/5/25	G11 semester exams; G10 classes resume (compulsory attendance).
23-29/5/25	G9 eAssessments
30/5/25	MYP4 (2025/2026) subject selections
7/6/25	2025 Annual Achievement and Graduation Ceremony; Last day for Secondary Classes
13/6/25	Last day for teachers; S2 reports published.
9-12/6/25	Dukies' (Bronze, Silver and Gold Levels) Expedition Camp
14/6/25	ACT
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

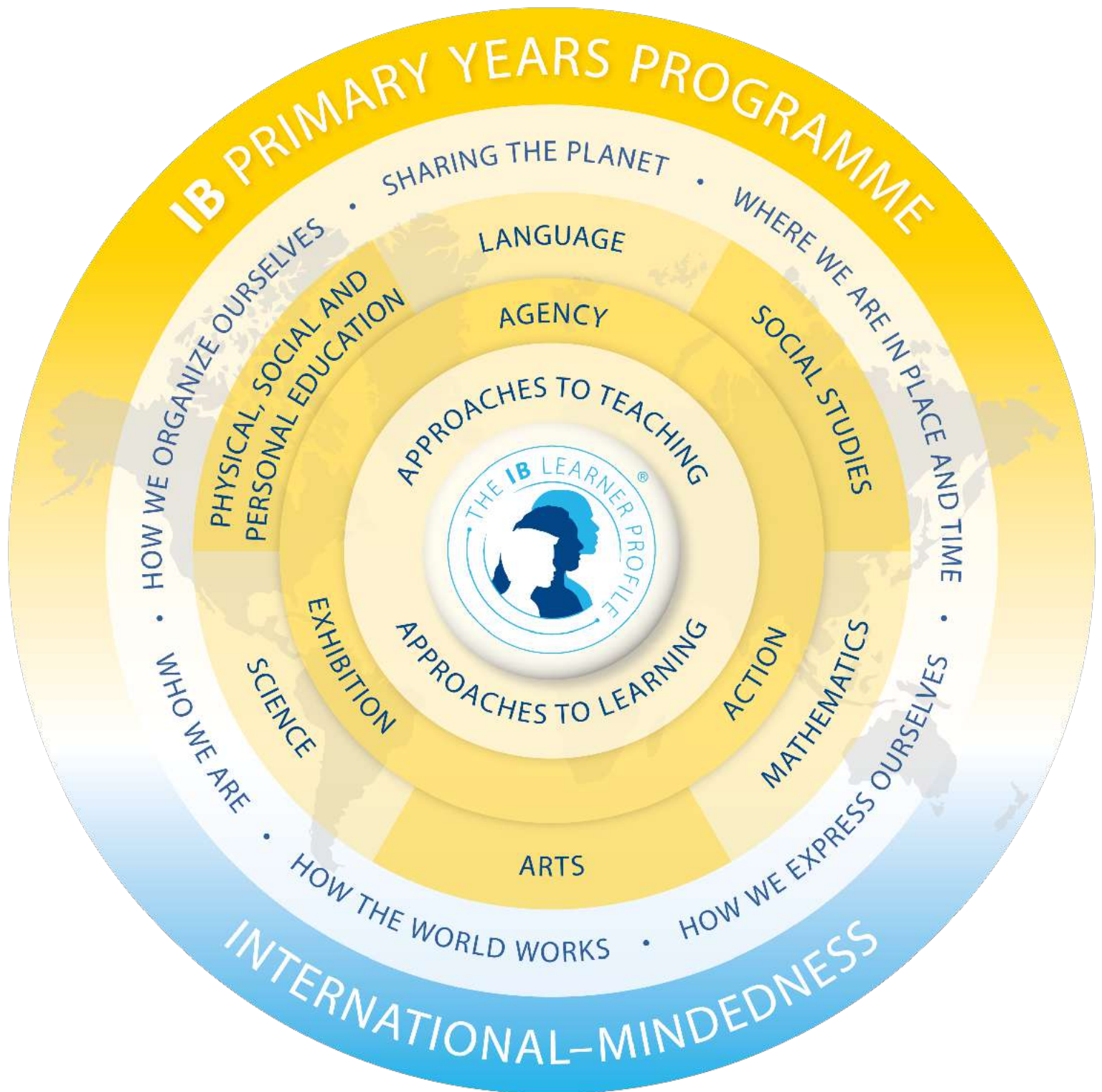
### *S1 Internal Dates (Primary School Campus)*

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 <b>Celebrations</b>
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 <b>Celebrations</b>
23/3-2/4/25	Mid-semester break
19/4/25	Spelling Bee
16/5/25	PYP Exhibition (Sports Picnic)
23/5/25	End of UOI #6 3WI
31/5/25	2024 Achievers and Graduation Ceremony/VAX
6/6/25	Last day for teachers; S2 reports published

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## Transdisciplinary Learning in Action@ TIS Primary Campus

Transdisciplinary learning integrates knowledge from different subjects to explore real-world issues. It encourages students to make connections across disciplines, deepening their understanding through inquiry and critical thinking.

At TIS Primary School, transdisciplinary learning connects subjects like mathematics, science, social studies, and the arts meaningfully, allowing students to explore real-world issues holistically. Through inquiry-based units, subjects intersect to deepen understanding, while language learning, physical education, and the arts encourage creative expression and international mindedness. This approach empowers students to think critically and apply their knowledge across disciplines for a richer learning experience.



*Hands-on learning combining science, math, and art*



### **Inquiry-based Learning**

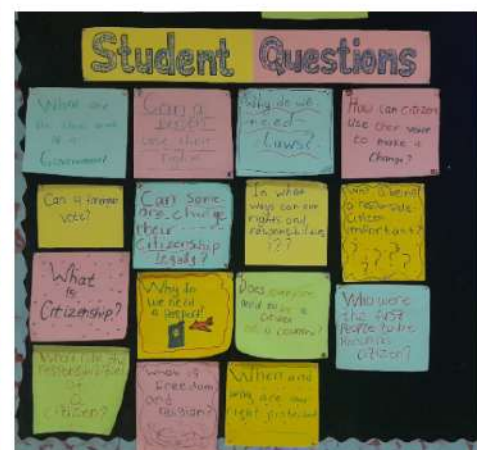
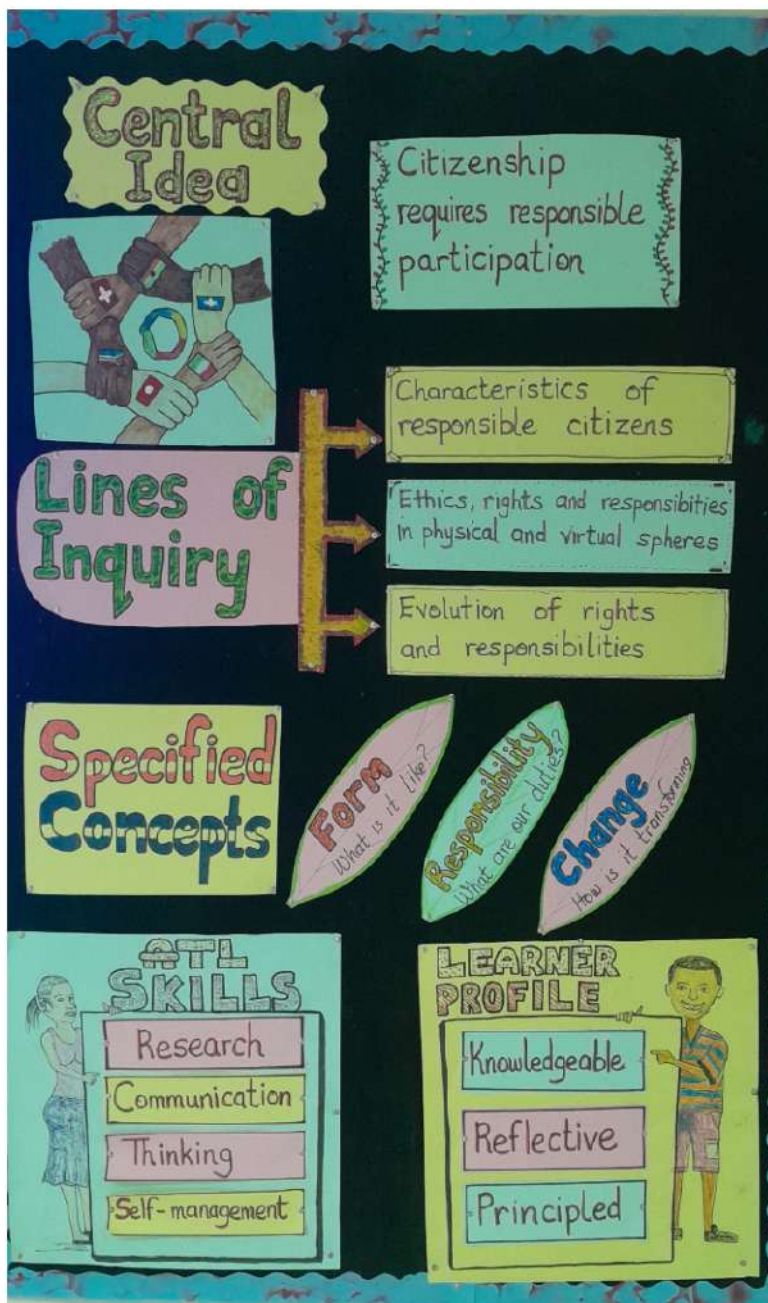
Inquiry drives transdisciplinary learning by encouraging students to explore complex questions that span multiple subjects, fostering a deeper understanding of interconnected concepts. In this approach, learners engage in investigations that transcend traditional disciplinary boundaries, promoting critical thinking and collaboration. Students actively seek knowledge and construct meaning through hands-on experiences, discussions, and reflections by posing authentic, real-world questions. This process enhances their cognitive skills and nurtures a sense of agency and curiosity. Ultimately, inquiry-based transdisciplinary learning equips students with the tools to navigate and make sense of the world's complexities, preparing them for lifelong learning.





### Conceptual Understanding

At TIS Primary Campus, conceptual understanding serves as the foundation for constructing new meanings and gaining knowledge. Specified concepts such as **Form, Function, Causation, Change, Connection, Perspective,** and **Responsibility** act as the backbone of more profound learning experiences, enabling well-connected units of inquiry. These concepts drive students' questioning and exploration, as seen in Grade 6's inquiry into citizenship, where they explore the various forms of citizenship and pose questions about what qualifies individuals to be classified as citizens of a country. They are also seeking to understand the **responsibilities** of citizens and analysing how human rights and responsibilities **change** across different strata of society. By focusing on these concepts, students develop a framework for critical thinking that transcends subject boundaries, making learning relevant, engaging, and transformative.

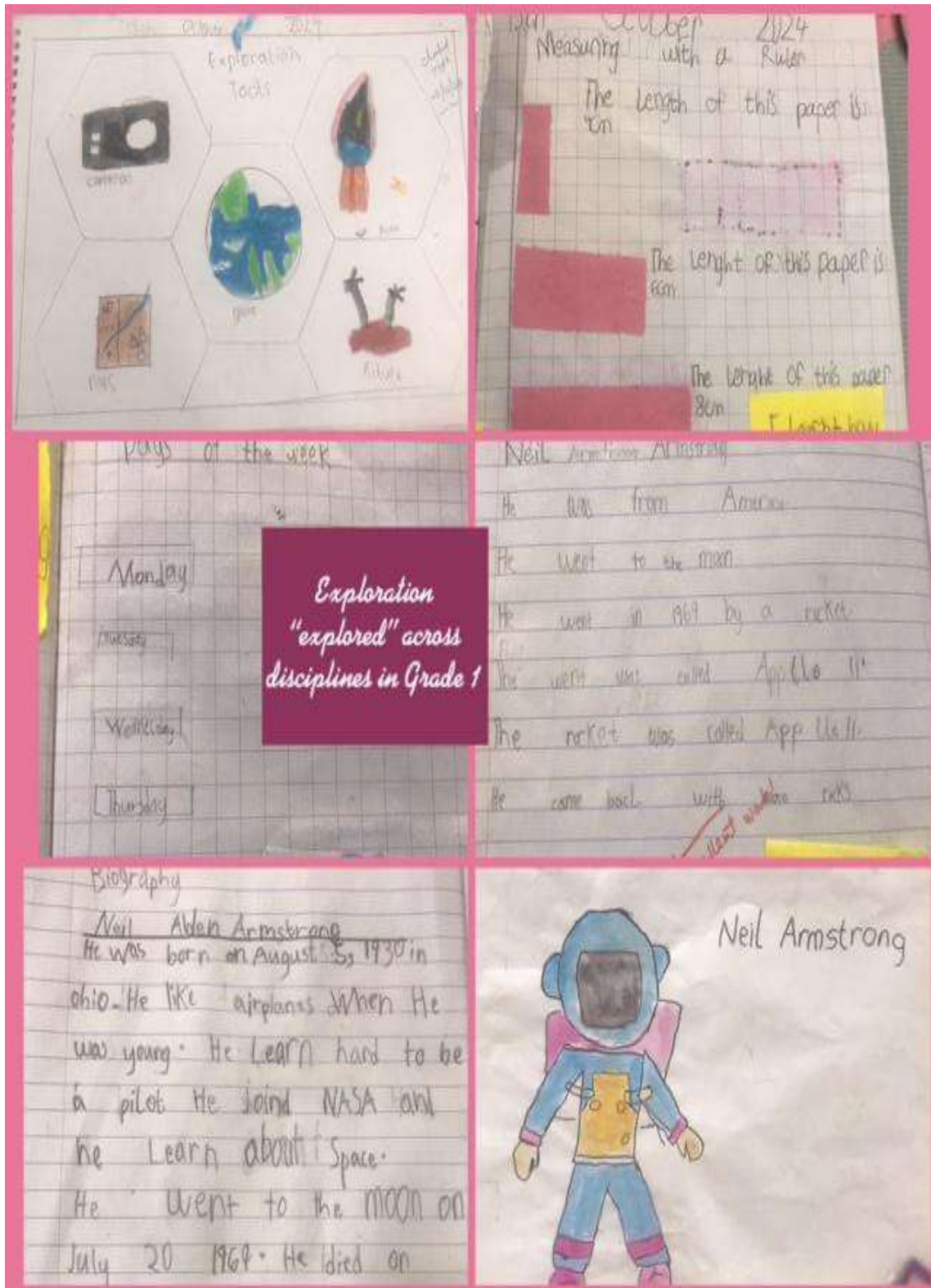


### Collaboration across Disciplines

At TIS Primary School Campus, transdisciplinary collaboration is critical to enriching students' learning experiences. Teachers from various subject areas work closely with homeroom teachers, focusing on a central idea that ties subjects together. For example, Grade 1 explores "Exploration" across Social Studies, Math, Language Arts, and Visual Art. Teachers plan lessons that overlap, such as French, and music teachers co-teach through French songs. This approach fosters long-term, real-world projects, like addressing climate change, requiring knowledge from multiple subjects. This integration gives students a holistic education that connects disciplines to real-world contexts.







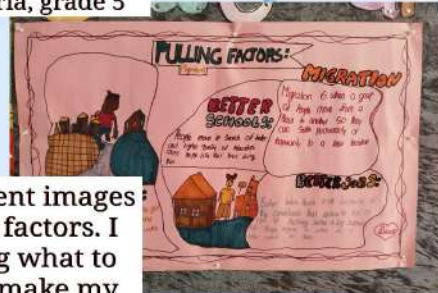
Through their exploration-themed units, Grade 1 students engaged in transdisciplinary learning by covering a range of subjects. In Math, they explored measurement; in Social Studies, they learned about exploration tools. In English, they practised sentences and descriptive writing; in Art, they created illustrations related to their discoveries. These connections are made possible through effective collaboration among all teachers, ensuring students develop a deeper understanding of the central theme of exploration across multiple disciplines.







"On my poster about urbanization, I used city images and bright colors to show how towns grow. I had fun deciding what to include and how to make it clear that many people are drawn to cities for new opportunities." Victoria, grade 5



"I included different images to show the pull factors. I enjoyed deciding what to add and how to make my poster reflect the idea of moving to new places." Elsa, Grade 5



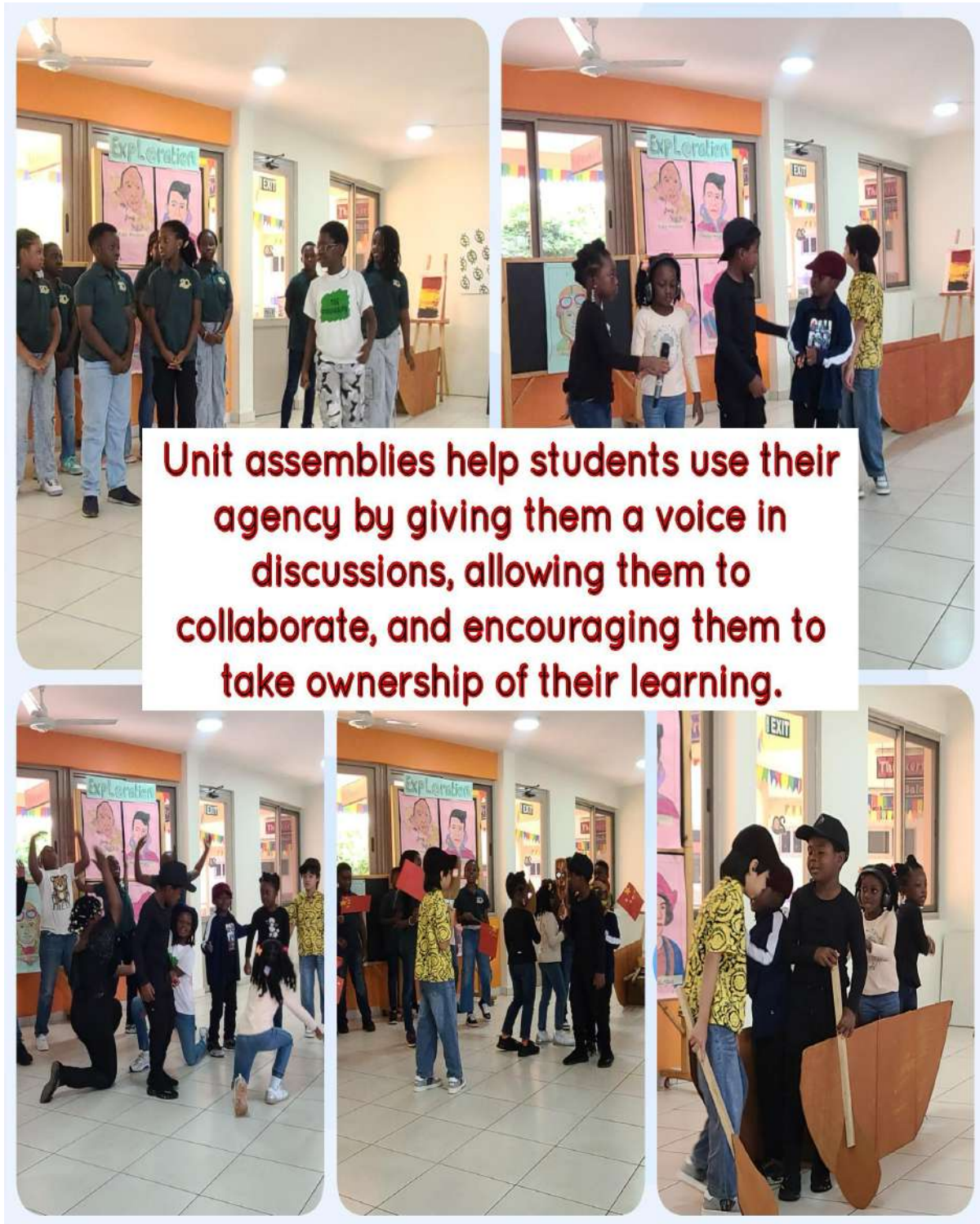
"I used bright colors on my poster to show the excitement of moving. I liked choosing how to represent journeys and the choices people make." Michal, grade 5



"For my poster on push factors, I used images that represent challenges people face. I enjoyed deciding how to show why people might leave their homes in search of better places to live." Nana Yaa, Grade 5



One of the critical opportunities for promoting student voice and ownership at TIS Primary School Campus is through the dynamic and engaging class-based assemblies held every Friday. These assemblies provide a platform for students to take centre stage and showcase their learning to peers, teachers, and the broader school community. Beyond presentations, these assemblies celebrate student agency, as students take responsibility for preparing and presenting their work, fostering a sense of pride in their learning journey. Additionally, this experience helps develop their communication skills and boosts confidence in sharing their knowledge.





### Flexible Learning Environment

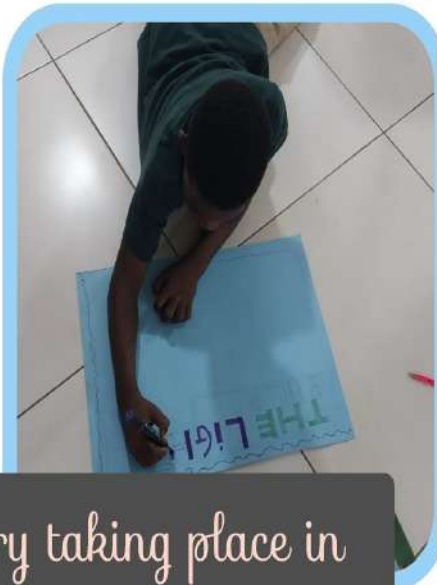
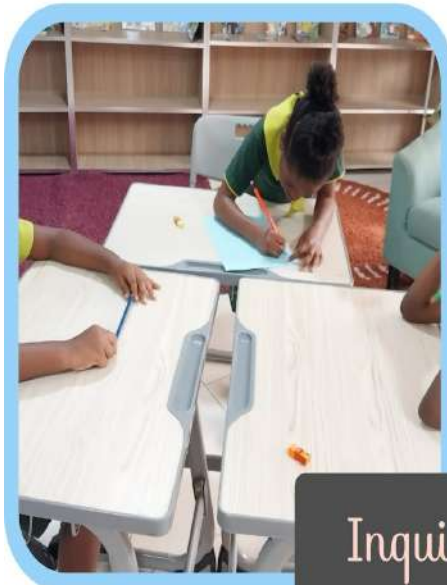
A flexible learning environment supports transdisciplinary learning by fostering collaboration, creativity, and critical thinking across different subject areas. In such an environment, learners can move between various learning stations, work in groups, and engage with materials in diverse ways, enabling them to explore connections between subjects such as science, art, and literature. This flexibility encourages learners to take ownership of their education, applying concepts from one discipline to another in real-world contexts. By accommodating different learning styles and offering varied spaces for discussion, hands-on activities, and independent study, flexible learning environments promote holistic, inquiry-based learning, where skills and knowledge are integrated rather than disconnected.

This stimulating setting enhances learners’ ability to think beyond subject boundaries, encouraging deeper understanding and promoting a mindset that values interconnectedness, which is essential for transdisciplinary learning.



Early learners work in flexible groups while engaging with different learning resources

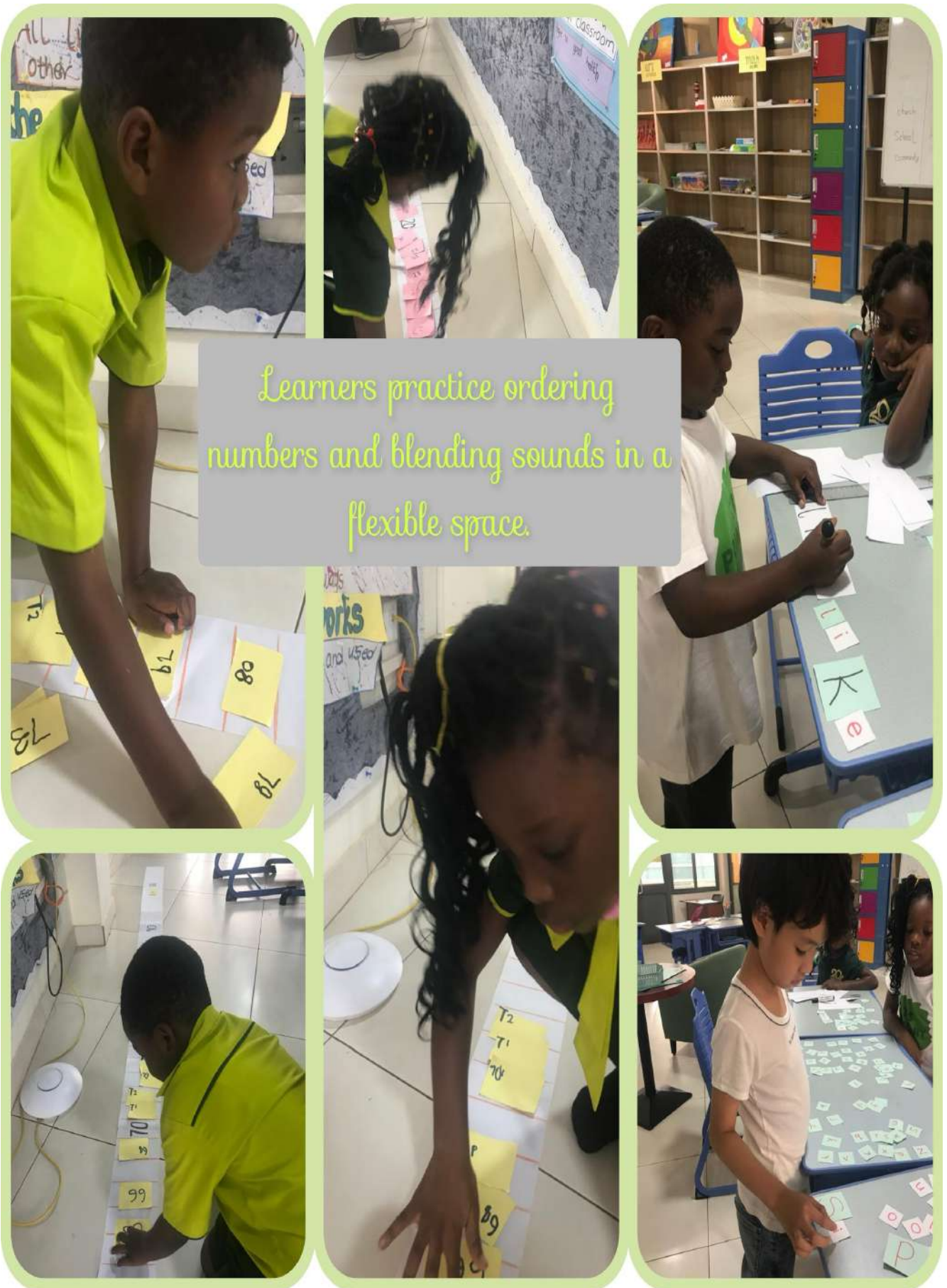




*Inquiry taking place in different forms*









## Holistic Learning

At TIS Primary School Campus, we prioritise the education of the whole child by addressing their intellectual, emotional, social, physical, and ethical development. This holistic approach is at the core of the IB Primary Years Programme (PYP), which aligns with our mission to cultivate globally minded, reflective, and well-rounded individuals. Here's how holistic learning unfolds in this context:

## Creativity and Physical Activity

In the spirit of holistic learning, TIS encourages students to express themselves through arts, music, reading, and physical education, ballet. By integrating creative and physical activities into daily routines, the school ensures that students develop academically and through artistic and physical self-expression.



***Students having a reading session***







### Social and Emotional Development

Holistic learning at the TIS Primary School campus addresses students' emotional wellbeing. The school promotes a supportive and inclusive environment where students learn about collaboration, emotional intelligence, and conflict resolution. Activities encouraging self-reflection and mindfulness are woven into the curriculum, helping students build confidence and resilience.





**Global Citizenship:** TIS emphasises **international-mindedness**, preparing students to think globally while acting locally. Through projects and community involvement, students engage with diverse cultures, global challenges, and sustainability, fostering a deep understanding of their roles as active global citizens.



*Celebrating International mindedness*

## Action and Reflection

At the TIS Primary School Campus, we recognise that learning extends beyond the classroom, transforming knowledge into meaningful action. In our transdisciplinary approach, students are encouraged to inquire and explore across subjects and take authentic action based on their learning and reflect on their growth.

**Action** is a vital part of our curriculum at the TIS Primary School Campus, as it fosters responsible, independent thinkers who apply their learning in real-world contexts. Through our transdisciplinary approach, students connect concepts from various subjects and turn their knowledge into meaningful actions. Whether it's through community projects, classroom initiatives, donations to support community needs, or events like healthy lifestyle campaigns, fashion as a form of expression, and presentations on protecting the Earth, our students demonstrate how their understanding of different disciplines can come together to make a positive impact on the world around them. This integration of subjects helps them see the bigger picture and understand their responsibility in addressing real-world challenges. They share their learning and reflect on the central ideas from their units of inquiry during unit assemblies and unit celebrations. They focus on topics such as environmental sustainability, social responsibility, or human wellbeing, and showcase the actions they are taking to address these issues. This allows students to engage with real-world problems and inspire others to act actively.



**Healthy Lifestyle: Grade 2  
learners in Action with the Food  
Pyramid Activity**







***Community Service in Action: Supporting Tetteh Ocloo School for the Deaf Through Generous Donations. In-Line with Our Commitment to Being Responsible Citizens and Making the World a Better Place.***





***Fashion Time:  
Grade 4 in Style!  
The students  
showcased their  
creativity and  
unique fashion  
ideas during the  
Fashion Week!***

**Reflection** is equally important at the TIS Primary School Campus, as it allows students to pause, think critically about their experiences, and assess their learning journeys. Through regular self-reflection, peer feedback, and guided discussions, our students deepen their understanding, develop a growth mindset, and set personal goals for future learning. This reflective practice not only enhances their comprehension but also informs their actions. By



considering their learning experiences, students can better understand how their knowledge influences their thoughts, choices, and actions.

Similarly, TIS Primary School Campus teachers engage in reflective practices that inform their planning and enhance transdisciplinary learning. They adapt their approaches to integrate concepts across subjects more effectively by critically assessing their instructional strategies and student feedback. This reflection allows teachers to identify connections between different disciplines, creating more prosperous and meaningful student learning experiences. This ongoing reflective practice ensures that students and teachers are actively engaged in the learning process collaboratively.

### Reflections from Students and Teachers



### Learner Profile Attributes

Education involves more than just acquiring knowledge; it also focuses on character development and fostering global awareness. At the TIS Primary School campus, we aim to nurture students' international mindedness by embracing the ten Learner Profile Attributes, which guide both personal and academic growth.

We regularly hold circle time discussions on these attributes, embedding them into our teaching and student guidance. This reflective practice allows students to evaluate their learning and actions through the attributes, fostering a strong sense of global awareness.

This commitment extends to the entire school community, as teachers and staff use the Learner Profile's language in daily interactions. This reinforces the attributes and cultivates an environment that supports the development of an international mindset.

As a result, students become more open-minded and willing to learn across disciplines, exploring diverse perspectives and engaging with various cultures. This equips them with the skills and attitudes needed to succeed in an interconnected world.



DISPLAY AREAS FOR THE IB LEARNER PROFILE ATTRIBUTES







### STUDENTS INTERACTING WITH IB LEARNER PROFILE AND RECEIVING AWARDS



### Real-World Connections

At Tema International School (TIS), integrating real-world connections into the curriculum is central to promoting transdisciplinary learning. By relating classroom content to real-life contexts, students are encouraged to apply their knowledge across different subject areas, making learning more relevant, engaging, and purposeful. This approach deepens their understanding and equips them with essential skills for global citizenship and problem-solving.

Moreover, it fosters a culture of curiosity and inquiry, where students feel empowered to explore their interests and ask questions that lead to deeper investigations. As a result, learners become more self-directed, developing the confidence to tackle complex issues and contribute meaningfully to their communities and the world at large.

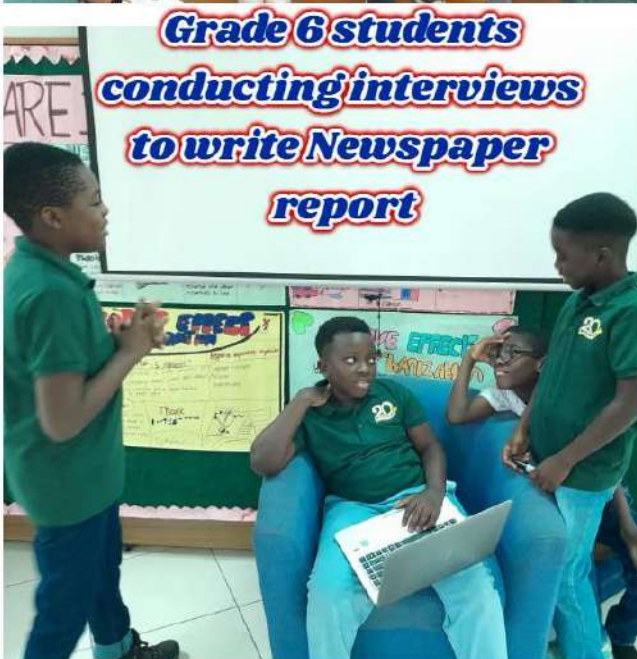




## Writing a Newspaper Report: Connecting Subjects

One example of real-world learning at TIS is when students are tasked with writing a newspaper report about events happening at school, such as special events or projects. This activity integrates language arts, social studies, and media skills, allowing students to research, conduct interviews, and write clearly and persuasively, just like real journalists.

In exploring the concept of citizenship, Grade 6 students were assigned to produce a newspaper report on issues affecting the school community. They brainstormed various topics, conducted interviews, and created engaging news reports. Below are images of their process and some of the reports they produced.



## Are Stanley Cups Really Worth the Hype?

By Ashanti Tettey Amlalo

Tema, Ghana ~ October 16<sup>th</sup> 2024

As the students of Tema International School (Primary) return to campus this semester after a long vacation, one trend has unfolded that's capturing attention: Stanley Cups.



### **Stanley cups show-off**

Most people just want this expensive bottle for the popularity and to look cool, by telling their parents to get them one and think **'they are part of the squad'**. "I love my Stanley Cup, it keeps my water cold all day!" said Ariella Sarpong, a grade 6 student.

However, some teachers question the price, which usually ranges from \$25 to \$50. "There are cheaper options that work just as well," stated Mr. Saviour the homeroom teacher for grade 6. During recess, students surround people who have Stanley cups just admiring it, wishing they had one, "Stanley cups are so cute! I wish I had one" said Xose Aboagye, a student, of grade 5.

Since the 19<sup>th</sup> of August 2024, the cups have become a topic of conversation among the students. In the cafeteria, you can spot different colours and sizes. Already, 6 people in the school have one, others have ordered and will come soon. "I really like them, and I think they are good for keeping your water cold or hot, but the company should reduce the price, especially for those who can't afford it. Well, I'd still rate it a 10 out of 10!" noted Paa Kow, the class president for grade 3.

The trend has really become one of the biggest gossips of the school, with students comparing their cups here and there. "I've seen about 5 or 6 Stanley cups! It's like a fashion trend now," laughed Lady Priscilla.

It's clear that Stanley Cups are more than just a bottle; in some eyes, they represent a trend toward popularity. They create hype around hydration, style, and a bit of school pride. Yes, they can be cool, but if you can't afford a Stanley, just buy a bottle that works just as well.

**As long as your bottle keeps water cold or hot for a long time, there's no need for a Stanley.**



# Apollo Scare -Do You Need to be Afraid?

By Chelina Mickson-Quarshie

Tema International School, Ghana

**S**tudents at TIS Primary Campus have raised concerns about a substance they believe is linked to the outbreak of Apollo, a viral infection. The issue began in August when the school year resumed, prompting discussions among students about the potential risks associated with the substance.

Students at TIS Primary School believe that the substance responsible for causing Apollo is the Milkweed Pod seed, which is produced by milkweed plants in late summer. When students find these seeds, they often chase their peers and scare them off, leading to a growing fear of the seeds. Many believe that if a Milkweed Pod seed touches their eye, they will contract Apollo. This fear has resulted in some minor accidents, as students trip and fall while running away from the perceived threat.



*Milkweed Pod*

“I feel sad and angry; this is MADNESS,” said Vicky, a grade 5 student. “It’s actually scary

when people do that. If it happens again, I will RUN,” said Michal. It seems students find it uncomfortable when their peers joke about Apollo. Some students think it’s just cotton or something that falls from a tree, and they’re right. “The Milkweed Pod seed being a cause of Apollo is just a myth,” said Ms. Priscilla.



*Conjunctivitis, Apollo*

Apollo is an inflammation in the eye, which creates a red and pinkish swell causing it to pain a lot. Scientific research says it’s not the milkweed pod that causes apollo, it’s a bacterium that flies around in the air. It can also be caused by allergic reaction (peanuts or pineapple) or a blocked tear duct. If you ever experience apollo, go to the nearest teacher or ask permission to visit the nurse.

As a word of caution, students are advised never to touch their eyes or rub them without washing their hands.

**Now that you know the Milkweed Pod seed doesn’t cause Apollo, don’t run when someone touches it.**

## Conducting Scientific Experiments: Learning Through Discovery

In another project, students conduct scientific experiments to discover natural laws, such as how matter changes from one state to another, like ice melting into water. These experiments integrate science, math, and writing, as students observe changes, measure results, and write reports to explain their findings. For example, when experimenting with evaporation and condensation, they learn about the science of matter while practising measurement, data recording, and writing conclusions, effectively combining skills from multiple subjects.



At the TIS Primary School Campus, transdisciplinary learning fosters connections across subjects, encouraging students to apply knowledge to real-world issues. As we continue to implement transdisciplinary learning, we aim to cultivate well-rounded individuals who are equipped to navigate the complexities of our ever-evolving world with curiosity, creativity, and confidence, ultimately becoming engaged and responsible global citizens.





# TEMA INTERNATIONAL SCHOOL PRIMARY CAMPUS



PYP UNIT CELEBRATION

THEME:

# ECHOES OF THE EARTH

FRIDAY 1ST NOV. 2024

TIS PRIMARY CAMPUS

11:00 AM

JOIN US FOR AN UNFORGETTABLE EXPERIENCE

## ISSAG SOCCER, BADMINTON AND TENNIS TOURNAMENT

On 19 October, 2024, TIS participated in the ISSAG competition, competing in soccer, badminton, and tennis.



In soccer, the **TIS Queens** delivered an outstanding performance. They won a thrilling quarter-final match against The Roman Ridge School (TRRS) on penalties, advancing to the semi-finals where they again triumphed on penalties against Akosombo International School. In a dramatic final, they faced tournament favourites, Ghana Christian High School (GHIS), and clinched the championship title with yet another victory via penalties.

Unfortunately, the boys' soccer team was eliminated in the quarter-finals after a hard-fought match against SOS Hermann Gmeiner School, which was also decided by penalties.



In the badminton event, the TIS girls' team, represented by **Eliana Owusu-Afriyie** and **Ninette Eyram Addom**, placed third out of 34 participants.

Eliana Owusu-Afriyie was recognised as the **best female player** of the tournament.

The boys' team finished in fourth place after playing two out of three matches.





In tennis, TIS athletes demonstrated exceptional skill throughout the competition. In the boys' division, **Blessed Quashie** and **Brian Tamakloe** reached the finals, with Blessed securing the Gold medal and Brian winning Silver.

In the girls' division, **Allyson Acheampong** finished third, while **Breindelle Kusi Boateng** placed fourth.

**Allyson Acheampong** was named the best female player of the tournament.

**Blessed Quashie** was named the best male player for the tournament.

## REFLECTIONS FROM STUDENTS

Reflecting on winning the tennis tournament, I realised that the experience was more than just a thrilling moment of victory—it was a true testament to persistence, mental resilience, and personal growth. Leading up to the tournament, I dedicated countless hours to training, honing my strokes, and battling moments of self-doubt. This wasn't just about enhancing my physical abilities but also about learning to stay composed under pressure and adapting to challenges as they came.

As this was my first tennis tournament, I entered with modest expectations. However, with each match and every point, I began to realise that I could win. My first opponent was relatively inexperienced, and I easily won the match. But my second opponent posed a much more formidable challenge, possessing a backhand resembling a professional. Knowing it would be a difficult match, I prepared myself mentally, vowing to stay calm no matter what. After winning my first serving game, I approached the return game with focus, entering a flow state. I played the best tennis of my life, returning every serve and winning rallies to break my opponent's serve and take a 2-0 lead. From there, I maintained my composure, held my serves, and won the match 4-2. Defeating one of the strongest players in the bracket filled me with confidence and adrenaline, which propelled me through the semi-finals and finals to win the championship ultimately. While the victory was gratifying, the journey itself was even more fulfilling. I learned that while talent and skill matter, discipline, determination, and a strong mindset can often make a difference in difficult situations.

This experience taught me that every challenge is an opportunity for growth, and the real victory lies not just in the outcome, but in the effort and commitment to improving along the way. ***Blessed Quashie - G12***

As the Sports Executive, this October's ISSAG competition has been an exhilarating and unforgettable experience. Our teams demonstrated incredible dedication, perseverance, and skill, and I couldn't be more proud of every player who represented our school. After qualifying for football on 12 October, we entered the finals with high spirits and determination. Our hard work paid off, from early morning practices to ice baths and even friendly matches against the Grade 7 and 8 boys. These efforts helped us strengthen our bonds and improve communication and collaboration on the field—key elements in football. On finals day, the girls' team played three intense matches, starting with The Roman Ridge School (TRRS) in the quarter-finals, followed by a semi-final rematch against Akosombo, and culminating in a heated final against Ghana Christian High International School. Each game pushed us to our limits, but with focus and teamwork, we took every match to penalties. I, along with Aseye and Maame Shika, stepped up to take the penalty shots, and it was Alberta's decisive goal that secured our victory in the final. The trophy we now proudly hold is a testament to every team player's hard work and determination.

I would like to commend the following ISAAG football players for their outstanding performance:

- Jenevieve Achemdey
- Aseye Torkonoo
- Louisa Ayem
- Maame Appiah-Korang
- Queen Victoria Appiah



- Briendelle Kusi Boateng
- Rayna-Lisa Obuobi
- Nylah Marfo
- Fiona Bagnah-Gamon
- Nubuke El-Dzomtor
- Oforiwa Sakyi-Addo
- Mildred Okeyere Darkwa
- Samuella Adu-Baah
- Adelaide Egbenya
- Bakhita Agbovi

In addition to our football success, our ISAAG tennis players delivered a fantastic performance. We are thrilled to announce that we secured 1st place in boys' tennis, with the overall best tennis player medal going to Blessed from Grade 12, who consistently trained at the sports complex. Bryan from Grade 9 also played a key role in this victory. Our girls' tennis team finished 3rd, and I'd like to recognise Briendelle and Allyson from Grade 12 for their dedication on the court. In badminton, we placed third, with Eliana Owusu Afriyie from Grade 12 earning the medal for overall best badminton player—a remarkable achievement. The team, including Eliana, Ninette from Grade 12, and Fareed from Grade 10, gave their best effort, and their hard work paid off. This year's ISSAG competition was especially meaningful because our school hadn't competed in ISSAG for nearly four years. We returned with something to prove, and we did just that—showing everyone that the trophies rightfully belong to us. *Jenevieve Achemdey - G12 Sports Deputy*

Communication is the foundation of football. No matter how talented or skilled a player may be, the game is built around teamwork rather than individual performance. This year's ISSAG competition exemplified that perfectly. It wasn't just the standout players showcasing their skills; it was a collective effort to communicate effectively in high-pressure situations and share responsibilities when challenges arose. Although we faced a tough loss in the quarter-finals, our spirits remained high as we returned home with several trophies and even offered some technical advice to the women's team. This competition taught me the importance of resilience and the drive to pursue success until the final whistle. *Ryan Lokko -G12*

Participating in this year's ISSAG badminton competition has been both exciting and rewarding. Being selected as a member of the school's badminton team was a true honour, and I thoroughly enjoyed the intensive training sessions and the numerous matches we played. Throughout the competition, I had the chance to learn new skills from competitors at other schools and to forge new friendships.

The event was demanding, featuring four matches in both singles and doubles over nine hours. Despite facing some setbacks, my teammate and I remained determined and ultimately secured third place in the women's doubles among teams from eight other schools. Although time constraints prevented us from competing against some schools in other groups, this experience pushed me to step out of my comfort zone and engage in activities, despite my doubts about my abilities. I eagerly look forward to participating in more competitions in the future. *Ninette Addom - G12*

# Change <sup>the</sup> World Through Critical Thinking

## #Make a Difference





# COUNSELLORS' CORNER



"Gratitude is not only the greatest of virtues, but the parent of all others." "Gratitude can transform common days into thanksgivings, turn routine jobs into joy, and change ordinary opportunities into blessings." "When we give cheerfully and accept gratefully, everyone is blessed."

In an environment where there is so much to be grateful for on a daily basis, dear students, count your blessings one by one. Choose Thankfulness and not Complains.

"Silent gratitude isn't much use to anyone." G.B. Stern

## A Grateful Heart- Choosing Gratitude on a Daily Basis



Practising gratitude can be a game-changer: it has far reaching effects,

- ✓ from improving our mental health
- ✓ Boosting our relationships with others.

Living your life with gratitude helps you notice the little wins—like the bus showing up right on time, a stranger holding the door for you, or the sun shining through your window when you wake up in the morning. Each of these small moments' strings together to create a web of gratitude on a daily basis. Check it out here. <https://www.mindful.org/an-introduction-to-mindful-gratitude/>



### Grade 7 Lesson - Choosing Gratitude.

#### What am I Thankful for Today?

With a comprehensive guidance lesson on character development, students were introduced to this priceless gift of life virtues. This lesson helped them be intentional about showing and practicing gratitude on a daily basis because a grateful heart is a happy heart!

See below a snapshot of Kadmiel Annan’s Gratitude Activity Table

## THE GRATITUDE HEART

Attach the heart to those elements with which you feel grateful

Having a school

No health issues

Having perfect education

Having a house

Having a good life

Having stylish clothes

Having normal human abilities such as walking and hearing

Having friends

Having a positive mindset

## FILL THE TABLE

Answer the questions in the table

Which person are you grateful to?	Parents, teachers (I have too many)
What place are you grateful to have known?	Tema International School (T.I.S.)
What food are you thankful to have enjoyed?	Fufu and light soup
What skill are you thankful to have?	Musical skills
What are you grateful to have?	A loving and caring family and dependable principled friends
What hobby are you grateful to have discovered?	Reading





**IMPORTANT  
REMINDER**

**DP2 Parents: University Applications. Detailed Information is on ManageBac**

*Congratulations!!*

- ✓ **15 October Applicants.** 15 October Deadlines with approval from parents have been successfully submitted.



- ✓ **University Application Deadlines for 1 Nov. and 15 Nov: US Only**



- ✓ Kindly send an email to your son/daughter's counsellor once you approve of the list of schools before Friday 25 October 2024.

**Financial Aid**



- ✓ Completing financial Aid Forms ISFAA, COF, CSS or university-specific forms, please endeavour to finish it out early to avoid lateness for free money.




- ✓ **SAT Self-Reported Scores:** Early applicants who need to report their SAT scores should click : <https://satsuite.collegeboard.org/sat/scores/send-scores-to-colleges/sending-scores>

## University Walk-In Visits



We were thrilled to have these unique in-person visits. Grade 9- 12 students were excited to engage and connect!

Name of University Date of Visit	Name of Representative and Email Address	Click on the Link for more Information	 <b>Financial Aid Packages and Scholarships!</b>
University of Waterloo	Akua Asare-Anim <a href="mailto:akua.asare-anim@uwaterloo.ca">akua.asare-anim@uwaterloo.ca</a>	<a href="https://uwaterloo.ca/">https://uwaterloo.ca/</a>	<a href="https://uwaterloo.ca/student-awards-financial-aid/awards/database">https://uwaterloo.ca/student-awards-financial-aid/awards/database</a> <a href="https://uwaterloo.ca/future-students/financing/scholarships">https://uwaterloo.ca/future-students/financing/scholarships</a>
Hungary Education Gateway	Emmanuella Asante Student Recruitment Officer <a href="mailto:enquiries@hungaryeducationgateway.com">enquiries@hungaryeducationgateway.com</a>	<a href="https://www.hungaryeducationgateway.com">https://www.hungaryeducationgateway.com</a>	<a href="https://edu.unideb.hu/p/scholarships-and-loans">https://edu.unideb.hu/p/scholarships-and-loans</a> and <a href="https://international.p.te.hu/faculty-scholarships">https://international.p.te.hu/faculty-scholarships</a>
York Business School	Bisi Alawode <a href="mailto:segun@yorku.ca">segun@yorku.ca</a>	<a href="https://www.yorku.ca/">https://www.yorku.ca/</a>	<a href="https://futurestudents.yorku.ca/scholarships-incoming-students">https://futurestudents.yorku.ca/scholarships-incoming-students</a>
Tufts University	Duck, Joseph <a href="mailto:Joseph.Duck@tufts.edu">Joseph.Duck@tufts.edu</a>	<a href="https://www.tufts.edu/">https://www.tufts.edu/</a>	<a href="https://www.tufts.edu/admissions/financial-aid">https://www.tufts.edu/admissions/financial-aid</a>
Ontario University	Tech Sanchit Mittal <a href="mailto:Sanchit.mittal@ontariotechu.ca">Sanchit.mittal@ontariotechu.ca</a>	<a href="https://www.ontariotechu.ca">https://www.ontariotechu.ca</a>	<a href="https://safa.ontariotechu.ca/">https://safa.ontariotechu.ca/</a>



## University Presentations by: York University, University of Waterloo, Ontario Tech University Canada, Tufts University USA and Hungary Best Education



### Enjoy Reading Students' Reflections

I had never considered attending a university in Canada before yesterday. I was astounded at the range of students attending the institution and the diversity of cultures, as well as the excellent dorms available at the university. One of the most impressive aspects of this fair was the sheer variety of courses available, which ranged from Mechatronics Engineering to Kinesiology and many others. Ontario Tech University is absolutely on my list! **Michelle Mensah, DP1**



During guidance class, we had a representative of the University of Ontario in Canada. Ontario Tech University is a modern, comprehensive university located in Oshawa, Ontario, Canada. Established in 2002, it offers a wide range of undergraduate and graduate programs across various disciplines. The university is known for its strong focus on technology and innovation. Many of its programs incorporate hands-on learning experiences and industry partnerships. One of my takeaways was that the university was named Ontario Tech because it is one of the youngest universities in Canada. Hence, each course is directed towards the 21st century job opportunities and scenarios. Ontario Tech University's scholarships are mostly based on leadership and merits. One thing I love about the university is its co-op programs that allow students to work in and out of the university and gain wages. **Ebenezer Baiden, DP1**



Genuinely, I have never thought of going to a country like Hungary or applying to a university there. From today's presentation, I have learnt a lot of things about the different opportunities open for students to explore when you decide to broaden your choices. Going into this fair today, it never occurred to me that certain universities can offer a wide range of courses that you may be interested in. From this mini-fair I learned about Hungary's capital, Budapest, and its diverse culture, mainly in their universities. This has made me realise that it is important to explore your choice of university on a wider reach as anything can happen. **Brianna Acquah, DP1**

I was already quite interested in Ontario Tech and had begun the application process, but the visit from the school representative deepened my enthusiasm even more. I learned more about the diverse range of majors they offer and was delighted by how the university offers both a Bachelor of Science and a Bachelor of Arts in the specific degree that I am interested in. After the session, I had the opportunity to ask Mr. Sanchit, the representative, a few questions which made me feel even more confident in applying to the school. Overall, this experience solidified my excitement about the school and made me even more eager to apply. **Phebe Tweneboah, DP2**





**This Saturday, 26 October, we have :**



- ✓ PSAT: all registered students should kindly bring Ghana Card or Valid Passport to the PSAT Coordinator Auntie Eyram: [eyram.mahoney@tis.edu.gh](mailto:eyram.mahoney@tis.edu.gh)
- ✓ All registered students should bring their Ghana Card or valid passports to the ACT Coordinator, Auntie Portia: [portia.atubiga@tis.edu.gh](mailto:portia.atubiga@tis.edu.gh)

achieve  
more

# SAT<sup>™</sup> 2024-2025 TEST DATES



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

- ✓ <https://satsuite.collegeboard.org/sat/registration>

SAT Registration Fee Beginning with 24 **August, 2024, the SAT registration fee is \$68,** plus a \$43 international fee of \$ 111. Click here:

<https://satsuite.collegeboard.org/sat/registration/international-testing/>

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

## #Make a Difference







informed us about other conditions that could look like breast cancer, such as lipomas, and cysts, giving us details on how to differentiate them from breast cancer.

Last, we were educated on methods of breast cancer removal, such as mastectomies and lumpectomies. The session was extremely interactive where we could ask questions and receive the appropriate answers, and I am looking forward to more insightful sessions. **-Zoey Opore (Grade 11)**

Last weekend, the common room allowed us to learn so much about a topic that, while serious, was becoming gradually familiar: breast cancer.



The doctors/alumni explained to us what breast cancer was and how it developed. We learned that breast cancer can affect anybody regardless of age, gender, or breast size. It was interesting hearing some of the misconceptions that people had heard about breast cancer, and it was relieving to know that most, if not all, of these wrong ideas about it had been cleared and facts were learned. One of the things I found heartbreaking was that one in every four people with breast cancer is highly likely to

die. The doctors emphasised the significance of regular checkups and early detection, giving us a chance to add meaning to the popular quote, 'Early detection saves lives'. As the meeting went on, I felt more informed about breast cancer, and motivated to spread more awareness to those who may not be fortunate to learn as much as we did that day and to help all who have been affected by it. The meeting was a valuable experience and I am so grateful to the alumni/doctors for taking their time to educate and give us insight on such a serious issue. **-Oforiwa Sakyi-Addo (Grade 11)**



The breast cancer information session was an enlightening experience that has broadened my understanding of this serious health issue. As a young girl, I have always wanted to talk



about such topics but had nobody to talk to and once again, TIS has given me such an opportunity to be enlightened. Throughout the session, I felt pride as I watched the speakers talk with so much passion as some were TIS alumni. I thought to myself, "TIS education does take you places." One of the most impactful aspects of the session was learning about the importance of early detection. The speakers emphasised the significance of regular self-examinations and

mammograms in identifying breast cancer in its early stages. This knowledge has motivated me to become more proactive about my health and to encourage my mother and other female relatives to do the same. Additionally, the session provided valuable insights into the risk factors associated with breast cancer. While I may not be at high risk, understanding these factors has prompted me to make healthier



lifestyle choices, such as eating a balanced diet and exercising regularly. The speaker also discussed the various treatment options available for breast cancer, including surgery, chemotherapy, and radiation therapy. Learning about the advancements in treatment was both reassuring and empowering. It gave me hope that even if I or someone I know were to be diagnosed with breast cancer, there are effective options available. Furthermore, the session addressed the emotional and psychological impact of breast cancer on patients and their families. The doctors gave examples of cases in which they lost patients to breast cancer even though it could have been easily treated just because of late detection.

In conclusion, the breast cancer information session was a valuable experience that equipped me with knowledge and motivated me to take proactive steps to protect my health. I am grateful for the opportunity to learn from experts in the field and gain a deeper understanding of this serious disease. Of course, I thank my hostel parents and management for organising this enlightening session to educate us. The information I gained from this session will undoubtedly benefit me throughout my life. - **Amy Gavor (Grade 8)**

Attending the breast cancer awareness common room was a moving experience that has opened my eyes to the fact that many women go through such a devastating occurrence but still have to be strong and push through for their family and friends. The presentations included insightful information about early detection and prevention. Finding out how important regular screening and self-examinations are and how the impact these can have on outcomes. Everyone appreciated the support and guidance of the team, Touch of Hope. All in all, the common room provided a reminder of the potential of education and awareness on the level of community. It was an inspiration for others and how we can spread awareness in our community. This has even started as this Friday, we are celebrating Breast Cancer Awareness by wearing pink and sharing articles on the bulletin. " **Nyla Marfo (Grade 11)**



Last Friday's breast cancer awareness talk, led by TIS alumni, now doctors, was enlightening and impactful. Hearing from individuals who once walked the same halls and have now dedicated their lives to fighting cancer gave a personal touch to a global issue. What struck me most was how they broke down the complexities of breast cancer into something relatable. The statistics were startling: 1 in 8 women will develop breast cancer at some point in their lives, a reality that hits closer to home now more than ever. Yet, amidst the alarming facts, they emphasised early detection as the most crucial factor in saving lives. This message felt urgent, reminding us of our responsibility to care for our health and encourage others to do the same. Seeing how our alumni have used their education to pursue successful careers and make a meaningful impact on society was inspiring. Their advice wasn't just medical; it was about breaking barriers, advocating for awareness, and helping others realise that breast cancer is not a death sentence if caught early. The talk left me with a renewed sense of responsibility for my health and spreading awareness. Breast cancer isn't something to be feared in silence—it's something we must talk about, take action against, and support each other through. The alumni showed us that as much as science can heal, awareness and early intervention are just as powerful. -**Shandel Nyarko (Grade 10)**

After last Friday, I felt a profound sense of empowerment. It reinforced my belief that breast cancer awareness is essential, not just in October but all year round. Conversations like the one we had last Friday are crucial. They break down barriers, inspire action, and cultivate a culture of support. Together,

we can make a difference and continue to raise awareness concerning breast cancer in our communities.  
**-Queen Victoria Wuaku (Grade 10)**

The talk on breast cancer awareness was enlightening and impactful. It highlighted the importance of early detection, emphasising how regular self-exams can improve outcomes. One key takeaway was the significance of spreading awareness in communities, as many people may not have access to essential information or screenings. Overall, the talk reinforced that breast cancer awareness is not just about knowing the risks but actively participating in prevention and support efforts. – **Lois Entsua Mensah (Grade 10)**

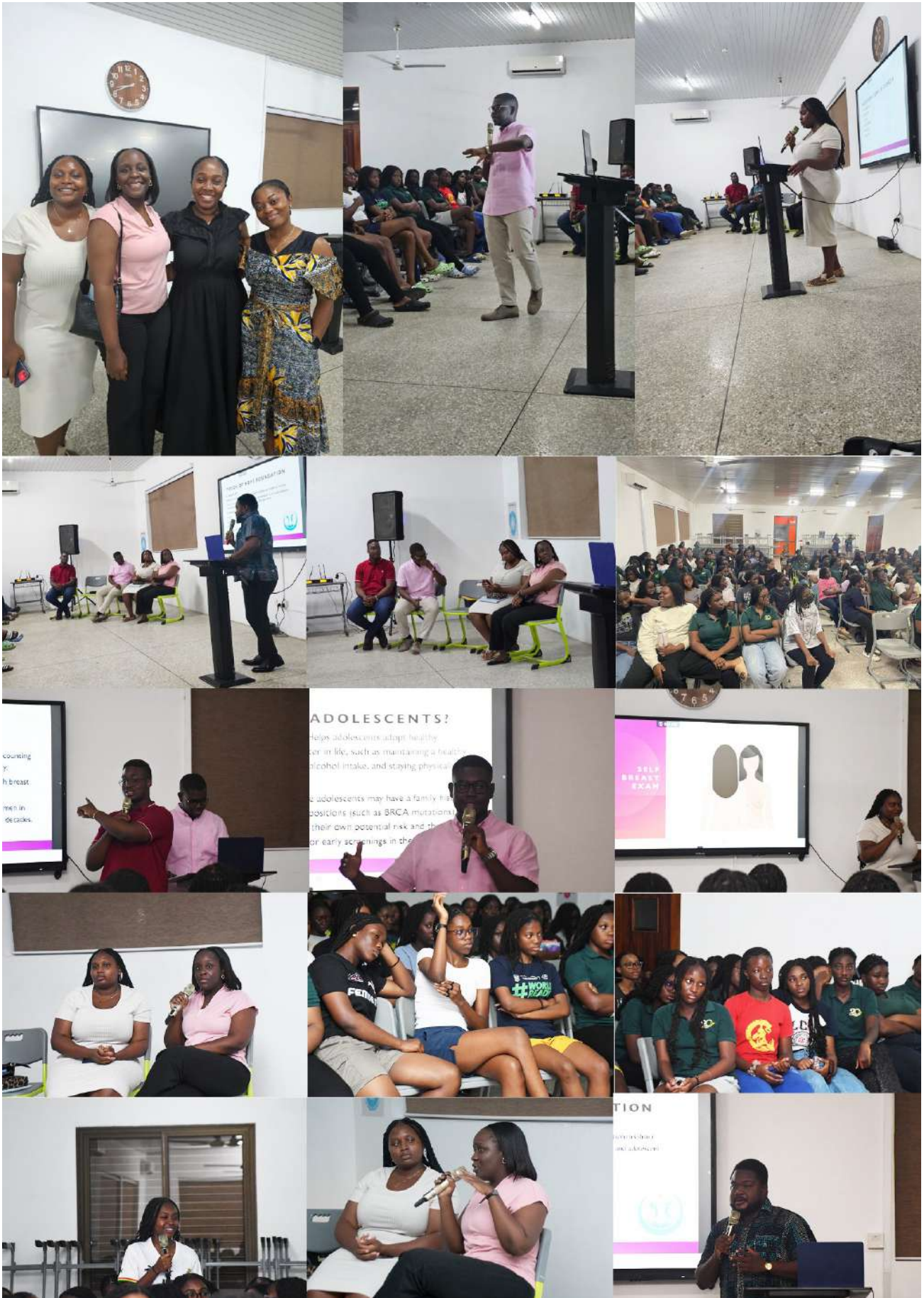
The talk on breast cancer was very informative and educative. One of my key takeaways from the talk was the emphasis on early detection. Early detection can dramatically increase the chances of successful treatment and the chances of surviving breast cancer. The doctors also spoke about some misconceptions that people had concerning breast cancer. It was inspiring to see people who were once in my shoes take the initiative to help young people and communities and together create environments where women and men feel supported in seeking medical help without fear or stigma. Additionally, the questions the girls asked helped address and provide information about some other aspects of breast cancer that were not mentioned earlier. Through the discussion, I have been inspired to be part of the fight against breast cancer as well as to take care of myself and my family to prevent breast cancer. **-Maame Osei Amoako (Grade 11)**



With the session of the breast cancer awareness meeting, I got to notice and hear on how breast cancer is detected. I got to know different facts like how, if left unchecked, the tumours can spread throughout the body and breast cancer could become fatal. They explained different ways we could avoid breast cancer and how we could treat it. during the session, they explained to us how breast cancer cannot be genetic, and even so, it's very rare. Even though there isn't a cause for breast cancer they still try to minimise it as best as they can and tell people to be more aware of their body. **-Alisha Bukari (Grade 9)**

Through my research on breast cancer awareness, I've gained a deeper understanding of the disease's prevalence, impact, and the importance of early detection and prevention. I've learned that breast cancer is a complex issue that affects millions of women worldwide. Additionally, I've learned about the various risk factors associated with breast cancer, such as age, family history, and lifestyle choices. This knowledge empowers individuals to take proactive steps to reduce their risk and prioritize their health.  
**-Nadia Yakubu (Grade 8)**









# TEMA INTERNATIONAL SCHOOL SERVICE

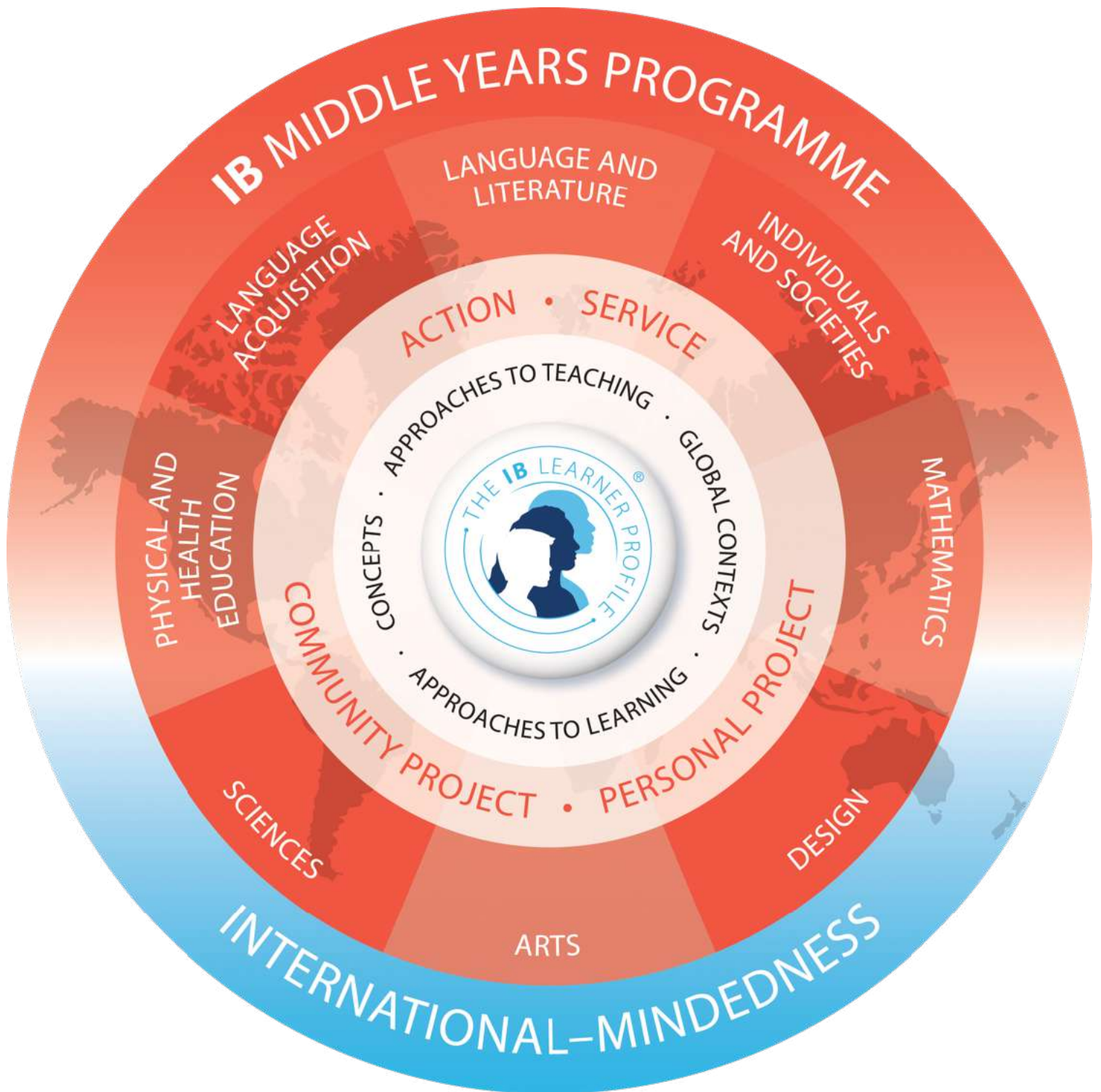


At TIS, we believe that service, as one of the four pillars for student balance and ensuing success, provides a hands-on experience to demonstrate how we can make the world a better place through action and an understanding that success comes from helping others grow and becoming empowered.



**EDUCATION FOR A BETTER WORLD**





## The MYP Core Elements: **Community Project**

### *Building Responsible Citizens*

Community Projects empower students to become active and responsible citizens by identifying real community needs and finding practical solutions. In groups of 2-3 students *engage, collaborate, and learn* to value the opinions of their peers. This process helps them discover personal interests while making a meaningful impact.

Community Project is a demonstration of Service as Action in the immediate communities; encouraging students to take risks, inquire, and remain open-minded about societal issues. They do so by undertaking direct, indirect, research-based, or advocacy services within and beyond the school community.



*Picture: Students handing over a completed project*

At TIS, the Community Project takes place in MYP 3, where students focus on both the process of learning and the results of their work. The project is structured around four key criteria:

**Investigation:** Students go on a community tour to identify an authentic need. They work in groups to set goals, select a global context, choose a community to serve, and pick a supervisor.

**Planning:** Students develop a proposal outlining their goal and take steps to address the community's needs.

**Taking Action:** Students use their Approaches to Learning (ATL) skills to achieve their group goals by implementing their plans.

**Reflection:** Students evaluate the quality of their actions against their initial proposal and reflect on the insights they gained through service learning.

In March, MYP 3 students and MYP 5 students showcase their Community Projects at the MYP Project Exhibition, with schools and parents invited to celebrate their accomplishments. Additionally, the Community Project provides a strong foundation for the Personal Project in MYP 5, preparing students for the Extended Essay in the Diploma Programme (DP).



## CAS-SA Corner TIS Goes Pink!



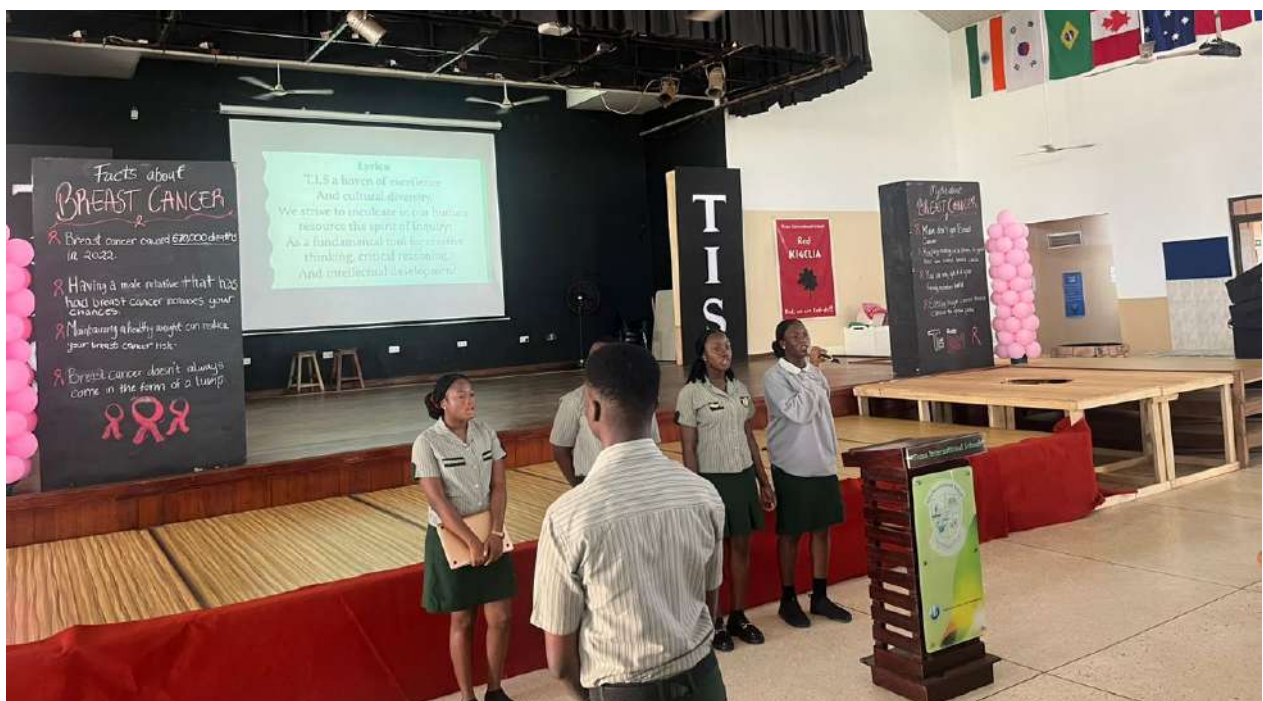
This October, **TIS goes pink** in recognition of **Breast Cancer Awareness Month**, serving as a vital reminder of the importance of regular screenings. We honour those currently battling breast cancer, celebrate the strength of survivors, and remember those who have lost their lives to this disease. This month is a powerful call to action, emphasizing how early detection can save lives and highlighting the role each of us plays in raising awareness.

Breast cancer has touched many of us, whether through a family member, a friend, or a personal journey. Dedicating this month to raising awareness reminds us of the importance of supporting one another, staying informed, and remaining vigilant in

the fight against breast cancer.

Throughout this week, a group of Grade 11 students have taken action to observe the month. We began with an insightful session in the Girls' common room, where our alumni, **Dr Agyarko, IB Class of 2016, Dr Diaba, IB Class of 2017, and Dr Brown, IB Class of 2016**, shared their expertise on the importance of maintaining wellbeing and the benefits of early screening. Throughout the week, students have been active by decorating the campus, creating informative boards at the MPH, presenting at assembly, writing articles, and engaging in discussions on this crucial topic.

This Friday, we will come together in solidarity, wearing pink as a symbol of our commitment to this cause and each other.



## CAS Experience – Students' Corner

Welcome to the *Students' Corner*, a space where our students use their voices to **educate, advocate, and create awareness** on various topics. Here, students take on the challenge of researching, writing, and sharing their perspectives on issues that matter to them. It's a platform that nurtures creativity and serves as a valuable CAS experience. Through this, students develop their writing skills, deepen their understanding of essential subjects, and learn the power of advocacy. Dive in and discover the thoughts and insights of our young writers.

### Breast Cancer Awareness and You

My name is **Angel Asare**, and I am a Grade 11 student. The topic of breast cancer is very dear to me, and during this **Breast Cancer Awareness Month**, I have been researching and learning so much about it. I hope you enjoy reading this article as much as I enjoyed writing it. Let's spread the word to our family and friends, and let's be intentional about our health.

People have many imaginative myths about what breast cancer is, and many of these myths are dangerously widespread. So, what isn't breast cancer? It's not about wearing deodorants that contain aluminium. According to the World Health Organisation, breast cancer is a disease where abnormal breast cells grow uncontrollably and form tumours (World, 2024). This article aims to provide insights into what you need to know about breast cancer. It also shares the story of a breast cancer survivor.

Breast cancer is one of the most frequently diagnosed cancers among women worldwide (Massgeneralbrigham.org, 2024). In Ghana, over 4,000 women are diagnosed with breast cancer annually, and nearly half of them will succumb to the disease (Tevapharm.com, 2024). Of course, these facts might seem like mere statistics, but as a doctor once said, "These just seem like statistics until one death is someone you know; then it becomes a tragedy." On this note, let's dive into Kimberly's story, a breast cancer survivor who was diagnosed at just twenty-four years old (Cancer, 2024).



Six months before her diagnosis, Kimberly discovered a lump in her left breast, which turned out to be benign (not cancerous). She sought peace of mind and visited her doctor, who recommended an ultrasound. She recalls: "As I walked past the mammography waiting room, there wasn't one person my age, everyone was much older. I wasn't afraid; I figured the mammogram was just a precaution." Kimberly eventually underwent a biopsy, and a week later, she received the devastating diagnosis: cancer. Imagine receiving a phone call like that. "I just

immediately started sobbing," Kimberly shares. "I remember feeling shocked and panicked. There was so much more I wanted to do in life, and now I worried I wouldn't get to do any of it" (Cancer, 2024).

After having the cancerous lump removed, Kimberly required additional treatment, as the cancer had spread to her lymph nodes. She underwent chemotherapy, radiation, and continued medication for five years after her diagnosis. It's been a long journey, but today, Kimberly is cancer-free (Cancer, 2024).

So, is there a way to prevent breast cancer entirely? Not necessarily, but there are ways to reduce the risk. One in eight American women will be diagnosed with breast cancer at some point in their lifetime (Breastcancer.org, 2024). This is why raising awareness is crucial—to support patients, help people



understand their risks, and encourage actions and precautions that lower those risks (Myallyhealth.org, 2019). For those who avoid physical activity, here's a fact: women who exercise regularly have a 10% to 20% lower risk of breast cancer compared to those who are inactive (Susan G. Komen®, 2024). Exercise is more important than we think. Obesity and unhealthy lifestyles can increase the risk of many diseases, including breast cancer. Regular medical check-ups, self-examinations, and professional examinations are vital to catching this cancer early.

Don't think you're too young to get breast cancer. Just look at Kimberly's story.

Ultimately, breast cancer awareness is about vigilance and education. Just one word can save a life; just one word. Men, don't think you're exempt—though rare, the average lifetime risk of a man developing breast cancer is less than 1% (World, 2024). But considering the world's population, that 1% is significant! By being intentional about our health, we can save countless lives.

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## EducAid Mante Initiative Class of 2026 Project for Impact



We are excited to share the next chapter as we wrap up the vibrant celebrations of TIS @ 21 and reflect on the joy and creativity that filled our Spirit Week. This project truly embodies our values of service and making a difference. The IB Class of 2026 has officially launched the *EducAid Mante Initiative* as part of their CAS (Creativity, Activity, Service) project, which is now in full swing.

The Mante School of Excellence, located in Afienya East, has provided education to children in underserved communities for the past 25 years despite facing numerous challenges. Through the *EducAid Mante Initiative*, the Class of 2026 is dedicated to addressing these challenges by refurbishing the school, providing essential learning materials, and improving its overall facilities.

### Key Challenges Identified:

- 1. Shortage of Learning Materials:**  
The school struggles to provide basic books and stationery for its students, hindering their learning experience.
- 2. Outdated IT Infrastructure:**  
The school's IT lab is in dire need of modern equipment, leaving students with limited access to technology.
- 3. Poor Physical Infrastructure:**  
Many classrooms have damaged roofs and poor ventilation, creating an uncomfortable and unsafe learning environment.
- 4. Unsanitary Washroom Facilities:**  
The school's outdated latrine systems pose health risks to students and staff.





### Our Mission:

The EducAid Mante Initiative aims to raise GHC 150,000 (One Hundred and Fifty Thousand Ghana Cedis) to help refurbish the school and provide the necessary resources to create a safe and effective learning environment for the students. This project reflects our commitment to making a tangible difference and supporting quality education for all.

### A Special Contribution:



In support of this initiative, all proceeds from Dr. Ken Darvall's newly launched book, *The Teaching Guarantee: Making a Difference*, will go directly to the *EducAid Mante Initiative*. This partnership allows our community to come together to make a lasting impact on the lives of the students at Mante School.

### Call to Action:

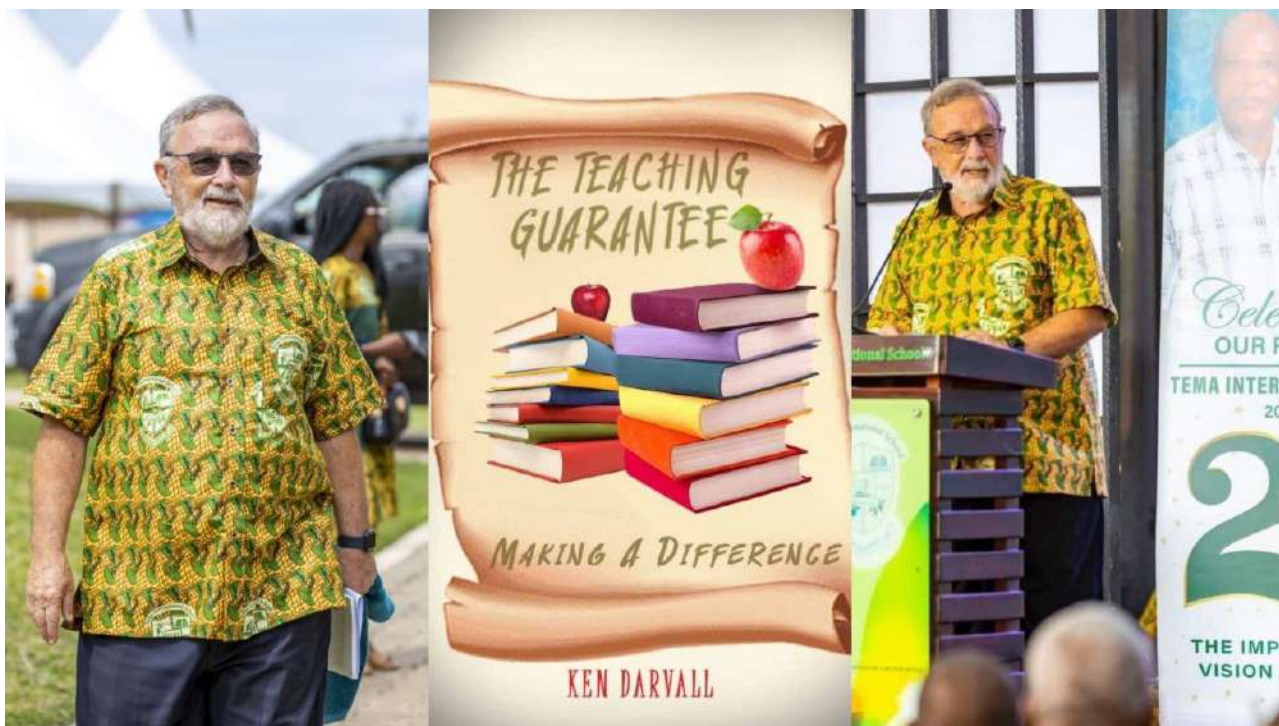
We invite the entire TIS family students, staff, parents, and alumni to support this project. You can donate via Mobile Money (MoMo) to Ms. Abigail Ahiadorme at **0597621047**, using the reference: *EducAid - Your Name or Name of Ward*.

Together, we can make a difference and uphold the spirit of service that defines our school.

Stay tuned for more updates on this transformative journey as we work towards building a brighter future for the Mante School of Excellence.



## The Teaching Guarantee: Making a Difference



A Must-Read for Aspiring School Leaders.

The Teaching Guarantee: Making a Difference is the second instalment in **The Teaching Guarantee** series, offering invaluable insights for aspiring school leaders. This dynamic guide emphasises that making a difference is not just a responsibility but the core mission of any thriving organisation.

Drawing on 50 years of authentic school leadership experience, Ken Darvall reveals how leaders can create a powerful impact on schools and beyond. The principles he shares are not only practical but also adaptable across various industries. This book is a hands-on manual for school change, offering clear, actionable steps without the usual complexities hindering progress. It empowers leaders to take charge and ignite positive transformations in their schools and organisations.

### Key takeaways include:

- **Addressing Issues Through Change:** Discover how effective change management can resolve problems and boost the effectiveness of your school or organisation.
- **The Importance of Quality Leadership:** Learn how to tackle the most challenging issues head-on for meaningful and lasting impact.
- **Building a Strong School Culture:** Uncover the secrets to cultivating a robust school culture that epitomises making a difference.

**The Teaching Guarantee: Making a Difference** is a rallying cry for schools and their leaders to embrace the mantra of making a difference. Whether you're a seasoned leader or just starting, Ken Darvall provides the tools and inspiration needed to drive significant, positive change within your organisation. Get ready to make a lasting impact and transform your leadership with this must-read guide!





**TEMA INTERNATIONAL SCHOOL**  
Presents



An adaptation of  
**Secret**  
*of an*  
**Ancient Well**

By: Yaw Asare



**Ticket:**  
**GHC 150**

**7:00 pm**

**Sat. 9 Nov. 2024**

**TIS MPH - Main Campus**

**ALL PROCEEDS SUPPORT THE EDUCAID MANTE INITIATIVE.**

## 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 freely through writing. From short stories, to odes, to lyrics, poems and many more. Some may feel pressured, shy, or intimidated, but I beseech you. Let your wants and dreams overtake that fear. Let those desires to create something truly magical draw power from that fear. It is beneath one such as yourself to succumb to the sabotage of those who wish to impede your true potential.

Let yourself, be yourself. It is my solemn wish, 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 and all works that you have made to the e-mail [jeremytackie2.1@gmail.com](mailto:jeremytackie2.1@gmail.com) so they may be adequately vetted and published in the **TIS Bulletin** weekly. **Jeremy Tackie, G12 – Initiator**



## Contrasting Inexistence

The mad thoughts of a man who has lost everything and everyone, as he has a conversation with himself. With no one left to know him, he questions his existence till his inevitable demise.

Torn between excessive visions of what does and does not exist. My mind doth slumber in its excessive ramblings. How can something filled with such chaos, believe itself to be at stillness and peace? Then, would a true state of stillness and peace bring this existence of worry and despair? Whether or not this view reveals itself as a warped and twisted machination of my mind of my deepest subconscious, one who believes themselves as sane can not hope to ponder such nonsense.

Nonsense, nonsense, NONSENSE. Nonsense is what they would describe it as. Laziness and unwillingness will make your mind stir endlessly as you idle. Inferiority to those below you make you tremble and shake in your falsified fear. Whether it is out of twisted excitement or fear is something also unknown to yourself.

Why, Why, Why? Why must you complicate all that is before you when the world do so in a perpetual cycle? Why? Why must you resent yourself for that which is out of your control? Do you believe yourself to be a god? Must every minute detail off all that is rest upon your shoulders in your self-imposed, eternal agony? Must you cry for what should not have a tear shed for it? Must you stir in endless agony? Watching the world burn over the horizon as you laugh in your crazed elation.

Madness and chaos remain constants in your mundane existence. Torment and suffering hold your hands as you walk through the fires of realized reality. When your mind doth stir, must you write upon the page to hide the demons you commune with daily? If you believe God has abandoned you, if you believe man has abandoned you, if you believe that all you are and ever will be is an existence meant to loathe all that is to be loved. Then smile in your solitude, oh mad one. Laugh at your pitiable existence which you still hold fear in ending. Nothing but hell and your mind's dissonance await you. Though to you, both have always been the same.

By J.T

## An Ode to Self-Destruction

As not to throw my life into entropy, I would constantly calculate. Similar to the doctor prescribing medicine or the baker measuring ingredients. Then I met her and she guided me to the philosophy of Camus, the letters by Kafka and the short stories of Bukowski. She told me I can live. That I should live, I should meet the people, know those people deeply, take part in the plays, stumble and fall so my reason to live didn't end at a lack of depression. But began at an excitement for life.

I started meeting people and going to the places and even with my minimal ability, I joined the plays. After all, if I get something wrong, they will teach me and if I don't like the people or they don't like me then we simply part ways. I was doing it, living like I had never lived before.

Then, he came back. Who I really was. The chemist. I would inquire about doses, I would gauge pressure, I would calculate, I would quantify. "Like this or like that", "if I do this, maybe the feeling would go away". Almost like asking, "am I doing it right, Captain?" She would never answer, not even a maybe, not because she was carefree, not because she had mastered the art or because she was annoyed by my pursuit of nirvana but because she didn't want to be my next executioner.

That is when for the first time I was in this death sentence and that I had been sentenced once more. The funniest thing was I was and am still my executioner. The death of not knowing who I am. And as an act of genuine love, maybe even unbeknownst to her, she refused to be a guard because she wanted better for me, because she knew what better was for herself.

To break this cycle's chains, I must surrender and be free, embracing the roles of prisoner and executioner. I'll rewrite my destiny. So, in a dance with chaos, I'll set my spirit free, finding meaning in the madness, existence's core decree.

With each breath I take, my liberation I declare,  
As I claim all my roles in this grand symphony.

By Senanu Ahildza



## Welcome to the TIS Red Cross First Aid Corner! Managing Anxiety and Panic Attacks



### What is a Panic Attack?

A panic attack is a brief episode of intense fear that causes physical reactions such as dizziness, shortness of breath, increased heart rate, and sweating. Panic attacks may look different for everyone. For some, it might feel like a funny sensation in the stomach, while for others, it may involve an irregular heartbeat. This is sometimes referred to as an anxiety attack. Nearly everyone experiences at least two anxiety attacks in their lifetime—about 35% of people go through these episodes at some point.

Anxiety is common within the school community, making it essential to be equipped with management strategies. These strategies can help you manage your

own panic attacks or assist a friend in need.

### What Triggers Anxiety and Panic Attacks?

- **Skipping meals:** Not eating can cause a drop in blood sugar levels, leading to trembling hands.
- **Negative thinking (Automatic Negative Thoughts):** Dwelling on negative possibilities, often far from reality, can lead to fear and panic.
- **Lack of sleep:** Insufficient sleep raises cortisol levels—a stress hormone—which can trigger panic.
- **Procrastination:** Leaving schoolwork until the last minute can leave you feeling unprepared and under pressure, which may lead to anxiety and panic attacks.

### Signs of a Severe Panic/Anxiety Attack

- A choking sensation
- A feeling of detachment from the environment
- Nausea
- Hyperventilation (rapid and deep breathing).

### During a Panic Attack

If you notice a student showing symptoms of an anxiety attack, avoid mocking them or dismissing their experience as overreacting. Instead, reassure them that they will be fine. Encourage the student to focus on calming, peaceful images. If the situation worsens, guide them to take slow, deep breaths and seek help from the school's wellbeing counsellor. Do not leave the student unattended.





### Steps to Keep in Mind

- **Controlled breathing techniques** like the 4-7-8 method can help manage anxiety. Inhale slowly for four seconds, hold for seven seconds and exhale for eight seconds. This helps reduce hyperventilation and calms the nervous system.
- **Challenge automatic negative thoughts** with positive affirmations like “I am safe” to regain control during an attack.
- **Understanding and avoiding triggers** by keeping a panic diary can help prevent attacks.
- **Exercise regularly and ensure sufficient sleep** to support overall well-being.



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## Beyond the Classroom: The Role of After-School Activities in Student Growth

After-school activities at Tema International School play a pivotal role in shaping students' holistic development beyond the classroom. These programs offer diverse opportunities for students to discover and refine their passions, develop essential life skills, and build confidence that translates into real-world success.

For students applying to colleges, after-school involvement showcases their commitment to personal growth, leadership, and teamwork. Participation in activities such as debate clubs, sports teams, or creative arts highlights their ability to manage time effectively and work collaboratively—qualities that universities highly value. These experiences also prepare students to take on leadership roles, both within the school and beyond, as they practice decision-making, responsibility, and the ability to guide and inspire others.

Moreover, after-school activities allow students to express themselves confidently among their peers. Whether presenting a project, leading a group discussion, or sharing a skill they've mastered, such experiences boost public speaking abilities and self-assurance. This is especially important in today's globalised world, where strong communication skills are a key asset.

Additionally, After School Activities at Tema International School are essential in nurturing well-rounded individuals who are not only academically competent but also socially and emotionally intelligent. Through these experiences, students are equipped to face the world with confidence, leadership, and a well-honed sense of purpose.

Reflections from these clubs are equally important. By reflecting on their experiences, students analyse what they've learned, identify areas for improvement, and recognise their growth. This reflective practice is essential in fostering self-awareness and accountability, which are key components of both personal and academic success.

### Here are reflections from our Cooking Club students, enjoy!



*In this cooking class, we made tacos. I didn't do that much this time, just roasting the taco shell and frying the sausage, but I still learned a lot. The tacos had tomatoes, cabbage, onions, beef, chicken, and sausage inside and a sauce made of mayonnaise, ketchup, and beef broth. Even though roasting the taco shell was a bit hectic due to the high temperature and flour, I still had a lot of fun and learned a lot. I can't wait for the next cooking class again. **Crissy J Amey, G10***

*In cooking class, I made tacos using unusual ingredients like Cowbell, tomatoes, lettuce, carrots, meat, chicken, mustard, flour, and ketchup. It was fun experimenting and figuring out how to combine everything. First, I cooked the meat and chicken separately, seasoning them to make sure they had enough flavour. Then I chopped the veggies: lettuce, tomatoes, and carrots for a fresh, crunchy topping. I used the flour to make the taco shells and added some mustard and ketchup as sauces to give it a different*

*twist. Even though these aren't the usual taco ingredients, it was exciting to get creative, and the final result tasted pretty good! It taught me that cooking is all about trying new things and being flexible with what you have. **Marie Kufuor, G9***

*This week's cooking class was enjoyable. We made tacos, and they turned out delicious. The whole process was enjoyable, from chopping up our vegetables and kneading the dough to cutting up the chicken and sausages and finally cooking everything. The tacos tasted amazing, and I felt thrilled with how they turned out. Overall, it was a great experience, and I'll be trying it at home. **Sylvia Ziniel, G10***

*During our Wednesday cooking club, we learned how to make tacos, which was an exciting, thrilling, and entirely new experience. When we first stepped into the kitchen, I was a bit sceptical and unsure of myself as I had never attempted anything close to it. But as we began the process, I realised it was not as hard and intimidating as I thought. In the end, the tacos turned out really nice, and I'm glad I could learn a new recipe, which excites me for what's to come.* **Rose Linnet Armah, G10**

*In this session, we learned how to make tacos, and it was an exciting experience. I learned so much from this class, from combining different veggies and including spices to produce a nice flavour. The entire process, from cutting to assembling, was helpful and satisfying. I also learned that the texture of the tortilla can affect the whole taco experience, whether lightly toasted for a crisp taste or mushy for a more standard taste.* **Navil Yakubu, G10**

## TIS COOKING CLUB - TACOS

### Ingredients

1. Flour
2. Baking powder
3. Milk powder
4. Fried Chicken
5. Boneless meat
6. Sausage
7. Onions
8. Tomatoes
9. Cabbage
10. Maggie
11. All-purpose seasoning
12. Salt
13. Mayonnaise
14. Ketchup
15. Oil
16. Powdered pepper



### Taco Wraps

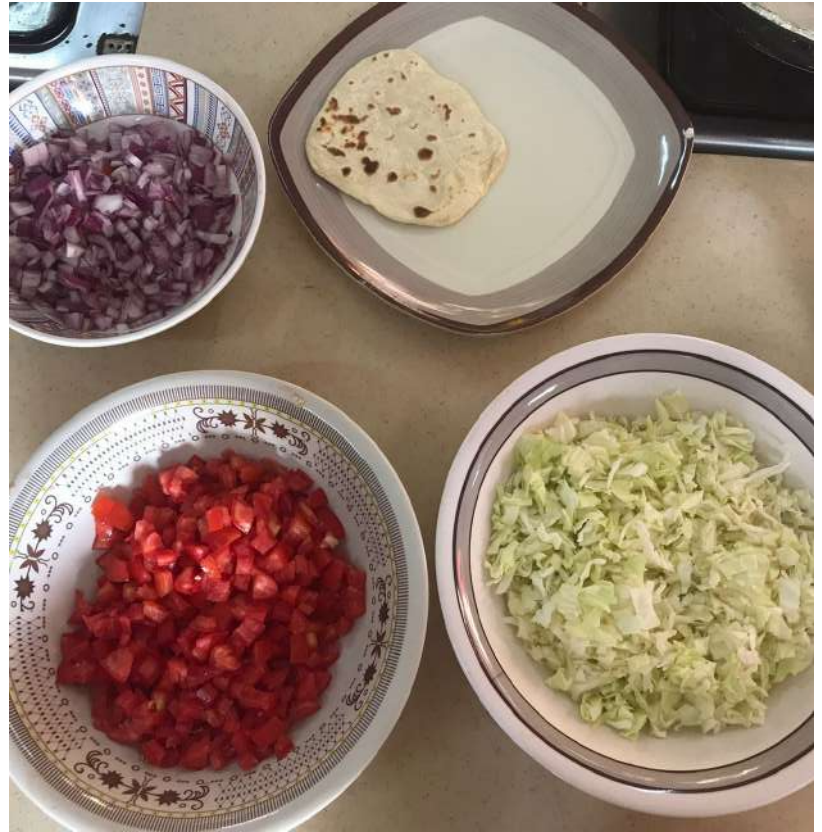
1. In a bowl, add 5 cups of flour, 5 sachets of milk powder, 2 teaspoons of baking powder, and a teaspoon of salt.
2. Add a small amount of water and knead to get a smooth and elastic dough.
3. Set the dough aside and cover with a clean napkin for about 10 minutes.
4. Cut the dough into smaller round shapes and mould it into flat shapes with a rolling pin and a baking or chopping board.
5. Toast the dough in a hot pan until it is brownish to get the desired wraps.

### Fillings

1. Wash and chop the meat into smaller sizes and transfer it into a clean pan.
2. Add powdered pepper, all-purpose seasoning, Maggie, and a teaspoon of salt.
3. Mix together and add a small amount of water, then steam for 20 minutes.
4. Wash and prep the vegetables (onions, tomatoes, and cabbage) and set aside.
5. Heat oil in a pan and fry the steamed meat for 5 minutes. Add the chopped vegetables and stir-fry for about 5 minutes.
6. Add salt and all-purpose seasoning to taste.
7. Fry the sausage and set aside. Chop the fried chicken into small pieces and set aside.



8. To make the taco sauce, in a clean bowl, mix mayonnaise, ketchup, lemon (optional), and the stock from the meat.
9. Take one wrap, spread in some stir-fry, add chicken and sausage.
10. Serve with taco sauce and enjoy it hot.



## Service as Action

### Water Conservation Campaign by Micheal Cobblah



Water is an essential commodity to our daily lives. Whenever water is used, there is a potential for conservation both inside and outside of our home or business.

“Fresh” water is a limited resource, making water conservation an important environmental factor. Factors like population growth, expansion of industry, increasing levels of development activity, and the potential for climate change have caused an increased pressure province’s water resources.”

*(Government of Newfoundland and Labrador, n.d. 2013)*

Whether we get water from a city supply or a private well, conserving water is essential. There are many simple we can adapt to reduce water wastage in order to protect this valuable resource. Mining is considered a significant source of livelihood for many rural people in Ghana. “However, the increase in unregulated mining (galamsey) activities in recent years have resulted in severe land degradation, biodiversity loss, pollution of water bodies and acidification of soils deleterious to the biophysical and socio-economic environment.” *(Servirglobal.net, 2024)*.

More importantly, destroying 60% of our water body; these, in some parts of Ghana, served as a source of water for most industrialised water companies.

This is a bigger issue, so we must focus on the clean water we currently have access to. As students, we must be mindful about our relationship with water and know that we are blessed to have access to clean, potable water, for this is a foreign concept to many. In a poster for this article, I have outlined some simple habits we can cultivate to conserve water and save money while we are in the boarding house.

Let all come together to manage our most precious resources, like water. **Micheal Cobblah - G9**





# CONSERVE WATER, PRESERVE THE PLANET

**EVERY DROP COUNTS!**



**DID YOU KNOW  
THAT A DRIPPING  
FAUCET CAN  
WASTE UP TO 20  
GALLONS OF  
WATER A DAY?**

## HERE'S HOW YOU CAN HELP:

- TURN OFF THE FAUCET WHILE BRUSHING YOUR TEETH.**
- FIX ANY LEAKS PROMPTLY.**
- INSTALL LOW-FLOW SHOWERHEADS AND TOILETS.**
- SHORTEN YOUR SHOWER TIME.**

**SMALL CHANGES, BIG IMPACT**

**#SaveWater**





## Community Project - MYP 3 Students Making an Impact

MYP 3 students are deeply engaged in positively impacting their immediate environments. Following their Community Tour, they now address various issues identified during their visits. Working in groups of 2-3, students are focus on tackling concerns such as educational supplies, creating suitable health spaces, clean pantries, afforestation, autism awareness, developing soft skills, and more.

The students are currently refining their goals and objectives, marking the conclusion of the *Investigative* phase of **Community Project Criterion A**. In the coming weeks, they will move into the *Planning* phase, aiming to work within available resources to turn their ideas into reality—making the world a better place, one project at a time.

Stay tuned for the next edition, where we will highlight the different groups, their Community Project goals, and their supervisors. The journey is underway, and we encourage the entire community to offer support and advice.

By March, all projects will be showcased alongside the Personal Projects.

Stay tuned!







# 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



### International 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

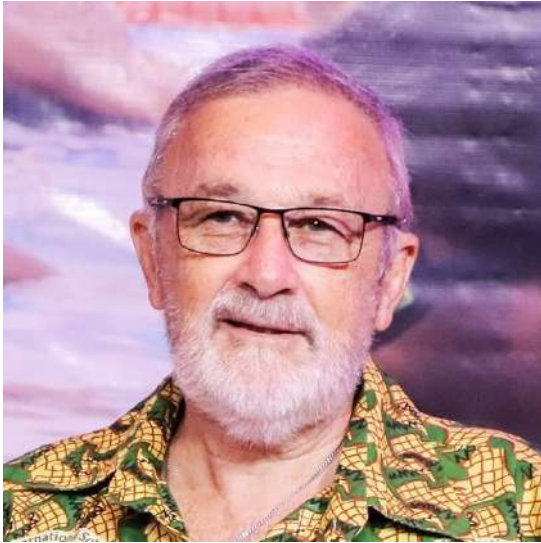


### Peer Tutoring and Peer Buddy System

eg., Article writing for publishing in the School bulletin



# Growth Mindset



<https://literarytitan.com/2024/10/19/growth-mindset/>

Posted by **Literary-Titan**

Ken Darvall Author - Interview

***The Teaching Guarantee: Making a Difference* is an inspiring and practical guide for school leaders and educators seeking to cultivate a culture of excellence, responsibility, and ongoing improvement. Why was this an important book for you to write?**

My first book, *The Teaching Guarantee: Every Day is Different*, was finished to coincide with the start of my 50th year in education. The apparent second part of *The Teaching Guarantee* was the importance of making a difference as a school leader. As I mentioned in the first book, each new appointment for me had to provide me with two things: an opportunity and a challenge. Each challenge required me to make a difference at each school. So, this second book guides leaders, especially school leaders, on how to make a difference in their organisation or school. It was completed in time to mark the end of my 50th year in education.

I have been very fortunate to have a breadth of school leadership experiences encompassing all aspects of school education. For Tema International School, the opportunity provided me with a boarding school environment, the missing link in my experience base. The school's chairman of the board, Anis Haffar, has mentioned several times over the past eight years that I should share my experience with others. This *Teaching Guarantee* series enables me to do this.

**How much research did you undertake for this book and how much time did it take to put it all together?**

My research involved 50 years of personal experiences in schools across three continents, which I have applied to my writing. The reader feedback from my first book inspired me to write a second. The first book was crafted over 12 years, with many chapters completed while I was in hotel quarantine during COVID-19 on three separate occasions (in Fortress Australia). Using a format similar to my first book, I found it easy to complete my second within 12 months. In terms of the book's organisation, I broke the process of making a difference, or change management, into what I considered were the key aspects (sections) and elements (chapters).

**What were some ideas that were important for you to share in this book?**

There were several key ideas that I wanted to share with readers and future leaders.

Leadership and culture are essential to change management.

The first task of a new leader is to survey the organisation and identify the biggest issues to address. Then, fix the first issue effectively within the shortest timeline. This will establish your credibility. Continue the process to enhance the reputation of your school or organisation.

Adopt a growth mindset across the organisation and a Kaizen approach to continuous improvement.



Over time, establish a culture that embraces change according to standards and adopt a 'team of leaders' approach.

Ensure your vision and values are authentic.

Let performance be your evidence in terms of organisational growth.

Adopt a mantra of making a difference. It is a gratifying experience.

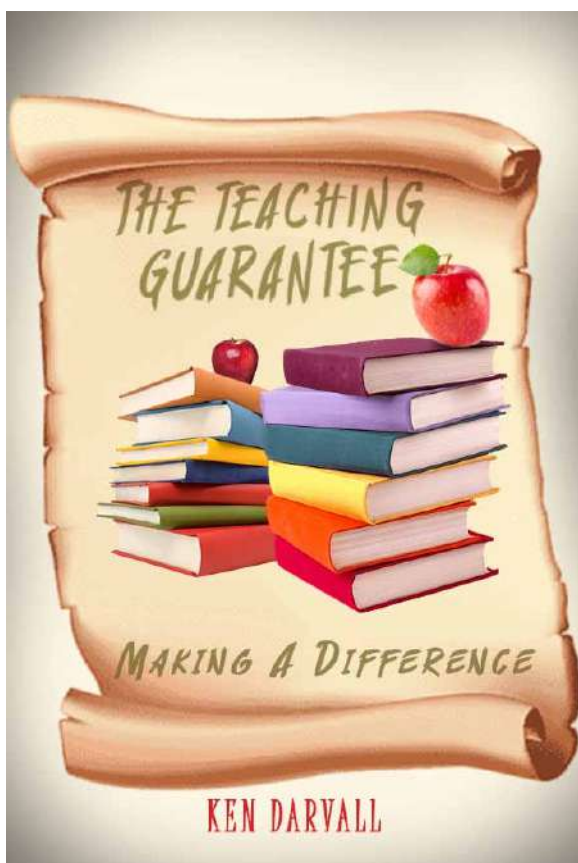
### **What is one thing that you hope readers take away from *The Teaching Guarantee*?**

I am concerned about the global challenges so many schools face since the return to the 'new normal' after the COVID pandemic. It is critical that school leaders make a difference by addressing the priority issues effectively and not using a band-aid approach. Keep things simple and enjoy what you do.

**Author Links:** [GoodReads](#) | [Amazon](#)

*The Teaching Guarantee* series, offering invaluable insights for aspiring school leaders. This dynamic guide emphasises that making a difference is not just a responsibility but the core mission of any thriving organisation.

Drawing on 50 years of authentic school leadership experience, Ken Darvall reveals how leaders can create a powerful impact on schools and beyond. The principles he shares are not only practical but also adaptable across various industries. This book serves as a hands-on manual for school change, offering clear, actionable steps without the usual complexities that hinder progress. It empowers leaders to take charge and ignite positive transformations in their schools and organisations.



**Addressing Issues Through Change:** Discover how effective change management can resolve problems and boost the effectiveness of your school or organisation.

**The Importance of Quality Leadership:** Learn how to tackle the most challenging issues head-on for meaningful and lasting impact.

**Building a Strong School Culture:** Uncover the secrets to cultivating a robust school culture that epitomises making a difference.

***The Teaching Guarantee: Making a Difference*** is a rallying cry for schools and their leaders to embrace the mantra of making a difference. Whether you're a seasoned leader or just starting, Ken Darvall provides the tools and inspiration needed to drive significant, positive change within your organisation. Get ready to make a lasting impact and transform your leadership with this must-read guide!

## The Transformative Impact of the Dukies Expedition Camp at TIS



At Tema International School (TIS), we believe in the power of experiential learning as a foundation for our students' growth and development. The **Dukies Expedition Camp** offers a unique opportunity for our young people to engage with nature, step outside their comfort zones, and embrace challenges that foster resilience, empathy, and leadership. As the CAS (Creativity, Activity, Service) Coordinator, I see immense value in these experiences. They allow students to develop a deeper connection with nature, discover their hidden strengths, and learn the importance of teamwork and self-reliance. The time spent together during such expeditions builds lasting bonds and creates a supportive environment for personal reflection and growth.

These experiences remind us, as educators and parents, of the importance of holistic learning, teaching not just for academic success but also for developing character and life skills that prepare our students to become confident, **world-ready** individuals.

Below, you will find the highlights of our students' **reflections** from our recent camp, stating what they learned and cherished most from this transformative experience:

### Lessons Learned:

#### Perseverance and Determination:

- *This experience reinforced the belief that with determination and perseverance, I can achieve any goal. **Nana Yaa Achiampong***
- *This experience taught me that perseverance and determination are key to overcoming challenges. **Maame Edu-Afful***

#### Teamwork and Communication:

- *The camp emphasised collaboration and teamwork, as demonstrated by the necessity of holding hands during river crossings. **Sedinam Ahlidza***
- *The camp taught me the importance of being there for others, just as they were there for me. **Charis Kudiabor***

#### Facing Fears and Building Confidence:

- *Abseiling was a highlight, allowing me to overcome my fear and gain a sense of accomplishment. **Michael Okyere Darkwa***
- *With the guidance and encouragement from rangers like Aunty Barbara, I overcame my fear of rappelling. **Zoey Opare***



**Resource Management:**

- *Resource management was essential. I ensured I had enough snacks and water for the entire expedition. **Nana Yaa Achiampong***
- *For future hikes, I plan to pack more efficiently, exercise regularly, and improve my stamina. **Maame Edu-Afful***

**Environmental Awareness:**

- *My appreciation for nature deepened, and I realised the importance of preserving the environment. **Michael Okyere Darkwa***
- *This realisation made me appreciate the opportunities I have, as not everyone has the same access to education. **Gwendolyn Obeng-Kenzo***

**What Participants Liked Most:****Abseiling/Rappelling:**

- *My favourite moment was rappelling down the mountain—it helped me overcome my fear of heights. **Gwendolyn Obeng-Kenzo***
- *Rappelling, while initially intimidating, didn't scare me as much as it did some of my colleagues. **Charis Kudiabor***

**Hiking and Night Hikes:**

- *The toughest activity was hiking at night. It was physically and mentally draining but taught me resilience. **Breindelle Kusi Boateng***
- *Despite the physical challenges, I maintained my stamina and avoided getting tired easily. **Nana Kwame Danso***

**Bonfire and Camaraderie:**

- *My best moment during the expedition was at the bonfire, singing 'Happy Birthday' to one of the students. **Breindelle Kusi Boateng***
- *The bonfire created a warm and unforgettable atmosphere. **Mandy Quartey***

**Scenic Views and Nature:**

- *Seeing the Umbrella Rock and the three-headed palm tree at night was breathtaking. **Charis Kudiabor***
- *Visiting the waterfall on the day of departure was a peaceful and memorable experience. **Zoey Opore***

These reflections capture the essence of the **Dukies Expedition Camp experience**, showing how such opportunities allow our students to grow and thrive. Through the challenges they faced and the friendships they forged, they have not only become stronger individuals but also more empathetic and collaborative team players. As they carry these memories and lessons forward, we are reminded of the profound impact that **experiential learning** can have on the lives of young people, equipping them to make a difference in the world.

## Dukies Reflections:



When we first arrived, I didn't explore the campsite much due to exhaustion from the late arrival time. However, the next morning, I began to appreciate the campsite's features, from the tents to the common areas.

One key lesson I learned was the importance of self-motivation and maintaining a positive mindset. Despite initial challenges, I found the strength to persevere and complete the hikes. I realised that effective communication within the group was crucial, as messages weren't always appropriately relayed.

Resource management was also essential. I ensured I had enough snacks and water for the entire expedition. This experience has trained me to be prepared for future hikes and long walks. The hikes demanded focus and attention to avoid slips and injuries, especially during the night hike. Abseiling, despite my initial fear of heights, turned out to be a rewarding experience that pushed me beyond my comfort zone.

The expedition camp taught me the importance of maintaining good physical health. My most memorable moment was seeing the bus after our descent, bringing a sense of relief and accomplishment. This experience reinforced the belief that with determination and perseverance, I can achieve any goal. An unforgettable moment was during the night hike when I realised that abseiling wasn't as scary as I initially thought. As I dangled from the rope, I gained confidence and enjoyed the experience. **Nana Yaa Achiampong (Bronze participant)**

The DoEIA expedition camp was a unique and memorable experience for me. I noticed the instructors treated it with a more disciplined approach, similar to a cadet camp. I learned valuable survival skills, such as rappelling and accepting any available food for sustenance. I also discovered my determination and bravery, especially during the challenging hike.



One area for personal growth I identified is the importance of listening and paying attention. I realised that even when tired, it's crucial to stay focused and engaged. For future hikes, I plan to pack more efficiently, exercise regularly, and improve my stamina.

This experience taught me that perseverance and determination are key to overcoming challenges. I also developed my communication skills, which proved valuable during group activities. The hikes were physically demanding, but I found ways to navigate difficult terrain and avoid injuries. Rappelling was initially intimidating, but I overcame my fear and completed the challenge.

The expedition camp highlighted the importance of maintaining good physical health. A memorable moment was reaching the end of the hike, feeling a sense of relief and accomplishment. Overall, this experience has taught me valuable lessons about resilience, teamwork, and personal growth. While camping may not be my ideal activity, I'm glad I participated and gained new perspectives. **Maame Edu-Afful (Bronze participant)**





While the expedition camp had a more structured feel than expected, it was still a valuable experience. I learned the importance of adaptability and maintaining a positive mindset, especially when faced with unexpected challenges.

One significant observation was the variation in how people responded to stressful situations. Some coped by crying, while others remained calm. This highlighted the importance of allowing individuals to cope in their way.

I discovered my open-mindedness and willingness to try new things, such as abseiling, despite initial fear. I also recognised the need to be more proactive in social situations, as I found myself being quiet and isolated when not with close friends. The camp emphasised collaboration and teamwork, as demonstrated by the necessity of holding hands during river crossings. I also learned the importance of resource management and physical preparation for challenging hikes.

My most memorable moment was the abseiling experience, which initially caused fear but ultimately proved enjoyable and rewarding. The beautiful scenery during the descent and the refreshing waterfall made it a highlight of the camp.

Overall, this expedition camp taught me valuable lessons about adaptability, teamwork, and personal growth. I am grateful for the opportunity to have participated and will carry these experiences forward.  
**Sedinam Ahlidza (Gold participant)**

All activities were well-planned and scheduled. I learned valuable teamwork and collaboration skills through the various group activities. I discovered my ability to work effectively within a team and contribute to shared goals.

One challenge I faced was night navigation, as I am not accustomed to walking long distances in the dark. However, I overcame this by staying close to the navigator and taking regular breaks. The camp taught me important skills like teamwork and problem-solving, which are applicable in everyday life.

My favourite moment was rappelling down the 196-foot mountain, which helped me overcome my fear of heights. This experience also facilitated adaptation to a new environment and fostered new friendships.

During our hike, we encountered a small room that turned out to be a school for grades 1 to 6. This realisation made me appreciate my opportunities, as not everyone has the same access to education. It taught me gratitude and a sense of perspective.  
**Gwendolyn Obeng-Kenzo (Bronze participant)**





The camp was engaging, and I learned that I can overcome any challenge with determination. Having participated in previous Dukies trips, I was better prepared for the hiking distance. While the lack of three daily meals was challenging, I managed by eating well when food was provided and utilising my emergency snacks.

I viewed the camp as a difficult but necessary experience, similar to other challenges in life. I focused on doing my best and maintaining a positive mindset to cope. Rappelling, while initially intimidating, didn't scare me as much as it did some of my colleagues. I discovered my ability to remain calm under pressure, which was helpful during rappelling and night hikes.

The camp taught me the importance of being there for others, just as they were there for me. I also gained a deeper appreciation for the work of police personnel, realising the

extensive training they undergo.

One of my most memorable moments was seeing the umbrella rock and the three-headed palm tree at night. These natural wonders were truly breathtaking and created lasting memories. **Charis Kudiabor (Silver participant)**



The camp emphasised discipline and environmental awareness. We were instructed to dispose of trash responsibly and manage our time effectively. While the strict rules were initially challenging, I realised they contributed to a positive and organised environment.

I learned about cybersecurity and personal safety, including rappelling techniques for potential emergencies. I discovered my inner strength and ability to overcome fears, as demonstrated by my willingness to rappel despite initial anxiety.

My appreciation for nature deepened, and I realized the importance of preserving the environment. While coordinating my alpha group, I also developed leadership skills.

The camp activities were engaging and tested our teamwork and communication abilities. We collaborated in most group games, demonstrating our ability to work together despite individual differences.

Rappelling was a highlight, allowing me to overcome my fear and gain a sense of accomplishment. The natural beauty surrounding the camp, including the waterfalls and landscapes, left a lasting impression.

In conclusion, this camp taught me valuable lessons about discipline, teamwork, personal growth, and environmental awareness. I am grateful for the opportunity to have participated and will carry these experiences forward. **Michael Okyere Darkwa (Gold participant)**



While I anticipated a physically demanding camp with limited rest, I found it more mentally draining. Rappelling and the night hike pushed me outside my comfort zone.

Cybersecurity is crucial, and I learned the importance of avoiding sharing explicit content online. Rappelling can be a valuable survival skill in emergencies, such as fires in high-rise buildings.

I recognised my strength in endurance during the hikes, despite the physical challenge of carrying a heavy bag. For future camps, I'll opt for a smaller bag to alleviate the strain on my shoulders.

The camp taught me that with the right motivation, attitude, and discipline, I can overcome any challenge. Rappelling was a highlight, providing both physical and mental satisfaction. The open-air bathing experience was also memorable and refreshing. Overall, this camp was valuable for personal growth and development.

**Rayna-Lisa Obuobi (Silver participant)**

The camp was an exciting blend of personal growth and adventure. While initially apprehensive about the physical challenges, the beautiful surroundings and supportive atmosphere quickly alleviated my worries. The breathtaking mountain views and camaraderie within my alpha group created a positive environment.

Throughout the camp, I learned valuable lessons. Perseverance and pushing beyond my comfort zone were crucial for overcoming challenges like hiking and abseiling. Teamwork and cooperation were essential for success in the group activities. Additionally, I gained a deeper appreciation for nature's beauty and the importance of being present in the moment.



Self-reflection revealed both strengths and areas for improvement. I discovered my resilience and adventurous spirit but also recognised the need to enhance my physical fitness and stress management skills.

One significant challenge was physical fatigue, which I addressed by maintaining a steady pace, taking breaks, and staying hydrated. Proper preparation with essential equipment was also crucial. The camp taught me practical skills applicable to various life situations, such as perseverance, teamwork, and adaptability. These skills will undoubtedly benefit me in my future endeavours.

Interpersonal relationships and communication were vital during the camp, allowing me to connect with others and build lasting bonds. The activities were both challenging and enjoyable, providing a balance of physical exertion and social interaction.

One of my most memorable moments was the bonfire, which created a warm and unforgettable atmosphere. The camp offered a unique opportunity for personal growth, self-discovery, and connection with nature. I will cherish the memories and lessons learned from this experience. **Mandy Quartey (Gold participant)**





skills, including how to respond to potential ambushes. These skills are essential for personal safety, especially when alone.

My stamina was beneficial during the hikes, and I learned the importance of self-awareness and situational awareness. Visiting the waterfall on the day of departure was a peaceful and memorable experience. It's essential to embrace new challenges and avoid letting fear hinder personal growth. You can discover hidden abilities and gain valuable experiences by stepping outside your comfort zone.

Rappelling was a thrilling and slightly frightening experience, but I'm glad I overcame my initial fear. The camaraderie and excitement among the group during rappelling were unforgettable moments.  
**Zoey Opare (Gold participant)**

I initially anticipated a challenging camp, but while there were difficulties, I was pleasantly surprised by my ability to overcome them. I learned two self-defence techniques to protect against potential threats. Hiking and facing fears like heights and camping in the forest were initially daunting, but I conquered them. I also learned to conserve water, especially during periods of limited supply.

Despite the physical challenges, I maintained my stamina and avoided getting tired easily. This was partly due to my regular physical activity, such as attending the gym. Observing my surroundings was crucial for ensuring my safety. I learned to be cautious and trust my instincts. Drinking water after a long period of thirst was incredibly satisfying. This experience taught me the importance of staying hydrated and managing resources.

Facing my fears, such as rappelling, was a valuable lesson. I realised that I can overcome challenges and gain personal growth by confronting them. Bathing in the streams was a refreshing and memorable experience, highlighting the beauty of nature.

Overall, this camp was a positive experience that helped me develop resilience, self-awareness, and survival skills.  
**Nana Kwame Danso (Silver participant)**



The campsite was spacious and safe to navigate. I learned the importance of staying alert and aware of my surroundings. Effective communication within the Bravo group fostered teamwork and maintained a positive atmosphere during our hikes.

Initially, I was apprehensive about rappelling, but with the guidance and encouragement from rangers like Aunty Barbara, I overcame my fear. It was a rewarding experience that I'd like to repeat in the future.

At the camp, we learned valuable life-saving





With this being my third camp, I expected it to be easier to navigate yet still physically and mentally challenging, and I got just that. Although I had become more comfortable with camping, activities like rappelling and hiking remained demanding but manageable. I learned that it's possible to power through difficult situations with an open mind and determination. This was my first night hike, which tested my resilience and focus. I discovered strengths in staying calm under pressure and working well with others, but I also recognised the need to improve my stamina for long hikes.

Night hiking was the most formidable challenge. Moving through darkness was mentally and physically draining, but I overcame my unease by staying attentive to the guides and supporting my team to ensure no one was left behind. Abseiling required me to trust the equipment and believe in my ability to stay composed while suspended in the air, which I managed by taking it step by step.

This experience taught me to overcome discomfort and remain clear-headed under stress. It highlighted the importance of teamwork, as we relied on each other for guidance and encouragement throughout the hike and abseiling. Just like in real life, challenges require cooperation, trusting others, and the resolve to face fears. I learned that I can handle outdoor challenges and real-life situations with patience, preparation, and a positive attitude. The camp taught me a great deal about myself and others. I realised I could remain calm and focused even in difficult situations and that growth happens when you step beyond your comfort zone. I gained a deeper appreciation for teamwork, recognising that each person brings their strengths, and together, we can overcome obstacles more effectively than alone.

One of my best moments was at the bonfire, where we sang “Happy Birthday” to a fellow student. It was a simple yet meaningful time that brought everyone together after a challenging day. The warmth of the fire and the sense of unity created a supportive atmosphere. These moments reminded me of the importance of connection and how little gestures can strengthen bonds. Overall, this camp experience reinforced the power of resilience and the value of community, showing me that with the right mindset, I can embrace challenges and grow from them. **Breindelle Kusi Boateng (Gold participant)**



## A Journey into Sustainability at Alliance Française



The European Union (EU) delegation to Ghana recently hosted the maiden cycling event, *'Ride with Team Europe – Cycling and Sustainability,'* in collaboration with the Embassy of the Netherlands and the French Embassy in Ghana. Held at Alliance Française, this event aimed to promote sustainable transportation and lifestyle choices, bringing together Ghanaian cycling enthusiasts, the general public, and representatives of the diplomatic community.

Tema International School (TIS) art students, guided by their dedicated art teachers, Mr. Albert Dowuona and Mr. Donald Dodoo, were honoured with the unique opportunity to exhibit sustainability artworks. Their contributions added a creative dimension to the event's emphasis on environmental awareness and sustainable practices. This experience allowed our students to engage deeply with the theme of sustainability, representing TIS proudly.

Below are **reflections** from the students who participated, sharing their insights and experiences:



Going to Alliance Française was such a unique experience; I learned so much about things I had never known before. The theme of this event was sustainability, and I had the opportunity to represent TIS by showcasing some of our beautiful artwork that centred around this theme. The artworks included pieces made from plastic bottles and caps, as well as some paintings that spoke about our world. This event also featured a biking challenge, where many people rode their bicycles to the venue instead of using cars, supporting the message of sustainability. Upon arrival, we listened to speeches from the representatives of the Netherlands and France in Ghana, who spoke about sustainability in an informative way.



One of my favourite parts was the fashion show, where various designers created unique clothing from old clothes and materials, promoting the idea of sustainability. I really admired the outfits. At the end, we had the chance to discuss the artworks, which significantly improved my communication skills. This was a fantastic event, and if given the chance, I would gladly participate again. **Katie Assan, G10**





Our trip to the exhibition was certainly an interesting one. I went there with the expectation that we were just going to exhibit the artworks and answer a few questions, but we also attended the opening ceremony, where we heard insightful facts about sustainability and art, along with surprise speeches from the ambassadors of France, the Netherlands, and the EU. This was followed by numerous fashion shows that demonstrated how we could be sustainable in our clothing rather than simply discarding items. It was a fun yet eye-opening experience, as some of the clothes modelled were things I wouldn't have guessed were reused. The final part was the exhibition itself, and it was a thrilling time. Interacting with other artists, answering questions, exchanging ideas, and drawing inspiration from various collages and sustainable artworks made the experience unforgettable. It was a once-in-a-lifetime opportunity that I would eagerly

embrace again. **Jeffery Boahen, G12**

The visit to Alliance Française was a truly eye-opening experience. It wasn't just about seeing new things but about understanding how simple, eco-friendly practices can be within our reach. Learning about initiatives like biking as a mode of transport highlighted that sustainability doesn't always require expensive solutions. Often, cheaper, more accessible alternatives are available.

The discussions on the EU and current affairs, such as Ghana joining La Francophonie, deepened my understanding of global connections and how they impact us locally. The exhibition left a lasting impression, particularly the innovative use of old car tyres to make sustainable shoes. It was a powerful reminder that sustainability can be integrated into our daily lives in unexpected ways. **Aisha Hussein, G12**



Through this event, our students showcased their artistic talent and embraced a broader vision of sustainability. Their reflections highlight the importance of integrating creativity, environmental consciousness, and practical solutions into everyday life. This journey into sustainability has left an indelible mark on their learning experience, embodying the spirit of TIS in fostering responsible global citizens.















# TEMA INTERNATIONAL SCHOOL THE LEADERSHIP INCUBATOR



At TIS, we believe the four pillars for student balance and ensuing success - Academics, Service, Sport and Culture - provide a theoretical lens for inquiry, critical thinking, conceptual understanding in a real-world context, through action.

Across all four pillars, TIS prides itself on the opportunities and experiences that enable all graduates to develop and enhance leadership attributes and skills to make a difference and the world a better place. As leaders, we create our footprints to ensure authenticity.



**EDUCATION FOR A BETTER WORLD**



# TIS INTEGRITY Code

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

**As a TIS family member,**

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

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



