

TIS RECORD

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At TIS,

we believe that personal success is best judged by one's proficiency in demonstrating daily the ten IB Learner Profile attributes: thinker, inquirer, reflective, caring, open-minded, communicator, knowledgeable, risk-taker, balanced and principled.

Contents

- PYP News: Page 10
- CASSA News: Page 26
- Counsellors' Corner: Page 66
- Sports News: Page 74

Key Dates

- 8/2/25: TIS STEM Fair
- 10-14/2/25: G10 Mock eAssessments.
- 13/2/25: G11 TOK Exhibition
- 14-15/2/25: TIS Squash Championships

Thought for the Week

The greatness of a person is not how much wealth they acquire, but in their integrity and their ability to affect those around them positively.

- Bob Marley



Focus and Flow

What is the hardest thing to do in our world of distractions? I will suggest FOCUS. Many people wander around with their mobile phones as if it is their heart monitor. Their focus may be the next call.

To achieve, you must be able to focus on your target and complete it to the required standard. Put this into a school situation and student achievement will be based on evidence of learning through assessments.

This sounds simple enough, except for the distractions we encounter daily. Some are imposed, while the individual creates others. As individuals, we should strive to improve our personal best in each area of endeavour. Personal best, as the adjective implies, is something the individual controls.



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

-Steve Bollar

Making Us Proud

Lucille Annan, a Grade 1 PYP student, demonstrated risk-taking by singing the opening song during Monday's Achievement Assembly.

Jinpeng Xu, a Grade 5 PYP student, confidently embraced the challenge of being the MC for the first time despite the language barrier, showing significant improvement in his communication skills.

Elikem Ahorlu, a Grade 2 PYP student, consistently demonstrates principled behaviour by willingly arranging and organising scattered plates at the cafeteria after eating.

Secondary Girl of the week:
Nana Yaa Acheampong (MYP 5)

Hostel Room of the week:
Francis Room 14 and Anthony Room 2

Reminder

- For visits this semester, parents must book their visits online. Please go to: <https://www.schoolinterviews.com.au/code/q8q3x>

Ultimately, our personal best will determine the level of our achievements.

Focus and *personal best* should be two keywords for each of our students, especially our exam candidates. Students must focus on their personal best as incremental steps to reach their target outcome.

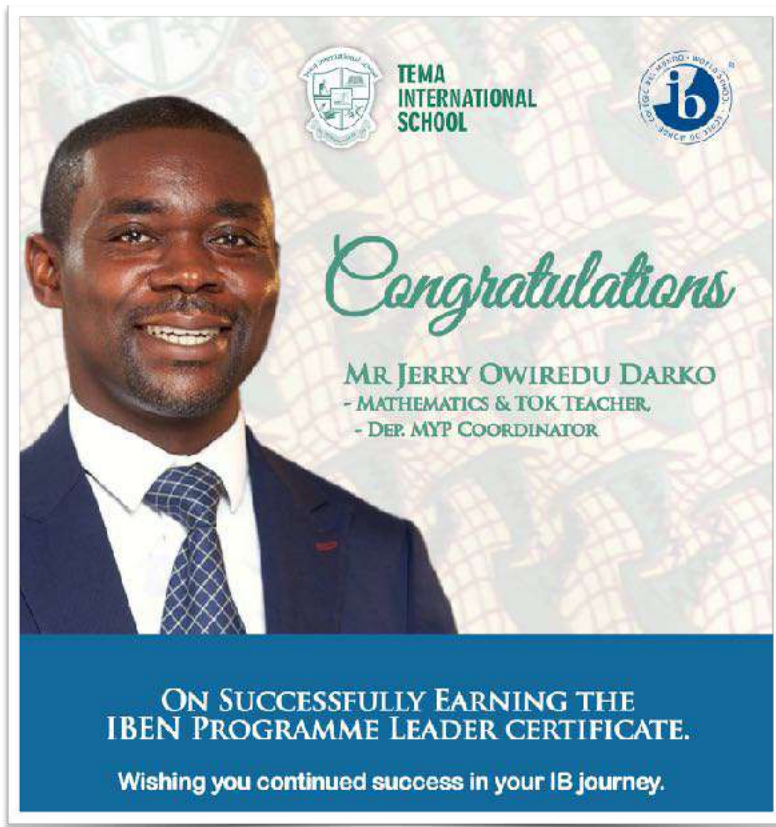
These days, reference is made to (the) FLOW (state) which takes focus just beyond concentration without distraction. A flow state is where a person is completely absorbed in a task or activity, often called 'in the zone'.

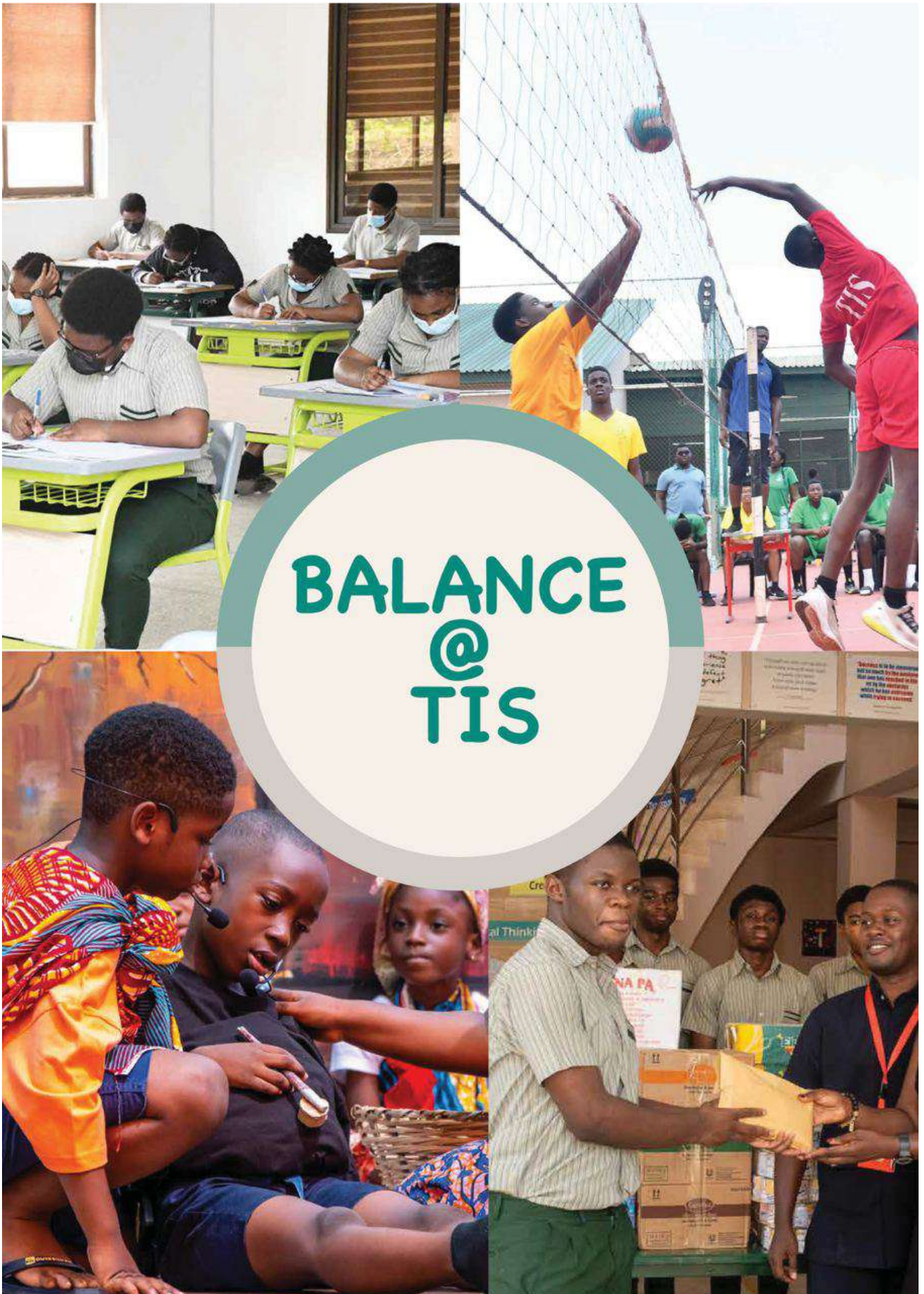
Australian cricket captain, Pat Cummins, believes that a flow state is achieved by doing all the hard work and training, and then as you perform, take yourself back to when you fell in love with what you do, performing for performance's sake only. In other words, enjoy what you do so it is a joy, not a chore or burden.

How is your state of flow?

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

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





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 June 2025, parents will be required to book their visit online.

Please go to: <https://www.schoolinterviews.com.au/code/q8q3x>

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.

Only one booking per family per weekend.

There are restrictions on food and/or drink that may be consumed during a visit.
Book early to avoid disappointment.

6 - 12 - 2024

Admissions 2025/2026

Admissions for the next academic year are now open for the secondary school, Grades 7-12.

Priority for TIS family members ended on 30 November 2024.

The first round of admissions will be conducted in February.

Prospective students are required to complete application forms online via <https://tis.openapply.com>

An application fee can be paid into the school's account. The account details can be found on the Bank Details page.

All prospective students will take an aptitude test that does not require special preparation. Before a final decision is made, an interview will be conducted. Parents will be informed of the outcome of the selection process.

Only candidates who have fully completed the application form will be contacted for the aptitude test and subsequent interview.

Prospective families must *arrange a school tour before the admission test and interview*.

Early applications and admissions are encouraged. Late applications will be considered if vacancies exist.

For grades 7, 8 and 9, applicants must provide three current term or two-semester reports.

Applicants for Grade 11 will be required to provide three current term or two semester reports, predicted grades and a recommendation letter. When final results are released, applicants must attach a scanned copy on OpenApply. The release of final results will confirm subject selection levels (Standard or Higher).

After completing the Middle Years Programme (Grade 10), TIS students are expected to complete the IB Diploma Programme in Grades 11 and 12. They will make initial subject selection choices during the second semester of Grade 10. The release of examination results will confirm subject selection levels (Standard or Higher). Please note that students are generally not accepted into (Grades 10 and 12).

TIS ADMISSION PROCESS

KEY QUESTIONS

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

DUE DILIGENCE

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

APPLICATION

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

BOOK A TOUR OF TIS

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

TEST AND INTERVIEW

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

APPLICATION DECISION

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

NEED HELP OR IF YOU HAVE MORE QUESTIONS

- ✓ Please email: admissions@tis.edu.gh
- ✓ Please call: +233 303 305134
+233 24 963 7762

TIS Admissions Grade Chart

TIS		British Curriculum Schools
Kinder 1	PYP	Nursery
Kinder 2		Reception
Kinder 3		Year 1
Grade 1		Year 2
Grade 2		Year 3
Grade 3		Year 4
Grade 4		Year 5
Grade 5	Year 6	
Grade 6	Year 7	
Grade 7	MYP	Year 8
Grade 8		Year 9
Grade 9		Year 10
Grade 10		Year 11
Grade 11	DP	Year 12
Grade 12		Year 13



Tema International School



MAIN CAMPUS

**SECONDARY ADMISSIONS ARE OPEN FOR 2025/2026 ACADEMIC YEAR
FROM 3 OCTOBER 2024 UNTIL 31 MARCH 2025**

A family school, a unique experience.

Flexible online admission testing is available

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

<p>Grade 7 (MYP 2)</p> <p>Students should:</p> <ul style="list-style-type: none"> a) Have completed Primary 6. b) Be aged 11+(at the time of admission). c) Complete a general aptitude test and interview. 	<p>Grade 8 (MYP 3)</p> <p>Students should:</p> <ul style="list-style-type: none"> a) Have completed JHS 1 or in JHS 2. b) Be aged 13+(at the time of admission). c) Complete a general aptitude test and interview.
<p>Grade 9 (MYP 4)</p> <p>Students should:</p> <ul style="list-style-type: none"> a) Have completed Grade 8 or Basic Education Certificate Examination (BECE). b) Be aged 14+(at the time of admission). c) Complete a general aptitude test and interview. 	<p>Grade 11 (IB Diploma Programme)</p> <p>Students should:</p> <ul style="list-style-type: none"> a) Have successfully completed MYP 5, the IGCSE (Or its equivalent) or awaiting the results of the IGCSE. b) Be aged 16+(at the time of admission). c) Complete a general aptitude test and interview for non IGCSE & GCSE students (i.e. WASSCE, OCR, AQA).

To learn more scan this.



To enrol scan this.



The online application process can be completed at: <https://tis.openapply.com>
 For further information contact us on phone:
 +233 303 305134, +233 303 308737, +233 249 637762 email: admissions@tis.edu.gh
 Or come and visit the school (Opp Afariwa Farms, Off Tema-Akosombo Road)
www.tis.edu.gh



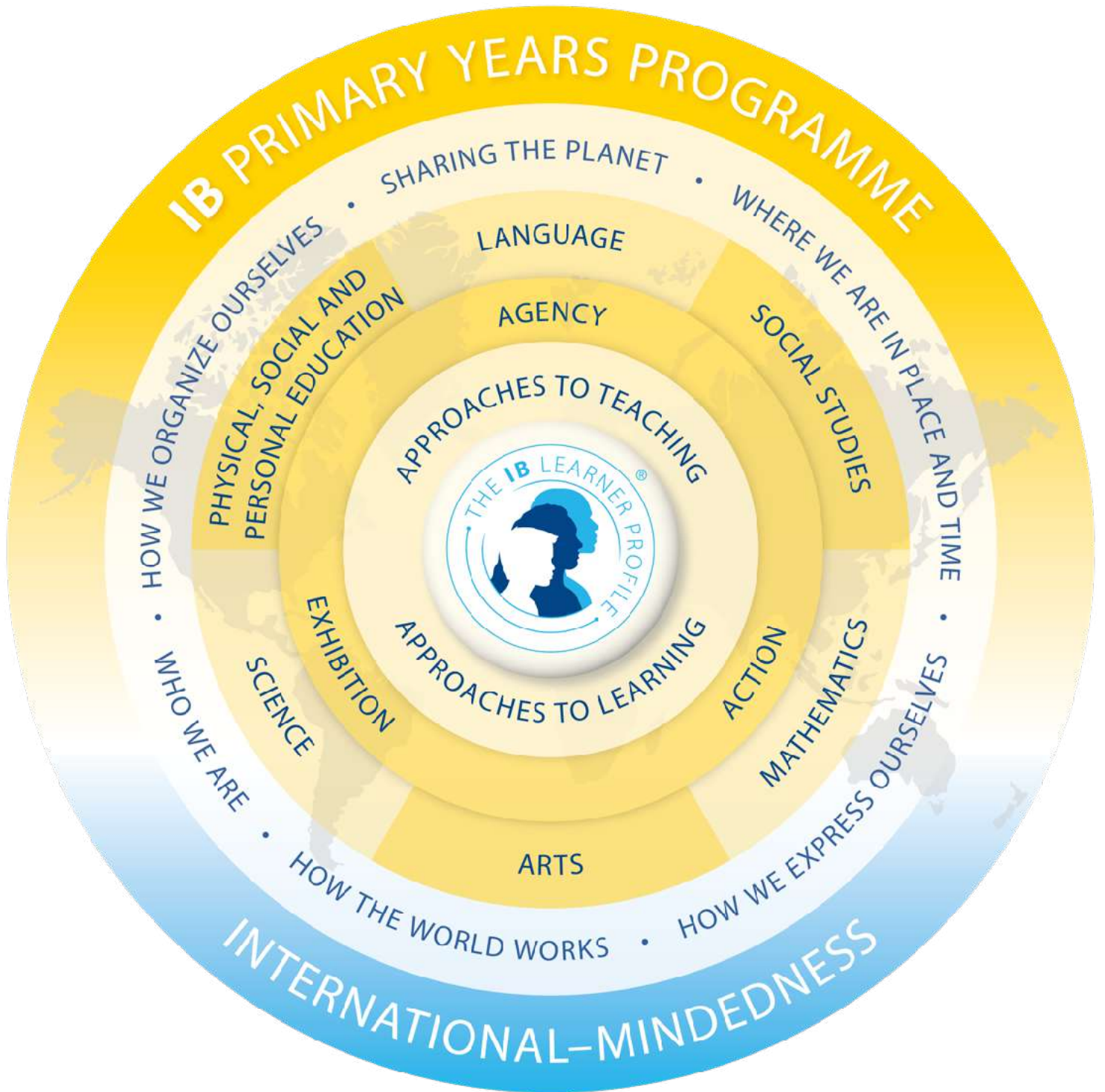
TIS FITNESS GYM

OPENING HOURS

MONDAY	STUDENTS	4:30 PM - 5:30 PM	
	STAFF	5:30 PM - 7:00 PM	
TUESDAY TO FRIDAY	STUDENTS	5:45 AM - 6:30 AM	4:30 PM - 5:30 PM
	STAFF	6:30 AM - 7:30 AM	5:30 PM - 7:30 PM
SATURDAY	STUDENTS	6:00 AM - 7:00 AM	
	STAFF	7:00 AM - 9:00 AM	

PLEASE DONT FORGET TO BRING ALONG YOUR TOWEL

GYM INSTRUCTOR: BLESSED



INSPIRING INQUIRY THROUGH LANGUAGE AND THE ARTS

Language and the arts are essential tools for inquiry, exploration, and communication at Tema International School Primary Campus. At TIS Primary School Campus, learning is driven by curiosity, creativity, and the ability to express ideas in multiple ways. Through language and the arts, students make sense of the world, connect with different perspectives, and develop their unique voices.

Language, the key to thinking and expression

Language is central to learning in all subjects. At TIS, students use language to question, analyse, and express ideas differently. They engage with diverse texts to explore other viewpoints and cultures through reading, writing, listening, and speaking. Develop communication skills through discussions, debates, and reflections. Express creativity and critical thinking through storytelling, poetry, and research. Learn additional languages to build global-mindedness and intercultural understanding.

By integrating language into Units of Inquiry, students strengthen their ability to think critically, collaborate with others, and communicate effectively.

The Arts

A Creative Path to Understanding

The arts allow students to explore ideas, express emotions, and reflect on their learning. Drama and role-play help them reenact historical events, adopt perspectives, and bring concepts to life. Visual arts enable self-expression through drawing, painting, and sculpture, while music and movement foster creativity through rhythm, melody, and dance. Media and digital arts, including photography and graphic design, offer innovative ways to communicate ideas. Students develop critical thinking, creativity, and deeper inquiry by engaging in the arts, allowing them to express understanding beyond traditional academic discourse.

Building a Community of Communicators and Thinkers

At TIS, we nurture confident, open-minded learners who can explore the world through inquiry and express themselves meaningfully. By integrating language and the arts, students:

Develop critical and creative thinking skills, strengthen their ability to communicate clearly and persuasively, learn to appreciate and respect different perspectives and use multiple forms of expression to make their learning visible.

At TIS Primary School Campus, language and the arts are not merely academic subjects but dynamic pathways to deeper understanding, self-expression, and meaningful connections. Through language, students develop the ability to think critically, articulate their ideas, and engage in thoughtful discourse. The arts provide a medium for creative exploration, enabling students to interpret and represent their understanding of the world in unique and personal ways.

Our approach encourages students to go beyond traditional learning. They investigate, experiment, and express their discoveries through storytelling, visual art, drama, music, and

movement. By integrating language and the arts across disciplines, we cultivate a learning environment where students don't just absorb information but actively engage with it, transforming their ideas into creative expressions.

At TIS, every lesson allows students to build confidence in their voices, collaborate with others, and share their perspectives with the world. Through a well-crafted narrative, a vibrant painting, a powerful performance, or a beautifully composed piece of music, our learners develop the skills to communicate with clarity, empathy, and impact.

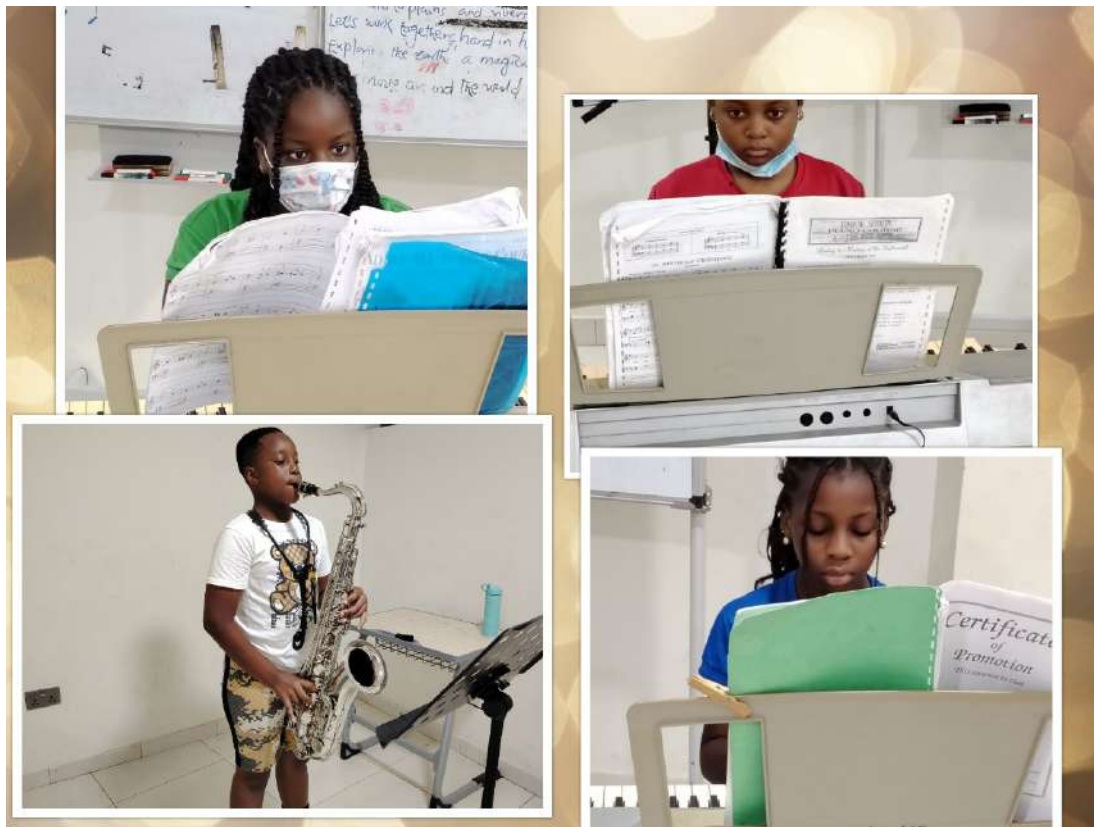
INQUIRY THROUGH THE ARTS











INQUIRY THROUGH DIVERSE LANGUAGES

IINQUIRY THROUGH SIGN LANGUAGE





INQUIRY THROUGH FRENCH





INQUIRY THROUGH MANDARIN



Change ^{the} World Through Excellence

#Make a Difference



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
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September 2024						
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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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January 2025						
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February 2025						
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March 2025						
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23	24	25	26	27	28	29
30	31					







April 2025						
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May 2025						
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June 2025						
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29	30					

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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27	28	29	30	31		

COLOUR KEY

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

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

SECONDARY SCHOOL CAMPUS**Public Holidays**

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

SI Internal Dates: Main Campus

1/8/24	2024 MYP Results Released; 2024 MYP Enquiries Upon Results Open
1/8/24	Senior management staff resume
6/8/24	Teachers resume; review of school policies
12/8/24	Student Council executives return
14/8/24	Newbies arrive
16/8/24	Personal Project: Criterion B draft due
18/8/24	Continuing students resume
19/8/24	Secondary School classes commence; G9&11 Subject Selection
23/8/24	TIS Junior Soccer Championships
24/8/24	SAT
25/8/24	School Performance auditions
30/8/24	TIS Senior Soccer Championships
1/9/24	Thanksgiving Service (11.00am) NO EXEATS
7/9/24	TIS Tennis Championships/TIS Badminton Championships; HIBS Africa.
13/9/24	PP Criterion B final due
14/9/24	ACT; MYP & DP Parents Information sessions. NO EXEATS (Until after these sessions)
20/9/24	DP Geography Excursion
21/9/24	TIS Sporty Family. NO EXEATS (Until after midday)
24-25/9/24	DP Evaluation Visit
28/9/24	TIS Handball Championships
29/9-6/10/24	21 st Anniversary TIS Spirit Week. NO EXEATS
3/10/24	TIS Founders' Day. Main Campus admissions open for 2025/2026
5/10/24	SAT;
6/10/24	21 st Anniversary Thanksgiving Service. NO EXEATS until after 1.00pm
6-8/10/24	Dukies Camp (Bronze, Silver and Gold). Departs 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
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
4/11/24	DP Business Management Excursion
9/11/24	Annual Production NO EXEATS
12-13/11/24	Collaborative Sciences Project – G12;
16/11/24	ISSAG Volleyball, Swimming and Table Tennis
20-26/11/24	G10 end of semester eAssessments (Reports due 9/12/24) No exeats for G10
20-29/11/24	G11-12 end of semester exams (Reports due 10/12/24) No exeats for G11-12
29/11/24	PP Criterion C completion;
1/12/24	SC applications open for 2024 elections
2/12/24	Christmas Lunch
4/12/24	Last day for the first semester: Students may depart after 3-Way interviews.
10/12/24	PP Final Report due: photo evidence & bibliography upload
11/12/24	Last day for teachers

S2

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

PRIMARY SCHOOL CAMPUS**Public Holidays**

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

S1 Internal Dates (Primary School Campus)

7/8/24	Staff prep commences
16/8/24	Meet the teacher session (1.30pm)
19/8/24	First semester commences
7/9/24	Parents Training Session
20/9/24	Sign Language Day
20/9/24	End of UOI #1 3WI
7-11/10/24	Mid-semester break
1/11/24	End of UOI #2 Celebrations
11/11/24	Book Day
22/11/24	G3&5 excursion
29/11/24	End of UOI #3 3WI
3/12/24	Last day for students and teachers

S2

9-10/1/25	Staff Training Days
13/1/25	Second semester commences.
14/2/25	End of UOI #4 3WI
14/2/25	Celebrating Additional Languages
7/3/25	PYP/MYP Info Day at Main Campus
14/3/25	Mother Tongue Day (Celebrating Culture)
14/3/25	End of UOI #5 Celebrations
19-31/3/25	Mid-semester break
26/4/25	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

V290125

CAS-SA Corner

Chocolate Friendship Day, 2025

A Sweet Tradition & Unforgettable Night!



Friendship Formula: Sweet and Smiles – Chocolate Friendship Day 2025! 💎😊

We are just **one week away** from one of the most exciting, heartwarming, and, let's be honest, most delicious days of the year... **Chocolate Friendship Day!**

This year, as part of TIS's **21st Anniversary**, we're celebrating with a theme that reflects the essence of our community: **Friendship Formula!** Our quote? "**Sweet and Smiles.**" Because friendships, like chocolate, are sweet, rich, and best when shared!

What's New This Year?

The **IB Class of 2026, The Vanguard**s, are bringing you an upgraded version:

📅 **Date:** Saturday, 15 February 2025

📍 **Venue:** Girls' Basketball Court

🕒 **Time:** 7 PM

🌟 Amazing performances

🎵 Music, dance & fun games

💎 Chocolates & special treats – available for purchase at the event

No More Long Orders – Get Your Chocolate Instantly!

This year, **all chocolates will be purchased at the party** - no need for pre-orders! Whether you're treating a best friend, a teacher, or yourself (because self-love matters too!), there will be plenty of delicious options to choose from.

Make It Meaningful!

- ♥ **Write a note to a friend** – Cards are available at the CASSA office.
- 🍫 **Surprise someone with a sweet treat** – Buy chocolates on the night!
- 😊 **Celebrate friendship and appreciation in a special way.**

Giving Back – Every Bite Counts!

🕸 All proceeds will go to the **EducAid Mante Initiative**, supporting education and making a real impact.

So, TIS, let's make this the sweetest **Chocolate Friendship Day** yet! Spread kindness, share smiles, and join us on 15 February for an unforgettable night!

See you there! 😊💎✨

Ruby & Baffuor

On behalf of the Chocolate Friendship Day, 2025, organisers.



 **TEMA INTERNATIONAL SCHOOL** 

IB CLASS 2026

FRIENDSHIP FORMULA

*Sweet n smiles
Presents*

FOOD, MUSIC & FUN GAMES

**SATURDAY
15 FEB**

SPECIAL PERFORMANCE
**RUBY PAINTSIL
KWABENA KWABENA**

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#CAS Experience

A Transformative Experience: The Public Speaking Workshop.



By Kwabena Amoako Ofori, DPI – Assembly team co-leader

Public speaking is one of the most valuable skills anyone can develop, no matter their career path. Whether leading a meeting, delivering a speech, or even just introducing someone, communicating effectively is a game-changer. So, when the opportunity came for us to participate in a **Public Speaking Workshop**, we knew we had to make

the most of it!

Led by the incredible TIS Alumna, TV Producer, Author, and Poet, **Mrs Apiorkor Ashong**, the workshop was packed with lessons on speaking confidently, engaging an audience, and structuring an impactful speech. But that wasn't all. Renowned Master of Ceremony **Mr Jerry Adjorlolo** joined us for the final session, teaching us the art of MCing and commanding a stage like a pro.

What We Learned



Each workshop session gave us valuable insights into the science and art of public speaking. Here are some of the key takeaways:

The Fundamentals of Public Speaking:

- Know your audience, context, and purpose before delivering any speech.
- Effective public speaking is not just about words. It's about connection and authenticity.

Overcoming Stage Fright:

- Even great speakers feel nervous, but you can manage it with:
 - Deep breathing exercises to stay calm.
 - Visualisation techniques to mentally prepare.
 - Positive affirmations to boost confidence.

Crafting a Compelling Speech:

- Every great speech has three key parts:
 1. A strong introduction - Capture attention immediately.
 2. A structured body - Keep your points clear and engaging.
 3. A memorable conclusion - Leave a lasting impression.
- Use storytelling, anecdotes, and rhetorical devices to make speeches more powerful.

Mastering Vocal Techniques:

- Vary pitch, volume, and tone to make your speech dynamic.
- Use pauses and pacing to create emphasis and keep the audience engaged.

Body Language & Stage Presence:

- Maintain eye contact to connect with your audience.
- Use natural hand gestures - avoid stiff or overly dramatic movements.
- Stand with confidence - your posture reflects your authority.

**Audience Engagement:**

- A great speaker doesn't just talk - they interact.
- Encourage participation by asking questions and responding naturally.
- Handle unexpected moments with poise and adaptability.

The Art of MCing with Mr Jerry Adjorlolo

For the final session, we had the privilege of learning from Mr Jerry Adjorlolo, a renowned Master of Ceremony (MC). He took us through the power of hosting events, showing us that being an MC is more than just announcing names. It's about setting the tone, creating energy, and keeping the audience engaged.

Here's what we learned from him:

The Role of an MC:

- Be the bridge between different parts of an event.
- Keep the audience informed, engaged, and entertained.

Preparation is Key:

- Know the programme inside out.
- Research the people and topics involved in the event.
- Have a few icebreakers and quick stories ready to connect with the audience.

Speaking with Confidence:

- Project your voice - speak clearly and with purpose.
- Adapt your tone and energy based on the occasion.
- Keep the momentum going, even when things don't go as planned.

Handling Unexpected Situations:

- Always have a backup plan - improvisation is key!
- If something goes wrong, stay calm and composed - the audience follows your energy.

Mr Adjorlolo's session was eye-opening. Being an MC is a skill that takes practice, confidence, and adaptability, and we left with a newfound respect for the craft.



Carrying the Lessons Forward

As the newly elected Leader of the **Assembly Team for 2025**, I, alongside **Michelle Mensah**, am committed to applying these invaluable lessons. The skills we have developed will help us lead assemblies, engage with our peers, and ensure that our messages are impactful.

This workshop was more than just about learning to speak well, it was about learning to lead, to inspire, and to make a difference with our words. With these new skills, Michelle and I look forward to mentoring others and making every assembly an engaging experience.

Reflections from the Public Speaking Workshop

Each participant had a unique journey during the **Public Speaking Workshop**, experiencing growth, confidence-building, and self-discovery. Below are their personal reflections on what they learned, how they felt before, during, and after the sessions, and their favourite moments.

Many of us entered this workshop with a deep fear of public speaking, lacking confidence in our ability to address large audiences. However, in just three days, my perspective transformed. Through engaging activities, storytelling, and confidence-building exercises, I learned that public speaking is not about perfection—it's about authenticity, connection, and self-acceptance.



This experience has taught me valuable skills that I will carry forward as a leader. My role as co-leader of the 2025-26 Assembly Team is responsible for ensuring that our team members feel empowered to express themselves, engage audiences, and communicate with clarity and confidence. Public speaking is not just about delivering a message but about evoking emotions, inspiring others, and creating a lasting impact.

With the lessons from this workshop, I am excited to mentor and support my fellow Assembly Team members. Our goal is to improve the quality of school assemblies, encourage confident presentations, and ensure that every message we deliver resonates with the student body. I am truly grateful to Mrs. Apiorkor Ashong and her team for this opportunity, and I look forward to applying these skills and inspiring others in the TIS community.
Michelle Mensah, G11, Assembly Team Co-Leader



Initially, I thought the workshop would be strictly formal, where all students, including myself, would be expected to be 100% serious throughout. Before the workshop, I was still quite shy about speaking to large crowds. However, after going through the sessions, I overcame my fears. I realised that while people might gossip or laugh at small mistakes, most wouldn't have the courage to say anything to your face, so it shouldn't be a concern.

Surprisingly, my expectations for the workshop were completely different from reality. I thought it would be rigid and structured, but it turned out to

be engaging and fun. While it had formal elements, we were all encouraged to express ourselves freely without judgment, making it a truly memorable experience.

*My favourite part was when each of us had to stand in front of the class and act or present, it was both fun and nerve-wracking, but it helped build confidence. **Ruby Paintsil, G11***

Going into the public speaking workshop, I expected to gain confidence in my speaking skills and feel more comfortable presenting in front of large groups. Before the seminar, I lacked confidence in my public speaking. However, during the sessions, I found the activities and lessons helpful in developing my skills.

After the workshop, I noticed a significant improvement in my presentation ability. The techniques we learned helped me feel more at ease when speaking publicly.

*My favourite part was when Mr. Jerry Adjorlolo visited and shared impactful insights about public speaking and being a Master of Ceremony. His advice was invaluable and inspiring to learn from such an experienced speaker. **James Baiden Grade 11***

My expectations for this public speaking workshop were primarily centred around gaining practical techniques to improve my communication skills and overcome nervousness. Before the workshop, I was a mix of excited and nervous, eager to learn but also anxious about speaking in front of others. I thought it would mostly consist of expert presentations with minimal practical sessions.

However, during the workshop, I realised it was structured differently. We were gradually eased into public speaking through various activities like:

- *The mirror exercise*
- *Introducing ourselves to the group*
- *Delivering speeches, we had written.*





These activities helped me step out of my comfort zone in a supportive environment where everyone was encouraging.

After the workshop, I felt empowered and confident in speaking publicly. My expectations were fully met, it was a perfect balance of theory and practice. I particularly enjoyed exercises that forced us to think on our feet, like impromptu speaking.

My favourite aspect of the workshop was how interactive it was. We weren't just passive listeners; we were active participants who

*constantly practised and refined our skills. I hope to use these skills as part of the Assembly Team, which will prepare me for the future. **Jason A, Grade 11***

Joining the public speaking workshop, I expected to gain practical techniques to improve my confidence, clarity, and delivery when speaking in front of an audience. I also want to learn how to manage stage fright, engage listeners, and structure my speeches effectively. Before the workshop, I was nervous and unsure of what to expect, but I was also excited to develop my speaking skills.

During the sessions, I initially felt self-conscious, even when sharing my ideas. However, as we engaged in activities, I became more comfortable and confident.

After the workshop, I felt accomplished and motivated to apply what I had learned. The sessions gave me a new perspective on public speaking and boosted my self-confidence.

*The workshop exceeded my expectations, it provided valuable insights, hands-on practice, and constructive feedback that significantly improved my speaking skills. I walked away with practical skills that I can apply in real-world situations. My favourite part was the interactive exercises, especially the impromptu speaking challenges. They pushed me out of my comfort zone and helped me think on my feet. I also appreciated the supportive environment, where everyone encouraged others to improve. **Rachael Louise-Assan, Grade 11***

I expected to learn strategies to build confidence and improve my delivery, and I was not disappointed. Before the workshop, I lacked confidence when speaking in front of people. However, as the sessions progressed, I realised that public speaking is not about perfection—it's about authenticity, clarity, and connection. The practical exercises allowed me to apply what we learned in real-time, making the experience both engaging and effective.





After the workshop, I felt more confident and ready to apply these skills in different settings, whether in school assemblies, class presentations, or even casual conversations.

My favourite part was the one-on-one coaching moments, where we received direct feedback on how to improve. The facilitators created an encouraging environment, making it easier to learn and grow.

*I now look forward to applying these skills in leadership roles, particularly as part of the Assembly Team, where I hope to inspire and engage my peers. **Maame Akosua Osei-Amoako, Grade 11***

The Public Speaking Workshop was an incredible experience for all participants, equipping us with confidence, practical skills, and a new mindset towards communication. We learned that public speaking is not just about delivering speeches, it's about connecting with an audience, telling compelling stories, and leading with impact.

Each of us is walking away from this workshop more empowered, more articulate, and more prepared to take on leadership roles and confidently express our ideas in any setting.

The journey doesn't end here, we will continue to practice, refine, and embrace the art of public speaking in all aspects of our lives!



#CAS Experience

Red Cross Ghana Training at TIS: A Journey of Leadership and Service

By Angel Asare, President of the TIS Red Cross Society



The **Red Cross Ghana Society First Aid Training** at Tema International School (TIS) was an unforgettable experience that deepened our understanding of first aid and emergency response and strengthened our sense of responsibility and teamwork. Throughout the training, we engaged in hands-on activities, theoretical lessons, and group discussions that prepared us for real-world crisis situations. This opportunity was more than just a learning experience, it was a call to action, inspiring us to become more active in serving our communities.

We learned essential skills like CPR and wound management through practical demonstrations and assessments, allowing us to stay calm under pressure. The interactive sessions emphasised teamwork and communication, which are key elements in emergency response.

A major highlight was the leadership election, where I was honoured to be voted President, a role that carries great responsibility and trust. I am grateful for this opportunity and eager to work with my team to expand the impact of the Red Cross in our school and beyond.

This training would not have been as successful without the efforts of the organisers, instructors, and every participant who contributed their time and energy. The commitment and enthusiasm displayed by everyone involved were truly inspiring.

Personal Reflections from Participants

Anne Gavor, G11 - *One of the most valuable skills I learned from the Red Cross training was how to respond to different situations, from bleeding and shock to cardiac arrest. Being someone who has a fear of deep water, learning how to help someone drowning helped me overcome this fear and equipped me to assist others in need. The instructors' lectures and real-life demonstrations made the learning process much easier and more practical.*

James Baiden, G11 - *I learned how to save a life and, more importantly, how to be a first aider—not a first killer. While the training was insightful, I felt that more individual practice on accident management would have helped us gain a deeper understanding. However, I now feel confident that I*

can apply my skills whenever I witness an accident. The instructors played a crucial role in making the sessions engaging and interactive, and I found the demonstrations to be the most effective part of the training.



Nifemi Toriola, G11 - Before this course, I underestimated the importance of first aid. I saw it as just basic knowledge everyone should have. Now, I realise that first aid requires precision and a thorough understanding of various situations, as there is little time to assess a casualty before acting. The hardest part was applying the theoretical knowledge to actual practice, as it was easy to forget small but critical steps during the practical session. The training made me appreciate the essential qualities of a good first aider—attention to detail, courage, and kindness. It was also great working

in teams, as collaboration made tasks more manageable and enhanced our understanding. Ultimately, I now see first aid as an essential skill, and I hope to use it effectively.

Christian Kwakye, G11 - Joining the Red Cross training was a valuable experience. The most important lesson I learned was staying calm and acting quickly in emergencies. I especially found CPR and AED helpful training, as practising on mannequins helped me feel more confident in applying these skills. Some topics, like wound care and splinting, could have used more hands-on practice. However, I believe this training will be helpful in real-life situations, whether assisting someone who faints or responding to a minor injury. The instructors were supportive, encouraging participation and providing helpful feedback. The interactive activities, like role-playing and group discussions, made the training even more engaging. Overall, this experience has given me essential skills and confidence in handling emergencies, and I would highly recommend it to others.

Michael Okyere Darkwa, G11 - Performing CPR correctly was the most challenging part of the training—getting the proper depth of compressions and maintaining the correct rhythm was both physically and mentally demanding. It was also overwhelming to remember all the necessary steps for different emergencies, such as choking or severe bleeding. However, the practical sessions made me realise just how crucial these skills are. Practising compressions on the mannequin was particularly eye-opening, as it showed how exhausting but vital CPR is in an emergency. I also felt that we needed more practice dressing wounds, as that part felt rushed. The instructors were very interactive, using real-life scenarios to reinforce lessons, and the role-playing activities solidified my learning. This training has prepared me to act confidently in emergencies and potentially save lives.



Fiona Baghnah Gamon, G11 - I initially thought CPR and first aid were skills only professionals could perform. However, this training showed me that anyone with proper knowledge can make a difference. Even small actions, like stopping bleeding, can save a life. The most important lesson for me was that it's not just about knowing what to do, but also about staying calm. I now feel prepared, not scared, and I'm encouraged knowing that I can help my family, friends, or even strangers. I plan to keep practising and encourage others to get trained as well. Overall, this was a fantastic experience, and I would recommend it

to anyone who wants to learn valuable life skills and contribute to their community.



Enam Gborglah, G11 - *The Red Cross training was incredibly engaging, from the interactive theory sessions to the exciting practical exercises. It allowed each of us to engage with the instructors and grasp the concepts effectively and fully. The most difficult part of the training was the practical, especially finding the correct pressure points on the mannequin. This experience completely changed my perspective on first aid—I now see it as the first step in ensuring someone's safety before medical professionals arrive.*

Message from the Secretary: Rachael-Louise Assan

The most valuable skill I gained from the training was staying calm in a crisis. I've learned that panicking delays critical actions and having the ability to think clearly under pressure is just as important as knowing the technical aspects of first aid. I now feel confident that if I witness a cardiac arrest, I can administer CPR effectively thanks to the muscle memory and calm approach we were taught.

As Red Cross Secretary, I hope to connect our club with local communities and organisations where members can volunteer their skills at school events and health drives. I also plan to raise awareness by organising educational talks and fundraisers to highlight the importance of first aid training within the student body.



Message from the Organiser: Maama Akosua Osei-Amoako

The Red Cross training was a truly remarkable experience, equipping us with invaluable first-aid knowledge and emergency response skills. Witnessing the enthusiasm, dedication, and teamwork displayed throughout the sessions was inspiring. Through a combination of hands-on exercises, theoretical lessons, and group discussions, we gained practical life-saving skills and a deep sense of responsibility toward our communities.

*As the organiser of the club I aim to collaborate with Red Cross Ghana to engage us in different programmes or events to keep all members still well involved. Additionally, I strive to organise community programmes or outreaches and sessions to share our knowledge with the school community. As we move forward, we encourage all participants to apply their skills in real-world situations, remain **proactive, and continue upholding the values of the Red Cross.***

As Red Cross leaders, we are committed to using our newfound skills to build a safer, more prepared school community. We will conduct training sessions, raise awareness, and ensure that more students gain first-aid knowledge.

This experience has shaped us into first responders and compassionate leaders ready to serve and make a meaningful impact.

#TISRedCross #ServiceToMankind



#CAS Project – Buddies for Change Club Initiative

TEMA INTERNATIONAL SCHOOL

SUPPORT

MANTE SCHOOL OF EXCELLENCE

Donate towards renovating the IT laboratory in the Mante School of Excellence. You can support in cash or kind.

DONATE CASH
MoMo: Abigail Ahiadorme
0597621047
Reference: Mante IT lab

KIND: Make a pledge to donate a PC, Tables, chairs or other IT equipment

AN INITIATIVE BY:
TIS Buddies For Change Club

For more information, please contact the CAS Coordinator at surama.king@tis.edu.gh

At *Buddies for Change Club*, our mission is rooted in the theme “*Thinking Globally, Acting Locally.*” We believe that real change begins within our communities, and through collective effort, we can make a global impact. Our current focus is on renovating and equipping the **IT Lab at Mante School of Excellence**, turning it into a space where students can unlock their potential and thrive in today’s technology-driven world.

The current state of the IT lab is far from ideal. Outdated equipment and limited resources make it difficult for students to access the tools and knowledge they need to keep up with the modern world. This initiative directly aligns with several **United Nations Sustainable Development Goals**

(SDGs), including **Quality Education (SDG 4)** and **Reduced Inequalities (SDG 10)**. By improving the lab, we’re not just providing resources—we’re opening doors to new opportunities for the students of Mante School.

To achieve this, we’re calling on you to support our efforts. In addition to financial donations, which can be sent to **0597621047** (with the reference *Mante IT Lab*), we are also accepting contributions of new or used but functioning IT equipment, such as computers, desks, and chairs. These items will make an immediate difference in the students’ learning experience. By supporting *Buddies for Change*, you’re not just helping renovate a lab; you’re empowering a generation, fostering innovation, and bridging the gap between potential and opportunity. Together, we can ensure these students have the tools they need to succeed and become the change-makers of tomorrow.

Join us today - donate, inspire, and be part of the change! Glorious Angel Ogyiri Asare – DP1



Buddies For Change Ghana – Meet our Patron



At **Buddies for Change Ghana**, we are fortunate to have **Mr Michael Ansah** as our esteemed **Patron**. His dedication to fostering cross-cultural friendships, inclusivity, and community impact aligns perfectly with our mission.

What is the Buddies for Change Club? TIS Buddies for Change Ghana is a local chapter of **Buddies Without Borders (Global)**, a platform that encourages young people to build **cross-cultural connections**, embrace **diversity**, and take action to create positive change in their communities.

Why Mr Ansah as Our Patron? - As Patron of **Buddies for Change (Buddies Without Borders)**, Mr Ansah plays a pivotal role in guiding and supporting our club. He is deeply committed to promoting global understanding and helping young people grow into compassionate, socially responsible individuals.

Through initiatives like the Local Action Project, he encourages members to not only develop global connections but also to make a tangible difference in their local communities. With his mentorship, resources, and strategic direction, Mr Ansah ensures that Buddies for Change remains a welcoming space for all, empowering students to build friendships that transcend borders.

Fun Fact About Our Patron - Mr Ansah finds immense joy in seeing young people actively engage with their environment and take steps towards positive change.

His Hobbies - Playing the **bass guitar** 🎸 - Travelling to **new places** ✈️ - Reading 📖 - Watching videos on the **latest technologies** 💡



Fun Fact About His Role as Patron - One of the most exciting aspects of his role is witnessing the journey of ideas—from brainstorming sessions to tangible, real-world impact.

Where to Find Him - If you need to connect with **Mr Ansah**, you can find him at **IT LAB 2 (Inner Room)**.



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



#MYP - Service as Action – The Turning Point



Service as Action encourages students to connect classroom learning to real-world experiences, fostering creativity, critical thinking, and collaboration. Inspired by their LangLit unit titled “*Telling a Compelling Story*,” **Kwaku Ayisi and Nana Yaw Afriyie Owusu, MYP 4** students, have crafted a powerful short story centred on the theme of **Bullying**. Their narrative incorporates storytelling and analytical techniques explored in class, weaving a short story highlighting important lessons on empathy and boundaries. The team is set also to make a presentation during schools assembly to buttress their opinion on the matter. Enjoy their compelling narrative

below.

The Turning Point

By: Nana Yaw and Kwaku

At Ananse Academy, a prestigious boarding school in Ghana, Kofi, a quiet boy from the Volta Region, was often teased by Nana and his friends. They mocked his accent, clothes, and village background, calling him “village boy” and laughing at his food and how he spoke. Even online, they made fun of him. One day, after Nana made another comment about his accent in the dining hall, Kofi decided to speak up.

“Nana, I no get problem with you, but why you always dey pick on me? I come from different place, but I still deserve respect,” he said firmly.

Nana laughed and waved him off. “Ah, Kofi, you are too serious! It's just a small joke, no vex,” he replied, turning back to his friends.

Kofi stood his ground. “It no be joke, Nana. You dey call me ‘village boy,’ like I no be person. I just want respect.”

The teasing didn’t stop, so later that day, Kojo, one of Nana’s friends, pulled Kofi aside.

“If you talk to Nana again, he might see. He doesn't mean harm, but maybe he does not understand,” Kojo suggested.

The next day, Kofi approached Nana after class. “Nana, I no want wahala, but I really need to talk to you. The jokes hurt, and I deserve respect,” he said seriously.

Nana paused, then looked at Kofi. “I didn’t mean to hurt you, Kofi. I’m sorry,” he said quietly. While the teasing didn’t stop instantly, there was a shift. Nana and his friends began to show Kofi more respect. Kofi learned that standing up for himself took courage, but it was the first step toward change.

How to Analyse a Story Using SCASI and PETAL

Structured frameworks like SCASI and PETAL can help readers analyse texts and articulate their insights effectively when studying literature. This guide explains how to use SCASI for in-depth text analysis and how to organise your findings into an analytical paragraph using the PETAL framework.

Analysing a Text Using SCASI:

SCASI is an acronym for Setting, Characters, Action, Style, and Ideas. It provides a systematic approach to examining the elements of a text:

- **Setting:** Identify the time and place in which the text is set. Consider how the setting influences the mood, themes, or characters. Analyze whether the setting reflects broader cultural, historical, or political contexts.
- **Characters:** Examine the main and supporting characters. What motivates them? How do they develop over time? Consider relationships between characters and their roles in advancing the plot or themes.
- **Action:** Focus on the events and how they unfold. Identify key conflicts or turning points. Consider how the action drives the narrative and contributes to character development or thematic exploration.
- **Style:** Analyze the author's use of language, tone, and literary devices such as imagery, symbolism, or metaphors. Consider how stylistic choices affect the reader's understanding or emotional response.
- **Ideas:** Identify the central themes or messages. What does the text suggest about human nature, society, or universal truths? Consider how the other SCASI elements contribute to conveying these ideas ([SlideShare, 2025b](#)).

Constructing an Analytical Paragraph Using PETAL

The PETAL framework (Point, Evidence, Technique, Analysis, Link) helps organise your analysis into a coherent paragraph. Here is how you can use it:

- **Point:** Begin with a clear topic sentence that states your main argument or insight about the text.
 - For example: "The setting in [Title] emphasises the isolation of the protagonist and reflects the broader theme of alienation."
- **Evidence:** Support your point with a specific example or quotation from the text.
 - For example: "The narrative describes the house as 'shrouded in mist, perched on the edge of a cliff.'"
- **Technique:** Identify the literary technique used in the evidence.
 - For example: "The use of imagery creates a vivid sense of desolation."
- **Analysis:** Explain how the evidence and technique support your point. Dig deeper into the implications or effects.

- For example: “The imagery highlights the protagonist’s physical and emotional separation from society, reinforcing the theme of alienation.”
- Link Conclude the paragraph by linking back to the main argument or transitioning to the next point.
 - For example: “Thus, the setting not only shapes the narrative’s mood but also underpins its exploration of isolation” (Jafar, 2022) (Wilson, 2017).

Let’s apply SCASI and PETAL to a short story:

- **Setting:** The story occurs at Ananse Academy, a boarding school in Ghana. The setting creates a backdrop where social hierarchies and cultural differences become pronounced, influencing the interactions between characters.
- **Characters:** Kofi, the protagonist, embodies resilience and self-respect, while Nana represents ignorance and insensitivity. Supporting characters like Kojo highlight the potential for understanding and growth.
- **Action:** The key conflict revolves around Kofi’s decision to confront Nana about the teasing, leading to a gradual change in their dynamic.
- **Style:** The dialogue incorporates Ghanaian English, adding authenticity and cultural context to the narrative.
- **Ideas:** The story explores themes of respect, courage, and the impact of cultural prejudice.

Using PETAL, an analytical paragraph might look like this:

The story’s use of dialogue highlights the theme of courage and self-respect in confronting prejudice. For instance, Kofi says, “*Nana, I no want wahala, but I really need to talk to you. The jokes hurt, and I deserve respect.*” This use of direct speech emphasises Kofi’s determination and assertiveness. The culturally specific language not only grounds the story in its setting but also underscores Kofi’s authenticity as he navigates a difficult social situation. His courage to address Nana’s behaviour demonstrates the importance of standing up for one’s dignity despite fear of backlash. Thus, Kofi’s dialogue serves as a turning point, reflecting the broader idea that meaningful change begins with personal courage.

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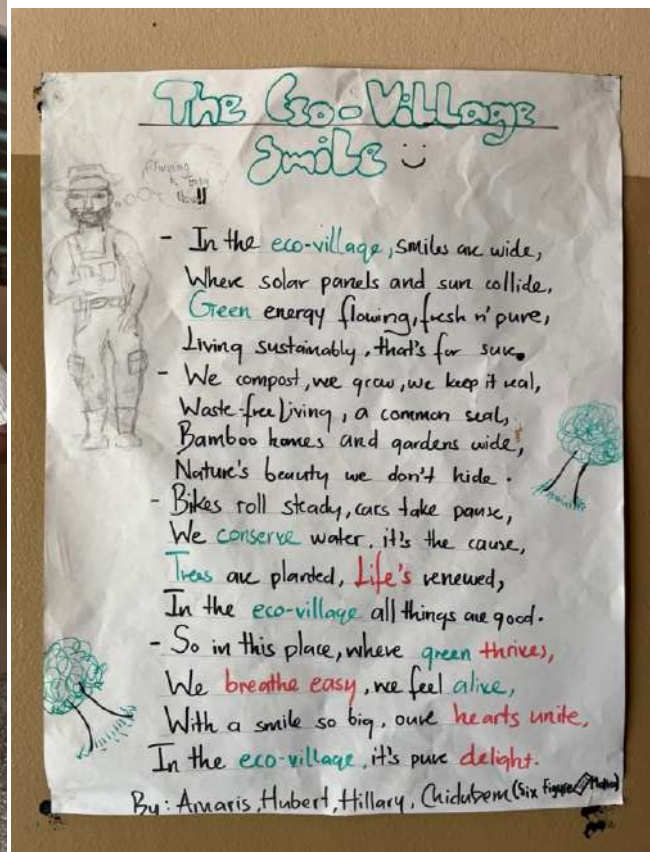
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#MYP – Service as Actin - IDL – Eco-Friendly Smile Poem

As part of their recent Interdisciplinary Learning experience, Grade 10 students *Amaris Osei-Agyeman, Chidubem Akunyili, and Hillary Laryea* have demonstrated their creativity and deep understanding by composing a poem titled, *Eco-Friendly Smile*. Their inspiring work now adorns the entrance of the Individuals and Societies office, celebrating their efforts.

Kudos to the team!



Raising Awareness: A Tree at a Time

As highlighted in previous bulletins, **Paa Kwesi Oppan** and **Nii Armah** from Grade 9 are determined to support the goal of the Community Project — "A Tree at a Time." With an article piece, the duo is committed to raising awareness about "Deforestation" and commend the efforts of Grade 8 initiators

Their insightful article will explore the effects of "Deforestation" and present an actionable solution for Grade 8 that addresses this environmental menace.

Stay tuned for its publication in the Junior Graphic!

Enjoy the inspiring read below.



Deforestation: Earth's disappearing Lungs

By Paa Kwesi and Nii Armah



According to Britannica, Deforestation is the clearing or thinning of forests by humans. Deforestation represents one of the largest issues in global land use” (Pimm, 2018). Imagine a world where there’s no available air to breathe, where architecture is at its peak with only a few trees in sight. An old adage says when the final tree gets cut down, that wipes out the last existence of Mankind. Unfortunately, if issues are not addressed globally, this might be the shocking reality of the world in years to come.

Causes of Deforestation

- **Agricultural Expansion** is one of the main drivers of deforestation. As demand for crops like soybeans, palm oil, and coffee grows, large areas of forests are cleared to make room for plantations and livestock grazing. Slash-and-burn agriculture accelerates this process, where forests are set on fire to prepare land for farming.
- **Urbanisation** also contributes significantly to deforestation. As cities expand, more land is needed for housing, roads, and industries, destroying surrounding forests.
- **Legal and illegal logging** removes timber for construction, furniture, and paper products. This over-exploitation of resources often occurs without sufficient reforestation.
- **Mining operations**, driven by the demand for minerals, oil, and gas, cause forest loss as land is cleared for extraction, resulting in long-term environmental damage.
- **Firewood and Charcoal** collection for cooking and heating, especially in rural areas, places additional pressure on forests, where alternative energy sources are limited.

All these factors together highlight the urgency to address deforestation.

Ecological Consequences

Repercussions of Deforestation include, Loss of habitat where animals and plants species lose their homes due to the inadequacy of normal environmental factors.

Soil erosion and flooding: Trees assist the land with holding water and dirt, which gives the rich supplements to support extra wood life.

Social Impacts

Deforestation has severe social impacts, affecting communities and livelihoods. It displaces indigenous people, destroying their homes and traditions. Loss of forests reduces access to food, medicine, and clean water, increasing poverty and malnutrition. It also worsens climate change, leading to extreme weather that harms vulnerable populations. Additionally, deforestation reduces job opportunities in sustainable forestry, pushing people into unemployment.

Raising awareness and planting trees can help protect communities and restore balance.

#MYP – Community Project - Taking Action



To reduce the negative impacts of deforestation, we must unite and take proactive steps. These efforts can be through awareness campaigns and effective policies regarding tree-cutting practices.

One key policy could require mandatory tree replacement for every tree felled and strict restrictions on the number of trees that can be cut in designated areas.

These are just a few of the many strategies that can be adopted to address this pressing environmental issue and ensure a greener future.

Recognising this environmental crisis, IB MYP3 students from our school, Tema International School, have launched a meaningful initiative for their Community Project - "**A Tree at a Time**". Initiated by David Bannerman and Janelle Ahadome. Their mission is to raise awareness about creating a greener environment by planting trees both within and beyond their local community.

In partnership with a local school, Floating Kids Academy, the team is set to plant a tree each in their respective schools, symbolising growth and unity. To support their project, they are selling customised merchandise:



- Hoodies at **GHC 150**,
- T-shirts at **GHC 100**
- Caps at **GHC 50**.

Their efforts remind us that change begins by taking the first step — in this case, planting a single tree and inspiring others to do the same.

References

Food and Agriculture Organization (FAO) (2020) The State of the World's Forests 2020. Available at: <https://www.fao.org> (Accessed: 30 January 2025).

Global Forest Watch (n.d.) Deforestation Drivers and Impacts. Available at: <https://www.globalforestwatch.org> (Accessed: 30 January 2025).

NASA Earth Observatory (n.d.) Deforestation and Climate Change. Available at: <https://earthobservatory.nasa.gov> (Accessed: 30 January 2025).

WWF (n.d.) Deforestation and Habitat Loss. Available at: <https://www.worldwildlife.org> (Accessed: 30 January 2025).

#MYP - Community Project - Project Empower

Tema International School

5 Simple Ways

TO REDUCE POLLUTION

1

Properly Dispose of Waste

Stop leaving plastic and other materials around, especially around water bodies.

Watch Your Water

Be mindful of how you use water. Conserving water means less waste runoff into the ocean.

2

3

STOP ILLEGAL MINING

Illegal mining (Galamsey) releases toxic materials and pollutes the water, air, and soil.

Collect pet waste

Pet waste, though it seems harmless, contaminates water bodies that fish live in.

4

5

Plant a Tree

Planting a tree helps reduce erosion that washes unwanted materials into the ocean.

COMMUNITY PROJECT
ERIN, MOHAMMED, AND DAVID

TEMA INTERNATIONAL SCHOOL

COMMUNITY PROJECT

PROJECT EMPOWER

Goal: Create awareness about land pollution, littering, illegal mining (Galamsey) through article writing for the Daily Graphic



David Tamakloe | Erin Boadi | Mohammed Hussein

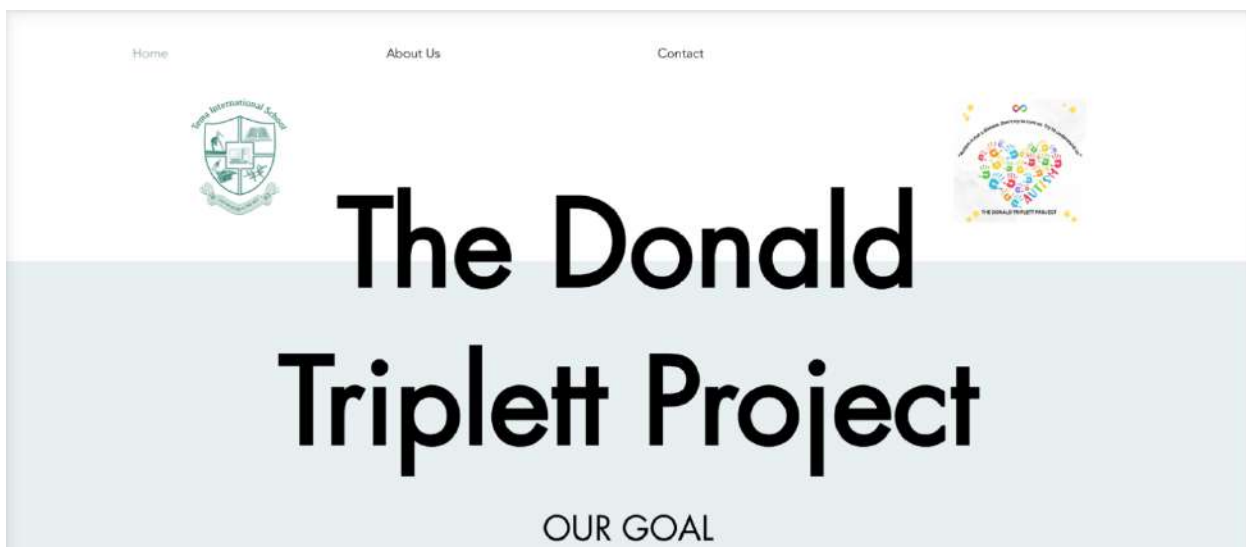
#MYP – Community Project - The Donald Triplet Project



Inspired by Donald Triplet, the first person to be diagnosed with autism, this community project aims to create awareness about autism through the development of a website. Initiated by **Delali Ayivi, Nana Yaw Premeh, and Enoch Koroma**, under the supervision of **Mr. Philemon**, the project seeks to foster empathy and understanding within the community.

The team urges the community to refrain from teasing or labelling individuals as autistic but to appreciate that people living with autism perceive the world through a different lens.

Stay tuned for updates and the official launch of the website!



#Community Service - Rest for a Cause

Initiated by Nadia Yakubu and Janice Marfo, the team is appealing for funds from the school community to purchase waiting for Chairs for the OPD Centre and Cleaning supplies for the Comm 22 Polyclinic. Their target is **GHC 6,000**

- **In-kind Donations:** Drop off cleaning supplies with David Difie in the Media Room kitchen.
- **Cash Donations:** Kindly send your contributions via **Mobile Money** to:
 - **CASSA Momo Number: 0597621047**
 - **Name: Abigail Ahiadorme**
 - **Reference: Rest for a Cause**

This Community Project seeks to organise funds to support the Floating Kids Academy with Classroom chairs for the Nursery Department at Floating Kids Academy.

In light of this, the initiators, *Jojo Paintsil, Ivanka Binder and Maame Akua Edusei*, are organising a *Game Night* to raise funds for their project. Supervised by Mr. Dodo, the team wishes to call on all community members to support their worthy cause.

Refer to the poster for more information



EducAid Mante Initiative Class of 2026 Project for Impact



What is the EducAid Mante Initiative?

The EducAid Mante Initiative is a CAS (Creativity, Activity, Service) project launched by the IB Class of 2026, dedicated to supporting the Mante School of Excellence in Afienuya East. This school has been a vital educational pillar for underserved communities for over 25 years, but it currently faces significant challenges that impact the

quality of education and the well-being of its students.

Phases of the Project: The initiative is structured in phases to ensure we can address the school's most pressing needs without overwhelming any single group of students:

1. Phase 1: Sanitation Facilities

- The current priority is to build safe and hygienic toilet facilities for students and staff. The school's existing latrine system is inadequate and poses serious health risks, especially for girls.
- Our goal for this phase is to raise GHC 150,000, ensuring a clean and safe environment conducive to learning.





Phase 2: Classroom Renovation

Once the sanitation facilities are in place, we will move on to refurbishing classrooms with improved roofing, ventilation, and essential repairs to create a more comfortable and safe learning environment.

2. Phase 3: Canteen and Additional Facilities.

The final phase will focus on enhancing the canteen and other areas that contribute to the

students' overall well-being and educational experience.

How You Can Help: Supporting the EducAid Mante Initiative can be done in various ways:

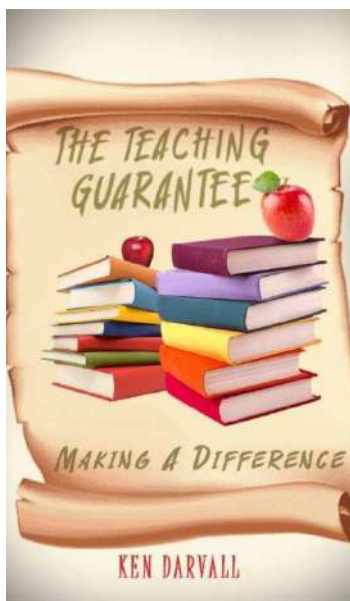
- **Attend the School Play:** All proceeds from ticket sales for *Secret of an Ancient Well* will be directed towards Phase 1 of the project.
- **Direct Donations:** Contributions can be made via Mobile Money (MoMo) to Ms. Abigail Ahiadorme at 0597621047, using the reference: *EducAid – Your Name or Name of Ward*.
- **Spread the Word:** Help us raise awareness by sharing information about the initiative with friends and family.

By contributing to the EducAid Mante Initiative, you are directly impacting the students of Mante School, helping to create an environment where they can learn, grow, and thrive.

Thank you for your continued support as we work together to uphold the spirit of service and make a difference in our community.



Update on *The Teaching Guarantee: Making a Difference*



Dear TIS Community,

We are thrilled to announce the release of Dr. Ken Darvall's latest book, *The Teaching Guarantee: Making a Difference*. This inspiring guide is more than a must-read for aspiring school leaders—it's a call to action for everyone who believes in the power of education to create change.

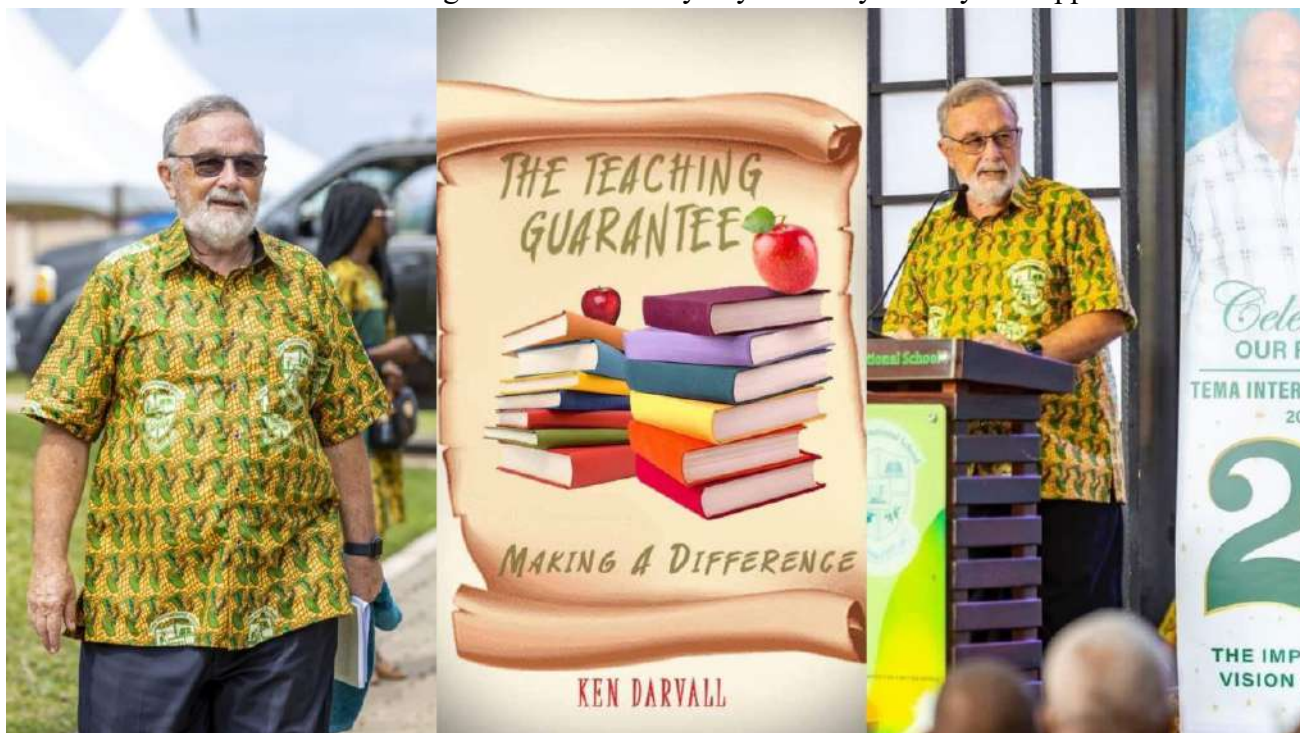
In keeping with the TIS spirit of service and impact, *The Teaching Guarantee: Making a Difference* will serve a dual purpose: Every book purchased directly supports the EducAid Mante Initiative, which is dedicated to refurbishing and enhancing the Mante School in Afienya East as part of our IB Class of 2026 Community Project. We have a community goal of raising GHC 150,000 to make this vision a reality, and your support will help us reach it!

How to Purchase Your Copy and Contribute:

1. **Place Your Order:** Contact us via the TIS WhatsApp. Mention your donation amount and specify the number of copies you want to order.
2. **Payment:** Payments can be made in two ways:
 - **Mobile Money (MOMO):** Send payment to Abigail Ahiadorme at 0597621047. Use "TGMABook" as the reference.
 - **Cash:** Pay directly at the CASSA office.

Donations begin at GHC 200 per copy, with all funds going to the **EducAid Mante Initiative**.

This is a limited opportunity, so grab your copy while stocks last! Together, let's support the future of Mante School and continue making a difference every day. Thank you for your support!



12th Edition of the TIS Duke of Edinburgh's International Award Expedition Camp (For Bronze & Silver Award Level Participants Only)



TEMA INTERNATIONAL SCHOOL

**Registration Deadline
24 February 2025**

Duke of Edinburgh's International Award
EXPEDITION CAMP

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

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

Sun. 23 - Tue. 25 March. 2024 **Kyeremanteng**

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



Registration is Now Open!

For an **adventure of a lifetime** while meeting the requirements for **CAS (DP students)** and the **Duke of Edinburgh's International Award (DofEIA)**. This is a unique opportunity to develop skills, immerse yourself in new experiences, challenge yourself, connect with nature, reflect, and create lifelong memories.

◆ **Limited Spaces Available – Register Now!**

Only students who are **DofE Bronze or Silver Award** participants are eligible to join the Expedition Camp.

 **Registration Deadline:** Monday, 24 February 2025.

Eligibility Criteria:

To attend the Expedition Camp, you must:


- ✓ Be a **registered** participant in the **Duke of Edinburgh's International Award at Bronze or Silver** level.
- ✓ Fill out the **registration form**.
- ✓ Pay the **registration fee – GHC 6,000** and send the payment confirmation.


For further inquiries, kindly email:

 david.difie@tis.edu.gh or visit Mr David at the Media Office, Project Centre.

 **Note:** If you do not meet **ALL THESE CRITERIA**, you will **NOT** be eligible to attend the camp.

Expedition Highlights:

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

 **Benefits:** Students will **apply and develop skills** while fulfilling CAS (DP students) and DofEIA requirements.

Safety First:

- All necessary **safety measures** have been considered.
- A **risk assessment** trip was conducted by the TIS team.
- A **wilderness medical officer** and an **emergency nurse** with experience at **West African Rescue Association** will be part of the team throughout the expedition.


Equipment Provided:

- **World Ready T-shirt**
- **Cap**
- **Camping gear**
- **Abseiling gear**
- **All necessary outdoor equipment**

Important Dates & Logistics:


 **Orientation & Safety Training: Saturday, 22 March 2025, 3:00 PM** at the **Design Lab** with all participants and Expedition Leaders.

 **Departure: Sunday, 23 March 2025, 8:00 PM** from TIS campus.

 **Venue:** Kyeremanteng, Eastern Region.

 **Return: Tuesday, 25 March 2025, by 4:00 PM.** Parents are advised to pick up their wards.

 **Duration: 3 days (Mid-Semester Break)**

 **Insurance & Logistics:**

- **Comprehensive Outdoor Risk & Liability Insurance – Inclusive**
- **Certificate, transport, food, water, and entry fees to destinations – All included**

 **Expedition Camp Cost: GHC 6,000**

Payment Deadline: Monday, 24 February 2025 or when the maximum number of participants has registered. Kindly pay by the deadline.

 **How to Register:**

Click on the link below to complete your registration. **A payment receipt will be required to finalise the registration.** The kit list is attached to the form, please ensure you have all the required items before the camp.

 **Register Here - <https://forms.gle/4jkkP2CitGnC5e8W6>**

Payment Details: When making the payment, kindly state the purpose:

 **TIS DoEIA Expedition Camp, 12th Edition**

TEMA INTERNATIONAL SCHOOL ACCOUNT DETAILS

 **ABSA Bank**



- **Branch:** Tema Main
- **Account #:** 060-1798808 (GH¢)

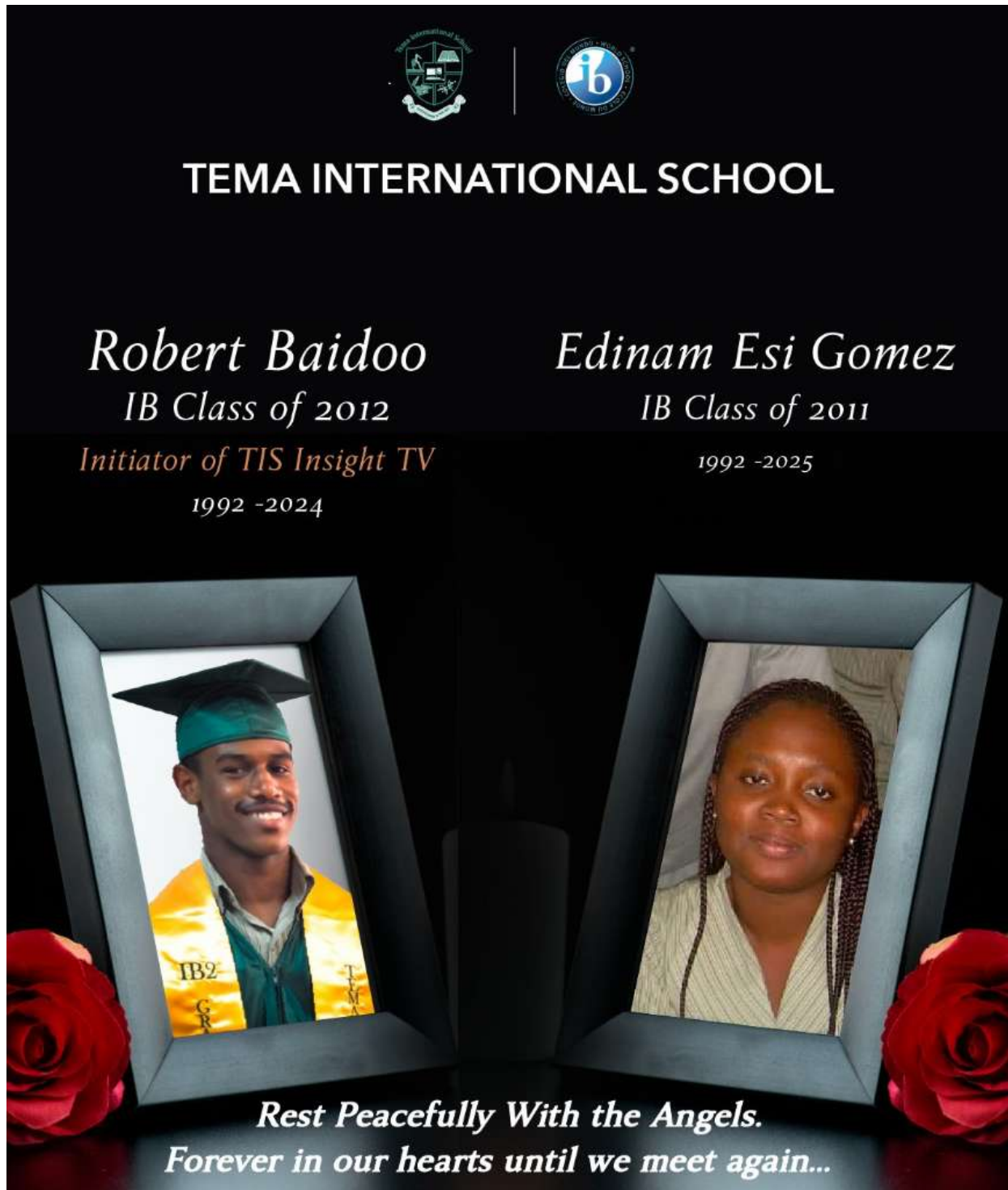
 **Ecobank Ghana Limited**

- **Branch:** Tema Main
- **Account #:** 0020014471692201 (GH¢)

Alumni Corner: Remembering Our Own

With heavy hearts, we share the sad news of the passing of two cherished members of our Tema International School alumni family, *Robert Baidoo (IB Class of 2012)* and *Edinam Esi Gomez (IB Class of 2011)*.

Robert, the initiator of **TIS Insight TV**, and **Edinam**, a beloved member of our community, left an indelible mark on those who knew them. Their contributions, kindness, and legacy will forever remain in our hearts. We extend our deepest condolences to their families, friends, and all who were touched by their presence. May they rest peacefully with the angels.



Calling All SpeedCubing Enthusiasts! Represent TIS at the Ghana Open SpeedCubing Competition 2025!



Are you a SpeedCubing champion or an enthusiast eager to showcase your skills? This is your chance! The **Ghana Open SpeedCubing Competition 2025** is happening on **Saturday, 3 May 2025, in Accra**, and TIS is looking for students to represent our school at this exciting event.

What is SpeedCubing?

SpeedCubing is the competitive sport of solving a **Rubik's Cube and other twisty puzzles** as quickly as possible. It's not just about fast fingers—it's a game of

logic, pattern recognition, problem-solving, and precision.

Why Join? The Benefits of SpeedCubing

Aside from being a fun and exciting challenge, SpeedCubing helps to:

- ✔ Improve memory and concentration
- ✔ Enhance problem-solving and critical thinking skills
- ✔ Develop patience, perseverance, and focus
- ✔ Boost hand-eye coordination and dexterity
- ✔ Build a sense of accomplishment and confidence

We will have **dedicated practice sessions** to help you sharpen your skills and prepare for the competition. Whether you're a seasoned cuber or just getting started, this is an opportunity to challenge yourself, learn from others, and bring home the glory for TIS!

📌 **Interested?** Visit **Ms Abigail at the CASSA office** to sign up.

Let's get ready to twist, turn, and solve our way to success! 🏆



Authorized by the
World Cube Association



GHANA OPEN 2025

SPEED CUBING COMPETITION



DATE: MAY 3RD, 2025
TIME: 9AM - 5PM
VENUE: ARIS (AL RAYAN INTERNATIONAL SCHOOL) EAST LEGON

OPEN FOR ALL AGE GROUPS 1-99 YEARS

REGISTER NOW  **0244511709**

<https://tinyurl.com/ghanaopen2025>

EVENTS:      

SPECTATORS: FREE ENTRY

ORGANIZERS **SUPPORTED BY**





Staff Spotlight: Celebrating Excellence

At Tema International School, we believe in recognising and celebrating the dedication, achievements, and impact of our incredible staff. Staff Spotlight is our way of honouring colleagues who go above and beyond in their roles, contributing to the growth of our learning community and inspiring those around them.

For our first feature, we celebrate **Mr Jerry Owiredu Darko**, who has successfully earned the **IBEN Programme Leader Certificate**. His commitment to professional growth and IB education is truly commendable. Congratulations, Mr Darko! Wishing you continued success in your **IB journey**.



**ON SUCCESSFULLY EARNING THE
IBEN PROGRAMME LEADER CERTIFICATE.**

Wishing you continued success in your IB journey.





Change ^{the} World Through Service

#Make a Difference



COUNSELLORS' CORNER

What exactly is **senioritis**?

Senioritis is a **state of low motivation** that slows down students during their senior year. It can appear as:



Procrastination
and decreased
motivation



Low grades
or incomplete
assignments



Burnout
or feelings
of exhaustion

Dear DP2s', we are confident in your abilities, if senioritis is setting in after receiving your university offer, Kindly talk to Uniguides or the School Counsellor.



Tips to Battle Senioritis

You just can't be done ,done but rather;

- ✓ Begin with the end in mind. Know why you started in the first place.
- ✓ Form studious study groups, stay organized and keep a positive attitude
- ✓ Remember, you only have a conditional offer from the university, with a drop in your final IB results exams, universities will revoke their offer and the financial aid packages.
- ✓ Parents and family have invested a lot. You can't let that money go to the drain. Give yourself and your parents value for money. <https://www.snhu.edu/about-us/newsroom/education/what-is-senioritis>



Tomi Orojinmi, RCIC-IRB, Regional Manager, Middle East, Africa & Europe and International Undergraduate Recruitment, visited TIS to engage with students and share insights about everything in Canada. You can contact Tomi via email Tomi.Orojinmi@uwo.ca or web. <https://welcome.uwo.ca/international>

Enjoy Reading Students' Reflection

'The presentation by Ms. Tomi from Western University was extremely informative. She gave a thorough presentation of the Canadian university admissions process, clarifying important details such as application requirements, housing options, and scholarship opportunities available. I particularly appreciated her guidance on meeting programme-specific requirements, as it provided me with a more accurate idea of the expectations of my chosen field of study. Additionally, finding out about the various support mechanisms available for international students gave me a greater sense of confidence in deciding to study at Western University. Generally, I was enlightened on studying in Canada and the application process'.

Frederica Ayitey, DP 2



TIS was excited to host the Provost Lisa Perfetti sitting next to her is Jill Munro, Associate Director of Community Engagement, who addressed the holistic application process, with other vibrant professors from various disciplines. Standing in front of the students, Colby Long gave an in-depth presentation on academic preparedness for university. As a Mathematician and statistician, Colby's research focuses on using algebraic geometry and statistics to address questions in phylogenetics and species' evolutionary development. The College of Wooster engages motivated students in a rigorous and dynamic liberal education. As a community of Independent Minds, Working Together to prepare students to become leaders of character and influence in an interdependent global community. Click here: <https://wooster.edu/>



<https://wooster.edu/admissions/international/financial-aid-for-international-students/>

Enjoy Reading a Reflection by Asher Gyesei, our student facilitator for the presentation

‘Having the honour of a college from my home state inform us about the wonders of the College of Wooster was truly an amazing experience. I learned about the vast number of schools they’ve partnered with for optimal study regions, being able to study abroad while “studying abroad”. Not only that, but the College of Wooster has a very low student-to-teacher ratio, meaning that you can be in a smaller class and make stronger and more intimate connections with your professor, giving students a great experience. But moving away from the academic side, they offer various extracurricular activities that students can engage in as well as “personal projects” summer clubs they can attend to participate in an activity they may enjoy. Lastly, life on campus is relatively enjoyable in a quiet area far from the major cities of Columbus and Cleveland. In conclusion, I think that this encounter was significant and something you shouldn’t take for granted’ - **Asher Gyesei, Grade 9**



Our indefatigable Uniguides team, Portia Atubiga and Bismark Fansey, attended Aston University and University of Kent’s presentation at the African Regent Hotel about studying in the UK and visa process. Olalounpe Olayode International Representative to Africa Kent University, Damilare Gbodimowo In country Officer for Aston University were present.

Enjoy Reading a summary of the presentation with helpful links by Portia Atubiga.

Major Highlights Aston University

- Aston University (Birmingham) is an intellectually vibrant and diverse community with over 120 countries representation. This makes the social interaction and appreciation of diversity seamless. Our proud alumna Marie Marcella IB Class of 2022 studying International Business, during alumni week of celebrations attested to this receptive atmosphere at Aston University fostering a conducive learning space.
<https://www.aston.ac.uk/>



<https://www.aston.ac.uk/international/scholarships>

Major Highlights University of Kent

- Teaching is based on research, the University of Kent is a leading research university with research strengths in the arts, humanities, sciences, and social sciences. The university offers a range of research degrees, including Master's, PhD, and professional doctorate. Opportunity to study 2 courses eg. Law and Business.
<https://www.kent.ac.uk/>



- <https://www.kent.ac.uk/international/international-scholarships>
- Prepare students for work through placements which is part of their curriculum. You spend up to 12 months employed in a role related to your studies, undertaking graduate-level tasks and projects. The placement takes place between your second and final year towards your final degree.



SAT 2025 TEST DATES



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

- ✓ <https://satsuite.collegeboard.org/sat/registration>
- ✓ SAT Registration Fee Beginning with **August 24, 2024, the SAT registration fee is \$68**, plus a \$43 international fee of \$ 111.
Click here: <https://satsuite.collegeboard.org/sat/registration/international-testing/>
- ✓ Click here for more information <https://www.bestcolleges.com/test-prep/sat/registration/>.
- ✓ If having Troubles Registering contact **Aunty Portia** in person or by email at portia.atubiga@tis.edu.gh

DIGITAL SAT TEST DATES 2024/2025

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
Mar 8, 2025	Feb 16, 2025
May 3, 2025	April 13, 2025



Online payment only with Visa/credit card **NEW**;

ACCEPTABLE IDs ARE THE VALID UNEXPIRED PASSPORT IN ADDITION TO GHANA’S NATIONAL IDENTIFICATION CARD (GHANA CARD),

<https://collegereadiness.collegeboard.org/sat/register/international/policies>

<https://satsuite.collegeboard.org/sat/dates-deadlines>



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

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



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

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
April 5, 2025	March 2 2025
June 14 2025	May 11 2025



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

Change ^{the} World Through Teamwork

#Make a Difference



REFLECTION ON ISSAG BASKETBALL 2025

The annual ISSAG basketball tournament took place on January 25 and February 1, 2025, at Faith Montessori School and Ghana International School, respectively. Sixteen international schools participated in the highly competitive event, showcasing exceptional talent and sportsmanship.

Tema International School fielded both boys' and girls' basketball teams, demonstrating remarkable skill and determination. Both teams advanced through the group stages to secure a spot in the quarter-finals. While the girls' team was eliminated at this stage, the boys' team delivered an outstanding performance, reaching the finals. Despite their best efforts, they finished as runners-up, proudly taking home the silver trophy.

Beyond the competition, the tournament fostered camaraderie and sportsmanship, reinforcing the spirit of teamwork and perseverance among young athletes.

Please find below some reflections from our students.



This experience was both thrilling and transformative, pushing me beyond my limits and reshaping my perspective. When I returned to school on January 12th, my schedule was packed with numerous activities leading up to the tournament on January 25th, leaving me with an unrealistic timeframe to prepare effectively. With the athletics

carnival being a key event in our school's sports program, it had to take priority, leaving only a week for basketball practice.

Having always been interested in basketball, I saw this as a chance to test how much I could improve in just one week. My goal was also to inspire other girls to get involved in sports.

As practice began, I quickly realised I was behind compared to the skill level of other teams. However, with the support of a patient coach and understanding teammates, I pushed through and worked towards our shared goals.

To help us prepare, our coach arranged a friendly match against St. Peter's School. Although we tied, the experience taught me the importance of making good passes. By focusing on helping my teammates score, I felt we were able to build better teamwork. We also included pool exercises in our training, which helped us relax and improve our ball-handling skills.

Although we didn't win the tournament and were eliminated in the quarter-finals, we left with a renewed determination to improve and do better next year. ~ **Nana Dokua Ofori-Atta**



Defying Expectations on the Court

When I told people I was joining the school's basketball team, they laughed. But I didn't let that discourage me. Instead, I took it as motivation to prove that I belonged on the court. Despite being shorter than most players, I was determined to play my best.

During practice, I made a conscious effort not to worry about who was watching me. I knew that if I became too self-conscious, I would hold myself back. So I allowed myself to make mistakes, knowing that each one was a step toward improvement.

After just a week of training, the day of the qualifiers arrived. I didn't feel entirely ready, and seeing the other teams was intimidating. But once the game started, all my nerves faded. We played hard, and to our excitement, we qualified! I even managed to score two points for our team—a moment that felt incredibly rewarding.

Unfortunately, we lost in the quarterfinals, but that didn't take away from the experience. Being part of the tournament taught me resilience, confidence, and the value of perseverance. Most importantly, it proved that passion and hard work matter more than what others think.

I may not have started as the strongest player, but I walked away knowing I belonged on that court. And that, to me, is a victory in itself. ~ **Rayna Lisa Oboubi G11**

My Experience at the ISSAG Basketball Tournament

Participating in the ISSAG Basketball Tournament was an unforgettable experience that tested my physical and mental strength. From the moment we stepped onto the court, the intensity and excitement were undeniable. Competing against teams from different schools challenged us to work as a unit, adapt quickly to new strategies, and push ourselves beyond our limits.

One of the most memorable moments was our game against Roman Ridge. It was a tough match that demanded focus and resilience. Every possession mattered, and we had to communicate effectively, trust each other, and remain composed under pressure. That game reinforced the importance of teamwork and the ability to stay strong, even in difficult situations.

Beyond the competition, ISSAG taught me valuable lessons about sportsmanship and perseverance. There were moments of frustration—missed shots, tough fouls, and close calls—but I learned that maintaining a positive attitude and supporting my teammates was just as crucial as making baskets. Whether we won or lost, each game was an opportunity to grow, improve, and refine our skills.

More than just a tournament, ISSAG was also a time for building connections. The shared experience strengthened my bond with my teammates, and I enjoyed meeting players from other schools who shared the same passion for the game.

Overall, ISSAG was both challenging and rewarding. It motivated me to train harder, sharpen my skills, and embrace every victory and setback as part of the journey. I look forward to the next tournament, knowing that each game is another step toward becoming a better athlete and teammate. ~ **Nylah Marfo G11**



A Tournament to Remember

Being part of the 2025 ISSAG Basketball Tournament was an unforgettable experience, even though we faced a tough loss. What made the journey special wasn't just the competition, but the teamwork, the joy of playing, and the personal growth that came with it.

The support from my teammates, the energy of the crowd, and the challenges we faced on the court taught me the importance of perseverance. Even when things didn't go our way, we kept pushing forward.

Although we didn't take home a trophy, the memories and lessons from this tournament will stay with me. In the end, the real victory wasn't about the scoreboard—it was about the experience itself. ~ **Lois Entsua – Mensah G10**

Time was never on our side. With only a week to prepare, our team was pushed beyond limits most would hesitate to approach. Practices became gruelling—drills stretched longer, plays had to be memorised in record time, and our endurance was tested like never before. Every second was critical. But beyond the physical strain, I faced another challenge: my coach had me stepping outside my comfort zone. He saw potential in me that I hadn't yet realised. Whether it meant switching positions, adjusting my style, or taking on new responsibilities, I had to embrace the discomfort—for the team.

Then came the unexpected setback. During an exhibition game against Saint Peter's, designed to fine-tune our chemistry, I went for a rebound and landed awkwardly, a sharp pain shooting through my ankle. I crashed to the floor, everything momentarily blurring around me. But through the pain, one thought pierced my mind: "We only have a week. I can't sit this one out." After taping up my ankle and pushing past the discomfort, I knew the real challenge was ahead—qualifiers.

Our first game was against GIS, and I had no choice but to watch from the bench, my ankle too weak to play. The tension in the air was palpable as my teammates fought hard and secured a victory, knocking GIS out of the tournament. It was a triumph, but our journey wasn't over. Next, we faced AIS, and despite giving it our all, we suffered a painful defeat. The sting of that loss stayed with me, but deep down, I knew this wasn't the last we'd see of AIS.

In the quarter-finals, we were set to face ARIS. We were fired up, ready to go to battle, but ARIS failed to show up, giving us a walkover win. The semi-finals, however, were a different story. We were up against GCHIS—a team that matched us in every way: skill, intensity, and hunger. The game turned into a fierce, physical battle, every player laying it all on the line. We fought through the pain and managed to secure the win that propelled us to the finals. ~ **Nii Armah G9**

And there they were again—AIS, the same team that had beaten us earlier. They stood between us and glory. The final was a war. AIS came out strong, but we matched them shot for shot, possession for possession. My ankle throbbed with every move, but I kept pushing. We played with everything we had, bodies bruised, energy drained, but determined. Every shot was contested, every defensive play vital, and each second felt like an eternity.

When the buzzer finally sounded, the scoreboard told a story we didn't want to accept: we lost. But that loss wasn't just about a game; it was a testament to everything we had overcome. A week earlier, we were a team scrambling for time and cohesion; now we were finalists—battle-tested, bruised, but stronger and more unified than ever. And that, in the end, was our real victory.

The ISSAG basketball tournament is an experience I'll always remember. We only had one week of training before our first game, which made us feel unprepared. However,

during that week, we showed serious dedication and determination to bring home the first-place trophy. While we didn't manage to secure the top spot, we still fought hard against every opponent. Our efforts paid off, and we finished the tournament with a second-place trophy. The team and I are already planning to come back next year, stronger and better, and do our best to win the overall tournament. **Klenam Torkornoo (Assistant Team Captain)**



This was my first and last opportunity to participate in the ISSAG basketball tournament, as I'm in my final year. It was an incredible experience from the training days to the qualifiers. It was amazing to see our hard work come to life in our first game, where we beat GIS, securing our qualification. Unfortunately, we lost our next game against AIS-A by just two points. The following week, we had the quarter-finals, semi-finals, and finals. We received a walkover against Al-Rayan, which gave us a chance to study our opponents. In the next match, we defeated GCHIS, sending us to the finals. Sadly, we lost the final, earning second place. Nonetheless, I'm proud of what we achieved with the limited practice time we had, and I believe that the team next year will bring home the gold.~ **Evaristus Amarrh, Grade 12**

Change ^{the}
World
Through
International
Mindedness

#Make a Difference



HOSTEL CORNER

LEADERSHIP FORECAST

As our newly appointed hostel executives embark on their journey, they share their inspiring aspirations and visions for our hostel community. Read on to discover their exciting plans and ideas!



Our vision for the hostel? Creating a conducive environment that fosters academic excellence, personal growth, and camaraderie among members. How to make this work? Every junior can be assigned to a senior like a big sister – The purpose of this assignment

is to help the young ones cope with boarding life and school. The seniors can be mentors to the juniors.

“Talk to the CE Psychologist,” will provide a safe and anonymous way to share concerns and seek guidance. Here’s how to make it work: Every Friday after the common room session, girls will have the opportunity to write down their challenges or worries on a piece of paper, assigning a unique code of their choice. These notes will be placed into a secured box accessible only by the school counsellor. The counsellor will then address these issues and share their responses in common room sessions, identified only by the codes provided. This ensures that problems can be addressed with complete anonymity while offering meaningful support and solutions.

Betty Owusu & Rayna-Lisa Obuobi Head Cecelia Executive & Deputy Cecelia Executive



Empowering room monitors: Some room monitors do not know the extent of their power in their rooms. Advising them on how they can effectively control their rooms, and get the job done will allow for effective completion of tasks.

Boosting hostel competitions. Throwing more hostel activities, festive celebrations, will boost student morale and increase their appreciation for hostel life. From these activities, they will not only be able to identify their skills and talents but will have immense pride in their hostels for each achievement in the form of bragging rights while achieving more trophies.

Christian Kwakye Anthony Hostel DP 1)



I believe that maintaining a balance between discipline and a supportive, enriching atmosphere is important for creating a community where students thrive. As the Catherine Hostel executive, my focus would be implementing effective strategies that maintain both order and a welcoming space where girls feel empowered. To maintain discipline in the hostel, I will ensure that all girls are familiar with the school rules. During these sessions, rules which are frequently overlooked would be addressed, and any necessary clarifications to help the girls understand the reasons behind these regulations. Guidelines with all the rules will also be posted in common room areas. As an executive, I must model the behavior I expect by leading by example. By following the rules myself I will build trust and make it easier to hold others accountable without seeming hypocritical. In situations where rules are broken, I will follow up with the students who were involved to check their progress to ensure there is an improvement and they are making better choices. Creating a conducive environment that fosters academic excellence, personal growth and

camaraderie is also important within the hostel environment. My job as a hostel executive doesn't just end in the hostel but I also have a responsibility to ensure that the girls excel academically. During prep times, I will make sure that everyone, especially the girls are using their study time productively and not wasting it. Additionally, I will share my own experiences, particularly with the juniors, offering tips and strategies which helped me succeed academically during my earlier years. Self-development workshops and talks on topics such as stress management, time management and emotional intelligence would allow the girls to build skills that go beyond academics, help them prepare for future challenges and improve their personal growth. Finally, to strengthen camaraderie, bonding activities such as game nights or team-bonding sessions with games during common room sessions would be organized. These activities would help students connect outside the academic context and make the hostel feel more like a home. In conclusion, I aim to foster an environment where every girl feels valued and connected, by promoting clear communication, modelling good behavior and encouraging personal and academic growth.

Rachael-Louise Assan. Head Catherine Hostel Executive. (DP 1)



As the newly inducted Deputy Francis Executive I am dedicated to fostering a disciplined and enriching environment within our hostel. My vision is to ensure that all Francis boys uphold the highest standards of conduct while being clean, supported and motivated to excel both academically and personally.

Discipline is the foundation of a well-functioning hostel as said in my vetting. To maintain order, I intend to reinforce existing rules while introducing practical measures that encourage compliance. Extra checks will be conducted to ensure that all students adhere to the hostel guidelines creating a structured and respectful atmosphere. Fostering a strong sense of brotherhood in Francis is crucial to making Francis Hostel a home away from home. To further strengthen our identity and unity I propose the introduction of new Francis Hostel jerseys and branded T-shirts. These will not only instill a sense of pride among residents but also create a shared identity that reinforces our commitment to teamwork and excellence. I am confident that we can make Francis Hostel a model of discipline and unity. With the collective effort of the Head Francis Executive and the hostel parents, we will build a Francis hostel that supports greater growth and unbreakable unity. **Frederick Frimpong & Michael Awuah Okyere Darkwa Head & Deputy Francis Hostel Executive (DP 1)**



To create a disciplined and better environment within the hostel is essential for fostering academic excellence, personal growth, and camaraderie among residents. Drawing from my experiences and insights on leadership, I plan to implement several key strategies to achieve this goal. To instill discipline, it is crucial to set clear expectations and behaviors in the hostel. I aim to achieve this discipline by holding regular meetings to discuss expectations, address concerns and gather feedback from residents. This I believe will promote transparency and encourage everyone to take ownership of the community standards. Drafting a comprehensive code of conduct that outlines acceptable behaviors, responsibilities, and consequences for violations. This document will be shared with all residents during orientation. To create an environment conducive to academic success, I will try organizing study sessions and peer

tutoring to enhance learning while encouraging collaboration among residents. Establishing designated quiet hours will ensure that all members have the opportunity to study without distractions in the hostel. Workshops on time management, study techniques and maintaining good hygiene can empower residents to excel academically and personally. By implementing these strategies, I aim to create a disciplined yet nurturing environment within the hostel that promotes academic excellence, personal growth, and strong interpersonal relationships. **Ebenezer Baiden**
Anthony Hostel Executive (DP1)



Change ^{the} World Through Honesty

#Make a Difference



Why the MYP is the Best Choice for Preparing Students for the DP and Beyond



As the CAS (Creativity, Activity, Service) Coordinator at Tema International School (TIS) for the past 15 years, I have seen first-hand how different educational pathways influence students' learning experiences and personal growth. In 2018, TIS transitioned from the IGCSE to the IB Middle Years Programme (MYP), and the

impact was transformational. This shift has not only enhanced academic preparedness but has also equipped students with essential skills, values, and mindsets, making them more ready for the rigours of the Diploma Programme (DP) and beyond.

The Strength of the IB Continuum

The IB continuum, particularly the transition from MYP to DP, is designed to foster independent, reflective learners who think critically, engage meaningfully with their communities, and take ownership of their education. Unlike traditional curricula, which focus on content mastery, the MYP emphasises research, time management, interdisciplinary thinking, and self-reflection, skills essential for success in the DP and future professional or academic pursuits.

Key Benefits of the MYP in Preparing Students for the DP

1. The Personal Project – A Stepping Stone for the Extended Essay (EE)

A defining feature of the MYP is the Personal Project, which introduces students to independent research and time management. This experience mirrors the Extended Essay (EE) in the DP, allowing students to develop the ability to conduct in-depth research, manage long-term deadlines, and critically analyse information, all vital skills in higher education and professional life.

➤ Student Perspectives:

- *"The Personal Project significantly enhanced my research and time management skills, making the EE process more manageable."* **Senanu Ahlidza (DP2)**
- *"Working on the Personal Project taught me how to plan ahead, manage deadlines, and critically analyse information, skills that helped me succeed in the EE."* **Kelvin Kasami (DP2)**

2. Service as Action and the Community Project – The Foundation for CAS

A fundamental aspect of the IB philosophy is service learning, and the MYP fosters this through Service as Action and the Community Project. These experiences nurture empathy, leadership, and a sense of social responsibility, which seamlessly transition into the CAS programme in the DP.

➤ Student Perspectives:

- *"My MYP Service as Action experiences shaped my CAS approach by fostering empathy and a commitment to meaningful service."* – Faaiz Saani (DP2)

- *"The Community Project made me realise that even small actions can create a significant impact, helping me approach CAS with confidence."* **Nana Aisha Hussein (DP2)**
- *"The MYP showed me that service isn't just about helping others—it's about creating lasting change."* **Ezra Anim-Somuah (DP2)**

3. Interdisciplinary Learning – Building an Inquiry-Based Mindset

The MYP encourages interdisciplinary learning, allowing students to make connections across multiple subjects. This mirrors real-world problem-solving, enabling students to develop adaptability and critical thinking, skills that are crucial for DP coursework, Internal Assessments, and Theory of Knowledge (TOK).

➤ Student Perspectives:

- *"The interdisciplinary approach in the MYP helped me connect subjects, making DP coursework more manageable."* **Kayla Searyoh (DP2)**
- *"ATL skills helped me develop self-management and research skills that made DP assessments easier to navigate."* **Jeremy Tackie (DP2)**

4. Time Management and Research Skills – A Lifelong Asset

One of the most practical skills students gain from the MYP is time management, which reduces stress and improves academic performance. Students learn to balance extracurricular activities, academic work, and personal commitments effectively, setting them up for success in the DP and beyond.

➤ Student Perspectives:

- *"Balancing MYP deadlines taught me the importance of time management, which made handling the DP workload much easier."* **Eunice Abena Adubofour (DP2)**
- *"The skills I developed through MYP projects made me more independent and reflective, particularly in research and planning."* **Maame Akosua Osei-Amoako (DP1)**

How MYP Students Differ from Non-IB Students in the DP

Having worked with students from both IB and non-IB backgrounds, I have observed significant differences in their preparedness for the DP:

- MYP students enter the DP with confidence. They understand reflection, service learning, research expectations, and time management, which are all essential for excelling in the DP.
- Non-IB students often struggle with CAS, the Extended Essay, and interdisciplinary learning. While they eventually adapt, the learning curve is steeper, requiring additional support and guidance.

The MYP's structured approach ensures that students transition smoothly into the DP with a clear sense of purpose, making them more proactive, responsible, and independent learners.

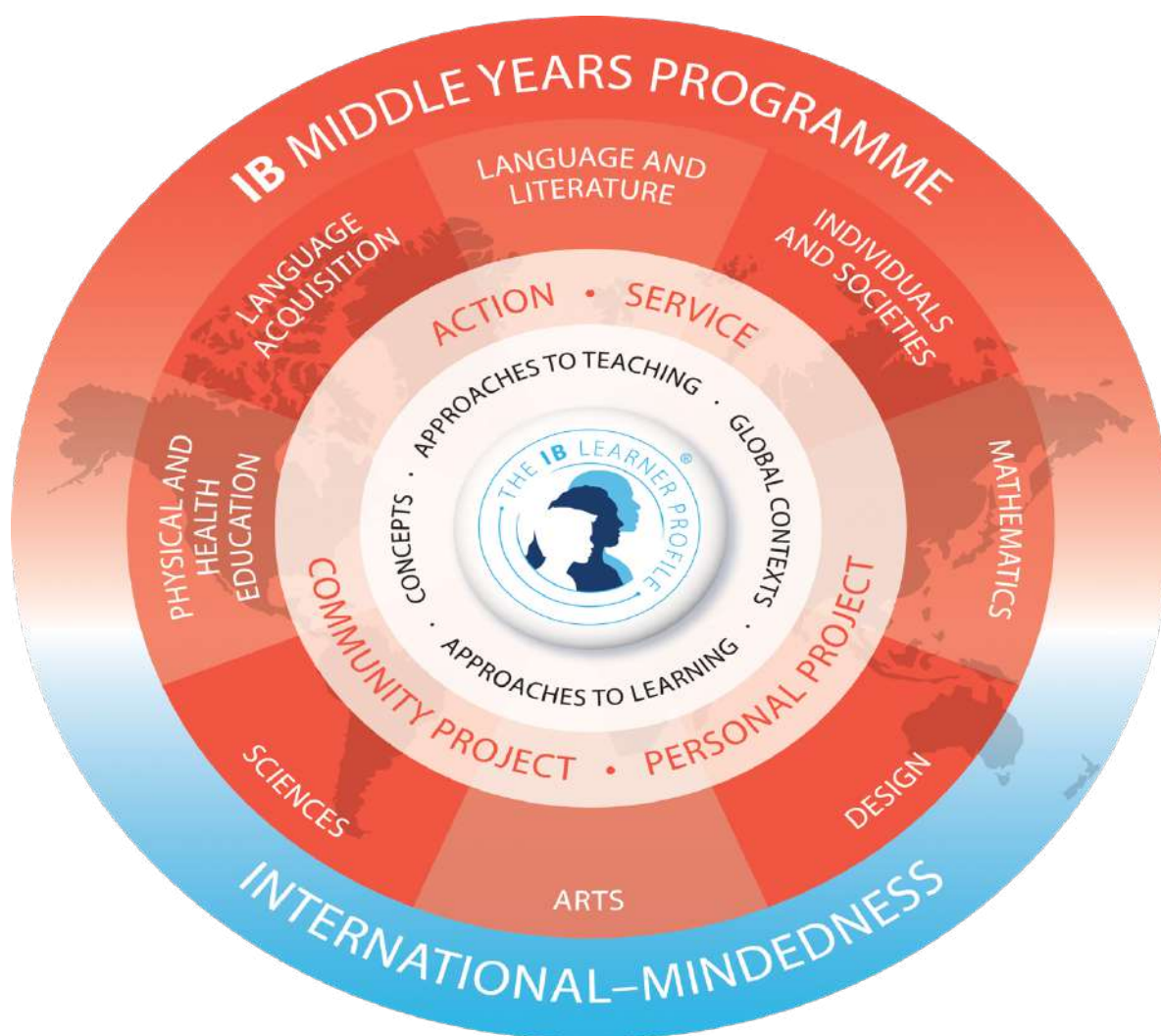
Why the MYP is the Best Choice for DP Preparation

The MYP is more than a middle school curriculum; it is a transformative experience that shapes students into independent, reflective, and responsible individuals.

Through the Personal Project, Service as Action, interdisciplinary learning, and time management skills, students build a strong foundation for the DP, CAS, and beyond. More importantly, they develop a mindset of continuous learning, self-improvement, and global responsibility, preparing them to make meaningful contributions to society.

As a CAS Coordinator at Tema International School, I have no doubt that students who complete the MYP enter the DP with a significant advantage, not only in academic preparedness but also in essential life skills that extend beyond the classroom.

For parents and educators considering which path best prepares students for the DP and beyond, the MYP remains the best choice. It nurtures thinkers, leaders, and changemakers who will go on to make a lasting impact on the 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.”



