

TIS RECORD

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At TIS,

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

Contents

- PYP News: Page 10
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Key Dates

- 17-28/2/25: DP Mock Exams
- 1/3/25: Visit the MYP Projects (Community & Personal) from 11.0am at the Main Campus.
- 7/3/25: PYP/MYP Info Day at Main Campus

Thought for the Week

Being aware of a single shortcoming within yourself is far more useful than being aware of a thousand in someone else.

- Dalai Lama



Seven Learning Myths

In an interesting Edutopia article, Daniel Leonard highlights the following learning myths.

X Left and right brain thinking

✓ Anyone can get more creative or more analytical with practice.

X Intelligence is a fixed quality

✓ In reality, standardised tests have a chequered past and fail as a consistent measure of a person's intellectual ability.

X You can multitask effectively.

✓ Human brains are not able to focus on multiple things at a time!



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

-Steve Bollar

Making Us Proud

Ashanti Tettey-

Amlalo, a Grade 6 PYP student, earned three awards during the Achievement Assembly, setting a great example for all students with her hard work.

Mr. Bright Addo, a PYP janitor, has demonstrated incredible commitment and support during students' Art Enrichment sessions and Art Projects, making a meaningful impact with his willingness to assist.

Mr. Hagan Ntimah, a PYP Art Teacher, has shown great consistency in updating the notice board with inspiring weekly quotes that keep our community motivated and engaged.

Making Us Proud during the STEM Seminar organised by Academic City were

- Zoey Opare, (11)
- Mandy Quartey, (11)
- Sedinam Ahlidza, (11)

X *You have a learning style.*

✓ Decades of research found no evidence that students learn more effectively when instruction is tailored to their preferred 'style'.

X *Talent beats persistence.*

✓. Research suggests persistence is a more important factor than innate ability in the majority of academic endeavours.

X *Learning is filling your brain.*

✓ Our knowledge grows by making connections to things we already know.

X *Study as close to the test date as possible.*

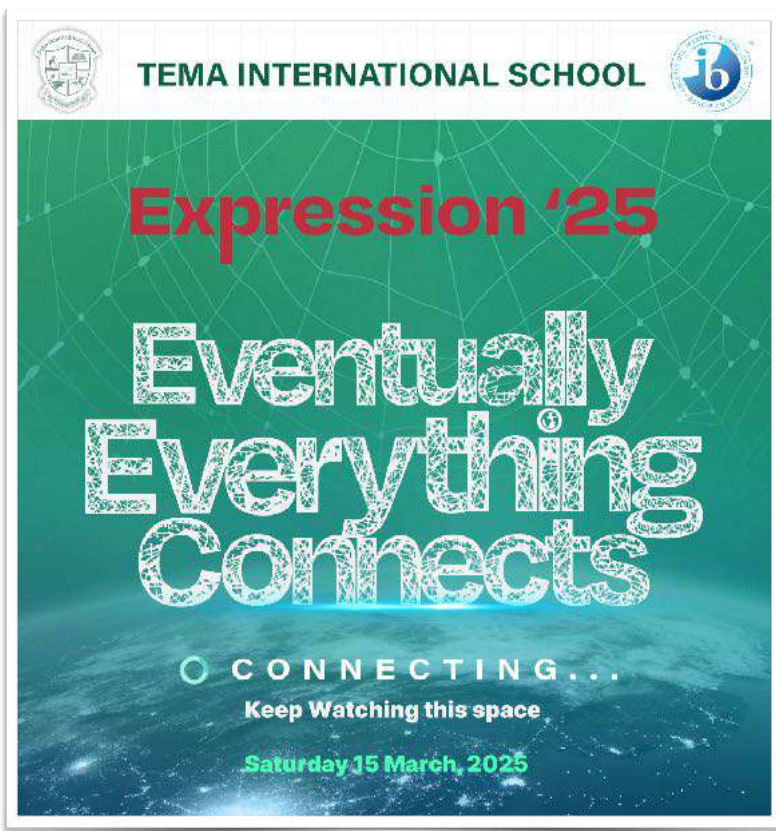
✓ Students who cram will often perform poorly on the exam and subsequently forget the material more quickly, robbing themselves of the foundation needed to succeed in the future.

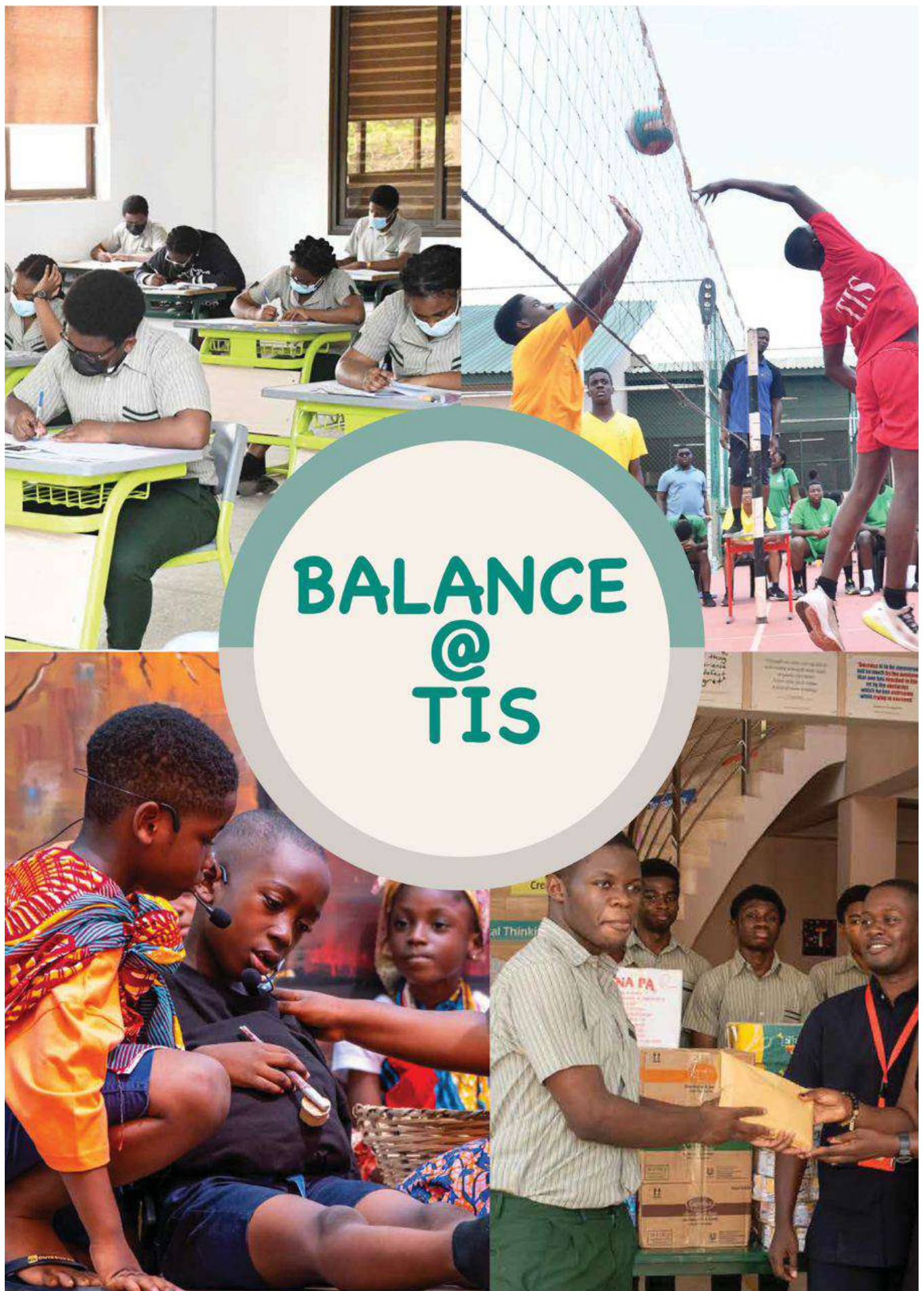
Source: https://www.edutopia.org/article/learning-myths-st...te&utm_

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.

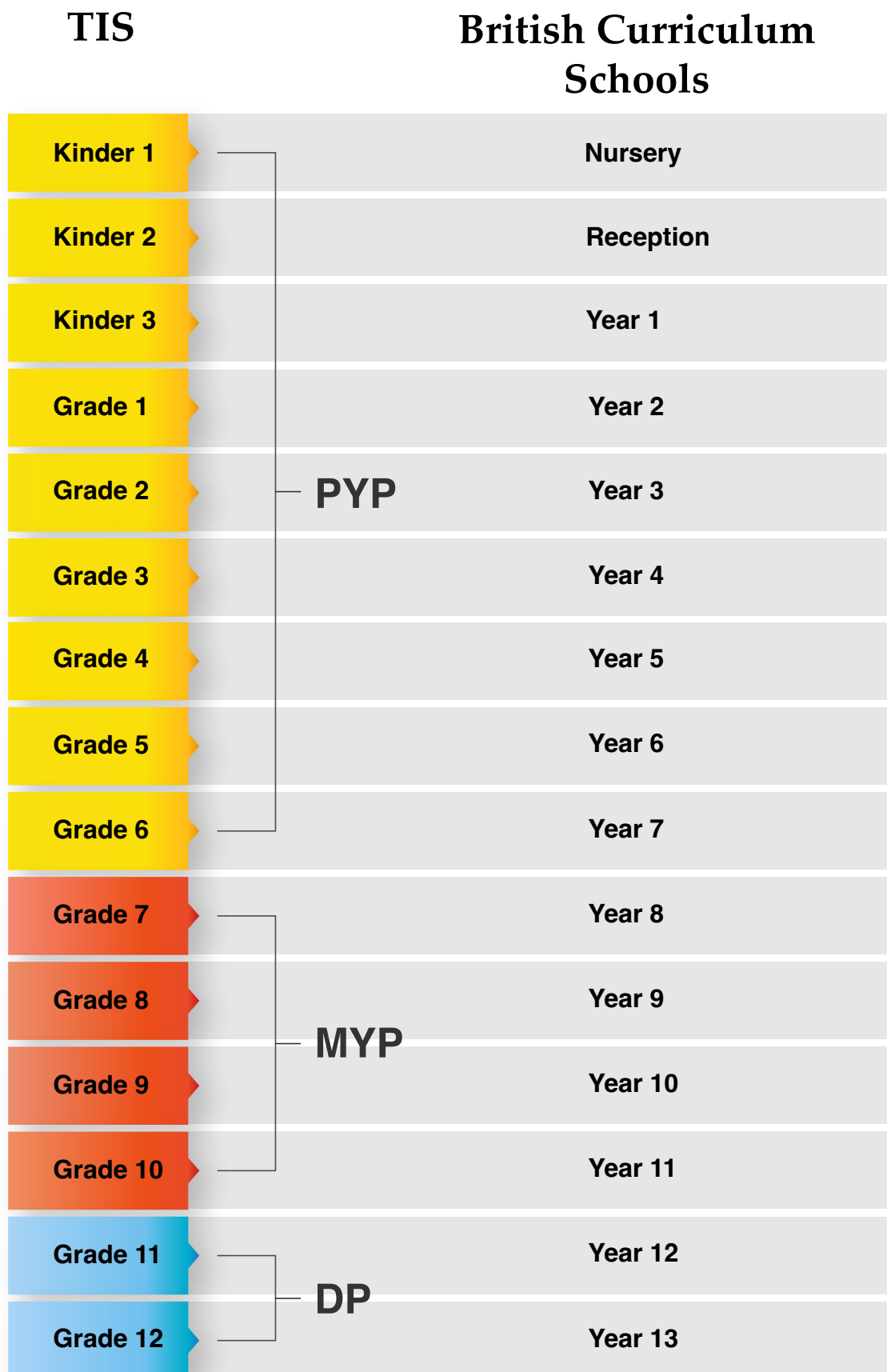
APPLICATION DECISION

- ✓ 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





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



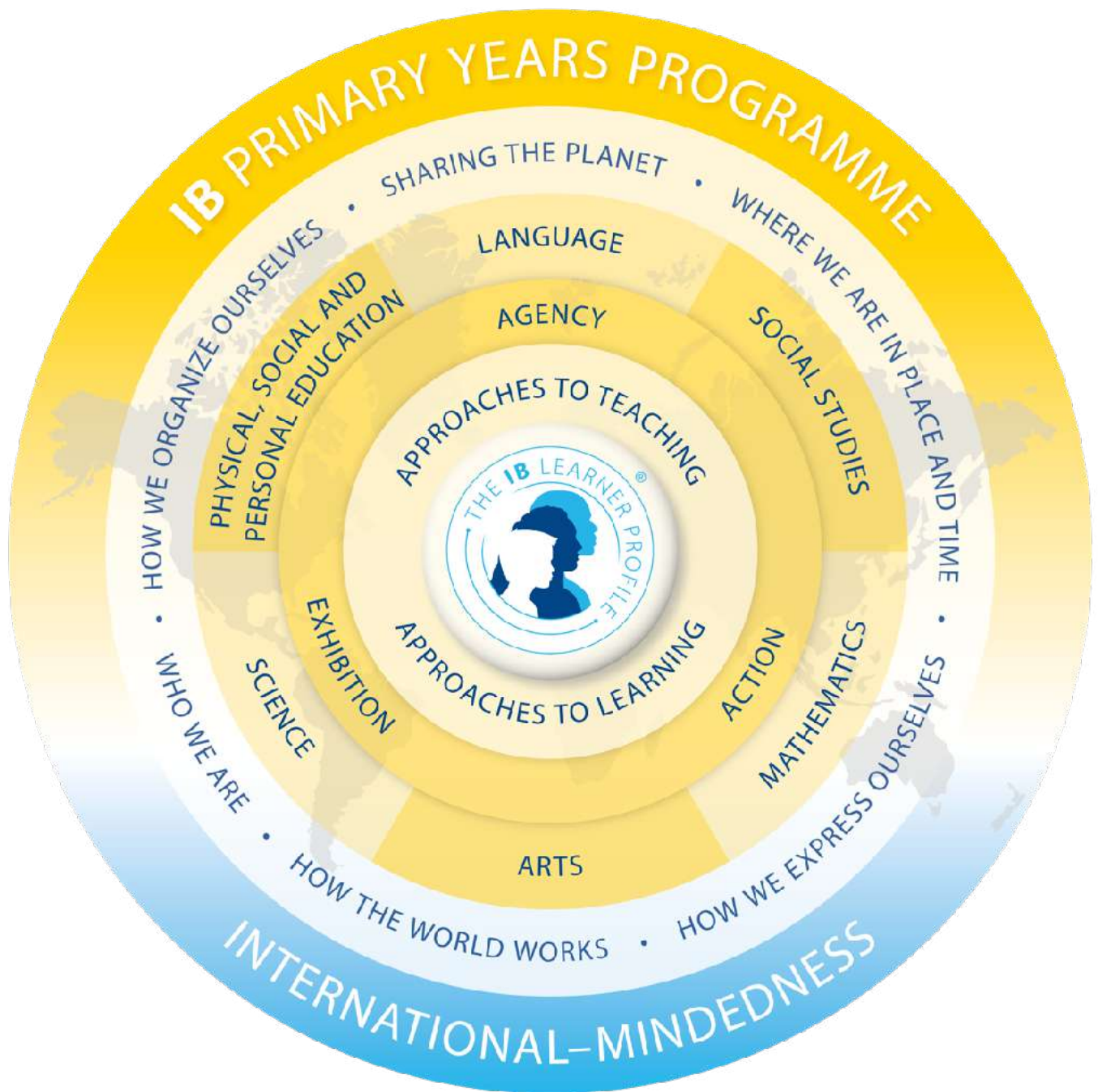
TIS FITNESS GYM

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



Collaboration Fuels Transdisciplinarity



At Tema International School's Primary Campus, we promote an educational environment that prioritises transdisciplinary learning. This approach encourages our students to engage with knowledge across various subject areas, creating a comprehensive understanding of the world around them. Central to this philosophy is collaboration, a cornerstone of the International Baccalaureate Primary Years Programme (IB PYP). Through collaborative efforts, students gain deeper insights and develop essential skills for lifelong learning.

Engaging Families in Learning

Family involvement is another critical component of our collaborative efforts. Learning extends beyond the classroom, and our families play a vital role in this process. We invite parents to participate in various school activities related to our themes throughout the academic year. For instance, during an Early Years unit on "Where We Are in Place and Time," parents were invited to share their personal histories and cultural stories.

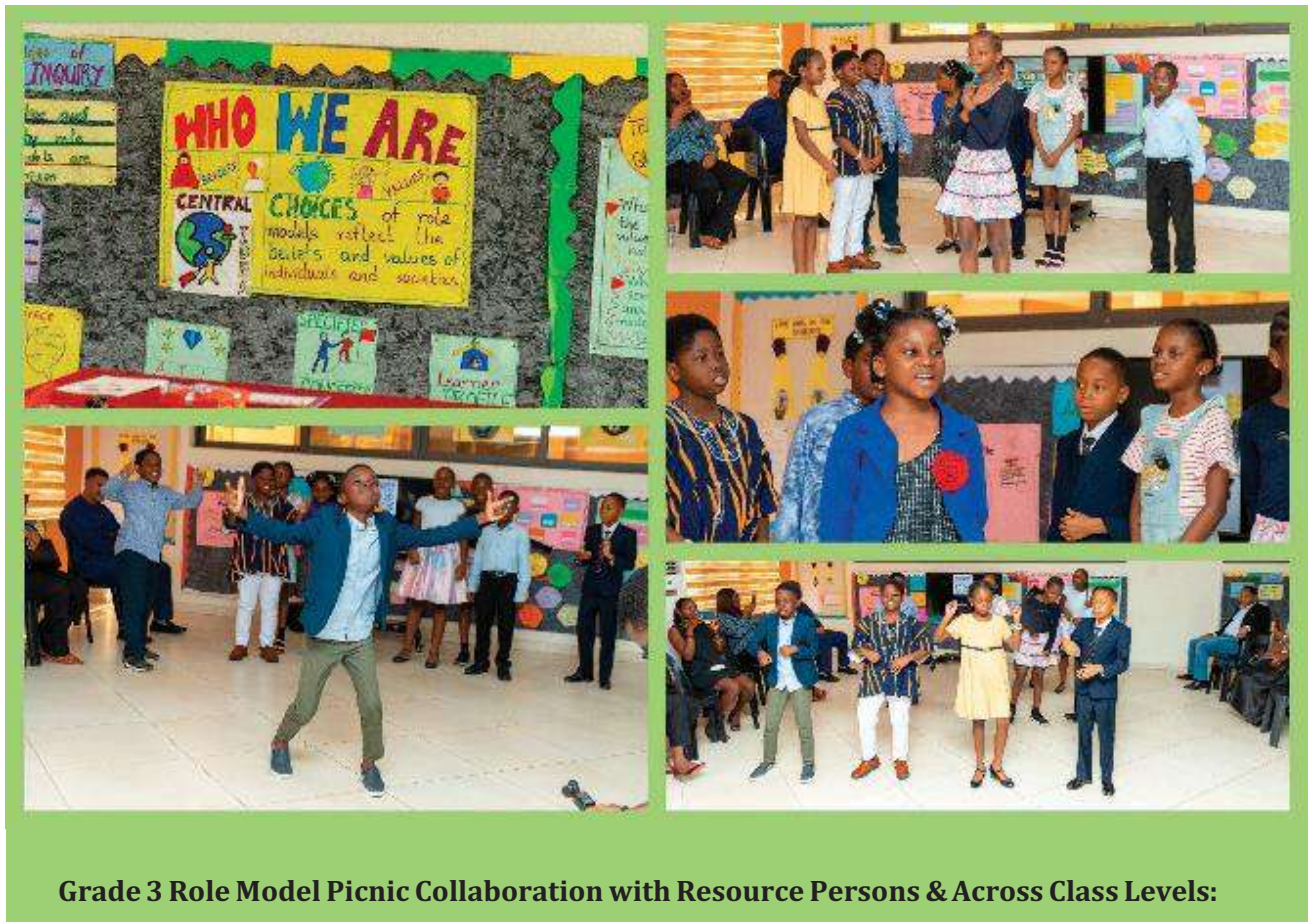
The event dubbed ‘Family Day Celebration’, hosted by our Early Years learners was more than just a special event—it was a meaningful part of our Unit of Inquiry on Migration, Culture, and Play. Watching our learners, parents, and grandparents come together to share stories, traditions, and experiences was truly heartwarming. This not only enriched the students' understanding but also fostered a sense of community and belonging. By collaborating with families, we create a supportive network that enhances the educational experience for our students. [Here](#) are snippets of the celebration.



The Grade 3 Role Model Picnic stood out for me as a practical engagement that impacted skills in writing, arts, creativity, and communication for passionate learners. I was impressed with the writing skills of the grade 3 students showcased in their poems about their role models and their inquiring skills in their interview questions to the role model. In all, a great day was spent, seeing the result of the hard work of the learners and their instructors. Very well done! ***Proud Parent, Prosper Mickson-Quarshie***

The program was a fun and inspiring event. The children asked simple and thoughtful questions about our career journey, challenges and how we overcame them, our beliefs and values and many other important questions asked in their little voices. I enjoyed sharing my experiences with them, and the picnic reminded me that being a good role model is very important. I am grateful for the chance to help them learn and grow. I look forward to sharing with them again.

Thank you, Nimah Hagan Nandi, Visual Art Facilitator



Grade 3 Role Model Picnic Collaboration with Resource Persons & Across Class Levels:

We regularly invite resource persons to share their expertise and experiences to broaden our students' perspectives. These individuals, from diverse fields, provide valuable insights that complement our curriculum. On Friday, 7 February 2025, our learners took ownership of their learning by organising the Role Model Picnic, a dynamic and engaging transdisciplinary event that brought together creativity, communication, and inquiry. With Grade 2 as our eager audience, the event celebrated the influence of role models in shaping aspirations and values. Learners showcased their writing skills by crafting and reciting heartfelt poems filled with figurative language, painting vivid pictures of their role models' impact. They brought energy and expression to the celebration with a choreographed dance performance, embodying the joy and admiration they felt. One of the most memorable moments was the interactive Q&A session, where learners confidently asked their role models thought-provoking questions about their careers, beliefs, and values, making real-world connections and deepening their understanding of different life paths. The artistic segment allowed them to capture the essence of their role models through colourful paintings, demonstrating their appreciation through visual storytelling. The event was not just a showcase of learning but a celebration of inspiration, agency, and the meaningful relationships that guide us in becoming lifelong learners. A unique aspect of our approach is the collaboration between different class levels, allowing students to learn from one another meaningfully. One example is during the PYP Exhibition, Grade 6 students work closely with Grade 5 students, guiding them through the research and presentation process. This partnership helps younger students develop inquiry and communication skills and allows older students to refine their leadership and mentorship abilities. These interactions build a strong sense of community, boost confidence, and enhance critical thinking, all while reinforcing the transdisciplinary connections within our units of inquiry.

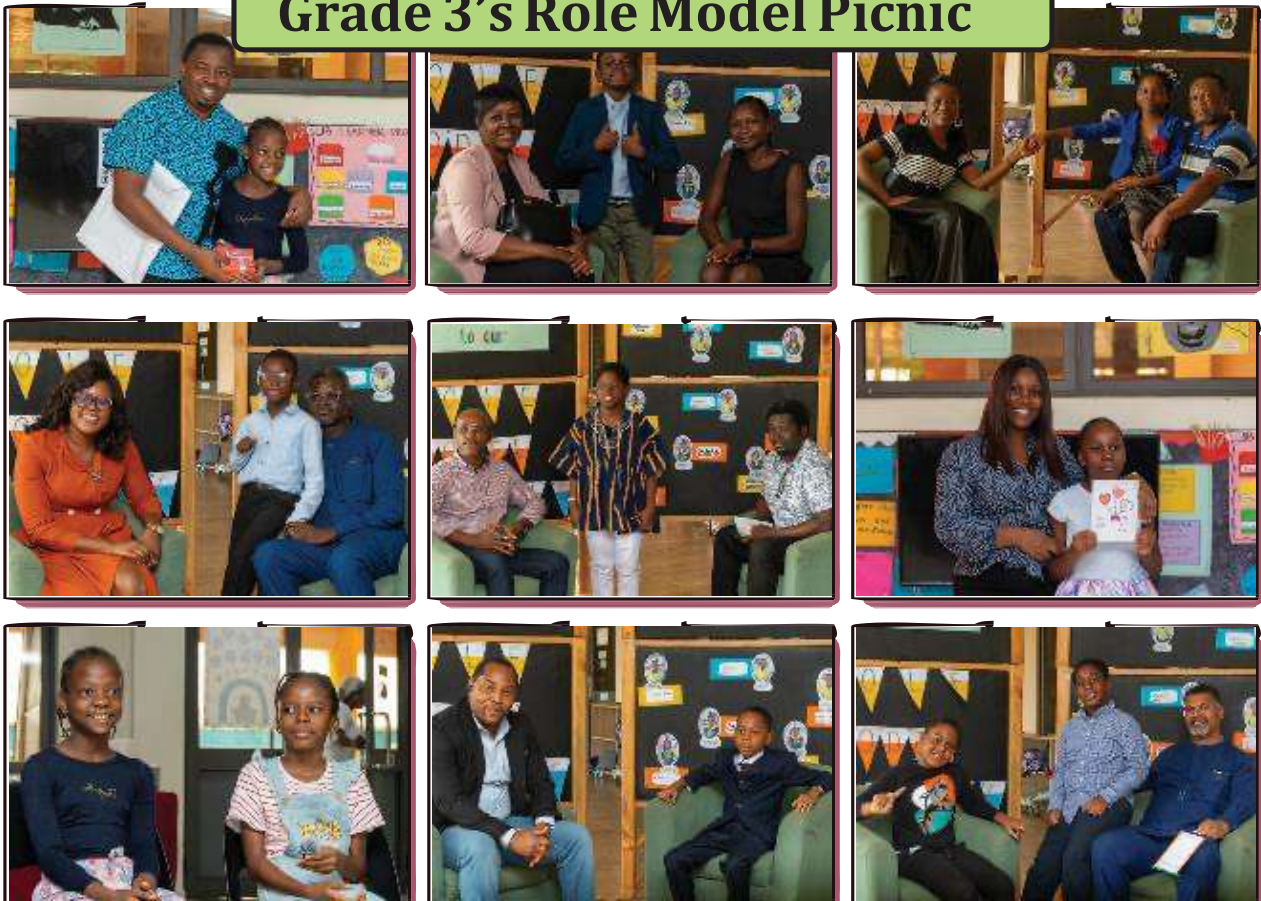
Grades 5 & 6 (Presentation on Wellbeing)

In this lesson, we integrated Science and Wellbeing by inviting our school counsellor to discuss the stages of growth and the changes that come with them. This real-world learning experience encouraged students to explore physical, emotional, and social development, making meaningful connections between biological concepts and personal experiences. Through active questioning and discussion, students developed communication and self-management skills, deepening their understanding of human development. Additionally, the cross-grade interaction between Grade 5 and 6 students encouraged collaboration, respectful communication, and diverse perspectives, enhancing social learning and teamwork. This experience stimulated reflection and agency, reinforcing the IB’s commitment to international-mindedness and holistic education.



Grades 5 & 6 Collaboration and Well-being Session with Rev. Albright (School Counsellor)

Grade 3’s Role Model Picnic



At Tema International School Primary Campus, where transdisciplinary learning and collaboration are central to the IB philosophy, the role of a school nurse extends beyond medical care to actively contribute to student learning and wellbeing. Recognising the connection between health and education, efforts are made to integrate well-being into the Units of Inquiry (UOI), ensuring that students understand the impact of health on their daily lives and academic success. Whether exploring personal hygiene, nutrition, emotional health, or safety, meaningful learning experiences are created to help students develop essential life skills. Collaboration is a key component of fostering holistic student development. Students are encouraged to take responsibility for their health and well-being through interactive workshops, discussions, and hands-on activities. Working closely with teachers and resource persons, expert insights on health-related topics are provided to enhance classroom learning. Coordination with physical education teachers ensures that movement and physical activities support students' physical and mental well-being. Additionally, guest speakers from the healthcare sector are occasionally invited to provide real-world perspectives, enriching the learning experience for students.

Beyond the classroom, partnerships with families are crucial in reinforcing well-being at home. Health awareness sessions, newsletters, and consultations provide parents with guidance on student health, nutrition, and safety, ensuring a consistent approach between home and school. Open communication allows for better support, especially for students with medical conditions. Collaborating with student support teams and families enables the creation of personalised care plans, ensuring that all students feel safe, supported, and able to participate in school life fully. The commitment to student well-being at TIS Primary Campus extends beyond individual health needs to broader school-wide initiatives. Programs promoting wellness, mental health awareness, and emergency preparedness provide a safe and supportive learning environment. By embedding physical, emotional, and social well-being into the school culture, a foundation is laid for balanced, well-rounded learners equipped with the knowledge and skills to make informed health decisions and contribute positively to their communities.

Regina Owusu, School Nurse





Albright Banibensu

Transdisciplinary learning and collaboration are summed up in the popular African proverb that knowledge is like a baobab tree, no single person can embrace it. This is demonstrated in the school setting when children learn from various sources and experts within the school community or invited guests instead of learning from a single facilitator.

Recently, I had the honour to facilitate a session for the Grade 5 learners on the emotional and social changes they are experiencing or will soon experience as a result of puberty. Although the focus was on their feelings (emotional) and relational (social) changes, the learning experience was structured such that it had a holistic flow, providing a reflection on the previous learning experiences they might

have had. I was invited as a guest facilitator because I was the school's wellbeing counsellor.

The lesson started with an icebreaker activity that saw the learners pairing and learning new things about each other based on the number they picked between 1 to 5. After that, they were allowed to make their own rules to ensure a safe learning environment for themselves. The rules they came up with included not ridiculing anyone and being kind to each other. Due to the sensitive nature of the topic, it was important to demystify certain parts of the body that are normally shrouded in taboo words. To further respect each learner's level of sensitivity, a question box was provided by the resource person. It was "hidden" at the back of the class so that any learner can drop in questions they will feel shy asking directly. With some body parts written on A-4 sheets and taped to some tables, the learners were asked to go around the room and write down any other names they call those parts of the body by. It was interesting to note how the learners referred to some parts of the body. They also watched a video of how humans develop from birth through adolescence, adulthood to aging. The feelings (emotional changes) associated with puberty that were discussed included worry about what others say or think about them and struggling with who they are (identity). Relational (social) changes included feeling sexually attracted to others and thinking that adults do not understand them.

The teachers were actively involved in the learning experience by encouraging the learners to interact freely, ask questions, and sometimes, re-wording and asking some questions on behalf of the learners so they could understand the points better. Learners were given practical assignments to create a healthy connection between the home and school and foster continual learning. They were asked to choose a family member or their parents. They are to share with that person three things they learned about puberty. They would then ask that person to share experiences they had when they were the age of the learners. It was to focus on what they liked best or least about being at that age and how they navigated it. This makes the family involved in the learning experience of the child. It was such an exciting learning experience that the learners requested an extension of time, which was gladly granted.

Collaborations with Local Organisations

Through our collaboration with local organisations, our students have the opportunity to witness and learn firsthand about the world around them. These partnerships have led to enriching field trips, including visits to the zoo, forest reserves, recreational centres, the Supreme Court of Ghana, Parliament House, and the Ga Traditional Council, among others. These experiences bring our units of inquiry to life, allowing students to make real-world connections and deepen their understanding of key concepts.



Grade 4 Field Trip to the Supreme Court & The Parliament House

For instance, during the "How We Organise Ourselves" unit, students explored governance and leadership by visiting key institutions, while trips to natural reserves supported inquiries into sustainability and biodiversity. Similarly, our Early Years learners visited the Ga Traditional Council as part of their unit on Culture, Games, and Migration, where they learned about traditional governance, indigenous games, and the movement of people over time. Students develop a sense of responsibility, empathy, and a deeper appreciation for the world's interconnectedness by engaging directly with their environment and community. Here are highlights of the event: [EY Visit to Ga Traditional Council](#)

Thematic Integration and Unit of Inquiry

At the heart of all our collaborative efforts is the seamless integration of themes and units of inquiry. Every collaboration, whether within the school or with external partners, is intricately linked to our curriculum. This ensures students can see the connections between different subject areas and cohesively apply their knowledge. A recent unit on "Who We Are" exemplified this approach, as students explored identity and personal growth through a series of collaborative projects involving art, science, and history. Maintaining a strong thematic focus ensures that our students engage in meaningful and purposeful learning experiences.



Transdisciplinary learning is strengthened through collaboration, and the Grade 4 assembly was a perfect example of how this approach deepens understanding. Students explored how societies govern and the impact of different government systems on citizens, making meaningful connections across social studies, language, drama, and visual arts. They analysed rights and responsibilities through research, discussions, and creative presentations, expressing their insights through drama, dance, music, and poetry. They applied their knowledge in multiple disciplines, writing scripts, designing visuals, and using performance skills to communicate their learning effectively. The presentation's success was a clear reflection of their teamwork, as they supported one another in rehearsals, refined their ideas, and demonstrated confidence in their roles. More than just a performance, this assembly highlighted the power of inquiry, creativity, and collaboration, proving that when students work together across disciplines, their learning becomes richer, more meaningful, and lasting. Please open this [link](#) to enjoy their assembly.



Grade 4 Unit Assembly Preps

The Grade 2 assembly was another inspiring example of how collaboration enriches transdisciplinary learning. Centred on caring for our environment, learners explored ways to keep our air and water clean through an integrated approach that connected multiple disciplines. They showcased their understanding through English, French, Mandarin, and Sign Language, demonstrating their communication skills across languages. Science played a key role as they investigated pollution, its causes, and solutions, applying their knowledge in creative ways. They brought awareness to environmental responsibility through drama, music, and visual displays, encouraging their peers to take action. The assembly was tangible evidence of teamwork, as learners supported one another in rehearsals, blended their learning from various subjects, and confidently shared their message. It celebrated inquiry, creativity, and collaboration, proving that when learners connect their learning across disciplines, their understanding deepens and becomes more impactful.



Grade 2 Unit Assembly

Transdisciplinary Learning in the Early Years



At TIS Primary School Campus, Grade 6 students brought transdisciplinary learning to life by blending science, language arts, and technology. Using Story Jumper, they created adventure stories set in different biomes, integrating their understanding of ecosystems, climate, and wildlife with descriptive writing. To extend their experience, they recorded audio narrations, transforming their digital books into audiobooks. This hands-on project enhanced their storytelling, digital literacy, and oral communication skills while fostering creativity, collaboration, and critical thinking.

Saviour Yevugah, Grade 6



Grade 6 students creating their adventure audiobooks on Storyjumper



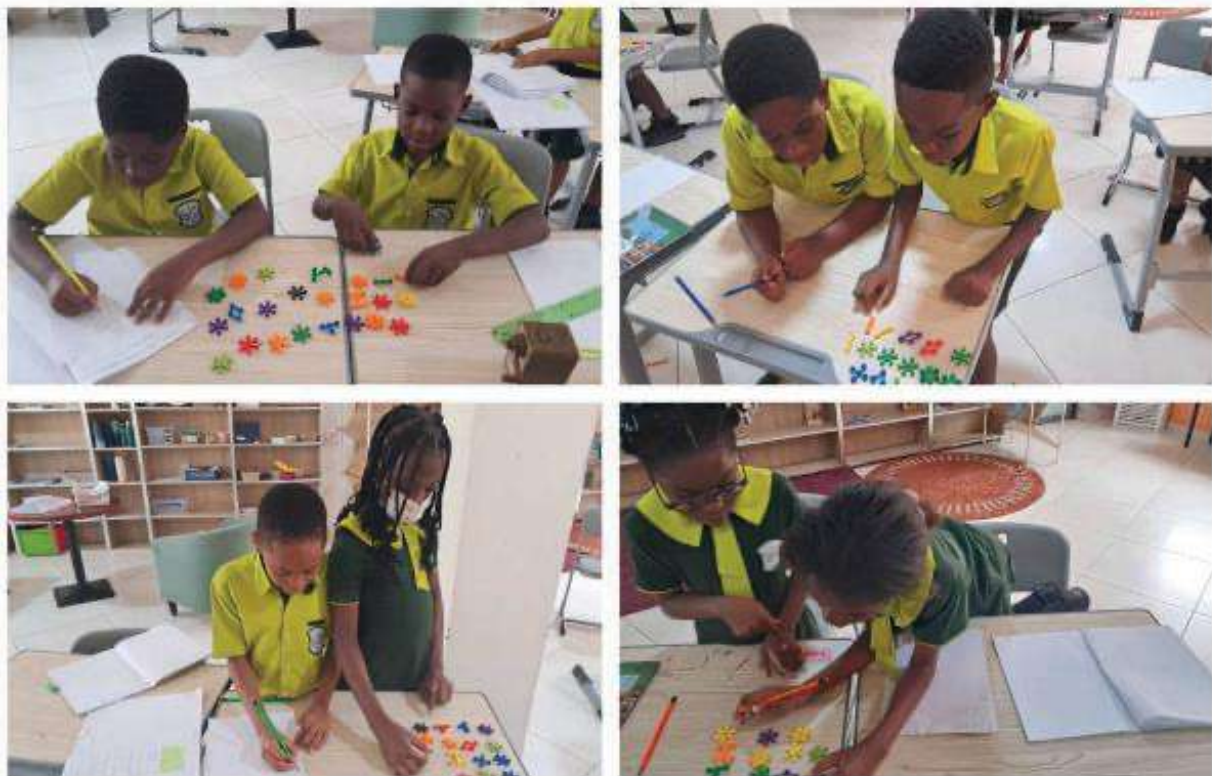
In this lesson, we connected Mathematics and Science by recording and rounding students' weights to the nearest whole number and then presenting the data on a graph. This real-world application of measurement and data handling reinforced numeracy skills while fostering inquiry into personal health and well-being. Through this activity, students applied critical thinking and data interpretation skills, analysing patterns and making connections between mathematical concepts and Well-being.

Frederick Amoah, Grade 5



Grade 5 students learning about family members in Mandarin

Learners took a hands-on approach to understanding factors by working in pairs with manipulatives such as counters. They explored different ways to group numbers, discovering factor pairs through trial, discussion, and reasoning. This collaborative activity encouraged them to think critically, communicate their strategies, and make real-world connections to multiplication and division. By physically arranging objects to find factors, learners deepened their conceptual understanding in a fun and interactive way, turning math into an engaging and meaningful experience! **Perfecta Esso, Grade3**



Grade 2 learners worked together on various tasks to explore the properties of air and water. Through teamwork, discussion, and experiments, they discovered fascinating facts about these essential elements of nature. The young scientists engaged in activities such as observing how air takes up space, testing whether objects sink or float in water, and understanding how water changes form. By working in small groups, they shared ideas, asked questions, and learned from one another. This collaborative learning approach deepened their understanding and helped them develop teamwork, problem-solving, and communication skills.

Seeing their curiosity come to life as they explored, experimented, and made connections to the world around them was a joy. Through collaboration, they discovered that learning is not just about finding answers—it's about the journey of exploring together! *Charles Teye, Grade 2*



Mandarin lesson in Grade 5



Collaboration is always used as an effective tool to enable students to share ideas, foster an inclusive environment, and exchange knowledge. During our Sign Language lessons, students who may face challenges with handshapes are paired with others to provide opportunities for peer assistance to refine their signing skills. Collaboration enhances social skills as students work together and learn from one another. Through collaborative activities, students improve their language abilities and gain an appreciation for the importance of teamwork in achieving their shared goals. **Regina Manko, Sign Language Facilitator**

Grade 5 learners reinforced their understanding of technology through a [Unit Song](#) that incorporated key concepts like innovation, communication, and digital responsibility. Collaborating with the classroom teacher, I helped align the song's themes with their lessons, making learning more engaging. Students deepened their grasp of technology through singing, rhythm, and expression while enhancing their musical skills. **Robert, Music Intern**



As an art teacher, I connect art with other subjects so students can use creativity to explore math, science, history, literacy, etc. I work with other teachers to plan projects that support what students are learning in class. I also involve parents, local artists, and the community through exhibitions and creative activities. This helps students see how art is part of everyday life and makes learning more meaningful and impactful. *Ntimah Hagan, Visual Art Facilitator*

I ensure transdisciplinary learning by integrating concepts from multiple disciplines, helping students make meaningful connections across subjects. I collaborate with all stakeholders to create a shared learning experience, ensuring that learning is not owned by a single individual but by the entire community. This approach empowers students to take ownership of their learning, fostering engagement, creativity, and deeper understanding. *Dennis Dzah, Dance & Drama Facilitator*

Grade 1 learners engaged in transdisciplinary learning as they inquired into the unit "How We Express Ourselves." Focusing on the central idea that "images communicate ideas and information," students collaborated with experts from various disciplines to deepen their understanding. Through a collaboration with a sign language teacher, learners created signs for key locations within the school and essential classroom expressions, exploring the role of gestures and facial expressions in communication. In art class, students co-created paintings that showcased various gestures, incorporating their knowledge of 2D and 3D shapes and colour symbolism to design community signs. This process also introduced learners to French vocabulary for shapes and colours. To further explore the concept of images, students examined static and moving images, and then brought their own written stories to life by creating static images. In a subsequent collaboration with the art teacher, learners transformed these static images into moving videos, effectively communicating their ideas and stories through multiple forms of expression. Open the link to enjoy [Lucille's Story](#) (*Rhoda Andoh, Grade 1*)



Collaboration is essential to the transdisciplinary learning approach at Tema International School's Primary Campus. We create a dynamic and inclusive learning environment by building partnerships across class levels, with families, resource persons, and local organisations. These collaborative efforts are deeply rooted in our IB PYP philosophy, ensuring that every activity is connected to our themes and units of inquiry. We empower our students to become compassionate, knowledgeable, and active community participants through collaboration. We invite you to join us in this journey of discovery and growth, as we continue to embrace collaboration in all its forms.



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
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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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29	30	31				

January 2025						
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12	13	14	15	16	17	18
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26	27	28	29	30	31	

February 2025						
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March 2025						
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30	31					







April 2025						
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13	14	15	16	17	18	19
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27	28	29	30			

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

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

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

COLOUR KEY

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

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

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

The Learning Journey of the MYP Personal & Community Projects

The **MYP Personal Project and Community Project** are essential components of the Middle Years Programme, fostering student agency, critical thinking, and real-world engagement. Through these projects, students embark on a self-directed learning journey, exploring personal interests in the **Personal Project** and collaborating to address community needs in the **Community Project**. These experiences nurture research, communication, and reflection skills, preparing them for future academic and personal growth.

We invite parents to join us on **Saturday, 1 March 2025**, to celebrate their children's learning and achievements as they showcase their projects. Witnessing their dedication, creativity, and impact will be a wonderful opportunity. More details can be found on the event poster.

The poster features the Tema International School logo on the left and the IB logo on the right. The central image shows a student with a bicycle next to a large yellow and red LEGO crane, and two other students looking at a project display board with a yellow hard hat and pencils. The text is in green and yellow on a green background.

TEMA INTERNATIONAL SCHOOL

Middle Years Programme

Personal & Community PROJECT EXHIBITION

-  **Saturday, 1 March 2025**
-  **11 am prompt**
-  **TIS Secondary Campus Classrooms and Gardens**

Celebrating the MYP Personal Project Journey

The **MYP Personal Project** is a milestone in the Middle Years Programme. It allows students to embark on a self-directed learning journey that reflects their interests, passions, and creativity. Through this process, they develop essential skills such as research, communication, and self-management while exploring meaningful topics. The Personal Project challenges students to think critically, apply ATL skills, and embody the IB Learner Profile attributes as they work towards creating a final product that represents their learning.

In this **Personal Project series**, we will be sharing the unique journeys of our **MYP5/Grade 10 students** as they present their projects. Each story highlights their inspiration, learning process, and achievements.

We begin with **Aseye Torkornoo, Grade 10**, whose project, *Mirror to Blues*, explores the art of lyric writing and self-expression through music. Her song is a reflection on self-love, resilience, and identity.

Let's support and celebrate Aseye's creativity by liking, sharing, and subscribing to her YouTube channel!

MYP Personal Project – Mirror to Blues

Name: Aseye Torkornoo

Learning Goal: Learn the art of lyric writing

Product Goal: Create a song on self-love

Project Supervisor: Mrs Cecilia Oppan

🎵 **Listen to my song on YouTube!** https://youtu.be/-8hY8Uj2U6s?si=X8s_CpTJe6D8nWfn

Writing *Mirror to Blues* was a deeply personal and creative journey that stemmed from my desire to explore themes of self-identity, resilience, and empowerment. I was inspired by the idea of self-reflection and how people often struggle to see their own strengths. Through this song, I wanted to send a message of encouragement, reminding individuals to embrace who they are and recognise their own worth. The title itself represents the contrast between self-doubt (**Blues**) and self-acceptance (**Mirror**), symbolising the transformation one undergoes when one learns to see one's true value.

Throughout the songwriting process, several **Approaches to Learning (ATL) skills** played a crucial role in shaping my work. One of the most significant skills I utilised was **communication**. Expressing emotions and messages effectively through lyrics required me to carefully choose my words and structure the song in a way that resonated with listeners. I also applied **creative thinking**, experimenting with different melodies and lyrical styles to create a meaningful and musically engaging song.

The **IB Learner Profile attributes** also influenced my journey. The attribute of **reflective** was particularly important because writing *Mirror to Blues* required me to think deeply about personal experiences and emotions, as well as consider how my message would impact others. Additionally,



open-mindedness helped me explore different musical influences and perspectives, ensuring that my song was authentic and relatable.

Overall, writing *Mirror to Blues* was an enlightening experience that allowed me to express my thoughts creatively while developing key skills that align with both the ATL and IB Learner Profile. It reinforced the power of music as a tool for self-expression and inspired me to continue using my voice to uplift and motivate others.

Mirror to Blues

By: Aseye.Torks

I woke up this morning, mirror catchin' my eye
thought I was someone different, guess it was a lie
Now I'm sad that ones no surprise
Now I'm feeling low, got the blues but listen to the news and it says

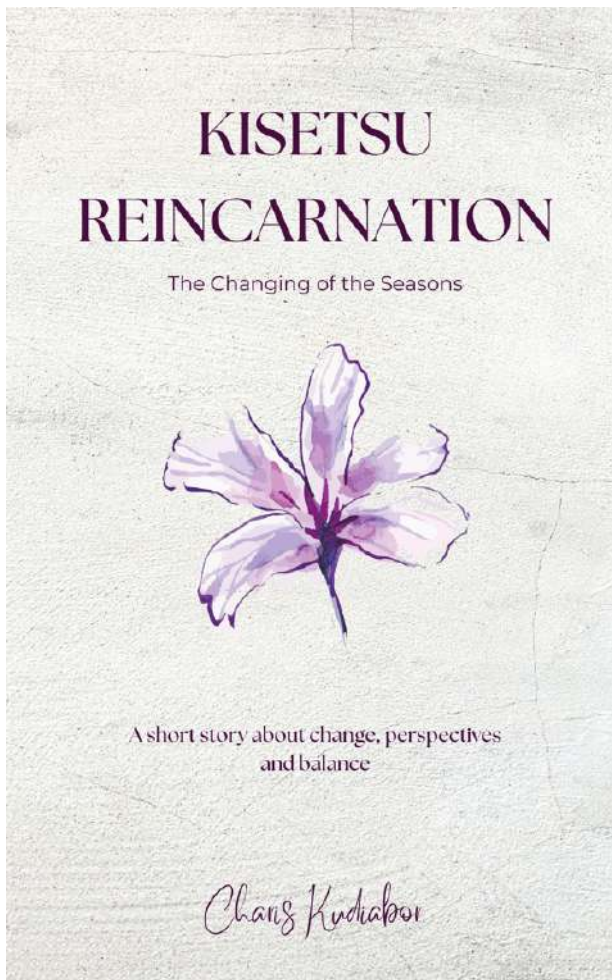
You're amazing you are strong
You can't go wrong
Look in the mirror see a star, you've come so far
Embrace yourself and love who you are
Shine your light don't hide your fire
You're the dream that you inspire

Every mark, every trace, holds a story that I embrace
I'll cherish every part of me for who I am and who I'll be
With the strength I've found inside
I'll take on life with open eyes
My heart and soul will both show

You're amazing you are strong
You can't go wrong
Look in the mirror and see a star, you've come so far
Embrace yourself and love who you are
Shine your light, don't hide your fire
You're the dream that you inspire



My Personal Project: *Kisetsu Reincarnation*.



Hello everyone!

My name is Charis Kudiabor and I recently completed my Personal Project.

When the lockdown began in 2020, I had just turned 11 years old with a new Netflix subscription. I spent my immense free time watching Netflix shows and came across my favourite one to this day: *Hilda*. It was an animated series about a brave and adventurous girl who moves from the wilderness to the city and her journey of adaptation. I loved the concept of Hilda's story and it inspired me to create a similar story. That was how I wrote my first novel. I immediately fell in love with writing and the power it gave me through creativity. I worked hard on my stories and wrote at least one story each year.

This love for storytelling continued over the years, and when the time came to choose a project for 2024, I knew my story would be the perfect fit for my Personal Project: *Kisetsu Reincarnation*.

I came up with the name after much contemplation. The story idea had come in late 2023 but I knew I needed a name before making the project official.

The name contains aspects of Japanese culture (a culture I had always found interesting) with *Kisetsu* (季節) meaning season and *Reincarnation* being the continuous cycle of life. The title reflected the forever changing seasons of life and how people may also change with them.

In *Kisetsu Reincarnation*, Ryouma, a determined high school student, is committed to earning a prestigious university scholarship to alleviate his family's financial burdens. Once an average student, he evolves into a leading contender through sheer dedication and rivalry with the brilliant Seishiro. However, his relentless pursuit of success is disrupted when he encounters Naomi, a transfer student whose warmth and support introduce him to a world beyond academics. As Ryouma navigates intense competition, personal struggles, and unexpected love, he discovers that true success isn't solely about rankings – it's about growth, passion, and the people who shape us along the way.

Ryouma is initially apathetic and unserious about his education until he sets that goal for himself. It was unlikely that he would succeed, given his prior academic abilities, but one attitude he developed gave him a terrific head start in achieving it. This was **effort**. After he began putting effort into his studies, along with support from his peers, things started turning around positively for him at school, and he rose significantly in his class rankings. In the end, he was awarded the scholarship. Ryouma's story reflects my struggles and triumphs in academia. I realised that if one is intelligent but does not invest effort in their studies, they will not achieve good results. Therefore, effort distinguishes good students from bad ones and the successful from the unsuccessful. We must all remember This valuable life lesson throughout our education and beyond.

The ATL skills were instrumental in the writing of *Kisetsu Reincarnation*. Not only were communication skills helpful in allowing me to convey my ideas on paper elegantly and suitably, but also allowed me to receive feedback on my story, which helped me improve it even more. I demonstrated the IB learner Profile of a Communicator. I want to thank all my friends and my supervisor, Mr Ato Bentum, who made this story possible.



There were some times when I thought that I would not be able to finish my story. I was initially laidback when I started writing *Kisetsu Reincarnation* because I believed I had more than enough time over the break to start and finish such a short story. However, I forgot to account that I would be travelling a lot during the summer break, first on the France Trip and then vacation with my family. This left me with less time than I expected, and before I knew it, the deadline to submit my project was in a few days. I was in London when I finally got serious and spent the two nights before the deadline finishing the story. My family was very supportive during this time, and I owe them a huge part of *Kisetsu Reincarnation*'s success.

Looking back, I realise that *Kisetsu Reincarnation* isn't just a story about Ryouma – it reflects my own growth as a writer and a student. Through this project, I learned that success isn't just about natural talent but the effort we put in every step of the way. I hope readers find inspiration in Ryouma's journey, as I did while writing it.

My story is now available to read on Wattpad:

<https://www.wattpad.com/story/375109234-kisetsu-reincarnation>

Please look forward to my exhibition next Saturday!

I tossed and turned in bed. Sleep seemed to be on a long journey away from me. I didn't know what to do. The one or two hours I would spend at the party could be used to finish an extra chapter in my English textbook or something even more beneficial. Restless I shot up from bed in frustration. The clock read 00:32. It was at that time that I realised how much I had been warring in my head for Naomi. I was in love with her and everything about her. I'd love to stay by her side forever, treating her like the angel she was. Just thinking about her smile made my heart race, her voice, my cheeks flush. If I let those feelings stay in me for just a day longer, I'd regret it.

Excerpt from *Kisetsu Reincarnation*

My Personal Project – Enhancing Tennis Performance

Name: Daniela Ndukaire

Learning Goal: To execute the basic skills of tennis through daily practice, focusing on the serve, backhand, and footwork, within three months.

Product Goal: To create a short video that will serve as a guide to beginners in the sport who wish to play tennis at a competition level.

Project Supervisor: Mr Callistus Sullo

For my MYP Personal Project, I focused on improving my tennis performance by applying Approaches to Learning (ATL) skills. Inspired by my love for sports, I wanted to challenge myself, refine my abilities, and grow as a learner and an athlete. Tennis requires discipline, strategy, and resilience, making it the perfect challenge for my personal project.



Developing Essential ATL Skills

Throughout this journey, I developed key ATL skills that helped me stay focused and overcome challenges.

Communication Skills - Regular collaboration with my supervisor, coach, and parents played a significant role in my progress. My supervisor helped me structure my project and refine my goals, while my coach guided me in improving my technique. My parents supported me by helping me balance my schedule and stay motivated.

Planning and Time Management - Balancing training and school was not easy, so I created a structured plan to stay on track. I divided my practice into phases, focusing on improving my grip, footwork, serve accuracy, and game strategy. Using a planner helped me manage my time efficiently, ensuring I dedicated enough hours to both academics and sports.

Critical Thinking and Problem-Solving - I regularly assessed my performance by reviewing practice videos, identifying weaknesses, and making adjustments. Researching training methods and applying different techniques allowed me to refine my skills and develop a more strategic approach to the game.

Social and Collaboration Skills - Even though tennis is an individual sport, teamwork played a crucial role in my progress. Practising with a training partner and receiving feedback from my coach helped me improve my game. I learned to embrace constructive criticism and use it to refine my techniques.

Overcoming Challenges and Growth - One of my biggest successes was improving my footwork and serve accuracy. Documenting my progress through videos and photos gave me a clear picture of my growth.

This project not only enhanced my tennis skills but also taught me valuable lessons in perseverance, organisation, and self-discipline. Looking back, I am proud of how far I have come and eager to continue improving both on and off the court.

My Personal Project

Exploring The Theme of Positivity Through Designs

Name: Nana Adjoa Nhyra Asante

Learning Goal: To learn graphic design for clothing

Product Goal: To produce a wide range of designed socks that is affordable and attractive

Project Supervisor: Janet Enning

My name is Nana Adjoa Nhyira Asante and I designed socks as my personal project. Socks, because I wanted to see how much of the theme of positivity I could put on something as little.



What Inspired Me?

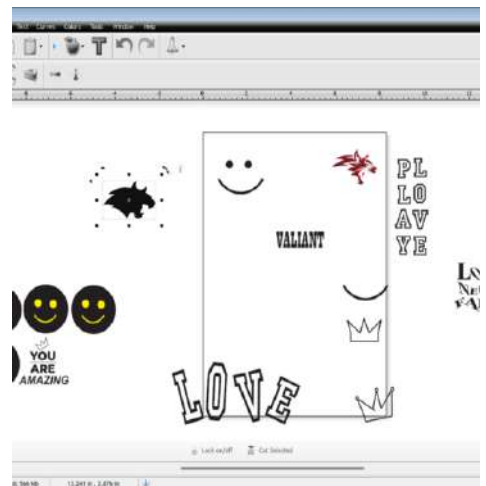
For over two years, I watched my mother bring designs to life through printing on various materials. She is a woman of many talents, but I admire her for her ability to transform simple garments with creative prints. Seeing her work with different materials, hearing her use technical terms like vinyl and screen printing, and watching

her navigate software like SignMaster and CorelDRAW sparked my curiosity.

What Did I Learn?

Throughout this project, I developed several important skills that align with the Approaches To Learning (ATL) Skills:

- Communication Skills:** My project involved extensive interaction between an expert in graphic design and me. I gathered primary information by communicating and learning how to use CorelDRAW. For the process of designing, cutting, printing and weeding as well as the process of using machinery like the 'Yinghe Plotting Machine', I had to ensure that communication ran smoothly. I also had to be thoughtful about the questions I asked to receive effective feedback subsequently.
- Research Skills:** Media literacy is key in shaping designs. I recall exploring current teenage fashion trends through platforms like Pinterest, analysing different themes and styles that would resonate with my target audience. Additionally, I researched for simple quotes that exhibited optimism and the theme of positivity. Watching teen shows like *Geek Girl*, informed me about how clothing choices often reflect mood and personality.





Self-Management and Collaboration:

Managing my time and balancing different aspects such as relationships and studies, required strong self-discipline. Consistently collaborating with my mother and the other professionals in the industry taught me that it is important to seek guidance and learn from the experiences of others. Not only did I seek support from the elders, but I also encouraged my younger siblings to help, especially after recognising my younger brother's skills in colour theory as it is something he loves to do.



Challenges and Successes:

Like any creative journey, mine was filled with both obstacles and achievements. One major challenge was **self-doubt**. While my designs looked great on paper, making them a reality was harder than expected. Consequently, I questioned my abilities and felt discouraged by my technical limitations. Instead of facing defeat, I revisited the advice and feedback from my mother, the expert, friends and family. From the notes I had, I engaged in 'What makes a good design?' which helped me refine my work and understand that perfection was not the goal.

This personal project allowed me to be more creative with a different medium while conveying a meaningful message. This experience has taught me perseverance and the use of embracing feedback. Most importantly, it has taught me that even the smallest designs—like that of a pair of socks—can bring positivity to a person's life.



#MYP - Service as Action



Deforestation: Earth's Disappearing Lungs By Paa Kwesi and Nii Armah

According to Britannica, deforestation is humans clearing or thinning forests. Deforestation represents one of the most prominent issues in global land use” (Pimm, 2018). Imagine a world where there’s no available air to breathe, where architecture is at it peak with only a few trees in sight. An old adage says that when the final tree gets cut down, that wipes 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 plant species lose their homes due to the inadequacy of normal environmental factors.

Soil erosion and flooding: Trees assist the land, withholding 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.



Taking Action

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

One key policy could require mandatory tree replacement for every tree felled, as well as 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 Ahiadorme. Their mission is to raise awareness about creating a greener environment by planting trees within and beyond their local community.



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

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

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TIS Core Values Hopscotch

As Expression approaches, students have been engaged with the theme, working around projects towards meaningful connections. The following MYP 4 students are using the SA and their free periods to design a hopscotch mural that connects to the nine core values of TIS. This is a project by the following students;

- Micheal Cobblah
- Katie-Lousie Assan
- Nicole Davidson-Amaning
- Maame Edu-Afful
- Eric Kwakye
- Klenam Kwawukume
- Nyanda Seiwoh

This will be a great and fun way to learn and memorise the TIS Core values as it epitomises who a TIS student should be. The values include **Excellence, Int. Mindedness, Honesty, Respect, Critical Thinking, Teamwork, Transparency, Creativity and Service**



#Service as Action - Mildred's Corner

Mildred Okyere Darkwa is an avid reader who enjoys novels and seeks to deeply understand books that challenge her thinking and expand her knowledge. As a member of the reading club, she encourages everyone in the community to embrace reading. Even for those who may not be avid readers, she hopes to spark interest through her new bulletin feature, *Mildred's Corner*.

Every other week, she will share summaries and insights from the books she reads, offering her personal perspective and inviting open discussions. This initiative is part of her *Service as Action* experience.

This week on Mildred's Corner: She shares her thoughts on *The Power of Habit* by Charles Duhigg. Enjoy!

Why Habits?

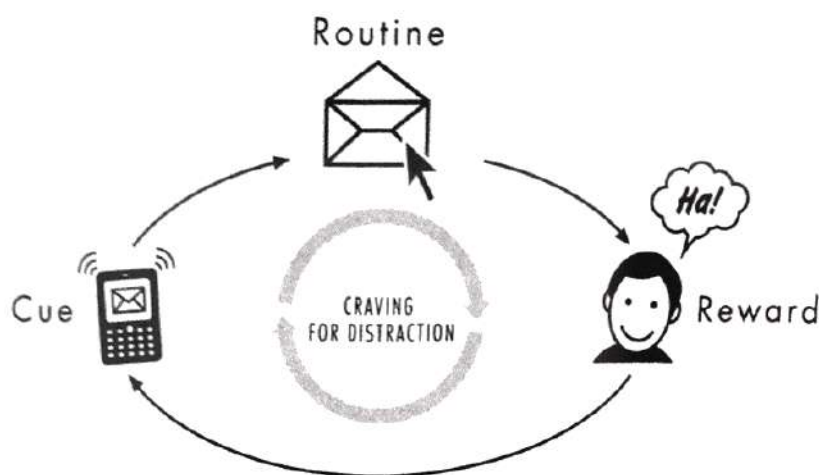
What comes to mind when you hear a **HABIT**?

This refers to a settled tendency or routine that is usually hard to give up. Another way you can frame it is a choice we made at a certain point and eventually became something we don't think about but still perform daily.

Habits are the foundation for all the activities we perform daily. In fact, habits make up about 40% of all the activities you perform in a day. It means that from the moment you wake up to the point you close your eyes for sleep, habits are at the forefront of your daily experience and because of this you are reliant on your habits for whether you have a good day or not. That is why we must cultivate good habits to have a good day and life in general.

The Habit loop

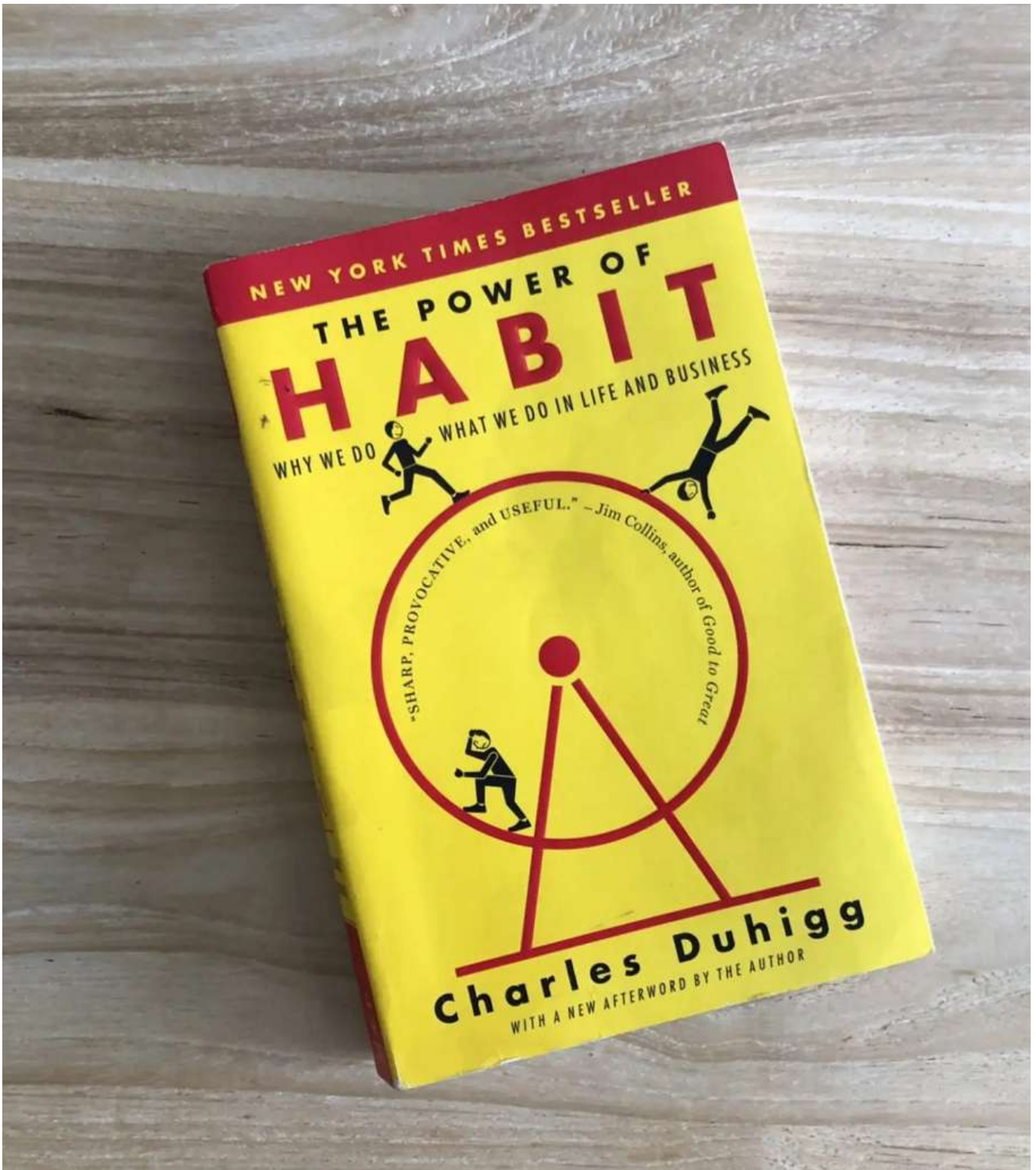
Effective habit formation has three components: a cue, a routine, and a reward. The cue is the signal for the habit to take place. The routine is the activity the habit is centred around, and the reward is the positives or benefits you receive upon completing the routine. So, if you have a habit of jogging in the morning, the cue may be the alarm clock, then the routine is the jogging, and the reward is the burst of energy you feel due to the surge in dopamine and serotonin.



Putting it into Practice

At prep, you want to create a habit of studying Maths for 30 mins and the rest of the time to complete other work. To cultivate this habit, you may want to set an alarm on your laptop to solve 10 Mathematics questions as the routine, and the reward is a YouTube video on any topic you like.

We need good habits to boost our student life and to form good habits we must follow the *Cue, Routine, and Reward Loop*.



Community Project



The Community Project is gradually nearing its completion as students prepare for the MYP Exhibition on **March 1**. Alongside Personal Project students, the exhibition will take a **hybrid format** consisting of three parts:

1. **Stage Performances/Presentations**
2. **Digital Exhibits in Classrooms**
3. **Project Stands in the Garden**

The following projects have successfully completed the *Taking Action* phase of their Community Project.

Project Side Hustle

Last Friday, Michelle and Humphrielle bid farewell to their counterparts from Calvary Presby, concluding their collaborative journey with a gathering over pizza and drinks. The team held a final session with the hairdresser, collecting reflections from participants on their six-week hair braiding practice. As a parting gift, participants received a **starter pack** containing A hair doll, Two packs of ultra hair, hair pomade, A hair crochet pin, Assorted hair combs



Project Empower

The team, Erin, Fahad, and David, has submitted the article below to the Junior Graphic Press for publication. It will be featured in the **26 February edition**.

They conducted thorough research and presented a detailed paper titled “The Negative Effects of Illegal Mining—**The Gen Alpha Perspective**.”

Stay tuned for the feature!

The Negative Effects of Illegal Mining

The Gen Alpha Perspective

By: *Erin Boadi, Mohammed Hussein, David Tamakloe*

Illegal mining, otherwise known as Galamsey, has escalated from a small-scale activity to a global crisis, devastating communities, ecosystems, and economies. What began as local mining to meet basic needs has now exploded due to the growing demand for resources and the allure of quick profits. Rivers once teeming with life are now poisoned with toxic chemicals, leading to outbreaks of cholera and typhoid and shortening lifespans. With the future of countless communities at risk, the question remains: What kind of world shall we inherit?

Small-scale mining emerged during early civilisations as communities discovered natural resources like gold, silver, and precious stones. Initially, it was a local support activity designed to meet personal or community needs. However, the discovery of large mineral deposits and the upcoming mining rushes in regions like South America, Africa, and Asia transformed mining into a money-making venture. Over time, this chaotic nature, coupled with increasing global demand for resources, has led to the rise of illegal mining.



Effect of Illegal Mining

- Deforestation, Soil Erosion, Land Pollution, Contamination of water sources and Habitat Destruction
- Exposure to toxic chemicals from mining and industrial activities can lead to serious conditions like mercury poisoning and long-term illnesses, including cancer.
- stagnant water from abandoned mining sites creates breeding grounds for mosquitoes, heightening the threat of vector-borne diseases such as Malaria.

- Miners often use machinery such as the Chinese-produced Chang Fa, a petrol-powered machine. Using such fossil fuel machinery creates carbon dioxide, which is known to be one of the contributors to global warming contributing to the climate crisis.
- Illegal mining epitomises a lack of moral responsibility in miners' choice to prioritise short-term gains over sustainability.
- Illegal mining significantly impacts a country's economy, mainly through its effects on agricultural revenue. Polluted water bodies and lands halt the production of fish and crops.

Generation Alpha appeals

Illegal mining and environmental degradation have far-reaching effects on current society and **Generation Alpha** (the children born since 2013). These challenges can lead to various health issues due to exposure to contaminated environments, potentially resulting in developmental delays and chronic diseases. Additionally, the destruction of ecosystems threatens future access to vital resources such as clean water, nutritious food, and fertile soil, ultimately compromising the overall quality of life for Generation Alpha.

Moreover, in regions impacted by illegal mining, many children are compelled to leave school to contribute to their family's income. This weakens the economic stability of communities, resulting in fewer job opportunities for Generation Alpha. As we grow up in an increasingly degraded environment, our generation may develop a weaker connection to nature, leading to a diminished understanding of the environment's crucial role in their lives.

As a rising generation with technology at our fingertips, our world already has artificial intelligence, and we will need a green environment to survive. We, therefore, appeal through this article to counter this trend by teaching us about responsible and sustainable alternatives to mining, fostering positive environmental values for their future.

Ending Illegal Mining

Combating illegal mining includes **raising awareness, formulating stronger and stricter regulations, and promoting/educating sustainable alternatives**. Governments must enforce more stringent laws, impose harsher regulations, and enhance monitoring activities at mining sites. Illegal mining occurs in Sub-Saharan Africa, Latin America, and more. However, two countries stand out—Brazil and the Democratic Republic of Congo (DRC). It is well known that DRC is involved in more illegal mining incidents than Brazil, and its law enforcement plays a critical role. Brazil generally imposes longer sentences from six months up to one year (depending on the severity of the case) and fines could reach up to thousands of dollars for environmental violations. DRC imposes similar sentences. However, Brazil tends to have more robust enforcement and more significant fines, while DRC faces difficulties in fully implementing its legal framework, especially in conflict zones and remote areas.

We must adopt such practices in Ghana to deter the younger generations from illegal mining.

Project Chopped

The team—Elias, Alisha, and Akua - mobilised old kitchen tools and utensils for donation, receiving overwhelming support from the school kitchen. A huge **thank you** to our Matron, **Madam Sophia**, for her generous contribution and support! The beneficiaries, **Floating Kids Academy**, will receive the donated items on **Friday**.

Stay tuned for updates!



Rest for a Cause



Janice and Nadia worked tirelessly to raise **GHC 6,000** to purchase chairs and cleaning supplies for **Comm 22 Polyclinic**. The team presented the donated items to the clinic's authorities on **Wednesday, 19 February**.

The clinic staff expressed their sincere gratitude and commended **TIS** for instilling strong values in students at such an early stage in their learning journey. The donation included:

- **30 sitting chairs** for pregnant women awaiting their turn during antenatal care
- **20 gallons of chlorine** for cleaning and disinfecting medical tools
- **10 gallons of antiseptic**
- **5 gallons of liquid soap**

A big **thank you** to everyone who contributed to making this initiative a success!







Healing Hands



Amy-Frances and Elikem Amoo led the **Healing Hands** project, designing **hospital-friendly posters** for Comm 22 Polyclinic. In addition, they successfully raised funds to purchase:

- 1 Desktop computer
- 1 Color printer
- 2 Fetoscopes
- 2 Pulse oximeters
- 2 BP arm pressure machine

On **19 February**, the team had the privilege of donating these essential items to the clinic. It was a fulfilling morning of giving and learning the true value of giving back. The clinic staff was overjoyed and expressed their deep gratitude, emphasising that these items came at a time of urgent need.

A **huge thank you** to everyone who contributed to this noble cause!



A Tree at a Time

David and Janelle successfully achieved their community project goal by organising a **tree-planting exercise** on campus. Alongside Grade 9 students **Paa Kwesi and Nii Amarh**, the team planted an **orange tree** and protected it with a **tree seedling cage**. They have also set up a **watering schedule** to ensure its growth.

The team will visit Floating Kids Academy this Friday to plant a **second tree** with the students.

Stay tuned for updates! 🌱 🌍



Interact Club



The **Interact Club** has officially launched its project for the Interact Year!

Working in groups, members have organized an intensive handwashing campaign through article writing for the school bulletin and presentations at assembly. Additionally, the team has engaged in soap-making production, aligning with **Rotary Club's** area of focus—**Disease Prevention and Treatment**.

Updates will be shared in upcoming bulletins. Refer to the poster for more details!





**Tema
International
School**

PRESENTS

“Germ-Busters”

**Our initiative under our area of focus
‘Disease Prevention & Treatment’**

- Hand Washing Campaign
- Soap making Production

JOIN THE MOVEMENT



“So so Wonders Soap dey do!!!”

Service Above Self



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



Friendship Formula



Expression 2025: Connecting the Arts

The countdown has begun for one of the most anticipated events in the TIS community—**Expression 2025!** On **Saturday, 15 March 2025, at 12:30 PM**, the Secondary Campus Gardens will transform into a vibrant space where students showcase their talents, creativity, and artistic expressions.

This year's theme, inspired by Charles Eames' quote, is:

"Eventually everything connects—people, ideas, objects. The quality of the connections is the key to quality per se."

Expression 2025 is more than just an event; it is an **experience that unites the arts, music, drama, dance, visual arts, and service (CAS)** to create meaningful connections within our community. It allows students to **express themselves through performances, exhibitions, installations, and hands-on creativity**. From breathtaking murals to lively musical performances, every aspect of the event is designed to highlight how art brings people together.

As part of this celebration, **Visual Arts students are working tirelessly**, bringing their creativity to life. Each day, we witness them in the gardens, standing behind their easels, painting remarkable pieces. Meanwhile, **music students are taking action**, filling the campus with melodies that set the tone for what promises to be an unforgettable experience. Drama students are rehearsing, dancers are choreographing, and behind the scenes, organisers are ensuring every detail is perfect.



Expression 2025 also serves as a platform for CAS students to showcase their projects and raise funds for their community initiatives and service-as-action projects. This event is a fantastic CAS experience and provides Duke of Edinburgh's International Award participants with an opportunity to fulfil their commitments through leadership, creativity, and service.

With just **five weeks to go**, the excitement is building. We encourage all students to get

involved, whether through performing, exhibiting, or organising. Let's come together to make **Expression 2025 a true celebration of creativity, collaboration, and connection.**

Mark your calendars and get ready for an inspiring connection! 🐱 🎨 🎵

#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



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.

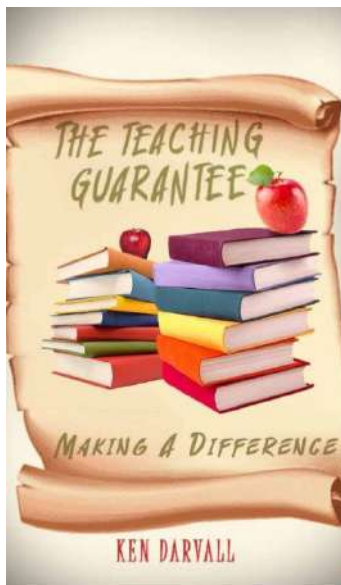
Phases of the Project: The initiative is structured in phases to ensure we can address the school's most pressing needs without overwhelming any single group of students:

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.



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.

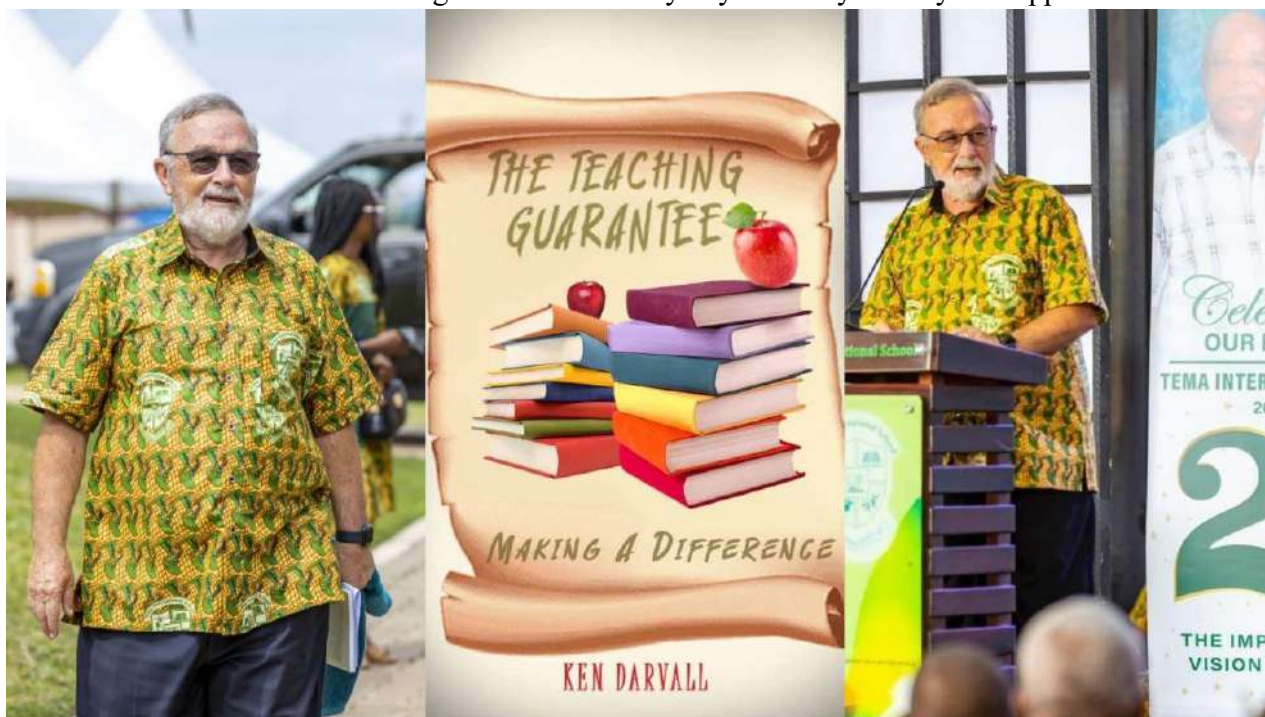
In keeping with the TIS spirit of service and impact, *The Teaching Guarantee: Making a Difference* will serve a dual purpose: Every book purchased directly supports the EducAid Mante Initiative, which is dedicated to refurbishing and enhancing the Mante School in Afienya East as part of our IB Class 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

 Proud to deliver  

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¢)



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>

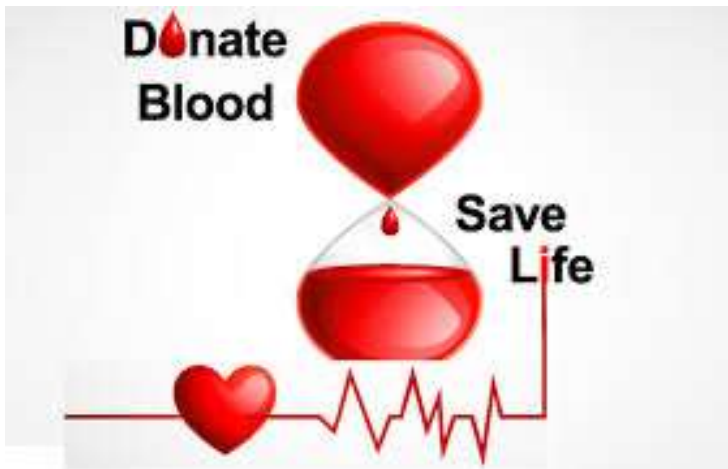
EVENTS:      

SPECTATORS: FREE ENTRY

ORGANIZERS **SUPPORTED BY**



TIS Red Cross Society – Blood Donation Awareness Campaign



The Importance of Blood Donation: A Call to Action for TIS Students and staff

Blood donation is a simple yet life-saving act that is especially important in Ghana. Every day, patients need blood due to childbirth complications, sickle cell disease, severe anemia from malaria, and road accidents. Sadly, Ghana struggles with blood shortages. In 2022, Ghana collected approximately 180,000 units of blood, falling short of the estimated national requirement of 350,000 units annually (Ghana News Agency, 2023).

Who Can Donate?

- Age: 17 years and above
- Weight: 50kg and above
- Health: Must be in good health, with no infections or serious conditions
- Lifestyle: Safe lifestyle choices (e.g., no drug abuse)

How Can We at TIS Help?

- Raise Awareness: Talk to friends and family about the need for blood donations.
- Encourage Donations: Inspire those who meet the criteria to donate.
- Support School Drives: Participate by publicising future blood donation events organised by **TIS Red Cross Society**.



As students of Tema International School, we are not just learners; we are future leaders and change-makers. One donation can save up to three lives. Together, we can help close Ghana's blood supply gap—because every drop truly counts.

Reference

GNA (2023). Ghana's annual blood requirement is estimated at 350,000 units | Ghana News Agency. [online] Ghana News Agency. Available at: https://gna.org.gh/2023/02/___trashed-13/?utm_source=chatgpt.com [Accessed 18 Feb. 2025].

🍳 TIS Cooking Club Recipe Feature: Spaghetti Stir-Fry

As part of our After-School Activities (ASA) Cooking Club, students explore the art of preparing delicious meals while developing essential cooking skills. This week, our young chefs whipped up a flavourful and vibrant Spaghetti Stir-Fry!

This dish is a perfect blend of spices, vegetables, and proteins, creating a balanced and satisfying meal. Below is the recipe so you can try it at home!

🍳 Spaghetti Stir-Fry Recipe

Ingredients:

- ✅ Spaghetti
- ✅ Sausage
- ✅ Fried chicken
- ✅ Carrots
- ✅ Onions
- ✅ Tomatoes
- ✅ Pepper
- ✅ Cabbage
- ✅ Paprika
- ✅ All-purpose seasoning
- ✅ Oil
- ✅ Salt
- ✅ Dark soy sauce
- ✅ Oyster sauce

👨🍳 Cooking Instructions:

Bring a pot of water to a boil, add a pinch of salt and a few drops of oil.
Cook the spaghetti until al dente (about 8–10 minutes). Drain and set aside.
Blend onions, tomatoes, and pepper into a smooth paste.
Heat oil in a large pan, fry sliced sausage until golden, then toss in the fried chicken.
Sauté onions until translucent, then add the blended vegetables and cook for 15 minutes.
Add chopped carrots and stir-fry for 2–3 minutes. Add cabbage and cook until soft.
Season with paprika and all-purpose seasoning, adjusting salt to taste.
Add the boiled spaghetti and toss everything together until evenly coated with the sauce and spices.
Cook for another 2–3 minutes on medium heat.
Garnish with extra spices or fresh herbs if desired.

🍴 Enjoy your homemade Spaghetti Stir-Fry! 🍴

The TIS Cooking Club continues to inspire students to embrace creativity in the kitchen while developing important life skills. Stay tuned for more delicious recipes!



TIS Cooking Club - Meet Our Patron: *Betty Ewuraesi Baffoe*



As the patron of the Cooking Club, I am passionate about the culinary arts and creating a space where students can learn, cook, and share meals together. I believe in promoting cultural cuisines, sustainability, and healthy eating, and I am excited to see our club thrive!

Cooking is not just an art; it's also a science, which is why I co-patron the STEM Club alongside my colleagues from the Science Department. It's fascinating how the principles of science come alive in the kitchen!

🌟 Fun Facts About Our Patron

🔪 Loves to draw and play badminton

🐔 Scared of live chickens!

🎯 Her Hobbies

- ✅ Creating new recipes
- ✅ Exploring different cuisines
- ✅ Reading
- ✅ Cleaning up (because a tidy kitchen is a happy kitchen!)

🍽️ Fun Fact About Her Role as a Patron

One of the **most inspiring aspects** of being a patron is **watching students' enthusiasm** as they strive to make every meal a memorable culinary experience.

📍 Where to Find Her

- 📌 At the Project Centre Kitchen during Cooking Classes
- 📌 At the General Science Lab (Einstein Block)

Join the **Cooking Club** to explore exciting recipes, develop essential skills, and **embrace the joy of cooking!** 🍳🌟



ASA – After School Activity Interact Club Soap Making



Heartfelt Appreciation for a Generous Donation

Tema International School expresses its sincere gratitude to Hon. Mustapha Ussif, Member of Parliament for Yagaba-Kubori Constituency, Upper East, and Former Minister of Youth and Sports, for his generous donation of 30 high-quality, standardised footballs to our institution.

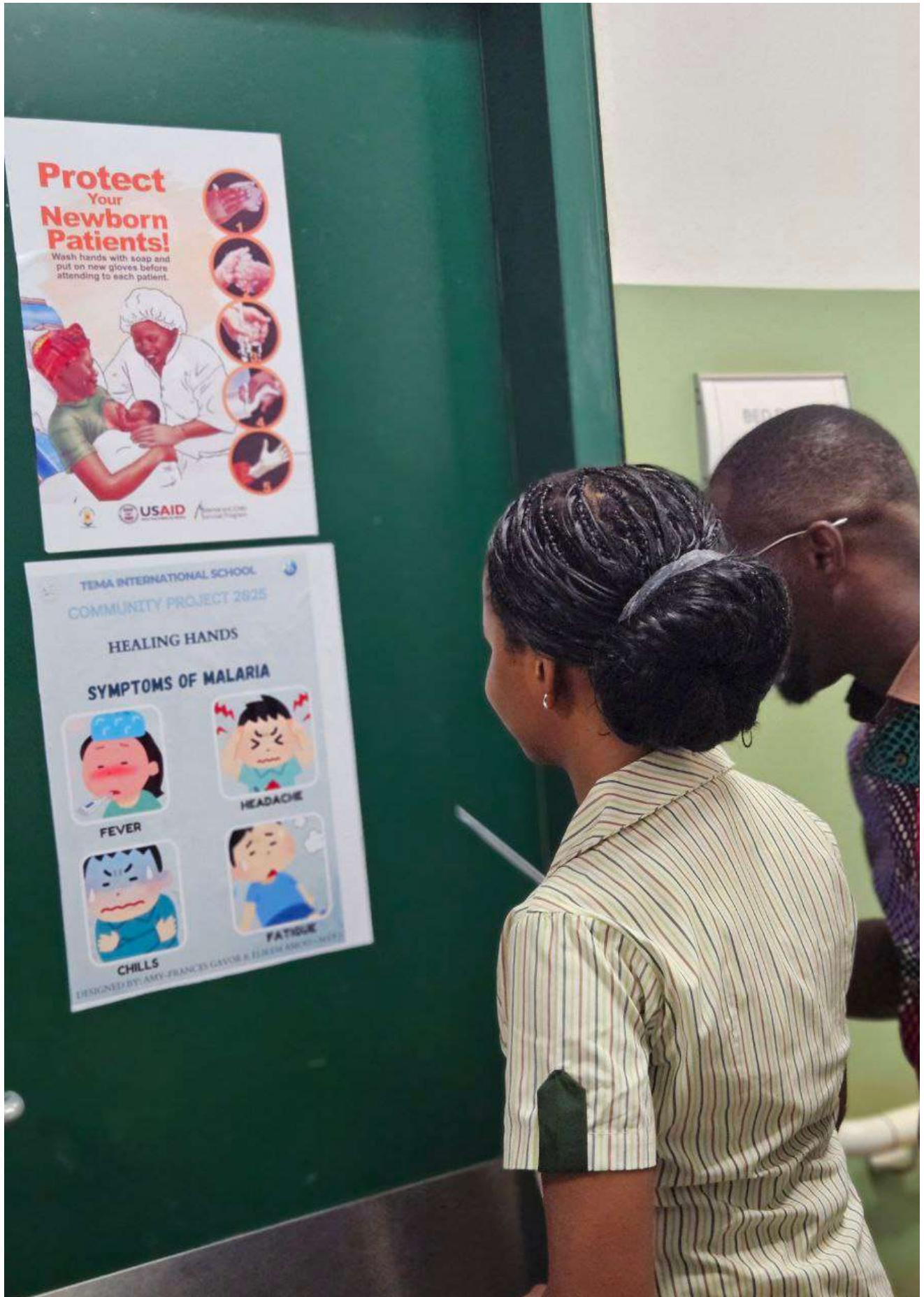
This donation serves as a valuable addition to the holistic sports programme at TIS, which emphasises skill development, teamwork, and the integration of sports and academics. By providing these footballs, Hon. Mustapha Ussif has further enhanced the opportunities available to students, ensuring greater participation, reduced waiting times during drills, and a more engaging physical education experience.

Beyond refining athletic abilities, this contribution strengthens TIS's commitment to nurturing well-rounded individuals, where sports play a vital role in character building, discipline, and leadership development. Hon. Mustapha Ussif's dedication to youth empowerment and sports education is truly commendable. The Sports Team and Management at TIS sincerely appreciate his continued support in shaping the next generation of athletes and leaders.

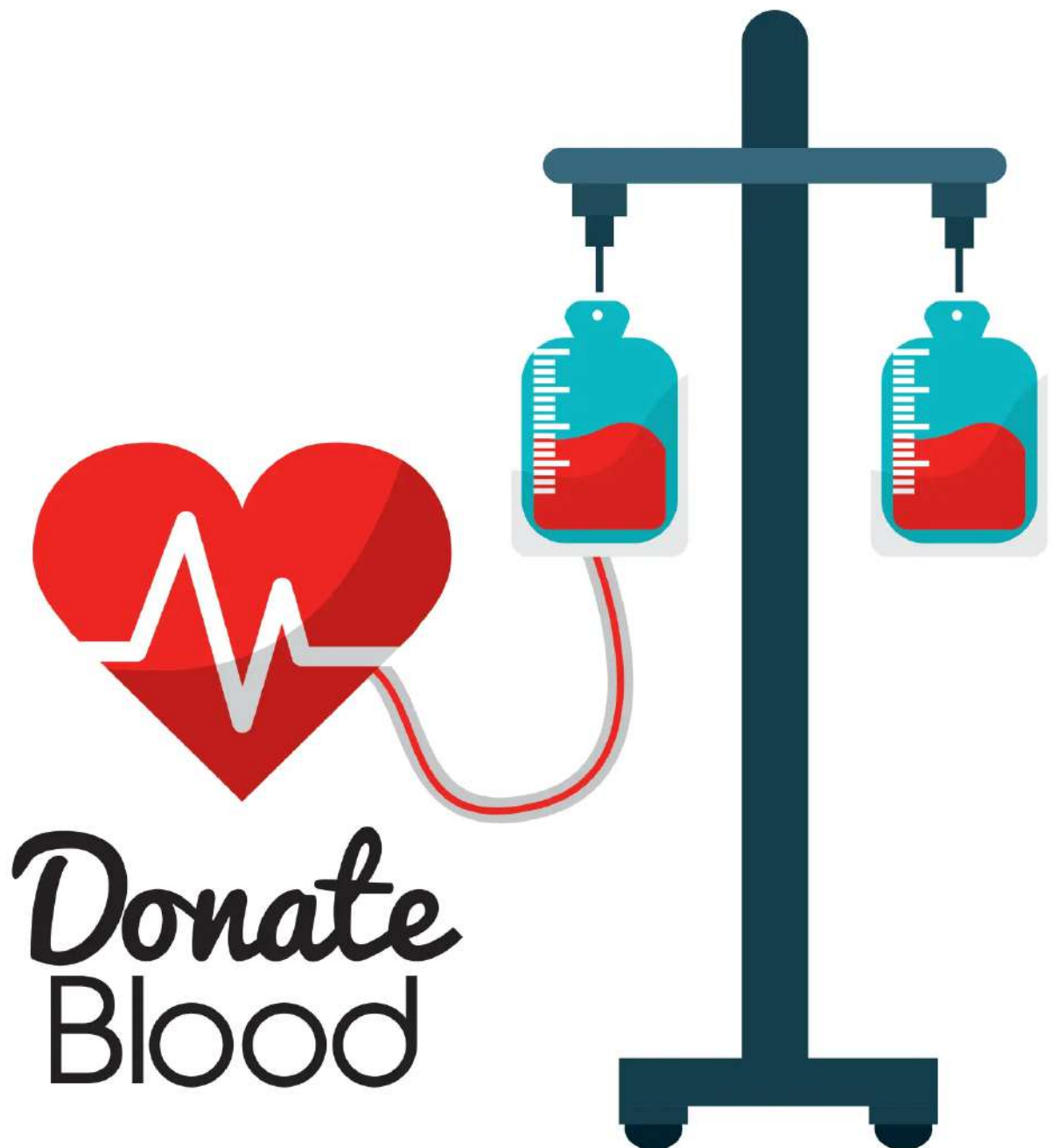
Thank you for your generosity and for investing in the future of sports at TIS!

TIS Sports Team





TIS Red Cross Society – Blood Donation Awareness











Change ^{the} World Through Service

#Make a Difference



COUNSELLORS' CORNER



At TIS, one of our oldest traditions, as a unique family school, is creating a safe haven where each family member feels a sense of belongingness and love. Dear students, be intentional about how you make others feel. Apply the golden rule in your daily interactions. 'Do unto others what you want to be done to you'.



Being Intentional About Others? What to Do

- ✓ Think before you speak while communicating respectfully
- ✓ Be assertive when expressing yourself
- ✓ Angry? Be in control of your emotions, walk away or calm down before you communicate your feelings. Bitter, negative or hurtful words spoken to others can never be taken back.

**MYP2 Guidance Lesson: University Applications Conversation
Younger Students Programming Support by University of Waterloo
International Recruitment Manager –Akua Anim Asare**



As part of getting MYP2 students to think ahead with regard to attending prestigious universities, Akua Anim Aasre, the International Recruitment Manager, took students through the following topics:

- ✓ What is a university and a college?
- ✓ What are the major determining factors to consider when choosing a university?
- ✓ Grade requirements for university-specific programmes
- ✓ Why study in Canada? Discover your story at Waterloo

Enjoy Reading a Detailed Reflection by Raymond Tettey-Amlalo, MYP2

In this insightful lesson, I truly enjoyed my time and found the experience both valuable and inspiring. I am incredibly grateful that the university representative from Waterloo, Canada, took the time and had the patience to guide us through such an informative session. Her willingness to share knowledge and answer our questions made the presentation even more engaging and meaningful. I learned a lot about higher education, career opportunities, and the impact of university life. One of the most memorable lessons I took away was understanding the long-term benefits of attending university and how it can shape not just your career but also your character, mindset, and future opportunities. It became clear to me how the university can be a gateway to personal growth, independence, and success, helping students discover their passions and potential.

The presentation also helped me realise the importance of making the right academic choices early on and the vast opportunities available in different fields of study. I gained a deeper appreciation for the value of education and how attending a prestigious institution like Waterloo University could open doors to incredible experiences, knowledge, and global connections.

Once again, I am grateful for the Waterloo representative for taking her time to educate us and provide such a meaningful and eye-opening presentation. This session has left me feeling more motivated and excited about my future academic journey, and I genuinely appreciate the effort she put into making this experience so enriching for us all.



Academic City organised a seminar on 'Promoting a growth mindset in STEM Education,' The initiative by Academic City is in recognition of the critical role of Ghanaian educators in preparing the future workforce and to encourage them to continuously adapt their teaching methodologies to meet the evolving needs of modern learners. Thus, it equips students with employable skills and the ability to think critically to solve problems effectively and efficiently. See below a group of students, counsellors and STEM teachers who attended the fair from TIS. <https://acity.edu.gh/>



Making Us Proud Zoey Opare Contributing Meaningfully After the Panel Discussion



Enjoy Reading Students' Reflection

Attending the STEM Fair Seminar at Academic City was an enlightening and inspiring experience. The seminar brought together students, educators, and industry professionals to explore the latest science, technology, engineering, and mathematics advancements. It broadened my understanding of STEM disciplines and reinforced my passion for pursuing a career in this field. **Michelle Mensah, DP1**

Our Recent visit to Academic City University College, in collaboration with Edu Vision, was an eye-opening experience that highlighted the important role of women in STEM, particularly in technology. Being in a space where successful individuals emphasised on the importance of female representation in the STEM world was very inspiring. One moment I value was the opportunity to connect with other female students from different schools across Ghana. Overall it was a very memorable experience. **Rhema-Jannelle Achiampong, DP1**



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



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“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.”**



