



TEMA INTERNATIONAL SCHOOL



TIS BULLETIN: 2 SEPTEMBER, 2016

Thoughts for the Week

Wherever you are, make sure you're there. - Dan Sullivan

What you do matters, but why you do it matters more. - Anon

Calendar

3/9/16: Health Walk (6.00am); Parent Information Session (8.00-9.30am)

4/9/16: Annual play auditions (1.30pm); Swimming Club (4.00pm)

5/9/16: Visit by Cornell, Princeton, Columbia Universities & Dartmouth College (11.00am); University of British Columbia and University of Toronto (1.45pm).

9/9/16: Exeat weekend commences (Students may exit after 4.00pm)

12/9/16: Eid Ad Alha (Public holiday); exeat weekend ends (Students must return by 5.00pm)

13/9/16: Red Cross workshop commences (until 17/9/16)

24/9/16: Sporty Family Day

Making Us Proud

A huge shout out to the CAS Team, TIS and the Founders and their family and the TIS community who support TIS CAS activities and programs.

The TIS CAS program was reviewed by IB as part of its monitoring by external evaluators. It was a stunning, but well deserved report.

OUTSTANDING! I will jump right in by commending Tema International School on a CAS programme epitomizing the IB mission statement and philosophy, the Learner Profile and the CAS aims and objectives. Several adjectives came to mind while reviewing the submitted documentation; comprehensive, collaborative, dynamic, meaningful, relevant and impressive!

CAS (Creativity, Activity Service) is one of three core components of the IB Diploma Programme. It ensures the balance within this rigorous academic program. CAS provides students with the opportunity to demonstrate their leadership, initiative, commitment to service and talents to universities. It is these CAS experiences that become the tipping point for university admission offers and scholarships.

A copy of the report can be found later in this bulletin.

Hope You'll Join Us

- The first semester **health walk** is on tomorrow, 3 September. The fit and healthy ones commence at 6.00am. Stragglers start any time after 6.00am.

- Our **Parent Information Session** will be held following the health walk from 8.00-9.30am. Following a welcome, there will be a general question and answer session followed by the opportunity to find out more about MYP in 7-8, IGCSE in 9-10 and DP in 11-12. You will also be able to find out about some of the proposed overseas excursions this year



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(Geography/ESS in November; Business in December; and MUN in March 2017); as well as meet the support team, hostel parents, our university guidance team, and connect to ManageBac and Naviance.

ManageBac

Invitations have been sent out today, after the release of this bulletin, to parents or guardians to access MB. Please check your spam/junk inbox if not evident. Open the link – Set My Password. Some advice...

So you're setting up your ManageBac password and you may be asking, "What's with the mission-impossible password requirements?"

We take data protection and security pretty seriously, which is why we recently updated our password strength requirements. This is especially important as we introduce Single-Sign-On, which is the ability to sign into multiple platforms with the same username and password.

The password will not save until you see a green box.

You could use a password like **S8raH18!**, but that's not very fun to remember, nor is it nearly as secure as a longer password with random words put together. It's better to use a phrase. We've found that the combination of three or four random common words is easier to remember *and* harder to crack!

An example of a super strong password that's not too hard to remember would be **Teacher Matt Bobo Yellow** or **Horse Battery Staple Yea**

ManageBac (MB) is our learning management portal that is used by teachers for planning assessment, reporting and attendance. Students use it to access assignment tasks, resources, and assessment results, including semester reports. Parents access MB for reports, announcements and can track their child's academic performance. From next week almost all messages, including the weekly bulletin and monthly newsletter will be sent through MB to parents.

If you have any difficulties registering or logging in, please email Ken (principal@tis.edu.gh)

Naviance

Information has been emailed out to parents today, after the release of this bulletin, to parents or guardians about registering and accessing Naviance. In the email, you will receive a code (a combination of 6 digits or letters).

- You will need to go to: connection.naviance.com/temais
- On the right side of the page there are two options: I am a guest user or I want to register.
- Select I want to register and you will be taken to a page where you must insert your code.
- You will then be taken to a page where you will add and confirm your email address and create and confirm your password.
- Any time you wish to access Naviance after registering, go to: connection.naviance.com/temais and log in by entering your email address and password.



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Naviance is a college guidance and life career skills software program that students will commence using from G7-12. It will be the platform from which university and college applications will be sent. Students and parents will be able to access this program to ensure transparency throughout the university application process min G12.

If you have any difficulties registering or logging in, please email Ken (principal@tis.edu.gh)

Sporty Family Day

If there excuses about not joining the Health Walk tomorrow, then please start warming up for Sporty Family Day on 24 September. Join us for a fun family day, and be prepared to join in and ‘have a go.’

School Entry

Gate 1 is closed during the week and only open for exeats and visiting Sundays. Gate 2 (near the Admin Building) is the gate for general access

IBDP Student Update

Candidates with learning support requirements

The information below is for candidates with learning support requirements among the May 2018 batch students, Parents/Guardians are free to contact the DP coordinator for further clarification in this regard. One key issue is any documentation required to get additional concessions for students should be submitted by 10 November 2016, for the May 2018 batch students.

Learning support requirements

Support and/or access required to enable some candidates, who have the aptitude to meet all curriculum and assessment requirements, reach their full potential in learning and assessment. Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:

- Autism spectrum/Asperger’s syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioral difficulties
- Specific learning difficulties
- Speech and/or communication difficulties



Supporting documentation

To submit requests for access arrangements, two forms of supporting documentation are required to be uploaded to the online application “Request of inclusive assessment arrangements”. The first document is a psychological/psycho-educational/medical report from a psychological or medical service and the second is educational evidence from the school.

A psychological/psycho-educational/medical report may be written by medical, health, educational or psychological professionals with appropriate qualifications and/or professional licenses in their country of residence.

The IB reserves the right to query or reject a report if it considers that the signatory (or signatories) may not be suitably qualified to undertake the evaluation and identification. It is not permitted for a relative of the candidate to write or be involved in the writing of the report.

All psychological/psycho-educational/medical reports must:

- be legible, on paper with a letterhead, signed and dated
- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate
- state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification
- be consistent with the coordinator’s request for assessment arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of the IB working languages.

All psychological/psycho-educational reports must:

- be based on the candidate’s performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents

Furthermore, it is not mandatory to test in all areas; the assessment may be in line with the candidate’s learning support requirements. For example, if a student with learning support requirements only has difficulties in writing for which the school provides the use of speech recognition software, then the psychological report need not contain standard scores in reading and mathematics.

Educational evidence can be a letter/observational report from the coordinator and/or the candidate’s subject teacher(s) outlining any difficulties which may be apparent in class plus a



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brief summary about the arrangements provided to the candidate in order to access learning and assessment. Educational evidence can also be provided by way of a detailed individualized educational plan for the student or a sample of work done under timed conditions without the assessment arrangements that are being requested (for example, without the use of additional time/word processor/word processor with spell check).

- Assessment arrangements are based on a candidate's current assessment access requirements. The coordinator must therefore justify that assessment arrangements are necessary for the current assessment. For this reason, a medical or psychological evaluation must have been undertaken no earlier than the previous academic year before the start of the candidate's study of the Diploma Programme. Some flexibility will be allowed for candidates with permanent sensory and/or physical challenges.
- All supporting documentation must be uploaded with the online application. Original certificates or reports are not required.

Registration for IB exams

Parents are requested to check the spelling of the name, nationality and other details on ManageBac, any mistakes to be brought to the notice of DP coordinator on or before 30 September, 2016. Any changes to the registration details with the IB after this date will attract a fee.

Extended Essay Sessions

Regular sessions for Extended Essay, a core required of the diploma programme have started for both Grades in the diploma. Parents/Guardians are requested to take an active interest in this area and monitor the progress of their ward on ManageBac.

Subject Change for G11 IBDP

Parents/Guardians who wish to change the subjects/levels of their ward can mail the DP coordinator with a request. The final decision will be taken after a thorough analysis of the need.

Diploma to Course Transfer- An option

IB Diploma is the most sought after pre-university qualification. Students who want to explore the individual subjects in detail rather than all the requirements of the Diploma program, may choose to switch to Diploma Course, through which a student registers for individual subjects and may opt out of their existing subjects in addition to TOK, Extended Essay and CAS. Many universities including the University of Ghana, recognize diploma courses (Please refer the attachment published in the Newsletter on 26 August 2016). The DP coordinator can be contacted for further clarifications in this regard.



English Department Update

Their Success: Our Pride

At the end of the IGCSE First Language English course, students are to present a portfolio of 3 course works. The creative piece below is one of the three works submitted by a (now) Grade 11 student (then in Grade 10). The English Department would like to take this opportunity to salute Miss Samantha Azu for a brilliant piece submitted for her Coursework 2 – Imaginative Writing. Congratulations, Samantha!

Unknown Fortune

My life was perfect- a perfect life in Syria where my parents provided my brother Hassan and I with any and everything. The only thing my mother could give us right before her assassination which was a few hours after my fathers were the words, “Let nothing stop you. I love you”. As tears blurred my vision and the sorrow I felt annihilated any joy I had ever felt, I unwillingly left. I was on my way to the Mediterranean Sea to flee from my motherland, Syria.

We quickly left my house and I followed my brother through the slums of Damascus avoiding the Islamic State of Iraq and the Levant popularly known as ISIL. How could I end up like this? My shopping filled weekends with my friends, living in a mansion with everything at my disposal, security following me 24/7 and parents who had time for me, I never thought they wouldn't be available one day. As we ran I lost sight of my surroundings as a memory of my sixteenth birthday party came to mind. I remember how I woke up and took a shower like it was any other day but was surprised when I got downstairs into my living room where all my family and friends shouted “Happy Birthday Zuzu!”. Such happy memories will never be known to me again.

After about thirty minutes of hearing the constant bouncing sound of my brother's bag on his back as we maneuvered through snake like alleys, we finally came to a stop. He immediately hugged me tight as we sank into the hard concrete floor and wept till we fell asleep. We woke up the next morning to see a family of five lurking above us trying to wake us up in a hurry “Hilp?” The woman in the family asked us revealing her very thick French accent. “Oui.” I answered yes in French to make communication easier as we quickly got up from the ground, grateful that I took French in school. “On y va,” she said meaning we should go. After a while we got to an open area littered with ISIL men stopping people from getting away. The man we were walking with, Dennis, started giving us very convoluted instructions about how to cross their border but before he could finish, one of his daughters screamed loudly as a brick from a crumbling building fell on her foot.

My brother muttered a chain of swear words under his breath as the ISIL men began to shout, “توقف لا تتحرك من هناك”. I thought to myself, who in their right mind will listen to ISIL men telling them to stop, not move let alone answer when they ask who's there? Hassan quickly told me to follow him as we ran through the dead streets with trepidation all over our faces. We came to an abrupt stop because we reached an ISIL camp. “Hide” Hassan whispered. He took a gun I didn't even know he had out of his bag and shot two of the men in the head. My father taught him how to use a gun and I'm eternally grateful to him. But before Hassan could

shoot the third man, a bullet hit his arm causing him to drop the gun. The third man had shot him and was walking towards him causing me to panic. I stretched my legs and pulled the gun towards me and without thinking I fired all five bullets at the ISIL man who hadn't noticed me while screaming.

We quickly crossed the camp after taking some essentials that were available. Albeit it took about a week and four days to reach the shore of Baniyas, my frugal brother had made sure we were never starving. We got there to see a small boat with people fighting for space to fit a child and some even struggling to pay the ninety dollar fee. We paid the required one hundred and eighty dollars and finally, we were on our way to Turkey. During the bumpy ride, most of the people spoke about how Bashar Al-Assad, our president – my uncle, was inhumanly killed two days ago.

I placed my head in the crook of my brother's neck as I let glistening tears roll down his back just as I had done every night since my parents died. I stopped crying after a few minutes when the spurious sailor started singing a song that I recalled from my childhood which brought up good memories and lead to a smile forming on my face. As we sat in silence, I felt some hope within me when I saw Turkey in a distance, I knew a new journey was about to begin...

Modern Languages Department



France trip 2016 was a very fun but educational trip for me. I have learnt a lot and now listening is less difficult for me. I encourage all French students in Grade 9 to embark on this trip because it would help them a lot.

-Elikplim Mannah Abledu



The French language immersion program was so amazing. Without questioning, I entreat everyone to embark on this trip because it improves your listening and speaking skills.

-Mamle Akosua Kwao



This trip made me very open minded. I adapted to the French culture very quickly and I cooperated with people from other countries very well.
-Matthew Kwame Simmonds



This trip was a very insightful one from adjusting to the food, meeting new people and learning about people's cultures. Without hesitation, every Grade 9 student should make it a point to go on this trip.
-Juku Senu Attionu

College Guides



ACT October Test Registration Deadline: Wednesday August 31
Payment is U.S. \$100 (dollar payments only)

SAT November Registration Deadline: Thursday, 1 September
Payment is U.S. \$110 (dollar payments only) – General Test
Subject Test U.S. \$100 (1 subject) \$110 (2 subjects) \$120 (3 subjects)

Early Deadlines: Wednesday, 31 August

Notify counselors if you are an IB2 student applying to a U.S. university early action or early decision (EA/ED) or you are applying to Oxford, Cambridge, or a program for Medicine, Dentistry, or Veterinary Science in the U.K.



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College Visits: Monday, 5 September (Handel Picasso Exam Hall)

11 a.m. – Columbia, Cornell, Dartmouth, Princeton (United States)

1:45 p.m. – University of Toronto, UBC (Canada)

*Parents feel free to join us for any of the university visits .

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College visits

| USA (United States of America) | Canada |
|--|---|
| 🕒 11:00am | 🕒 1:45pm |
| <ul style="list-style-type: none"> • Columbia University • Cornell University • Dartmouth College • Princeton University | <ul style="list-style-type: none"> • University of Toronto • The University of British Columbia |

Monday, 5 September, 2016 @ HPEH (Handel Picasso Exam Hall)

UNIVERSITY of CAMBRIDGE International Examinations

College Planning Blog

Welcome to Best College Fit (BCF) College Planning Blog, an ongoing discussion of the factors that impact the college planning process. This space will keep you abreast of critical planning strategies, introduce you to key resources and comment on timely issues that relate to your college planning effort.

Kindly get more information on College Planning by clicking on the link below:

http://www.bestcollegefit.com/blog/archives/1734?utm_source=iContact&utm_medium=email&utm_campaign=Best%20College%20Fit&utm_content=9.1.16+Blog+Posting

Creative Arts Updates

ANNUAL SCHOOL PRODUCTION

Creativity + Drama + Music + Devising – Impossibilities X

All inclusive =



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Keep checking this space for progress on happenings in the world of spectacular, spectacular as the journey to this year's annual school play kicks off with auditions on 4 September 2016

BBS in Action

It has been an amazing week in the BBS where a lot of creative engagements have been taking place in both the Drama and Theatre classes. For the eyes that have not been able to see the magic happening in the space.....





MYP Updates

Creativity Action and Service versus Service and Action

When my wife and I were in the process of the job application for positions at TIS, we checked out the website as part of our research. What attracted us was the liveliness and enthusiasm of the students, which we could also witness in the youtube videos.

This week the school received a shining positive report on their CAS programme, which again underpins what we had seen. Since our arrival at TIS we have been impressed by how well resourced and run the CAS department is. The school is lucky to have such a team of enthusiastic, dedicated people helping the students not only with their CAS but having lots of fun at the same time.

Never in my educational career have I seen the CAS programme so well established and carried out. It is indeed something to be enormously proud of. The report finalizes with stating that the successes of the team should be shared with other IB World Schools. I will make a start with this by sharing it with the CAS Coordinators at my previous schools.

As we have started implementing the MYP at TIS this academic year, Service and Action is a similar programme in the MYP. Mrs Surama has agreed to take S&A on board as well and I'm sure that with the help of her team she will make it equally a success.



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CAS PROGRAMME MONITORING FORM

School: Tema International School

Code: 2280

CAS coordinator: Surama King

Date: 23 August 2016

Overall impression

OUTSTANDING! I will jump right in by commending Tema International School on a CAS programme epitomizing the IB mission statement and philosophy, the Learner Profile and the CAS aims and objectives. Several adjectives came to mind while reviewing the submitted documentation; comprehensive, collaborative, dynamic, meaningful, relevant and impressive!

Descriptions provided in the submitted documentation demonstrate that a comprehensive, well-organized and fully supported CAS programme is in place at the school. Noted, appreciated, applauded and commended are the students' final CAS experience essays included with the Chart 6. "I didn't just pass through CAS, I let CAS pass through me". "CAS: A Journey of Opportunities", written in the context of a travel journal through the world of CAS, with many meaningful stops along the way!

We would like to commend the school on facilitating learning of such quality for their students.

Also a delight to read and watch is content on the many social media links provided, especially the Lion King YouTube videos.

The submitted documentation and links to various social media accounts describe and celebrate numerous examples of meaningful CAS happening at the school. Notable examples include; Community 22 literacy programme, all of the work in Akorlikope (water pump, liquid soap, building a school), Wings of Life, Educom, the Children's Art Therapy group, I'Smile Ghana, and the Insight Media Group to name but a few. The school, CAS team and students are commended. Very well done indeed!

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The Chart 6 indicates that full support for CAS and the cohort of 95 students is provided by the school. There is a CAS team consisting of the CAS coordinator and two full time CAS advisors and there is evidence of designated financial and other relevant resources, including the “CAS Block” a designated office and meeting facility. Also indicated is up to date professional development provision for the CAS coordinator. Links between CAS and TOK are enforced by the fact that one of the TOK teachers is also 002280a member of the CAS team.

Review of the submitted documents clearly demonstrates a deep understanding of and commitment to the CAS aims and objectives by all school stakeholders and a CAS programme fully aligned with IB philosophy and Diploma Programme requirements.

School's evaluation system

As indicated in the Chart 6, CAS administration is accomplished using Managebac. Students are encouraged to include video, audio and social media links in their Managebac portfolios, taking advantage of Managebac's full potential. Parents have Managebac access and are kept fully informed on students' progress, as files are regularly updated by the CAS team.

The Chart 6 indicates that regular and systematic training and support for CAS advisors is provided by the CAS coordinator through frequent team meetings. CAS advisors are encouraged to make use of relevant resources on the OCC.

The CAS team's fulltime status and communication practices via an open door office policy, Skype, What'sApp and Facebook CAS groups are commended. In addition to the informal avenues mentioned above, formal CAS interviews are conducted twice per semester, focusing on students' personal development through CAS, learning outcome achievement and project planning and initiation. There is a focus on teaching meaningful reflection (which is clearly effective) and students are provided with a comprehensive CAS handbook and reflection guide.

CAS is celebrated and promoted via the school's website, various school community publications and several active social media accounts. Additionally, the school has established partnerships with local and national broadcast and print new outlets, through which CAS is often highlighted. The annual end of year CAS fair, at which students demonstrate their CAS learning and achievements, is commendable.

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There is ample evidence, in the submitted documentation, that the school's CAS programme administration is consistent with IB expectations and meets programme requirements.

Students' records and self-evaluations

The sampled students' files are well presented and enjoyable to read, watch and listen to, as reflections were presented in varying formats. All reflections are descriptive and include evidence of personal growth resulting from CAS participation. The sampled students articulate how their personal goals and the CAS learning outcomes were achieved. Students are able to identify and express connections between their CAS experiences and TOK topics and subject area learning.

Reflecting on his role in the Lion King production, one student articulates how he grappled with acting in a character completely conflicting with his own personal character traits. He expresses pride in what he learned about himself and his achievement in successfully acting the role. This same student, reflecting on the building project in Akorlikope writes, "I didn't think that I would have had to learn how to mould blocks in my life. It was an eye opening experience that makes me constantly thank God for providing for my family". "I intend to invest more into the construction of the Akorlikope School as well as to help in improving the living standards of the people of Akorlikope... "This trip opened our eyes to a whole different world not too far from our school".

Regarding the same project, one of the other sampled students writes, ""Motivating and impacting in the lives of people may present itself in the smallest possible form of a good deed. That tiny seedling could mature beautifully and in the long run be a person's stepping stone to greatness". That's what my first service-learning trip taught me and I still stand by that mantra till date". "Every opportunity to return to Akorlikope is a blessing. Most of the times we think we will make things better for them, actually they make things so good for us. As we give of ourselves... a lot was given on to us".

Another student writes an emotional account of the Inter-Colour Volleyball competition. "With high spirits, we went into Day 3 confident, knowing that a win could possibly make us winners of the competition overall... It seemed all-over, as they outplayed us. Then. There was THAT turning point. A time-out team talk". He goes on to describe what he has learned about complacency, rigor and team work.

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Writing about participating in the Young Global Leaders Conference, a student expresses the importance of communicating clearly and respectfully in a culturally diverse group. Honest admissions of giggling at different accents, phrases and colloquialisms served as opportunities for changed perspectives for this student.

The sampled students' files demonstrate that an emphasis is placed on frequent meaningful reflection done in a variety of ways. Additionally, the files demonstrate that students have a deep understanding of the CAS aims and objectives. They are able to articulate personal growth resulting from CAS participation. The CAS team and students are commended. Well done!

The CAS programme structure - balance of the three elements

Descriptions of activities incorporated in the CAS programme at Tema International School represent a good balance between the three strands of CAS (creativity, action and service) and the majority of activities in which students were involved encompassed at least two or more CAS strands. Students distinguish their CAS projects from other CAS activities and the CAS projects described are consistent with the requirements stipulated in the CAS guide.

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Recommendations

- The school to investigate ways in which the experiential learning programme they set up can be shared with the global IB community; hosting workshops and conferences for other IB world schools, presenting at future AEM Regional Conferences, staff contributing as members of IBEN at: <http://www.ibo.org/about-the-ib/the-ib-by-region/ib-africa-europe-middle-east/iben/>

Thank you for submitting the documentation.

We wish you every success with the development of your programme.

Jane Hanna

Independent IBAEM Consultant
Amsterdam, Netherlands

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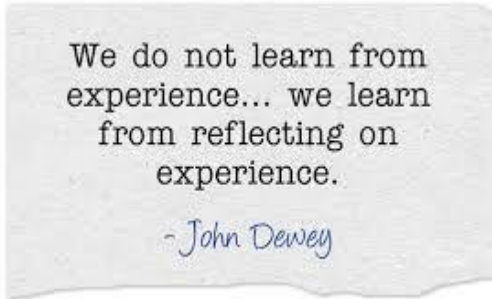
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CAS Updates

The Past Week in Perspective



The past week has been vibrant with a number of activities geared towards enriching students' experiential knowledge. The activities have been rigorously engaging and creatively entertaining to complement and balance students' academics. While the DP1's were actively engaging in community service at Akorlikope to round-up with their IBDP orientation, students' of Grades

7 to 10 were equally hands-on with various Co-curricular and Service in Action activities in school.

Following the report of the CAS Programme in TIS by the IB Monitoring Team, there has been a revitalized and reflective mood in the CAS team with the way forward. How can the CAS programme in TIS be enhanced and made better to further 'demonstrate a deep understanding of and commitment to the CAS aims and objectives by all stakeholders in the school? To this the CAS Team is poised and looks forward to collaborate with you all.

#It Can Only Get Better.

Akorlikope Service Learning Trip

Report by Audrey Antwi-Assimeng (Grade 11 A _Class Rep)

The IB class of 2018 visited Akorlikope on the 25– 26 August, 2016 to engage in a CAS Orientation/Service Learning Trip. Once there, we were placed in our colour groups: Red, Yellow, Green and Blue, and tasked to build a bird nest. The essence of this challenge was to instill in us the spirit of teamwork and unity. These qualities were very valuable and helped us to make a great impact in the lives of the students at Akorlikope.



The trip was entertaining and an eye-opening experience. We were grouped into different sections: **Cooking, Knowing the Akorlikope inhabitants, Edutainment, Educom, Art & Craft, Photography, and Sports.** We were able to cook for the lovely kids and also engaged them in outdoor activities like football, skipping and ampe. In addition, we had the chance to educate them on how to wash their hands properly. Although the majority of us faced the challenge of not being able to speak the native dialect, Ewe, it did not stop us from interacting with the people of Akorlikope.

We also visited the Akorlikope town, which I must say was quite a saddening, yet humbling experience. Most of the people didn't have much to do apart from working on their farms, yet content with what they have. The visit to the town was such an eye opener for my grade

mates, as it allowed us to be very grateful for all we have, and even more so to be caring and show empathy towards the less privileged.



with the children. The trip opened a vigil for me being able to help and impact others to always strive for the better.

Reflections from IB 1 Students

Chloe Owusua Asiedu_Grade 11 – *For me, the Akorlikope trip was very eye-opening. I got to see different perspectives of life. Akorlikope made me aware of how sometimes being naïve is sometimes the best stare than being overwhelmed with knowledge. It allowed treasuring their current lifestyle and appreciating the simple things in life. I still recount the precious moments I spent*

Jacqueline Tetteh_Grade 11 – *It took me less than a minute to prepare Yake Yake! That’s how good I am in the kitchen. Akorlikope was such an awesome experience! We worked together as a team to put smiles on the faces of our little siblings in Akorlikope. The jollof was just the best. I would like to say a big thank you to the CAS Team for a memorable 2-day trip. I learnt so much from this trip, especially how to prepare Yake Yake.*



Tsui Odonkor_Grade 11 – *Akorlikope was a fantastic experience. We had a blast helping such deprived kids, teaching them new skills and also getting to prepare such delicious meals which we shared with them. It was great. The trip helped me to understand how tough life really is for some people and how things I took for granted meant so much to them. All in all, the trip was a tremendous success.*



Kelsy Searyoh_Grade 11 – *Going to Akorlikope, I had made up my mind that this trip would not be worthwhile due to the fact I was going to a village. But I was proven wrong! The trip was possibly the most heartwarming and eye opening experience I have ever had. Nothing can compare!*

Adwoa Asantewaa Owusu Boamah_Grade 11 – *When we got to Akorlikope and entered their library of the school, the books were in disarray and dust had covered the whole class. But after three (3) tiresome hours of cleaning*

up, the library was totally transformed into a more pleasant and appealing space for learning. At the end of the day, the satisfaction we felt overshadowed our weariness.



Andrew Nartey_IB1 – *The trip to Akorlikope was very special for me and my grade mates. We were on a mission to help children who are less privileged and can't afford to pay their school fees and who just can't afford some basic things in life. One of our experiences was to visit the town to see how the people of Akorlikope live and know more about their culture. I was inspired and amazed by an old man who had stroke and was crippled and owned a pepper farm. He*

was always smiling; he does all the work himself by sitting on a small stool. This really inspired me. But the best part of the trip for me was interacting with the children and helping out in the kitchen. I learnt the value of contentment, because people in these areas lack basics things, even though they seem more appreciative than some of us. We are grateful that we managed to pay school fees for 50 children in Graceland Academy, with the support and donations from students and teachers. Akpe!!!

Reflections from Accompanied Staff

Alex Tay_Head - Sports Department / Hostels Liason Officer

It is always a pleasure going to Akorlikope and this year's trip with the current IB 1's was humbling. The students' exhibited so much maturity and caring for the kids at Akorlikope. I was amazed at their team spirit. I look forward to their CAS Projects.



Gabriel Mensah_School Driver – *As a driver, the roads are always my utmost priority; getting everybody to their destinations safely. But when going to Akorlikope, not only do I get to drive, but also, I get to see students engage in community service with passion, and help out with cooking and any other activity. I think the CAS Project at Akorlikope is worth commending and I look forward to more of such trips.*

Reflections from Graceland Academy Students (Akorlikope)

Jennifer – *When the TIS students come here, they teach and play with us. We are happy when they come. We look forward to their next visit; we will like to play ampe and skipping with them.*

Promise – *I am in Class 6 and my favourite subjects are Ewe and English. I want to be a Medical Doctor because I want to make people happy. I enjoyed the football we played and the jollof rice. I also enjoyed the drawing class; I drew a football.*

Co-curricular Activities

Co-Curricular & Service in Action sessions

Students in Grades 7 – 10 has been engaging in various activities as they prepare to sign-up for their preferred co-curricular activities and Clubs. As a precursor to the upcoming annual school play, some students who look

forward to be part, engaged in some interesting dramatic activities, while other students tried their hands in the CAS kitchen to prepare spaghetti bolognese, pancakes and Popcorn.



Reflections from Students

Daniel Asiedu_Grade 10 – *Learning Salsa for the first time was such a great experience. Before, people always assume that salsa is for ladies only, but I realized that isn't actually so; guys can equally dance salsa. Learning salsa has also opened me up to learn new dances and even try other new things.*

Nadia Bawumia_Grade 7 – *The Service in Action Class we had this week was fun. I had a good time and it has prepared me for the upcoming audition. We worked in groups to create a performance which helped us to interact with one another, and it was fun watching other group's performances. But I wish the auditions will be held privately and not in public.*



Keisha Okai_Grade 7 – *I loved the cooking class so much. We made pancakes and popcorn. We actually made popcorn in another form that I didn't know about. It was so much fun and everybody got a turn to do something. I learnt how to make popcorn from scratch and it was really good.*

Emmanuella Boateng_Grade 8 – *Cooking was great. I had a lot of fun. Making pancakes is very interesting, especially the tasting part. It was good to learn because it can be useful at home. Although making popcorn is quite easy, the popping sound of the popcorn was really strange for me. Cooking with Miss Grace and my grade mates was a wonderful experience.*



Amanda Fafa Awumee_Grade 8 – *Wow! I really had fun during the preparations for the school play. I had a lot of fun and experience of how to act. And now I look forward to auditions on Sunday, and I hope that it will go well. Service in Action was awesome. Thank you CAS Team.*

Liesel Frempoma Amonoo-Neizer_Grade 8 – *So this week, the Service in Action period was really nice and very productive. Since the auditions for the school's annual play was approaching, we had a drama class and it was fun. There were about three or four different exciting activities and even made me know that CARING was part of the IB Learner Profile. All in all, every week gets better.*

Aaliyah Tamakloe_Grade 7 – *It was very nice taking part in the drama class towards the school play audition, especially when we had to create a performance with a poem. It was just amazing and it has made me really determined for the school play.*

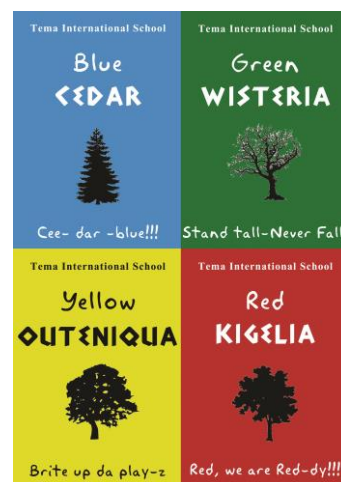
Inter-Colour groups welcome new members:

Wow Wow Wow..... Wednesday night the MPH was humming. What a fantastic welcoming from the **Blue Cedars, Green Wisterians, Red Kigilians & Yellow Outeniquas** to their new members.

A bunch of talented, sporty, artistic, creative, intelligent and confident members have joined our Colour groups. **Red Kigilians** assured that the cup is theirs and this year they are well equipped to take it again, **Green Wisteria** said losing is something of the past, so everyone should watch out for them as they lead the competitions this year. **Blue Cedar** said no need to say anything, just enjoy the ride, Cee-dar-blue! **Yellow Outeniqua** said: Be there to help us carry the trophies.

In TIS, school spirit means a lot. Watch out for some amazing battles, contest and competitions this year.

It's all about participation, fun and team spirit!

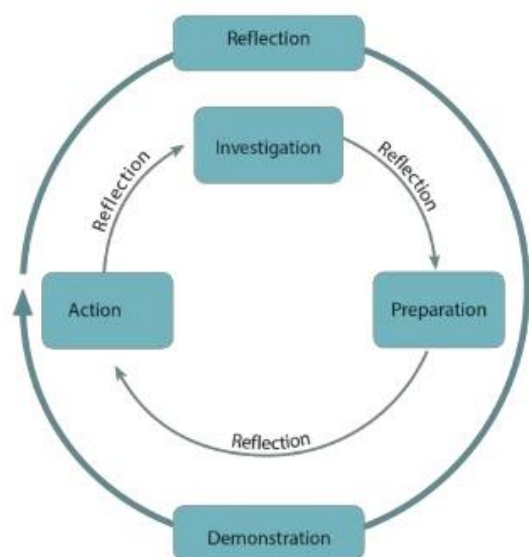


TIS Swimming Club: Develop Your Endurance & Style

The Swimming Club invites all swimming enthusiasts to the Sports Complex, this and every Sunday, from 4pm – 5pm to partake in a healthy, fun and competitive swimming experience.

Sign –up with the Swimming Club and learn different swimming strokes, as well as build physical and mental endurance. Both beginners and experienced swimmers are all welcomed. The Swimming Club this semester will be building a team for the upcoming ISSAG Swimming Championships to be held in Tema International School. All students who intend to be part of the school’s Swimming Team should endeavor to join the Swimming Club.

CAS stages! Steps towards an effective CAS experience



From the IB CAS guide (for students graduating in 2017 and thereafter)

Investigation: When you identify your interests, skills and talents to be used in considering opportunities for CAS experiences.

Preparation: When you clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.

Action: When you implement your idea or plan.

Reflection: When you describe what happened, express feelings, generate ideas, and raise questions

Demonstration: When you make explicit what and how you learned and what you accomplished.

You cannot afford to miss Swimming Club this Sunday ☺ @ 4pm prompt



Join or initiate a Club today: Developing leadership and self-esteem skills are one of the great benefits of a club engagement. Students have the opportunity to apply the knowledge and skills learned in the classroom in their club. Some other advantages are learning to work as a team and bonding with your mates and teachers, such as opportunities to be recognized for achievement, involvement of community members in programs, and positive public

relations with the community.

Spanish, Swimming, French, Garden, Cooking, Creative Writers, Keep fit, Book Club and many others. Check your ManageBac for more details. Pass by the CAS office for sign up.

GET INVOLVED!



Alumni of the week



John Amankwah

Year group: 2012

Hostel: Anthony

Colour group: Blue Cedars

Roles played at TIS- Anthony Hostel Prefect, SRC Representative, Soccer Team Captain

Achievements- Prefect of the Year, Math Studies Award

University Attended: La Salle (Philadelphia, Pennsylvania)

Job: Entrepreneur

Word of advice: Make the most of your TIS experience. In the beginning it may seem like prison but eventually you will appreciate the experience. Don't be that guy/ girl who just passes through the school. Join clubs, take up leadership roles, be an inspiration to others and most importantly study hard and take advantage of the wonderful foundation TIS has to offer. All the best!

Enjoy a great weekend

Dr Ken Darvall
Principal



TEMA INTERNATIONAL SCHOOL



Humanities Department: DP Presentations, MYP Lessons & IGCSE Course work



Akorlikope



Assembly & Others





TEMA INTERNATIONAL SCHOOL



Co-curricular & Service in Action





Every Journey Begins with a First Step



Moments of Reflection



Sharing Love and Doing Something New



Sharing Love and Doing Something New



We Love to Help



We are One