



TIS BULLETIN: 9 SEPTEMBER, 2016

Thought for the Week

When you judge others, you do not define them, you define yourself.

-Earl Nightingale

Calendar

- 10/9/16: Exeat weekend commences (Students may exeat after 4.00pm)
- 12/9/16: Eid Al Adha (Public holiday); exeat weekend ends (Students must return by 5.00pm)
- 13/9/16: Red Cross workshop commences (until 17/9/16)
- 17/9/16: Sing Out 2016 (Accra)
- 18/9/16: Swimming club (4.00pm)
- 21/9/16: Ghana Founders' Day (Public Holiday)
- 22/9/16: Visit by Indiana, California State and Bridgeport Universities
- 24/9/16: Sporty Family Day
- 25/9/16: Swimming club (4.00pm)

Making Us Proud

Genesis for their continuing performances at school and special events. They recently performed at the 80th Birthday Music Benefit Concert of Mrs. Gadzekpo, a very proud supporter of TIS.

Future Bulletins and Communication

Future bulletins/newsletters and communications will be distributed through ManageBac (MB). All parents should be able to access MB following an invitation emailed to parents last week. If you did not receive an email from MB, please email Bijoux or myself, so that a welcome email can be reissued.

Exeats

Future requests for exeats from 12 September will need to be made on the TIS Exeat Slip. This document will be a second attachment to this week's bulletin on MB. A copy will also be available on the TIS website (www.tis.edu.gh) under Publications -> Forms -> TIS Exeat Slip. Parents must complete the required details and email the document to exeat@tis.edu.gh

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If approved, parents and child/ren will receive a copy which can be shown to security from an appropriate device on departure. A reminder that requests for exeats should be made at least 48 hours ahead of time.

Closing of Gates

For students returning from an exeat, school gates close at 5.00pm to allow them time to settle and prepare for dinner and prep. Arrival after this time will result in vehicles remaining outside the gates, unless prior approval has been granted by the Principal, Boarding Liaison (Alex) or Head of Hostel (Richmond or Elizabeth). No entry will be allowed after 9:00pm.

Parent Information

Handouts available from last Saturday's parent information session have been placed on MB, as advised by email during the week.

ManageBac and Naviance

If you did not receive an email about connecting to MB or Naviance, please email info@tis.edu.gh so that this information can be reissued.

Eid Mubarak

Best wishes to members of the TIS family who will celebrate Eid Al Adha on Monday.



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IBDP Update

Individual Excellence Plan for Gr 12

“ If you fail to plan, you plan to fail”, Gr 12 students will have to fill the Individual Excellence Plan wherein they will plan their target grades and plan for achieving them. Parents/ Guardians need to discuss the plan with their ward during this weekend. Please ensure your ward mails a copy of their plan to Mr. Dev (dpc@tis.edu.gh) with a cc to you on 12 September.

Gr 12 Registration Details

Students have been reminded to update the spelling of their name, nationality and other details on ManageBac. Please ensure this is completed under your supervision this weekend.

Modern Languages Updates

Viva Español en T.I.S, Bienvenidos! - Spanish Comes Alive in T.I.S, Welcome Aboard!



Yes! Spanish is alive in T.I.S. Offered in T.I.S as a language remarkably similar to English, the Latin roots of Spanish are identical to the Latin roots of English- it is easy!

Globalise your ideas, **unlock** your destinations and entertain with Las telenovelas.

Come engage in the Hispanic culture in our classes and experience the various Hispanic activity in T.I.S this year.

Let's go **BaiLAndO** La SalSa..... **JuGanDO** al futbol de La Liga.....**CocinAnDo** la tortilla española and..... much more.....!

Vamos a España this summer:: let's go a la playa, estudiar, visitar and muchos mas!

We are a big **familia**, the Latinos, Españoles, Guinea Ecuatorial and **T.I.S!**

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Choose Spanish, let's be phonetic- say it as it is written, let's be **Realisticos!**

College Guides Update



Yale Young Global Scholars:

The College Guidance department is highly encouraged by the positive experiences our students enjoyed at Yale University this summer. We aim to support students in pursuing similar summer academic opportunities this year, and invite all students interested in pursuing such opportunities to notify our department.

Self-Directed Search (SDS) Questionnaire: All IB1 students completed the SDS questionnaire. The idea is to help them become aware of their personality preferences and the corresponding working environments.

Upcoming College Visits (U.S.A.)

Thursday September 22 at the New Exam Hall

1:45 p.m. – Northern Kentucky University, Indiana University, California State University, University of Bridgeport (U.S.A.)

College Visit Highlights:

University representatives from 6 schools in the U.S.A. & Canada shared insightful information with our students.

“The sessions yesterday with the universities from North America were amazing! These universities are perfect for shaping future minds.....I particularly liked how the presentation on UBC covered everything and how University of Toronto has an impressive research rank in the world.” –*John Paul Eta (IB2)*



Cornell University (New York)

- 14% admittance rate
- 9:1 Student to faculty ratio
- 3,600 International Students
- Average SAT: 2120 ACT: 33
- Meets 100% of financial need
- Fun fact: Cows are milked on campus & ice cream is produced

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Columbia University (New York)



- 6% admittance rate
- 6:1 student to faculty ratio
- 19% international students
- Average SAT: 2215 ACT: 34
- Meets 100% of financial need
- Distinctive feature: A renowned core curriculum

Dartmouth College (New Hampshire)



- 10% admittance rate
- 7:1 student to faculty ratio
- Average SAT: 2100 ACT: 33
- Meets 100% of financial need
- Distinctive feature: Undergraduate focus and numerous undergraduate research opportunities

Princeton University (New Jersey)



- 6.5% admittance rate
- 5:1 student to faculty ratio
- Average SAT: 2200 ACT: 34
- 12% international student population
- Meets 100% of financial need
- Distinctive feature: Major research university; senior thesis / substantial research project required to graduate

University of British Columbia, Canada



- International Leader of Tomorrow Award
- Entrance scholarships up to CAD\$10,000
- MasterCard Foundation Awards
- Distinctive feature: Most international university in North America & opportunity to study abroad (38 countries to choose from)

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University of Toronto, Canada



- 19% of students come from outside of Canada from over 100 countries
- Entrance scholarships up to \$10,000
- Lester B. Pearson International Scholarship
- MasterCard Foundation Awards
- Distinctive feature: Big on Co-op programs (paid work placements) & offers over 700 undergraduate programs

Education UK International Schools Fair

This exhibition will be held on the following date, time and venue:

Date: Thursday 15 September 2016

First session: 09:00am – 4pm (for students and school counsellors)

Second session: 4pm – 7pm (for parents and guardians)

Venue: British Council Auditorium, Accra

This is a great opportunity for all final year students and students who will be graduating next year. Students and parents considering UK education are encouraged to attend.

Grade 11 & 12 students who would like to attend the event should kindly register via this link after discussing this with their college counsellors:

<https://gh.edukexhibition.org/en/exhibition/10> to confirm their participation. Participating universities can also be viewed on the same link.

MYP Update

Assessment in the MYP

At TIS we see learning as a lifelong experience of which assessment is a major component. Assessment is used on a daily basis to ensure direct feedback to inform students and teachers about their learning and teaching as well as informing the parents about the achievements of their children. Students might be assessed on project work, presentations to class, role-play and debate, essays, or tests etc.

Assessment aims to support and encourage a positive attitude of student learning as well as driving the ongoing development of the middle school curricula. With the implementation of the MYP at Tema International School in practice this means that where the teachers are developing new units, they adapt their assessments as well. These are developed in such a way that they are challenging, interesting, but also rigorous enough to allow the students to

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reach the highest levels of achievement. As the MYP follows a holistic approach we want the students to recognize how, what is taught, links to real life. This is now done also through Key and Related Concepts and the Global Contexts.

Formative and Summative Assessment

Formative assessment means that students will be given assessed feedback on their work to help them improve it. This is the feedback that the student receives on a daily basis in many different ways, which will allow for improvement. Students themselves will also be involved in assessment, for example, through assessing their peers or themselves.

Summative assessment is an activity at the end of a project, unit or term, made by the teacher and often used for reporting purposes.

Ate Hemmes

MYP Coordinator

English Department Updates

Nuggets of our Progress

In the MYP 3 Language and Literature class, discussions have centered on the role of unchecked emotions or conformity in maintaining *World Peace* (Unit Title). Several strategies have therefore been employed to draw students' attention to how a little squabble between or amongst them could develop into a bigger issue that could affect a larger society. Besides, references from the fictional piece, *The Giver*, in which we see the effects of uncontrolled emotions on a society built on and moved by rules and conformity, students keep 'emotional journals' in which they record at least three of their daily emotional encounters/experiences per week. They explain what they did to someone or vice versa which caused a spark of emotion, and how that emotion either strained or strengthened their relationship with this person, all of which is to make students conscious of their environment, especially their relationship with others.

Following an intellectually stimulating line of inquiry, it has so far become evident to students that the chaos and wars currently going on in our world are largely caused by people's uncontrolled emotions and to deepen understanding, students were asked in groups of two to create their own idea of a peaceful and perfect world and below is one such creation

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of a world in which the 'rich and poor', the 'smart and dumb', the 'weak and strong' co-exist in mutual love and respect.

Do enjoy this work of art!



Creative Arts Updates

Playing learning

Please ponder on this:

“A well-educated child can read a book, a child who has been allowed time to play and develop his imagination might write a book, or paint beautiful paintings, or even make breakthroughs in technology or medicine that haven't been thought of yet”.

www.freeworld.org

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One of the common teaching and learning practices I noticed this week in the creative arts classrooms was the engagement of students through play. From the Visual arts classroom hands on activities to the clapping in the music class, as well as the basketball lessons in drama. This raises a number of questions.

How is play constructed?

Who plays?

Why do we play?

When do we play?

What is being serious and why do we have to be “serious”?



ANNUAL SCHOOL PRODUCTION

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Great Energy + Uncertainties + Engagements + Can do spirit
- Impossibilities X Collaboration =



The journey to this year's school production has started, the investigations are like mirages that get clearer as we journey on.

It has been a week characterized by energy, mixed feelings, disappointments, explosion of talents and creativity. The buzz since Sunday till date has been overwhelming with the climax of it being the selection process with the student directors. It was a fierce battle in the courtroom scene with plaintiffs, defenders, lawyers and judges. The decision was hard since everyone who presented themselves deserves a chance in this process, but as it goes, not all could make it. What emerged at the end of this battle was a selection of individuals who will embark on this year's journey of showcasing another creative experience. The journey to finding ? has begun.....

Mathematics Department Update

The Grade 7 Mathematics MYP class has begun their course starting with a unit about 'The impact of number on transport in our community'. They have been investigating where the number system we use has come from. Supporting each other through group work, their research has taken them through the Hindu-Arabic system and after reproducing numerals as they were written in Arabic, ancient Greek, ancient Egyptian, Chinese and Mayan, they

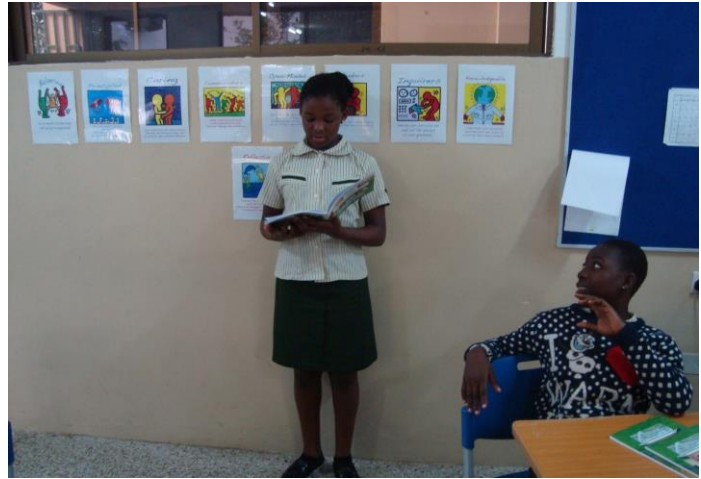
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researched some of the roots of our number system, through Aryabhata, Al Uqlidisi, the Brahmi numerals and the Codex Vigilanus. They also gave their very first presentation of their findings to the class.

Here are Nadia B and Nina O reading the work of their groups to the class.



Humanities Department Update

The past week has been an exciting one for the Grade 11 Geography class. As part of their project and presentations, students were tasked to examine trends and patterns in international tourism arrivals. The class is highly commended for dedication exhibited during the research and reporting of the task. We are grateful to Head of the Humanities Department- Mrs Adelaide Ferguson, as well as Mr. Emmanuel Sampong, for the support they gave as external assessors for the project.

Please find below, insightful reflections by some of the students.

- Geography Teacher

Geography Reflections on a class Project and Presentations on International Tourist Arrivals

My journey through IBDP geography started not too long ago. The class started off with the topic Tourism, Leisure and Sports. We delved deeper into tourism as a topic on its own with its own trends and patterns.

For my first project and presentation, the class was to examine how international tourism has grown through the years. My group was assigned Asia Pacific which I found very intriguing because I hardly considered the other Asian countries in the Pacific. It was exciting for me to

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explore an unfamiliar geographical area to start with, and then to consider their most attractive primary and secondary tourism resources.

I was appointed group leader by the subject teacher, Mr Odame, and as huge a task that might sound, I was not intimidated by the work, the planning, assigning each member to a task and following up on it. I was ready to commit and take full responsibility for everything that would happen during the period we were to work on the project. I was rather very excited to take on such a huge task because I knew it will constitute a large portion of my assessment.

Working on Asia was eye-opening. Most of the countries I know in Asia like India and the Philippines are less developed, and so exploring the amazing and breath taking attractions such as the Taj Mahal in India, and the underwater hotel in Singapore, simply blew my mind. Examining the trends and patterns in international tourist arrivals to Asia-Pacific, I found that international tourism grew faster when the destination country provided mouth-watering packages like affordable housing, suitable weather and cheap air fares. These factors were seen to be one of the main pull factors to a destination like Singapore.

While finding the statistics to show that tourism was one of the main revenue earning strategies for most Asian countries, it occurred to me that Ghana could earn more government revenue by simply implementing sanitation policies at famous tourists' sites like the Cape Coast Castle and the Kakum National Park. We could also generate more revenue by creating resorts at the coastal areas, such as Elmina, to attract more foreigners, especially when it gets colder in Europe.

Personally, I had no major challenges with this project, as I enjoyed it overall. I like to be in charge and be able to say at the end of everything, "I did this". Working with Kelvin Anthonio made things a little easier because he was dedicated to the project and was generally interested. I would however like to be put in a group where I would be forced to do all the work just to challenge myself and be better.

I look forward to my next big project and from the skills I adopted from this one, I know the next one will be an even better experience.

- **Jadyn Kelaih Thanki (Team Leader-Asia-Pacific)**

After completing the project, I have gained more in-depth knowledge on Tourism, which has complemented what I was taught in class. My group tackled Tourism in Europe, a continent

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most citizens worldwide tend to travel to. I have been exposed to many other reasons why international tourists arrive in Europe, aside for the usual sight-seeing. I've come to realize that tourism is also influenced by socio-economic factors of the country and overall development.

After completing the project, I feel I have become more resourceful as a learner because the assignment required that we work as a team to gather bits of information from several 'areas of knowledge' ranging from web pages, PDF documents, textbooks, and several statistical facts on the region under consideration.

The main challenge we faced as a team was the magnitude of the project. There were so many things we had to incorporate including photos, graphs, text-based evidence, and many others. However, with teamwork, determination, and a mindset geared towards achieving the best we can, the group was able to overcome this challenge.

As a group leader, I had divided the tasks and assigned them to each member of the group. This was quite difficult to move on with because some members of the group either felt that their tasks were a workload as compared to others or that their tasks were quite inferior as compared to others. However, I tried as much as possible to make each of them understand that their roles were equally important. Each group member developed in the areas they specialized in.

All in all, the project was very challenging and beneficial in the long run.

- **Dennis Donkoh (Team Leader, Europe)**

First of all, I would like to express how fun and enjoying the topic: *Trends and Patterns on International Tourism* was. After completing the project, my knowledge and understanding of the concept of International Tourism has improved. I realized during the project that unlike the other continents such as Europe, Asia and the Pacific, Middle East and America, in Africa has the lowest percentage of international tourist arrivals, ranging from 2 percent to about 6 percent yearly.

The challenges I faced included difficulty in finding case-specific statistics and also how dedicated we had to be in order to get the work done. However, the highlight of the project was how we, within the group, we worked together as a team; each working on a separate

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task, and then putting together our works to form the overall. That spirit of collaboration and team work is what made everything possible.

-Mavis Yamoah (Africa Group)

First of all, I believe the entire experience was not just an enjoyable one but also a very fruitful endeavour, because I feel that not only was the standard of work admirable but also the work ethic of all my group members. Though it was generally a successful time there were also difficulties in coming to our promising conclusion.

In relation to my understanding of the topic, I feel this experience gave me a deeper understanding of the topic which was not unfamiliar to me. Though I am aware of how rapidly Africa has become a growing continent in terms of tourism and infrastructure, seeing the figures brought new life to the situation.

Due to the demand of everyday boarding life, meetings were hard to come by because all our group members had different routines and schedules. This sometimes became very frustrating, but through all of that we managed to get on the same page to complete the work.

To conclude, I really enjoyed the experience and I hope to try group work again but maybe switch up the groups to have a different feel.

- *Caleb Jimoh (Africa Group)*

From the Chaplaincy Corner

SING OUT 2016

TIS has received an invitation to participate the 2016 edition of SingOUT. Sing Out is an annual live Praise and Worship event by Living Streams International (LSI) and hosted by Monarch's Praise the resident choir. Proceeds from the concert are channeled into an annual medical outreach programs (currently in its 10th year).

Please note that we have a very limited number of tickets available for students who would love to attend. Tickets will be sold at the CAS office from 7:30am till 5pm on Tuesday, 12 September.

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TEMA INTERNATIONAL SCHOOL



Date: September 17, 2016.

Time: 6:00 p.m. to 9:30 p.m.

Venue: Accra International Conference Centre (AICC)

Rate: Standard (GHs50),

SingOUT 2016

LIVING STREAMS INTERNATIONAL PRESENT Citi 97.3fm

MONARCH'S PRAISE

SING OUT 2016

WITH **MARVIN SAPP**

a live praise and worship experience

FEATURING **JOE METTLE & AKPORORO**

SATURDAY 17TH SEPTEMBER, 2016
ACCRA INT. CONFERENCE CENTRE | 6PM

REGULAR TICKET **GHC 50** | VIP TICKET **GHC 100** | TICKET HOTLINES: **05555 026 10, 05555 026 11**

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Genesis Band of TIS celebrates with Grandma - Mrs. Margaret Gadzekpo The Genesis Band of TIS was privileged to minister in songs at the 80th Birthday Music Benefit Concert of one of our Grandmothers, Mrs. Margaret Gadzekpo, on Sunday, 28 August, 2016 at the College of Physicians and Surgeons, Accra. We performed the songs "Draw me close to you", "Tambira

Jehovah", "Jehovah Is Your Name" and the all-time favorite "Oye", which the audience enjoyed most. Our participation was an exciting whirlwind experience and the group is looking forward to more opportunities to minister on such big platforms.

We are very grateful to the Gadzekpo family for the invitation and also to the management of TIS for giving us the opportunity to participate in the programme.

Nana Oye Owusu-Koranteng



SCIENTIFIC CORNER

PRACTICAL OF THE WEEK

This week Grade 10 students who are treating periodicity in the chemistry class had a practical session outside the class. The purpose of this session was for students to discover which alkaline metal (lithium, sodium or potassium) is the most reactive.

Students were safely guided to add these metals to a trough of water and required to note down their observations. Based on their observations, every student was able to rank these 3 metals in order of their reactivity. Potassium was found to be the most reactive, followed by sodium, then lithium.

Most students were amazed about how dangerous these reactions can be. This is what some of them had to say;

“This experiment was very insightful, fun and above all highly educative. It was mind-blowing seeing potassium burn with a lilac flame as it was gently placed in the water. I hope as time goes on we will have more of these fascinating experiments” – Otuwa Dabanka.

“I have learnt that these metals are very reactive and there is a lot of fire when potassium reacts with water” – Mamle

“As soon as you add potassium to water, it fizzes and then explodes” – Mame Ama

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CAS Updates



“**Reflective** practice is, in its simplest form, thinking about or reflecting on what you do. It is closely linked to the concept of learning from experience, in that you think about what you did, and what happened, and decide from that what you would do differently next time.”

Grade 8 #IBLearnerProfile – We are REFLECTIVE

Find more at:

<http://www.skillsyouneed.com/ps/reflective-practice.html#ixzz4JfonQOfI>

ENGAGING! PARTICIPATORY!! & ELECTRIFYING!!!

...these words most define CAS @ TIS

Highlights of the Week - [CAS@TISGhana](#)

Demo Dance Class



Our dance class continued for this week with the inclusion of Hip-hop. Students who took part were thrilled to Ballet, Salsa and Hip-hop Dance moves. We look forward to the continuation of the Dance class as students have shown enormous interest in it.

Steve Williams Jnr. (Grade 9) *The Dance class was fun and an ice breaker to be honest. I have personally desired dance and will always jump in when there is*

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the opportunity. I hope we can have this class at least once a week.

Chloe Owusua Asiedu (Grade 11) *My expectations were as high as quality Peruvian weaves. Exercise was to be transcribed into one of the greatest stylistic arts of all time: dance. The aura quickly diffused as I entered with a friend. It was far too apt to contain. Chaos flung everywhere, frustration rung in the air and we were quickly plunged into a united feeling of despair. The moves*



were uncoordinated, leading to a loss of balance, and the subsequent autocracies ensued. However, progress marched on with the veil of Salsa, Hip Hop and Electro-fusion. The room quickly spiraled into hope and was saturated with laughter. We were able to build our confidence in the dance class. Hidden talents became unhidden, barren dance moves became default choreography. It is what we are able to learn from these mistakes and create new moves.

Nuna Afi Attipoe (Grade 11) *Personally, I do not know how to dance properly but the dance class allowed me to find a comfortable style of expressing myself. Through salsa, hip-hop and ballet, I was able to explore and enjoy different and appreciate all forms of dance and even learn a few moves.*

Swimming Club



Dr. Ken, his team and some young swimmers were at it last Sunday at the TIS swimming pool. The **Swimming Club** has started on a very high spirited note and the students are leaving nothing to chance. The students are poised to take on new challenges and learn the different swimming styles.

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Deion Mitchell (Grade 7) *Swimming is nice and is the best sport in the world, because it exercises all parts of the body. Last Sunday's swimming was very exciting; we all had to work hard to beat one another in the race. I look forward to join the school's swimming team.*

Cyrus (Grade 7) *I really enjoy swimming and I think in TIS, I will be able to become an Olympic Swimmer.*

I really enjoy TIS swimming classes because the instructors are very patient and they always make sure you make progress by the end of the day.

Basil Elikem Dzata (Grade 7) *The swimming club is fun and adventurous. It has educational benefits and it exercises the muscles. I got between 35 seconds to 20 seconds for breast stroke and free style.*

Cynthia Nutsuakor (Grade 7) *I really enjoyed the swimming club session on Sunday, because it was really fun; especially when I was asked to record the name of people with their swimming times. That day was when I knew a lot of people's names.*

Elizabeth Anatsui (Grade 8) *I enjoyed swimming but it was tiring. I tried my best and I am prepared to learn.*

Co-curricular Activities



A number of activities was arranged for the Co-Curricular and Service in Action classes for Grades 7 to 10. Ranging from cooking, sculpture, cosmetology, rug weaving, musical instruments, and performance workshops, the students were hands-on with these different activities.

Nadia Bawumia (Grade 7) *Our Service in Action Class rocked. At first I thought rug weaving was going to be boring, but it was so fun. Wish I did it every day. The best part is sitting with your friends chatting while working.*



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Abdul Bawumia (Grade 7) *Cooking was fun and I really enjoyed it. Ms. Grace is just fantastic! I love SA. I learnt how to make pancakes with banana. Yummy!!! Thank you.*

Gabriella Manu (Grade 10). *The journey has just begun, and I had such a fun time in the Performance Class. It was fantastic blending in nature and writing something far from it.*

Jalal Muniru (Grade 8). *The violin has never been an interesting instrument to me, but I got to try and I actually liked it. I will encourage my colleagues to give it a try.*

Upcoming Activities



Red Cross Club First Aid Training

From Tuesday, 13 September to Saturday, 17 September, students and staff will be taken through five-day of first aid training. Participants of the workshop will be trained

in attending to injuries and all various cases that require first aid. There will be theoretical sessions, and then practical sessions in which participants will have the opportunity to demonstrate by application the theoretical knowledge acquired.

Upon successful completion of the training which will require a written and practical test, participants will be awarded certificates in Practical First Aid, and an ID card which recognizes them as members of the Ghana Red Cross Society.

The training will run from 4:15 pm to 5:30pm each day, with the Friday and Saturday being days for the theoretical and practical tests respectively.

Seneca — *if 'It is a denial of justice not to stretch out a helping hand to the fallen because it is a common right of humanity', then this is our first step in ensuring that we do not deny people this right.* **RED CROSS, SAVING LIVES!**



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CureAidGhana – CAS Project by *Eyram Diaba*



A big thank you to our parents, staff, students and friends for the help and support you continue to give towards our project. We were able to raise GHC492.00 during the parents' information session last Saturday. Thanks to your generosity we are able to get material to continue our soap production. This week we made another batch of **Lyon Liquid soap**.

You can continue supporting us by sending **used soap bottles** which we will sterilize and re-use. You can also place your order for the Lyon liquid soap by sending a txt to: 0244 - 626805 our patron Ms. Grace Kabukie. #positivechange

Our hand wash campaign continues follow us on:

<https://twitter.com/CureAidGhana?lang=en>

<https://www.facebook.com/cureAidGhana/?fref=ts>



Happy Feet – CAS Project by *Oluwaseyilayo Ayooluwa Olagbami*

Making a difference one pair of feet at a time

Happy Feet founded on September 3rd is a CAS project that seeks to provide the underprivileged with the required footwear to go about their everyday lives comfortably.

Mission: To give those who cannot afford proper footwear the opportunity to wear good shoes.

Vision: To provide the children of Akorlikope with school shoes, slippers, sandals and sports shoes.

To make all this possible we will require donations from parents, students and staff. These donations include shoes which are not worn any longer or too small shoes for one's feet and we require shoes that are still in good shape. Slightly damaged shoes are also permitted as we will strive to find ways to repair. Monetary donations are also very much accepted as they can be combined with the money made during our fundraising events in order to purchase brand new shoes.

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For more information contact: *Adwoa Asantewaa Owusu Boamah, Seyilayo Olagbami, Worlanyo Akpatsa, Ayeyi Ohene-Adu, Akua Asibey, Mavis Yamoah or, Kelsey Searyoh. (IB Class of 2018-grade11)* Or contact us at: **Happy Feet** - officialhappyfeet2016@gmail.com



Do remember, *“We rise by lifting others”* – Robert Ingersoll

CAS Weekly Focus



TIS Club de Espanol

We are happy to announce the coming back of the Club de Espanol. The club is under the patronage of Señoras Margaret and Dorcas who are confident to bring to life in TIS all about Spanish customs, sports, art, entertainment, food, and much more. Highlight of activities for this semester are, learning Salsa, preparing Spanish meals, and Model Spanish La-Liga. The Club de Espanol is opened to all students and not limited to only Spanish students.



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Dress For Success; A CAS project initiated by *Marie-Noelle Kpatakpa, Araba Adenu-Mensah, Rachel Odartey-Wellington and Selorm Kevin Mensah. (M.A.R.S)*

This project was sparked after a recent visit to Graceland Academy, Akorlikope in the Volta Region. Seeing the children, without underwear, in their tattered dirty clothes and bare feet, not only touched our hearts, but also brought to our attention what must be done for them; providing them with appropriate clothing which includes new underwear, school uniforms, jerseys for sports and school polo's so that they can look decent, smart and more importantly, feel confident about themselves.

We are counting on YOUR help; parents, staff, students and all able organizations alike to



donate clothes and money to help us in 'Dressing a Child' at Akorlikope. Let's work together to make this project a success. We are the change. Together we can do so much!!!

You may contact us via email at dressforsuccessgh@gmail.com

*You can contact our Patron Auntie Bijoux to make your donation. ☺

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Alumni of the week



Name - Efua Agyare-Kumi

Year group - graduated 2015

Colour group - Yellow Outeniqua

Hostel - Cecilia

Roles played at TIS - Bell girl, library worker, SRC secretary and Vice President, Chief Editor of the 2014 school magazine

Achievements - Award for best IGCSE results in 2013

School awards - G10 Music and Biology, Grade 11 TOK, Literature and Music, Grade 12 Music

Current University - Lancaster University

Program - Biomedical science

Year - 1st

Word of advice - Dare to be different. Trust me, it pays off in the end.

I appreciate your support
Dr Ken Darvall
Principal

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ALAMAU 2017

African Leadership Academy Model African Union

March 15 - 19, 2017

Registration dates
12 - 19 September, 2016

The package includes:

- Air fare
- Three meals and two snack breaks each day of the conference
- Pick-up and drop-off at OR Tambo International Airport, Johannesburg
- Tours and entrance fees to selected tourist sites in Johannesburg
- Participation at diplomatic reception with Ambassadors
- Participation at delegates' party
- Mobile phone SIM cards

Age Limit	15 years to 19 years
Maximum total number of delegates	15
Cost of programme	\$ 2,600.00
Non-refundable commitment fee	\$ 100.00

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TEMA INTERNATIONAL SCHOOL



HMUN2017
Haarlem Model United Nations

March 31 - April 2

Pre-registration dates

12 - 19 September, 2016

Opened to students from Grades 7 - 11

Cost of trip will be conveyed in the next Bulletin

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Don't ask others to do what you won't.... Lead by example

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