



Highlighted Contents from Today's Bulletin

Click on each topic to take you to the corresponding page

- Thought for the Week
- Calendar
- Making Us Proud
- Parent Reminders
- Food In
- Sex Education Workshops
- Sex Education Workshop Outline for G7-9
- Sex Education Workshop Outline for G10-12
- CAS Updates
- Akorlikope Service Learning Trip
- The Eco Stove
- Feed a Child
- TIS Gardenholics
- MYP Corner
- Commending Grade 8
- Alumni Corner
- Alumni of the week
- IBDP Update
- Mock exams for Grade 12
- Academic Honesty - Paraphrase
- Counselor's Corner
- ACT April
- Advantages of taking the American College Testing (ACT) exam:
- College Visits
- College Highlights
- Ghanaian University Application Instructions:
- Wellbeing Corner
- Grade 10 Geography trip to the Ghana Meteorological Agency
- France & Spain Language Immersion Programmes
- Kindly cooperate with us as usual for a smooth application process.

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TIS BULLETIN: 10 FEBRUARY, 2017

Thought for the Week

Don't let your rituals become ruts.
- Todd Henry

Calendar

- 11/2/17: Chocolate Friendship Day
- 18/2/17: Cape Coast day trip for international students;
- 20/2/17: Sex education workshop for G7-9/10 girls (7-9.00pm)
- 21/2/17: Sex education workshop for G7-9/10 boys(7-9.00pm)
- 22/2/17: Sex education workshop for G10-12 girls (7-9.00pm)
- 23/2/17: Sex education workshop for G10-12 boys (7-9.00pm)
- 25/2/17: ISSAG Basketball and hockey competitions (GIS)
- 26/2/17: Visiting Sunday
- 6/3/17: Independence Day (Public Holiday)
- 7/3/17: Mock exams for G10 and 12 commence
- 11/3/17: TIS Entrance Exams #1

Making Us Proud

[Back to top](#)

• India Agyeman (G9) and Michael Kumi (G8), TIS and ISSSAG swimming champions, have been selected for the Ghana junior swimming training squad for upcoming international swimming carnivals.

• G11, TIS Game Changers, for continuing the TIS tradition of making the world a better place as a result of their three days at Akorlikope last week.

[Back to top](#)

Parent Reminders

- All student clothing and items should be labelled.
- Exeat requests for a weekend should be received by COB Wednesdays. If unable to access the Exeat Request Form (from a mobile device), then the following information is required: student's name; hostel; reason for the exeat; time and date for student to commence exeat;

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time and date for student to return from exeat; name of person requesting the exeat; their relationship to the student. Emergency requests are acceptable if sufficient time is provided.

Food In

[Back to top](#)

TIS has an enviable record when it comes to food preparation. However, a significant minority of students usually experience food poisoning symptoms when outside food is brought in for students, for example, on visiting Sundays. There can be different factors for this and it is one reason no hot food or leftovers are allowed in hostels. It is also the reason that birthday cakes must be sent to the kitchen on arrival to ensure no contamination.

With prior approval, we are happy for families to celebrate a student's birthday with an appropriate cake (cup cakes are preferred for ease of distribution). Hot food generally will not be approved, but such requests need prior discussion.

Outside orders that are delivered to the school are sent away. Anyone arriving without notice will also not be allowed to enter with hot food.

In the end, we do not want students unwell for several days for what seemed like a good idea at the time. Parents' support is always appreciated and expected.

[Back to top](#)

Sex Education Workshops

The Mbaasem Foundation, as part of their ongoing effort to prevent sexual abuse, will be conducting sex education workshops over four evenings to our students. The workshops will cater for two different age groups: G7-9/10; and G10-12. Sessions will be gender-based.

The 7-9/10 workshop is basic sex education for pre-adolescent and teenage years that will focus on educating on the misconceptions on sex and sexuality, given lessons on teenage pregnancy and its consequences, HIV/AIDS, as well as what a healthy and respectful dating life looks like.

The 10-12 workshop will focus on the rudiments of sexual consent and also recognize situations of sexual assault and rape in order to help prevent it and raise the necessary alarms.

An outline of these workshops is provided below.

Point to note: Under Ghanaian law, young people under the age of 16 are ineligible for the conversation about consent. This will be emphasised throughout the workshop. Students in Grade 10 who are not 16 years of age will attend the G7-9/10 session.

TIS will assume parental consent for their son/daughter/ward to participate in these important workshops, unless advised by parents that they do not wish their son and/or daughter to

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participate. In this instance of no parental consent, please email Bijoux (bijoux.h@tis.edu.gh) by 18 February.

Please note that the previously advised sessions did not occur in January.

[Back to top](#)

Sex Education Workshop Outline for G7-9

According to the World Health Organization, many adolescent girls between 15 and 19 give birth each year, making up about 11% of all births worldwide. 50% of these births occur in Sub-Saharan Africa, the highest rates when compared to the rest of the world.

Teenage pregnancies aside, there are many reports of Ghanaian teenagers initiating sex before they turn 19. Many sexually active teens do not receive formal instruction before adulthood because of the general discomfort around the topic. Because of the taboo surrounding the topic of teenage sex, teenagers learn from and are influenced by the media, popular culture, celebrity culture, music and pornography; problematic avenues to say the least. Silence on the subject also opens opportunities for unreported abuse, rape and assault.

This workshop recognizes that teenagers are curious and probably participating in some sexual activity. However, it is NOT designed to encourage students to participate in sexual activity, but to recognize desire and curiosity as natural in their formative years.

Point to note: Under Ghanaian law, young people under the age of 16 are ineligible for the conversation about consent. This will be emphasised throughout the workshop.

Session 1: Media and Body Ideals [20 mins] Session 2: Pop Culture, street language and sexual representation [20 mins] Session 3: A Healthy and Respectful Dating life [30 mins] Session 4: Teen pregnancy [10 mins] Session 5: Myths about Sexual Violence – potential red alerts [20 mins] Session 6: Being Safe: Condoms and Contraceptives, HIV& STIs. [10 mins]

Session 1: Media and Body Ideals 20 mins

To teach students to recognize the fiction of an 'ideal' body and embrace who they are. Students will exercise critical judgment concerning the restrictive nature of media images. They will understand how these images can perpetuate sexual stereotypes and may affect self-esteem and body image. When young people wish to finish secondary school, they will likely be sexually active for several years before marrying. What is the best way for them to avoid pregnancy during this time? This workshop hopes to address the topic by educating on the misconceptions on sex and sexuality as painted by a major source of information to the youth: the media. A lesson on teenage pregnancy and its consequences as well as a workshop into what a healthy and respectful dating life looks like.

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Session 2: Pop Culture, street language and sexual representation 20mins

To teach student what relationships are NOT. To teach students to recognize the misrepresentation and misconceptions of sexual relationships as represented in in pop culture and music, and to understand that that picture is not the blueprint they must mimic in their relationships, both romantic and sexual. Students will critically analyze sexual issues as raised in popular music, and assess all angles in how the issues are raised and what the language insinuates of sexual relationships.

Session 3: A Healthy and Respectful Dating life [30 mins]

Following a discussion of what relationships are not, students will discuss what a relationship is and should be, one full of respect and communication. Students will critically reflect on what is respectful and responsible in romantic relationships and will learn about boundaries.

Session 4: Teen pregnancy [10 mins]

A highlight on why teenage pregnancy should be avoided, though this should largely be conducted without judgment. Students will gain awareness of the short and long term responsibilities of having a baby as a teenager.

Session 5: Myths about Sexual Violence – potential red alerts 20mins

The most important segment of the workshop: to teach the students to recognize potential red alerts. Describing what a perpetrator might look like, what he or she might say or do are a few of the things that will be discussed in this segment. Students will explore and challenge myths surrounding sexual violence by identifying, exploring and discussing their own misconceptions.

Session 6: Being safe: HIV, STIs.

A healthy discussion on HIV and STIs, while promoting non-stigma against people with HIV will be the main highlight of this segment. Teaching the importance of contraceptives and condoms will not be in a manner as to encourage students to have sex but simply to learn about these things, in case anyone slips does what they want.

Sex Education Workshop Outline for G10-12

The 'Let's Talk About Consent' Omnibus is a joint initiative by Nana Akosua Hanson and the Mbaasem Foundation.

Nana Akosua Hanson is a co-host of Celebrity Fanzone on Viasat One, a TV Show hosted by three women which focuses on women's point of view on trending topics in politics, popular culture, entertainment, societal issues and much more. She will also be hosting Girl Talk on eTV which also focuses on worldwide issues as experienced through the lens

[*Back to top*](#)

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of women. She is the host of the Y Lounge on Y 107.9FM, a youth station dedicated to providing entertainment and education for Ghana's youth through urban radio.

An MA/MPHIL student in the University of Ghana, Institute of African Studies, her research and thesis topic is centered on Culture and Gender in Africa: Rape Culture in Accra. This sex education workshop is largely driven by her passion for raising awareness about gender violence through sex, as well as her work in entertaining and educating the youth through radio and TV. Teaching sexual consent to youth during their sexually formative years is a first step forward.

The Mbaasem Foundation was founded in 2001 by widely acclaimed Ghanaian writer, poet, women's rights activist, and academic Ama Ata Aidoo. It is a registered non-governmental organization that supports and promotes women's writing in Ghana and across Africa. It achieves this by addressing and combating the myriad of problems and challenges that Ghanaian and African women face everyday. Some programs that have been organized by the Mbaasem Foundation are Drama workshops on HIV/AIDS, hosting

[Back to top](#)

Problem Statement

YariYariNtoaso: Continuing the Dialogue – An International Conference on Literature by Women of African Ancestry, running a Women Writers' Forum and this latest project, dubbed 'Let's Talk About Consent!' which focuses on teaching Sexual consent to the youth. This workshop will directly influence the next generation of Ghanaians by teaching about respect and human dignity in sexual relationships. This falls directly in line with the foundation's goals of combating women's issues of which sexual violence plays a major role.

A rape culture is a prevalent mentality in a culture of a group of people that inadvertently or advertently creates a healthy environment and institutes a fertile breeding ground for rape to thrive. This usually happens when misconceptions about sex are perpetuated through socialization, such as, "when a woman says 'no', she really means 'yes'". A rape culture also thrives when the conversation around sexual consent is murky, thus no clear lines of respect is drawn. This generally translates into abuse or assault because a respect of a person's dignity in sexual situations is overlooked. Accra has a thriving rape culture and this is evidenced in the latest figures from the Domestic Violence and Victims Support Unit of the Ghana Police. At least 17,665 cases were reported to the unit in 2014. Wife battery and assault covered 5,212 of these cases. Sexual violence will play a major role in most of these cases. The unit also received 1,667 cases of threat, 1,111 cases of defilement and 290 rape cases.

Also, the 2005 Ghana Country Report revealed that, Ghana is amongst the countries that records high levels of gender based violence including physical, psychological, economic and sexual abuse.

According to the Gender Studies and Human Rights Documentation Centre, 27% of women

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have been sexually assaulted in their lifetime; 1 in 3 women had been fondled or touched against their will, 2 in 5 women are harassed or coerced when they refuse their partners sex, 3 in 10 women are forced by their male partners to have sex, 7% of women had been forced to touch a man's private parts, 6% of women have been threatened by a schoolteacher or principal that their schooling would suffer if they did not have sex. 4% of women had been threatened with demands for sex before offered a job or having a favour done.

These statistics do not cover the probable substantial number of unreported cases because many victims are silenced by fear of ridicule. This is a major sign of the presence of a rape culture in Accra because victims are afraid to step out and seek for help for fear of being ridiculed or slut shamed by society.

'Let's Talk About Consent!' is a workshop that recognizes that the root of sexual violence may not only lie in deviancy but also in sexual socialization of youth to adulthood. Sex is generally a taboo topic, thus teaching young men and women how to ask for consent, how to refuse to act when consent is not given, and other such conversations are generally non-existent in our society. The reality is that a lot of young adults' first experiences with sex lack consent and may be abusive because there was no foundation established in their formative years about the importance of consent. Sex education in schools is usually focused on the science of sex, such as reproductive health and diseases, but hardly about consent. Therefore, many teenagers achieve adulthood but generally lack a healthy foundation in understanding the essence of protecting another human's dignity, as well as your dignity during sex.

This is the problem this workshop aims to address, thereby, contributing to a generation well versed in the language of consent and to

The long term goal of this omnibus is to contribute to reducing incidences of sexual assault and rape in the country.

Program Objectives

1. To provide a healthy and wholesome sex education for teenagers and young adults.
2. To teach the meaning of consent in sexual relationships; how to ask for it, how to recognize it and how to identify non-consent.
3. For students will gain a greater understanding of the importance of verbal consent and communication during intimate activities.
4. To teach the urgency to stop when consent is not given
5. To teach that a sexual partner's body is not property and should not be treated as such.

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6. Provide opportunities for young people to think about what consent means, because they are going to face experiences in their lives which could involve sexual assault or even rape.
7. To establish that there are certain situations where though consent is given one cannot act on it
8. To teach participants the importance of respecting a partner's boundaries
9. For students to recognize that consent is the responsibility of both participants when initiating a new sexual activity
10. To debunk harmful myths and misconceptions about sex
11. To instill a respect for the emotionality of human lives and bodies

Methods

The 'Let's Talk About Consent' Omnibus will be in the format of a workshop, headed by four facilitators.

Session 1: Screening of two short videos – Spoken Word and other (10mins)

Session 2: General Myths and Misconceptions about Sex and why they are just that: Myths (20mins)

Session 3: What does Sexual Consent look like? (40mins)

Session 4: What kind of Sexual man/woman have you been socialized to be? (10mins)

Session 5: Being Safe (10mins)

I appreciate your support.

Dr. Ken Darvall

[Back to top](#)

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CAS Updates

Akorlikope Service Learning Trip

“People never learn anything by being told, they have to find out for themselves”.
(Paulo Coelho)



Akorlikope was fun, it was experiential, it was engaging, it was hands-on, and it was heartwarming. The Akorlikope service learning experience embodied, the philosophy of the IB programme: “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect... [and] encourage students across the world to become active, compassionate and

lifelong learners who understand that other people, with their differences can also be right” (International Baccalaureate 2015). The heuristic nature of the trip challenged the students to explore the limits of their capabilities and readiness to adapt to unfamiliar environments. The students had to take on risks; to cook on a traditional three-stone cooking fire, with firewood as the fuel, to carry cement blocks, and to mix mortar. The students knew that “the biggest risk is not taking a risk”, and they proved that they are not risk-averse students.

Close to taking risks while in Akorlikope was the need to be open-minded about accepting people and their way of doing things. To be able to harmoniously live with the people at Akorlikope, even for a day, the students had to accept and respect the different ways of doing things in Akorlikope. They had to respect that the students at Akorlikope cannot speak English as fluent as they (TIS students) can, and that does not make the Akorlikope students any less humans. The TIS students had to also accept and respect the fact that, even though the students at Akorlikope lack some basic living necessities, their contentment for what they have is enough. Instead of looking down on the Akorlikope students or ostracizing them, TIS students showed empathy for the Akorlikope students, knowing that, the students at Akorlikope “deserve love and affection” (Mahatma Gandhi) to “at least make the world safe for diversity” (John F. Kennedy).

[Back to top](#)

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The students showed resilience and a daring commitment to complete the task at hand. Students were divided into teams and committees, **Arts therapy**, **Cooking**, **Editorial Board** for the



magazine, **Teaching**, **Building and Construction** teams. Teams were incredible and hardworking. Especially, the construction team as they worked tirelessly on the second phase of the school building. After the three days stay in Akorlikope, the students was able to raise the three-unit building (the headmaster's office, the library and an additional classroom) which was about five-course high to the lintel level. Other project teams made various donations and presentations ranging from clothes, shoes, stationary and food items.

[Back to top](#)

The Eco Stove team also donated 30 *Econofire Wood Cookstoves* to the community. Before the donation, the team demonstrated to a section of the women in the community how the stove works and the benefits of using it against their traditional three-stone cooking fire.

[Back to top](#)



The Dress for Success team also donated two large Ghana-must-go bags full of clothes and a set of thirty-three P.E kits to the students of Graceland Academy.

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[Back to top](#)

The Happy Feet team donated three large sized boxes of foot wear to the community. The foot wear ranged in different sizes.



[Back to top](#)

The Feed a Child team, prepared sumptuous meal of Gizzard jollof rice with spaghetti for the students at Graceland and our very own TIS students enjoyed Kenkey and Abolo a native dish by the people of Akorlikope and its environs. In all, the show of care by the students can be summed up in the lyrics of the legendary American artiste, Michael Jackson.

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“We are the world, we are the children
We are the ones who make a brighter day
So let's start giving
There's a choice we're making
We're saving our own lives
Its true we'll make a better day
Just you and me”

[Back to top](#)

“The experience is always a new one every time and I see the students develop in different ways within the period of stay and sharing themselves with the community. Always a pleasure.” (Mr. Elikem Kunutsor _ Head, Creative Arts Department)

[Back to top](#)

“Last year when I heard that we were going to Akorlikope, I had mixed feelings, along with some of my grade mates. But when we got there and I saw what the school has doing there, I was really touched and put all my fears aside. I put aside the fact that this is not the best or ideal place I will want to be and opened up to assist in any way I could. On this second trip to Akorlikope, I was so enthusiastic about it due my first experience. During the first visit, I made some good friends, Christopher and Foster, and coming back to see them was just awesome. Seeing those little children smile makes me happy. And that is what this trip is about; putting smiles on people's faces, offering a helping hand to build a community, being there for others, knowing that life isn't always about you, and others also matter.” (Karen Donkor _ Grade 11)

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“Akorlikope from the very beginning has been a very exciting experience for me. Last year I was in the Literacy group and I helped out in the classroom, playing with the kids and bonding with them. That experience helped me to appreciate how different people live. On this second trip, I was in the cooking team 😊. I helped prepare food on all the days, and also helped to serve the children. I am very glad that I came to Akorlikope; the lessons learnt are priceless. I encourage people to step out of their immediate environments and see how different the world is from your reality. Knowing other people’s perspectives helps you to appreciate yourself better. (Anna-Maria Poku _ Grade 11)

“Akorlikope has been an amazing experience for me. From our first visit last year till this year, I have grown tremendously, and have made so many discoveries. The entire Akorlikope experience has been a learning curve for me; it has helped me to really explore myself and understand life in a broader spectrum”. (Mifatu Gadzekpo _ Grade 11)

“Akorlikope is changing, thanks to you. TIS is changing Akorlikope and we are very grateful. To all the staff members and all the students, we say God bless you. The children here are happy, and I pray that with all these support, they will be able to grow beyond the limits of this small village”. (Pastor Steve _ Headmaster, Graceland Academy, Akorlikope)

[Back to top](#)

TIS Gardenholics



“If you look the right way you will see that the world is a garden” (Frances Hodgson Burnett).

We tried, they died, we tried again and they died again. This semester, the garden club with a relentless attitude, have nursed some seeds again, learning from all the previous gardening mistakes and applying better ways and tricks of how some herbs and vegetables grow.

Still baby plants growing in pots and containers, we have **broccoli, white cabbage, tomatoes, and sweet basil, parsley, radish, carrots, cauliflower and gourd plants**. Soon the plants will be separated to have more room to grow healthy while ensuring a better watering process. Plants will later be transplanted to the main field. With collective efforts, members of the club are willing to harvest in June and take some of the produce home for summer and we do believe

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in possibilities. Taking advantage of our school kitchen, the club will remake their own compost by taking the leftover foodstuff from the kitchen and turn it into compost.

The club also intends to introduce the vertical gardening practice – bottle system, a project initiated by a member of the club, Stephanie Agyemang. This is the use of waste plastic bottles as gardening containers by providing it a self-watering system. The benefits of this particular system, is the control of pest and disease problems. It also maximizes space, enhances visual appeal and is very economical.



[Back to top](#)

Special thanks to Carin Hemmes for donating the first set of seeds to the *Gardenholics*.

MYP Corner

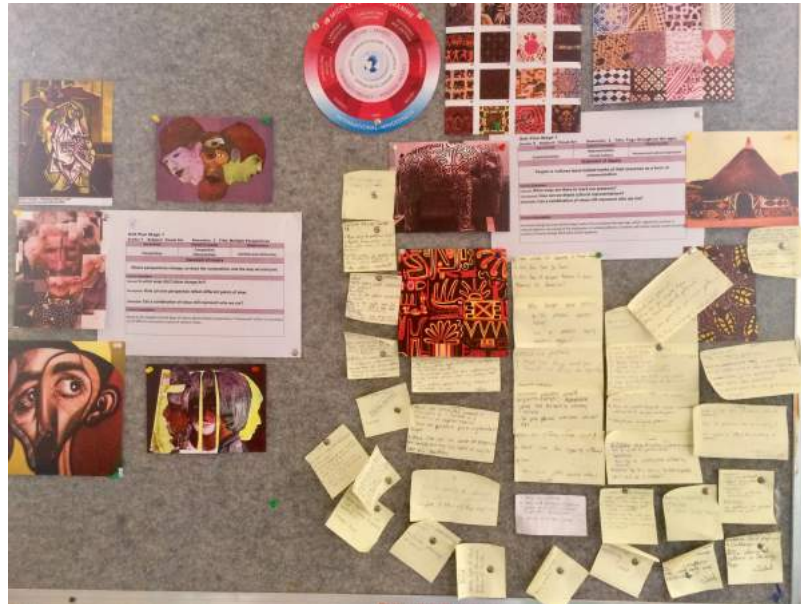
Commending Grade 8

This week, on Wednesday, I had both Grade 8 classes after each other. Grade 8A my own class and Grade 8B, which I covered for my colleague. Apart from working on Art we also had good discussions on how they feel about school and where they would like to see changes. I love it when students speak up and air their feelings.

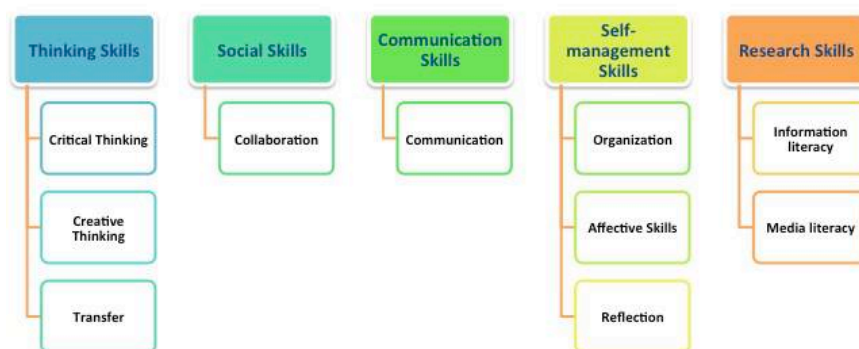
As we have our new Student Council in place I directed them with their issues to the council. They chose the council members and they should interact between students and school management. I also told them that there is nothing wrong with bringing up issues as long as you can come up with solutions as well at the same time.

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I also praised them for good work. Both classes, as part of their new unit on Patterns, had to come up with more inquiry questions, extending the ones the teachers had come up with. As you can see in the picture they came up with a lot and they were of good quality, showing their increasing level of critical thinking. Critical thinking falls under the ATL (Approaches To Learning) skills category Thinking. One of the other categories is Self Management Skills of which Organization is part. The latter is not always the strongest one at TIS. It is for that that I commended Grade 8A for all having brought their art journals in, which must have been the first time since I arrived!



Organization and planning are skills we almost take for granted and should have been established in Grade 7 or even before, yet there is still a lot to be learned. Having had a class now that did come in prepared means it is possible. Next one will be where they bring their

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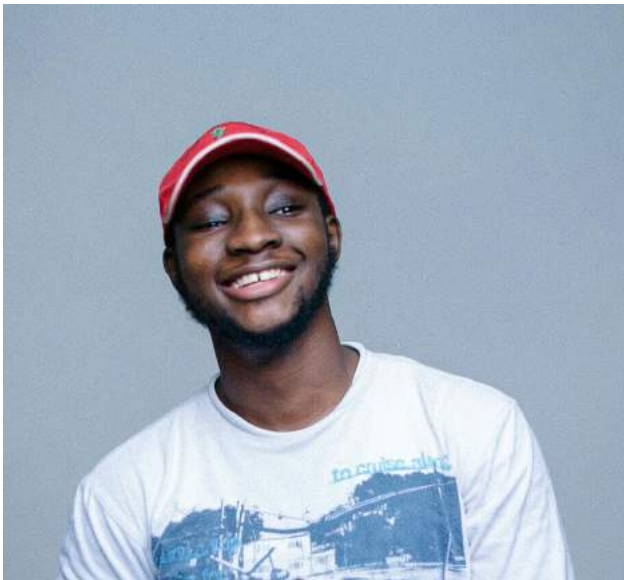


pencil case, one that actually contains pencils etc. This might sound a bit sarcastic but it's something that actually is pretty essential. Let us all work on it and make sure we can praise all students even more.

Ate Hemmes
MYP Coordinator

[Back to top](#)

Alumni Corner



Alumni of the week

Name: Curtis Yoofi Barnes-Dabban

Year Group: IB Class of 2014

Hostel: Anthony Hostel & Red Kegalia

Roles played at TIS: Head of Photography for annual school magazine (X-File)/ Swim Team Captain (2013-2014)/Sound Engineer (The Lion King Production & Christmas Fiesta (2013)

Successfully creating an interest in photography for students.

Current University: University of Ghana

Year: Class of 2018

Programme: Psychology

Achievements: Founding member of upcoming Legon Photography Club (LPC)

Co-Founder of SNAP Photography GH, JCR Committee of African Union Hall (Ahenfie)

Photographer/Publicist Control

Word of Advice: With hard work and prayer, you'll get to where you want to go.

Do not leave anything to chance. Once the opportunity shows itself, seize it. Don't slack!

[Back to top](#)

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IBDP Update

Home stretch for the class of May 2017 has begun this week with the individual oral commentary for English Literature and English Language and literature students. G 11 has started classes with renewed vigour after the enriching Akorlikolipe service learning trip.

Mock exams for Grade 12

Mock exams for the class of 2017 will start on 7-3-17 and end on 17-3-17. Schedule will be shared with students by next week.

[Back to top](#)

Academic Honesty - Paraphrase

In writing an essay, we often use our own words to put over someone else's thoughts and ideas. While there are some words that we cannot change (especially the names of people, places, chemicals, and so on), we should use our own words for as much as we can of the rest of the passage. We should also aim to change the structure of the passage, perhaps by reordering the thoughts and ideas.

When we paraphrase, we need to make it very clear where the original author's ideas start and where they finish. If we include our own examples, we should make it clear that these are our thoughts and not those of the original author.

I will share more on citing and referencing in my future communications.

[Back to top](#)



Counselor's Corner



ACT April – ACT April registration is now available. Students should register by **Friday, 17 February**. Registration payment of \$110 dollars should be paid to the College Guidance Counseling department by **Tuesday, 21 February**.

[Back to top](#)

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Advantages of taking the American College Testing (ACT) exam:

- It's an aptitude test required by most U.S. schools for admissions
- It's often considered for merit-based scholarships
- Some students find it easier than the SAT and excel at it
- It is shorter in length than the SAT exam
- A calculator can be used on all Mathematics sections
- Most U.S. schools accept it in place of the SAT I and SAT II / SAT Subject Tests
- It has a Science component in addition to the Mathematics and English aspects- preferable for most STEM students (*STEM- students interested in Science, Technology, Engineering and Mathematics).

Reference: <https://www.princetonreview.com/college/sat-act>

[Back to top](#)

College Visits

• Worldview University Visit

17 February, 12 p.m. New Exam Hall

• Update on University of Warwick, UK

- Ranked this year as #1 for career opportunities in the UK
- Warwick in Africa program – volunteer opportunities to teach in Ghana, Tanzania, and South Africa
- Summer programmes available
- No scholarships for undergraduate students
- Their alumnus- Sesinam Dagadu invented the **SnooCode**- a mobile app that provides a unique code that helps pinpoint any location/property in the country and can be used to give directions

[Back to top](#)

College Highlights



- 72% Acceptance Rate
- Application Deadline: 1st May
- 30% International Students
- Cost: £18,000
- Scholarships up to £4,000/yr.

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Ghanaian University Application Instructions:

Ghanaian University application forms are now available. Forms should be purchased and payments made and receipts submitted by **Friday, 17 February**. Please see e-mail from counselors for more details on making payments and the application process. Below is a summary of where to purchase forms.

- University of Ghana Forms- Ecobank (pay & submit Ecobank receipt with serial number on it to us)
<http://admission.ug.edu.gh/applying/content/how-apply-ghanaian-applicants>
- Ashesi University Forms- Ecobank (pay & submit receipt of payment)
<http://www.ashesi.edu.gh/admissions/how-to-apply.html>
- KNUST- **Ask for the Mature Applicant's form only**- Purchase from any major local post office (submit form, EMS envelope, as well as receipt).
<https://www.knust.edu.gh/admissions/prospective/ugadmissions>
- Lancaster University Forms- See Guidance Counselor for a copy or download from the Lancaster University website: (admissions page) www.lancaster.edu.gh No application fee required.
*Note \$900 registration fees and \$9000 tuition fees per year required only after applicant has been successful / has been offered admission and would like to accept offer and enroll.

[Back to top](#)

- Webster University: First create an online account and online payment with credit card required, or you can request for a fee waiver code
<https://apply.webster.edu/admissions/pages/welcome.aspx>
- All other universities in Ghana- Kindly contact the university directly to purchase the application form and submit to the college guidance department.

[Back to top](#)

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Wellbeing Corner

The Master Block



I have 422 friends, yet I am lonely. I speak to all of them everyday, yet none of them really knows me.

LOOK UP

The problem I have sits in the space between looking into their eyes or at a name on a screen. I took a step back and opened my eyes, I looked around and realised that this media we call social, is anything but when we open our computers, and it's our doors we shut. All this technology we have is just an illusion. Community, companionship, a sense of inclusion, yet... when you step away from this device of delusion you awaken to see a world of confusion. A world where we're slaves to the technology we mastered. Where information get sold by some rich greedy person. A world of self-interest, self-image, self-promotion where we all share our best bits, but leave out the emotion. We're at our most happy with experience we share, but is it the same if no one is there?

Be there for your friends, and they'll be there too but no one will be, if a group message will do. We edit and exaggerate, crave adulation, we pretend not to notice the ***SOCIAL ISOLATION***. We put our words into order, until our lives are glistening. We don't even know if anyone is listening. Being alone isn't a problem, let me just emphasize, if you read a book,

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paint a picture, or do some exercise, you're being productive and present, not reserved or recluse.

You're being awake and attentive, and putting your time to good use. So when you're in a gathering and you start to feel alone, put your hands behind your head, step away from the laptop or iPad! You don't need to stare at your folders or at your active applications, just talk to anyone, learn to co-exist. We're becoming **unsocial**. It no longer satisfies to engage with one another and look into someone's eyes. We're surrounded by people, who think being silent in community you find yourself, is the norm. It's not very likely you'll make the world's greatest person if you can't communicate without using an iPad.

When I was a child, I'd never be home, I'm out with my friends, chatting or exchanging pleasantries with both the young and old, on our bikes we will roam. I'd join any group at play. Regardless of who you are, we'd build sand castle at the beaches and play soccer together. Now the park is so quiet, it gives me a chill. I see no children outside and the beaches look so quiet and people are busy on their phones. There's no skipping, no tug of war – I only hear birds sing, vehicles pass and even a pin drop. We're a generation of smart phones, lacking power of speech and losing our sense of belonging.

So look up from your phone, shut down the display, take in your surroundings, make the most of today. Just one real connection is all it can take to show you the difference that being there can make. Just give life attention and you will be glad you didn't waste it by looking down at some invention.

We have a finite existence, a set number of days. Don't waste your life getting caught in the nets when the end comes, nothing's worse than regret. I am guilty too of being part of this machine, this digital world, we are heard but not seen. Where we type as we talk, and we read as we chat. Where we spent hours together without making eye contact. Just don't give in to a life where you follow the hype.

Give people your love, don't give them your like. Disconnect from the need to be heard and defined. Go out into the world and leave distractions behind. Look up from your phone, shut down that display. Stop the snapchat, Instagram, Facebook, WhatsApp etc. and live life the real way.

Adapted from an unknown source.

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Grade 10 Geography trip to the Ghana Meteorological Agency



On Wednesday 8 February, 2017, the Geography students of IGCSE CLASS OF 2017, accompanied by two teachers, visited the headquarters Ghana Meteorological Agency at Accra.. The purpose of the trip was to enable the students to describe and appreciate the methods of collecting and measuring meteorological data. We departed the school premises at 6:45a.m and arrived there at 7:45a.m

It was a very insightful trip and we learnt a lot of new things. On arrival we were welcomed by Meteorologist, Mr Osei-Akoto, and he gave us an insightful presentation on the weather and climate and all the instruments used in measuring weather. Students asked lots of questions on areas on the elements of weather they were not clear about.

The fun part of this trip was when a team led by Mr. Richmond Obeng took us to see how the instruments have been mounted in their enclosed automatic and manual experimental weather station. Here we were given a much more detailed account about how each instrument works. This trip has improved our knowledge and understanding of the IGCSE topic Weather and Climate, especially by seeing the instruments physically and it's a trip I'll never forget.



Elikplim Mannah Abledu and Joseph Okyere -Grade 10 Geography

[Back to top](#)

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[Back to top](#)

France & Spain Language Immersion Programmes



Preparations towards the France and Spain trips this summer are still ongoing and we would like to thank parents who have given their consent and approval for their child/ren to participate in this fun and educative trip.

We will be emailing you with the list of required documents needed to support your child/ren's visa application in the coming week.

Kindly cooperate with us as usual for a smooth application process.

[Back to top](#)

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Creative Arts Our World, Our Theatre



Having fun is not as easy as it may seem.
I need so much energy to be bright as a beam.
It's a daunting task, if you may ask,
Simply to bask while making a mask.

I imagine and enact but that may be wrong
So I'm weary as I sing my sad sad song
Trying to make sense out of absurdity
Hence thinking absurdly ordinarily.

The art is indeed an involving one
In which I stumbled by chance.
But I will say that there is none
That has myself so much enhanced.

A piece of creative writing by the IB 1 Theatre class

[Back to top](#)

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“We are the ones to make a brighter day, so let’s start giving”



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“There’s a choice we’re making...we’re saving our own lives”



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Pictures from an evacuation drill



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Give and it shall be given unto you....



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