

**Tema International School**

**Careers Fair**  
**Creativity & Innovation:**  
 The key determinants of success & satisfaction

**Thursday, 10 November, 2016**  
**2:00pm-4:30pm**  
**TIS MPH**

**TEMA**  
**INTERNATIONAL**  
**SCHOOL**  
**NEWSLETTER**

NOVEMBER, 2016.

## Thought for the Week

Many of life's failures are people who did not realise how close they were to success when they gave up.

- Thomas Edison

## Calendar

28/10/16: Ghana MUN

29/10/16: ISSAG Athletics championships; Ghana MUN

30/10/16: Visiting Sunday; Ghana MUN; ESS/Biology/Geography excursion to England

4/11/16: Exeat weekend commences

5/11/16: SAT

7/11/16: Speaker of the Year

10/11/16: TIS Careers Fair

11/11/16: G10&12 Goal setting day; Writers and Photographers Workshop

12/11/16: Writers and Photographers Workshop

21/11/16: First semester assessment session commences

3/12/16: ISSAG Swimming and Volleyball Championships at TIS; Sound of Triumph

4/12/16: TIS Christmas Carols

9/12/16: First semester assessment session commences

10/12/16: Students commence the Christmas vacation

## Making Us Proud

- The Evolution cast and crew, under the leadership of Elikem for their brilliant performance last Saturday. Students, staff, parents, alumni and TIS supporters have not stopped talking about the awesome performance since then. Students generally don't like writing, but Evolution has continued as students have reflected on their experiences. Enjoy their reflections within this special edition. AA. Absolutely Awesome!

- The TIS Young Journalists' Club for their outstanding contribution to this edition. AB: Absolutely brilliant.

## Parent Reminders

- Please read the weekly bulletin and monthly newsletter, and take action as required.
- Parents must submit an exeat form for any occasion a student needs to exit the school.

The information required is:

- student's name;
- hostel;
- reason for the exeat;
- time and date for student to commence exeat;
- time and date for student to return from exeat;
- name of person requesting the exeat; their relationship to the student.

As many parents are unable to access the exeat slip from the website as they use devices, please include the above details in an email to [principal@tis.edu.gh](mailto:principal@tis.edu.gh)

48 hours notice is expected. Please ensure you include all details, or the request will not be processed.

- Requests for weekend exeats must be received by the preceding Wednesday. Urgent medical exeats, that are recommended by the school nurse will receive automatic exeats.
- From 22 November, students will have to produce their TIS Student ID cards to depart for an exeat.
- Gates close at 5.00pm. After this time, vehicles remain outside the gates, unless prior approval has been granted by the Principal, Boarding Liaison (Alex) or Head of Hostel (Richmond or Elizabeth).
- Please email Ken or Bijoux if you have any problem accessing ManageBac (MB) or Naviance.

## Visiting Sunday: 30 October

To gain access on this day, parents should register online or face delays entering.

To register, go to:

<https://www.eventbrite.com.au/e/visiting-sunday-30-october-2016-tickets-28784188282>

Password: Talented Inspiring Students

## Weekend Exeat

As the Farmers' Day public holiday has been moved forward to Friday, 4 November, 4-6 November will be an exeat weekend for students. Students may be collected from 4.00pm on Thursday, 3 November and must return by 5.00pm on 6 November. This weekend is optional. ***No formal exeat request will be required, but for catering and organizational purposes, parents will be required to advise their hostel parent by 5.00pm on Wednesday, 2 November, if their/child/ren will be remaining at TIS.***

## The TIS Annual Performance

Our Annual Performances are legendary and Evolution was the latest chapter in perhaps one of our strongest traditions. The singing, dancing, acting, band, and orchestra were all captivating. But what really makes our performances so special is the student ownership of the production. There were more students working behind the scenes as there were on stage. Students directed each section of the performance to ensure an authentic experience for each. Everyone is still talking about Evolution. I am still smiling about a special moment that you will discover if you read all the reflections. I congratulate all who were involved in Evolution and appreciate those parents and families who witnessed this stunning event last Saturday.

## ISSAG Athletic Championships

Tomorrow, the TIS athletics team will compete at the ISSAG carnival. Some athletes have been training since the semester started. Many were involved in Evolution. It all happens at El Wak, commencing at 9.00am and is due to finish at 3.30pm. BOL, TIS athletes.

## Ghana MUN

27 students will be participating at the Ghana MUN today, tomorrow and Sunday. We look forward to their reports in next week's bulletin. BOL, TIS delegates

I appreciate your support.  
Dr Ken Darvall

## Humanities Corner

### Ghana International School Model United Nations (GISMUN) Conference

Model United Nations, also known as Model UN or MUN, is an educational simulation and/or academic competition in which students learn about diplomacy, international relations, and the United Nations.

Students typically roleplay delegates to the United Nations and simulate UN committees like Disarmament committee, Economic and Social Council (ECOSOC), Environmental Committee, General Assembly, Human Rights Council, Security Council etc.

Student delegates in MUN prepare draft resolutions, plot strategy, negotiate with supporters and adversaries, resolve conflicts, and intensely navigate the United Nations rules of procedures, as applied in the respective United Nations bodies, all in the interest of mobilizing international cooperation to resolve problems that affect almost every country on Earth. All MUN delegates have to obey these Rules of Procedure, which are a simplified version of those used in the real United Nations conferences. The sessions of the committees are normally led by Chairs and Co-Chairs.

During MUN simulation sessions, delegates employ a variety of communication and critical thinking skills in order to represent the countries they have been assigned. Skills include public speaking, small group

communications, research, policy analysis, active listening, negotiating, conflict resolution, note taking, and technical writing (required when drafting resolutions or working papers).

Every year TIS MUN delegates attend both local and international MUN conferences. This year, our able delegates attended NHSMUN (National High School Model United Nations) conference in New York City in March and now it is time to attend the local one at Ghana International School in Accra, Ghana.

Twenty-five delegates and two chairs will be attending GISMUN Conference from **Friday 28 –Sunday 29 October, 2016**. The delegates accompanied by two MUN directors will leave TIS campus by 7.45am and return by 6.30pm daily. The theme of the conference is: **“Achieving the Sustainable Development Goals Through Global Cooperation for a Harmonious Future”**,

Throughout the conference delegates aim to explore ideas and policies that would help them achieve the 17 SDGs. They also hope to find solutions to important global issues that seek to prevent achievement of these goals.

Members of the Humanities Department in collaboration with the project team members will like to take this opportunity to wish our delegates the best of luck and we are hopeful they will do TIS family proud by coming home with more awards. Good luck!!!!

## MPY Corner

### Global contexts

With the Next Chapter in MYP (which started in 2014) a shift was made and Concepts and Contexts were introduced. Where the Concepts are broad and give meaning and connection to discrete facts and skills, the contexts provide the focus.

The Global Contexts relate to the trans-disciplinary themes that are used in the Primary Years Program (PYP) of the IB and mark the continuum between the two programmes, as seen in the table below.

Global Contexts	Trans disciplinary themes in PYP
Identities and relationships	<i>Who we are</i>
Orientation in time and space	<i>Where we are placed in time and space</i>
Personal and cultural expression	<i>How we express ourselves</i>
Scientific and technical innovation	<i>How the world works</i>
Globalization and sustainability	<i>How we organize ourselves</i>
Fairness and development	<i>Sharing the planet</i>

- Learning through global contexts helps teachers and students answer the important question "Why are we learning this"?
- Contexts provide direction for contextual learning through issues and ideas of personal, local and global significance
- Global contexts make learning relevant and enable students to develop knowledge, skills, attitudes and dispositions necessary to fulfill their own potential and contribute to communities around the world.

## Why the Concepts and the Contexts?

Multilingualism and intercultural understanding



Global engagement

Education for international-mindedness relies on the development of learning environments that value the world as the broadest context for learning. Teaching and learning in global contexts supports the IB's mission "to develop inquiring, knowledgeable and

caring young people who help to create a better and more peaceful world through intercultural understanding and respect" (*What is an IB education?*, August 2012, p. 6).

All effective learning takes place in a context and learners to develop international mindedness, that context needs to be a global one.

Until recently, a lot of the connections between the philosophy of the IB mission statement and the IB principles and practices were implicit. Conceptual learning within global contexts makes these links explicit.

At TIS we have a community that might not be as international as in other international schools where one might have 50 or more nationalities within the school. Part of the IB Mission Statement mentions that we have to help students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. For this we focus on international mindedness as much as possible to help them to understand multiple contexts and traditions. Also we allow the students to reflect on their own views as well of those of others. This will hopefully guide the students to become inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Ate Hemmes

MYP Coordinator

## TIS Young Journalists Corner

**Evolution: a Voyage of Risk-Taking**

**Chloe Asiedu (Grade 11)**

**Ebenezer Asime (CAS Advisor)**

On the 4 September 2016, Tema International School (TIS) embarked on a petrifying journey to produce a play through what was seen by the entire TIS community as an unconventional process. TIS has a



thriving play production culture which has gained the admiration of theatre lovers in the country and beyond. Apart from the IGCSE Drama and IBDP Theatre programmes run in the school, TIS has produced over the years sterling annual play productions. In a span of 6 years, 2010 – 2015, the school has produced 6 plays, which include 3 Broadway and Award-Winning Musicals; *Joseph and the Amazing Technicolor Dreamcoat* in 2011, *The Lion King* in 2013 and *Sarafina* in 2015.



The other plays include Ama Ata Aidoo's *Dilemma of a Ghost* in 2010, *Dormitory C: The Inspection* by C.S Akyeampong in 2012 and Ben Henshaw's *This is Our Chance* in 2014. Play production in TIS is celebrated and as conventional as academic work. On the 30 November 2015, Dr. Anis Haffar, the chair of the school's Board, remarked on the outstanding performance of *Sarafina* in his Education Matters column in Ghana's, *The Daily Graphic*.

The performance, at the campus, must have caught the audience spellbound through its hour and half duration. I have seen quite a few plays, musicals and concerts, but the *Sarafina* production by TIS is one of the best theatrical performances I've seen. It literally brought tears to my eyes, in terms of the quality rendition, choral music, and the sheer artistry of such young performers. (Haffar, 2015)

As a convention, all of the annual play productions follow a traditional theatre making process, where a play-script is employed. However, this year's play production came with a twist. There wasn't going to be any play-script for the school play. The production team led by Mr. Alfred Elikem Kunutsor, the Head of the Creative Arts Department and drama/theatre teacher, decided that the school would create their own performance based on the concept of the evolution of music. Even though this process, devised theatre, is new to TIS, it isn't with world theatrical practice. Devised theatre or collaborative theatre allows for the creation of a play without necessarily a script. Just anything can serve as a stimulus for the creation of the play: a piece of music, a poem, a painting, or just a concept. Additionally, devised theatre is highly collaborative in nature and calls for the 'equal'

involvement of all participants in the play production process. Devised theatre is also process-oriented and very much open-ended. Allison Oddey, a doyen of this kind of theatre practice, defines it as, "a process (finding the ways and means to share an artistic journey together), collaboration, (working with others), multi-vision, (integrating various views, beliefs, life experiences, and attitudes to changing world events), and the creation of an artistic product (Oddey, 2013).

The bottom line: devised theatre is a play production process that is risky, where a group of creative minds embark on a journey with little or no knowledge of the end product.

Failure (not being able to produce a product on the opening night) is as possible as success. And this was what TIS was going to do for the first time.

As an IB school, TIS encourages risk-taking. "Risk is, by nature, scary. It's uncertain and unpredictable" (Good, 2001). Students are often asked to move out of their comfort zones and "approach uncertainty with forethought and determination; work independently and cooperatively to explore new ideas and innovative strategies, and be resourceful and resilient in the face of challenges and change". (IB, 2013) Sharon Good highlights some benefits of risk-taking as,

- Risk gives you an opportunity to open up to your talents, interests, abilities and dreams.
- Risk teaches you to set clear goals and follow through.
- Risk allows you to feel powerful and proactive, making things happen rather than waiting for them to happen to you.

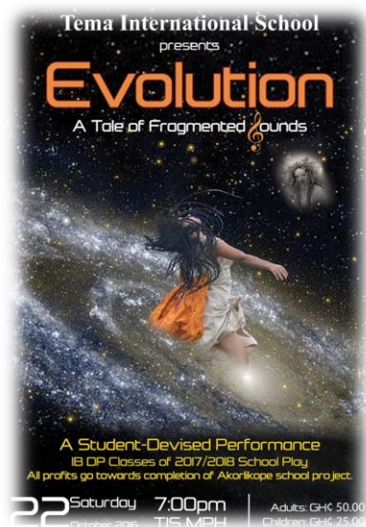




- Risk opens you up to new ideas, skills, opportunities and experiences.
  - Risk allows you to grow and discover new things about yourself and the world, to develop your strengths and talents.
  - Risk allows you to conquer your fears.
  - Risk is exhilarating. It makes you come alive.
- (Good, 2001)

This year's school play provided a practical platform for not only students, but staff inclusive, to venture into an unknown world, to embark on a journey without a known end, to trust their instincts and that of others, to work closely together with others and very much so, to be afraid. As though this was not scary enough, the production team had a timeline, 6 weeks to produce nothing less of the previous sterling performances, which had 8 weeks of production. This year's school play was a voyage of risk-taking. The production process began with a question mark. On the day for auditions, a crowd of students thronged to the school's Sports Complex, without any idea of what they were going to do. A number of them came with one question; what is the title of the play? And to this they were jokingly told *Snake in the Monkey's Shadow*. But there was no play or play

title at the beginning of the production process, and students were to be auditioned for unknown, better still, yet to be created characters. For traditional play productions that employ a play script, interested participants are often required to have some foreknowledge of the play and more so the character they look forward to be. But the instance where there is no play-script, the students had to be ready for any and everything. Students had to be open-minded and expect just anything that will be thrown at them during the auditions. If this isn't risky, to prepare for the unknown, what else could risky? The risk with this kind of process isn't even much with the students to be



auditioned, but the staff who have to coordinate the auditions. How do they go about the auditions? What do they look out for in the students? Who makes it into the cast list? etc... These questions lingered on the minds of both students and staff, and there were but few answers. Who were we going to choose? Musical Lunatics? Dance Pros? Or exaggerated, melodramatic James Bonds? The atmosphere was tense, after all, not every student was well-rounded so what criteria were we going to judge? We concluded on a very general list comprising of both those nonexistent to the dramatic conventions and the musical halls.

The rehearsal process as expected was chaotic. With no





script to start with, where do we start from? All we had was a concept that was as abstract as the wind, the evolution of music. Students were tasked to write poems, monologues, short stories, and suggest songs with their understanding of the concept. However, from a general concept, the students were able to present a new idea to us and had evolved each stage of the concept to a further level.



An extensive process soon ensued. The students had come up with various ideas steered from a general idea. They were able to come up with valid conclusions and with the aim of devised theatre we came up with The Expression of Music.

What we acknowledged, however, was that we transcribed different varieties and eras to bring about a product. It was then decided that we



should center on the evolution of music. The school year was already interwoven with various activities that required our time and effort and with an impending six weeks we concluded that it was going to be a catastrophe! Our first signs of hope dwindled when he heard the cacophony within the choir. One aspect was out already. Our task was hindered with the embedded attitudes of others.

Their disagreements were a strong odorant to ward off others.

The Diploma and Middle Year Programmes have embedded in their core curriculum for individuals to be open-minded and critical thinkers, but with a false start, the managerial team was disappointed. The structured support of the directors gave us some hope.



We were able to butt our heads together, but we were from our ambitions. Our ambitions we didn't know of. Frenzy sparked those who had watched our amazing Sarafina Production who were anxious and waiting for our production. Malediction came and surrounded the

atmosphere with disappointment. No one wanted to come to a play they had no idea about. Our rehearsals turned into a cascade of no results and it seemed the play was not going to come on. Time came with its headache and within 2 weeks we had not connected

any of our ideas to the play. In our bid to express ourselves, we varied different themes of the play. We were going to follow Jadyr our main character as she travelled in her odyssey. Time travel was key and we saw the development of many historic images underlying in the scenes. The social intones were key as we saw depression amongst

prostitution and slavery. However, we needed to link these together. Music was our link. With the help of the choir we turned disoriented sounds into beautiful symphonies.

The Acting Directors were able to diversify the narrators and to make a close dialogue between them. We saw Fikunayomi develop into a

hideous demon by evoking a slave bound to oppression. There were still elements we lacked; our dancing was unsynchronized.

Nevertheless, we decided to move on strategically. We saw the single David Quampah manage the choir. It was a tedious process getting members present, but with dedication and passion the

choir moved on. As they advanced, the rehearsed Bohemian Rhapsody sounded more like the recorded song. The dancers moved into showing dance as a true art form and amidst our lack of synchronization we saw the development of Thriller from a recital to an actual ordeal. Who could forget the pouncing

Effect  
of the



African Lion in the heart of Serenade in G.? We were able to inculcate our culture and show our different interpretations of life. “May the toads, rats and beetles lie upon you” held the crowds unto their seats. On opening night, it was quickly assigned as the detailed investigation into contemporary art. The crowd watched the spectacle. The coloured moons gave a cool ambiance with the orange imbued lights. Lovers of football, history fanatics marveled at what the school brought. How could a fall turn into such a graceful dance move? Had we brought Broadway to Ghana. Oh yes! The crowd marvelled at our expression. We were able to condense such important issues into a condensed play that served as entertainment. Who could have thought the brevity of time would lead to excess demand for a second show at the national theatre.

All our hard work had transcribed to a powerful piece. A piece many want to see evolve in our next production. Risk-taking was a significant tool in aiding our success. After all, failure is the condiment that gives success its flavor. We turned an idea into something so beautiful with many theatrical elements embedded in it. A dream gradually became a reality due to our critical thinking and risk-taking to evolve into a beautiful creation.

### **Bibliography:**

(2013) Available at:

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Haffar, A. (2015) ‘The Theatrical Performance of ‘Sarafina’, a TIS Project in Creativity, Activity, and Service (CAS)’, Daily Graphic, 30 November, p. 30.

Oddey, A. (2013) Devising theatre: A practical and theoretical handbook. Available at: <https://books.google.com.gh/books?> (Accessed: 25 October 2016).

## **IB Learner Profile of the Month**

### **RISK-TAKERS**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.



## CREATIVE CORNER

*The Twinkle of an Eye*

By Anna-Maria Poku (Grade 11)

Love.  
 Happiness.  
 Joy.  
 Excitement.  
 Laughter.  
 Or even Mischievous.  
 They come and visit in the twinkle of an eye.  
 “Naughty, naughty”  
 I see the twinkle in your eye.  
 “Why so glad? Don’t deny it.”  
 I see the twinkle in your eye.  
 “Share the joke”  
 I see the twinkle in your eye.  
 “Such a lovely smile”  
 Brings out the twinkle in your eye.  
 Almost like a flash of light  
 But can never be mistaken  
 Wear it on your sleeve when  
 It comes with the good times in life  
 It’s the little things that matter when it comes to  
 The twinkle of an eye.

## Blog of the Month

KADMIELLA AKOSUA ATUAH

[akosuaatuah.wordpress.com](http://akosuaatuah.wordpress.com) is a blog by Kadmiella Akosua Atuah, a former student of our prestigious school, TIS. The blog explores the issue of self-identity and discovery. Akosua takes us on a journey into her mind which is evidently, throughout her blog, coated with her thoughts and inhibitions on life. Like Damiola, Akosua redefines African literature and what it means to be African.

In many instances, Akosua questions her African identity and culture. One post that particularly caught my attention was “*Depression, African Style*”, a poem that dissects a popular misconception in Africa that depression does not exist. Many Africans feel as though depression is a western disease acquired from being over-exposed to western culture. They feel as though to be depressed is merely a decision and not an actual sickness, Akosua argues.

Something I feel is prominent in the Ghanaian educational system is the compression of one’s ability to think. The system compresses who you want to be and sends you on a quite narrow path into a world filled with guidelines on who society wants you to be. You are led on a strict journey. To think outside of what you are told and to even question authority is treason. This system leaves many Ghanaian children timid and makes them lose the ability to freely express themselves. Having an opinion becomes wrong. Not conforming strictly to authority becomes western behaviour.

Now, transform yourself into a typical Ghanaian household. Most households practice patriarchy, with children being at the bottom of the ladder. To them, matriarchy or, better yet, equality in a marriage, becomes “western behaviour”. Any attempt to think outside of a parent’s ideology or defy a parent’s authority is “not obeying the Lord’s commandment.” Now, mental disease is frowned upon in Africa. We are told to “stop letting the television shows” we “watch impact” our lives. We are told that, “where we come from depression is neither a thing nor a sickness, it just does not exist.” The bigger picture is always ignored. Depression is not a “white” disease, nor is it a “western disease”; it is something that could affect anybody, regardless of their race or culture. It is a serious illness caused by changes in brain chemistry. People do not wake up from bed and decide to be depressed.



**Ms. Kadmiella Akosua Atuah**

Yes, Africa is different from many other continents. We have been plagued with corruption and outrageous poverty (considering how rich we really are) that has stunted our growth for decades. Change can only come when a problem is identified in our continent. What is it that we are not doing? We need to come together as a continent and ask ourselves that question. We must acknowledge that development starts with the youth. We must educate our youth to the fullest, let them be free, let them fall in life and rise up and learn from their mistakes. We loathe westernization, yet step out each day onto the dirty streets and choked gutters. We must see the brighter picture, the bigger picture.

Mental health is not a racial disease, it can affect us all. We must acknowledge that besides being African, or Asian or European or anything else you might be, we are all one.

**By Karen Donkor (Grade 11)  
Ayeyi Ohene-Adu (Grade 11)**

## TIS JOURNALISTS' CLUB

### About

TIS Young Journalists' Club brings together creative and discerning youngsters who wish to develop and harness their writing and publishing skills. The Club aims to encourage, enhance and provide an audience for individual writing skills at regular intervals through regular contributions to the weekly monthly TIS Newsletter, and other publishing media. The club is opened to all students at all levels.

### Members

Erin Owusu (Grade 11)  
Chloe Asiedu (Grade 11)  
Ayeyi Ohene-Adu (Grade 11)  
Naa Momoh Odarteifio (Grade 11)  
Kelsey Searyoh (Grade 11)  
Anna Maria Poku (Grade 11)  
Karen Donkor (Grade 11)

### Patrons

Dr. Ken Darvall (Principal)  
Ebenezer Kwame Asime (CAS Advisor)

## IBDP UPDATE

Thanks to all those who turned up to make *Evolution – A Tale of Fragmented Sounds* a grand success.

## IA deadlines for the next week

With the last 2 weeks having no IA deadlines due to the Annual Performance, the following week has milestones for critical subjects as mentioned below.

NOVEMBER		
31/10-04/11	Science: submission of first draft	31/10
	ITGS: Final	1/11
	BM : Final work submission	2/11
	TOK: Submission of 2 <sup>nd</sup> Draft (For clerical checks)	3/11
	History: Submission of Final Draft	3/11
	EE: Essay draft 6 – 3000 words	

### EE Sessions

G12 students will have their extended essay session on Monday and the focus for this week's session will be meeting with supervisors

### November Examinations

G11 will write their end of semester examinations and G12 their first mock examinations from 21 Nov, 2016. The schedule and syllabus will be shared via the messages section of ManageBac.

### SAT Examination

Please support the students preparing for SAT on 5 November.



### Counselor's Corner



**Naviance:** This week, in preparation for the Career Fair, we have started discussing career opportunities. Students can use

Naviance to explore career clusters. This allows students to understand how different careers are related, and information about education they will

need to pursue their career of interest. Naviance even has information about the average salary one can earn in different career fields.

**SAT November** – Those writing SAT November are reminded that the valid unexpired passport is the only acceptable form of identification to write the exam. Passports and tickets should be submitted to the College Guidance department by Tuesday, 1 November.

**ACT and SAT** – December registration for SAT and ACT has closed. All payments should be made in U.S. dollars only. The SAT is \$110 and the ACT is \$100. January SAT Registrations are just around the corner- due on the 17 November.

### College Visits:

**31 October** – Kalamazoo College, 1:45 p.m., New Exam Hall

**14 November** – Lafayette College, 1:45 p.m., New Exam Hall

### College Highlights:

#### Carnegie Mellon University (USA)

- Financial aid only available for U.S. citizens
- SAT subject tests required in Math and one other subject
- Average SAT: 2100 Average ACT: 32
- Admittance rate: 24%
- ¼ of the students are Engineering students
- The school is heavy on quantitative reasoning in all subjects, even humanities

#### African Leadership University (Mauritius)

- Programs offered are Social Science, Business Management, Computing, and Applied Psychology
- Online application with two essay questions
- Full tuition and expenses is about \$14,000 per annum



- Students come from over 30 African countries and across the globe
- Internship experiences offered every academic year, giving students over a year of work experience upon graduating

### University of Guelph (Canada)

- Medium sized with 1,200 international students from over 100 countries
- #1 Canadian school for overall learning, living, and student support
- Scholarships and need based aid available- up to 13,000 Canadian dollars in the first year
- IB course credit available for people getting 6 and above
- In Canada postgraduate working permits can be granted for up to three years of work after graduation from university

**The College Guides invite you to enjoy this year's Career Fair on 10<sup>th</sup> November, 2016.**

Please see the **attached** poster for details.



## Modern Languages Corner

### The benefits of learning a second language

*by Jennifer Smith*

Learning a new language takes time and dedication. Once you do, being fluent in a second language offers numerous benefits and opportunities. Learning a second language is exciting and beneficial at all ages. It offers practical, intellectual and many aspirational benefits

In today's world, there is over 7000 languages and learning at least one will help you in life massively. Although it has been proven that it is easier for children to learn a second language, it is certainly never too late to learn, and the benefits definitely reward the effort and dedication.

Whatever your age, being bilingual certainly has its advantages, especially in today's global society. Here are the top benefits of learning a second language:



### Better job prospects

In today's business dominated society, being bilingual can only be an advantage and gives you a competitive edge when searching for jobs, or maintaining your current employment.

Companies who plan to expand into overseas market are constantly looking for bilingual staff, who of which are well-paid and receive excellent benefits, as they will ultimately give the company a huge competitive advantage.

By learning a second language, you will be indispensable at your place of work as you can easily bridge the cultural gap between the two countries, and those with the ability to speak a second language are more likely to find a job.

## Brain health

Medical studies has shown the positive effects learning a second language has on the brain.

Studies showed that learning a second language significantly delayed the onset of many brain related diseases such as Alzheimer and dementia, compared to those who can only speak their native tongue.

## Travel and leisure

Learning a new language opens up a world of new opportunities. If you choose to learn a commonly spoken language, such as Spanish, French or German, you can travel practically anywhere in the world and not have trouble with translations.

You can confidently go about your business and in another country and speak freely to locals and other travellers. You will have a much better experience as you can effectively communicate with much more people, which will ultimately open up your mind and put things into different perspectives regarding the different cultures of the world.

## Improved first language

As we go about our everyday lives, we rarely give a second thought to our own grammatical structure and vocabulary. However, when learning a new language, many people find they have a greater understanding of their first language.

Learning a second language focuses your attention on the grammatical rules constructions of that language. This experience gives people a new insight into their own language and ultimately leads to them improving their mother tongue, which will improve their everyday lives.

## Improved understanding of the world

Learning a new language gives you a greater global understanding of the world we live in. Even by learning a few phrases, never mind a whole language, you will access many fascinating cultures around the world and understand the differences between the two countries.

You will have access to a whole new array of film, music and literature, and a greater understanding of the history and culture of the nation and ultimately a better understanding of the way the world works, including politics and security.

## Experience new cultures

The world is a cauldron of rich and interesting cultures. Learning a new language allows you to access many different cultures across the world.

You will have the chance to see fascinating new things from a new perspective, which not many people can, and connect with the new people all over the world.

Different culture has its own music, style, history, literature and many more interesting things which you will be able to enjoy and understand. You will be able



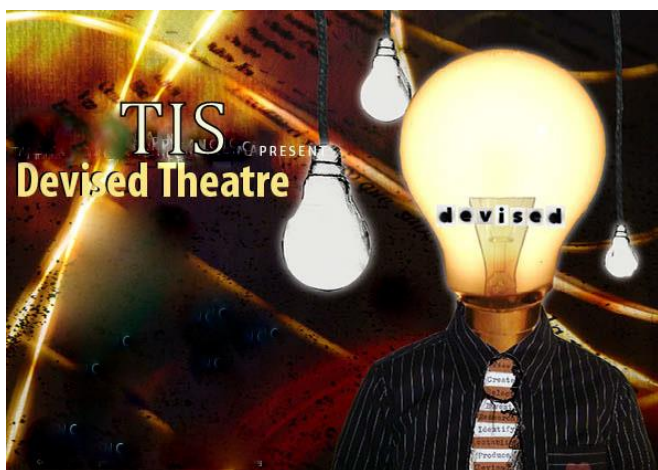
to connect through books, TV, the internet and converse with a whole countries worth of people, ultimately broadening your horizons, interests and views. A whole new world will be open to you.

## Achievement

Learning a new language is an achievement anyone can be proud of and is extremely satisfying. Once the hard work and effort has paid off, you will experience the many benefits associated with learning a new language and you will have a new found confidence.

Learning a new language will open up our world in ways a monolingual would never have the chance of experiencing. Your mind will be constantly be engaged and you will gain an insight into many different cultures. Learning a second language also makes it easier to learn a third, which will certainly broaden your horizons.

## CAS & Creative Arts Updates



### A Student Devised Performance ?

At the beginning of the **Evolution** journey one thing kept running through my mind, how can we start this journey with **NO script**? And the question marks kept adding up; *where is this going to lead us? Do we have enough time to devise? What is a devised performance? What is the story line about? How can we make sense while borrowing inceptions from different plays? How can music, props, set design, costume and all come together? Do we have enough time to rehearse a performance which keep developing till the show day? Can't we do this way? What about that? Why now? Why this? The students have homework and other assignments, we can't stop Academic commitments to produce such demanding play. Most of the directors are*

*IB 2 students, they have so much to do. Is TIS ready for a student devised performance?*

Don't get me wrong, I always trusted in the production team and in the collaboration. However they managed to give me some sleepless nights☺. Knowing the caliber of students we have and the hard working team behind the production I decided to see the unseen and allow the process to unfold. Faith manifested and I began to trust, especially when I realized how our students' directors were starving for something extraordinary, something unique which will challenge us as a school to take our performances to another level. As I read about the so call Devised **theatre** it made me appreciate the journey, changed my perception about scripted theatre as I appreciated the outcome we all witnessed on Stage last weekend. **If there is one thing which motivates me is to be challenged, and the team did just that.**

The reflections from Students, parents and staff involved in the production validates the role of CAS in the DP program and all the endless opportunities we have to bring the IB learner Profile to life. It also makes clear the unlimited opportunities for growth. The collaboration across the curriculum shone through. **Once again such experiences prove that learning indeed goes beyond the conventional classroom and such opportunities are transformational.**

Indeed **Evolution: a tale of fragmented sounds** a production that made us laugh, cry, give up, try, change, adapt, listen, see, speak up, search, research, inquire, agree to disagree, challenge, doubt, trust, fall apart and rise stronger than ever. A production which set the pace for greater things. A collaborative production that bought together students, teachers, staff, parents and friends of TIS. **Surama King**



(CAS Coordinator, Set design facilitator)



**Devised Theatre** is a process oriented type of theatre practice that thrives on collaborative creation. Devising is at bottom and often open-ended. Devised theatre challenges the single authorship of play-scripts and allows for a collective authorship, where an entire production team contributes to the creation of a performance. With devised theatre, just anything – a concept, a painting, a poem, a novel, a piece of music, a character in a play, an excerpt of a play, etc... – can serve as a starting point for the creation of a performance. Improvisation is essential in devised



theatre; it serves as the wheel for the creation of performances. Devising also allows for a horizontal hierarchical leadership structure, where all participants in the production are treated as 'equal' contributors to the creative process, and no one is sidelined. For this to happen, consensual democracy is often advised for decision making. Devised theatre is practised by many community theatre companies and also taught in many theatre Schools. **It is an integral part of both IGCSE Drama and IBDP Theatre syllabus.** Even though relatively new to world theatre practice, devised theatre

has been accepted by many theatre practitioners and scholars as one that **empowers and challenges actors to be creators of their own act and not only be interpreters of playwrights' and/or directors' concepts.** *Ebenezer Asime (Acting coach - CAS advisor)*



*The happenings during the process of Evolution for me comes to buttress the point of what art really is. A lot of accidentals happened in so many areas which turned out to be blessings which lead to beautiful outcomes. I have come to trust the creative process; give it its due and it will surprise you. **We need to allow the creative process to have a voice and always look out for the possibilities in any challenge that befalls you.***

*This was done beautifully well by our students on stage even when an unplanned fall caught all by surprise. They managed to creatively work that into the whole performance which attests to the fact that there are no mistakes in art. Every mistake gives rise to an opportunity for something different. The students are the stars of this whole process; it was made for*



*them, they owned it and lived it. God bless all who gave off themselves both physically and spiritually. **Elikem Kunutsor (Director Facilitator - Theatre teacher)***





*This is the second play I have engaged in since I became part of the TIS family. The quality of its production is not new to me, as I had the privilege to witness the TIS adaptation of *The Lion King* back in 2013. **Evolution**, from the beginning it looked like an*

*impossible task. Where are we starting from? How are we going to appeal to the audience? What will the concept for the set design be? What will they wear to depict each scene? As the facilitator for costume and makeup, we decided to re-use and recycle costume from past plays. I had quite an experience dealing with the students based on this, but they did not understand why we had to use old costumes. My great moment was when the whole team agreed to be fully committed to the vision of re-using. As a non-theatre person, it was quite a challenge to explain the play to my own team because I was yet to understand the fragmented nature of it.*



*I had so much fun on this journey. I learnt makeup tricks from the students and a lot about devised performances. After the show, I felt extremely proud, as the positive reviews meant so much to the students and everyone involved. The smiles and laughter on the faces of the audience brought me so much joy. Kudos to Sarah and Benita (Costume Directors) for their great sense of organization and for embracing the idea of 70% of their costumes being re-used. **Grace Attram – Costume and make up facilitator, CAS Advisor***

*Through **EVOLUTION** you have showcased to the world that the TIS family is indeed like music; some high notes, some low notes, but always a **BEAUTIFUL***



*SONG. We have set a new standard and the world awaits to see what we come up with next.*

*How wonderful is that? To finally know that we are the pacesetters in many things and we create magic together as a family.*

*Well done to you all. **Comfort Adjavon, Mrs. (Co-Founder)***

## **#Reviews - Staff**



**Evolution – A Tale of Fragmented Sounds** Last Saturday was the first time for me to experience the TIS Annual Performance. After witnessing the lively buzz, the enthusiasm, the commitment and collaboration of the students during the sometimes-stressful journey, the expectations for the performance were set high. On Saturday evening, the musical performance evolved in a brilliant show! I was impressed with all the singing, dancing, starring many talented students from G7-12 who gave a very dynamic and colourful performance to a delighted audience. The combination of music, dance, drama, set, make-up and costumes made for a hugely entertaining show. Everyone who saw it left with a smile on their face. Congratulations to all the students and staff involved who again have set the standard for high quality performances in the future! **Carin Hemmes**

An absolutely stunning performance by all standards. Thank you for putting together such a 'thriller' production. Thank you for giving us such a feast for our eyes. **Louis Welagaamo – English Teacher – Photography facilitator**



*Evolution by Talented Inspiring Students was Tremendous, Incredible & Sensational. Another chapter in auspicious annual performances @ TIS. WOW! Another star is born. Well done, Jady. To all cast & crew, and*

*everyone who helped put Evolution on stage tonight, you're all awesome –*

**Tweeted by Dr. Ken Darvall ☺**

*Arrived a bit late and it had blurred story line until Whitney Houston woke me up. Little did I know I was going to be stunned by a live sax tune played by a student. At first I thought it was the same recorded tune from Whitney's original song till the light moved to the band. It was live. OMG! Such an amazing tune. I had to stand but it wasn't enough. Then I clapped then shook my head. The tune is still playing in my head as I type now. In one word, the student saxophonist is a phenomenon. The show was amazing! My sax lessons begin soon, Evolution has inspired me. As an instructor of Taekwondo in TIS, I was not surprised to see such a talented showcase by our own students. **Malik Sagor -Taekwondo Teacher.***

## #Parents/Guardians



*It was just awesome! Intelligent and beautiful cast, lovely setting, ingenious ideas and a very different kind of play. We sat there amazed, not knowing what was coming next. The production was just incredible! - **Aisha Tamaklo-TIS parent***

*The play was indeed spectacular!! Congrats to EVERY mind, hand and feet that contributed to this. The sound was the best I have experienced over my 5yr exposure to TIS school plays. The light was correct, the back drop across really changed the stage. The orchestra pieces were splendid!! The icing on the*



*evening's performance was the Band... We could probably consider a grills and live band concert for Christmas.*

*Mr. Elikem, Mrs King and the production team as well as EVERY ONE who contributed to EVOLUTION did a fantastic job. **Gina Odarteifio – TIS Parent***



*The play was amazing. It was great to see the creativity that went into it and the talent the TIS students exhibited last Saturday.*

*I could not follow the story line but I enjoyed each scene as a standalone. It was clear that they were showcasing different genres of music but interwoven with a love story. Abla Marsopoh-TIS Parent*



### **#Alumni:**

*If I could describe Tema International School's play, Evolution, in one word, it would be BRAVE. The attempt to think, dream and execute such a play with diverse and varied musical backgrounds is something*



*truly amazing. From the snippets of the play I saw, I was dumbfounded. The seamless transition between the various genres thrust me into various worlds. It brought unexpected tears, forgotten memories and, most importantly, a renewed sense of hope for the future. Long live TIS. Elom Tetteh Tamaklo - IBDP Class of 2015*

*Last weekend, the students of the popular Tema*



*International School (TIS) staged their annual play. It was a musical that they titled, Evolution – A Tale of Fragmented Sounds, and, if for nothing else, it provided its audience with a deeper understanding of why Tema International School has become a school of choice for many families in Ghana.*

*The piece explored the 'evolution' of music. We were able to taste the flavours of the Baroque, Renaissance and Classical eras. Then the energetic characters took us to the realms of the 1920's Flappers and beyond, all the way to the time when the great Motown Records*



*reigned with Michael Jackson as their king.*

*The creators of this energetically-aggressive 'Evolution' were also deliberate in reigniting the fire of Pan-African culture, by ensuring that the rich and majestic sounds of Highlife and Reggae were thrust onto the audience's plates.*

*The characters on stage trapped us in a deep, dark space and then they lit it up with music. They gave music meaning again, in an era where people too often make mediocre songs for a quick Cedi and the*



*Ghanaian celebrates this mediocrity.*

*And of course, everything became even more beautiful, when we discovered that everything had been orchestrated by the TIS students; from the orchestra to the choir, to the pop band, moving to*



*the costumes and to the makeup, as well as the set and props...*

*It was a truly inspiring experience, to see that young people between the ages of 12 and 19 could produce art of such an impeccable quality.*

*And this sums up what TIS stands for. TIS embodies innovation, critical thinking, cultural diversity, creativity and creative dissidence in daring to be different, in a bid to educate, to inform and to entertain*

*any audience – even if that audience is the whole wide world.*

*This time the audience was diverse and generally much older than the TIS Evolutionists, but the students commanded authority in their space and educated their audience. At the end of it all, Evolution wasn't simply a musical, or A Tale of Fragmented Sounds. It was a rebirth of music and powerful assertion of the fact that Ghana's creative arts space still lives and is even more potent, in an upcoming generation. And that generation lives in the heart of Tema International School.*

**Apiorkor Seyiram Ashong - TIS IBDP Class of 2007 - Award-Winning Poet/ Creative Arts Critic/ Culture Activist/ Literacy & Numeracy Activist & Media Practitioner, Citi 97.3 FM**

### **#TISFriends**

*They performed with such passion. They captivated the audience. I want to watch again and again".* **Mary Mensah, TIS friend**

*TIS is doing what performing arts in universities are not, breaking the norm, daring to do great things, elevating the arts.* **Nancy, TIS friend**



*Your students fall off the stage? Was that part of the play? If not, they are genius. They rose like stars! I wish I could do that".*





**SOS College Student.**

### *#Reflection Students*

#### **CAST and CREW**

*School play was stressful and a very beautiful journey. I've always wanted to be a part of something that us students created by ourselves. So, when I heard of 'Evolution: A Tale of Fragmented Sounds', I knew it was my chance. This really demonstrated TIS' 'risk-takers' core value. There were many things I had to forgo just to attend practice which really taught me to manage my time wisely, but at the same time have fun. All in all, I'm really astonished by the outcome. Really proud to be a part of this journey. **Valerie Vigbedor-Grade 10 Choir member***



*The Evolution journey was certainly a fascinating and exhilarating one. It was filled with laughter and blastings. I believe we all developed a sense of trust in each other; and understanding that we needed to*

*cooperate in order to get things done, as we were devising in order to create a script. Working as Head of Makeup was definitely a blessing. Working with people with a range of beginner to intermediate skills in cosmetology was challenging. The outcome of our work was presented on Saturday night; hours of perfecting the terrifying zombie look for the Thriller scene that left the audience in horror and awe! **Faye – Grade 11***

*Every day I came for rehearsal I was happy and I wanted to be in everything. I was also looking forward to the show night. The play was a blast. At first, I did not understand the story line, but later I understood it. My favourite act was Thriller. I improved my dancing skills. **Nadia Bawumia-Grade 7***





*From abstract to reality. That is the definition of this year's school play. There was nothing to hold on to and nowhere to start from. The auditions were just a great success. We all had to brainstorm as a team to*



*impress the judges. We didn't have scripts. There was no storyline, just a group of students willing to take part in the production to make it a success. We began to learn dances and songs without knowing whether or not they would be relevant in the end, which was discouraging at times. We all knew in the end that it would be a success, but at that moment we were thinking about how we*



*would make it work. We kept working hard. We had to balance and manage our time in order to still be on track in terms of academic work. We were able to work together to stage a great performance.*

*I fell off stage! Yes I did! It wasn't part of the play. No! It wasn't, but because of the training and skills we adapted during the weeks of rehearsals, we managed to get ourselves back on stage! We learnt how to trust one another; hoping when we jump our partners*

*would catch us and when we fall they would hold us. Jacqueline Tetteh.*



### **Grade 11**

*"The best performance TIS has ever produced". "A show worthy of the National Theatre." These are some of the many wonderful comment proclaimed by parents and guests who attended our play. As a part of the choir and a new IB student, it was all about prioritizing. Balancing my study timetable whilst learning songs that wowed the crowd, was a difficult task.*

*In the beginning all I can remember is sheer EXCITEMENT. I was enthusiastic and filled with ideas; the majority of which were unrealistic. There were many, many ideas from each and every member of the choir, about outfits, stage positioning, songs, etc. Our first few meetings were brainstorming and voice drills. Everything seemed so clumsy until we began rehearsing. From Thriller, to Tempest, to moving on, to Medieval Images and many many other scenes, it was all coming together well.*

*It was particularly demanding for IB students because we had tons of assignments and research to complete. However, we had made a commitment to EVOLUTION that we weren't going to turn back on. Through sleepless nights and sheer perseverance, WE MADE IT!!! 22 October, 2016 was one of the most memorable days of my life in TIS because it was truly a reflection (but a tip of the iceberg) of what TIS students are capable of. TIS is indeed no longer Tema International School but rather Talented Inspiring Students. Dede – Grade 11*

*My Evolution journey has been fantastic. I never knew that I could step out of my comfort zone like this. I was persuaded by my brothers who had left TIS to try and be part of the school play. I was very happy when I found out that it was on the evolution of music. I am a very musical person. I play different instruments at high levels and I am part of 7<sup>th</sup> Avenue and Ultrasound. But this time, I wanted to challenge myself. I was then dared by a friend to do costume and makeup. I took up this task and said I would be the first boy to ever be part of the costume and makeup team.*

*When I went for my first practice, I did not know a thing about foundation, mascara, highlights and more. Thanks to my helpful director, Sarah, I was able to understand how everything worked and, on the day of the dress rehearsal, I was really pushed to the limit. I remember the first time I watched the play and told my friends that this would be remarkable. They did not believe me until they watched it on Saturday. The look on their faces afterwards showed me just how much everyone had worked and I felt so proud to be part of such an event. On the day of the play, I was alert and active. I did the zombie makeup, foundation and eyebrows for a lot of characters. I was kept on my toes and really busy, but I found it fun.*

*I have to say that this experience has been awesome and I would love to do it again. I learnt that trying something new does not hurt. Thanks to the 'Evolution', I have made a lot more friends and have learnt how to put makeup on people. This is an interesting skill that can take me far. I would like to thank everyone for this wonderful time I had and I hope the next play will match this one or even be better. Obrigado! **Nana Obeng – Grade 12***

*Before the play started I felt like it was going to be great and I felt like the choir was so important. I lost some preps, but I feel like it was worth it. During rehearsals we would laugh, learn new songs and enjoy*

*it so much. We even get oranges sometimes. I was part of the sopranos in the choir. During the show, I was so scared, but after the choir received a huge applause, I was so happy and confident. I really loved the play, and I would want to do it again, especially the start of it. My favorite was the Bohemian Rhapsody. I honestly don't*



*think I'll forget Evolution because this was my first time taking part in the TIS school play and I loved it. -*



**Fauziah Ibrahim. Grade 10**

*I decided to attend the school play because I wanted to experience different activities. When auditions were*



*over, I was very excited to see my name on the board as*



cast. During the rehearsals, I was a little perplexed as to what the school play was about. I had made a commitment to myself that I would attend every school



play rehearsal and I would be punctual at all times. I enjoyed learning new dances from our dance choreographers, Mr. Elvis and Mr. Antonio because when they teach, they make me enjoy the dance and I am able to add all my passion. They really encouraged me to learn and dance more. I also enjoyed attending rehearsals because of all the interesting people that are there. They really made me feel at home. I enjoy watching people express their unique talents when we are at rehearsal. There are many talents people discover such as singing, dancing and acting. Another reason why I enjoyed attending rehearsals was because I enjoyed seeing the faces of Uncle Elikem and Uncle Ebenezer. They are such interesting characters. Uncle Elikem and Uncle Ebenezer have really motivated me in becoming a more confident person throughout the rehearsals. I really enjoy being around them and I hope I will be able to work with them another time. **Bethany Buah – Grade 8**



In the end I was happy I didn't drop out because if I did I wouldn't have been a part of this beautiful student-devised play. All thanks and kudos to our directors. This experience also helped me talk to new people and become confident. **Amanda Fafa Awumee – Grade 8**

I was crew for costume and makeup. Sarah was the director and she is such a nice person; she is my role model. The day costume team met for the first time I was nervous and excited. During school play rehearsals, the makeup team talked about how we



would do the characters makeup and I wondered when will we start practising. One evening Sarah told us we wouldn't have prep, but we will practising on the cast; I was thrilled. On the day of the play I was anxious. We had a full house, I was eager to show my work of art on



the CAST faces and my favourite scene was Thriller. I was proud of myself.



*I joined the school play because I wanted to show my talents and express myself. I am grateful for this wonderful and sensational production of T.I.S*



*Evolution. Janelle Owusu Grade 7*

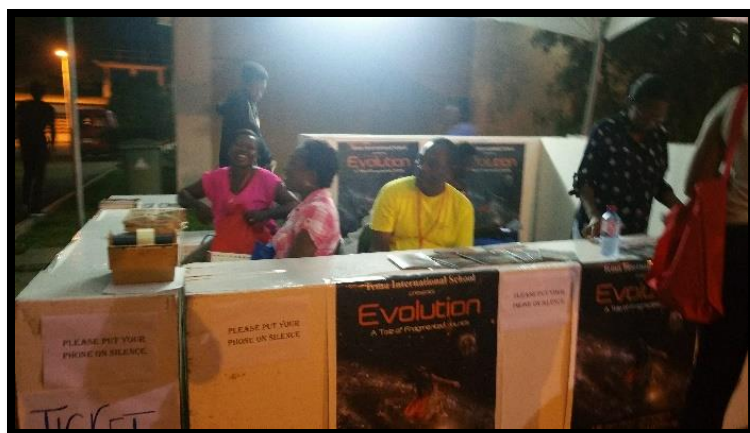
*During auditions we did so many things like dancing and singing. I felt good at the end of the auditions and felt confident that I was going to get in. Later, when I found out that I didn't get to be part of the CAST I was very angry and sad. But, after Sarah spoke to me about how every role mattered, I became inspired to continue as a member of the choir. Salma Grade 8*



*Evolution. The word Evolution brings a lot to mind: growth, advancement, progress... It always boils down to the same concept. Evolution: A Tale of Fragmented Sounds was truly a journey to remember. My first thought, upon hearing that the Annual School Play was going to be student devised, was "This is going to be a challenge". And we only had 6 or 7 weeks*

*to perfect it and make it ready for the T.I.S. audience and the rest of the world to see. It was challenging during the first few weeks when trying to put together something that wasn't there with both the dances and the music. But... slowly and surely, we were able to put the pieces together and VOILA! Finally, the masterpiece that we call Evolution came together as a result of the pure and utter genius from each and every single member of the team, from cast to choir to the crew, the directors and supporting staff... We all helped each other to achieve one goal: to watch Evolution evolve. It was quite a ride watching this play grow into the wonderful creation we saw on Saturday. Edwina, Grade 12*

*There are many things associated with the word 'success'. To some, success might have meant that the show went perfectly with no slips. There were slips, but we got up and dusted ourselves off. To me, success was Evolution. I spent countless hours in that choir room trying to make the little voice I had heard in the mass of choristers. To some, that might not mean anything. But, standing on that elevated position with "Bohemian Rhapsody", resonating through me as the choir, now my family, and I sang that song with all our hearts was the greatest feeling ever. Karen Donkor, Grade 11*



*If I was to describe this experience in one word I would say it was AMAZING. Starting without a script proved to be challenging as we imagined and created unique costumes of our own. But as the weeks passed, our ideas become fantastic costumes used to express different themes in the play. The whole process was quite tiresome, especially when we had to work from nothing, but love. On the day of the play, our costumes proved to be a success as they provided an excellent element to*



*the play. There were times when things got a bit difficult and I wanted to give up, but I managed to continue and achieve something great. Aunty Grace was a great help*



*as she guided and helped us during the process. The day of the play was a success as everything we planned fell in to place. I would definitely love to do this all over again. **Benita Kusi – Grade 10***

*Immediately after the school play, the line "We go 0-100 real quick" by Drake came into my head, not because we were playing music, but because it describes our school play's journey. During the audition, we all heard a rumored title, 'A Snake in a Monkey's Shadow', which made me question why there*



*was a question mark on the poster where the school play title was supposed to be. Luckily enough, I scored the role of dance director in the school play and from then till the 22 October, I lived in a hurricane. Developing a story line in 7 weeks made me doubt my dancing abilities, but my love for dance overshadowed my doubt. There were about 33 dancers involved and they all had different dancing abilities and some didn't even know a thing about dance! After seven weeks of*



*hard work, pushing boundaries and leaving comfort zones, a jaw dropping school play was performed. We turned the MPH from just a hall to an awe and standing ovation filled auditorium. It was difficult and strenuous, but we persevered and moved from level 0 to level 100, real quick. **Samantha Azu, Dance Director, Grade 11** At 12:00 am on the 22 October 2016, while the rest of TIS slept their unbothered minds away, about a*



*hundred drained students and adults stood, with no energy, but with the most unbelievable determination, in the MPH that had soon become their rooms over the past few nights. I leaned back against the video room window, and looked at the stage that I no longer recognized. Was it really over? Had we really done it?*

*Seven weeks went as fast as we expected. Brainstorming sessions seemed to produce little or no information, and by the third or fourth dance meeting, there was still no script. And finally, when a "script" came, it had nothing to do with all we'd been practising this entire time! My confusion was heightened as more and more songs and scenes began to pile up, with no evident correlation whatsoever; only God knows how many*

times I asked myself “Can no one see that this makes absolutely zero sense?!” However, I decided to focus



on working on my dancers and engaging myself during practice, and that everything would eventually fall into place soon enough. Doing this continually over time, I stopped asking and started fitting things into place myself, and then finally, towards the end of the journey, when a more concrete script was provided, my question was answered: the play made more than enough sense, only if you would allow yourself to make sense out of it.

Still leaning against the window, lost in thought about how we had made it this far, I realized that the play wasn't the only thing that had evolved: so had I. I had become accepting of new challenges, and nothing ever “didn't make sense” anymore; it made more than enough sense because I'd let it. I'd allowed myself to imagine and run wild and it had only produced meaningful information. I'd allowed myself to believe the impossible was possible, and it had led me to



contribute to something too magical for words. I'd involved myself in something I was passionate about, and it had changed me so much that I barely recognized

the unbeliever who had started the journey seven weeks ago.

As Yehowahi flawlessly wrapped up the Thriller scene, I smiled silently to myself and clapped. We had done it.  
**Nana Akua Ahenkorah, Grade 12**

### #TIS Alumna

The TIS community congratulates our very own first head girl and pioneer student for her accomplishment as an Award Winner of the Baobab Award, 2016

### **Apiorkor Seyiram Ashong awarded the Baobab Award in Nigeria.**

Apiorkor Seyiram Ashong and eight other Ghanaians were awarded at the Baobab Awards in Nigeria.

The Baobab Awards is a project of Nigerian Komolafe Omutunde. It is held to celebrate great minds and achievers who promote African art and culture.



In the past, the awards ceremony had been held in Hungary and in the UK, but this year it was held at the National Museum, 2 JK Randle Street, Onkian, Lagos, Nigeria on September 17, 2016.

Apiorkor Seyiram Ashong is a poet, editor, writing coach and literacy activist. She works with Citi FM as a producer, editor, broadcast presenter and brands promoter.

The Ministry of Tourism, Culture and Creative Arts, as well as the Ghana Association of Writers, have



endorsed the Ghanaian achievers and have expressed how proud they are of the awardees.

### #After Party

A huge thank you to our parents and Management for such a wonderful treat. The Evolution team was delighted to spend time together dancing, eating and drinking as they celebrated a great show.








**Strong teachers don't teach content; Google has content. Strong teaching connects learning in ways that inspire kids to learn more and strive for greatness.**


Eric Jensen, in Education Week Teacher

 @ijukes

## English Department Update

**Speaker of the Year:** This year's event was scheduled, to take place on 4 November 2016. However, due to the rescheduling of the National Farmers Day Celebration (public holiday) for the same date, and the fact that most students will be out of school for 'a long weekend at home', the need has arisen to reschedule the date for the event.

Tema International School



THE DEBATE SOCIETY: The School of Sharks  
(Hooked on 'DE-BAIT')  
presents


# SPEAKER OF THE YEAR CONTEST

Theme  
Self-awareness in a multi-cultural school context:  
Do we see ourselves as others see us?

Monday, 7 November, 2016  
6:30pm-9:00pm  
TIS MPH

For registration contact: Louis Welagaamo and Rita Tay Agbozo

Entries close on Friday, 28 October



In view of this, the 2016 Speaker of the Year contest will come off on Monday, 7 November. The venue and time remains the TIS Multi-purpose Hall (MPH), 6:30-9:00pm respectively. Students are reminded to submit their write-ups to the president of the Debate Society or to the patrons, and parents are reminded to mark the date and join us on this quest to crown 2016's Speaker of the Year, for indeed, the future is Public Speaking!!!

**Creative Writing & Photography workshop:** The TIS community is reminded of this important event which comes off from Friday, 11 November to Saturday, 12 November. This workshop is the best for students who love to write, and those who love taking pictures as it is designed to bring together high school students to develop their writing skills, and to sharpen, or unearth their photography talents and ideas.

Interested students, can download the forms from the TIS website, or contact Adwoa Asantewaa Owusu Boamah (Grade 11), or the Head of Department, English. **Deadline for registration is Saturday, 29 October, 2016.**

Parents are reminded that the fee per participant is **GHC180** and it covers writing & photography workshops, stationery, meals, a certificate, and a copy of the workshop publication.

**Creative Writing & Photography Workshop 2016:**  
*Painting the voices of our generation through writing and Photography.*



Tema International School



presents

THE THIRD ANNUAL HIGH SCHOOL

**CREATIVE**

WRITING & PHOTOGRAPHY WORKSHOP

THEME:  
PAINTING THE VOICES OF OUR GENERATION THROUGH WRITING AND PHOTOGRAPHY

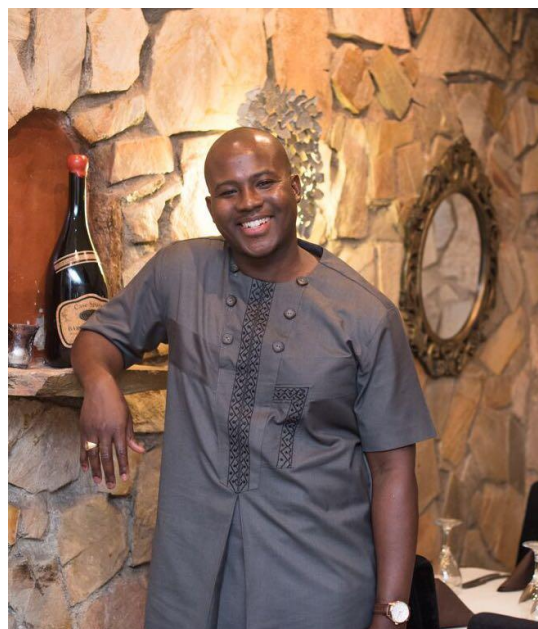
Do you love to write stories, poems, song lyrics, or aspire to be a script writer?  
Do you love taking pictures and yet have no idea how to position yourself against the light?  
Or perhaps you have a good camera but usually struggle to find your way around it.

If you love to let it all out through the pen on paper, or want to know where to stand for that perfect shot of that perfect moment, then you do not want to miss this year's TIS Creative Writing and Photography Workshop.

This workshop will afford you the opportunity to develop your writing and photography skills, while connecting with students from around the region, who hail from various parts of the world. For further information regarding the workshop, kindly contact Irene Koree on 024 313 2523 or at [irene.koree@tis.edu.gh](mailto:irene.koree@tis.edu.gh)  
Registration is open from 13 to 28 October. Forms are available on TIS website <http://www.tis.edu.gh/forms/>

Friday Saturday  
**11 & 12**  
November 2016

## Our Alumni of the week!



**Name:** Gerald Nana Kusi

**Year group:** TIS IB Class of 2007

**Roles played at TIS:** Head Boy

**Colour group:** Blue

**Hostel:** Francis

The University Of Ghana, Legon - Economics Major  
(2007 - 2010)

The University of Law, London - Bachelor of Laws,  
LLB (2011-2013)

The University of Law, London - Post Graduate  
Diploma in Legal Practice - 2012-2013

Ghana Law School, Makola - Qualifying Certificate of  
the General Legal Council (Barrister&Solicitor of the  
Supreme Court of Ghana)

Currently working within Barclays in Legal &  
Compliance. (Full time)

Position: Assistant Vice President, Corporate &  
Investment Bank Advisory

Also work at Minkah-Premo & Co as a pupil lawyer.  
(Part-time)