



## *Highlighted Contents from Today's TIS Bulletin:17/2/17*

*Click on each topic to take you to the corresponding page*

- Thought for the Week
- Calendar
- Making Us Proud
- Parent Reminders
- Visiting Sunday
- Optional Exeat Weekend
- Sex Education Workshops
- CAS Updates
- Chocolate Friendship Day
- Service in TIS
- Action and Service Project Class with Grade 7's
- Spanish Club
- MYP Corner
- Counselor's Corner
- ATL Skills (Self- Management) - Prioritization
- ACT April
- Advantages of taking the American College Testing (ACT) exam
- SAT May
- College Visits
- UK University Highlights from UAEAS Fair
- Ghanaian University Application Instructions
- Creative Arts Update
- Mathematics Corner
- IBDP Update
- Mock exams for Grade 12
- Academic Honesty – Citation
- Alumni Corner

**TIS BULLETIN: 18 FEBRUARY, 2017**

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## Thought for the Week

I have been impressed with the urgency of doing. Knowing is not enough; we must apply. Being willing is not enough; we must do.

- Leonardo da Vinci

## Calendar

- 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 competition (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

[Back to top](#)

## Making Us Proud

• The weekly assembly organisers have been preparing and hosting each assembly since last September. I congratulate the following students for their commitment and success that has been demonstrated on a weekly basis. Chloe, Nuna, Nana Osei, Marie-Gabriella, Naa Momoh, Rachel Tsui, Ayeyi, Erin, Anna-Maria, Kelsey and Natasha E. Special appreciation goes to Salim and Worlanyo for the ensuring the technical requirements for assembly are met.

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

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- TIS will assume parental consent for their son/daughter/ward to participate in next week's sex education workshops, unless advised by parents that they do not wish their son and/or daughter to participate. In this instance of no parental consent, please email Bijoux ([bijoux.h@tis.edu.gh](mailto:bijoux.h@tis.edu.gh)) by 18 February.

- Parents of students who will be withdrawing their son/daughter at the end of the year should notify admissions by 29 February. Students who will require a transcript and reference were required to advise admissions by 15 February, so that these can be prepared. Otherwise, requests may not be fulfilled in a timely manner. Please note these documents are emailed directly to a school. Intending schools that require a test or interview with a student must liaise with TIS to ensure a mutually convenient time.

[Back to top](#)

## Visiting Sunday

Our next Visiting Sunday will be held on 26 February from 1.00pm-4.30pm. Visitors need to register online or face delays in entering the school grounds.

To register, please go to:

<https://www.eventbrite.com.au/e/visiting-sunday-26-february-2017-tickets-32152218150>

When you reach this page, you will be required to enter a password, which is:

**Talented Inspiring Students**

Note:

- Copy the URL into your web browser.
- Copy the password into the required space.
- If typing the password, please note the capital letters and spaces.
- As usual, if you have a problem, please contact Bijoux.

[Back to top](#)

## Optional Exeat Weekend

There will be an optional weekend for 4-6 March, in conjunction with Independence Day. When considering this option, please note the following:

- The mock exams for G10 and 12 students commence on 7 March. Many of these students may prefer the quiet of the hostels over this long weekend.
- No exeats will be approved before a student's final class on Friday, 3 March.

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- As an optional exeat weekend, parents will not need to apply for an exeat, but must contact their son's/daughter's Hostel Parent to confirm their child will be staying at TIS for the weekend. We appreciate that our International students will remain at TIS unless notified otherwise.

- Some of our exam drama, music and visual art students may prefer to use the weekend at TIS to complete outstanding work.

[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 was provided in last week's Bulletin.

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 G1-9/10 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 participate. In this instance of no parental consent, please email Bijoux ([bijoux.h@tis.edu.gh](mailto:bijoux.h@tis.edu.gh)) by 18 February.

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

I appreciate your support.

[Back to top](#)

**Dr Ken Darvall**  
**Principal**

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## CAS Updates

### Chocolate Friendship Day



Hearts were set on fire with kind affections as staff and students received gifts from their dearest of friends. This is an annual tradition and everyone looks forward to it with much enthusiasm and keenness. This year's Chocolate Friendship Day was refreshingly inspiring. The Game Changers (IB Class of 2018), under the leadership **Yehowahi Sekan** and **Samantha Azu**, as usual made the difference. Their zeal and tact made the difference, as they piously collected and

collated orders from staff and students. With about **2,846 assorted Chocolates, 435 Rose Flowers, 143 Teddy Bears and 1,798 Lollipop toffees** ordered, the team came up with efficient strategies for distributing the gifts to all recipients, and this was done in record time. The euphoria amongst students after receiving their gifts was gratifying, which justifies Bill Russell's quote: *"to love someone is nothing, to be loved by someone is something, but to be loved by the one you love is everything"*

As stated in earlier bulletins, funds raised from the sale of chocolates will be donated to the Burns Centre of Tema General Hospital. A total amount of **GHC 4,843** was raised. As compassionate caring individuals, the objective is to support patients who have suffered different degrees of burns at the Tema General Hospital. [Back to top](#)

### A Night in a Lifetime to Set Hearts On Fire: TIS Chocolate Friendship Day

By (Samantha Azu \_Grade 11, Co-Head – Chocolate Friendship Day '17)

I always wanted to head Chocolate Friendship Day as I thought it would be a very interesting experience so when the conversation about who wants to head it came up in our skype group, I ecstatically nominated myself to be one of the two leaders needed. Luckily for me, a couple of my grade mates seconded the idea. In the beginning of the process, it was all fun; getting members for the various committees, coming up with a name for the project, deciding on a cause, settling on the prices of our products, designing a poster and lest I forget, eating the sampled chocolates in order to use the wrappers for the poster ☺. We had to meet the demand of about 350 chocolate lists with some having as many as 60 people on their lists. *Hearts on Fire*, the name we came up with for the



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project, was definitely the highlight of everyone's month and we definitely couldn't fail them. To rise above the standard set by the previous class, we needed to up our game; to be diligent, efficient and most importantly, trust ourselves that we could do it.

The night of the 10<sup>th</sup>, on the eve of Chocolate Friendship Day, was the real test. When we walked into the CAS block after school we knew we were staying till the AM's and it wasn't



going to be easy. Yehowahi and I as leaders, with the help of the committee members, came up with swift ways to ensure a smooth flow till it was time to deliver the chocolates. As a head, I had to be everywhere at every time. At 2:30 am we headed towards the hostels and delivered the chocolates, my heart was still pounding till I heard someone running down the staircase saying "I got two roses", I smiled, took a shower and slept! When I woke up I thought I was all done, until I remembered

that we have a two hour entertainment to plan. We had what seemed like the longest meeting ever and finally we started decorating and putting things in place. It was a successful night and I never once regretted putting myself as a leader. I learnt a lot but not as much if you compare it to the chocolates I got. 😊

[Back to top](#)

## Service in TIS

The philosophy of CAS and of the IB program is to develop students to become agents of change in their respective communities and to become responsible and responsive people, who are ever willing and ready to make life better for themselves and their societies. As an IB world school, Tema International School (TIS) holds and promotes this ideal of service to humanity, and the CAS program at TIS has been at the forefront of this. Students at TIS take service projects personally and never relent in pursuing the good of helping others. Service in TIS starts from within and extends to communities outside of the school. While in school, students at all levels engage in different service activities. Like these Grade 7 students – **Nina Omatsola**, **Nina Arkaah**, **Chelsea Somuah**, **Nadia Bawumia** and **Cynthia Nutsuakor** – helping out at the school's Tuck Shop after school anytime it's opened. Also is **Adell Gadzey** of Grade 10, who often helps out with collecting reflections from students for the school bulletin, and **Natasha Edgal**, also of Grade 10, who helps with school announcements during at assembly. With little and sometimes no supervision, these students, **Salim Roland** (Grade 11), **Worlanyo Akpatsa** (Grade 11), **Ivan Katey Adjovu** (Grade 10), **Kwame Firempong-Boakye** (Grade 10) and **Kwadwo Ohemeng** (Grade 10), efficiently man the video room during school events at the MPH. Their jobs include managing the P.A system, and projecting videos and other visuals. Similar services are rendered by the many students who serve on the different student committees in the school, **Entertainment Committee**, **Dining**

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**Hall Committee**, and the **Chaplaincy Committee**. And the choir executives, who are always willing to go the extra mile to make the choir functional and active all year round. As a core, IBDP students are required to engage in Service activities. A number of these activities are undertaken in school. Members of **Information Attaché** are apt with disseminating information to all notice boards, just as the various **Organizers for School Events** rise up to the occasions with planning and organizing school events. The **Weekly Assembly Organizers** always keep assembly active with interesting and educative news. Last, but not least of services rendered by students within the school are the works done by the body of student representatives, the **Student Council**.



[Back to top](#)

## Action and Service Project Class with Grade 7's

### A Visit to Calvary Presby Basic School: Thoughts and Reflections by 7<sup>th</sup> Graders

At first I was hesitant to go there. When the class got there, we were divided into two groups. Some went to teach the Crèche and the others went to learn with the JHS 1 class. I knew the experience wasn't going to be like my school, TIS and I was already prepared for that. I was with the group that went to teach at the Crèche. We first introduced ourselves to them and they did the same to us. Those children are so cute and funny. They manage with what they have and they don't take anything that they have for granted because they know that they don't have much. They are not as privileged as the students from TIS. Their classrooms weren't in the best condition, but they were still happy. Some of the little kids slept on the ground or mats. They were so excited to see us.

I felt so bad and I was so sad as well. They were saying TIS is so beautiful and they'll come there one day and I started crying. They made me feel so bad about myself and how I didn't cherish some things that I had when if it were them, they would still be happy if they had that. This trip opened my eyes and showed me how other people are living and dealing with it. They couldn't read or speak well but they were still happy. I always knew I was blessed but now I've realized how blessed I am and I'm very grateful for the life of my parents, who they are and what they've provided for my sisters and me. We made friends with them, we laughed with them, we played with them and we took pictures with them. I even let a little girl named Faustina try on my watch and she was so happy. (**Maame Afranie-Adjei \_ Grade 7**)

I enjoyed the lesson the teacher taught and the students in the class. I really learnt new things from this experience. I realized that even though they don't have all of our resources they all are still very happy. They use their resources with content and with their best abilities. My only challenge with the school was the walls, the floors and the heat. I think for my personal

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project I would like to paint some murals on their classroom walls. (Caleb Hammond \_ Grade 7)

It was very exciting experience. I was with the group that studied with the JHS 1 students. We learnt how to write a French letter and it was very fun. My expectations before the visit was the same as what I experienced. The challenges I identified was that the school has inadequate learning resources and their classrooms were not exciting enough. For a Personal Project, I am thinking about equipping their learning resources and also painting some posters to improve their classroom and make a better classroom (Aaliyah Tamakloe \_ Grade 7)

## Spanish Club

[Back to top](#)

**Recipe for Spanish Tortilla** by Edward Quansah (Grade 8)

- Pre-heat oven to 150 degrees
- Bring 8 sliced potatoes to a boil for 10 minutes and add a pinch of salt
- Drain water after boiling and fry potatoes in olive oil for 5 minutes
- Crack a few eggs into a bowl and add some cheese. Grind some garlic and slice some onions to add to the egg mixture,
- Add black pepper to the mixture
- Place fried potatoes in a baking pan and pour the mixture into it and place it in the oven.

To know if your Tortilla Española is ready, wait for it to solidify. This will take some time. Finally, when your tortilla is done, you can eat it with some rice and enjoy your exotic meal.



[Back to top](#)

## Follow us





## MYP Corner

### Guidance Meetings

Education still takes place in a more or less isolated environment of the classroom and in that sense not much has happened throughout the years. I often use the example of how a bank or a grocery shop has changed in the last hundred years. We can all see a huge difference there. However if we look at schools and classrooms, the differences are not that huge. In that sense education is a sluggish fossil and perhaps the universities even more.



There is always a lot of talking going on about changing education but it seems to be a slow process. At TIS we started this year with the implementation of the IB Middle Years Program (MYP), which has made some changes coming to TIS classroom teaching in a number of ways. Classrooms have been set up in different ways allowing for more collaboration, a different curriculum is being developed using criterion related assessments and we are looking at a more holistic approach where we make the students aware of the link between the subjects and between subjects and the real world.

With the teachers we also want to create an awareness of how the students perform in different classes and not just in their own classes only. For this we are regularly holding Guidance Meetings where the teachers of a particular year group or class, discuss individual students as a team. This gives us an insight as to how a student works in the different subjects and helps us to identify patterns. The observations might focus on students who are of a concern because they are underachieving or are perhaps not challenged enough and they need extra work.

Schools without walls are still pretty much a utopia but it will not harm to strive for educational improvements at every level. For next academic year, we are looking at further improvement so we will keep you posted.

**Ate Hemmes**  
**MYP Coordinator**

[\*Back to top\*](#)

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## Counselor's Corner



### ATL Skills (Self- Management) - Prioritization

Grade 8 students discussed the importance of prioritization. There are things that are both urgent and important (these should be handled immediately), some things that are important, but not urgent, and of course things that are neither important nor urgent (eg. those five hours you spent playing video games, or snap chatting last week). Students discussed making priority lists, and practised using this skill by sorting out their daily tasks into each category.

[Back to top](#)



**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](#)

### 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](#)



**SAT May** – SAT May registration is now available. Students should register with their Counselors right away and no later than **Thursday, 2 March**. Registration payment of \$110 dollars should be paid to the college guidance counseling department by **Tuesday, 7 March**.

[Back to top](#)

### Follow us





## College Visits

**Monroe College** – Thursday, 23 February, 1:45 p.m. New Exam Hall

## UK University Highlights from UKEAS Fair

[Back to top](#)

### Swansea University

- Strong in Engineering
- Up to £6,000 available bursaries
- Offers free visa support for Africans through in-country agents

### Sheffield Hallam University

- Strong in Engineering, Computing, IT, Sciences
- Automatic £1,000 bursary
- Opportunity for one year internship attachment

### Kingston University London

- Strong in Business and Law
- Work placement available (while still graduating in 3 years)
- £4,000 per year scholarships

### Glasgow Caledonian University

- Strong in Oil & Gas programs
- Has a campus in New York
- Up to £4,000 in bursaries available

### BPP University

- Strong in Accounting
- Private university with small classes (30 students) meaning one-on-one time with professors
- All courses give opportunities to acquire multiple qualifications

### Middlesex University

- Voted the #1 modern university in London
- Strong in Social Work, Computer Science, and Performing Arts
- Up to £6,000 in bursaries available

### Robert Gordon University

- Strong in Oil & Gas programs
- 48 paid work placements in addition to regular courses, which can be abroad
- Guaranteed £3,000 scholarship, top can apply for high achievers award which waves first year of tuition

### Aston University

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- Just introduced Medicine (35 points required)
- Small scholarship for international students studying Business

## University of Kent

- Strong in Law
- Automatic excellence scholarship of £2,000 for IB points 36+



**ECOLE HOTELIERE**  
with the academic certification of Ecole hôtelière de Lausanne  
AT LAVASA

- School for Hospitality Management – located in India
- Fees just under \$10,000/year
- Application via online profile and interview
- On campus housing is available for all students
- Small class sizes (average 12) – more individualized support for students
- Paired with the oldest Hospitality school in the world (Ecole Hôtelière de Lausanne in Switzerland)
- New program for Event and Sport Management where you receive a degree from the U.S. and complete your final year of four years in the U.S.
- Excellent internship opportunities eg. @ Kempinski Hotel, Ghana

[Back to top](#)

## Ghanaian University Application Instructions

**Ghanaian University application forms** are now available. Forms should be purchased and payments made and receipts submitted by **Friday, February 17<sup>th</sup>**. 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.

**Good News!!!** Students who complete the IB Diploma Program successfully and excel in the requisite subjects can enter the University of Ghana at Level 200 and save a year of school!

To find out more, visit:

<http://admission.ug.edu.gh/applying/content/entry-requirements-ib-minimum-entry-requirements#CHS>

- 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>

## Follow us





# TEMA INTERNATIONAL SCHOOL



- 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](http://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.
- 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](#)

## Creative Arts Update



The visual arts are art forms such as ceramics, drawing, painting, sculpture, printmaking, design, crafts, photography, video, filmmaking, literature, and architecture. Many artistic disciplines (performing arts, conceptual art, textile arts) involve aspects of the visual arts, as well as arts of other types.

Also included within the visual arts are the applied arts such as industrial design, graphic design, fashion design, interior design and decorative art.

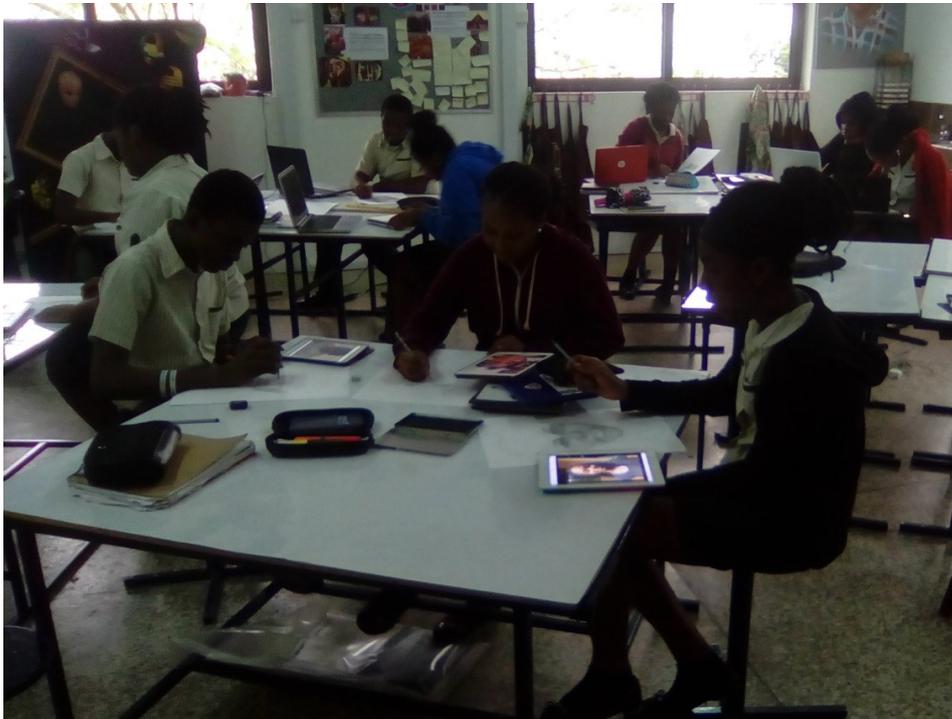
For the past seven weeks, the visual art section under the arts department have been on fire. Various units are running throughout the various grades in the school, from Grade 7's multiple perspective which is a unit based on cubism, Grade 8's tags throughout the ages which is based on crime scene out of which murals will be made by students on the walls around the art block. Grade 9's portraiture, while Grades 10 to 12 are working on their course works.

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# TEMA INTERNATIONAL SCHOOL



Studying visual art is crucial for a child's development. The many skills that can be gained from studying art include spatial skills, creativity and art appreciation. If children never get exposure to these things, they are missing out on a large part of the human experience. There is much to indicate that visual art, and the arts as a whole, are vital to student learning. Part of this resides in the fact that art is so wide open in terms of subjectivity. Its expansive nature and scope afford it an opportunity for students' experiences and voices to be integrated into the paradigm of learning. When other subjects are constricted to a great extent by standards and standardized approaches to learning, student voices can only be validated in this context. Visual art is subjective and not standardized, affording it a greater opportunity to pull more students into the process of learning and appealing to those who might not find their voice in other settings. For example, visual art construction can help in understanding spatial relationships and geometric construction proportionality in a manner that might be more appealing than the traditional mathematics based instruction of such topics. It's about time we give our children the chance to explore the arts.

[\*Back to top\*](#)

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## Mathematics Corner

There are many instruments used for measuring. They usually have a scale marked on them. We know about a ruler as an instrument for measuring length, but Grade 7 is discovering other instruments for measuring.

Around the world people use the same instruments of measure, so we can all understand each other.

My name is King Cyrus Wuaku, a student in Grade 7. In my maths class we are exploring shapes and measurement. A **thermometer** is a device that measures temperature or a temperature gradient. It was invented by Daniel Gabriel Fahrenheit in the year 1709 in Germany. Thermometers are widely used in industry in the study of weather, in medicine, and in scientific research.

**Seismometer**- A seismometer measures the motion on the ground like earthquakes, volcano eruptions, seismic waves etc. It can also be called a seismograph, it was made by a Chinese astronomer and mathematician called Chang Heng. This was made because I guess that in his time, there were earthquakes and other natural disasters and he wanted everyone to be able to predict and prepare for these disasters. Nina Arkaah

In class we have started learning about measuring tools so we are researching measuring tools and the background history. I have chosen the **dynamometer** because I think the name sounds a lot interesting and it seems fun to research about it. A dynamometer is an instrument used to measure forces, moments of forces (torque) and power. It is also used to determine the torque and power required to operate a driven machine like a pump. Nadia Bawumia

In class, we are learning about measurements. We are learning about different measurement devices and what they measure. We are learning a lot of new things. When I even looked at the names I couldn't even figure out what they were used for. Learning the measurements has helped me a lot. **Theodolite**- It measures the angles in a horizontal and vertical planes. Its precise origin is unclear. It was invented so that people could now measure angles of vertical and horizontal planes. Andrew Akiwumi

**The Geiger counter** was developed by Hans Wilhelm Geiger and Walther Muller in 1908. This Geiger counter was used to measure ionizing radiation and was for scientists to use. It was made to detect ionizing radiation such as beta particles and alpha particles. Deion Mitchell

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## IBDP Update

Students have successfully completed the English IOC, and are preparing now for the modern languages IOC which will happen from 20-2-17 to 22-7-17. G 12 Students will be a bundle of nerves during this time. Parents/ guardians are requested to support them with compassion and care for them to give their best.

## Mock exams for Grade 12

The mock exams for the class of 2017 will start on 7-3-17 and end on 17-3-17. This schedule has been shared with students.

## Academic Honesty – Citation

Proper citation is a key element in academic scholarship and intellectual exchange. When we cite we:

- show respect for the work of others
- help a reader to distinguish our work from the work of others who have contributed to our work
- give the reader the opportunity to check the validity of our use of other people's work
- give the reader the opportunity to follow up our references, out of interest
- show and receive proper credit for our research process
- demonstrate that we are able to use reliable sources and critically assess them to support our work
- establish the credibility and authority of our knowledge and ideas
- demonstrate that we are able to draw our own conclusions
- share the blame (if we get it wrong).

[Back to top](#)

## Follow us

