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One Hand One Smile

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One Pole, One Goal

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Educate them Young

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You smile, I smile

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Expression & Science Fair, 2019 – Impressions...

Pen in a box

Healthy Heart, Healthy Life

Flight#7

Expression & Science Fair, 2019

Learning with TIS Students

Risk Taker

Why Study Ghanaian Sign Language?

Open-Heart Surgery Fundraiser for Millicent Ibrahim

Ghana 1st Ever Speed Cubing competition

Check ManageBac for the Criteria. Be prepared!!!

Expression & Science Fair 2019 Gallery

**Alumni Corner**

Did you Know series

**Individuals & Societies Corner**

Update From 2019 ALAMAU Conference

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**Tema International School**  
**Primary Campus**

The new Tema International School Primary Campus is located in Community 22, about a kilometre from the main (Secondary) campus. It will feature open-plan, multi-modal learning spaces which will provide an authentic 21st century learning environment and experiences that promote communication, collaboration, problem-solving, critical thinking, creativity and leadership. The school will provide top of the range facilities, a vibrant, exciting and safe learning environment where learners will engage in language, social studies, mathematics, science and technology, arts and personal, social and physical education. Students are required to learn a second language during the program.

For more information, please visit:  
<https://www.tis.edu.gh>

To apply for admissions, please visit:  
<https://tis.openapply.com>

Tema International School:  
**West Africa's best kept secret.**



**15**  
Reflecting on our journey  
Inspiring new directions

**TEMA  
INTERNATIONAL  
SCHOOL**

**NEWSLETTER**



APRIL, 2019

At TIS, we believe that personal success is best judged by one's proficiency in demonstrating on a daily basis the ten IB Learner Profile attributes: thinker, inquirer, reflective, caring, open-minded, communicator, knowledgeable, risk-taker, balanced and principled.

### Thought for the week

It's easier to keep up than to catch up.

- @gretchenrubin

### Calendar

#### March

15-25 ALAMAU

22 3-Way Interviews; students may commence their mid-semester break **after** interviews.

31 Students return to hostels.

#### April

1 Classes resume

7 Exam Candidates' Service (11.00am); Visiting Sunday (1.00-4.30pm)

10-12 IGCSE French/Spanish oral exams

13 ACT; Havana Night

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- 14 First audition for the 2019 Annual Performance
- 5-16 IGCSE Art & Design Final Examination
- 18-22 Easter Break
- 23 IGCSE ICT Practical Exam 1; G11 EE Café
- 24 G11 EE Café
- 25 IGCSE ICT Practical Exam 2
- 27 TIS Dancing competition
- 30 Special Assembly [2.45pm with two special guest speakers from University of Leicester.]
- May
- 2 DP and IGCSE exams commence at TIS

### Making Us Proud

- Lamoral Tawiah (11) for hostel leadership.
- Wright Mawuli (9): our weekly swimming club champ.
- Students who were participants in TIS Expression 2019.
- Staff who played a role in TIS Expression 2019.

### TIS Expression 2019

WOW! What a brilliant 2019 Expression on Saturday! Wonderful performances, colourful displays, creative, scientific and inspiring exhibits, as well as the G8 Community Projects. Add to all this a large and appreciative audience for whom many were overwhelmed or stunned by what they witnessed.

I hope you joined us last Saturday for a colourful and inspiring day. Otherwise, you missed a unique opportunity and experience.

Thanks to everyone who made TIS Expression 2019 such an awesome event.

### Outstanding Accounts

A reminder that outstanding fees must be paid before students return to hostels on 30 March, unless arrangements have been made with Kobina Quansah, our Financial Controller. Final payments must be made by 28 March. Please email a copy of payment receipt to Mr Quansah to avoid hassles on 30 March.

### Mid-Semester Break

Our mid-semester break commences at 1.00pm today, 22 March. Students may return to hostels from 1.00pm on Saturday, 31 March.

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- Please note that this semester's break does not coincide with Easter, which is closer to the start of the formal external examination period. Students and staff will commence the Easter long weekend from 4.00pm on Wednesday, 17 April, and return by 5.00pm on Monday, 22 April.

## G10 & 12 Reports

These are expected to be available for parents on MB from 26 March. However, parents will receive an email when they have been published and are available.

Note:

- Parents must access MB to view reports. There are still a significant number of parents who do not access MB.
- Students with outstanding fees will have their report access blocked until final payment is made. These parents will be contacted by Kobina Quansah by COB.

## Learner Profile

The aim of all IB programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

At the centre of each IB programme is the Learner Profile. As IB Learners, we strive to be:

- inquirers;
- open-minded;
- knowledgeable;
- caring;
- thinkers;
- risk-takers;
- communicators;
- balanced;
- principled; and
- reflective.

How do we determine how successful a student is at the completion of an IB programme? Is it the final results for DP? Is it the Personal Project in MYP? Is it the Exhibition in PYP?

While these may be suitable indicators, I suggest that success is measured by how well (and to what level) a learner can demonstrate each Learner Profile attribute consistently. By the end of the Diploma Programme, the Learner Profile prepares IB students to make exceptional contributions on campus. How?

- Inquirers: University faculties regularly note IB students' passion for discovery.
- Knowledgeable: IB students are extraordinarily well prepared for academic requirements of university coursework.

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- Thinkers: IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking ‘why?’
- Communicators: IB students regularly deliver stimulating presentations and drive excellence in group assignments.
- Principled: IB students are infused with the academic integrity that is a fundamental value of universities and colleges.
- Open-minded: IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international mindedness complements the missions of the best tertiary institutions.
- Caring: IB students tell us they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.
- Risk-takers: IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.
- Balanced: IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.
- Reflective: IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.

[Source: *The IB Learner Profile*, IB, 2012]

## Identification Labelling

**LABEL GALORE**

Iron on	Stick on Shoe labels	Sew In
10 iron on/ sew in 10 stick on €20		50 iron on/ sew in 30 stick on 10 shoe labels €70
15 iron on/ sew in 15 stick on 2 shoe labels €25		60 iron on/ sew in 20 stick on 6 shoe labels €60
	30 iron on/ sew in 10 stick on 3 shoe labels €35	

Call or Whatsapp: 0204264646

Students are required to have their belongings appropriately labelled for identification purposes. Too many students are careless about leaving their belongings in the wrong place (not their lockers) and then not remembering where they left them. Often, items left around the school, especially power cables and chargers, are claimed by students who think an item belongs to them.

To assist students in the identification of lost and found items, parents are requested to ensure all items are clearly labelled when school resumes after this mid-semester break. This includes belts, socks and jocks.

## TIS (Primary School Campus)

Admissions opened last Saturday at TIS Expression 2019. Please visit: <https://tis.openapply.com>

The first stage of the Primary School will open in September for Preschool classes (Kinder 1,2 and 3) as well as Grades 1-3.

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Stage 2 will open in September 2020 when Grades 4-6 will be opened.

TIS is currently applying for Candidacy as a PYP (Primary Years Programme) school.

For more information email: [primaryschool@tis.edu.gh](mailto:primaryschool@tis.edu.gh)

## Reminders

- **Please read** the weekly bulletin and monthly newsletter, and take action as required.
- All sections of the **online exeat form** must be completed for it to be submitted. Otherwise, you will see an error message. The time component is a 12-hour clock.
- Have you joined **School Stream** yet? It's the most convenient way to stay in touch with TIS.
- **Admissions for 2019/2020** are open. Detailed information about admission to TIS and the process can be found at: <https://tis.openapply.com> For assistance, please contact Rita: [rfianko@tis.edu.gh](mailto:rfianko@tis.edu.gh)
- Students are required to have their **belongings appropriately labelled** for identification purposes.
- Any **student medication** must be sent to the Infirmary, along with medication instructions.
- A separate exeat has been created for **urgent medical reasons**. Please complete the online version at: <https://www.tis.edu.gh/medical-exeat-form/>
- Planned medical appointments on weekends only require the standard exeat which can be found at: <https://www.tis.edu.gh/exeat-form/>
- Parents are requested to update their contact details (email and mobile) they change. PLEASE.
- Parents who are seeking **transcripts and/or recommendations** must request these by emailing [principal@tis.edu.gh](mailto:principal@tis.edu.gh) Requests were required by 28/2/19. Any future requests must be made at least 14 days ahead of any deadline and include the email address and contact details of relevant admission officers. These documents will only be sent directly to schools or colleges and not agents.
- **ManageBac (MB)**: If you need assistance, please email Ken at: [principal@tis.edu.gh](mailto:principal@tis.edu.gh)

Enjoy the break with your children. I appreciate your support.

Ken

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## Havana Night

An annual students' entertainment activity is the annual ball, "Havana Night" on 13 April. The following information is provided for parents and students so they are aware of costs, if students wish to participate.

### *Dress Code:*

- Semi-Formal
- All white clothing
- White jeans are the only colour of jeans allowed for girls

### *VIP Section:*

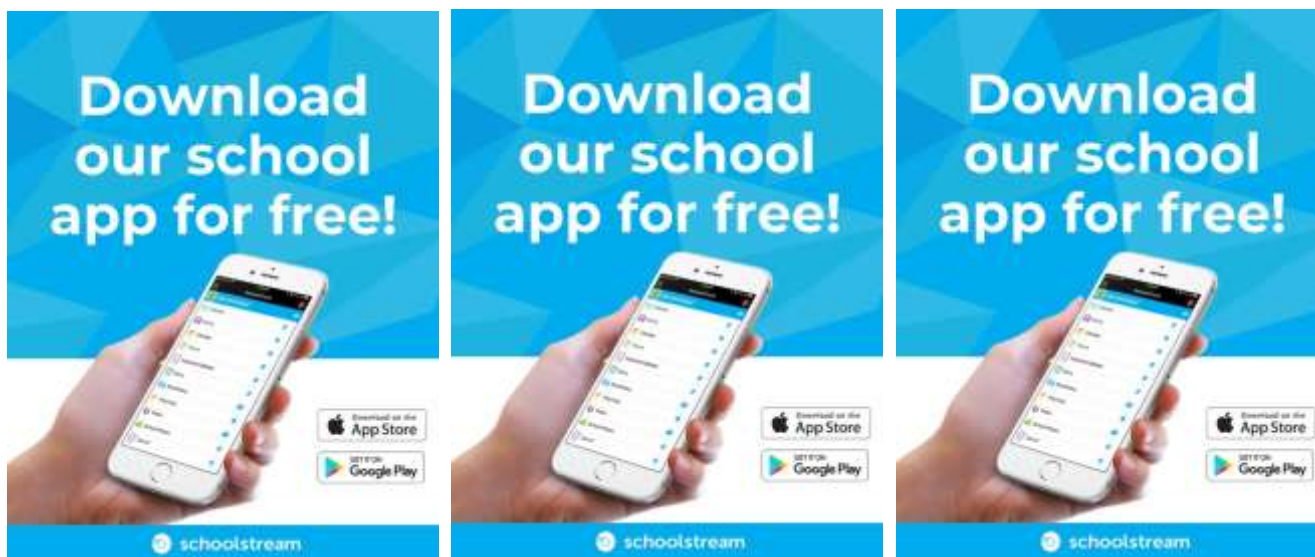
- GHC 60 will be paid to acquire VIP placement
- Only six slots available
- Includes: One bottle of non-alcoholic champagne, customised and casual lounge setting, free full meal including drinks.

### *Food:*

- Finger foods will be provided for free
- Full meals will be sold at GHC 25
- Vendors will be available for those who are not interested in meals.

### *Entry:*


There is free entry to the event for all students.



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## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p><b>INQUIRERS</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p><b>KNOWLEDGEABLE</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><b>COMMUNICATORS</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p><b>PRINCIPLED</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p><b>OPEN-MINDED</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p><b>CARING</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p><b>RISK-TAKERS</b> 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.</p> <p><b>BALANCED</b> We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p><b>REFLECTIVE</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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## Tema International School

**ADMISSIONS OPEN**  
**FOR 2019/2020 ACADEMIC YEAR**

*A family school, a unique experience*



**No fixed exam date, flexible online admission testing is available**

**ENTRY POINTS:** Grade 7 (MYP 2) | Grade 8 (MYP 3) | Grade 9 (MYP 4) | Grade 10 (MYP 5) | Grade 11 (IB Diploma Programme)

Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)	Grade 11 (IB Diploma Programme)
<b>Students should:</b> a) Have completed Primary 6 b) Be aged 11+ (at the time of admission) c) Complete a general aptitude test and interview	<b>Students should:</b> a) Have completed JHS 1 or in JHS 2 b) Be aged 13+ (at the time of admission) c) Complete a general aptitude test and interview	<b>Students should:</b> a) Have completed Year 8 or Basic Education Certificate Examination (BECE) b) Be aged 14+ (at the time of admission) c) Complete a general aptitude test and interview	<b>Students should:</b> a) Have completed Year 9 b) Be aged 15+ (at the time of admission) c) Complete a general aptitude test and interview	<b>Students should:</b> a) Have successfully completed MYP 5, the IGCSE (Or its equivalent) or awaiting the results of the IGCSE b) Be aged 16+ (at the time of admission) c) Complete a general aptitude test and interview for non IGCSE & GCSE students (i.e. WASSCE, OCR, AQA).

To learn more scan this.



The online application process can be completed at: <https://tis.openapply.com>

For further information contact us on phone: +233 303 305134; +233 303 308737; email: [admissions@tis.edu.gh](mailto:admissions@tis.edu.gh)

Or come and visit the school (Opp Afariwa Farms, Off Tema-Akosombo Road)

[www.tis.edu.gh](http://www.tis.edu.gh)  
Principal

To enrol scan this.



### Counsellor's Corner



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At TIS, as our hallmark of distinction, we pride ourselves as the champions in raising a creatively-unique intellectually gifted generation of scholars as tops in their respective careers. Join us for an unforgettable educational experience of a lifetime!



DP2s, before you take  
changing skills.

take a pause, reflect on these life-



- Personal Grooming
- Character Building
- Dress code
- Respect, Integrity & Discipline
- Responsible Behaviour



Class EXPECTATIONS

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Dear Students,

1. Be Respectful.  
Listen to your teacher. Listen to your classmates. Wait your turn to talk.
2. Be Responsible.  
Come to class on time, have your binder and pencil, and be ready to learn.
3. Be Honest.  
If you don't understand something, ask for help. We need to master everything!
4. Be Polite.  
Try to express your opinion in a nice way. Even if you disagree, there is no need to be rude.

### DP1 Parents' One-on-One Meeting on the College Application Process:

**Dear DP1 Parents,** kindly note that we have sent out emails inviting you for meeting to discuss your son/daughter's university application process. **We would be grateful if you could please confirm your availability and book your slot.**

The agenda includes the following:

- Specific countries for the undergraduate programme
- An estimated range of financial budget in support of tertiary education.
- Specific universities of choice and programme of study.
- Your child's progress so far

We're looking forward to our meeting. **Most meetings will take place right after the mid-semester break.**

*Pictured above, a Presentation by Mr. Emmanuel Mantey- Admissions Officer- Accra College of Medicine.*



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## SUMMER PROGRAMME UPDATE!



### 1. Essay competition: Win a place at an academic enrichment programme at Cambridge University colleges

The Essay Competition asks students aged 13-18 to submit essay responses to the subject they wish to study with Immerse. This is a chance for students to really demonstrate their passion for a subject that they are looking to study at a higher level and to win the opportunity to participate in an academic enrichment programme alongside motivated students from all over the world.

**Question: What problem would you like to solve, and how could your chosen subject help you achieve this?**

For a list of subjects that students could write about, visit the [Immerse programmes page](#).

**2. Winning essays will be awarded 100% scholarships** covering the participation for a summer programme of your choice. Essays that are awarded runner-up prizes will be offered a partial scholarship of up to 75% of the participation fee.

### 3. Limited places available on Immerse academic enrichment programmes in Cambridge University colleges

Immerse academic summer programmes take place at inspiring locations across the United Kingdom, including colleges of Cambridge University. These programmes are intellectually stimulating and challenging, carefully designed and taught by tutors from world leading universities in small class sizes, providing participants with an unparalleled insight into studying their chosen subject at an advanced level. Participants attend from around the world, and their carefully designed curricula not only stimulate students' intellectual curiosity and challenge their expectations in their own ability, but will also motivate and support them as they embark on decisions about their university studies, and future goals.

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Their 16-18 year-old programmes are designed to provide a taster of what it's like to study a subject at university level. Their 13-15 year-old programmes are designed to ignite students' interest and help them better understand what subjects they should be pursuing at a higher level. Choose from over thirty subject options, including Computer Science, Medicine, Law, Architecture and Engineering.

*Enroll by 30 April 2019.*

*You can access their short-form prospectus by [clicking here](#)*

*Alternatively, you can download a full version of our prospectus by [clicking here](#)*

*Enrolment for Immerse programmes 2019 is now open and students aged 11 and above are welcome to enroll at [www.immerse.education/enrol/](http://www.immerse.education/enrol/)*



### York University Accepted Students' Dinner @Marriott Hotel Accra



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What a pleasant evening it was at the York University (Canada) Accepted Students Reception and Information Session, on Saturday evening, 16 March 2019. Accepted students were accompanied by their parents as they graced the evening. York University's International Recruitment Officer- Madam Emi Morita together with the Canadian High Commissioner to Ghana, Mr. Blanc, were present.

**Kudos to Samuel Kumi and Ivan Adjovu, for making us proud,** as they won a Kahoot competition at the event. They won 1<sup>st</sup> and 2<sup>nd</sup> place respectively out of over 20 accepted students who contested, in a “what do you know” Kahoot quiz about York University. According to US News & World Report Annual Rankings of Best Countries, <https://www.usnews.com/news/best-countries/overall-rankings> as at 2018, Canada ranks 3<sup>rd</sup> in terms of quality of life, great entry markets for business, family life and continuity, income equality, well developed educational and public health system in a safe and secure environment.

### Major Highlights of York University

- Located in 4700 Keele St, Toronto, ON M3J 1P3, Canada
- Situated in one of the most multicultural cities of the world with great job opportunities
- Has two campuses- Keele campus and the Glendon campus (for students who want to study in English and French and hold a bilingual certificate upon graduation)
- International tuition: 26,978.4 CAD (2018) but subject to a 5% increase yearly
- Top Majors include Business, Sciences, Engineering and the first university to offer Environmental Science studies and **only** university offering Space Engineering. Also offers the opportunity to learn French as a second language.
- A beautiful learner-friendly experiential based learning approach. An environment with great work-study and volunteering opportunities, helping students sharpen their life skills. Visit <https://www.york.ac.uk/>
- Internships and future employability 95% guaranteed based on students overall performance and attitude, commitment and enthusiasm.

**For further Information Contact Admissions Manager- Emi Morita: [emorita@yorku.ca](mailto:emorita@yorku.ca)**

### Student Reflections- Suraya Morton DP2 (Accepted Student)



*“At the York Admitted Students Dinner, my parents and I were able to learn more about the school and what they have to offer. I found out what we had to do regarding our application once we were accepted and the deadlines that came along with these as well. We also had the privilege of speaking with former IB Ghanaian students who are currently in York and they shared tips we needed to know concerning university life. Overall I think this dinner was very insightful as it allowed me and my parents to sway more towards York and I believe that it would be a decision we won't regret”.*

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*"I did not know what to expect when I was invited to the reception. I thought it was going to be nothing more than a repeat of a presentation that the representative had made last semester but this was entirely different. This felt more like orientation than marketing. During the conference, we were given the opportunity to speak to some current York students who were able to clear up some myths and take care of certain doubts that some accepted students had about the school. This really helped because nobody understands students' concerns better*

*than other students do"~ Samuel Kumi DP2*



*Pictured to the left, Oluwayanmife Fajemirokun and Mum @ York University's Accepted Students Reception.*

### **York University's Visit to TIS;**

Earlier this week, Emi Morita (York University), again paid a visit to TIS where DP1 students had the chance to interact with her close-up and learned more about what York University has to offer both domestic and international students. York offers affordable, quality education and is very welcoming and supportive of international students. *Find below, some pictures from the visit...*



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***Ms. Emi Morita also held a Counsellors' Reception at Accra Marriott Hotel over the weekend, for some selected international high schools in Ghana, sharing a lot of insightful "inside information" on the admissions process and requirements for studying in Canada and at York University. All in all, York University stands out as an amazing choice for our students!***

***Pictured below, are the TIS College Guides and other University Counsellors from our sister schools:***



### ***Visit from Strathmore University, Kenya.***

*The College Guides, met with Elias Kabur (Head of Mathematics department) and Simon Peter Njuguna (Doctoral fellow) from Strathmore University, Kenya. Strathmore is recognized as the best private university in Nairobi Kenya, offering high quality undergraduate and postgraduate education. Fully accredited by Commission for University Education (CUE) in Kenya, & Council of Legal Education (Under Commission of University Act 2012) and a member of AACSB- Association to Advanced Collegiate Schools of Business, they have been in existence for 60 years now. Of importance to them are the human values, giving back to society and research. Strathmore University has collaborations with schools abroad such as Harvard University, University of Wales, Stellenbosch University, Makerere University and many others.*

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*Pictured below are the Strathmore University's representatives with the TIS College Guides, followed by a flyer about the university:*



## Strathmore University

### Undergraduate and Graduate Programmes

Strathmore University caters for those seeking to be peerless professionals, revolutionary entrepreneurs, inspirational managers or exemplary leaders willing to make an impact and transform our society.

Our culture and reputation for outstanding excellence is deeply rooted in our academic programs and we are driven by the desire to enable you recognize the dignity and worth of self and of others with the aim of propelling you to achieve the highest level of excellence.

- All Round Education:** Student mentoring, sports, clubs, community outreach programme, and an array of ethics and elective courses all contribute to moulding a well-rounded person who is independent, successful and upright to serve society.
- Laptop Policy:** Every undergraduate student will be provided with a new touch screen laptop to ensure optimal access to all e-resources and maximum use of the digital platform available.
- Academic Trip:** Visits to International Companies and Prestigious Universities abroad to benchmark on international standards.
- Scholarships:** The University has put in place a robust scholarship scheme to cater for bright and needy students.
- Placement Office:** The University has a placement office charged with the responsibility of ensuring that the graduate absorption rate into the industry is at its highest.

#### SCHOOL OF MANAGEMENT AND COMMERCE

**Undergraduate Programmes**

- Bachelor of Commerce (BCom) Fulltime and Exempt

**Graduate Programmes**

- Master of Commerce (MCom)

#### FACULTY OF INFORMATION TECHNOLOGY

**Undergraduate Programmes**

- Bachelor of Business Information Technology (BBIT) Fulltime and Exempt
- Bachelor of Science in Informatics and Computer Science (BICS)
- Bachelor of Science Telecommunication (BTC)
- Bachelor of Business Information Technology (BBIT Exempt)

**Graduate Programmes**

- Master of Science in Information Technology (MSc. IT)
- Master of Science in Computer-based Information Systems (MSc. CIS)

#### STRATHMORE LAW SCHOOL

**Undergraduate Programmes**

- Bachelor of Laws (LL.B)

**Graduate Programmes**

- Master of Laws (LL.M)

#### SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**Undergraduate Programmes**

- Bachelor of Arts in Communication (BAC)
  - Journalism and Public Relations
  - Journalism and Communication for Development
- Bachelor of Arts in Development Studies and Philosophy (BDP)
- Bachelor of Arts in International Studies (BIS)

**Graduate Programmes**

- Master in Applied Philosophy and Ethics (MAPE)
- Master of Science in Education Management (MSc. EM)

#### SCHOOL OF TOURISM AND HOSPITALITY

**Undergraduate Programmes**

- Bachelor of Science in Hospitality Management (BHM)
- Bachelor of Science in Tourism Management (BTM)
- Special 2-Year Bachelor of Science in Hospitality Management and Bachelor of Science in Tourism management (Exempt)

#### STRATHMORE INSTITUTE OF MATHEMATICAL SCIENCES

**Undergraduate Programmes**

- Bachelor of Business Science Finance (BBSF)
- Bachelor of Business Science Financial Engineering (BBS FIN ENG)
- Bachelor of Business Science Actuarial Science (BBSAS)

**Graduate Programmes**

- Master of Science in Biomathematics
- Master of Science in Mathematical Finance
- Master of Science in Statistical Science

#### STRATHMORE BUSINESS SCHOOL

**Undergraduate Programmes**

- Masters in Public Policy Management (MPPM)
- MBA for Executives
- MBA - Healthcare Management
- Master of Management in Agribusiness (MMA)
- Master of Science in Development Finance (MSc. DF)

#### ADMISSION REQUIREMENTS

**Undergraduate Programmes (BCom, BBIT, BHM, and BA programmes)**

**Entry Qualifications**  
KCSE minimum aggregate of C+ OR O-Level six A's including Mathematics and English and A level 2 principal passes and 1 subsidiary pass.

**BSc. in Informatics and Computer Science and BSc. in Telecommunications**

**Entry Qualifications**  
KCSE minimum aggregate of B- OR O-Level six A's including Mathematics and English and A level 2 principal passes and 1 subsidiary pass.

**Bachelor of Business Science (BBS FIN ENG, BBSFE & BBSAS) and Bachelor of Laws (LL.B)**

**Entry Qualifications**  
KCSE minimum aggregate of B- OR O-Level six A's including Mathematics and English and A level 2 principal passes and 1 subsidiary pass.

**Graduate Programmes (MSc. IS, MSc. IT, MSc. ISS, MCom, MBA for Executives, MPPM, MMA, MSc. DF)**

**Entry Qualifications**  
Holders of First Class or Upper Second Class degree in Computer Science or IT OR Holders of Lower Second Class degrees plus Postgraduate Diplomas or Certificates in computer science or IT working OR Holders of the first degree in IT with atleast two years working experience in their relevant fields.

**Contact Us:**  
admissions@strathmore.edu  
Tel: 0703 034 203/232/297  
www.strathmore.edu

**Strathmore UNIVERSITY**

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**Campus Tours**

Month	University/Institution	Date	Time	Venue
<b>March</b>	York Univ. DP1 session	Tues., 19 March 2019	1:30 pm	TIS Learning Centre
	Univ. Of Cincinnati, USA	Wed., 20 March 2019	2:30 pm	TIS Learning Centre
	Nelson Mandela University, South Africa	Frid., 22 March, or Sat. 23 March 2019	10-12noon / 3-7pm	Erata Hotel (22 March) Movenpick Ambassador Hotel (23 March)
<b>April</b>	University of Bradford	Frid., 5 April	1:30pm	TIS Learning Centre
	Boston Univ. U. of Chicago, USA	Wed., 10 April 2019	12noon	TIS Learning Centre (College Guides)
	University of British Columbia, Canada	Thurs., 11 April 2019	1:30pm	Einstein Exam Hall, TIS
	Macalester, Franklin & Marshall, and Smith College, USA	Tues., 30 April 2019	2:30pm	TIS Learning Centre
<b>May</b>	NYU Abu Dhabi	Thurs., May 2 2019	1:30pm	TIS Learning Centre

*Dear Parents, you are most welcome to attend these events and meet university admissions officers to learn more.*

**SAT / ACT**

*Did you know that only limited test dates exist for ACT/SAT? Book your slot with the Counselors' on the top floor of the Learning Centre. DP1s it is highly important for scholarships. Take advantage!*

**SAT 2018-2019 TEST DATES**

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
6 Oct. 2018	31 Aug. 2018
3 Nov. 2018*	14 Sept. 2018
1 Dec. 2018	12 Oct. 2018
9 March 2019**	18 Jan. 2019
4 May 2019	15 March 2019

*SAT SUBJECT TESTS ONLY \*, REGULAR SAT ONLY \*\**

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**ACT IS NOW COMPUTER-BASED- NO GAMES!****ACT 2018/2019 DATES (COMPUTER-BASED TESTING ONLY-CBT)**

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
8 Sept. 2018	25 Jul. 2018
27 Oct. 2018	7 Sept. 2018
8 Dec. 2018	12 Oct. 2018
9 Feb. 2019	29 Nov. 2018
13 April 2019	15 Feb. 2019

**Valid unexpired passport only! No other IDs acceptable and no photocopies' please.**

**Want To Take The Test?- Here's Why:**

- ✓ Free Money For Grabs! (Scholarships)
- ✓ Supports the student's academic potential
- ✓ Great start for freshmen first entry-level jobs
- ✓ Strong demonstration of College Readiness
- ✓ Increase chances for Merit Awards
- ✓ Platform for Admissions Team to know you better!
- ✓ Builds up students' job-related aptitude tests
- ✓ Competitive advantage for university programme selection

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**DP1s –SAT May exam registration is ongoing. Please register online:**

**[www.collegeboard.org](http://www.collegeboard.org)**

**ACT April late registration available at a late fee. Sign up now!**

**[www.actstudent.org](http://www.actstudent.org)**

**It is important to take the test because it:**

- **Enables students to have access to great scholarship packages depending on students' performance.**
- **Shows student readiness to take up extra work for a successful college journey.**

Visit: <https://mytutor.com/the-preact-what-it-is-what-it-means-and-how-you-should-and-shouldnt-use-it/>



For more information

[portia.atubiga@tis.edu.gh](mailto:portia.atubiga@tis.edu.gh)



*Wow! **Expression and Science Fair 2019** was super-exciting! From the artistic displays, to community projects, interesting animals, PYP, MYP, DP corners, performances, food, Flight#7, cherished staff, students, parents and wonderful guests, it was indeed time well-spent! Kudos to all who helped to make it a success! Thank you to leadership for their support! **We experienced it, we explored and we enjoyed!***

*Find pictured above, three DP2 students (Amoabea, Mamle, & Mandy who visited the DP stand! 😊*



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## Chaplaincy Corner

The Chaplaincy Committee humbly invites the school community to a special church service for the 2019 IBDP and IGCSE exam candidates.

Date: **Sunday, 7 April 2019**

Time: **11:00am**

Venue: **TIS MPH**

Guest Preacher: Bishop Eric Kwapong

Song ministration: Eugene Zuta and TIS Genesis

***Theme: “For we are well able to overcome it. (Num. 13:30 KJV)***

***Come, let's pray with our candidates***

## DP Corner

DP 2 students have completed their mock exams. As they come for their spring break, I request parents/guardians spend time with them in fine tuning their revision plan, and advise them on the importance of balance in diet and sleep during this crucial revision phase. Success will be the result of the team effort by teachers, students and parents/ guardians. Action updates for the weeks ahead.

### DP2 final exams result viewing PIN

Results for the May 2019 IBDP examinations will be available from 6 July, when students will be able to access their results on the IB website. You will receive the login details individually from my office over the next week. Please ensure all dues to school are cleared before the student leaves after the final examinations.

Results are available at <https://candidates.ibo.org>

Your results will be published on 6 July, 2019 13:45:00 GMT

I will be using the e-mail address on ManageBac to mail these details. Please ensure your contact details on ManageBac are up-to-date.

One additional information you need to know is about the enquiry upon results (remarking cost for subjects), you will receive detailed information from my office soon.

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### DP 1 Academic Progress

DP1 students are about to complete their first year of the Diploma Program. They have completed sizeable content in subjects and also their CAS, Extended Essay and Theory of Knowledge. The College Guidance team has scheduled a one-on-one meeting with students and parents to finalise the strategies for the application process. I suggest you use this Spring break to have a personal discussion with your ward, analysing their strengths, choice of course, financial requirements, scholarship opportunities and university.

End of semester exams for DP 1 will commence on 20 May, 2019. Related information will be shared at the earliest opportunity.

### Information for G 10 students - New Math syllabus in DP

The IBDP mathematics syllabus is undergoing a change from the next academic year starting (first teaching August 2019). These details have been shared with the Grade 10 students during their introduction to DP seminar. They have made a preliminary mathematics selection based on their course and university preference. The information provided below is for the benefit of parents/guardians. G 10 parents/guardians can mail [dpc@tis.edu.gh](mailto:dpc@tis.edu.gh) for any queries in this regard.

#### MATHEMATICS: ANALYSIS AND APPROACHES

- Offered at both SL and HL
- Emphasis on algebraic methods
- Develop strong skills in mathematical thinking
- Real and abstract mathematical problem solving
- For students interested in mathematics, engineering, physical sciences, and some economics

#### MATHEMATICS: APPLICATIONS AND INTERPRETATION

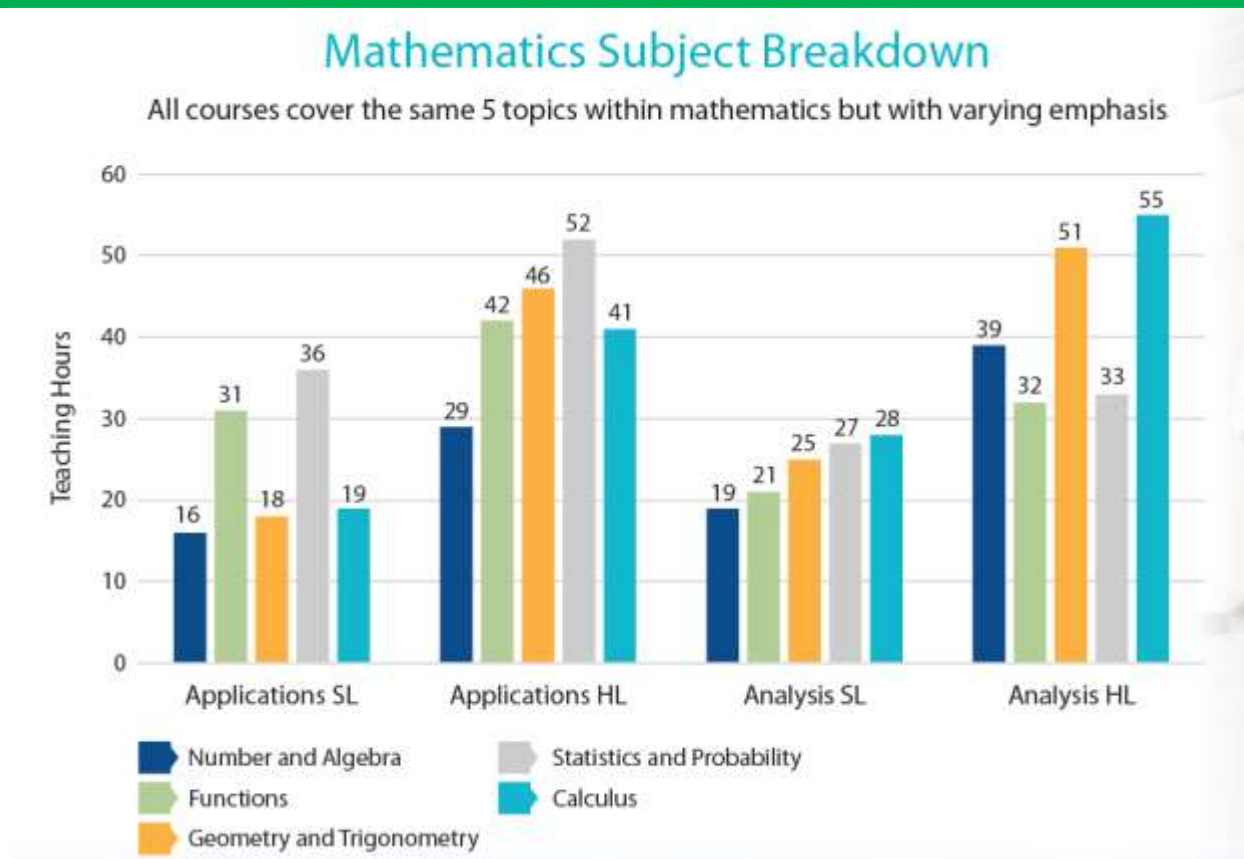
- Offered at both SL and HL
- Emphasis on modelling and statistics
- Develop strong skills in applying mathematics to the real-world
- Real mathematical problem solving using technology
- For students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design

It is anticipated that the majority of students will opt for the more practical course, Applications and Interpretation.

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August 2019 will be the first teaching for the new English syllabus, details of which will be shared in the next update.

Chander Dev  
DP Coordinator.

## Hostel Corner



### A gentle reminder of students' appearance whilst in school.

- Facial hair should be neatly trimmed at all times.
- Boys must keep their hair neatly trimmed but heads should not be shaved. Boys' hair will be considered too long if a school cap cannot be worn appropriately.

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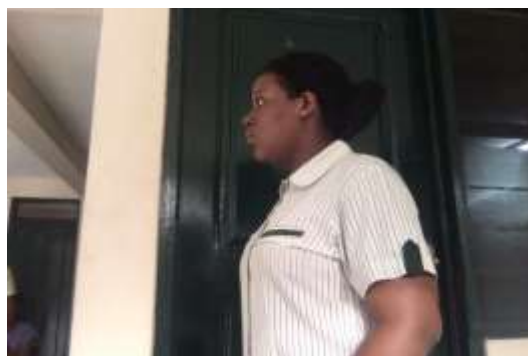
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- Students should not allow their fingernails to grow long and must not wear make-up or nail varnish.
- Girls must keep their hair in tidy plaits, or short “Afro”, or permed style. No headgear or hats are permitted except when worn as part of African wear, or religious purposes.
- Hair length, if too long, is difficult to manage and may cause scalp issues. Hair length should be **shoulder length** OR **mid back** and must be in a bun during school hours.



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- Hair dye and hair extensions must match the student's own natural colour.
- Caps are allowed outside, but never inside, except for entertainment nights or as part of African wear.

Please note that the School reserves the right to determine what is appropriate.

An inspection will be done at the school's gate on the reporting day and any student who flouts these rules will be asked to go back home with the parent.

**Food bags or food boxes.**

Each student is supposed to come to school with a food bag or box with a lock to contain his or her snack.

Each and every student is responsible for securing his or her snacks.



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## SCIENCE CORNER

Words cannot describe this year's Expression and Science Fair. Call it the most inspiring collaboration of the year and you wouldn't be far from right. Science, Arts, Design and CASSA decided to put together Science Fair, Expression, And Community Projects. This fair held on Saturday, 16 March, attracted over 200 visitors. The theme for the day was Explore, Experience, Enjoy. Visitors were marvelled at the handy work of TIS students. Among the products exhibited were, Game of Throne Chair, Waste Water Treatment Model, Magnetic sticks, Global Warming model, Chandelier, Buzz Wire concentration game, Animal Research Wave Machine, Plant Cell Model, Phospholipid Bilayer and Prokaryotic Cell.

We are grateful to all who made this a success.

Below are reflections from students.



Expression/ Science Fair is an annual event that takes place in Tema International School (TIS) which enables the student body to express their creativity with the use of different renewable resources in the creation of very innovative products which would be beneficial to future generations or have further uses. Our Expression/Science Fair took place on Saturday and the main theme around the Science Fair was to make very useful products out of old waste products which would be beneficial to the future.

During the Science Fair, I enjoyed the various innovative products that were made by very talented students and some of these products were an imitation of the Game of Thrones chair, a portrait of the current principal of the school (Dr Ken Darvall), a chair made out rubber tyres and other personal science fair projects made by students from all grades.

In the course of the Science Fair, we had a variety of schools ranging including SOS, Ashiaman No. 1 JHS, Happy Home Academy, and ARIS. We played a very interesting game named "Buzz Wire" which was a game made by two Grade 9 students. This game requires the player to pass a hoop through a zig-zag wire without it touching it for three trials and the winner gains a cash prize.

I found the Science Fair to be really educational impactful and fun, and we should do this more often with different themes. - **Immanuel Frimpong (Grade 8)**



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As a Grade 11 physics class, we worked on an exhibition to explain waves supervised by our Teacher Castro. It was an interesting experience, from painting styrofoams to decorating the board for the exhibition. Also, the research that went into the exhibition allowed me to understand things I didn't really get in class since I had a practical hands on approach. I thank the science department for the opportunity to show the whole school what we're doing in class and advise more people to take part in next year's fair. - **David Ahashie (Grade 11)**

During this science fair we made a presentation about BMI [body mass index]. We talked about how the process works by age, height and weight as well as the food we should eat to control your blood pressure blood pressure for female and male. We stated the effects and causes, and a solution and we learned some few relevant information about BMI. One of the most interesting bits of information I found from Sir Joe. People can look normal/skinny in the eyes but when you check the weight it'll be a little shocking. We did a lot of things and had a lot of fun. - **Jaden Sesay (Grade 8)**

On the 16 March 2019, the Expression and Science Fair was held in TIS. Every grade was supposed to create a product, and my grade came up with, a sculpture of Sonia reading a book. This product was made out of metal scraps and was inspired by an artist known as Nana Anoff. During the process we learnt to manage our time and work together as a group. The preparation for Expression and Science Fair was very interesting and I can't wait for another opportunity like this to come about. - **Annette Ajavon (Grade 7)**

Even though it was stressful, Expression and Science Fair '19 was still bliss. This is my first ever Science Fair in TIS. I had fun. I acquired new skills in my preparation for the science fair. Working with people wasn't easy but then I realized that two heads are better than one. I remember the last day we had till Expression and Science Fair. It was very eye-opening. I hope that there would be better ones to come. It opened my mind on how we can use recycled materials to make beautiful and innovating things. Everyone enjoyed themselves. We were able to showcase the talents of TIS and we have been able to let other schools know the great things that TIS brings out in its students. - **David Safo (Grade 9)**



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## Arts Corner

### Open-Minded



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**TIS Play Auditions**

A poster for TIS Play Auditions. At the top, a white banner contains the TIS logo, the text 'TEMA INTERNATIONAL SCHOOL', and a blue circular logo with a white 'b'. Below the banner, the word 'AUDITIONS' is written in large, white, sans-serif capital letters. Underneath, the text 'Do you want to ACT, SING, DANCE or DRUM?' is written in yellow, with 'ACT, SING, DANCE or DRUM?' in bold. This is followed by 'Then audition for TIS' next School Play...' in white. The title 'THE MARRIAGE OF ANANSEWA' is prominently displayed in the center, with 'THE MARRIAGE OF' in white and 'ANANSEWA' in large, bold, yellow capital letters. At the bottom, the details are listed in white: 'DATE: Sunday, 14 April, 2019', 'VENUE: TIS Sports Complex', and 'TIME: 2pm'. The background of the poster is dark with a faint, glowing spider web pattern.

**AUDITIONS**

Do you want to  
**ACT, SING, DANCE or DRUM?**

Then audition for TIS' next School Play...

An adaptation of Efua Sutherland's  
**THE MARRIAGE OF  
ANANSEWA**

**DATE:** Sunday, 14 April, 2019  
**VENUE:** TIS Sports Complex  
**TIME:** 2pm

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## CAS-SA Corner

### Community Projects – MYP 3/Grade 8 – Action & Reflection

Expression & Science fair'19 was spectacular, colourful and a magnificent display of authentic learning. After gruelling months of intensive service learning, our MYP Year 3 students have



been excited about the outcomes of their various projects and last Saturday during the Fair, students shared their process, challenges and reflections with parents, schools, friends and patrons. All students managed to take their respective actions according to their plans to achieve their goals.

Students created different and innovative ways to present their outcomes and they were spectacular in their delivery. Our Year 3 students exhibited balance and proved to be risk-takers and caring as they partook in various activities towards the *Expression &*

*Science Fair*. Their sculptures were all over our campus and they had both their Science and Community Project located in the same area for easy presentation. All these preparations were happening almost at the same time.

Truly, this experience has exposed the different skills hidden in each student and it's incredible to witness them grow through the process and bond with each other. Community Project is an excellent way of ushering MYP Year 3 students into acquiring the foundations of MYP Projects for their Personal Projects in Year 4 and Year 5 as a culminating achievement for the MYP program. If you missed the presentation, you can visit the Project Centre and check out the Community Projects corner beneath the stairs towards the cafeteria area.



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### ***Thank You, Fishermen***

Andrew is a fish lover and he believes that the process in capturing fish must be excruciating and at times risky. He focuses on the Prampram Fishing Harbour where fishermen use nets and canoes to capture fish from the sea. During his investigation he was overwhelmed by the many challenges including death that these men face. He could only imagine how hard the life of a fisherman could be. Service must not be grand to make an impact, it can be small and meaningful. With this focus, he decided to create a mural to appreciate the fishermen at Prampram fishing harbor for all their hard work. Andrew created a trip stych that showcases the fishing environment and the basic life of fishermen in the Prampram area. Our artist will hand the mural over during the midterm holidays.



### ***Reflection***

This project has made me a Risk-Taker because it challenged me to go an extra mile on my painting skills. Undertaking the project alone has not being easy, as well. My thinking skills and organizational skills have also improved, as I had to constantly ponder deeper on the outcomes of my involvement in the various activities and juggle two demanding activities, music and Community Project. But I think I could not juggle well because I could not finish my work but I presented it anyway. ***Andrew Opuni***



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### ***J.J.A. Book Bank***

The smiles we witnessed on the faces of the benefactors of this project were priceless. The children at *Save Them Young Orphanage* have yearned for learning text books for a while and it had been a challenge for any type of education to take place in the absence of learning tools. J.J.A. which stands for **Jefferson, Jason and Amponsah** were able to raise GHC 934 to purchase 74 different types of Kindergarten and Nursey books to cater for about 30 children at the home. They linked their project to **SDG No. 4, Quality Education** as they contribute to ensuring that no child is left behind, challenges notwithstanding. The team, feeling blessed to make an impact, could not believe how so little means so much for these children as some were seen clinging the book towards their chest. Some patrons of their stand also made pledges to support their good cause. Indeed, we all need each other.



### ***Reflection***

As a group, it has not been an easy collaborative experience, but we are friends too so we could get over our disagreements easily. We have learnt how to manage our time well and how to communicate better which we learnt during the planning stage and the taking action stage. We have also realized that the world is a hard place to live in, and putting a smile on someone's face can make a big difference in someone's life. ***Jefferson, Jason & Amponsah***



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### ***One Hand One Smile***

This group was the first to complete their community project. They had so many plans when they decided on the goal, but the outcome of their plan could not yield all of their goals. This group were studiously looking forward to renovating the learning area at the home. The deplorable state of the classroom was what drove this process opened roof, plywood board, poor lighting, faulty fan, poor ventilation, dirty walls and a warm ambience. *One Hand, One Smile* collectively managed to repaint the walls and change the wood board to a white board. Additionally, they made learning posters and whiteboard dusters, and purchased white board markers. They felt proud and wished they could do more according to their initial plan, but their fundraiser realized GHC563 which was just about enough to achieve half the loaf. They linked their project to **Sustainable Development Goal (SDG) no. 4 Quality Education**. They believe by virtue of their project, they have contributed in their own way by ensuring that the children at the home receive a



certain level of **Quality Education**. They impressed patrons at their stand with their before and after photos and they were greatly applauded for their positive impact into the community.

### ***Reflection***

This project has really been effective and fun, mainly the fact that we got to help orphans. During the Community Project, the main ATL skill we focused on was Self-Management and the skill cluster was Organization. We were able to use organizational skills by making sure that we were available and on time at every meeting. We finished our learning materials (posters) on time for the trip. Two IB learner profile attributes evident were caring and knowledgeable. We were really touched by how the children were learning and we used knowledge from subjects like visual arts, design and language and literature to be able to make the learning materials to enhance the classroom at the Orphanage. ***Ewuraba, Moyosola and Thomas***



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## ToothFaries

Tooth Faries by Bellina and Nhyira is thoughtful (“*toothful*”). They believe the first thing anyone will spot on a person should they have a conversation is the teeth. They discovered a number of things about the tooth through the stages. According to mouth healthy.com, some fascinating facts about the tooth learnt were,



- Around 5,000 B.C, The Egyptians used crushed eggshells to polish their teeth.
- Our teeth reveal how old we are, what we eat and drink and even where we lived on earth.
- No two teeth are exactly the same shape and size. Every tooth in the mouth is unique and varies from person to person, so our smile is really a true mark of our individuality.
- In 1950, the average gift from the “*tooth fairy*” was just 25 cents. It is about \$2 today.
- How our teeth will look is already imbedded in our gums at birth, just waiting to push out to form

The group shared these fun facts with the children at Save Them Young Orphanage, and showed a video on how to brush the teeth. Furthermore, the group contributed to the purchase of a box of tooth paste and toothbrushes and donated it to the children.

## Reflection

Throughout this Community Project, we have had a lot of fun. This is because we had the opportunity to help less privileged people by being creative and innovative in our own way. We have been thinkers throughout this Community Project. This is as a result of us finding solutions to problems that we noticed in a community.

We have been Open-minded by thinking outside the box and by taking everybody’s ideas into consideration. We looked at problems from different viewpoints, and this caused us to be more open to ideas. We learnt how to be communicators by being better with people. This was done when we shared ideas between each other and our supervisor. We also learnt this skill by communicating with the children and patrons of the Save them Young Community, when we had to ask them various questions. In our Community Project we exhibited good self-management skills, by knowing when to meet our supervisor and get other works completed at the same time. Under self-management skills we also demonstrated the cluster organization, where we were able to organize our planning steps and organize a time to meet with our supervisor. **Nhyira & Bellina**



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## Libro Livre!

Our passionate Spanish team, was overwhelmed with joy after their *Taking Action* stage. They hosted the students from Calvary Presby at TIS for a 2-day Spanish experience. On the first day they had a Spanish class together with their supervisor, Senora Dorcas, where they learnt the basic greeting pronunciations and later on shared it in a conversation. They learnt about the part of the body in Spanish and took an activity that will help the group to remember by practice.



On the second day, in their aprons and hats, they took over the CASSA kitchen, and prepared together churros, a Spanish snack. The aim of the group was to reach out to a local school and give them a feel of another language in order to foster international mindedness. What is so special about this project, is the handmade jotters made for the students to keep as their Spanish souvenir/guide. This jotter will serve as their go-to-reference when they want to speak Spanish! The group from Calvary shared a reflection of how they felt about the entire experience.



## Reflection

Our Community Project was a very huge success! One of the major changes was the name of the project. At the start, we started thinking of different names for the project. The first one was, "*Salva Una Vida*", which means, "Save a Life" but we realized that when we give them the books and teach them Spanish, it is not necessarily saving a life and so the title was not the best option. The one we stuck with the most was, *Eres Amado*, which means "You Are Loved". We chose this because we wanted to show them that we care about them. We then changed it to, *Libro Libre*, which means free books. Making the books was the most stressful part of the WHOLE experience. Our self-management skills were not the best, but the most dedicated to the group we can all agree was Lexi.



We finally made up our minds that we were going to meet in the CAS block at 3:00 pm on a Sunday and told our supervisor, Señora Dorcas Atsiatorne and Ms. Grace Attram.

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We had a group on Telegram, where we communicated all our achievements and our decisions too, which was very helpful. We considered giving up many times and buying books instead, but



we still kept on pushing and, in the end, we created more than enough books. It was not easy but then Aunty Grace and Señora Dorcas encouraged us to continue the project. The children from Calvary Presby School were so motivated and ready to learn, so with them, it wasn't very hard to teach because they were very co-operative and they were ready to contribute to the class. We were quite nervous to teach and even welcome the students, but after we all introduced ourselves we all become

comfortable. Señora Dorcas would give us a sign at the back, helping us to move on. Even as we cooked, we were very scared at first because we didn't know if it was possible to cook it as perfectly as we saw it, but we did it. One thing that really shocked us was the fact that when we presented our findings and put them in pairs to do the same, there was a pair that was fluent which was so nice! We were absolutely proud! *Lexi, Benedicta and Claris*

### ***One Pole, One Goal***

We wish you could have seen the excitement when this group donated their purchase of goal posts and footballs. The boys at the home were beyond happy and could not hide their appreciation towards this gesture. Our enthusiastic football lovers, Nuku, Emmaunel and Seyram, during their investigation could not help but notice how much fun the boys were losing using stones as a goal post and a plastic bottle as their football.



These boys raised GHC 1,089, and together with their supervisor, they purchased 2 durable goal posts from decathlon for donation. Boys and football, they quickly organized a 10 mins match upon delivery and fixing. It seemed like the most exciting 10 mins moment at the Home. TIS lost to *Save them Young Orphanage* 3-1. They are in talks with Mr. Atseku – TIS Sports teacher, to see how they can redeem themselves. Patrons of their stand were fascinated on how a common interest can be turned into a project to create an impact.

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### Reflection

**Nuku-** I can't believe my team members and I were able to pull this off, considering how hard it can be working with my friends. I am happy that it was sparked from a child's love for football. I now see the importance of the community project in developing our communication, self- management and thinking skills. This was a really fun experience and I am looking forward to my Personal Project in MYP 4.

**Immanuel-** This project has been a cool experience, although we went off track. But, we got

back on and it made me more caring, realizing that I can do something for someone to make them happy. I have a hard time managing my skills but the Community Project forced me to be balanced in order to make time for all my responsibilities. My communication skills have improved, interviewing a stranger can feel weird but it actually did not feel like that. This has really taught me a lot of things. Overall, my group did a very good job and I am very happy we succeeded. The Community Project has prepared me for the next grade, in doing my Personal Project.



**Akpatsa:** I could tell we made the children happy and the process can help me in my Personal Project. But I think it was too demanding and I did not enjoy the challenge that much, as compared to my other team members.



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### *Educate them Young*

This is an impressive Community Project to pay school fees for at least one person at Save Them Orphanage. During the Investigation stage, Seyram and Phoebe were sad to learn that at least 12 of the children at *Save Them Young Orphanage* were not in school because the home could not afford it. Feeling privileged to experience an IB education, the girls decided to gather funds over time in order to pay at least the school fees of 3 persons. This is the only project that will be ongoing until the team hands over the beneficiary to another mission. To date, GHC 1,223 has been raised from 3 fundraisers and we hope to raise more during Expression. They have received 2 prospectus from prospective schools, weighing the options and hopefully by the start of the new academic year, the team will be able to sponsor a child or more. They shared pledge forms at their stand and have scheduled dates for subsequent fundraisers. You will receive updates on the fee payments in due time. Don't forget to pick a pledge a form at the stand when you come on Saturday.



### *Reflection*



The main ATL skills we have developed so far are communication, research and self-management. We think that these ATL skills that we picked have guided us throughout the project and have helped us maintain a clear goal. We exhibited the communication skills by interacting with the different children during the investigation stage to know their needs. We also

interacted with different adults as we had to talk them into donating money to our cause. We were able to exhibit research skills by researching the best ways to raise funds quickly, as well as the best and most affordable schools for the children to go too. **-Phoebe & Seyram**

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*You smile, I smile*

Community Project is spreading smiles. This group, Brenda, Shirley and Annalisa achieved their goal by collecting old clothes for donations and printing motivational quotes to decorate their classroom by way of inspiring the children at the home. This group believes that appearance speaks volumes and what you wear and how you look can make you feel good about yourself. Hence, to make the children feel wanted and special, they sorted and packed really nice and beautiful clothes for donation. They transferred the

knowledge from groupings in the Math class to sort out the clothes into categories and groupings. Furthermore, they made a small investment into printing out inspiring quotes to remind the children at the home that no condition is permanent and that there is light at the end of every dark tunnel.

**Reflection**

**Shirley:** I feel like this was a very stressful period in my life, and I have learned a lot of time-management. Most of the times, during this project, I had to manage myself by making time for



each and every single thing and meetings I had and I did, like designing the posters that we made, to spread the word about our project, and a lot of effort was put into it.

We had to ask for people to donate money, in order for us to buy the posters, and we had to ask a lot of people for clothes to be donated and some of them donated, and some didn't. I feel like this was a really good experience and I would like to do it again.

**Brenda:** I think this has been a very good experience and it has also benefited the children as well because they got new clothes and I learned two things which are:

That it is not very easy to just plan a donation to an orphanage.



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The second thing I learned was that we should cherish every little thing we have because even though the clothes we gave to those children had already either been worn, used or owned, they were still very happy that they got something. I wish to do this again because it was a good experience I highly doubt I can get from anywhere else. I just hope next time I do this, I engage in the group more. When I saw the smiles on their faces, it brought me to the name and the purpose of our project. My group changed the name of our project without me knowing so I didn't really understand the true meaning of the name. Now I do.

**Annalisa:** I feel like this was a really good experience for me. It was hard at times because laziness was overcoming me and I didn't want to go for meetings or do anything. But I tried my best to push aside all my laziness and get work done. I managed to inform my Mom about this project and get our first batch of clothes. I felt proud of myself for contributing and that really made me become serious and put more effort into the work. Fundraising is not easy. In all, this was a memorable community project and I hope that we impacted the Save Them Young Orphanage in a good way. **Brenda, Shirley & Annalisa**

### ***Bug Off***

Most diseases can be prevented, one of such is the deadly sickness, malaria. The impressive Duo, Malike and Masere, has been very busy with the mission of creating awareness about malaria prevention. They have grown immensely throughout this process and have truly contributed and evidently supported **SDG No 3: Good Health and Wellbeing**, in their own minute way.

With support from their supervisor, Mrs. King, they had 3 presentations throughout the process and a last one with Calvary Presby. They mobilized funds to also purchase 80 containers of mosquito repellents as donations to help prevent mosquito bites. They also made campaign shirts and awarded them to persons who had an idea about Malaria Prevention.



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They also received 20 Mosquito nets from TIS language Acquisition Department and donated them to the *Tetteh Ocloo School of the Deaf*. Their presentation during *Experession* was also used as a medium to educate the patrons who visited their stand. From Melike and Masere all readers should beware of keeping their surroundings clean to prevent the breeding of mosquitoes.

### ***Reflection***

On the whole, we would say we did a very good job and accomplished something from what we did during the Community Project journey. Melike and I are really proud of ourselves for being very committed to the whole project. We used our Research Skills to dig about on the Malaria disease and how to prevent it from occurring regularly, adding on to our prior knowledge from the biology class. We also had to communicate effectively as a team in order to understand the roles of each other. We had to think of the many avenues and ways to reach out to the public. We are very impressed with what we could achieve and we feel ready to achieve challenging goals. ***Melike & Masere***



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### Sign Arts



Sign Art is a Community Project by Jayden and Jenny supervised by Mr. Felix & Auntie Mavis. Their aim is to create a mural at the *Tetteh Ocloo School of the Deaf* that will depict unity, love and peace. Their hope is that when the students see the mural, they will appreciate the concept spread love and peace. Essentially, it is also meant to beautify the focal point of the school. During a meeting with the headmaster to seek permission, he found the idea laudable and encouraged the group to continue the spread of the message about Sign Language through Painting. The group made a mural on a plywood to make it easier in terms of transport. Upon delivery, the students at the school could not hide their joy as they realized how relatable the

painting was. Patrons of their stand during their presentation were impressed of how thoughtful and caring their project was. They thought this was truly an epitome of acceptance and open mindedness.



### Reflection



We had a great time and it was challenge to work with Jenny, but am proud of her because she was very interested and committed. We would be at the Arts room till dinner sometimes and it was all worth it. We think the students were cute and kind so we love that they appreciate their gift. We are also happy to have the opportunity to add colour to their school. I developed patience when I had to carefully do the outlines. We have also learnt a lot about life and struggles and we are very content with our lives.

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We are very happy with our project even though we fought a couple of times.



### Let Them Play

This project is by Kofi and Eugene who looked deeper at the social wellbeing of the children at Save Them Young. According to this group during the investigative stage, they realized the children fight each other at the least chance. They deduced this to the theory that it might be due to the absence of toys that may keep them productively busy. In view of this the team raised funds to purchase educational toys for the children at the Home.



They raised GHC 345 from a pizza and yogurt sale and were able to purchase over 70 different types of toys including games and lettering. On the day of delivery, one can only imagine how long the children have craved for toys as they brawled over the items. The boys felt proud to be able to accomplish such,

during their presentation Parents were impressed on their angle of Community Project.



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## Reflection



really good and interesting and helpful. It taught us a lot about being caring and, also thinking critically, it has been a very good and helpful experience for both of us. The project also taught us how to manage our time well.

**Kofi:** I really enjoyed helping kids. My partner and I are privileged to have toys so it really sad that some children in the world cannot get access to simple toys. I think it is very important that we at TIS do this in order to exhibit the attributes of Caring in the IB learner profile. This experience has taught me many things which like we shouldn't complain about little things, because what is little to you maybe big for someone. This is why we must help others in our community, our city and the world.

**Eugene:** The Community Project with my partner was



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## International Day of Happiness'19



Did you know Wednesday, 20 March, is International Day of Happiness? Yes, it was! As a school we want to celebrate our happy moments. We asked students and staff to share their happy moments and what makes them happy. Check out some happy shoots around school.

Seeing my students owning their learning, taking initiatives, caring for one another and being principled is one of my happiest moments. I also LOVE coming to work every day and sharing

this journey with my students and colleagues. My team rocks! They are hardworking, committed, they love the students, love TIS and they love what they do. I also believe to be Happy is a choice. I choose to be happy no matter what, even on those tough days where life presents you with challenges... I choose to smile and BE Happy despite the circumstances.



**Happy Mama Su – CAS Coordinator**

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Any time dad is home and I have to worry him, he says funny things like “Oh this girl kraa” – **Marcella, Grade 9**

I adore Ghanaian food and it even more sweeter when am eating it outside Ghana. Food excites me. I am also very happy when I see a friend I have not seen in a long time, when we come back to school from vacations and I see my friends I am overjoyed. – **Keisha, Grade 9**

I can be competitive so when I get a complex concept and I am able to understand it I am the happiest. To be called in class to answer a question and get it right in the process is everything to me. I feel proudly happy. Best moments! – **Nadia, Grade 9**

My Dad is the busiest and I hardly see him so I have the best happy moment when we spend time together playing FIFA and when I score him, I am excited the whole day. Best Moods! – **Madiba, Grade 9**



Reading a good book or watching a good movie while eating Greek yogurt are my happy moments. Cuddling a teddy bear in the process is icing on the cake! – **Naa, Grade 9**



Having a chat with my Dad about issues and telling me things about how to be a gentleman. I am also anticipating something good that will make me happy next year. The thought of it makes me happy. **Cyrus, Grade 9**

Food, Family and Travel = David. Any moment with any of these three items are my best and happy moments. As an only child I get all of the attention from my parents and it feels great. – **David, Grade 9**

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TIS has changed me to become a spiritual person and a better Christian and that makes my Mum happy and when my Mum is happy I am happy. I feel happy with whom I have become. **Nuna, Grade 9**

All types of sports and watching movies give me a good mood! – **Kwame, G9**

## Expression & Science Fair, 2019 – Impressions...

### My TIS experience



It has been a wonderful experience and another learning curve for me. The students and staff were very supportive and enthusiastic.

Even though the time was short the output was great and talking to students after the work, they felt they could have done more. This is a positive way to make progress through reflection. When we push ourselves to do more and never be comfortable in our current position.



The interpretation the students gave to the IB Learner Profile and the works constructed were very inspiring. In the quest to know more, their questions were deep and I had to pause a second sometimes before attempting to answer and some of the questions I had never thought of. It's been a positive working experience and could not have this without the support of the wonderful CAS-SA Crew. (**Nana Anoff**)



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This process has been very insightful, I have learnt new skills. This process of making and designing has made me a thinker. I used some of the IB learner profile attributes when it comes to group work. I look forward to the next year's Expression. I learnt a lot from people around me. The *waste or create* group taught me a lot about recycling. I know how to change trash to treasure!!! **Chelsea Somuah - Grade 9**



The first time I step foot into the CAS block, my mind was set to help with preparations for this year's Expression. I was really scared at first because I thought I wouldn't understand and I was intimidated by the mindset that I wasn't creative enough. The first piece of art I made was very beautiful and I was really surprised. It encouraged me to work harder and I thank God that all the work I put into it payed off. I really enjoyed it mainly because aside from the work we also had a fun time singing and dancing with everyone. I want to thank Auntie Abigail because she played the role in motivating me to work harder. **Nutifafa**

**Folie - Grade 9**



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I was privileged to have been part of the organizers for Expression. This year's event, in my opinion was one of the best Expressions I ever experienced. Not only were the students involved in their various activities but they were dedicated and worked with passion as I went round to see how things were getting on. From the science department to music to the arts and to the Community Project, everything was great. On Saturday, visitors, students and even students and staff of TIS were mesmerized by the displays which were created by TIS students.

The icing on the cake was the presence of **Flight#7** which made this Expression different from others. Visitors were amazed at the talents produced in TIS and parents were proud of their children's inventions. I am proud of every student and teacher who took part in making this Expression & Science Fair a success. Thanks to the CAS team for engaging me and other organizers in such a wonderful experience. **Bervelyn Sawyerr-Markwei. Grade11**

Compared to the previous expressions in which I partook, this year was 'Fantastic'. Even though it was challenging, at times, we were still able to put ideas together and make very fabulous things. I also believe that my expectations were exceeded by the sales which we made and I'm very excited to help make a difference in someone else's life. Hope everyone buys something to support Millicent Open Heart Surgery – **Deborah G9**



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This was one of the best Expressions that I have ever had. I loved all of the colourful displays and works. I am glad that I got to show off my Community Project. After all the work I put into it, it was really nice to just reflect and share my experience with everyone who showed interest in my board- **Annalisa G8**

I have always been a fan of Expression. Ever since my sister was enrolled into TIS, she would always tell me the processes involved in completing a project. I never really understood, but now



I do. The whole Expression was very fun for me because I was involved in the creation of a number of things. I learnt new crafts and skills and how to work well with others. I am sure these skills will be useful later on in life. I am very grateful to the school for providing me the opportunity and I would like to encourage others to participate in this event next year- **Araba Egyei-Mensah G9**

This expression was Amazing. We had a lot of work and many things to do. I met amazing people like Mr. Nanof. He inspired me to just keep working with what I have. Our sleepless nights all paid off. I look forward to the next one - **Chelsea G9**



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**Pen in a box** is a CAS initiative that I am proud to be a member of. Our main purpose is to raise funds and provide less-privileged students with better learning materials such as stationery. In order to raise more funds, we sold hot dogs at our school's annual Expression Day. These hot dogs were absolutely amazing, but it took a lot of hard work. We

had to meet days before to gather money to buy the ingredients, prior to that we had a cooking class to learn how to make them.

These were not regular hot dogs, for they had a special sauce which added to its tastiness. Then, we prepared the hot dogs and packed our things ready for the next day. We sold a lot of hot dogs. We got a lot of positive feedback and that filled our hearts with joy. But, most importantly, we were able to exceed the money we expected to make from the fundraiser. All in all, it was a success and I am glad I took part in this for it aided my communication and collaborative skills. In total we raised the amount of GHC **Ama Owusu-Manu Grade 11**



**Healthy Heart, Healthy Life**, is a CAS initiative that is so dear to my heart. The aim of this CAS project is to raise funds in order to pay for an open heart surgery for a patient who is in desperate need, as she suffers from a hole in heart condition. It is said that, "No act of kindness no matter how small, is ever wasted." - Aesop.



MILLICENT IBRAHIM

On Saturday, 16 March, we had an amazing day of expression where individuals expressed their talents and all funds raised went towards a service oriented project. Beforehand, I worked with a few individuals to bake brownies and make sobolo which was to be sold on the day of Expression. On the day of Expression we sold the brownies and the sobolo

as well as going round asking for donations to raise money for our patient. I believe in doing this I was able to apply my persuasive skills I have learnt in class in order to persuade people as to why they should donate for a good cause. The experience was worthwhile, as I paced up and down the school, with sweat trickling down my face, I realized that I am very blessed and I have to make use of every



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opportunity I am presented with in this school, because not everyone is presented with the opportunity I have so I have to make the best of it and impact my society to the best of my capability. **Ama Hammond Grade 11**

### Flight#7

Faith, Love and Wisdom were the three words that stuck with me when I disembarked from Flight 7. Through the creativity of Nana Anoff, I was able to see the world through a different perspective. Flight 7 was very inspiring and it really spoke to me and its words shall never depart from me- **Valerie G12**

Creative Piece! Majestic! Nanof you have done a great job. When I entered Flight 7, the only difference from a real plane is that



had my turn on it - **Winston G7**



scrap and things that were not of value. This demonstrates that in life, we can make great things out of any situation in which we find ourselves. Also, there are ups and downs in life but altogether it makes you stronger. Flight#7 is an awesome piece in general. Nothing I've seen before! – **Sophia, Kitchen Staff**

Although I did not have the chance to go on the plane, I always see it on my way in and out of the school. I think it is a brilliant work. It must have taken a lot of time, but it looks beautiful. Maybe, when I get some time, I will go and have a look at what is inside - **Francis, Kitchen Staff**

it is more creative and innovative. I especially loved the cockpit because the ideas on there were amazing! My perspective on it is WOW- **Moyosola G8**

So I really enjoyed my experience on the Flight 7 because this was my first Expression. It was a big blast. The idea of the flight was very creative and attractive. I was excited to have

Flight#7 is a journey from a plane wreck to an art work. It only tells us that we can always salvage a bad situation. It is the only flight that has sewing machines in its cockpit as control wheels. Flight 7 should fly one day with a tailor and a seamstress as pilots- **Edem Amenoo, Teaching Staff**

I noticed the flight was made of

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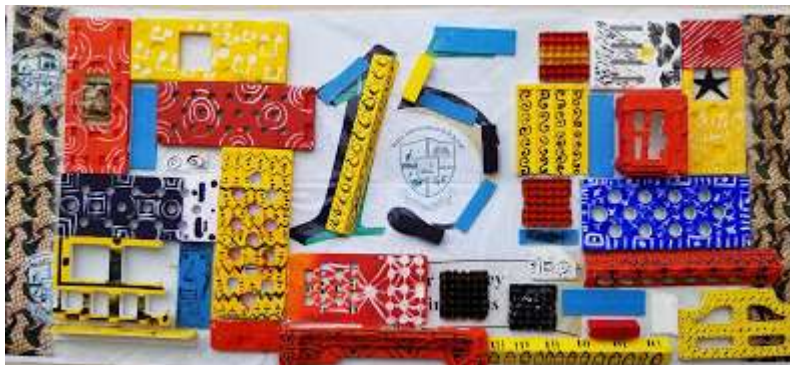




## Expression & Science Fair, 2019

Speech by: **Chineyenwa Okoro Onu – Guest Speaker**

Dignitaries present, Principal, Teachers, Mrs. King, Mr. Richmond, Mark, Kobby, My amazing TIS family, students, Ladies and Gentlemen.



I am so honored to be here today not only because I've been given this opportunity to speak, but more so for the singular reason behind this auspicious occasion. This is a new beginning for each and every one of us. I know TIS is not just 15 years old but 15 years awesome.

As we all reflect on the journey of driving new initiatives and

making our community a better place, I would like you all to think about how we can become the change we seek. This year's expression as you can all see is geared towards building a circular economy and driving environmental sustainability through creativity and innovation.

The Big question is why, Waste when we can Create? Look around you; in fact, close your eyes for a minute and think about every single thing you've ever thrown away. The plastic, that paper, that can, that steel, that food waste that excreta etc. Imagine each one of these waste materials coming right back to you, each and every one of these things you thrown away coming right back to you with no option of putting it away and we all are forced to think about how innovative we can be in reducing our portions or even creating something from it. What would you have created?

The world is currently producing 2.5 billion tons of waste globally. The sad story is that, each and every one of this waste when put on a truck we will go around the earth 24 times. Now imagine the sea filled with waste.



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We all need to start acting consciously, actively and practically to drive awareness for environmental sustainable solutions through science & technology, entrepreneurship, mathematics and arts. We can drive creative thinking, we can drive intelligence, we can drive practical skill and cognitive skills towards making our world a better place.

The school admin is not responsible for keeping the school clean; you, the students of TIS and every other school represented here also have the responsibility to keep your school clean.

Today, Tema international school have shown beyond reasonable doubt that it is possible. That we all can inspire and lead the light to every other young person sitting here today. Parents, stakeholders, change makers; we urge you to support what TIS has set in motion. Support other environmentally driven organizations to drive change in our community because if we don't take care of our planet who will do it for us? Let us come together to support the infrastructure, support the education, support the awareness and be part of it hands-on. Be comfortable to get your hands dirty. The joy I get at every single time I pass by the Project Centre

& Design Lab is amazing. Seeing all the colours and awesome stuff the students create gives me joy; it gives me hope for the future. It tells me that the next generation that they are training is prepared and more than capable to take the mantle and run with it.

We can drive educational and cognitive skills, environmental sustainability through STEM, STEAM, critical thinking,

practical skills, experiential learning, hands-on experiences and most importantly, the zeal and motivation to want to make a difference in our communities.

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Every member, every stakeholder and every school represented here today can do something about the environment. You can start by organizing another expression like this. Train these children to understand the risk involved if they do not start now treating the environment with care. It's very important that we start looking at building a circular economy and look at how we can educate our children to solve environmental problems and see environmental sustainability solutions as career options to drive change in our society. The man in the garbage house clearing the gutter is not destined to be uneducated. So, whether educated or not, it is our job to ensure a clean and safe environment. Today I urge you all to start working towards making a difference in our society and community. Supporting everything and anything related to environmental sustainability because where else can we be if we don't take care of our planet.

Hope we start looking at that as an option to do things

differently as we only have PLANET A we do not have a PLANET B.

Thank you so much. Together we can drive change in our society.

God bless you all

God bless Ghana

God Bless Africa



### Learning with TIS Students

*by Chineyenwa Okoro Onu*

**"Education they say** is the bed rock of life and knowledge, power."

The students of Tema International School have the education which in turn gives them knowledge that empowers them to make rational decisions and

think outside the box.

Working with them for the past two weeks, I observed the rare ability of the students to do critical thinking and proffer solutions in a short span of time.

Their team work spirit is off the charts. They collaborate to execute projects effectively; and this type of skill is very key to succeed in every area of work and in the real world.

The students are very warm and quick to offer assistance when needed. They're also very attentive and tolerant.

Overall, they are an embodiment of what I call "future trailblazers and change agents."

I wish the training session never had to end because they're very easy and fun to teach and work with. I should be a teacher there sometime 😊.

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### **Risk Taker** by Cynthia Abia Nutsuakor

Our sculpture was about a risk taker and we chose this because we wanted to send a message across about women empowerment... This design was chosen with a human figure in mind. It was the central idea that guided our selection of what exactly we wanted to portray. Again, we decided to go for a subject matter that was of great concern to a large number of individuals. We wanted to come up with something that conveyed a message about what is going on currently in where we find ourselves i.e. Africa. We looked through many issues that Africans are generally facing. This was not easy considering the fact that these problems are many. However, after much

brainstorming, we came up with the idea of a potter (kayayi as referred to in the Ga tongue) carrying her load on her head with a baby at her back. This concisely was to commemorate Women's International Day. Even though the struggles of African females are far more than just being a 'kayayi', we decided to choose something that was a simple message to convey, but carried a lot of weight with it.

This design is edgy. It shows a great use of different aesthetics that can be used to try to imitate the human figure. Looking at the head, for example, features like the eyes, nose and mouth are not the normal kind you would see on any human being. We chose this design because it was different, yet so realistic in the sense that it can easily be identified when looked at.

We added the baby to make the struggle even more intense. A majority of the potters we find around today are single mothers who have little means of livelihood and cannot afford to take care of their children. We added this to better spread our message. We added earrings to the woman to give her a sort of 'classy' look. The fact that she is a potter did not mean she needed to look wretched. Therefore, we decided to add this feature to enhance her beauty.

Again, the brilliant idea that we came up with was guided by the amazing artist, Nana Anoff, who helped us to look at creating materials with scrap metals from another perspective. After we made the sculpture, we decided to name it after Mrs. Adjavon because she is a risk taker and this attribute of hers led her to the creation of TIS and our sculpture is called **Adzo**.



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### Why Study Ghanaian Sign Language?



The learning of Ghanaian sign language enables students to use language effectively as a means of communication, providing the skills necessary for study, work and leisure. Second, it enables students to understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components.

Additionally, it encourages an awareness and understanding of perspectives of, and

relationships between, deaf and hearing cultures, locally and in the wider community. Furthermore, it promotes creative and critical thinking skills, fosters curiosity, a lifelong interest and an enjoyment in language learning.

Learning an additional language in the MYP and DP equips students with the necessary multiliteracy skills and attitudes to be interculturally competent, enabling them to communicate successfully in the global context of the 21st century. Language also provides students with the opportunity to realize that there are diverse ways of living, behaving and viewing the world. In view of this, students of Tema International School learn one Ghanaian sign language vocabulary during weekly assemblies.

Jessie Ofori – Appiah, a Grade 7 student of Tema International School features on this episode of Ghanaian sign language.

<https://www.youtube.com/watch?v=Gx6GKIwiztI&feature=youtu.be>



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Dearest TIS family,

### Open-Heart Surgery Fundraiser for Millicent Ibrahim



**TEMA INTERNATIONAL SCHOOL**

**Open Heart Surgery Fundraiser for Millicent Ibrahim**

*No act of kindness no matter how small is ever wasted.*  
- Aesop

Giving off to others with love and compassion is what makes our efforts bloom into great things.

12 year old **Millicent Ibrahim** has been diagnosed with a complex hole in heart condition known as Tetralogy of Fallot. She needs an open heart surgery that costs **Ghc 46,000.00**. Millicent's single mother cannot afford to pay for her heart surgery. Their hope comes from the kindness of our hearts. We would like to appeal to you to **DONATE NOW**.

No amount is too small, your contribution will go a long way in giving Millicent a healthy heart.

TIS Mobile money: +233 503849799  
Email [surama.king@tis.edu.gh](mailto:surama.king@tis.edu.gh)  
Contact our Coordinator: +233 244 615255 to know how to get involved.

**MILLICENT IBRAHIM**

Ayeyi Hammond, Baaba Egyei-Mensah & Davina Yawson  
Grade 11 - CAS Initiative

12-year-old Millicent Ibrahim has been diagnosed with a complex hole in heart condition known as Tetralogy of Fallot. Millicent's single mother cannot afford to pay for her open-heart surgery that costs **GHS46,000**. Their only hope comes from the kindness of our hearts.

Congenital heart disease is a condition in which there is a problem with the structure of the heart at birth. According to Dr. Lawrence Sereboe, the National Cardiothoracic Centre (NCTC) at the Korle Bu Teaching Hospital records 8,000 cases of children with hole-in-heart conditions every year. However, only few of the 8,000 cases are able to receive corrective surgeries.

We would like to appeal to you to **DONATE NOW** towards Millicent's open-heart surgery. In the words of Aesop, "no act of kindness, no matter how small, is ever wasted." Your contribution will go a long way in giving Millicent a healthy heart.

Your donation can be paid via mobile money to the number listed below with the remarks "**Millicent Ibrahim Surgery - CAS Project**": Name: Tema International School – Phone number: +233 503849799

For any further questions or details regarding our request for donation, please contact the Creativity Activity Service Coordinator of Tema International School, Mrs. Surama King, via email on [surama.King@tis.edu.gh](mailto:surama.King@tis.edu.gh) or phone on +233 244 615255.

Kind regards,

Ayeyi Hammond, Baaba Egyei-Mensah & Davina Yawson  
Grade 11 students – (CAS) Initiative

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**Ghana 1st Ever Speed Cubing competition** – To know more click here or contact Mrs. King – CAS Coordinator to sign up

Our competition is live on the WCA!!!!

<https://www.worldcubeassociation.org/competitions/GhanaOpen2019>

Registration is on the below link

<https://www.worldcubeassociation.org/competitions/GhanaOpen2019/register>



**SOLVE ME TO:**

- Improve Reflexs
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World Cube Association




# Ghana's 1st Ever SpeedCubing Competition


**Date: Saturday 6th April, 2019**

**Venue: Al Rayan International  
School, East Legon**


**Time: 9AM onwards**





Competition open for all ages...even Adults!  
Spectators can come watch for free!



For further details, please contact: **0244511709**

 [www.edulearnghana.com](http://www.edulearnghana.com)

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Check ManageBac for the Criteria. Be prepared!!!

TEMA INTERNATIONAL SCHOOL

Green  
WISTERIA  
Stand tall-Never Fall!

Red  
KIGELIA  
Red, we are Red-dy!!!

Blue  
CEDAR  
Cee- dar -blue!!!

Yellow  
OUTENIKUA  
Brite up da play-z

**INTER COLOUR  
DANCE BATTLE**

Theme: "Dance to the beat, save a heartbeat"  
Find details and criteria on [ManageBac](#)

**Saturday, 27 April, 2019**  
**TIS - MPH 7:00pm**

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## Expression & Science Fair 2019 Gallery



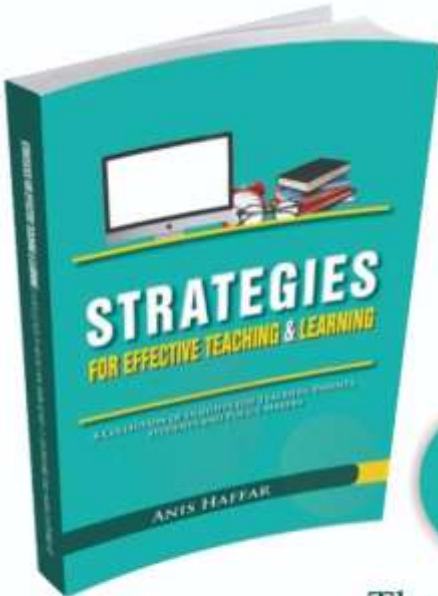
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help teachers, school heads, colleges of  
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can and will bring to bear on important aspects  
of our educational needs in the 21st century."*  
- Dr. Matthew Opoku Prempeh, Minister for Education

**TUESDAY 5 PM**  
**MARCH 26 2019**  
**British Council, Accra**

**GATE Institute**  
(Gifted And Talented Education)  
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## Alumni Corner


The DP curriculum is a relevant one. In a world where education is continuously evolving and work is more demanding, the DP focuses less on teaching students through traditional methods but focusses more on creating thinkers and doers. It proactively builds an all-rounded student who is always ready to take necessary risks, be creative, be impactful, knowledgeable and constantly inquiring about better ways to do things. Not only does it build you internally, it boosts your capacity to reach and impact people besides yourself.



The CAS program is extremely fundamental in creating future leaders who will go on to yearn to help those that may be unable to directly help them back. Mature, empathic, thinking leaders are the results of DP and its impact and benefits can be noticed from the very first day of university, putting you years beyond your peers.


**David Da Cruz King – TIS IB Class of 2016**  
**African Leadership University, Business Management**  
**Mindscape Movement**

Mental health awareness still continues, this week on Mindscape Movement. **Ewurama Brew** shares with us her thoughts about mental health.



"From my earlier experiences in Ghana, once you are diagnosed with mental illness, you are perceived to be 'mad' because mental health is a topic that is not fully understood in our country. No wonder people are scared to open up about it. Nevertheless, when you begin to feel sad or depressed or anxious, fearful or you get suicidal thoughts all the time and you don't understand or perhaps you know the cause, please do not hesitate to reach out to someone you trust first and foremost. Fill your mind with positive thinking and this originates by feeding your mind with the truth of God's word. It all begins in our minds because our thoughts come from what we feed our minds or at times what it feeds us!"

-Ewurama Brew :)



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**Did you Know series**

An initiative by the Ghana Folklore Board Ghana to promote the folklore of Ghana on behalf of the president. This weeks “Did You Know” is about *The Adinkra Symbol*. Enjoy!



**The National Folklore Board**

## Did You Know?

Did you know that the world-famous Adinkra symbols has its origins in the Asante invasion of Gyaman in the early nineteenth century?

According to legend, following Asante defeat and deportation of King Adinkra of Gyaman to Kumase, he began to design a cloth with symbols and patterns that was thought to express his grief. Today, Adinkra symbols are well-known pictographs that communicate deep philosophical and theological ideas.

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## Individuals & Societies Corner

### Update From 2019 ALAMAU Conference



ALAMAU is a unique conference as compared to many model conferences that are held because it seeks to improve upon the status quo of our very own continent, Africa. This year, the African leadership Academy Model African Union Conference has indeed made an impactful change in the representatives from Tema International School. Directed under the theme “Leveraging Africa’s progress for sustained growth“, the delegation from TIS is currently working towards making a great impact on the 6<sup>th</sup> Edition of the ALAMAU conference. It is noticeable that steps have been taken to improve various economies in Africa however it is up to the African people to further push through for change in times when such steps prove futile. In light of this, TIS 12 representatives are working from committees including the Executive Council, African Commission on Human and Peoples’ Rights, Advisory Board on Corruption, African Energy Commission, Peace and Security Council among others-- deep-diving into the ways in which African countries can positively

influence each other to induce sustainable growth and development.

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