

WEEKLY BULLETIN

P: +233 303305134 | E: info@tis.edu.gh | W: www.tis.edu.gh

At TIS,

we believe that through actions and service that demonstrate our commitment to the UN Sustainable Development Goals, we can make the world a better place. But, we must be active and committed participants and not just vocal spectators.

Calendar

November

- 9 TISSA Volleyball
- 11 TOK final presentations
- 16 TISSA Basketball
- 21 Special assembly (3.05pm)
- 25 S1 exams commence (G10-12)

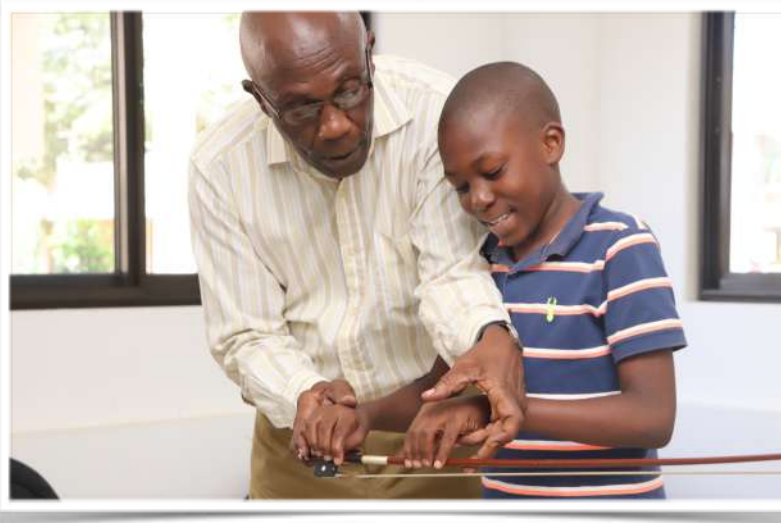
December

- 1 2020 admissions open
- 8 TIS Carols' Night

Thought for the Week

Feelings are much like waves: we can't stop them from coming, but we can choose which one to surf.

- Jonatan Martensson



A Stunning Performance!

Brilliant in its simplicity, entertaining, and a showcase of known and new talent. Ebenezer finally gets the credit he has earned over the past few years by ensuring a calm and smooth performance that was appreciated thoroughly by the audience on each night.

Every year there are surprises by performers that you may never foresee being on the stage and amazing you.

Joseph is a talented all-round student so the way he stole the (Saturday) show did not surprise me.

Awurabena in a major role surprised me, yet she thrived in her performance. Nadia was classy, as was Hedia.

But the two big surprises for me were the major role by Rudolph and the minor role by Bennett. Both excelled and Rudolph enjoyed being on stage as the show



Do the right thing,
even when no one
is watching.

It's called integrity.

Making Us Proud

- The cast and crew of The Marriage of Anansewa.
- The wonderful audiences who witnessed The Marriage of Anansewa.
- Our generous parents who donated tickets for local school students to witness a live performance.

Reminders

- Please read the weekly TIS Bulletin and take action as required.

- Exeats: All exeat requests must be completed and submitted online. To access the online exeat form, please go to: <https://www.tis.edu.gh/exeat-form>

- A separate exeat has been created for urgent medical reasons. Please complete the online version at:

<https://www.tis.edu.gh/medical-exeat-form/>

- Student Medications: Any student medication must be sent to the Infirmary, along with medication instructions.
- Devices: Students are allowed only one device which must be a laptop. Mobile phones are banned.

progressed.

The set was simple, yet effective. The crew were very efficient throughout and you could see almost everyone in the cast and crew enjoying themselves which is a credit to Ebenezer. I was especially pleased with the number of students who challenged themselves by their involvement in this year's production. Well done!

Special mention must be made of our understudy actors: Khadijatou, Cyril and Nestalia who thrilled the audience with their powerful performances.

Congratulations to Ebenezer, his team, the cast and crew, and to anyone and everyone involved in our 2019 annual production. It was a masterful and entertaining performance that reflected all those long hours that go into any major performance. Kudos to you all for allowing us to witness an outstanding cultural performance that displayed our standards in performance. The only question that remains now is: What's next?

Dr Ken Darvall

Principal



Integrity Code

“Integrity is the seed for achievement. It is the principle that never fails.” - Earl Nightingale

At TIS, we believe that integrity, or the lack of it, defines the individual and their reputation. We strive to display it as our badge of honour.

At each weekly assembly, the school community recites the TIS Integrity Code and makes the pledge in the spirit of honour and trust.

It is important to note that the integrity code is not just for students. It is also for our staff and parents.

So, why is integrity so important at TIS? Put simply, it is our vision to nurture world-class citizens responsive to the needs of societies. To be world-class requires integrity - what you do when no one is watching.

Students demonstrate their integrity by observing and role modelling school procedures. For example, all students with a device must be on the TIS domain. Yet, some students prefer not to be, as they want access to sites that are blocked at school. These students will have their laptops confiscated. There are restricted times for access to social media as it proves to be a distraction to student learning. Yet, some students have enabled VPNs on their devices to bypass the school's security software. Telegram is banned at TIS. It was the first choice for terrorists which is not a good recommendation. However, it also allows users to bypass system security software.

So, parents who use Telegram to communicate with their children are required to find another means to demonstrate their integrity. Fulfilling letters of undertaking, ensuring authentic exam requests and college/personal statements are other ways parents can demonstrate their integrity.

Staff can demonstrate their integrity by fulfilling all professional requirements, including the registration of their personal and students' attendance, time and transparent assessment feedback to students, ensuring academic honesty, and completing all curriculum requirements as per IB standards and practices.

A TIS Integrity Code agreement form is attached to this weekly Bulletin. All members of the TIS family are required to complete and return it to the Principal by 30 November. Failure to respond will restrict participation in TIS opportunities.

Correct Students' Names on ManageBac (MB)

Parents are advised to inform the Principal if your child's names are incorrect on MB. Any corrections will only be made with passport or birth certificate evidence. This becomes a costly exercise if exam entries/results at the end of G10 and G11 require a late change. The onus is on the parents. Please email corrections and evidence to: principal@tis.edu.gh

School Closures

Parents and students are advised about the following school closures during 2019/2020.

Xmas Break

Main Campus & Primary School Campus:

- Closed from 16 December 2019 -3 January 2020
- Only security and essential maintenance staff on duty.



TEMA INTERNATIONAL SCHOOL

CULTURE



At TIS, we believe that culture as one of the four pillars for student balance and ensuing success, develops and enhances the creative, artistic and performing skills and talents in each student.



EDUCATION FOR A BETTER WORLD

School Stream

School Stream is an app that aims to have many aspects of TIS at your fingertips, especially as many are wrapped around a mobile phone.

Parents may access it now by downloading the *Schoolstream* app from your relevant app store.

iPhone / iPad iOS

1. From your mobile device go to the **App Store** search for **School Stream**
2. Tap the **FREE/GET** button to the right of the School Stream listing
3. Tap the **INSTALL** button
4. Enter your Apple ID and password & tap **OK**
5. Wait for the install icon to change to **OPEN**
6. Tap the **OPEN** button
7. You will be prompted to accept push notifications, you will need to select **OK**
8. Start typing **Tema International School** into the search then **SELECT Tema International School**

Android / Tablet

1. From your mobile device go to the **Play Store** search for **School Stream**
2. Tap the School Stream listing
3. Tap the **INSTALL** button
4. Tap the **ACCEPT** button
5. Wait for the app to install then tap the **OPEN** button
6. Start typing **Tema International School** into the search then **SELECT Tema International School**
7. Tap the **DONE** button in the top left.

Windows Phone/Other Devices

Use the following link, and follow the instructions below. Tema International School

To pin a website on your **Windows Phone**:

- Open the website you want to pin
- Tap More icon, then tap Pin to Start

You will be able to access all of your school's information, however, you won't be able to receive notifications. *Note: Some devices may vary please follow your usual installation procedure for downloading and installing an app to your device.*

PYP CORNER

Early Years

Celebrations

As part of our second Unit, '*How We Express Ourselves*', we are exploring stories, games and celebrations. The transdisciplinary nature of the PYP requires that as much as possible, all three dimensions of the Unit are incorporated into the learning experience. Together with the students, it was decided that the best way to implement this would be to organise a real celebration in class to enable students appreciate the concept. Then during this event, party games could be explored and stories could be shared.



Early Years hence set out planning its first group celebration. Learners, as usual, were at the centre of the planning, freely donating items and assisting with set-up and décor. On the eve of the party, the room was colourfully decorated by the learners, with assistance from teachers, Aunty Delali, and our Head Janitor, Uncle Tony, as we affectionately call him. Learners could simply not contain their excitement.



The D-day eventually came on Wednesday, 6 November, coinciding auspiciously with the birthday of Miss Angela, our Kinder One Teacher, Oye, a Grade One student, and Mrs. Kudah, a parent. Members of the learning community were not left out of the celebration. The team invited our PYP Coordinator, Administrator, Uncle Tony, Kitchen Staff, and IT Systems Manager, as well as Primary Teachers. As was to be expected, the Early Years team pulled off the most amazing birthday bash ever witnessed at the Primary School campus.

We expressed our excitement by singing, dancing, listening and responding to stories; playing games; blowing out candles and cutting the birthday cake with the celebrants. No party is complete without food, drinks and goodwill messages, and ours was no exception. The music flowed, and we had loads to eat, drink and be merry.

It was a truly live and fun learning experience. That is what we call experiential learning!



Lower and Upper Primary

Assessment in PYP

Assessment is integral to all aspects of teaching and learning. It is central to the IB PYP's goal of thoughtfully and effectively guiding students through the essential elements of learning ie., the understanding of concepts, the acquisition of knowledge, the mastering of skills and the decision to take responsible action. In its simplest form, assessment is everything we do that guides students to answer the three most important questions they have as learners '*Where am I?*', '*Where do I need to be?*' and '*How can I close the gap?*' Effective assessment must always be ongoing, varied and purposeful, and it must also be a collaborative process that involves students, families, teachers and our community.

To that end, the strategies of Assessment at TIS PYP fall into three domains:

- *Assessment **AS** learning*
- *Assessment **OF** learning and*
- *Assessment **FOR** learning.*

These domains can be understood as follows:

Assessment FOR learning are the strategies and tools teachers utilise to gather data on student progress for the purpose of helping them learn. The focus here is not on grading, reporting or judging. Rather, teachers are intently involved in trying to understand exactly how students are interpreting and understanding their work, in order to accurately plan for the next steps in each child's learning. No grades or final judgments are attached to assessments FOR learning

Assessment AS learning focuses on the meaning the student is making of the assessment process. It is the way in which the student benefits from reflecting on assessment. Assessment AS learning is not graded; its sole purpose is to support students in owning their experience and navigating their personal journey as a learner.

Assessment OF learning is the type of assessment that most people think of upon hearing the word, '*Assessment.*' This is the measurement of the extent to which students have mastered the learning goals. It is the type of assessment which usually ends up in grades and report card comments.

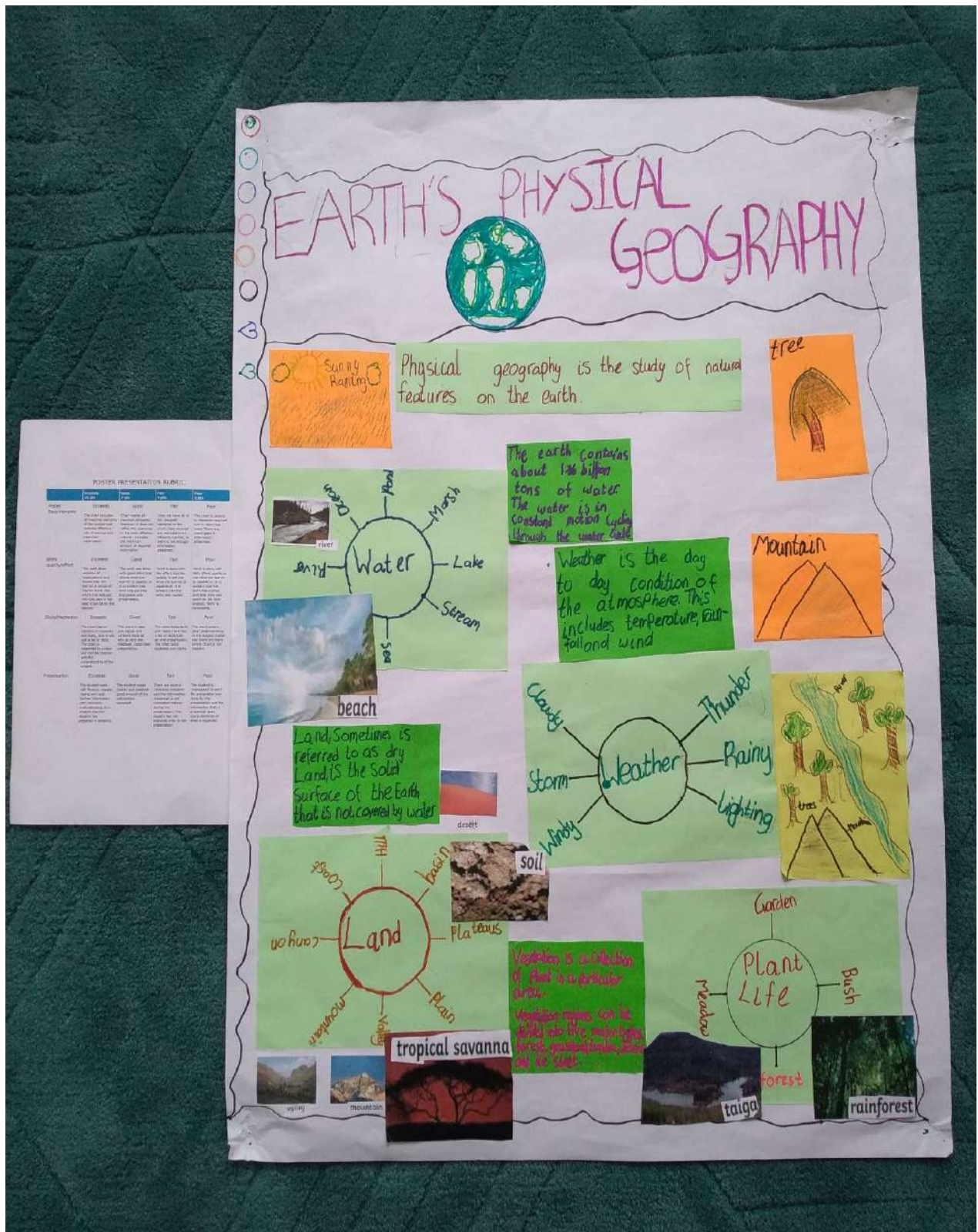
Strategies and Tools for Assessment

Some assessment strategies used to evaluate students' learning include:

- Observations
- Performance Assessments
- Transdisciplinary Skills Assessments (Research, Thinking, Communication, Self Management and Social Skills)
- Open-Ended Assessments
- Selected Response Assessments (Tests/Quizzes)
- Portfolios, etc.

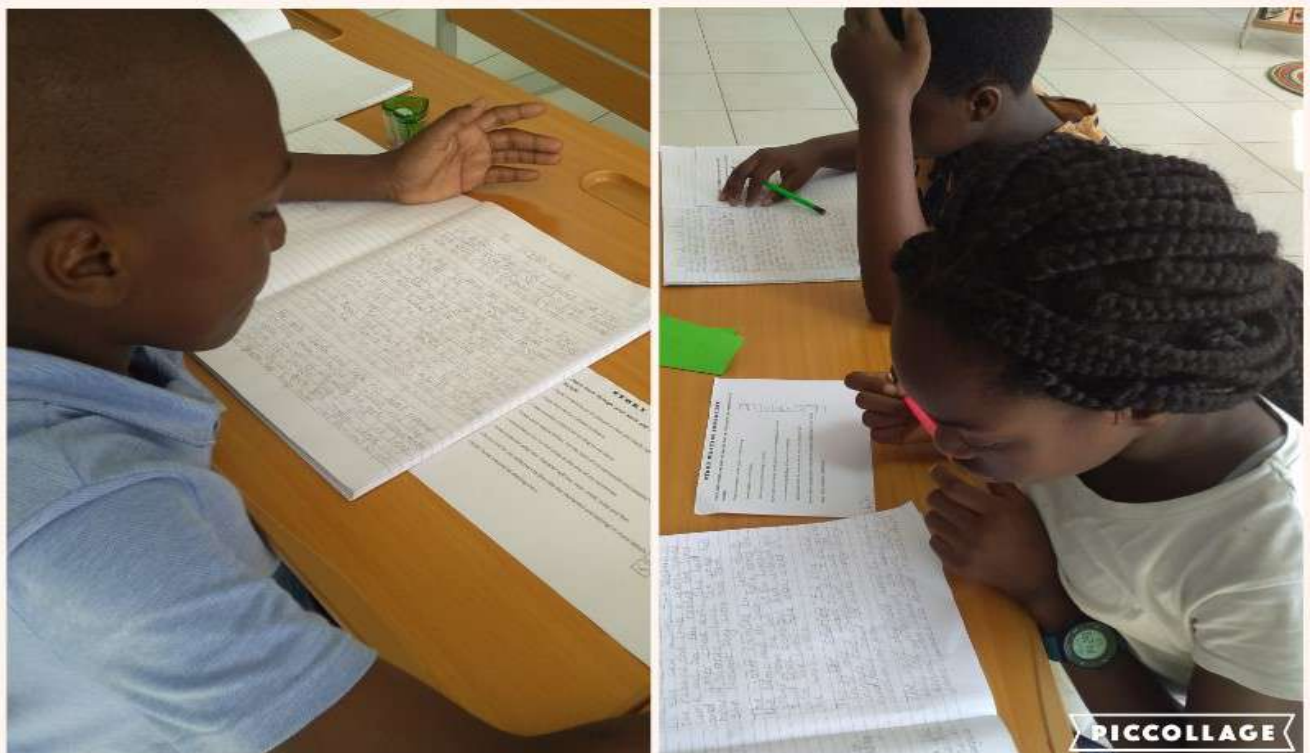
- Tools such as Rubrics, Exemplars, Checklists, Anecdotal Records, and Continuums are used for varied assessments.

In the picture below, the Opal class used a rubric to guide them in designing a poster to display their understanding of the earth's physical geography. They also used a rubric to assess an oral presentation on migration.





Again, they worked with a checklist to write historical narrative stories about ancient civilisations.



As a collaborative learning technique, students are sometimes allowed to evaluate their peers' work. Here are some of their reflections on the exercise.

It feels good to tell my friends what they were doing wrong and correct them. It is also good for them to tell you what your doing wrong so you don't do that again.

Akua

When we are doing a peers assessment we will be able to correct our friends what they did wrong so that they will be better at what they did wrong.

Kwabena

I felt anxious about assesing my friends that some were a little stiff, no body language and eye contact but I prasied them. when they started to assess me, I felt happy for them knowing my weak points, like I did to them.
maame yaa

I feel happy when my friends tell me what I did wrong and right and I also like it when i tell them what they did wrong and right. It is all about making each other better.

Oforiwa

It feel bad when i asses people and comment them. But i want to help them. I feel sad when some body faght at me. But when they give me a comment i will think about it and make it help me by trying it again. Paa Kwasi Ayisi.

It sometimes feels and sometime feel but if you a good list it can help you with weakness.

Kwaku

E-Assessment

‘E-Assessment’ is the use of digital technologies to create, distribute, assess and provide feedback for formative, summative, diagnostic or self-assessment. Technological developments have afforded new ways of assessing student learning and providing feedback. One of these technologies is *Edmentum*, a platform whose main goal is to make personalized learning an achievable reality in every classroom.

Both Opal and Onyx classes took a diagnostic test on Edmentum this week, after which each student had a clearly defined learning path, based on their performance. This platform seeks to help students overcome their learning challenges as well as take charge of their own learning. From the picture below, we see how engaged students were in their personalised learning journeys.

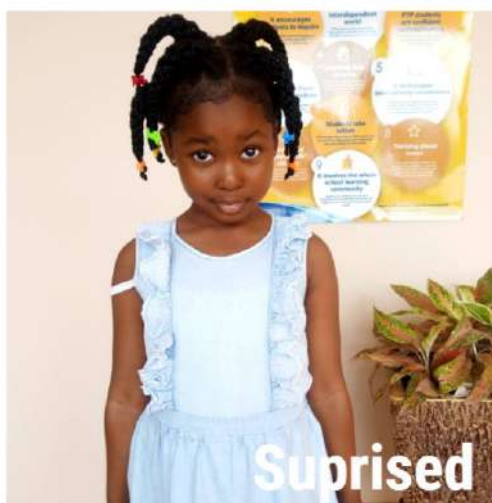


Students are encouraged to log on to *Edmentum* to progress along their personalised learning paths.

Ghanaian Sign Language

Facial expressions in Ghanaian Sign Language

Facial expression plays a vital role in Sign Language. A facial expression can totally change the meaning of an accompanying hand-shape or movement. An example is the word **Angry**. The degree of the anger can be determined by the corresponding facial expression. In Sign Language, it is not only the hands that can be used to communicate, but the face, eyes, and entire body. The Topaz class enjoyed using their face and body to communicate during class activities this week.

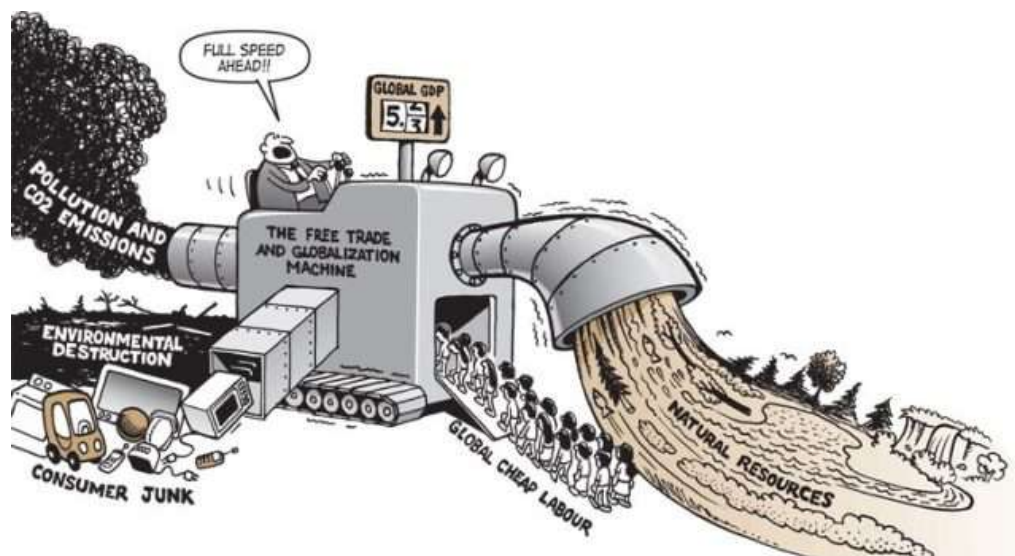


Reference

Miller, J. (2010, October 3). *The Importance of Facial Expressions*. Retrieved November 6, 2019, from Signing Savvy Your Sign Language resources: <https://www.signingsavvy.com/blog/46/The+Importance+of+Facial+Expressions>

www.ibo.org

GLOBALISATION AND SUSTAINABILITY



Livingthroughglobalization.wordpress

The application of subject knowledge in the real world is key to making sense of and using subjects learnt at school. MYP students the world over are taught and expected to develop inquiry (research) questions about global issues in all the subjects they take. There are six global contexts, 1) Identities and relationships, 2) Orientation in time and space, 3) Personal and cultural expression, 4) Scientific and technical innovation, 5) Globalization and sustainability, 6) Fairness and development. These global contexts are addressed by MYP students in all subjects in the course of an academic year.

Every year, candidates for the MYP certificate are required to complete their e-assessments, e-portfolios and Interdisciplinary Units (IDU) around a global context set by the IB.



kakada.org

This year the global context is Globalization and sustainability. MYP5 students should be conversant and able to answer one third of all their May 2020 e-assessment questions in each subject, on this global context. Their e-portfolios are to be developed entirely with this global context in mind. This is an exciting time and a fantastic global context for our pioneer MYP candidates to start to ball rolling with.

Yvonne Tagoe

MYP Coordinator

THE DIPLOMA COORDINATOR GOES TO THE THEATRE

Last Friday I attended the performance of 'The Marriage of Anansewa,' as did many of you. In the programme notes, the editors Jacqueline, Charity and Ethan told us, "get ready to be blown away."

Two words that came to mind when I was reflecting upon what I witnessed on Friday night were 'mesmerising' and 'captivating'. I know that they are more or less synonymous, but they are both accurate. I was indeed blown away – to use the editors' words - by what I witnessed. Others have commented in ways that are far more eloquent and heartfelt than I can ever be, but, in truth, I was expecting 'yet another school play.' It wasn't, of course, just a 'play', but a 'production', and my being blown away began with that production aspect of it: everything from front-of-house, the sound and lighting team, the choreography and - let's be honest - the faultless directing (and direction), to the promotions team constructing the programme, acting as ushers and ticketers and promoters, worked hand-in-glove with what then happened on stage.

My attention was first grabbed by Stanislavski...actors taking to the stage and entering into role even as the audience was still entering and getting settled gripped my attention, and then held it...and held it. Nobody broke character, at all, all night, and looking from one to the other, following the progression of different characters, was akin to watching, if not a masterclass, then at least an ensemble on its way there. The imagination of the interpretation – not to mention the decision to choose that play in the first place – and the seamless choreographic and musical involvement, and the involvement of actors 'off-stage' as well as on, provided a cornucopia of aspects to enjoy.

As I say, I was captivated. And as an audience member, I felt jealous of everyone. I have been involved in theatrical productions before, and so I felt jealous that everyone involved was experiencing that, whilst I was only a spectator. But everyone perfectly communicated the joy, the nerves, the tension and the pleasure marvelously.

On Monday, it was difficult to return to the school and to not see in the students who were part of the ensemble their characters and roles. "But...but...but...here you are talking about your Philosophy homework, but two days ago you were...up there...doing that..." It took me a few days to overcome this paralysis, but what it reminded me of – especially with preparing the end-of-semester exams – is that there is fundamentally no disjunction between the academic and the 'non-academic.'

Today I was talking with a group of Grade 12 students about their forthcoming Theory of Knowledge presentations and, whilst we were speaking, it occurred to us that a perfect example of what they were trying to illustrate could be found in the play itself, their experiencing of it, and how the production ended up as it did – from an imaginative hypothesis in Ebenezer's mind, to – weeks later – the Friday and Saturday night performances of 'The Marriage of Anansewa.'

Theatre, Visual Arts and Music are not just 'adjuncts' to 'academics.' They are not 'extra-curricular: they are what give meaning and significance to academic study. Hopefully, nobody's life is given significant extra meaning by becoming a mathematician, or an engineer, or a doctor, or an economist or business entrepreneur, or even a theatre director, artist or musician. Those things may well become a source of professional pride, but nobody with a full, well-rounded existence wishes to be defined by what they do. I am not a Diploma Coordinator – I am someone who is also, in addition to being various things and possessing various characteristics, feelings, tendencies, that thing, but that does not define me. Substitute the words 'Diploma Coordinator' for whatever your own job title is and you understand what I am getting at. Think about how less enriching, fulfilling, your own life would be with no music, no film, television or theatre, no literature, no visual art, nothing aesthetic in your life at all, no harmony or rhythm, no entertainment.

Kudos, massive, massive amounts of kudos to the entire ensemble, and an immense thank you for reminding everyone that Anansi and Anansewa did not experience joy, and suffering, then joy and suffering and joy again because of 'academics,' but because of love, pride and desire, the things that make life meaningful but which cannot be 'tested' except through living life itself, for which you cannot ever receive a grade, and which you cannot graduate in.

The arts are not just 'adjuncts' to 'academics.' They are what give meaning and significance to academic study.

David Spooner (Diploma Programme Coordinator)
dsp@tis.edu.gh



TEMA INTERNATIONAL SCHOOL

ACADEMICS



At TIS, we believe that the academics, as one of the four pillars for student balance and ensuing success, provide a theoretical lens for inquiry, critical thinking and conceptual understanding, as well as the opportunity to demonstrate our knowledge and understanding across many areas of learning.



EDUCATION FOR A BETTER WORLD

HOSTEL NEWS



**Please
Sorry**

Thank you

Welcome

I'm

What a breathe of fresh air when we meet and interact with people who are very warm and kind. It leaves a lasting impression on us. However, these actions just don't happen in a vacuum. It starts with the decision and a deliberate effort to be courteous. This virtue travels with you throughout your life's journey. At TIS, we consciously teach and nurture our dear students to be courteous and well mannered as we prepare them for life! Students and the entire school community should kindly use these phrases in their everyday conversations when needed.

Please

Please is used in order to **make requests** more polite.

- *Could you give me a hand, please?*

Please for **confirming help**

Please is also used to confirm an offer of help using the phrase *yes, please*.

- *Would you like to come with us? - Yes, please.*

Please for **giving directions**

Generally, *please* is not used when **giving directions** or instructions, especially if there are a number of instructions to follow. *Eg., A teacher might give the following instructions to a class:*

- *Open your book to page 40.*
- *Read the introduction.*

Please use it **when giving instructions** to make the order more polite.

- *Please fill in this form.*
- *Please pay attention*

Note when not to use Please: *Please* is not used as a response to *thank you*.

Wrong

- *Thank you. - Please.*

Right

- *Thank you. - You're welcome.*
- *Thank you. - No problem.*
- *Thank you. - Not at all.*

Thank You

Thank you is used when a **compliment** is given:

- *You're a fantastic tennis player! - Thank you.*
- *I really enjoyed dinner. It was very tasty. - Thank you, I'm glad you like it.*

Thank You is used to **accept or refuse offers**

Thank you are often used at the beginning of a reply to an offer. It can be used in both the positive and the negative form to either accept or refuse an offer.

- *Would you like something to drink? - Thank you. I'd like a cola, please.*
- *Do you want to join us at the concert tonight? - No thank you. I need to study!*

Thanks

Thanks are also used **in the same manner as thank you in informal situations**.

You're Welcome

The phrase *you're welcome* is the most common response when someone thanks you for something. *A phrase from German word willkommen*. However, as you can read below, the use is very different than in German. Other phrases for saying *you're welcome* include:

Formal

- Don't mention it.
- Not at all.
- My pleasure.
- I'm glad to have been of help.

Informal

- No problem.
- Sure.
- Certainly.

Sorry

You say '**Sorry**' or '**I'm sorry**' as a way of apologizing to someone for something that you have done which has upset them or caused them difficulties, or when you bump into them accidentally.



Click on the links for more information;

<https://www.thoughtco.com/please-thank-you-and-youre-welcome-1211265>

<https://www.collinsdictionary.com/dictionary/english/sorry>

Reminder: Labels on Clothes

Dear Parents/Guardians,

It has come to our notice that most of our students returned to school after the mid semester break without labels on their clothes for easy identification. The school has therefore decided to order label for each students. If you want it done yourself, then kindly notify us by mail to norahke@tis.edu.gh by 15 November. After this date the school will go ahead and get the labels and bill all parents.

Thank you.

immerse
EDUCATION

**Win a 100% scholarship
to the award-winning
Cambridge Summer School**

Open to students aged 13-18 years old

Deadline: 20th January 2020

www.immerse.education/essay-competition



SCAN ME!

FOR FURTHER INFORMATION, VISIT WWW.IMMERSE.EDUCATION/ESSAY-COMPETITION/

MATHEMATICS DEPARTMENT

A key aspect of teaching and learning in the IB MYP is the inquiry cycle: Inquiry, Action and Reflection. All MYP units evolve around these three phases of learning.

This week in TIS, students in MYP4 (Grade 9) standard mathematics class have been reflecting on the previous unit. The practice is to reflect on the previous unit before starting a new one. This also happened to be the first MYP mathematics unit for new students in MYP4.

The unit was titled, “How irrational is this?”. It was an exploration into the histories of some mathematical ideas such as radicals (root signs), rational numbers and exponential equations. A major aspect of this unit was about the development of the ATL skill, reflection. Throughout the unit, this skill proved useful as there were many instances that some strategies did not work and students had to reflect by considering alternative strategies to solving problems.

Below are some student reflections on the unit and their general MYP mathematics experience.

My mathematical skills have improved drastically over the weeks we've had in school for various reasons. I now really understand MYP 4 math due to the fact that we connect maths to our daily lives, so this makes me understand how to do maths questions better. The math class so far has been lively mainly because of the non-stop contributions in class. We all help each other when it is needed and we try as much to focus in class when the teacher is explaining something to us. The ATL skills have also helped me to know how to study math including resources such as myimath. I used to struggle in maths during my first week of school until MYP maths was further broken down to my level of understanding.
(Maame Ama Osei)

From the previous unit I learnt that when one technique is not working, pause and reflect on what you've previously learnt and apply a more efficient method. Also, the ability of practising more outside of the class and how to apply different methods on math. **(Jason Boateng)**

Our previous unit has been exciting because we contribute and help each other in class. As a new student in TIS, the journey has not been easy so far. I wasn't expecting it to be easy though because I was about to start a new programme and course which uses a different approach but I know my little efforts and contributions in class will add to big results. I have observed something in class about MYP mathematics that whatever we learn in class can be applied in our daily lives. **(Emmanuella Manukure)**

In the previous unit, I learnt about irrational numbers, parts of the circle and more about square root. I could do well in class exercises but when did a summative I could not do my best. I have to practise more outside the classroom. I also learnt how to apply some skills learnt in class in real-life situations. **(Eliezer Anim-Somuah)**

In this unit, I learnt how to follow the rules of the topics discussed and explained. We discussed the various rational and irrational numbers, angles and circle theorems which we applied to real-life situations. Overall, the unit has taught me maths can be applied in real-life situations and is useful to me. The unit has also helped me to practise my numeracy skills and improve them.
(Ramatu Ibrahim)

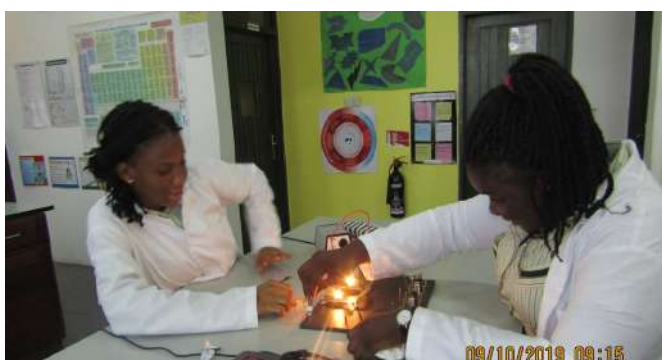
MYP 4 Mathematics has brought to my attention that whatever topic discussed in class can be used in real-life situations. It has also helped me to understand previous maths ideas much better through contributions given in class and the resources provided such as Myimaths. I know it will not be an easy journey, but with the help of teachers and peers, I will get used to the MYP way of learning.
(George-Houtman Hagan)

SCIENCE CORNER: EXPERIMENT ON SERIES AND PARALLEL CIRCUITS

Current electricity is the flow of charges from one point in a material to another. There are several materials in the universe and some of them have been identified to allow the free flow of charged particles. These materials which are mostly metals are called conductors and this is because they allow the flow of charge particles at room temperature.

These conductors are used in the formation of circuits. A circuit defines the path travelled by electrical current. It could have a single loop or several loops depending on several factors. This variation in circuit designs is what has given rise to identification of some circuits as series circuits and parallel circuits. For every electrical circuit, there are several components that give evidence that current is flowing in a circuit is called the **load**. Examples of loads are light bulbs, fans, air conditioners, etc.

Some MYP 5 (Grade 10) students carried out some experiments relating to the above by connecting two light bulbs in series and parallel to verify Georg Ohms law. Their reflections are given below:



“The physics experiment we conducted on series and parallel circuits, I must say was a very edifying experience. We had the opportunity to visualise all of what we have been learning so far and also unlike the traditional circuit make up we were able to do extremely odd and different combinations to test the different and the most effective ways in which these connections can be done. We improved our ATL skills, such as communication and thinking, and this was very beneficial to us.”

-Adeline Adjei

“The experiments based on series and parallel circuits were a challenge, but I grasped some certain facts and gained knowledge like: A parallel circuit is a closed circuit in which the current divides into two or more paths before recombining to complete the circuit. Each load connected in a separate path receives the full circuit voltage, and the total circuit current is equal to the sum of the individual branch currents.”

-Rudolf Dogbegah

“I was disturbed at the beginning of the experiment because my partner and I had difficulties in conducting the experiment, but after seeking the help of others, I experienced the fun of it. I mean it has helped me to understand the concept of robotics. I have had an excellent amount of knowledge about electronic components and circuits. Thumbs up to Mr Castrol.”

-Kevin Cudjoe

“The experiment has assisted me to gain knowledge on how to properly place circuit components on a breadboard to form a parallel or series circuit. This knowledge has been very crucial and is the very reason I feel I have understood the unit. While I was doing the work, I had to research about the topic meticulously and diligently acquiring valuable information which helped me to complete outstanding work.”

-Bernard Obeng

2019 WORLD GEOGRAPHIC INFORMATION SYSTEMS (GIS) DAY



The Individuals and Societies Department is privileged to honour an invitation to celebrate this year's World Geographic Information Systems Day.

VENUE: MARGARET NKURUMAH HALL, SOS HGIC

DATE: 13 November, 2019.

TIME: 2.pm

THEME: GIS, AN ESSENTIAL TOOL FOR CRITICAL THINKING

GIS Day is an annual event celebrating the technology of geographical information systems. It was initiated by spatial analytics world-leader Esri. GIS is a scientific framework for gathering, analysing, and visualising geographical data to help us make better decisions. On GIS Day, practitioners of the technology help others learn about geography and the real-world applications of GIS that are making a difference in our society. AccuGeospatial, an Esri Business Partner, is commemorating this day with an event to promote critical thinking using GIS tools in Secondary Schools. This event seeks to encourage students to see GIS as a tool for critical thinking. Critical thinking has become an integral part of the MYP program. GIS promotes critical thinking by enabling the analysis of a phenomenon and its associated data from a location perspective. It is, therefore, not surprising that MYP Geography includes the teaching and learning of GIS.

To encourage and award the contributions made by students of SOS-HGIC and TIS to the development of geographic information science and technology, AccuGeospatial in partnership with SOSHGIC and TIS, will hold a student GIS project competition on GIS Day, November 13, 2019. Each school will nominate two persons to present their work on the day. Appropriate projects include a traditional poster demonstrating a GIScience method, analysis, or development; a physical static map; a digital map or web mapping application; or any other project that meets the following criteria:

- The project addresses an important topic and effectively uses geospatial technology to analyze data and/or communicate information about the topic.
- The project demonstrates excellence and innovation in developing and/or applying Geographic Information Science and Technology.
- The project demonstrates high quality in overall communication of the project goals and accomplishments

Tema International School will be represented by MYP 5 Geography students. The team will be accompanied by Dr. Michael Odame and Ms Setor Addih



ALAMAU

African Leadership Academy Model African Union

SOUTH AFRICA

14 -23 March 2020



What is **ALAMAU**?

African Leadership Academy Model African Union (ALAMAU) is an annual conference for young leaders from across Africa and around the world, simulating the activities of the African Union.

Delegates in ALAMAU serve as representatives of various African governments on ten organs of the African Union, affording them the opportunity to study complex African issues, understand the positions of African countries, and learn to successfully negotiate without compromising national interests. By emulating the roles of State dignitaries and diplomats, ALAMAU aims to empower young leaders to model international cooperation for development while celebrating diversity.

Who is eligible to attend **ALAMAU**?

All students between **14 and 19** years of age

Registration

- Cost per delegate: USD 3200 (three thousand two hundred US dollars)
- A non-refundable commitment fee of USD 200 (two hundred US dollars) must be paid by 8 November, 2019.
- Full payment and final registration is due on 5 December, 2019.
- All payments should be made to the School Account/Account Office and the scanned payment advice slip emailed to: Kwame_d@tis.edu.gh

Enquiries:

For further enquiries, please contact:
Mr. Ben Darko, +233 (0)244110355
(kwame_d@tis.edu.gh)

ALAMAU ~Developing the next generation of African Leaders~

GIS MUN 2019

Delegates' Reflections



GIS MUN was a very eye-opening experience for me as it was the first time I went for a conference of that sort. For MUN, most of the work occurred before the conference. The research and preparation process was the most rigorous and enjoyable part of the whole experience. I had to be extremely conversant with the topics at hand, my country's policies and how they aligned with other countries in my committee. This has increased my international-mindedness exponentially. Now, I am well-equipped with in-depth knowledge of West Africa's planned implementation of a new currency, as well as the US-China trade war. Apart from that, I also learned to speak better in front of a crowd and convince people to align with my proposed resolutions. I additionally had to think critically- to respond to questions from the point of view of my assigned country (Germany). All in all, GIS MUN was an extremely insightful learning experience- one I can't wait to repeat again.

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My GISMUN experience was astonishing. My field of interest has always been the sciences and never in my life had I thought debating on global issues would be interesting. However, this MUN proved me wrong. The first few days I was reserved, but as I got more comfortable, I was able to get involved in the debate. This experience has taught me that it's all about taking risks and that you should never shy away from expressing your opinions on something when given the opportunity to speak out. I encourage everyone to go for the next MUN as it's a choice I took and will never regret.

~Isabel Prempeh



The MUN conference was a very different experience for me. I have participated in debates and contributed to discussions in which I had speak publicly, but MUN was a whole different ball game. The procedures alone made it hard; from POP to POI. I had to learn all of these on the spot, as I was a new delegate, and use them wisely. According to most people, my committee was one of the biggest and talking about one of the most crucial problems in the world today, the Ebola outbreak in DRC and weak health systems in conflict and post conflict zones. In the WHO, the only thing I really needed to have prepared was my Opening speech and it was under one minute and supposed to be attention grabbing, a task that is not as easy as it seems. As a new delegate I took the risk of talking at most of the opportunities given and contributing to the conversations even though my country, Burkina Faso, had nothing to offer.

I had to be careful with my words not to cause conflict or to be attacked and lose my allies. In all, the experience was great, meeting new people, learning new things

and stepping out of my comfort zone. I highly recommend anyone to sign up when the opportunity arises as it won't be an experience you will regret.

~ Adoma Agyare



MUN was a very enjoyable experience, I got the chance to meet new people and I also got to feel like I was in an actual UN conference. It thought me to see the world in a difference way and see it in the perspective of many countries and I also got to debate and improve upon my public speaking and thinking skills.

~Addrisu Razak

My first ever MUN conference was possibly the best experience I could ask for. Throughout the preparation process I was really nervous because I didn't know how to prepare adequately and I was really scared that I would end up not doing well. Immediately the conference started, I was feeling a bit shy to express any thoughts or any opinions, but I rose my placard once and spoke, and after that, I thought to myself "I can actually do this". After putting my heart and sweat into arguing for some solutions to global issues, I was one of the people awarded and I was presented with the "Best new Delegate". I was really proud of myself and I encourage everyone to try it out next year.

~Hamdia Ibrahim

GISMUN was my first local MUN so you can probably imagine the high tensions I had when walking into my committee for the discussions. The first day was quite slow as most of us were new to the procedures so the aim was to just familiarise ourselves with the proceedings and everything we need to know about MUN. The subsequent days just kept getting better each day! The experience was fun for me because my country (China) had VETO power, so I was able to overrule or accept anything I wanted. The experience as a whole was very eye-opening and engaging, so I encourage everyone to sign up for next years' event.

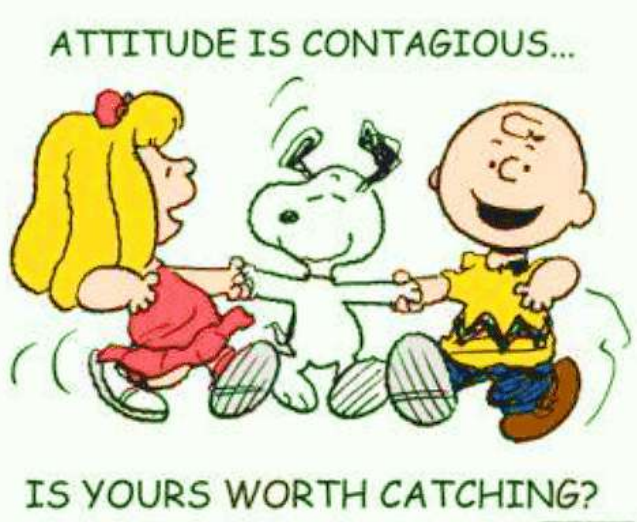
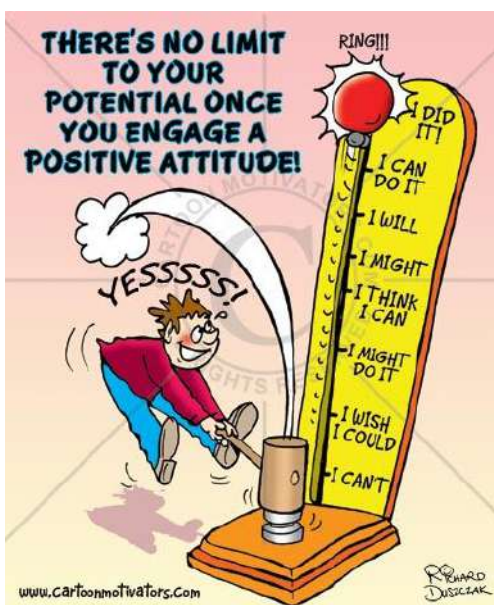
~Arnold Gyateng



I was lucky enough to take part in this years' GISMUN. I faced so many challenges during the MUN as a result of joining the night before the conference began. Fortunately for me, and with the help of the other delegates who took part, I was able to write my opening speech just before the chairs required us to read it out. This was the first MUN I had ever taken part in so I didn't have any knowledge about it at all, but I was able to adapt to the system on the second day of the conference. I will say that this experience has enabled me to come out of my shell and correctly argue out points I would like to put across when necessary.

~Emelda De-Veer

COUNSELLOR'S CORNER



Hey!! Catch a good attitude!

A positive attitude is a social currency for any successful relationship. YOU just cannot do without it! Why not choose a positive attitude as a life jacket in your everyday interactions.

Having a Positive Attitude

A positive attitude is an optimistic mindset that focuses on the good, while a negative attitude promotes fear and a narrow focus on the bad. Studies have shown that having a truly positive attitude makes your view of life seem broad, full of possibilities. That view leads to actually living in a way that makes it natural to be exposed to and acquire new skills.

Some Helpful Tips

- ✓ Surround yourself with positive people.
- ✓ Fill your mind with positive input.
- ✓ Control your language.
- ✓ Create a routine for the day.
- ✓ Be nice to other people.
- ✓ Don't rely on an outside source of positivity~ Carry a positive attitude with you.
- ✓ Create high points in each day and week.
- ✓ Assume responsibility, and choose your response.
- ✓ Decide your reaction to known problems ahead of time.
- ✓ Breathe deeply.
- ✓ Make a mission statement.
- ✓ Have personal goals.

- ✓ **Remember that no one owes you anything!** One of the worst killers of a good attitude is going through life thinking people owe you. No one owes you anything. Life's not fair. Believing anything else sets you up to be in a constant state of blame, victimhood, anger, passive-aggressiveness, and joylessness. Negativity is the standard state of existence if you think the world owes you!
- ✓ Stop complaining.
- ✓ **Embrace laughing.** Laughing is good for you physically, and of course, it helps you feel much better. Humor is especially good when things are going terribly wrong. Try to find humor wherever you can. Laughing with people is different than laughing at them. Never joke about others to get a laugh at their expense!
- ✓ Be curious and embrace learning.
- ✓ Look to long-term instead of short-term.
- ✓ Fake it until you make it. No, this is not a call to be a hypocrite. The reality is, though, that sometimes we don't always "feel" the emotion we want. Sitting around waiting for it to come will never happen! Be conscious about it, just have a positive attitude until it becomes an integral part of you. You often have to fake it until the real deal arrives. Click: <https://wheniwork.com/blog/18-simple-ways-to-keep-a-positive-attitude-at-work/>

DP1s



DP1s and DP2s for your information:

NACAC
National Association for
College Admission Counseling

DEFINITIONS OF ADMISSION OPTIONS IN HIGHER EDUCATION

STUDENTS: WHICH COLLEGE ADMISSION PROCESS BEST *SUITS* YOU?

Regular Decision	Rolling Admission	Early Action (EA)	Early Decision (ED)	Restrictive Early Action (REA)
DEFINITION: Students submit an application by a specified date and receive a decision in a clearly stated period of time.	DEFINITION: Institutions review applications as they are submitted and render admission decisions throughout the admission cycle.	DEFINITION: Students apply early and receive a decision well in advance of the institution's regular response date.	DEFINITION: Students make a commitment to a first-choice institution where, if admitted they definitely will enroll and withdraw all other applications. The application deadline and decision deadline occur early.	DEFINITION: Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED or EA or REA to other institutions. If offered enrollment, they have until May 1 to confirm.
COMMITMENT: NON-BINDING	COMMITMENT: NON-BINDING	COMMITMENT: NON-BINDING	COMMITMENT: BINDING	COMMITMENT: NON-BINDING
Students are not restricted from applying to other institutions and have until May 1 to consider their options and confirm enrollment.			Students are responsible for determining and following restrictions.	

For a copy of this flyer, please visit www.nacacnet.org

DP2 UNIVERSITY APPLICATION SUBMISSION DEADLINES COMING UP!!! & OTHER IMPORTANT REMINDERS...

- Want to grab juicy university offers and receive priority considerations? Remember you must aim to submit all your university applications in **November!** You can always forward your updated December test scores to your universities once they become available or consider selecting them on the registration form to have your scores forwarded when released. **Note: You can send your SAT/ACT test scores to 4 universities for free if you add them on your registration form, or within a week of testing.**
- The next best time to submit your application is within the coming week! DP2s, own the process and keep track of all university application deadlines so you do not miss any of them. Getting it done now frees you to prepare for your DP end of semester exams.
- Financial Aid applications (CSS, FAFSA, ISFAA, COF) et cetera, must be submitted by the Financial Aid priority deadlines for each of your schools. **DO NOT BE LATE FOR FREE MONEY!** Especially if you really need it.

- **15 November 2019** is the deadline for DP2s to submit Canadian University applications and **19 November 2019** is the deadline to click “pay and send” to submit UK applications.
- Applications to all University of California (UC) schools opened on 1 November 2019, and it requires you to write 4 essays.
- **Reporting SAT/ACT test scores:** Also remember that the university application deadlines apply to your SAT and ACT test scores too. Your test scores must get to the university by the application deadline of the university. So ensure you make payment on your College Board or ACT Inc. account with a credit/ visa card for your test scores to be forwarded directly to your universities. Remember not all universities accept rushed score reporting.

Lesson Plan: Grade 8 -Integrity



The Grade 8 class had an interesting lesson on Integrity. It started with the balloon activity whereby the students threw their balloons in the air, hitting it upwards. The rules of the game were simple: No one's balloon should touch the other or the floor and no speaking. Once any of these scenarios happen the student should exit on their own - demonstrating **integrity**. Congratulations to **Tiffany Forson & Mawulolo Agbeli** for winning the competition. As future ethical leaders, it is essential for students to learn to do the right things even when no one is watching, making the world a better place. Key concepts were discussed on integrity as the 7 deadly signs of speaking. Click <https://ministrytoyouth.com/youth-group-lessons-on-integrity/>

Reflections

“During last week’s Guidance Class, we discussed integrity, and it was surprisingly a fun class. We had an activity in which we blew up balloons and had to keep them off the ground without touching the ground. There were some other rules that we had to abide by. Honestly, I learnt much more than I expected and in all, I think it was a very insightful experience”

~Tiffany Forson (Grade)8.

Enjoy the pictures below!





Month	University/Institution	Date	Time	Venue
Nov.	Luiss University, Italy	6 November 2019	1:30 pm	TIS Learning Centre
	University of British Columbia (UBC), Canada	11 November 2019	2:15 pm	Einstein Exam Hall
	University of Guelph, Canada	12 November 2019	1:30 pm	TIS Learning Centre
	Lafayette College, USA	13 November 2019	1:30 pm	TIS Learning Centre
	Savannah College of Art & Design (SCAD), USA- Workshop	14 November 2019	4:30-5:30pm	Einstein Exam Hall

Please note: Parents are welcome to attend these meetings and meet university admissions team for further enquires.

TIS was pleased to have the Michele Gradoli, Dipartimenti e offerta formativa from LUISS University, Italy. For further information please do not hesitate to contact him email mgradoli@luiss.it Contact: T+390685225581 M+393926913444 See picture below:



LUISS



Located in the heart of Rome, Luiss University of Rome is specialized in the Social Sciences to educate over 9,000 students from around the world, offering programs both in Italian and English. <https://programs.luiss.it/>

- Its goal is not simply to convey knowledge but to instill flexibility in young people, giving them a sense of mastery over their future.
- As an independent university recognised by the Italian Ministry of Education, Luiss offers an innovative educational approach at its four Departments: Economics and Finance, Business and Management, Law and Political Science.

How to apply: <https://programs.luiss.it/how-to-apply/>



Financial aid includes scholarships awarded both by Luiss University and by other Italian institutions.

Fees according to the Italian Education System, universities' tuition and fees are the same for all students, regardless of their nationality. Therefore, tuition fees enlisted refer to both European and overseas students per academic year. <https://programs.luiss.it/fees-and-aid/>



"Yesterday, LUISS university is a private university in Rome, Italy. I learnt some interesting things about the school such as some of its alumni Riccardo Zacconi, the CEO and founder of the mobile game Candy Crush, Luca Maestri, the CFO of Apple, and more other successful people. The school is a test-optional school. I really enjoyed the visit and will consider adding it to my university choices". ~Nanasei Osei-Safo

Scholarship Opportunity! Check this out!



<https://www.uwinnipeg.ca/awards/international-students.html>

Entrance Award Opportunity:

President's Scholarship for World Leaders

Information on the 2020-21 program will be available on this webpage in January 2020.

- The University of Winnipeg President's Scholarship for World Leaders is awarded to international students entering any of the University's divisions for the first time - [Undergraduate](#), [Graduate](#), [Collegiate](#), [PACE](#) or [ELP](#).
- Applicants must be involved in activities that demonstrate leadership and submit a complete award application by the deadline date.
- Applicants must also complete an application for admission into The University of Winnipeg by the scholarship deadline date.

Values and Deadlines:

- The President's Scholarship for World Leaders ranges from \$3,500 - \$5,000.
- Information and deadlines for the 2020-21 program will be available in January 2020 on this webpage.

THE UNIVERSITY OF BRITISH COLUMBIA WILL BE VISITING:







TEMA INTERNATIONAL SCHOOL

Monday, November 11

2:30 PM

LEARN ALL ABOUT UBC

CONNECT WITH UBC

-  twitter.com/youbc
-  facebook.com/youbc
-  instagram.com/youbcpic
-  snapchat.com/add/youbc snaps
-  youtube.com/youbcvideo
-  you.ubc.ca/applying-ubc/blog



THE UNIVERSITY OF BRITISH COLUMBIA

 **you.ubc.ca**



SCAD

IS COMING TO YOUR AREA

SCAD is the most comprehensive and connected art and design university in the world, with more than 100 degree programs across more than 40 disciplines and more than 75 minors.

MEET WITH AN ADMISSION REPRESENTATIVE TO LEARN MORE ABOUT:

- Innovative academic programs
- Creative careers in art and design
- Global SCAD locations
- Application and admission process
- Portfolio preparation
- Financial aid opportunities

When: Thursday, 14 November 2019, 4:30-5:30pm

Where: Tema International School- Einstein Exam Hall

Contact: TIS College Guides / eyram.mahoney@tis.edu.gh

SCAD The University for Creative Careers
ATLANTA HONG KONG LACOSTE SAVANNAH eLEARNING

SCAD.EDU/YOURAREA
Daniel Byrd, B.F.A., painting, 2018, Atlanta, Georgia

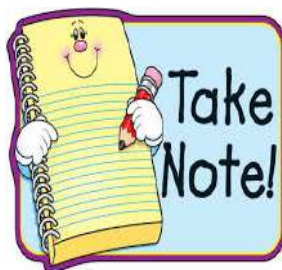
Can you feel the breeze? Christmas is just around the corner!



Oh, what a roller coaster semester, but we are almost at our destination! We are delighted that we get to support our DP2 students on their journey to the university. Excellent offers await you DP2s, so finish hard!!! On that note.....

Important note- DP2s: DP2s, please note that TIS will be closing for the Christmas holidays on 13 December, 2019. The **Office of the Career and College Guidance & Counselling** will also be closed and the College Guides will be away for the Christmas Break from 14 December 2019 and will resume on 9 January 2020. **We, therefore, encourage all DP2 students to complete any pending university applications tasks by the prescribed timelines which we shared with you during the first few weeks of this semester - before 19 November 2019,** ahead of your end of semester exams. This will allow the College Guides ample time to submit all school documents to your universities, such as transcripts, predicted/anticipated grades, recommendations, postage of documents, as well as give you feedback on your essays, personal statements among others, before leaving for the break.

Ayekoo to all for a good job done!



SAT DECEMBER DEADLINE: TODAY- 8 NOVEMBER, 2019 IS THE FINAL GLOBAL DEADLINE FOR REGISTERING FOR THE DECEMBER SAT EXAM! IF YOU HAVE NOT YET REGISTERED, PLEASE DO SO NOW!

DP1s especially are encouraged to sign up for the December SAT exam and also give the December ACT exam a try! Aim to complete registration right away!



2019-2020 TEST DATES

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
5 Oct. 2019	29 Aug. 2019
7 Dec. 2019	8 Nov. 2019** (Global deadline)
14 March 2020**	23 January 2020
2 May 2020	5 March 2020

*** SAT SUBJECT TESTS ONLY** (Foreign Languages with listening only),

****REGULAR SAT ONLY** (No Subject Tests available)

Please come along with your unexpired passport!

SAT Registration Fees (To complete registration online full payment with credit card only. Visit www.collegeboard.org)

SAT I - U.S. \$107.50 SAT II: 1 subject (\$117), 2 subjects (\$127), 3 subjects (\$137) (estimates).



For all standardized aptitude tests, test takers please come along with your valid unexpired passport as the only form of identification! Photocopies are not acceptable.

- **Number 2 pencils** (buy from the Tuckshop), approved calculator, eraser, sharpener for the SAT test on Saturday- 7 December 2019, and ACT 14 December 2019. There will be early breakfast at 6:50 am that day and Reporting time for the exam - 7:15 am- Venue: Project Centre


2019-2020 TEST DATES (COMPUTER-BASED TESTING ONLY!)

TEST DATES	REGISTRATION AND PAYMENT DEADLINE
14 Sept. 2019	23 Aug. 2019
12 Oct. 2019	5 Sept. 2019
14 Dec. 2019	14 Nov. 2019
4 April 2020	27 Feb. 2020

Please come along with your unexpired passport!

ACT Registration Fees (Online payments only: Visit www.actstudent.org):

ACT plus writing – U.S. \$166.50. (TIS Test Centre Code: 870390, but inform Counselors first).

***To complete registration, payment must be made online in full with a credit card.**

Happiness is



...keep smiling because life's a beautiful thing
& there's so much to smile about.

Ethicare
Remedies



TEMA INTERNATIONAL SCHOOL

SPORTS



At TIS, we believe that sport, as one of the four pillars for student balance and ensuing success, promotes teamwork, challenges personal best and emphasizes the importance of appreciating how to lose before knowing how to win.



EDUCATION FOR A BETTER WORLD

CAS-SA Corner

Ongoing Community Projects

The MYP Year 3 cohort for Community Projects have taken up a challenge that may interest you to ascertain gradual but deeper thinking process that is developing in our students. This cohort is tackling real life issues by being the tool for change. There are about 12 different projects with a maximum of 4 people in a group. There are about 12 different projects in total. Check out the first half of the various ideas on the table for community project this year – 2019/20.

We are Who we are is initiated by *Dzidzor Mac-Deh, Nana Aba Egyei-Mensah and Ethan Sunkwa-Mills*. Their goal is create awareness about Autism and support an Autism Centre, Hope Setters with basic needs for the children.



SDG 5 is a group made up of *Agormah Agambire, Jessie Ofori and Afua Osei-Boakye*. They are doing a research study on gender equality by producing an article to be published on Citi Newsroom lifestyle online portal. They will be linking their project to Sustainable Development Goal (SDGs) no 5 – Gender Equality.

DiaKemia; guess where this name originated from. The creative duo *Annette Adjavon and Nana Yaa Owusu Manu* have sentimental attachment to this project as they lost both grandparents to leukemia and diabetes respectively. In view of this, they wish to create awareness about certain eating habits and lifestyles that can lead to contracting this ailment.



One Bite Zero Hunger: is initiated by *Cisse Malick, Tiffany Forson, Acadia Miles-Darko and Kevin Owusu Afriyie*. Their goal



is to target homeless individuals who lack basic items like food and clothing. They will have a food drive and package items for persons living on the streets without shelter.

Green Sleeves is a community project by *Cherifatou Yandja and Mawulolo Agbeli*. Their goal is to tackle the littering problem in TIS by acting as agents of change. We will keep you updated on the process of their project as they are stilling organising their thoughts on the how.

TIS adaptation of The Marriage of Anansewa – Perspectives



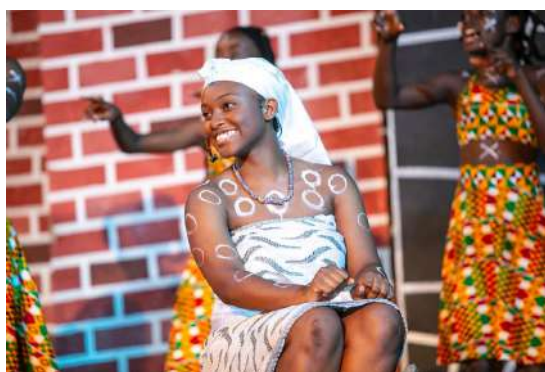
TIS is a reflective school and we are constantly seeking feedback on our performances in order to ascertain which area needs more attention and where to improve. We are always eager to bring out the best in each student. The just ended captivating and thrilling stage performance by our students - an adaptation of the Marriage of Anansewa - has maintained the TIS standard. The TIS community staff, parents and students reflect on their

experience last week in both shows.

I loved the TIS twist to the beautiful story about the marriage of Anansewa. For me, it was creativity at play and that is remarkable! I also loved the energy and passion of the actors, the music and support team, plus how much the students themselves seemed to enjoy it. It says a lot about TIS. **Ntiforo Agah, Parent.**

Two words that came to mind when I was reflecting upon what I witnessed on Friday night were 'mesmerising' and 'captivating'. I know that they are more or less synonymous, but they are both accurate.

I was blown away by what I witnessed. Others have commented in ways that are far more eloquent and heartfelt than I can ever be, but, in truth, I was expecting 'yet another school play.' It wasn't, of course, just a 'play', but a 'production', and my being blown away began with that aspect of it:



everything including front-of-house, the technical, the choreography and - let's be honest - the faultless directing (and direction), as well as the promotions team, worked hand-in-glove with what then happened on stage. My attention was first grabbed by Stanislavski...actors taking to the stage and entering into role even as the audience was still entering and getting settled gripped my attention, and then held it. And I am not easily satisfied! Nobody broke character, at all, all night. As I say, I was captivated.

As an audience member, I felt jealous of you all! I have been involved in theatrical productions before, and so I felt jealous that you were experiencing that, whilst I was only a spectator. But you communicated the joy, the nerves, the tension and the pleasure marvelously.

Kudos, massive, massive amounts of kudos to you all, and an immense thank you.

David Spooner, Diploma Coordinator.



and school mates rehearse day and night, weekend to weekend both plays on Friday and Saturday were truly worth it. **Selali A.B. Grade 12.**



“A spectacular show from the students and staff of Tema International School” is too simple a phrase to describe our play. The TIS adaptation of this Kweku Ananse story was a creative musical display of talent. The music, the dance and most of all the acting. My favourite character was the *property man* – Rudolph, he definitely sparked some excitement throughout the play. The use of props was a unique element that really made this adaptation special. The crew put in a lot of efforts to make sure the play was a success. After waiting for so many months watching my peers

This was a wonderful act. My greatest joy was to be reminded of how my own parents and extended family members used to dress in the 70s and 80s. It hit right home. The actors were simply phenomenal. All customs were clearly evident! The barter system! An old lady in the community always keeping everyone up to date!! Oh my! Great memories they were for me. As for Ananse, he was simply amazing! Couldn't stop laughing all throughout the play! Amazing piece! Keep it up, TIS community!

Mrs Agyeman, Parent.

The marriage of Anansewa was amazing. I was quite shocked at the production. A huge Congratulations to Mr. Eben for a good job done. **Aaliyah Temakloe Grade 10.**

“**Congratulations**” is the least I can say for the stunning performance by the TIS students at the MPH on 2nd November 2019. More appropriate word would be **supercalifragilisticexpialidocious!! Ayekoo!!**



my daughter perform like a professional actress! Kudos to the entire production team of the 2019 THE MARRIAGE OF ANANSEWA. – **Noronha Edgar Santosh, Parent.**



This is the first TIS play I've ever watched. It was very nice, the director, cast and crew did an amazing job. The play was unlike any I'd ever seen and both had different flares to it. It was an experience I will never forget. **Nana Akyere Appiah-Kusi, Grade 10.**

The play was very interesting, fun and funny. During the play I was able to learn some moral lessons from it. Aside that, the play was outstanding and I hope to be part of next year's production. **Martin Ayisi, Grade 8.**



The play was better than I expected and it was a very good interpretation of the marriage of Anansewa. **Teni Olufore Grade 8.**

This is my second time watching a TIS theatrical production. In my opinion, I thought last year's Beauty and the Beast could not be countered. However, I was shocked to see the stunning performance put up by the cast and crew of "The Marriage of Anansewa". It was more than spectacular and I am glad to have watched both shows. Kudos to the cast and crew of the production. **Lady-Margaret Hagan, Grade 10.**



This year's production was very insightful. I especially enjoyed watching the production because it embraced our African culture. I know I would have enjoyed it better if I had taken part in the production somehow and that is what I regret. I am motivated to make the extra effort to take part in next year's production and I encourage others to do so too. Congratulations to the cast and crew and thanks for such an amazing show.

Marie-Marcella Grade 10.



The production of, The Marriage of Anansewa, was brilliant. I enjoyed watching a number of my peers exhibit their talents. I was blown away by their ability to recite such complex lines so effortlessly. I had the honour of watching this production twice (Friday and Saturday) which made it even more unforgettable. Well done, school play members!

Ekua Essel Grade 10.



My initial thoughts were, not another school play! How wrong could I have been. The standard was incredibly high and worthy of a professional theatre company. Once upon a time I was an avid theatre goer and watched many, many plays. The TIS school play far exceeded my expectations on many levels. The attention to detail in the production, the exceptional acting, the incredible musicians, the wonderful choreography, the

beautiful staging, lighting and the play chosen altogether made for a truly fantastic evening.

The dedication it must have taken from an entire team to learn their lines, to get the costumes just right, to learn the musical compositions and so much more, alongside their studies, shows how exceptional the students at TIS are. To have applied themselves and achieve this level of professionalism shows that they are destined for great things in life.

This has been a most memorable experience for me and I can't thank the students enough.

Cathy Savels

Order your MOA T. Shirt – GHC 50.00 – Contact Ms. Abigail at the CASSA office



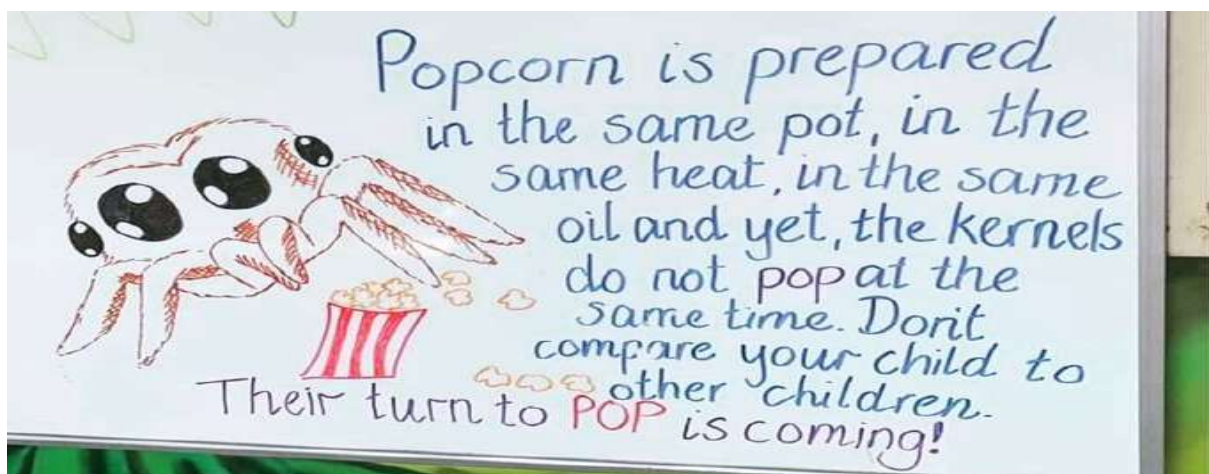
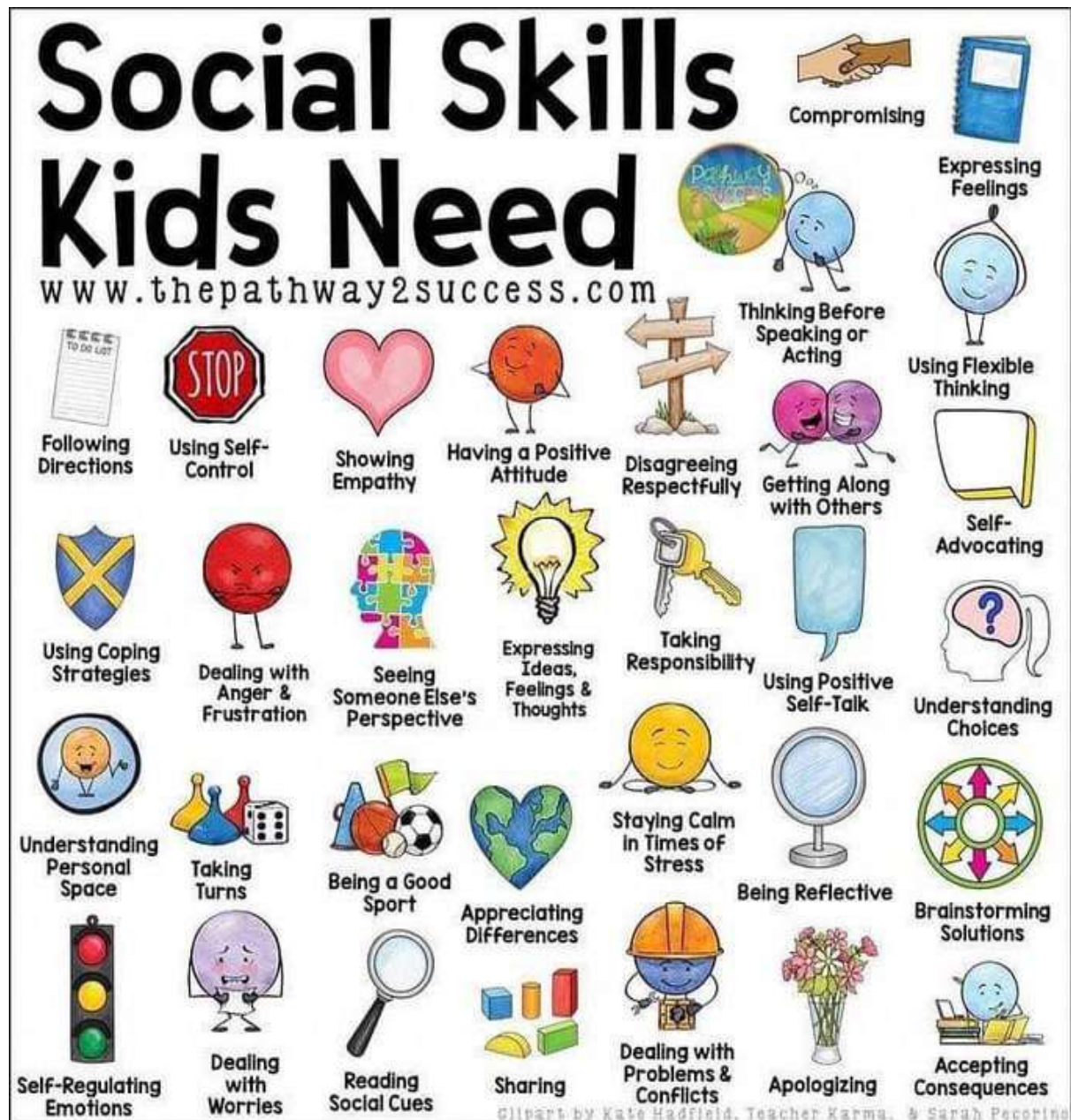
Fast & Furious week at TIS



Fast & Furious week at TIS



Growth Mind Set Corner





TEMA INTERNATIONAL SCHOOL



PRESENTS
AN ADAPTATION OF EFUA SUTHERLAND'S

THE MARRIAGE OF ANANSEWA

an entangled affair...

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The Dukies Corner



Save the Date:

The President of the Republic of Ghana, *His Excellency Nana Addo Dankwa Akufo-Addo* will be presenting the **DofE Gold Award** on the 13 December 2019 at the Jubilee House to 90 young people who have successfully completed their **Gold Award level**.

22 of the recipients are from **Tema International School**.

Stay tuned, next week's edition of TIS Bulletin the list of Awardees will be released. [No, the Editor is too excited and proud. Please see the last page.]

These students were engaged with the community through Residential Service at Akorlikope, TIS adopted Community for Service projects. They challenged themselves through the Creativity, Activity, Service IBDP (CAS) and After School program designed in line with the DoEIA requirements for the period of 12 to 18 months.

TIS became a proud Award Centre for the **DoEIA** known in Ghana as **The Head of State Award Scheme (HOSA)** in January 2018.



#WORLDREADY



TEMA INTERNATIONAL SCHOOL

SERVICE



At TIS, we believe that Service, as one of the four pillars for student balance and ensuing success, provides a hands-on experience to how we can make the world a better place through action and an understanding that success comes from helping others grow and becoming empowered.



EDUCATION FOR A BETTER WORLD



Tema International School



The Duke of Edinburgh's International Award – Gold Participants – 2018/2019

NAMES	GRADE	STATUS	
1. Kekeli Kwame Torkornoo	Grade 12	Gold Participants	
2. India Adowaa Agyeman			
3. Portia McDave			
4. Kyei Maame			
5. John Abbeo	Alumni, Class of 2019		Gold Participants
6. Mercedes Asafo-Adjei			
7. Kirk Alistair			
8. Ohemeng Kwadwo			
9. Opuni Steven			
10. Sakyi-Addo Ohene			
11. Sintim-Aboagye Madge			
12. Mathew Simon			
13. Amo Abena			
14. Benyarko Maame Ama			
15. Dabanka Ewuradwoa			
16. Dickson Christel			
17. Ibrahim Fauziah			
18. Nyante Hugh			
19. Richter-Addo Hannibal			
20. Sezan Sedo Muller			
21. Vigbedor Valerie			
22. David Difie	CAS Assistant-Staff	Gold Participants	

