

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

March

14 SAT; Pi Day;
16 G12 Mock Exams end
27-28 Business Comp final pitch
28 TIS Squash Championships

April

3 Three-way interviews (7-12). Students may commence the mid-semester break after the interviews.
4 ACT

Thought for the Week

You don't control the outcome. You control your actions. Are you moving towards success or avoiding failure?

- Shane Parrish



COVID-19

Novel coronavirus (COVID-19) has affected people from many countries around the world. It is a respiratory illness, which means it affects the parts of your body you use to breathe: your nose, throat and lungs. If you're sick with novel coronavirus (COVID-19), your symptoms might include:

- fever
- a cough
- sore throat
- fatigue
- shortness of breath.

Washing your hands often and properly means that you can prevent viruses from entering your body. That means washing your hands when you've been out and about, and before you eat (and after you go to the washroom!). Try to stay at least 1.5 metres away



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

It's called integrity.

Making Us Proud

- Our G8 (Community Projects) and G10 (Personal Projects) students for their outstanding and inspiring projects at last Fridays Projects Exhibition. Visitors were most impressed and in awe of the outcomes.
- Vanessa Addofoly, Terence Mwindaaire, Stacey Abbeo, Lydia Boahen, Alassane Agalassou, Eyako Dzantor, Elrad Martin-Lawson, John Adenu-Mensah, Abigail Ahiadorme, John Mensah and Hayford Gyasi for their Red Cross community service at last Friday's Independence Day march at Tema.
- Grace Attram (Community Projects) and Sylvester Wellington (Personal Projects) for their leadership of these two compulsory project experiences for our MYP students at TIS

Reminders

- Please read the weekly TIS Bulletin and take action as required.
- Exeats: All exeat requests must be completed and submitted online.

from people who are coughing or sneezing. Even if they don't have novel coronavirus (COVID-19), they might have germs you don't want anyway!

At TIS:

- We have cancelled all international trips until August 2020, when this decision will be reviewed.
- Expression Day and Science Fair scheduled for 21 March has been cancelled. [Other activities/events will be reviewed on an individual basis and any changes will be notified to the school community ahead of time in the TIS Bulletin.]
- Students and/or staff displaying symptoms will be sent home to seek medical attention and self-isolate for 14 days or until a medical clearance has been provided.
- We request our international parents to review their plans for the April mid-semester break. This is especially important for our Grade 10 and 12 students who sit external exams in May. Returning from a country with confirmed cases of COVID-19 will require quarantining (self-isolation) elsewhere, and not at TIS for 14 days. For G12 students, this will result in missing initial exams that can only be re-scheduled for November.
- For all parents, please avoid non-essential travel at



this time. Self-report if you or your child has to travel to a country with confirmed cases of COVID-19.

- Exeat requests for non-essential reasons will not be granted. Parents, please consider the implications.
- Any visitor to TIS who displays any of the COVID-19 symptoms will be refused entry.

The safety and wellbeing of our students and staff are our greatest responsibility. We rely on everyone's integrity to support us with this key responsibility. It is in the best interests of all our TIS family members and friends.

We will monitor the current situation and advise you of any changes to this action plan.

Reference

<https://www.unicef.org/stories/novel-coronavirus-outbreak-what-parents-should-know>

Admissions for 2020-2021 Update

- The first round of testing and interviews ends today and first round offers will be made on 16/3/20. I hope our current parents have not left their admission applications too late for 2020/2021. As previously advised, with strictly limited admissions for the coming year, there will be disappointment for some families. At this stage at the Main Campus, there are 5 places available for boys in Grade 7, but no further places for boys in Grades 8-12. There are currently 7 places (total 21) available for girls in G7, G8 and G9. There are no further places available for girls in G10-12.
- Re-enrolment: These emails were sent out on 1 March. Please note the deadline is 31 March, 2020, to confirm enrolment for 2020. Currently, 44% of students (123) have confirmed their re-enrolment for 2020/2021 while 56% of students (157) are pending. Students who are not re-enrolling will allow further vacancies at the Main Campus. Please contact the Principal if you have any difficulty with the re-enrollment process.
- The next round of testing and interviews will commence on 20 April.

An Incredible Experience

In last week's Bulletin, I advised parents not to miss the Projects Exhibition held on Independence Day. WOW! What a powerful and amazing experience! The projects were inspiring and it was exciting to see how the overall project experience for students changed so many of them. Observing many students present and discuss their projects to visitors with so much confidence and poise was a truly memorable experience. Well done, G8 and G10 students! Congratulations to the MYP team on your hard work and continuing efforts to ensure the best outcomes for our students.

I appreciate your support.

Dr Ken Darvall

Principal



TEMA INTERNATIONAL SCHOOL

Primary School Campus

Admissions Open For 2020/2021 Academic Year



To learn more scan this.



Flexible admission screenings and interviews

To enrol scan this.



Entry Points in 2020

Early Years

Kinder 1 (3-4 years)
Kinder 2 (4-5 years)
Kinder 3 (5-6 years)

Junior Primary

Grade 1 (5.5 - 7 years)
Grade 2 (6.5 - 8 years)
Grade 3 (7.5 - 9 years)

Senior Primary

Grade 4 (8.5 - 10 years)
Grade 5 (9.5 years - 11 years)
Grade 6 (10.5 - 12 years)

All admission applications will be online via Open Apply: <https://tis.openapply.com>

A social readiness screening will be required, as part of the admission process, along with a compulsory interview with parents.

TIS is an IB World School, authorised to offer MYP and DP. The Primary School campus has been approved as a Candidate PYP School.



Tema International School



MAIN CAMPUS SECONDARY ADMISSIONS ARE OPEN FOR 2020/2021 ACADEMIC YEAR

A family school, a unique experience.

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)

Students should:

- a) Have completed Primary 6.
- b) Be aged 11+(at the time of admission).
- c) Complete a general aptitude test and interview.

Grade 8 (MYP 3)

Students should:

- 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.

Grade 9 (MYP 4)

Students should:

- 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.

Grade 10 (MYP 5)

Students should:

- a) Have completed Year 9.
- b) Be aged 15+(at the time of admission).
- c) Complete a general aptitude test and interview.

Grade 11 (IB Diploma Programme)

Students should:

- 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.



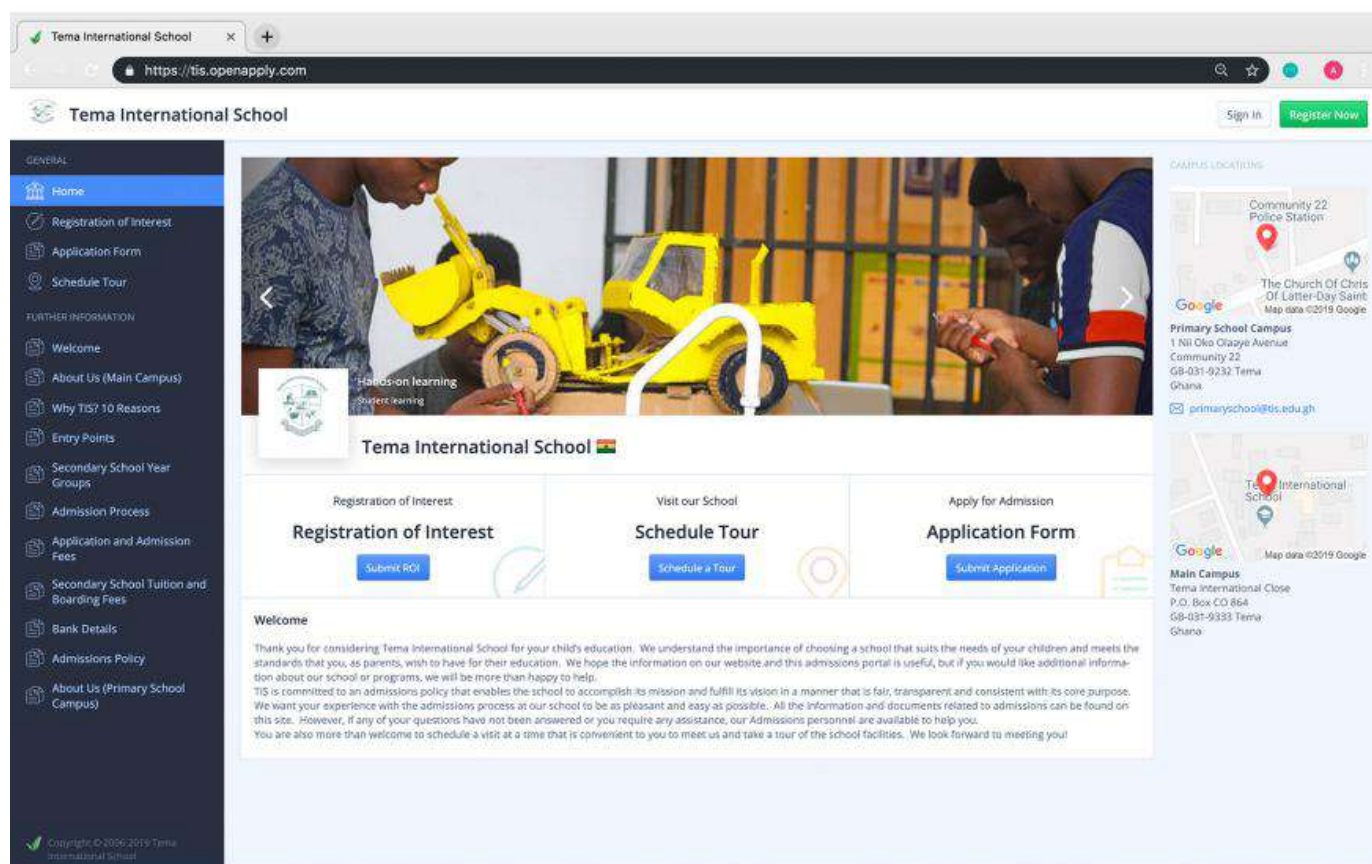
To enrol scan this.



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
Or come and visit the school (Opp Afariwa Farms, Off Tema-Akosombo Road)
www.tis.edu.gh



TIS Application Procedures



Please have the following documents available (scan onto a flash drive) before you begin with online application;

- 1 recent passport-style photo
- passport biodata page/ birth certificate
- 3 recent school reports (**Grade 2-11 Applicants**)
- Letter of recommendation and academic transcripts (**Grade 11 Applicants**)

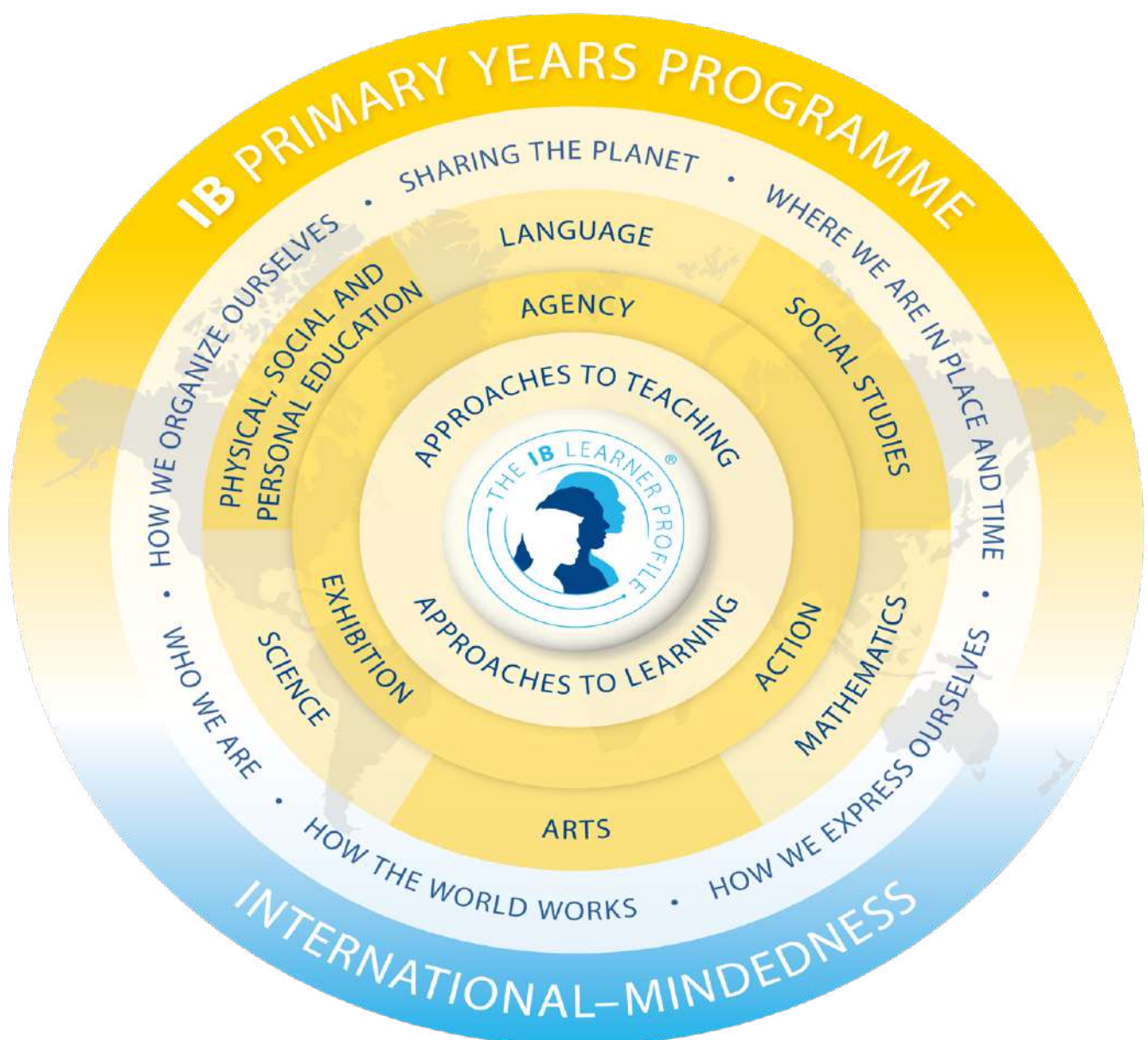
1. Go to our admissions portal **tis.openapply.com**
2. Click on the **Sign In** button found at the top right corner of the page.
3. Click on **Sign up** here if this is your first time using OpenApply otherwise type in the email and password you used the last time you used OpenApply.

For first time users please proceed to 4. For existing users please proceed to 5.

4. Fill in **User Details** and proceed to application.
5. Ensure you fill out details correctly and attach all required documents where necessary (passport picture, passport biodata page/ birth certificate, school reports, transcript, recommendation).
6. When forms have been completed kindly proceed to make application fee payment using any of the 3 options:
 - www.expresspaygh.com/tis
 - At the Finance Office on TIS campus
 - At any Barclays Bank into the TIS Account number 1798808 or Ecobank into TIS Account number: 1441000974289
7. You will receive an email to confirm receipt of your application and the next steps towards admission **only when the application fee payment has been received.**
8. **Please note that your child will be taking a Cognitive Ability Test (CAT4) as an Entrance Exam for admission at TIS. (Grade 7-11 students)**

Thank you for choosing TIS. We look forward to a fantastic relationship in the coming years!

PYP CORNER



EARLY YEARS

Experiential Learning

Experiential learning, as opposed to rote learning, connects classroom and real-world experiences, ensuring that learning outcomes are specifically focused on achieving lifelong understanding and application.

At TIS, our Early Years students have been engaging in various forms of experiential learning, right from the inception of the academic year. The most recent of such engagements has been our tour of the TIS Secondary Campus, VVIP Bus Terminal, the Naval Base, and the Tema Main Harbour.

Curious learners used their ATL (Approaches to Learning) skills to communicate and socialise effectively with staff at the various sites visited. At the bus terminal, students had the opportunity to board one of the vehicles, after observing seat numbers and other details on real tickets. Questions posed to the driver included:

“How does the bus move?” “Can I join the bus without a ticket?”

In response, the driver graciously demonstrated how to move the bus, and this greatly excited our children. Watching the world slide by as the bus rolled along, thrilled them indeed! Again, with an interesting transdisciplinary game of ‘*Find your Seat*,’ learners matched ticket numbers to the corresponding seats in the bus, reinforcing their number sense. Learners further inquired into the roles and responsibilities of the Parcel and Ticketing Officers.

Additionally, we had the privilege of touring the Eastern Naval Command. Able Seaman Kelvin Quaye, our tour guide, showed us around the Base, explaining the rules and routines. He patiently answered all our burning questions about departments in the training school and their functions. Our young learners immediately made meaningful connections with their experiences on both TIS’ Primary and Secondary campuses. They were able to identify the similarities and differences among these settings, noticing that the Training School had basketball and volleyball courts, as well as classrooms like TIS.

From there, we proceeded to the Tema Main Harbour, where we experienced firsthand, what it feels like to board a ship (The *E.N.S. Bonsu* – A naval war ship). Our young risk-takers gingerly climbed the steep stairs to the ‘*bridge*,’ which serves as the control room. While aboard, they saw, felt and inquired into the use of sea vessels as a form of transportation, both for the Ghana Navy and other travellers. Our hosts were so intrigued by these young inquirers that, they were all too willing to give them turns at the helm. While attempting to ‘steer’ the stationary vessel, they learnt new naval vocabulary such as:

- ***Port*** meaning left
- ***Starboard*** meaning right
- ***Ahead*** meaning forward and
- ***Astern*** meaning back

They also had a chance to see how the binoculars work. To crown it all, learners had the rare opportunity of enjoying lunch at the ‘*General Mess*’ (the ship’s cafeteria).

The children could simply not stop talking about their day. Neither could they stop talking about all the new things they had learnt, as well as the meaningful connections they had made among the concepts of school, transportation, roles, rules and responsibilities.

Experiential learning allows students to engage in and reflect on their learning. Through this, ideas and curiosity are sparked, key learning skills are development, and lifelong application is ensured through the deepening of conceptual understanding.

The following photos show children’s experiential learning journey from their inquiries into Celebrations around the World, Stories, Play, Senses, Families, Transportation and School. All of these being central ideas explored since the start of the academic year.





Inquiry inside a ship as a means of transport.



PIC•COLLAGE



How TIS Main Campus is organised



PIC•COLLAGE

DP 1 students help us create living graphs using real objects.











Traditional game 'Sansankroma'





Drama on the origin of Hogbetsotso



PIC•COLLAGE



Thanksgiving tree.







**Learners are
gaining the
understanding
that sets can be
organised by
different
attributes.**

PIC•COLLAGE



We are extending our learners' spontaneous understanding of visual language by pointing out familiar signs and intentionally discussing their meanings.





LOWER AND UPPER PRIMARY

Primary Campus' Approach to Global Issues.

Global issues at the Primary level are evident in diverse ways. It cuts across all subject areas and the six transdisciplinary themes are planned and administered with these in mind. An awareness of world issues is helpful as it impacts learners' approaches to analysing situations they encounter.

Global issues are very helpful for transdisciplinary planning, because through these, teachers are able to identify the various connections between the world and the classroom, then incorporate these links into learning and teaching. Students at the Primary School learn how to take control of their learning through the inquiry process. They are open-minded and ready to learn from other people from different parts of the world, recognising that the world is a global village. As knowledgeable, risk-taking, critical thinkers, Primary students are responsible for their learning and, therefore, drive their own discovery of local and global happenings.

To foster strong global awareness in the School, the Opals created a *Global Area* with assistance from secondary students, who came to the Primary Campus for their CAS project. At the Global Area there are newsletters, journals and other books about the world, from which students get information. The globe is also located in this learning space, to afford students a vivid, visual appreciation of their location, with respect to the continents of the world.



Students having 'DEAR' (Drop Everything And Read) Time at the Global Area



The beautiful Global Area



Secondary and Primary students having a collaborative time at the Global Area.

Students at the Primary Campus also collaborate and share ideas using their mother tongue, which is one of the ways of promoting global awareness. By celebrating their native languages, students learn to appreciate their identity as members of an international community. Through verbal communication, as well as games, role plays and other hands-on activities, students develop confidence in the use of Twi and Ewe, the School's selected local languages.



Students playing an Akan game called *Anhwɛakyirɛ*

We are a Happy School! As such, in addition to encouraging students to think globally and exemplifying the attributes of the IB learner profile, we do a lot of collaborative tasks. Most importantly, we play together.

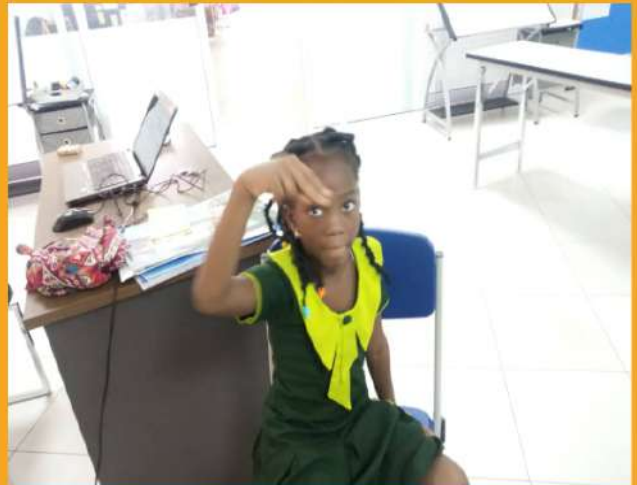
Students also embark on field trips aimed at developing academic, social and emotional wellbeing. Additionally, it serves as an avenue for global awareness, since learners go out of the School to explore the world around them.



Early Years enjoying a field trip to the harbour.

GHANAIAN SIGN LANGUAGE**Ghanaian Sign Language**

The Onyx Classes are learning about forms of energy (light, heat and sound). This week in Sign Language, they learnt how to finger spell some words used in their Unit. Below are students finger spelling some words:





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

IB DP CORNER

Reflections on the Extended Essay Process (DP2)

The Extended Essay is one of the core areas of the IB Diploma Program. It is a mandatory requirement for all students undertaking the Diploma Programme and an option for Diploma course students. This 4000-worded essay provides students with an opportunity to apply a wide range of approaches to learning skills to produce in-depth study of a focused topic in a chosen subject area. Students support their essays with reflections that highlight their learning engagements whilst undertaking the research. A wide range of inquiry topics from twelve different subject areas were researched by our 2020 cohorts (see figure 1).

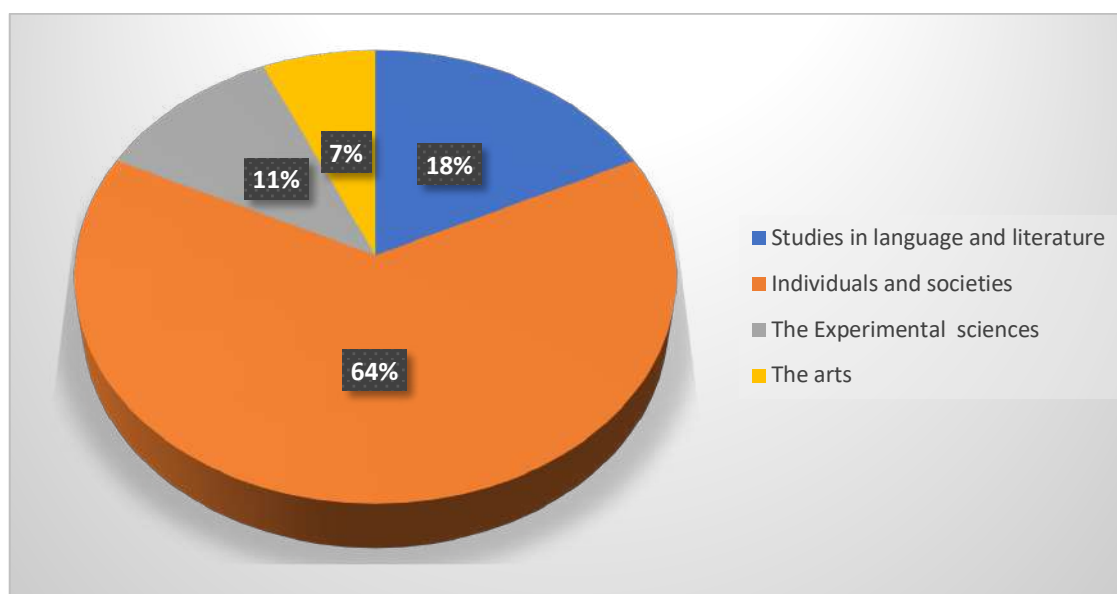


Figure 1 Students Extended Essays by Subject Groups

These are some of the research questions students worked on:

- *What is the effect of Listerine (an essential oil mouthwash agent) and chlorhexidine gluconate (a prescription mouthwash) on the inhibition of Escherichia coli growth in nutrient agar using the zones of inhibition?*
- *How well does physicality enhance meaning in Commedia Dell'Arte?*
- *To what extent does insecure-avoidant attachment in childhood predict a lack of intimacy in future relationships?*
- *To what extent can alcohol consumption affect information recall?*
- *Why is there a continuous inflow of E-waste into Ghana?*
- *How does the barbering industry in East Legon relate to a monopolistic competition?*
- *How can the success of Peace FM be attributed to the leadership style of its CEO?*
- *How does Tyler Perry use dialogue and tone to portray betrayal, sacrifice and deception in African-American relationships in his movies, "Diary of a Mad Black Woman," "Acrimony" and "For Colored Girls"?*
- *To what extent has the merger between Disney and 21st Century Fox been significant to Disney?*

Reflections...

I submitted my Extended Essay in Geography. At first, I had challenges deciding what I wanted to research so my EE supervisor told me to think about pressing issues that I face as a student in TIS or perhaps other relevant issues that I know TIS students are facing. This led me to decide to research on the disease, Malaria, that I have suffered from before. The essay focused on use of indoor spraying as a strategy for preventing malaria in our school. Overall, in completing my EE, I gained skills such as communication and research skills which will assist me in the future when I have to complete essays for university assignments and I also learnt how to conduct a literature review. The process was difficult at times, but it was overall very rewarding.

Ibrahim Halilu, Grade 12 student

Choosing a subject to do the extended essay in was the first obstacle I encountered and the certainty of my grade mates in choosing their subjects increased my worry. I finally decided to do my EE in Biology. The challenge, however, was finding a suitable research topic that could be conducted with the laboratory equipment available. Working with my supervisor, we developed a research topic in microbiology. The Extended Essay seemed like a daunting task and so I was hesitant to start. Once I started, it was easier to complete. If I were to do this process again, I would definitely start earlier to get it out of the way as quickly as possible.

Akua Okyere, Grade 12 student

As an artistically inclined student, it only made sense for me to do my Extended Essay in Visual Arts. I knew it would be important for me to do it in a subject I liked because typing a 4,000-word essay on a subject I had an aversion to would be quite taxing. I was challenged by quite a few things during the process. The nature of my research question and the subject matter that came with it and another almost made me feel like I was writing a very long T.O.K essay. It had to do in part with creating artwork from the unconscious mind and questioning the possibility of such a practice. I changed my research question three times throughout and restructured my arguments even more times. I overcame these challenges by making sure to meet with my supervisor and fleshing out my ideas until they finally began to seem clear. One thing that helped me a lot was the fact that I did the bulk of my reading and research before school started, with detailed notes and citations. If I were to undertake this research again, I would definitely make sure that the basis of my argument and the significance of my research question were solid before typing so many words. It would have surely saved me a lot of time. I advise Grade 11 students about to go on this journey to at least do as much research as possible over the summer and ensure that their research questions and basic arguments are solid before summer comes around. If they can manage, they should probably try to type some or all of the essay itself over the summer using a subject specific guide. It will save them a lot of time and make the experience far more enjoyable.

Maame Kyei, Grade 12 student

My DP EE journey has been very hectic, yet worthwhile. Originally, I thought I would undergo my research in Business Management, or Language and Literature, however, I decided to choose Psychology at the end of the day. Many people select topics they think will be 'easy', but I decided to choose something that I find very fascinating and somewhat engaging. Thus, I researched on the effect of insecure avoidant-attachment in childhood on future relationships. Did you know that a particular attachment pattern formed as a child can predict the level of intimacy you have in your future relationships? This was just a tiny proportion of knowledge I acquired during my EE journey. Due to my interest in the topic, I was able to gather my data and complete my EE successfully. I am extremely

grateful to Dr Mrs Thomson-Assan, who was one of the best supervisors I could have had to push me and support me. For the current DP1s who are about to begin, or may have already begun the EE, my advice to you would be to choose a topic and subject you love, as well as a supervisor who would be very supportive and helpful to you. Also, do not give up because it will soon be over. **-Princess Asiedu (Grade 12)**

The Extended Essay allows DP students to pursue independent research and it comes with the benefit of learning how to make an investigation. This aspect motivated me for my Extended Essay. I've encountered lots of challenges, but I was able to undertake those challenges because I never gave up. One thing I would do differently if I had to do this again is simply try to finish my EE on time and not procrastinate. One advice I have for Grade 11s is to ask as many questions as possible and, most importantly, do not procrastinate.

Aliou Badra Agalassou(Grade 12)

As a supervisor I had the responsibility of guiding my student through her essay, with the understanding that at the end the student ought to own the work and have her voice seen in it. Writing an extended essay in Visual Arts allows the student to employ the idea of practice as research, where the student goes through the process of creating work in the attempt to understand, in the case of my student, an existing 'theory.' A challenge I had to overcome was helping the student find a focus for her essay which was not too broad nor too narrow to be completed within the stipulated time. At the end of the process the research question had been changed twice or three times already. Through the process my student developed her critical thinking skills especially with regard to her ability to analyse artworks and theories.

Mrs. Mavis Omari-Asante, EE Supervisor in Visual Arts

My Psychology Extended Essay supervision journey commenced with eight students in my group. My aim was to equip them with the relevant skills needed for their research. Students then presented their individual topics and followed it up with a focused research question and were guided to restructure them to fit the requirements of the subject. The students were encouraged to engage with literature relating to their topic and research question. This was followed by the presentation of the first draft which was not surprisingly haphazardly written. It was observed that the students' major challenge was research methods and academic writing style as they often struggled to paraphrase. Student's attention was made to the school's academic honesty policy and they were guided to make the necessary changes. I am impressed with the fact that my students are now well informed about academic writing skills. This will help them in their academic pursuits. Besides impacting academic writing skills, I have personally gained deeper insights into others causes of human behaviour as inquired by my students.

Mrs. Sandra Thompson-Assan (Ph.D.) EE Supervisor in Psychology

English Corner

This week, the Language and Literature Department celebrates a talented, thoughtful writer and a budding poet, Gracelyn Star Amanquah. Enjoy her work.

Comments by the poet: *This is a poem about migrants and how they have to struggle to get from their "hell" to a sort of "heaven" for many reasons unknown to the world.*

The poem is written in the first person and highlights the plight of a migrant who had no choice than to leave her child behind even though she desperately did not want to.

SHATTERED HOPE

I struggled,
My story's long
They say it's a bore
It's not!
Listen and you will know.

Always fast to judge
Do you know why I fled?
For a better future.

My future was bright
But war ruined the sight
I saw my future fading,
Hope disappearing.

Six years I spent
Learning for the dream
That never came.
The honour was a dream.

This war just had to come
Peace, Peace, Peace
Was the cry
But no actions taken.

My virginity lost,
I birthed Maria.
Her father died.
A missile took his life.

My pay decreased.
I lost my job.
I had to leave.
I left her behind!
My memories
Fled too. I struggled
My last.
My heart needed peace

My life needed a path
I wanted to go
But not alone
I wanted to go
With Maria alone
For a new life
But no, these dream are
dead

18 years ago, she was 1
Today she is 19.
Alone and by herself
But God knows.
God knows I pray
Every day on my knees.
Begging him to protect
her, her soul.

A voyage never forgotten
A voyage with tears
A Voyage with no regrets
A voyage with home
behind
Uncertain future ahead.
Fear and trembling
Fear rested
Like a mask on our faces.

I can swim
I cannot speak English.
Some Arabic here,
Chinese there.
A little of Dutch too.
A flag with different
colours
That's what our boat
looked like.
Different races
Different faces

My story is long and sad
The war is always on my
mind,
A part of my life.

I want to go get Maria
I pray she is not dead
I pray she is happy
I pray she is blessed
I pray I see her one day.

I got a job,
'You stole our job'
I got treated like a Boss
Now you hate me.
I help heal your sick
Now I'm the infection.
You hate me but this is
now home.

I am Nazanin Al-Sharif -
My story.

***By Gracelyn Star
Amanquah***



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

HOSTEL NEWS



Celebrating Ghana's 63rd Independence Day

Revolutionary

This single 13-letter word fully encompasses the blood, sweat and tears that were shed to attain the independence of Ghana. As the first country in sub-Saharan Africa to gain independence, we set the precedent that led to the liberation of our mother continent, Africa.

Ebenezer Ako-Adjei
Edward Akufo-Addo
Joseph Boakye Danquah
Kwame Nkrumah
Emmanuel Obetsebi-Lampitey
William Ofori Atta

These six men bravely fought for our independence from colonial rule with disregard for their comfort and safety. In the wake of our Independence Day celebrations, the question we must ask ourselves is: How is Ghana preparing its youth to be the insurgents, the freedom fighters, the presidents, the leaders, the anarchists, the visionaries, the ones who will go to great lengths in the name of family, peace or country? How?

This training begins right from the hostels in TIS. Here, we teach responsibility, we teach accountability, we teach organisations, we teach self-management and we teach interpersonal interactions. And while it may seem insignificant now, these little mustard seeds will go into the mighty trees of wisdom that will foster the next generations of revolutionaries.

So, who knows, maybe 30 years from now, the names that will echo on the tongues of the masses will be:

Naa Adjeley Anang- La
Charity Fafa Apreku
Nhyira Ceasar
Emilie-Maria Asafo-Boakye
Cecil French.

Watch out!

Good Manners



Manners make the world go 'round. They are to the smooth functioning of society as oil is to an engine. Without good manners, people get offended, hurt, and in extreme cases, *very bad manners* can lead to things such as impaired relationships, misbehaviour and negative habits built overtime.

Good manners are worth practising. Examples are:

- Learn the habit of sharing things with others.
- Be helpful, polite and humble to others in every possible way.
- Use the words 'sorry', 'please', 'thank you', 'excuse me' and 'time wish' as and when required.
- Respect the other's property and always take permission before using.
- Be responsible as well as self-dependent for everything at every place.
- Behave in a good way with humble respect to our teachers, parents, other elders and senior citizens.
- Always maintain cleanliness at hostel, classroom, school compound, and all other common places.
- Avoid using any offensive or abusive language to others at hostel, classroom or any other place.



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

CAS-SA Corner

#DP CAS Project - REUNITED



Reunite is a CAS project initiated by Stacey Abbeo, Salma Roland, Amanda Awumee, Jackie Buba, Gwen Agbesi and Cheryl Kumah. For our first project, we have taken it upon ourselves to solve a pressing issue we have identified in our society amongst teenage girls. This is the unavailability of PADS when it is that time of the month. Reunite in partnership with *Days For Girls Ghana* plan to solve this heart-wrenching situation by providing the girls in our reach with reusable pads made by *Days for Girls Ghana*. You might question, why reusable pads? First off, THEY ARE REUSABLE and this gives us the assurance that the girls we plan on helping will no longer live in the constant worry of running out of pads as they will be able to wash these pads and use them for longer periods of time. The pads are also designed to last for three years and are made locally. Our peculiar choice also lies on the challenge of trying to preserve our planet. The ordinary pads when disposed contribute to the enormous filth on our planet and pads are often destroyed by burning and these release toxic gases into the atmosphere and the use of reusable pads solves this problem.

The reusable pads come in a full kit containing different commodities that will help sail through these times of the months. The kits come in a variety of packages with different pricing due to the increase in materials supplied in the kit. We have decided to opt for the Supreme kit, which goes for GHc45 the equivalence of \$10.

In this kit, there are two shields, eight liners, a cycle chart, a drawstring bag, a packaging bag, two panties, a ziplock, a face towel and soap.



We want to reach out to a hundred girls arriving at the total cost of Four Thousand, Five Hundred (GHC 4,500) the equivalent of a thousand dollars (\$1000). In addition to the kit, we also want to supply the girls with additional materials like Dettol, pails, and hand sanitisers. The extra cost is estimated to be a thousand and six hundred Ghana cedis. Please support our cause as we just want to help these girls in desperation. Their periods cannot be neglected because they are unable to afford pads every month so please help us to make a difference in the lives of these girls just like us. Donations can be in monetary or non-monetary form (detail, sanitisees etc.) Every penny

counts! Thank you once again for your time and have a blessed day!

To donate and for more information please contact Mama Su [024 461 5255](tel:0244615255) or email surama.king@tis.edu.gh or the Reunite team with the e-mail address, reuniteTIS@gmail.com

-The Reunite team.

TIS Insight TV - International Schools Film Festival Competition



The International Schools Film Festival (ISFF) at Vienna, Austria is collaborating with international schools around the world. Each school will produce a short film that will enlighten and raise awareness about global issues in our community. The Tema International School Insight TV Team is the only African team competing with 15 international schools from 14 countries. Insight TV chose to treat Child Trafficking as the main theme for the documentary relating it to the Sustainable Development Goal 16 (Peace and Justice), and Child Labour and Sex Trade were chosen as sub-topics.

Students were given periods to research on the topics and find resources for good content to film. It has been a learning process for the team and as well as for me, the patron. We cannot wait to finish the production and share it to the world to creating more awareness on child trafficking.

Reflection - City of Refuge

I have been hearing the stories of trafficked children waking up every day to torture, harassment, starvation and their life being dictated by people who use them as their source of income. This is what the child trafficking children go through every day, and with the help of City of Refuge some have been set free from this atrocity.



The Insight documentary on child trafficking has given me the chance to fully understand what these children are going through. Also, this documentary has helped me gain more knowledge on the child trafficking topic and what it truly entails.

Moreover, I learnt that in every good situation we find ourselves in we should make the best use of it because tomorrow can be a different story.
Nana Osei – G11



I had less knowledge about child trafficking but at the end of the day, I got to know the wide spectrum of child trafficking. There are so many factors that come to play when talking child trafficking. This can really impact an individual as well both physically and psychologically.

The organisation is also very proactive and thinks about the long-term effect.



They have a CORE program that will help single mothers acquire skills that can make them become someone in the future and this prevents them from being reduced to giving their child into the child trafficking cycle. I was very enlightened at the end of the day, after getting to interact with mothers, ex-children who were involved and the co-founder.

I also realized that this really doesn't define their life. The organisation helps them overcome that obstacle of child trafficking and makes them move onto greener pastures to achieve more things in life and I think this is very inspiring. I am so grateful for this opportunity! **Salma Roland – G11**



Being sold to another human, being used to work for nothing but a single meal, no sleep and being mistreated. These are the stories we experienced through the words of DK and Casey, victims saved by the City of Refuge. Our trip was didactic and inspirational, the words and passion of pastor John Bull (the founder of city refugee) truly reflected his struggle and joy with his success in rescuing and restoring children, in his words his dream is to “create an

environment where kids could be kids again”. His goal and achievements left me feeling inspired, with a pep in my step to change the world in every little way I can. After the whole experience I knew that the documentary was going to educate and inform, which will lead to a difference around the world. **Ethan Pobee – G11**

Reflections – James Town



The Insight trip was very impactful and helpful for our documentary. Watching the children sing while fishing and hearing them speak their local dialect, were elements needed in our documentary to evoke the emotion needed. The drone shots were unbelievably amazing and in some way exaggerated the “problem” we were addressing. This specific trip we were unable to interview people, but we were able to see the culture and speak to some of the locals. We were unable to interview children because the locals felt uncomfortable and there was some

conflict between the Ministry of Foreign Affairs and the locals. This trip opened my eyes to how much we have normalised child labour in Ghana, and how our documentary is much needed. **Adoma Agyare – G11**

Being exposed to some hardships that people younger than us go through opened my eyes to the reality of this world. We captured good footage of the town using a drone, so that our viewers see the seaside where all the fishing activities occur. As a director of the Insight club, this opportunity allowed me to develop my skills and learn new things on directing. We could communicate with a few locals within the town, where we learnt a little history on how life is in Jamestown. I was overall very thrilled that I took part in something that will become legendary and incredible. **Nana Obeng-Nkansah – G11**

The Insight TV trip that we had was very impactful. On that day, I learnt and saw many things that I either never knew or saw. Our trip was to Jamestown to shoot a documentary on Child Trafficking. Our first stop was the Tourist Information Centre. Here we learnt a lot on the background of Jamestown as they were displayed on the walls. After this, we took a tour to where the locals normally fish. The saddest part was seeing children, as little as 6 years old in the water trying to catch fish. Apart from this, the area in which they lived was really filthy and not safe at all. We were also able to speak to some local people. During this trip, we were also able to get drone shots of the place and photographs as well. This trip also gave me an opportunity to bond with some people. One thing I realized on this trip is how much child labor is normal in these areas. I would definitely love to embark on another trip concerning child trafficking to learn more about it and how we can bring a stop to it.

Aaliyah Tamakloe – G11

Reflections – IOM UN Migration Ghana



The IOM UN trip was very informative. Can you imagine in 2005 Ghana passed a law saying that human trafficking is illegal, meaning before that people could be trafficked without being prosecuted? Meeting the head of the human trafficking unit was a whole different level of information, as she was a primary source and had experienced and seen the situations personally.

During our briefing, one thing that stuck out to me was the fact that they can traffic anyone and everyone, as it is more of a mind game than physical kidnapping. Honestly, the trip was very essential to the development of our documentary.

Adoma Agyare – G11



Visiting the International Organisation for Migration was a very insightful experience for me. Our main aim was to know more about child trafficking in Ghana and why it is still ongoing and what the IOM is doing about it.

Speaking to Ms Doris was very helpful as we are now aware of what qualifies as child trafficking. First, the way it is done is very important. For example, if it was done through recruitment it can be considered as child trafficking.

Also, the means by which movement it is done. If force, deceit and coercion were used, it is considered child trafficking. Also, there must be exploitation.

We also understood that when children are involved, consent doesn't matter. If a person is under the age of 18, whether he or she consented to child labour or not, it is still a crime

Last, the rescue process is long and expensive. After victims are rescued, they go through

rehab for not less than 3 months, then family tracing is done.

All in all, from this visit we understood that child trafficking is a crime against the law and those engaging in it can be arrested. **Alberta Addo – G11**

At IOM UN Ghana, I learnt a lot about human trafficking in Ghana. The situation is so severe and needs to be addressed. We were able to collect a substantial amount of footage at IOM UN Migration Ghana, in order to educate the viewers of our documentary about the pressing issue in the country, and how it can be reduced. I hope that the outcome of this project impacts the lives of many people just as it has impacted me. **Cheryl Kumah – G11**



MYP Project Journey Reflection



My MYP Personal Project journey has been very fulfilling because I did something I love, but at the same time very stressful. **Cyril Davis, Grade 10**

My PP project has been a personal growth process because during those 8 months, I discovered a lot of skills I thought I did not possess and I was able to develop the ones I already had. It was extremely stressful, but a fulfilling experience. **Marge Hagan, Grade 10**

At the beginning of our Community Project journey, we had ideas we wanted to take action based on but we couldn't because of the amount of time we had. We had to improvise and find other means to make it work. We struggled a little in collaborating, but made it through. **Ocean in the Bottle, Grade 8**

The PP project was a great experience for me. It helped me understand the whole purpose of the IB MYP better. I was able to build my knowledge on a topic I already knew and enjoyed. I will encourage all Grade 9s to take this process seriously because it actually helps you know yourself better. **Araba, Grade 10**

PP was an amazing experience. One filled with hand work, stress and joy. To be very honest I was not feeling the PP when I first began it, but as the time went on it became more interesting as it opened me to new things and exploring the world. I strongly urge the Grade 9s to take it very seriously and also do it wholeheartedly. Pick a topic you enjoy. **David Safo, Grade 10**





The Community Project was a very insightful and fun experience, from going to each room saying, “Good Evening! The name of our community project is One Bite, Zero Hunger”, to hosting a PS4 tournament in the boys’ hostel. We were quite anxious when we were beginning but with the help of our amazing supervisor, Mr. Rahman, we were able to get a solid plan and we completed the project well. In all, the Community Project was awesome, and we

encourage all Grade 7s to take it very seriously. **One Bite, Zero Hunger! Grade 8**

Personal Project has been a mind opening experience. I feel very lucky to have gone through the journey. It has made me more open to knowledge from different sources. I have also learnt skills I will need in university. **Kelvin Ahiakpor, Grade 10**

The MYP 5 Personal Project proved to be a very interesting and new experience for me. Throughout my journey, I had to make use of my time management skills as I had to be organised and prepared to meet the different deadlines. Despite the Personal Project being a demanding task, it proved to be very useful as it allowed me to acquire numerous skills. **Lyman Cisse, Grade 10**



Nutsuakor, Grade 10

DIAKEMIA “From Type one To Type None” (Annette Ajavon and Nana Yaa Owusu-Manu). We have had an interesting experience over the past months. We were able to raise GHC 1,000 to 2,000 for a poem and glucometers. We were able to get this money by simply talking to people and selling customized stickers. We had an opportunity to visit AKER energy, WARA, NYAHO and Ashaiman Community Hospital. It is an ongoing process, as we are hoping to share the awareness with more people. **Diakemia, Grade 8**

The Personal Project has really being a tiring one, especially because I had to balance the project with my academic work. Even though it was, I also believe that it has helped me to become very BALANCED. **Cynthia**



The Personal Project has been a very captivating and hardworking journey. The project has equipped me with essential skills that will help me as a learner in the future, for example, thinking, communication, research and social skills. I believe the Personal Project is a good experience and I urge everyone to take part. **Jano Attionu, Grade 10**

SDG 5: the whole process has been fun, stressful, educative and beneficial. We thought it was going

to be easy, but it wasn't. It required a lot of determination and focus to get through the project. The process was very stressful, but also worth it. Throughout the process, we acquired and improved our ATL skills, such as communication, collaboration and research. We have also learnt to tolerate each other and communicate well with each other. This is an experience we will never forget. **SDG 5 Group - Grade 8**

Personal Project has been an interesting journey as it has helped me get out of my comfort zone to do something to solve a problem in society. I think the Personal Project is a very amazing experience. I encourage the grades below to startt thinking about it before time to make the process growth for them. **King Cyrus, Grade 10**



Thank you TIS Community!

After a successful Community and Personal Project exhibition, the MYP team would like to extend our deepest gratitude and appreciation to the entire TIS community, especially our parents. You rock!

The just-ended MYP celebration displayed a myriad of projects and the outcomes of an authentic learning process. We are proud of our students for going through this challenging process and exhibiting their works with such poise and confidence.

We believe the exhibition gave the incoming cohorts the opportunity to learn, understand and catch a few ideas on their individual incoming project's goal, as well as the entire process. If you missed it, kindly catch a glimpse via this link <https://youtu.be/JbXVWIFrDH8> or refer to our latest bulletin or school's website – www.tis.edu.gh





Community Project – SDG 5

Projects do not entirely end after the exhibition. Students are encouraged to continue their projects in order to create a deeper impact without strict timelines. To ensure a continuum which is also a basic objective of the MYP, students can develop their Community Project ideas into their Personal Projects and later into a CAS project at the DP level.

In view of this, see below an article by SDG 5, who created awareness about gender inequality for their Community Project. This article is research completed by the initiators to draw attention and educate policy makers and readers about the importance of creating a level playing field or give the same opportunity to both girls and boys. It makes good reading, I promise. See below an article by **Afua Osei-Boakye, Agormah Agambire and Jessie Ofori-Appiah**. Enjoy!



To listen is an Action but to believe is a choice

-

The effects of body shaming on high school girls

“Judging a person does not define how they are. It defines how you are”

- Wayne Dyer

Annie had a period of time in her life where she kept hearing, “You are fat, not thick enough, you are flat, too ugly, no boy will ever like you, a late bloomer”. She wakes up every day with those words in her head and they become a burden on her heart for the duration of the day. She looks into the faces of the very people who said those awful things to her and she recalls the pain, but she continues with a smile on her face.



Days become months and months become years, but it never seems to stop. It starts with the little jokes, but those jokes don't last long. She is told to laugh it off as it's no big deal and she can't help but feel the agonising pain deep down. Growth is a process that cannot be naturally sped up or slowed down. Everyone grows at their own rate and that rate is not their decision. Body shaming has become a developing issue with a high rate across the world, especially in high school. Body shaming can be defined as humiliating someone's body and is manifested in different ways. Body shaming can be done when one criticises their body by comparing to another body or passing a negative comment about someone's body with or without their knowledge. (Geurin, 17) Either way, it is wrong and has temporary or permanent negative effects on the victims. These effects can have a massive impact on them in relation to their mental, emotional and physical health. Despite the fact that it happens in schools, others shame others' bodies using the media, especially social media. Body shaming is done for different reasons. Some people do it sometimes unknowingly. Some people shame other bodies as a joke thinking that it's funny. Others body shame to feel superior, somebody may also body shame to fit into particular cliques while others also body shame to hide their insecurities and low

self-esteem. There are people with the same body shape or size as those who they body shame, however, they do it just to hide their physical flaws and insecurities. Body shamers also do it because they derive pleasure from victimising people.

Nevertheless, it is wrong and should not be tolerated in our society particularly in high school since it has ghastly effects on the victims. Some effects that body shaming has on the victims are:

- Depression: is known as a mental condition where one is persistently unhappy for weeks or months. Depression among high school girls can be mostly caused by body shaming and it can lead to other harmful impacts on the lives of the victims like dissatisfaction with their physical appearance. Depression can lead to an increased risk of illness, such as muscle aches, fatigue, back pain and sometimes death. This makes the victim very unhappy and gives the victim a reason to develop suicidal thoughts. (Kerkar, 2020)
- Low self-esteem: can be classified as a lack of confidence or putting little value on yourself. The victims tend to develop low self-esteem because they have been humiliated and are not satisfied with their physical features. This leads to social anxiety and insecurities which prevent the victims from wearing certain clothes to hide their “physical flaws”.
- Eating Disorders: This is when the victim changes the way they eat by restricting types of foods and compulsive exercises. These behaviours are accompanied by an obsession with body shape. When a person feels insecure about their body, due to the comments that they receive, they tend to want to change the way they look, and as a result of this some try cut down on certain foods or completely refuse to eat. This can cause major problems both physically and mentally.

With all these negative effects of body shaming, it is clear that it is wrong and has long-lasting effects on the victims who suffered it and it should be stopped. To overcome or prevent body shaming, one must be in charge of the situation and make a decision from these options:

- Talk to an adult - Adults can help with the struggle of body shaming because they are much older and have experienced more situations than us. Talking to a trusted person firstly relieves you of the pain and secondly, the person makes you feel accepted and loved. Talking to someone also helps with gathering ideas on ways to stop the situation.

- Come out - When you are being body-shamed always remember that you have a voice and it should be heard by defending yourself or talking to someone about it. Coming out and defending yourself is another way of stopping such situations. You can also participate in activities like clubs for girls or campaign for girl rights.
- Self-love: is simply loving yourself. This method prevents people from



believing what others say about their body because they have learnt to love their bodies. Despite physical flaws like acne, we all have our physical pride and it is up to us to discover it and value it. This method teaches us to ignore what the body shamers say and love yourself by believing in yourself, finding your physical pride and trying out new things.

- Girl empowerment: is the process of enhancing the abilities of a girl to understand her rights and perform her responsibilities in an effective way.

Empowering girls give them the opportunity to understand their rights and this process prevents situations like body shaming, gender discrimination and forced marriages.

Girls could be empowered by talk shows, girl trips, clubs and campaigns or creating posters that convey a message of empowerment.

Afua Osei-Boakye, Agormah Agambire & Jessie Ofori-Appiah, h G8


Proud to deliver







Award Levels & Timeframes



BRONZE



SILVER



GOLD

	14	15	16
Minimum Age	14	15	16
Minimum Participation Period*	6 months	6 months or 12 months*	12 months or 18 months*
 Service	3 months	6 months	12 months
 Physical Fitness	3 months	6 months	12 months
 Skills	3 months	6 months	
 Adventurous Journey	2 days / 1 night	3 days / 2 night	4 days / 3 night
 Residential Project			5 days / 4 night
Plus...	All participants must do an additional 3 months in the Service, Physical Fitness, or Skills section	Non Bronze holders must do an additional 6 months in the Service, Physical Fitness, or Skills section	Non Silver holders must do an additional 6 months in the Service, Physical Fitness, or Skills section



* minimum time depends on whether participant hold a previous Award

You can also login your ASA - After School Activities, Service in Action and Community Projects, Creativity, Activity Service (CAS), Clubs, Sports, as part of the DoEIA program.

REGISTER
WITH Ms ABIGAIL AHIADORME AT THE CASSA OFFICE

TIS Master Chef Class with Auntie Sophia



#CAS Project



TEMA
INTERNATIONAL
SCHOOL
CAS INITIATIVE

GESTATIONAL DIABETES AWARENESS

VISITS TO COMMUNITY HOSPITALS

5TH - 7TH APRIL, 2020

INITIATORS - JOSEPH AGYEMANG
BETHANY BUAH



#Community Project

Time to introduce “Namaste” globally 🙏



Basic protective measures against the new CoronaVirus

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public>

Protect yourself and others from getting sick

Wash your hands

- after coughing or sneezing
- when caring for the sick
- before, during and after you prepare food
- before eating
- after toilet use
- when hands are visibly dirty
- after handling animals or animal waste




Stay aware of the latest information on the COVID-19 outbreak, available on the WHO website and through your national and local public health authority. COVID-19 is still affecting mostly people in China with some outbreaks in other countries. Most people who become infected experience mild illness and recover, but it can be more severe for others. Take care of your health and protect others by doing the following:

Avoid touching eyes, nose and mouth

Why? Hands touch many surfaces and can pick up viruses. Once contaminated, hands can transfer the virus to your eyes, nose or mouth. From there, the virus can enter your body and can make you sick.

Practice respiratory hygiene

Make sure you, and the people around you, follow good respiratory hygiene.

This means covering your mouth and nose with your bent elbow or tissue when you cough or sneeze. Then dispose of the used tissue immediately.

Why? Droplets spread virus. By following good respiratory hygiene you protect the people around you from viruses such as cold, flu and COVID-19.

If you have fever, cough and difficulty breathing, seek medical care early

Protect others from getting sick

When coughing and sneezing cover mouth and nose with flexed elbow or tissue



Throw tissue into closed bin immediately after use

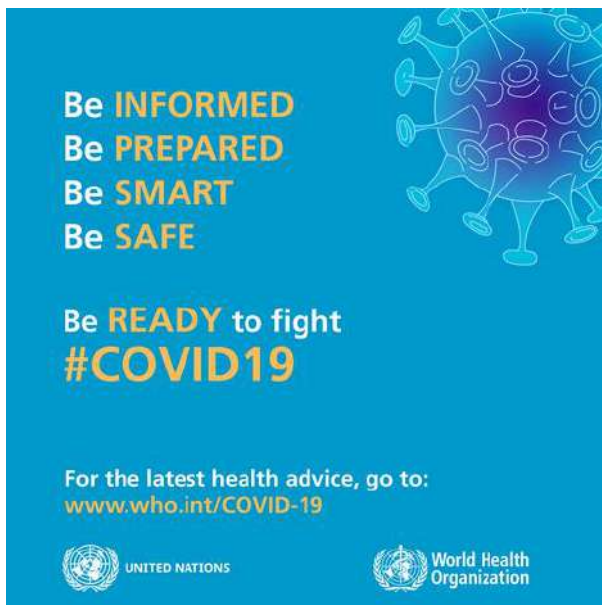


Clean hands with alcohol-based hand rub or soap and water after coughing or sneezing and when caring for the sick




Stay home if you feel unwell. If you have a fever, cough and difficulty breathing, seek medical attention and call in advance.

Follow the directions of your local health authority.



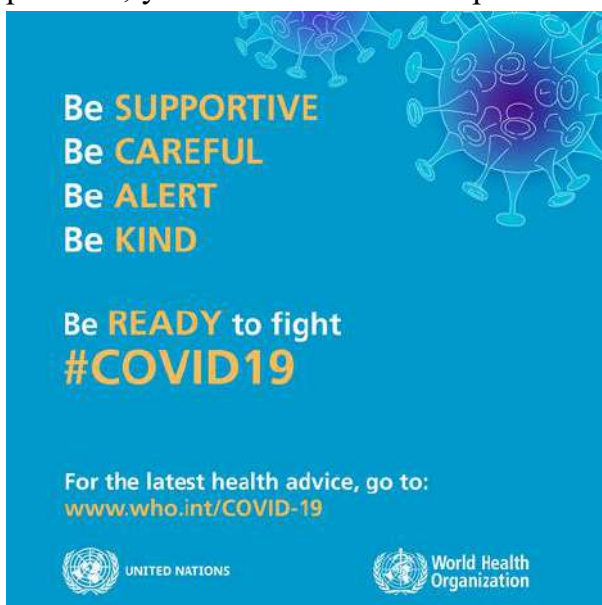
Why? National and local authorities will have the most up to date information on the situation in your area.

Calling in advance will allow your health care provider to quickly direct you to the right health facility. This will also protect you and help prevent spread of viruses and other infections.

Stay informed and follow advice given by your healthcare provider

Stay informed on the latest developments about COVID-19.

Follow advice given by your healthcare provider, your national and local public health authority or your employer on how to protect yourself and others from COVID-19.



Why? National and local authorities will have the most up to date information on whether COVID-19 is spreading in your area.

They are best placed to advise on what people in your area should be doing to protect themselves.

Protection measures for persons who are in or have recently visited (past 14 days) areas where COVID-19 is spreading

- Follow the guidance outlined above.
- Stay at home if you begin to feel unwell, even with mild symptoms such as headache and

slight runny nose, until you recover.

- **Why?** Avoiding contact with others and visits to medical facilities will allow these facilities to operate more effectively and help protect you and others from possible COVID-19 and other viruses.
- If you develop fever, cough and difficulty breathing, seek medical advice promptly as this may be due to a respiratory infection or other serious condition. Call in advance and tell your provider of any recent travel or contact with travelers. **Why?** Calling in advance will allow your health care provider to quickly direct you to the right health facility. This will also help to prevent possible spread of COVID-19 and other viruses.

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public>



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

COUNSELLORS' CORNER



The only thing that seems impossible to be done is ~NOTHING.~
Dear students, no excuses, make time for your books READ, READ, READ and STUDY. Enjoy all the good fun too!



DP2s!!!

- Canadian Applications, DP2s please check deadlines for responding to your university offer and be sure to select your number one university choice on OUAC. Respond directly to your Canadian University ahead of the deadline, in order not to lose your university offer!
- Also this is a gentle reminder that, if your mock exams go well and there is an improvement over your Predicted Grades or Mid-Year Report, please let us know by

Thursday, 19 March 2020, so we can prepare to submit your transcript directly to your university.

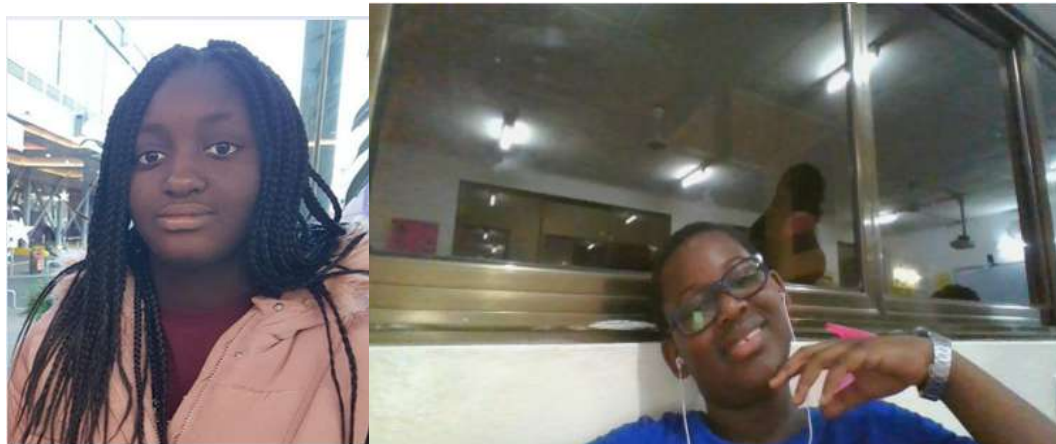
- Please note that most final U.S. University offers come out by 1 April, so you have a very small window within which you can submit updated improved grades to your university of choice.

Lesson Plan: Grade 7



“Tema International School, as a culturally diverse institution, allows students to be expressive, but to respect other people’s unique cultural differences. ‘Who am I’ presentation is to allow the students know themselves better and connect!”

“My weakness is that I have problems saying no and I am emotional. My motto is to be a global citizen that will inspire and make the world a better place and everyone would benefit. My strengths are: discipline because I always know what to do at a certain time; patience because if I ask my parents or someone for something, I don’t keep on worrying them. In the end I get my present. Or if someone does not talk to me, I don’t force myself to go in for the person I just wait in my comfort zone. I am always determined to achieve a goal and always working hard to be successful.” ~**Nana Aisha Wumpini Ameerah Hussein (grade 7)**



"I am a boy attending Tema International School and there are some things I want to share with you on this beautiful day. Well some things I like are animals, drawing, my family and friends and my one and only God. I am also a true Christian. Those are the things I love and cherish. Sometimes I feel lonely and left out and other times I feel so cared about but life is full of mixed emotions. Also I am scared of clowns and spiders. Even though I am an animal lover I still fear some animals. Sometimes I just sit down and wish for life to be so easy and that I would see my future also for my dad to like animals. ~**Terrie Tenge (grade 7)**



Springfield College and Ghana Education Fair April 3 and 4, 10 a.m. to 5 p.m.

Accra Holiday Inn
Airport Bypass Road, Accra, Ghana

Join us for a full-day education fair and learn all about our **undergraduate and graduate programs*** at Springfield College in Springfield, Mass. (U.S.). We focus on helping you develop your whole person so you can serve as leaders in your communities, organizations, or companies—wherever your next steps take you.

Our sessions include information on a number of **scholarship opportunities and estimated costs of tuition**. To find out more about our available scholarships, visit springfield.edu/scholarships.

*Undergraduate and graduate applications will be available for submission at the event. Visit springfield.edu/academics for details on our programs.



SPRINGFIELD
COLLEGE

Students and families are encouraged to bring **required** application materials and credentials to the fair.

Undergraduate

- Letter of Recommendation**
- Transcript/Grades***
- Essay Statement of Purpose

Graduate

- Two to three Letters of Recommendation
- Transcript/Grades
- Essay Statement of Purpose
- Curriculum Vitae/Resume

**In order for a letter of recommendation to be considered official with your application, it must come in a sealed, stamped envelope from the recommender.

***In order for a transcript to be considered official with your application, it must come in a sealed, stamped envelope from the issuing school or institution.

Language Proficiency

Neither TOEFL nor IELTS is required for any student whose primary academic language of instruction is in English. For all other students, we require proof of English proficiency.

Fee Waivers

Undergraduate students who apply during the fair will have their \$50 application fee waived and may be eligible for an additional \$7,040 in housing scholarships (a total of \$28,160 over four years). Graduate students who apply during the fair may be eligible for free housing and meals.

For more information or questions about the fair, please contact:

The Study Centre at WhatsApp: +233 244 638143
or **Nicholas Venn**, Springfield College Associate
Director of International Admissions,
at WhatsApp: +1 413 205 7424.



SPRINGFIELD
COLLEGE





We are working with universities to conduct virtual college presentations, and we will keep our students and parents posted on any of such upcoming visits.



A guide to making your firm and insurance choices (DP2 UK University decisions).

It's always a good idea to be prepared for every stage of the university application process.

One of the toughest parts of applying to university can be choosing your top universities and confirming with UCAS. Here's everything you need to know before making your firm and insurance choices.

- What are firm and insurance university choices?
- When do I have to decide? Picking firm and insurance
- Understanding your offer and what is expected of you
- What if I'm given an unconditional offer before I get my exam results?
- What happens with my offers on results day?

Picking your firm choice university and course

Your firm choice university **should be the one that you most want to go to**, and that's realistic given your expected grades. On results day, if you meet the grades for your firm choice then that is where you'll be going. Where you live and what you're going to study for the next three years is a hugely important decision. You'll want to make sure that you do your research and think about it carefully.

Some advice when it comes to settling on your firm choice university:

- If you really can't visit the university (perhaps you're an international student), then there will be videos of open days and online campus tours on university websites. Yes,

these will be biased (they are trying to sell you their university), but at least you can see what the university actually looks like.

- Don't base your decision purely on reputation, prestige or league tables. Picking the right university for you is more important, and league tables change every year anyway. Being happy with your course and university will help you to perform well academically and get the most out of student life.
- Make sure you check out the student union website to find out all about the university's clubs and societies, as well as the student support offered. This will give you a really good idea of what your social life might be like at university.
- Finally, think about the cost. London and other major cities tend to be more expensive, which could affect your budget and how much you can do. It's not just the rent on first-year university accommodation: look at the cost of second and third-year rent, public transport, food, social life stuff, and the cost to travel home for the weekend, too.

Picking your insurance choice

Your insurance choice is your back-up university. It will probably have less demanding grade requirements than your firm choice. This means that if you miss your firm choice you still have a chance of going to university this year – and most importantly, to the one you want to go to.

- You can have an unconditional offer as your insurance even if your firm is a conditional offer. If you have an unconditional for, however, then you won't have an insurance choice because you won't need one – in that case, you'd be going to your firm no matter what happens on results day. And if you apply through UCAS Extra then you won't get an insurance choice at all.
- A few things to think about when you're deciding on your insurance choice:
- Make sure it's sensible in terms of the difference in offer conditions from your firm. If the grade conditions are too close, you could potentially lose out on both your firm and insurance if you miss your grades on results day.
- Remember, your insurance only comes into play if your firm rejects you. If your firm accepts you (even with lower grades than the offer conditions), you cannot at that point decide that you'd rather go to your insurance.

<https://www.thestudentroom.co.uk/university/apply/firm-and-insurance-choices>



Ghanaian University Applications are opened!

At TIS, we strongly advise all students to have at least 1 Ghanaian University on their university application list. This can be a plan A, plan B or plan C option. Ghana has quality universities to choose from, and we highly recommend that each DP student considers adding at least 1 or 2 suitable ones to their list.

Follow the links below;

Apply online! - Ashesi University

<https://www.ashesi.edu.gh/>

<https://admissions.ashesi.edu.gh>

How to Apply? Click: <https://www.ashesi.edu.gh/admissions/how-to-apply.html>

Parents should please pay application fees using the directions below, and email a copy of payment receipt to your child's college counselor, for assistance completing the application.

Pay Application Fees

- GHs100 for Ghanaian nationals; \$50 for international applicants. *(How to pay application fees)*
The Late Admissions period attracts an extra GHs50. We also do not accept the scholarship and international applications for the Late Admissions period.
- Application Payments can be made as follows
 - a. **MTN Mobile Money**
 - a. Transfer application fee to merchant mobile number: 024 526 4831
 - b. Name of the recipient should be Ashesi University College
 - c. Applicants should quote the following information on their application form or in the task box in the online application portal:
 - i. Mobile number used for the transaction by applicant
 - ii. Transaction ID
 - iii. Reference Number (Applicant's Name should be used as the reference)
 - b. **ExpressPay**
 - For Applicants who will like to pay via Visa, Mastercard, Amex, Discover or Mobile Money (MTN, Airtel Money, Tigo Cash, Vodaphone Cash) please click here: <https://expresspaygh.com/ashesi>.

Applicants should quote the expressPay generated transaction reference number on their application form (paper applications) or in the task box on the online application portal.

c. Direct Deposit/Rapid Transfer at any Ecobank Branch in Ghana and West Africa

Account Name: Ashesi Admission fees

Account Number: 0200014411600905

Bank: Ecobank

Branch: Osu

d. Wire Transfer from within West Africa

SWIFT CODE: ECOCGHAC

Account Number: 02010 144 116 009 01

Account Name: Ashesi University College

Branch: ECOBANK, OSU BRANCH

PMB CT443, ACCRA-GHANA

e. International Payments (All other countries)

SWIFT CODE: ECOCGHAC

Account Number: 02010 144 116 009 01

Account Name: Ashesi University

Branch: ECOBANK, OSU BRANCH

PMB CT443

ACCRA-GHANA

** Attach a copy of your payment receipt to your complete application*** Attach a copy of your payment receipt to your complete application***UNIVERSITY OF GHANA****[How to Apply for University of Ghana 2020/2021 Admissions,](#)**

To apply for the University of Ghana admission for the 2020 academic year, prospective applicants are expected to meet some basic requirements.

Click on the link for more information:

<https://admission.ug.edu.gh/applying/content/how-apply-ghanaian-applicants>

1. GHANAIAAN APPLICANTS

[University of Ghana online application](#) E-VOUCHERS can be obtained by Ghanaian applicants for GH¢200.00 at the following banks: Ecobank, Republic Bank, Agricultural Development Bank, Ghana Commercial Bank, Zenith Bank, Universal Merchant Bank, Consolidated Bank Ghana (CBG), Prudential Bank and Fidelity Bank. Ghanaian applicants in the following categories are expected to apply using the E-VOUCHER:

2. STUDENTS AND GHANAIAANS APPLYING FROM ABROAD

International applicants and Ghanaians applying from abroad should **NOT** buy the e-voucher. They should use the following link to access the online application form for completion and submission.

[Online Application for International Undergraduate applicants](#)

All applicants are expected to pay to the University a non-refundable application processing fee of US\$110.00. This fee can be paid directly or wire transferred into the University of Ghana ECOBANK Account.

Details of the Account are:

Account Name:	University of Ghana Foreign Students Account
Account Number:	0161014409780401
Bank Details:	Ecobank Ghana Limited, Legon Branch
Swift:	ECOCGHAC

or International Transfer through Ecobank (0161014409780401 or 0161094409780403

or Payment with Credit Card on the GT payment platform.



<https://ghstudents.com/knust-admission-forms/>

Are you a **KNUST** Prospective Student? Stay up to date with absolute **Kwame Nkrumah University of Science and Technology** Latest Admission News and Updates for the 2020/2021 academic year.

ALL COMPLETED APPLICATIONS SHOULD BE SUBMITTED BYPOST (EMS/DHL/UPS/FEDEX) TO THE DEPUTY REGISTRAR (ACADEMIC AFFAIRS) KNUST, KUMASI, GHANA ON OR **BEFORE JULY 31ST, 2020** except for MATURE APPLICANTS WHO ARE TO SUBMIT ON OR BEFORE **FRIDAY, 29TH MAY, 2020**.

POINTS OF SALE: All Ghana Post Regional and Designated Post Offices

APPLICATION PROCESSING FEE

- GHANAIAI APPLICANTS – GH¢ 200.00.
- FOREIGN APPLICANTS – USD 150.00.

GHANAIAI APPLICANTS ARE REQUIRED TO PURCHASE THE E-VOUCHER FROM THE GHANA POST OFFICES.

APPLICANTS ARE REQUIRED TO SUBMIT TWO (2) COPIES OF THE ONLINE APPLICATION AND OTHER RELEVANT DOCUMENTS.

FOREIGN APPLICANTS ARE TO GENERATE AN E-VOUCHER FROM THE UNIVERSITY'S WEBSITE ([HERE!](#)) AND FOLLOW THE INSTRUCTIONS.

For more information on other universities of your interest please click <https://ghstudents.com/ghana-admission-forms-update/>



Central University - Welcome

<https://www.central.edu.gh>

Welcome to Central University, the largest private Christian University in Ghana. We welcome you to the place where dreams are born. Here transformational leaders are trained to serve as a positive influence on society through the values of Faith, Integrity, and Excellence.

HOW TO APPLY

APPLICATION PROCEDURE

ONLINE APPLICATION

Applicants may also apply online by clicking <http://online.central.edu.gh> to buy an E-voucher for GH100.00 (for Ghanaian applicants) or the cedi equivalent of US 100.00 (for foreign applicants) at Ecobank branches. Use the PIN and SERIAL NUMBER on the E-voucher to apply online at apply.central.edu.gh. VISA branded cards and MTN Mobile Money can also be used to purchase E-vouchers online.

APPLICANTS WILL BE REQUIRED TO

- Upload their 2 passport size photographs, certificates/ Results slips

All Online applicants are required to present original copies of their supporting documents to the Admissions office before semester registration will be allowed.

Applicants are advised to check thoroughly all details entered before finally submitting their online applications. <https://www.central.edu.gh/96>

A form once submitted can only be viewed but cannot be edited.



**ACADEMIC CITY
UNIVERSITY COLLEGE**

Apply Online

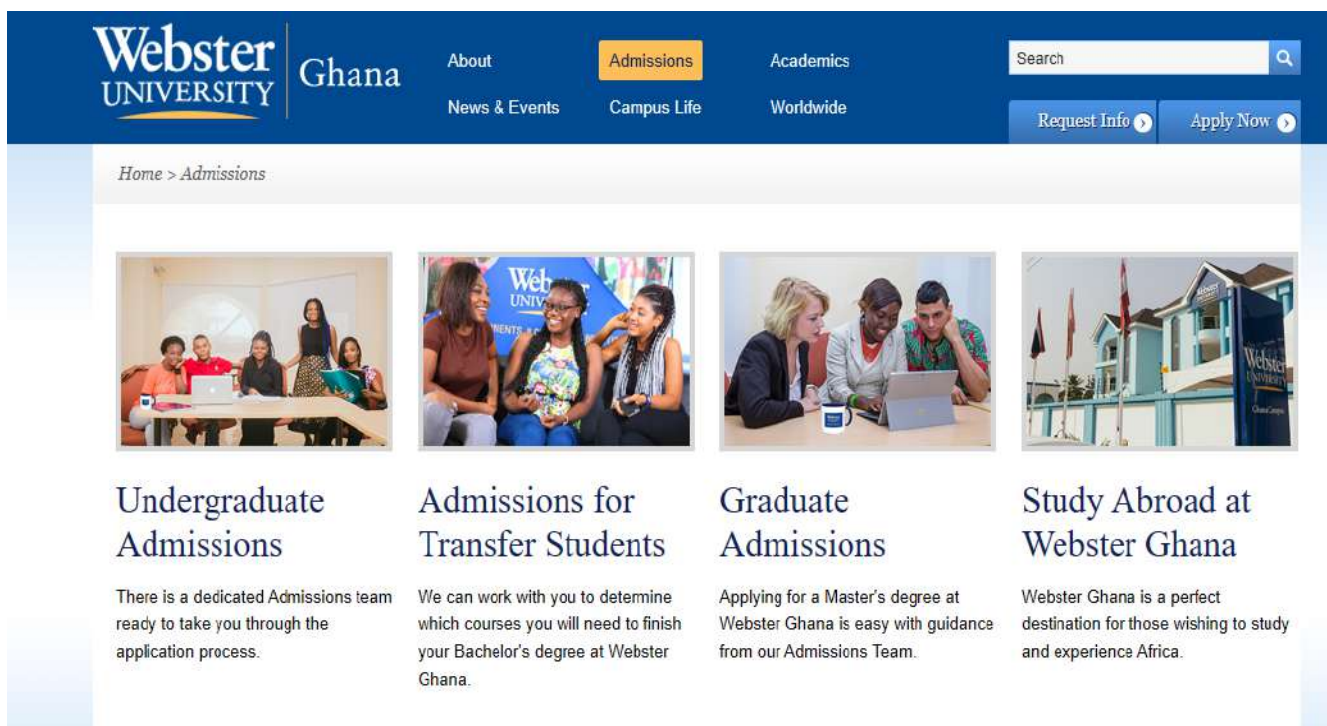
Our online application is simple and takes 5-7 minutes to fill. You can create a login and always return to continue the application where you left off. Keep handy your parents' contact information, academic qualifications and program of interest. Applications that are complete and include a personal essay will be looked upon favorably.

<https://acity.edu.gh/admission.php> Apply Now!




Academic City University College

Our mission is to educate future-ready leaders who can innovatively solve complex problems within an ethical, entrepreneurial and collaborative environment. <https://medium.com/acity-journal/academic-city-holds-2nd-international-education-conference-on-defining-future-ready-69527eb96c6e>




Home > Admissions




Undergraduate Admissions

There is a dedicated Admissions team ready to take you through the application process.




Admissions for Transfer Students

We can work with you to determine which courses you will need to finish your Bachelor's degree at Webster Ghana.



Graduate Admissions

Applying for a Master's degree at Webster Ghana is easy with guidance from our Admissions Team.



Study Abroad at Webster Ghana

Webster Ghana is a perfect destination for those wishing to study and experience Africa.

www.webster.edu.gh/admissions/

NOTE: FINAL DEADLINE FOR ALL DP2 GHANAIAAN UNIVERSITY APPLICATIONS IS THIS COMING WEEK- 19 MARCH 2020



Please send the College Guides a copy of the receipts for Ashesi University, University of Ghana, Legon and Kwame Nkrumah University of Science and Technology (KNUST) for us to assist your child to complete the application process and for our records.

DP1s!!!

Please do not miss your one-on-one weekly appointments with your College Guidance Counselor! You are in the hot seat now! Navigating successfully through the university application process in a highly competitive applicant pool takes a lot of hard work! See your Counselor weekly, for all the needed support. Your university application journey will end with a smile of contentment if you take this process seriously! Focus focus focus! Academics come first!

Important Dates and INFORMATION



SAT

2019-2020 TEST DATES

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
14 March 2020**	23 January 2020
2 May 2020	5 March 2020

DP1s don't wait until the eleventh hour to register. Register now to avoid any disappointments!

<https://collegereadiness.collegeboard.org/sat/register/international>



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, admission ticket and sharpeners required.

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

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

Please come along with your valid 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).



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

TEST DATES	REGISTRATION AND PAYMENT DEADLINE
14 Dec. 2019	15 Nov. 2019
4 April 2020	27 Feb. 2020

Please come along with your valid 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.**

ACT April DEADLINE coming up. DP1s especially are encouraged to sign up for the April ACT exam this year! Aim to complete registration right away! STEM students have an edge when they take the ACT.



Global deadline for ACT April is this Friday – today 13 March 2020

DP1s don't wait until the eleventh hour to register. Register now to avoid any disappointments!



NEW TEST DATES FOR SAT/ACT/ACT FOR NEXT ACADEMIC YEAR

ACT 2020-2021

- Saturday, September 12, 2020
- Saturday, October 10, 2020

- Saturday, December 12, 2020
- Saturday, April 17, 2021

SAT 2020-2021

- August 29, 2020
- October 03, 2020
- December 05, 2020
- March 13, 2021
- May 08, 2021

PSAT 2020 Exam Date:

- Saturday, October 17, 2020

We will keep you posted. Thanks!



