COVID Challenges

COVID has not been easy for anyone. Each of us has experienced personal challenges and, hopefully, a positive mindset helps us manage these challenges.

The best/worst thing about COVID is it can be the perfect excuse. The worse thing? Probably, the constant procrastination. The best thing? The opportunity to do things differently to ensure certain aspects work better and are more responsive than what existed previously.

Planning and action remain critical if our goals are to be achieved. Yes, times are different, but COVID has taught us that there are different ways in which we can still achieve the same outcome.

An example is the TIS admissions process. TIS was not

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

Contents

- PYP News: Page 8
- MYP News: Page 16
- DP News: Page 24
- CAS-SA Corner: Page 30
- The Guide Post: Page 50

COVID-19

- Wash your hands frequently and thoroughly.
- Practise social distancing at all times.
- Wear a mask when ‘out’.

Thought for the Week

Define success on your own terms, achieve it by your own rules, and build a life you’re proud to live.

- Anne Sweeney
disadvantaged when schools were informed that admission testing and tours were banned from 21 March. Our application process is online [https://tis.openapply.com], our admission test is online, and our interview process went online and improved by using Zoom. This last aspect, the interview process, saved parents hours of their time as they did not have to leave work, spend time in traffic, have the interview and then face the traffic again before returning to work. Instead of four hours, at least, being taken out of their busy days, parents only had to schedule 40 minutes within their day and not leave their worksite to complete the process.

Importantly, we are often reminded about wellbeing and the impact of the COVID challenges on individuals. It is very easy to feel overwhelmed. It is very easy to lose balance by not having sensible breaks and not looking after your health and what you eat, or overlooking daily exercise. Please reflect on your daily actions to ensure balance and a health lifestyle. Plan ahead and taken action before deadlines instead of procrastinating. Enjoy each moment.

Stay healthy. I appreciate your support.

Dr Ken Darvall (Principal)

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**Read & Take Action**

- When it comes to action, it depends on what is important. To avoid disappointment, always be aware of current requirements or obligations and plan ahead, rather than pushing back. It alleviates personal stress.

**SAT & ACT 2020**

- Best advice: students who are required to complete SAT and/or ACT requirements should do so by the end of Grade 11. Leave it until G12 and you have created a personal time-management monster.

**Making Us Proud**

- G12 students who completed their Extended Essay presentations on Monday.
- Nana Yaw Asare Frimpong, Joshua Mefful, Banaamwine Salifu, Nana Aisha Hussein, Amina Banda, Chelpang Alhassan, Naa Adjeley Anang-la, Kwabena Boamah, Jano Attionu, Kwame Asafo-Adjei, Boedicea Prempeh, Nana Ama Boakye and David Safo for their reports on their recent MUN experience in last week’s Bulletin.
BALANCE @ TIS
<table>
<thead>
<tr>
<th>August '20</th>
<th>September '20</th>
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<th>December '20</th>
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<tr>
<th>February '21</th>
<th>March '21</th>
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<th>May '21</th>
<th>June '21</th>
<th>July '21</th>
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</tbody>
</table>

- **Red**: School Closed/ Holidays
- **Yellow**: Main Campus Event
- **Blue**: Primary Campus Event
- **Green**: First and Last Day of School (Main Campus)
- **Light Green**: First and Last Day of School (Primary Campus)
- **Gray**: Teacher in-Service Day (no school for students)
- **Slate**: SAT Test
- **Sky Blue**: ACT Test
Public Holidays
4/12/20  Farmers’ Day  8/3/21  Independence Day
3/5/21  Labour Day  13/5/21  Eid Al Fitr (TBC)

S1 Internal Dates: Main Campus
1/8/20  2020 MYP Results Released; 2020 MYP Enquiries Upon Results Open
3/8/20  Senior executive staff resume
10/8/20  Teachers resume
12/8/20  Newbies’ orientation commences online
21/8/20  Newbies’ orientation ends online
24/8/20  Secondary School classes commence
29/8/20  SAT
12/9/20  ACT
18/9/20  MYP/DP Parent Information Session
26/9/20  SAT (TIS Students)
3/10/20  TIS Founders’ Day; SAT
10/10/20  ACT
12-16/10/20  Mid-semester break
15/10/202020  MYP Enquiries Upon Results Close; Language Acquisition Inter-Colour Competition
17/10/20  PSAT
22/10/20  G12 TOK Presentations
26/10/20  G12 EE Cafe
29-31/10/20  Dukies Camp (Shai Hills)
30/10/20  G9/G11 Subject Selections close
6-7/11/20  Annual Performance
7/11/20  SAT (Subject test)
1/12/20  Admissions open for 2021/2022
3-5/12/20  Dukies Camp
5/12/20  SAT
10/12/20  Virtual 3-Way Interviews;
11/12/20  (In person) 3-Way Interviews; Last day for first semester

S2
7/1/21  Teachers resume
10/1/21  Students return to hostels
11/1/21  Second semester commences
11-17/1/21  Alumni Week
23/1/21  Health Walk
27-29/1/21  IDU Days
31/1/21  Thanksgiving Service and Student Leadership Induction Ceremony
6/2/20  Pre-ACT
11/2/21  TIS Junior Tennis Championships
12/2/21  TIS Badminton Championships
13/2/21  Interschool Soccer
19/2/21  TIS Senior Tennis Championships
22/2/21  MYP Mock eAssessments
27/2/21  TISSA Athletics; TISSA Badminton
6/3/21  MYP Community and Personal Projects Exhibition
TIS Basketball Championships
9 - 19/3/21  DP Mock Exams
12/3/21  Interschool Soccer; TIS Squash Championships
13/3/21  SAT; Interschool Basketball; Interschool Tennis
14/3/21  Pi Day; Maths/Science Intercolour Quiz
20/3/20  TISSA Tennis Championships; TISSA Basketball
25/3/21  Hostels General Inspection
26/3/21  3-Way Interviews
29/3-9/4/21  Mid-semester break
11/4/21  Students return to hostels
12/4/21  Classes resume
17/4/21  ACT
8/5/21  SAT
10 – 21/5/21  MYP eAssessments
29/4 – 21/5/20  DP Final Exams
2/6/21  Hostels Cleaning
5/6/21  Achievers’ Day and Graduation
11/6/21  Last day for teachers
## Primary School Campus

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<th>Event</th>
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<tbody>
<tr>
<td>10/8/20</td>
<td>Teachers resume</td>
<td>7/1/21</td>
<td>Teachers resume</td>
</tr>
<tr>
<td>31/8/20</td>
<td>First semester commences</td>
<td>11/1/21</td>
<td>Second semester commences</td>
</tr>
<tr>
<td>3/9/20</td>
<td>Meet the Teacher Info Session</td>
<td>29/1/21</td>
<td>Sports festival</td>
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<tr>
<td>23/9/20</td>
<td>International Day of Sign Languages</td>
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<tr>
<td>5-9/10/20</td>
<td>Student-led interviews</td>
<td>26/3/21</td>
<td>End of UOI #4 Celebrations</td>
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<tr>
<td>19-23/10/20</td>
<td>Mid-semester break</td>
<td>29/3-9/4/21</td>
<td>End of UOI #5 Celebrations</td>
</tr>
<tr>
<td>26/10/20</td>
<td>Classes resume</td>
<td>12/4/21</td>
<td>Mid-semester break</td>
</tr>
<tr>
<td>13/11/20</td>
<td>End of UOI #2 Celebrations</td>
<td>30/4/21</td>
<td>Classes resume</td>
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<tr>
<td>1/12/20</td>
<td>Admissions open for 2021/2022</td>
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<td>Spelling Bee</td>
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<tr>
<td>2-3/12/20</td>
<td>PYP Authorisation visit</td>
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<tr>
<td>11/12/20</td>
<td>End of UOI #3 Celebrations</td>
<td>28/5/21</td>
<td>End of UOI #6 Celebrations</td>
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<tr>
<td>11/12/20</td>
<td>Last day for first semester</td>
<td>9/6/21</td>
<td>Annual Presentation;</td>
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<td>Last day for second semester</td>
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Admissions Open For 2020/2021 Academic Year

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.

### Entry Points in 2020

<table>
<thead>
<tr>
<th>Preschool</th>
<th>Junior Primary</th>
<th>Senior Primary</th>
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<tbody>
<tr>
<td>Kinder 1 (3-4 years)</td>
<td>Grade 1 (5.5 - 7 years)</td>
<td>Grade 4 (8.5 - 10 years)</td>
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<tr>
<td>Kinder 2 (4-5 years)</td>
<td>Grade 2 (6.5 - 8 years)</td>
<td>Grade 5 (9.5 years-11 years)</td>
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<tr>
<td>Kinder 3 (5-6 years)</td>
<td>Grade 3 (7.5 – 9 years)</td>
<td>Grade 6 (10.5 - 12 years)</td>
</tr>
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**Tema International School**

**Weekly Bulletin**

30 October 2020

Vol.17, No.13
Virtual Field Trip and Guest Speakers at TIS Primary School

As an IB PYP School, we endeavour to involve the school/learning community and this is still perpetuated even now as we experience the impact of Covid-19 and social distancing. We continue to provide opportunities for our learners to experiences through virtual visits and guest speakers who have been coming in to discuss and provide more insights to our units.

This academic period, we have been privileged to have guest speakers invited to share with our learners. The Grade 2 Onyx class, while working on the Unit Sharing the Planet, had the pleasure to welcome our very own, Ms Surama King, who took the class through an educational session on the best ways to recycle waste within our environment and making gardening as part of their daily activities. She encouraged the learners to find ways to start saving the plants and find suitable ways to sustain them for future generations.

Ms. Surama sharing how to recycle the cans.

In the early years Dr Sandra Thompson-Assan was invited to assist learners and parents, as well as teachers, manage the new learning schedule.

Learners, teachers and parents shared how they feel and their expectations about the new learning schedule. Topics handled included:

- The importance of online learning
- Challenges and the ways forward.

Learners, teachers and parents were well-equipped and ready for the new learning schedule and this is evident in our Zoom and piazza sessions.

Please click on the link below to watch more on this discussion.

[https://vimeo.com/user121991646/review/473381413/9359f49605](https://vimeo.com/user121991646/review/473381413/9359f49605)
Mr Rufai Zakari, a Ghanaian artist from Bawku, Upper East region, took our composite Onyx class on a virtual field trip to his art gallery workshop. His art pieces were beautifully created by recycled pieces of paper from products we use and throw away. His art pieces have inspired other countries like France, Germany, and other African countries too.

He educated the students on the need to stop polluting the environment by dumping and throwing plastic, rubber and papers around. Instead, they can collect and reuse them to create items just like how he started and he is proud to share with the world his products from recycled materials in his Art Gallery.
Above are pieces of collected materials to be recycled to make the Artwork.
Onyx Virtual field trip with Mr Rufai Zakari
**IB learner profile**

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

As IB learners we strive to be:

**INQUIRERS**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

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

**BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
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
Approaches to Learning Skills at TIS (ATLs)

The ATL forms a predominant part of the IB teaching and learning. The five skill categories further break down into 10 developmentally appropriate clusters in the MYP.

<table>
<thead>
<tr>
<th>ATL Skill Category</th>
<th>ATL Skill Clusters</th>
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<td>Communication</td>
<td>Communication skills</td>
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<td>Social</td>
<td>Collaboration skills</td>
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<td>Self – Management</td>
<td>Organization skills</td>
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<td>Affective skills</td>
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<td>Reflection skills</td>
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<td>Research</td>
<td>Information literacy skills</td>
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<td>Media literacy skills</td>
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<td>Thinking</td>
<td>Critical-thinking skills</td>
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<td>Creative-thinking skills</td>
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<td>Transfer skills</td>
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Teachers are already incorporating the use of the ATLs in their classroom. The requirement, however, is for teachers to teach specific skills explicitly in order for students to visualize the skills and take responsibility for their own development. Some key questions students may ask include;

- What are my present skills?
- What skills can I improve?
- What new skills can I learn?

To provide a platform for evidence if the ATLs are been mentioned consciously in the classroom, the ATL team is reviving a strategy that was used Pre-COVID, ATL presentations during weekly assemblies.

**Strategy described**

Each year group has been assigned to each week. For instance, G12 – Cycle 7, G11 – Cycle 8, etc. Three students from the grade will share with the rest of the school, at least one ATL skill from their unit during assembly. This is an excellent way to show evidence of the presence of ATLs in classroom discussions. The ATLs do not occur in the unit plans only, as they are evident in our community projects, service as action, interdisciplinary units, CAS, TOK, EE, DOEIA and personal projects.

Check out the CAS project by John (Ato) Adenu-Mensah in which he explains the ATLs in the IB Continuum and they are being implemented in TIS. [https://www.youtube.com/watch?v=Ju7tyk1eteY](https://www.youtube.com/watch?v=Ju7tyk1eteY) (12:42 – 15:45). Subscribe and like the Tema International School YouTube channel for more interesting content.

**ATL Team**
LANGUAGES ACQUISITION CORNER

¿Cómo estáis? Comment ça va?

WOW!!! How exciting was the just ended maiden Inter-colour Language Competition!

I, for one, enjoyed myself and I am sure everyone else who took part did as well. I would like to take the opportunity to thank all participants, colour patrons, colour leaders and teachers who played a role in ensuring that this competition comes on.

We are pleased to inform you all that you can view the competition on YouTube. The links to the three contests (Grade 7&8, Grade 9&10 and Grade 11&12) will be shared with you on ManageBac by this weekend.

We know, you all are eager to know the winner of the competition. SO…

Do we have the Blue Cedarians in the house?

What about the Green Wisterians?

And the Red Kigelians! Are they here?

Let us see the Yellow Outeniquans now!

And the winner is…. we will announce it in next cycle’s assembly!

Stay tuned and may the best colour win!
Festival of Plays, 2020

Throwback Friday! Join us as we travel back in time. Let's revisit the amazing TIS Productions throughout the years.

Saturday, 7 November, 2020 - we will revisit the making of Joseph and the Amazing Technicolour Dream Coat, 2011.

Sunday, 8 November, 2020 - we will revisit the making of The Adaptation of Beauty and the Beast, 2018.
Tema International School
Weekly Bulletin
30 October 2020

Vol. 17, No. 13
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
EXTENDED ESSAY CAFÉ - 26 OCTOBER 2020

An extended essay café was organized for DP2 students on 26 October, 2020. The program offered an opportunity for students to present snapshots of their extended essay to a panel made up of supervisors, teachers, and students. Students were divided into groups based on the subject in which they are writing their extended essay. The panel provided feedback to students after each presentation. The program indeed was successful as indicated by reflections shared by some of the students.

STUDENTS’ REFLECTIONS

Though the preparation was quite cumbersome, the EE café was something that was much needed. This full-day long workshop gave us the platform to share my ideas with our peers and also to teachers who are experienced in the field that my EE was on: biology. I was posed with a lot of questions that made me think about how I was going to execute certain aspects of my EE like background information, literature review, methodology, as well as the analysis of data. It also gave me the chance to build the significance of my research and its benefits to science on a larger scale. I do not regret taking part in this workshop. I successfully made tweaks to my research question and got some tips on how to get more marks in the assessment criteria.
In addition, I also got the opportunity to work on my RPPF, which is very essential to Criterion E: Engagement.

- Salma Roland

On Monday, 26 October, I had the opportunity to present my ITGS Extended Essay to my peers and a panel made of teachers in the subject area. This whole EE café has benefitted me because the panel which I presented to consisted of teachers who are knowledgeable and have immense experience in my area of research. They gave me excellent feedback on the snapshots of the essay I presented. Without the feedback, I would have made major mistakes in the writing of my extended essay. The EE café, therefore, became a great learning experience for me.

- Fawzaan Saani

This EE café has been a productive and helpful experience for me, as it has helped me to truly understand and build my EE topic better. By watching my peers present, and by listening to the feedback we all received from the panel, I now know which areas of my EE I have to work on to improve my score.

- Cheryl Kuma

The EE café has been an eye-opener for me. This sort of peer review presentation combined with reviews from a panel of teachers made it possible to get so much in terms of feedback in real-time. Aspects of my work that could be tweaked easily were altered and this has relieved
me of some stress. I now know exactly what to do and not to do and I feel very confident in moving on to the next step of my exploration. - Stacey Abbeo

Initially, I felt uneasy about my extended essay as well as the presentation, however, the EE café allowed me to describe my essay with its background to my peers and the panel of instructors. I received constructive criticism which will help me improve my existing work. The feedback will also allow me to follow through on my action plans for my extended essay. I feel I am now a better inquirer and communicator because of this experience. - Ethan Pobee

I did a presentation on my extended essay during the EE café on Monday, 26 October 2020. Even though my research question was addressed, the feedback I received from the panel highlighted the fact that my research question was too general and not narrowed enough to reflect the specific issue. From this feedback, I am now able to formulate a clear and focused research question and develop it to direct the essay. - Hamdia Ibrahim
For me, the extended essay cafe was very beneficial, simply because I was able to realise my weaknesses and the flaws in my essay. I was also given feedback on my presentation and was advised on how to improve my points and research question.

- Alberta Addo
Essay Competition

Win a scholarship for a unique online or residential academic programme. Designed and taught by Oxbridge academics.

Free entry for students aged 13–18

Subject categories (13-15)
- Architecture
- Computer Science
- Creative Writing
- Economics
- Engineering
- International Relations
- Law
- Management
- Medicine

Subject categories (16-18)
- Architecture
- Biology
- Chemistry
- Computer Science
- Creative Writing
- Economics
- Engineering
- English Literature
- Female Future Leaders
- History
- International Relations
- Law
- Management
- Mathematics
- Medicine
- Philosophy
- Physics
- Psychology

FOR FURTHER INFORMATION, SEARCH ‘IMMERSE EDUCATION ESSAY COMPETITION’
ONLINE LEARNING PROTOCOLS

As a TIS student, I will:

Achievement
- Be online and on time for my virtual learning sessions.
- Submit all learning tasks.
- **Check email and ManageBac everyday.**
- Communicate with my teacher/s regularly via email.
- Advise my subject teacher if I am finding the work challenging or I am requiring further support.
- Have my laptop or computer fully charged and ready, my microphone working and webcam enabled.
- Engage fully in online work without any background distractions. Log out of all social media so I am not distracted during the lesson.
- Have pens and paper ready if required.
- Utilise break times with a healthy and mindful focus.
- Observe all assessment notifications.

Respect
- Only turn my microphone on when I am asked to speak or when responding to questions.
- Make sure that I am dressed appropriately for learning (something I would wear for an out of uniform day)
- Keep my online chat focused on the learning. Ensure chat is respectful of all participants.
- Keep my mobile phone off and away from me whilst I am learning online.

Commitment
- Complete all online and offline learning tasks.
- If I have technical issues, refer to MB to access each aspect of missed lessons.
- Single-task focus during online lessons. Don’t be chatting, gaming or checking social media while trying to do your schoolwork.

Community
- Contribute to online discussions.
- Offer support and assistance to my peers.
- Identify myself online with my first and last name. No alias or pseudonyms are allowed.
- Join in and contribute to forum style activities as participation in these activities/reflections will inform attendance.
- Be patient but also alert the teacher to ways things may be improved.
- There is to be no filming, recording or sharing content (I must not take screenshots or record staff members presenting information to me.)
- I will inform all members of my household that I will be joining a video conference and that they can be seen (if your camera is on) and heard (if your mic is on).

Online learning is different. It is not easy. But it should suit many of our 21c learners. However, evidence is required to validate your learning. Please contact your class teacher, programme coordinator, or myself, if you are experiencing any difficulties.

Dr Ken Darvall 15/8/20
CAS-SA Corner

TIS YouTube Channel
Enjoy this week’s Virtual Weekly Assembly organised by Team 4.

Don’t forget to like, share and subscribe to the TIS YouTube Channel:

Weekly Assembly
https://www.youtube.com/watch?v=tew-bTA4urQ

Tema International School

Festival of Plays 2020

Tim Rice & Andrew Lloyd Webber's

JOSEPH

and the Amazing Technicolor Dreamcoat

Saturday, 7 November - 6:30PM

An Adaptation of

BEAUTY AND THE BEAST

Sunday, 8 November - 6:30PM

Showing on @ TIS Ghana
CAS Experience – Singing at the IB World Conference

Learning Outcomes – Global engagements, ethical choices, collaborative skills.

CAS Strands: Creativity

Are you ready to sing again?
The IB is inviting us to participate in the opening of the IB World Conference. We have a lot of work to do.
If you are interested in participating, please send fill the Google form below. Registration ends November 6th, 2020 - https://forms.gle/KhSddUo8s6ZkCkbVA

We Are The World IB CAS Project- World
Biggest Virtual Choir - 57 countries
**CAS Project**

**Name of Project:** *Sorella Sorella*

**Purpose:** Our aim is to lend a helping hand to a children’s home in one of the rural parts of Ghana. They are in need of basic amenities such as clothes, drinking water, face masks, toiletries and food supplies. The pandemic has worsened the situation in some of these homes.

**Type of Service – Direct**

**Learning Outcomes** – Strength and Growth, Global Engagements, Planned and initiated activities, Collaborative skills, Ethical Choices and Action.

**Organization:** Kressner Hand Maidens Children’s Home

**CAS Strands:** Creativity & Service

**SDG’s:** SDG 3 - Good Health and Wellbeing - Goal 2: Zero Hunger

**Initiators:** Amanda Awumee, Stacey Abbeo, Gwen Agbesi and Bethany Buah

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**Kressner Handmaidens Children’s Home**, formerly known as Kressner Orphanage was founded by a German man named Kressner and is managed by a group of dedicated Roman Catholic sisters. It is located in the area of Amasaman and is centred in the district of Kojo Ashong, which is a village made up of 60 residents. Initially, their aim was to advocate girl child education but along the line they included the boys making child education their priority.

The orphanage was built because, upon many visits to hospitals, the Roman Catholic sisters realised that after the birth of some children, their parents don’t have the money to pay for the hospital bills and so they run away, abandoning the child, or even though the parents manage to leave the hospital with their child, they realise that they don’t have enough money to look after the child and so abandon the child at the entrance of the hospital.
CAS Project

The Roman Catholic sisters then decided to give donations to these parents in order to support the child, but then realised that the parents take it for themselves and forget about the child, and so the orphanage was built where orphans/abandoned children were taken care of. Be it the loss of both parents, a single parent being unable to take care of the child or even a mentally ill parent walking on the street with the child, all these children were taken into custody. They also then observed that, children who are born from HIV positive parents are also abandoned because of the toll that comes with handling such children, and so when they are tested negative, the sisters decided to take them in as well as children with special needs. This brought up the fact that the orphanage is not an orphanage anymore and it is in fact a children’s home managed by the handmaidens or the Roman Catholic sisters. Since they were the main advocates for child education, they were able to raise funds in order to build a small school to handle the children but then realised that deprivation of education runs through their village and so opened it up to the people of their village as well.

Upon hearing this inspiring story, we (Amanda Awumee, Stacey Abbeo, Gwen Agbesi and Bethany Buah) decided to offer support to this wonderful institution with the help of our parents. Due to their remote location, they are hardly visited and so we decided to take this opportunity to journey towards the Eastern region of Accra during our mid-semester break. We decided to support them with clothing, food, toiletries, face masks and other basic necessities to help them in these times of the Coronavirus. We realised how privileged we were to go to an amazing institution, such as Tema International School, and have our needs catered for by our wonderful parents and we were inspired to impact the lives of these amazing children to help them feel loved and taken care of. Stacey Abbeo, G12
**CAS Project**

**Name of Project:** *National Supplementary Immunisation against Polio*

**Aim:** To interrupt circulation of poliovirus by immunising every child under five years of age with two doses of oral polio vaccine regardless of previous immunisation status.

**Learning Outcomes:** Strength and Growth, Challenge and Skills, Commitment and Perseverance, Collaborative Skills, Global Engagement, Ethics of choices and Actions.

**Type of Service:** Direct and Advocacy

**Sustainable Development Goals: Addressed:** Goal 3 – Good Health and Wellbeing, Goal 17 – Partnerships to achieve the goal

**Partner Organisation:** Rotary Club of Accra Spintex.

**Beneficiaries:** Tsuibleoo community, Teshie, Accra

**Name of Students Initiators and Collaborators:** Amanda Van-Tay and Jason Van-Tay

I joined the Rotary Club of Accra Spintex to participate in the second round of the third phase of polio immunisation which was under the National Supplementary Immunisation against Polio programme. The second round was from 8 to 11 October, 2020. The campaign was to immunise children below five years against the Type Two polio virus. The national immunisation programme forms part of the Global Polio Eradication Initiative (GPEI), which is a public-private partnership led by national governments with five partners: The World Health Organisation (WHO), Rotary International, the US Centres for Disease Control and Prevention (CDC), the United Nations International Children’s Emergency Fund (UNICEF) and the Bill and Melinda Gates Foundation with the aim to eradicate polio worldwide.

I undertook the exercise on Sunday, 11 October, 2020. The Rotary Club of Accra Spintex was assigned the Ledzekuku Municipal Area and I was attached to a team which was to administer the vaccine to children in the Tsuibleoo community of Teshie. We started off from the LEKMA Hospital where we were given supplies for the exercise.

We had to wear our face masks and sanitize our hands before administering the polio vaccine and Vitamin “A” to the children and sanitize our hands again when completed. We started by visiting churches in the community and administering the vaccine to children under five years of age who their parents had brought to church. Children between six months and six years were also given Vitamin “A” supplement to boost their immune system. Our next stop was the community where we went from house-to-house and door-to-door to immunise children.
CAS Project

Poliomyelitis, or polio, is a paralyzing and potentially fatal disease that still threatens children in some parts of the world. Poliovirus invades the nervous system and can cause total paralysis in hours. It can strike people of any age but mainly affects children under five. It is transmitted through contaminated water or food or contact with an infected person. Polio can be prevented by vaccines, but it is not curable. Unlike most diseases, polio can be eradicated.

In 1985, Rotary International launched the PolioPlus programme to help in eradicating polio from the world. For more than 30 years, Rotary and its partners have driven the effort to eradicate polio worldwide. The PolioPlus programme was the first initiative to tackle global polio eradication by vaccinating children on a massive scale. As a core partner in the Global Polio Eradication Initiative, Rotary focuses on advocacy, fundraising, volunteer recruitment, and awareness-building.

When Rotary and its partners launched the Global Polio Eradication Initiative in 1988, there were 350,000 cases of polio in 125 countries every year. A lot of progress has been made against the disease since then. Today, polio cases have been reduced by 99.9 percent, and just two countries continue to report cases of wild poliovirus: Afghanistan and Pakistan. And Rotary remains committed to the end.

Rotary members have contributed more than US$2.1 billion and countless volunteer hours to protect more than 2.5 billion children in 122 countries from this paralyzing disease. Rotary’s advocacy efforts have played a role in decisions by governments to contribute more than US$10 billion to the effort.

With polio nearly eradicated, Rotary and its partners must sustain this progress and continue to reach every child with the polio vaccine. Without full funding and political commitment, this paralyzing disease could return to polio-free countries, putting children everywhere at risk. Rotary has committed to raising US$50 million each year to support global polio eradication efforts. The Bill & Melinda Gates Foundation has pledged to match that 2-to-1, for a total yearly contribution of US$150 million.
CAS Project
Rotary is a global network of 1.2 million neighbours, friends, leaders, and problem-solvers who unite and take action to create lasting change in communities around the globe. For more than 110 years, Rotary’s people of action have used their passion, energy, and intelligence to improve lives through service. From promoting literacy and peace to providing clean water and improving health care, Rotary members are always working to better the world.

To eradicate polio, multiple high-quality immunization campaigns must be carried out each year in polio-affected and high-risk countries. During the COVID-19 pandemic, it is necessary to maintain populations’ immunity against polio while also protecting health workers from the coronavirus and making sure they do not transmit it. **Amanda Van-Tay, Grade 11**

Reference:
www.rotary.org/endpolio

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CAS Project - SDG Ghana

**Learning Outcomes** – Collaborative Skills, Initiative & Planning, Commitment & Perseverance, Global engagements, Ethics of Choices & Actions.

**CAS Strands:** Creativity, Service

**Type of Service** – Advocacy

**Initiators:** Lena, Elorm, Apewe, David Safo, Araba, Cynthia, and Michelle, G11

[https://dodoolena.wixsite.com/sdghana](https://dodoolena.wixsite.com/sdghana) to learn more! Don’t forget to share and like!

#breastcancerawareness

**SDG Ghana** is a student initiative to introduce and educate citizens of Ghana to the Sustainable Development Goals. We were inspired by the #ACT4SDG goals, and then decided to extend it because we realized it was so important. Our initiative includes monthly campaigns for the different SDGs.

For the Month of October, we were focusing on the **SDG Good Health and Wellbeing**. For the first week we highlighted Mental Health Awareness, next Breast Cancer Awareness, followed by HIV/AIDS awareness and finally Coronavirus Awareness.

Please visit our Instagram page to check out more of our post, interact and share!

[https://www.instagram.com/p/CFzSqsfAQQY0/?igshid=149zpyipqpvvy](https://www.instagram.com/p/CFzSqsfAQQY0/?igshid=149zpyipqpvvy) **Apewe, G11**

**SDG Ghana – A TIS Student Initiative**

Visit [https://dodoolena.wixsite.com/sdghana](https://dodoolena.wixsite.com/sdghana) to learn more about our Goal of the Month. Follow, Comment, Like and Share.
**CAS Experience - Virtual CAS Conference**

**Aim:** to provide a platform to compare ideas and challenge students to work together in a Hackathon format to develop a long term solution - focused service project in response to a charity's urgent, authentic need.

**Learning Outcomes** Identify my own strengths and develop areas for growth, demonstrate the skills and recognize the benefits of working collaboratively, demonstrate engagement with issues of global significance, and recognize and consider the ethics of choices and actions.

**Type of Service:** Indirect/Advocacy

**SDG's addressed:** Climate action, Life below water and Life on Land.

**Partner Organization:** CASTrips and Plastic Punch

For last weekend's Virtual CAS Conference, I was in a Zoom call with about 200 other students from all over the world. Initially, I was incredibly nervous to step out of my comfort zone and talk to so many people I have never met before. But I found that stepping out of my comfort zone was exactly what I needed. This experience allowed me to connect with other IB students outside of my school, gain international perspective, and learn more about what we can do for climate change.

The first day, I was put into breakout rooms of about 7 with students from Saudi Arabia, Italy, Dubai and so much more. It was so fun to learn how they've incorporated climate change into their CAS Projects, and their perspectives on climate change as a whole. The second day we created a proposal to help a charity increase their reach. This really put things into perspective for me, because I realized there is more I can do for the climate change movement than I previously thought. Even after the conference ended, I'm still in frequent contact with all of my group members, and am glad to call them friends. This is definitely an important experience for all CAS students and I definitely recommend it so you can put the "international" in International Baccalaureate Student! **Lena Dodoo, G11**
DoEIA – Bronze & Silver Award Ceremony - Tema International School is proud to deliver the Duke of Edinburgh’s International Award. As a Centre for the Award Scheme, we are proud to celebrate 36 students who have successfully completed their Bronze Award Level, 14 students who have successfully completed their Silver Award Level and 2 Alumni who have successfully completed their Gold Award Level. Note that the Gold Award Ceremony will be held at the Jubilee House today, Friday, 30 October 2020.

The TIS Award ceremony will be premiered on Youtube and Facebook on Saturday, 28 November, at 7pm. The event will be pre-recorded on Saturday, 14 November, 10:00am, Main Campus.

More details about awardees and the recording event will be emailed to parents.
“Dukles is a perfect fit! At TIS, we require students to be balanced in four aspects: academics, sport, cultural activities, and service-learning. So, everything students are expected to do matches closely to the Dukles program. Strategically, it places our students at another level when it comes to their university applications. Importantly, the Dukles program is about the individual challenging themselves. Challenge, I believe, is one of the most important words for today's world. Everyone must be challenging themselves in many different ways to be successful.”

DR. KEN DARVALL
PRINCIPAL
AWARD COORDINATOR DoEIA/HOSA

“After becoming an Award Assessor and joining the CAS Exchange & DoEIA Expedition Camps, I have become a lover of challenges and overcoming tussle. The opportunity to do it along with students is priceless. Watching students grow and become aware of their true selves through the DoEIA Camp has been an experience. They have come to trust and believe in their can-do spirit and the ability to trust the process. Thank you, DoEIA, for the MANY rooms to discover our inner strengths.”

GRACE KABUKUE ATITEM
MYP COMMUNITY PROJECT/SA COORDINATOR
AWARD ASSESSOR DoEIA/HOSA
READY FOR NOW. READY FOR THE FUTURE.

READY FOR NOW. READY FOR THE FUTURE. With the support of adult mentors, young people can use the Award framework to foster the ‘soft’, ‘core’ or ‘universal’ skills and characteristics they need to navigate change and build positive habits. With the Award framework and supportive mentors, young people can act now to ensure they are ready for life, ready for work and ready to make their mark on society, both now and in the future.

Ready for now
The Award encourages young people to:

- Stay mentally and physically healthy
- Connect (safely) with others
- Give back to their communities
- Embrace structure and purpose
- Readjust to formal education.

Ready for the future
The Award encourages young people to enhance:

- Essential life skills
- Employability
- Goal setting and planning
- Increased community engagement
- The ability to thrive in a changing world.

In addition, the Award directly contributes to a number of the UN’s Sustainable Development goals including:

- Good health and well-being
- Quality education
- Decent work and economic growth
A Gold Level Awardee, David Difie, a Tema International School staff member, shared with us how ready he is for change, a new normal and our new world with the help of the Duke of Edinburgh’s International Award scheme.

"Being the youngest staff member of Tema International School and age-eligible to enrol in the Duke of Edinburgh's International Awards here at Tema International School, is one of the goodies I am fortunate to grab in a school full of opportunities. The DoEIA scheme guides and encourages its participants to be balanced, resilient, innovative, determined, caring and open-minded. There is no way a DoEIA award recipient won't have any of these qualities added to his/her personality after meeting all the requirements of each award level in the DoEIA program, which is why I always recommend the Duke of Edinburgh's International Award to young people.

The Award scheme at Tema International School has personally guided and shaped me to be an element in the universal set (being versatile), and that has helped me to quickly adjust to this new normal. After the President of Ghana and the Patron of the HOSA-DoEIA in Ghana announced to the public a partial lockdown which led to closures of schools due to the COVID-19 outbreak, I quickly adjusted to the virtual world by working from home and having my extra-curriculum dance classes with students online. I worked out at home and scheduled some time to practise my creative skills (drawing, illustrating, designing, video editing and photography). You remember I said, "Life is full of adventures and Duke of Edinburgh's International Award prepares you for it".

Being able to improvise and adjust to the new normal is one of the skills I learnt from my adventurous journey at Survival Island. Joining young people to volunteer, serve and help each other fight against the COVID pandemic, is one quality I have also learnt from my residential service in the DoEIA program. Fast forward, from receiving the gold award in December 2019 to becoming the DoEIA Coordinator at Tema International School since August 2020 and leading 36 Bronze, 11 Silver and 2 Gold participants to receiving their awards this year is a shred of evidence of the qualities of a Dukie”. I am indeed world ready. – David Difie (DoEIA Coordinator & CAS Advisor)
BE PART OF THE GLOBAL AWARD ALUMNI NETWORK

I recommend all Duke of Edinburgh’s Awardees to join the Global Award Alumni Network.

Network locally and globally and stay connected with people and ideas that empower young people to be #WORLDREADY

Here is the link to sign up:
https://alumni.intaward.org/alumni/signup

“We all know that our experience of the Award has given us powerful memories (mostly good ones!) and created strong friendships forged through our common endeavours. It may also have shaped our future, influenced our careers and the choices we have made. Although we have all been helped by the Award to develop our own individuality and character, we all share a unique bond; a bond which crosses boundaries and generations. That, it seems to me, is what makes the case for our alumni association; it’s not only about the past or the present, but also the future. Welcome to the Global Award Alumni Network – life beyond the Award and a whole new opportunity.”

HRH The Prince Edward, Earl of Wessex KG GCVO

Chairman, The Duke of Edinburgh’s International Award Foundation
I have uploaded a video on ManageBac explaining the Award Scheme in details and also forms for you to sign up.
Guiding Principles

Our guiding principles have been established in order to ensure that a young person has a meaningful and purposeful journey through their Award, as well as ensuring that the impact of achieving their Award provides a lasting and personal legacy. The Award’s guiding principles are as follows:

Individual
Individuals design their own programme, which can be tailored to suit their personal circumstances, choices and local provision. They start at whichever level suits them best and they can take as long as they wish (within the age limit) to achieve their Award.

Non-competitive
Doing their Award is a personal challenge and not a competition against others. Every participant’s programme is tailor-made to reflect their individual starting point, abilities and interests.

Achievable
An Award is achievable by any individual who chooses to take up the challenge, regardless of ability, gender, background or location, with the right guidance and inspiration.

Voluntary
Whilst the Award may be offered within school, college, work time, custody or extra-curricular activity, individuals choose to do a programme and must commit some of their free time to undertake their activities.

Development
Participating in their Award programme fosters personal and social development. Individuals gain valuable experiences and life skills, grow in confidence and become more aware of their environment and community transforming them into responsible young adults.

Balanced
The Award provides a balanced framework to develop the individual’s mind, body and community spirit by engaging them in range of activities in up to five different challenges.

Progressive
At each level of engagement, the Award demands progressively more time, commitment and responsibility from the participant.

Inspiration
The Award inspires individuals to exceed their expectations. They are encouraged to set their own challenges and goals before starting an activity, aim for these goals and by showing improvement will achieve an Award.

Persistence
The Award requires persistence and cannot be completed with a short burst of enthusiasm. Participants are encouraged to continue with activities and to maintain their interest beyond their programme requirements.

Enjoyable
Participants and Leaders should find the Award enjoyable, fulfilling and rewarding.
Guide for Bronze Award Participants

A note from the founder of the Award, His Royal Highness The Duke of Edinburgh KG KT:

I am sure you will be successful in gaining your Bronze Award, but that is only a reward of your success in gaining experience of voluntary service, developing a skill, taking part in a physical activity and completing a challenging expedition.

Welcome to your Award challenge

Taking part in the Award isn’t easy – it requires commitment over time – but it is simple to get started and after all your time and effort you will have achieved something special of which you can be very proud.

As an Award participant you will have the chance to:

- Design your own Award programme
- Set your own goals and record your progress
- Make a positive impact on the lives of others through community service
- Learn valuable practical and social skills for career development
- Take up the challenge of an adventurous journey
- Connect with other Award participants at home and abroad

You can continue with activities you are already taking part in, such as sports or volunteering, and count these towards achieving your Award. Or your Award could be an opportunity to try something new and develop a passion for something different.

The Bronze Award is the first step in getting involved in The Duke of Edinburgh’s International Award and you can then continue your Award by getting involved at Silver and Gold levels.

Start here!

The Award's structure really is quite simple.

So, you've decided to start your Bronze Award and you should now be registered on the Online Record Book (ORB). Good start! To begin with, you need to set up your Award by choosing an activity to do in each of the four sections. You can start a new activity or develop your skills further in activities you have already been doing.

Service
Challenge yourself to be a responsible member of the community. See pages 10–11.

Physical Recreation
Challenge yourself to improve your health, fitness and performance. See pages 12–13.

Skills
Challenge yourself to develop your skills and widen your interests. See pages 14–15.

Adventurous Journey
Challenge yourself to journey and explore with your own eyes. See pages 16–17.

Your Award programme

You'll create your own programme, choosing activities for each section of the Award.

If you need advice, you can always ask your Award Leader.

This is your Award and it is entirely up to you what you do for each section. It’s all about setting your own challenge and feeling great when you see yourself progress and achieve your goals.

You can use this as an opportunity to start an activity you always wanted to do or develop your existing skills further. The activities you are already involved in – your Award, your choice!

Next step, have you found an Assessor for each section and agree your aims for the section with him. This person should be knowledgeable or experienced in the activity and can’t be a relative of yours. Your Award Leader will confirm when your Assessors are suitable for your chosen activities.

When you are ready, register your activities and your goals for each section on the Online Record Book (ORB). See pages 6–7.

Timescales

You can start your Bronze Award if you are 14 years old or more. You’ll need to do your activities in each section regularly for a minimum amount of time, for an average of an hour a week:

- Physical Recreation: minimum 3 months
- Skills: minimum 3 months
- Service: minimum 3 months
- Adventurous Journey: 2 days + 1 night

Remember to regularly log your activities on the Online Record Book (ORB). See pages 6–7.
Through the Service section you can volunteer in your community, meet people and see how your service benefits those around you. Volunteering over a period of time enables you to meet people within the community whom you might not otherwise engage with and realise the positive difference you can make to your community. It can also help improve skills such as teamwork, communication and self-confidence.

Example ideas
Here is a list of some Physical Recreation ideas that you could do as a starting point to create a programme of your own.

Physical Recreation
The Physical Recreation section of the Award encourages you to improve your health and fitness, whatever your starting point. You could choose to do a team sport, solo sport or any healthy activity. It could be something you already do regularly, have tried before or something completely new to you.

The Physical Recreation section should make you feel healthy and happy and should help you build valuable team skills, self-esteem and confidence. It's also great fun!

Volunteering over a period of time enables you to meet people in the community whom you might not otherwise engage with and realise the positive difference you can make to your community. It can also help improve skills such as teamwork, communication and self-confidence.

Example ideas
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Ball sports
- Football (of any description such as rugby, soccer, polo, hockey)
- Basketball
- Handball
- Cricket
- Lacrosse
- Squash
- Tennis
- Cross-country

Athletics
- Running
- Jumping (high jump, long jump, triple jump)
- Throwing (javelin, discus, hammer or shot put)

Water sports
- Canoeing
- Kayaking
- Sailing
- Windsurfing

Winter sports
- Skiing
- Snowboarding
- Ice skating
- Ice hockey

 Martial arts
- Karate
- Taekwondo
- Judo
- Kickboxing
- Brazilian jiu-jiitsu

Aquatics
- Swimming
- Diving
- Snorkeling
- Scuba diving

Adventures sports
- Rock climbing
- Mountaineering
- Parachuting
- Water skiing
- Hang-gliding
- Canoeing
- Kite surfing

Meditation
- Meditation
- Yoga

Animals sports
- Horse riding
- Petting

Fitness activities
- Aerobics
- Yoga
- Pilates

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Tema International School
Weekly Bulletin
30 October 2020

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Skills

Through the Skills section you can develop your personal interests, and practical and social skills. You could choose to improve on an existing skill or try something new. It’s about having a go, learning something and getting better at it, giving yourself a sense of achievement and well-being. Colleges, universities and employers like to see that you have life skills too.

Vicky Roy, professional photographer, India

Example Ideas

Here’s a list of some Skills section ideas that you could do or use as a starting point to create a programme of your own.

- Architecture
- Astronomy
- Bird watching
- Conservation
- Dog training and handling
- Fishing
- Gardening
- Horticulture
- Water tank and handling

Communication

- Film and video making
- Film studies
- Sign language
- Biola
- Foreign languages
- Video editing and magazine production
- Reading
- Writing
- Presentation skills
- Public speaking and debating
- Digital media
- Journalism
- Information technology
- Web development

Games

- Billiards, snooker
- Board games
- Chess
- Draughts
- Darts
- Chessmen
- Other table games

Life skills

- Business management
- Financial literacy
- Entrepreneurship
- Health awareness

Technical and vocational skills

- Accounting
- Maintenance
- Vehicle maintenance
- Engineering
- Electronics
- Nutrition
- Agriculture
- Metal work
- Tailoring
- Carpentry
-宝石学

Performance skills

- Drama and theatre skills
- Circus skills
- Popcorn

Adventurous Journey

For the Adventurous Journey section you’ll need a sense of adventure and discovery as you go on a team journey, expedition or exploration. You’ll have the opportunity to learn more about the wider environment, as well as to develop self-confidence, team work and health. It is a tough challenge and you might be taken out of your comfort zone for a bit but you will be safe with suitable training and supervision, and you won’t regret it!

Janice Hurlston, Republic of Ireland

Example Ideas

Here’s a list of ideas that you could do for your Adventurous Journey, expedition or exploration, or use as a starting point to create a programme of your own.

Adventurous Journey

- Exploring the natural world: plantations, marine, geology, zoology, bird watching, plant studies, Land Studies and animal studies, insect studies
- Exploring historical and cultural sites, historical events
- To investigate the natural or cultural environment
- To investigate human impact on the environment in national parks, pollution monitoring, surveys of numbers of wildlife in remote areas
- To carry out scientific health and health education in remote areas
- To complete a particularly demanding journey by foot, cycle or canoe/kayak
- To investigate group dynamics in growing conditions
- To keep the unforgettable memories of a journey
- To use backpacking and adventure training
- Cycling along an ancient trail
Virtual BRONZE & SILVER AWARD PRESENTATION Ceremony

Celebrating Young People

SPECIAL GUEST OF HONOR:
Hon. Isaac K. Asiamah, MP
Minister of Youth and Sports.

PREMIERING ON

Temsa International School
@TIS Ghana

Sat. 28 November, 2020 7:00pm

All COVID-19 Protocols Will Be Observed.
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
COUNSELLORS’ CORNER

Dear Students, the mind is like a watered garden. Feed your mind with positive thoughts and great ideas. Just remember, you can do anything you set your mind to, but it takes action, perseverance, and facing your fears.

~ Gillian Anderson.

MYP 2 Guidance Lesson: The ABC Rules of Manners

MYP2 had a lesson on life skills management (manners). Manners are the set of acceptable, polite behaviour that an individual is expected to exhibit when alone or in a group. Key points discussed include table, dress code, conversation manners, and behaviour expectations.
Students’ Reflections
In today’s class, I learnt about manners. Manners are the way people behave in front of others. Some benefits of manners are: It gives a good name to your family, when you behave well in front of others. Society sees you as a trained person. It opens opportunities, when someone sees your personality, they seem to trust you giving so many opportunities. Some effects of bad manners are: It gives a bad name to your family, making people think you have not been trained because as the saying goes “charity begins at home”. Ways you can show manners are: offering to help when you see someone is in need. Trying your best to be polite.

~ Eliana Essel

I learnt that having good manners makes people look at you in a better way. When you ask someone for something, you should say “please” and when you get something you should say “thank you”. If you have bad manners you won’t have a good job or many friends.

~Setri Dzakuma

The ABC rules of manners. I learnt about manners and how to treat people well. If you don't treat people well, you will be sad and lonely in life. You always have to say the magic words, please, thank you, etc.

~Sidney Deku

Manners are something that everybody should have. You should show manners to everyone, including the people you don't know. You never know how treating someone nicely can do for you. When going about your everyday life you should incorporate manners.

~Ayomikun Ojuolape

Today I learnt that when you have good manners, it can change your life once and for all. Good manners help you do good to all people and it should be in your mind every day and we should always be positive.

~Chelsea Brenya

Information SESSIONS

DP2

✓ Essay Writing Tips from Drake and Tuft University

• Don’t lie or falsify information just for scholarships. As a team of experts, we can tell the truth from the narratives. Lying affects the whole application and your reputation. We are a community of admission managers who connect.
• **Maintain your voice:** Essays should be authentic. Write it yourself in your voice. Whether your communication style is witty, sarcastic, lyrical, pensive, earnest, animated, or sensible, infuse that flavour into your written language to complement the character qualities found in the content of your writing. Stick to sharing your drafts with just 2-3 people who know you better.

• **Start with the purpose.** First, consider the role of the application essays from an admissions officer’s perspective. Give your essay a human element to the reader who hasn’t met you in person. We get to understand your voice beyond the academic data and learn about your personality, values, interests, priorities, and background, whether your attitude showcases in your writing matches the “vibe” of our community.

• **Focus on details.** Try to keep your topics narrow and go deep with them. Describing a single experience/interaction/memory/source of inspiration with vivid detail and deep reflection based on the question asked can have the most powerful and original impact.

✔ **UCAS Payment Required**

Applying to the UK? You are required to pay an amount of GHC 200 into the account details below. Kindly note on the payment receipt- **UCAS Payment.** Please send a copy of your receipt to constance.quaye@tis.edu.gh and copy Eunice.aryee@tis.edu.gh

Deadline was Wednesday, 28 October 2020.

Below are the bank details of TIS:

Account Name: Tema International School
Bank: Barclays Bank, Tema
Cedi Account Number: 1798808

Account Name: Tema International School
Bank Branch: ECOBANK GHANA LIMITED
Account number: 0022014471692201
SWIFT CODE: ECOCGHAC

**(Grade 10, DP1 and DP2)**

**VIRTUAL VISITS**

*If you can't come to us, we'll come to you*

Universities across the world have deliberately put together virtual visits just for YOU. To access this information kindly go to:

✔ ManageBac
✔ Click on your year group
✔ Go to files
✔ Click on Counsellor Information Desk-Virtual Visits and More for detailed information
Monday, November 2
10:00 a.m. (EST/UTC-5)
Register for November 2

Tuesday, November 3
11:00 a.m. (EST/UTC-5)
Register for November 3

Thursday, November 12
12:00 p.m. (EST/UTC-5)
Register for November 12

Date: 7th November by 9.00a.m. – 1.00pm (Ghana Time)
Venue: https://africa.educationinireland.live (Kindly register as it’s an online event)
DATES AND INFORMATION

SAT 2020-2021 TEST DATES

See the new upcoming SAT dates below. Due to previous cancellations, 2 brand new dates have been added- September and November SAT:

SAT 2020-2021

- 20 August 2020
- 26 September 2020
- 3 October 2020
- 7 November 2020 – Subject test only
- 5 December 2020
- 13 March 2021
- 8 May 2021

DP1’s don’t wait until the eleventh hour to register. Register now to avoid any disappointments! [https://collegereadiness.collegeboard.org/sat/register/international](https://collegereadiness.collegeboard.org/sat/register/international)

Test takers should please come along with your valid unexpired passport as the only form of identification! Photocopies are not acceptable. All COVID -19 protocol will be fully observed.

Remember:

- Number 2 pencils, approved calculator, eraser, admission ticket, and sharpeners required.
- Facemask
- Hand sanitizer

SAT Registration Fees (To complete registration online full payment with credit card only. Visit [www.collegeboard.org](http://www.collegeboard.org)) SAT I - U.S. $107.50 SAT II: 1 subject ($117), 2 subjects ($127), 3 subjects ($137) (estimates).
2020-2021 TEST DATES (COMPUTER-BASED TESTING ONLY!)

ACT Registration Fees (Online payments only: Visit www.actstudent.org):
ACT plus writing – U.S. $166.50. (TIS Test Centre Code: 870390, but inform counsellor first).
*To complete registration, payment must be made online in full with a credit card.

ACT April DEADLINE coming up. STEM students have an edge when they take the ACT.

NEW TEST DATES FOR ACT FOR NEXT ACADEMIC YEAR

ACT 2020-2021

- 12 September 2020
- 10 October 2020
- 17 April 2021

Exam Date: 17 February 2021

PRACTICE TESTS FOR SAT, ACT OR PRE-ACT, PSAT, AND OTHER TEST PREP RESOURCES FROM THE OFFICIAL TEST MAKERS CAN BE FOUND HERE; WWW.COLLEGEBOARD.ORG AND WWW.ACTSTUDENT.ORG
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
The most important decisions you make are not the things you do — but the things that you decide not to do.
“TIS, as a family school that provides unique experiences, embodies a spirit of integrity and respect for others which are central to the personal, academic and ethical development of each member.

As a TIS family member,

I promise to uphold and demonstrate its values, and protect the reputation of the school.

I make this pledge in the spirit of honour and trust.”