

TIS RECORD

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

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.

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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



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/worse 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



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

It's called integrity.

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.

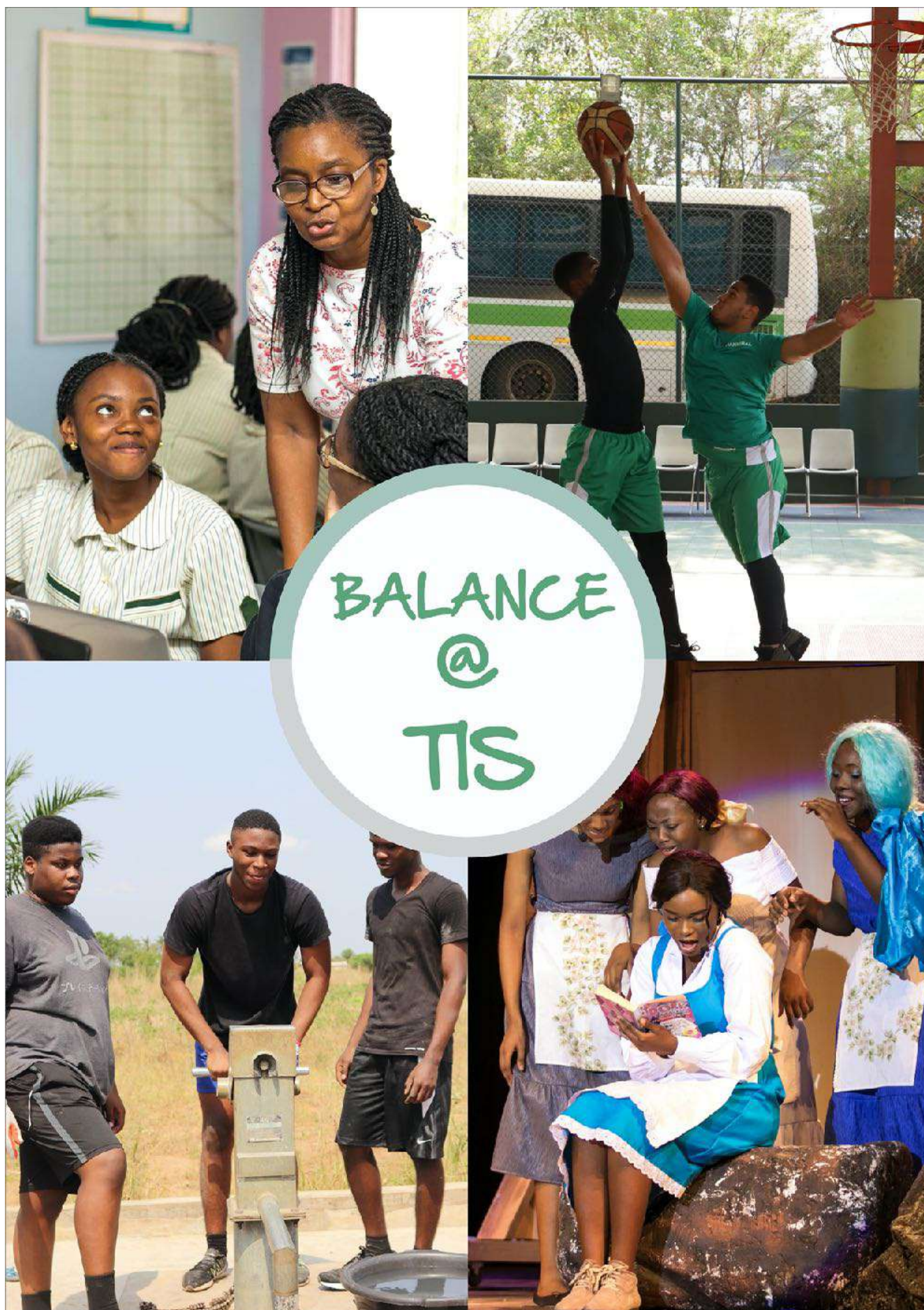
disadvantaged when schools were informed that admission testing and tours were banned from 21 March. Our application process is online [<https://tis.openapply.com>], our admission test is online, and our interview process went online and improved by using Zoom. This last aspect, the interview process, 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)





Tema International School

2020 - 2021 School Calendar (Virtual S1)

August '20						
Su	M	Tu	W	Th	F	S
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30	31					

September '20						
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October '20						
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November '20						
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December '20						
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January '21						
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31						

February '21						
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28						

March '21						
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April '21						
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June '21						
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July '21						
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 School Closed/ Holidays

 Teacher in-Service Day (no school for students)

 Main Campus Event

 First and Last Day of School (Main Campus)

 Primary Campus Event

 First and Last Day of School (Primary Campus)

 SAT Test

 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**S1**

10/8/20	Teachers resume
31/8/20	First semester commences
3/9/20	Meet the Teacher Info Session
23/9/20	International Day of Sign Languages
5-9/10/20	Student-led interviews
19-23/10/20	Mid-semester break
26/10/20	Classes resume
13/11/20	End of UOI #2 Celebrations
1/12/20	Admissions open for 2021/2022
2-3/12/20	PYP Authorisation visit
11/12/20	End of UOI #3 Celebrations
11/12/20	Last day for first semester

S2

7/1/21	Teachers resume
11/1/21	Second semester commences
29/1/21	Sports festival
19/2/21	End of UOI #4 Celebrations
26/3/21	End of UOI #5 Celebrations
29/3-9/4/21	Mid-semester break
12/4/21	Classes resume
30/4/21	Spelling Bee
28/5/21	End of UOI #6 Celebrations
9/6/21	Annual Presentation; Last day for second semester





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

Preschool

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)

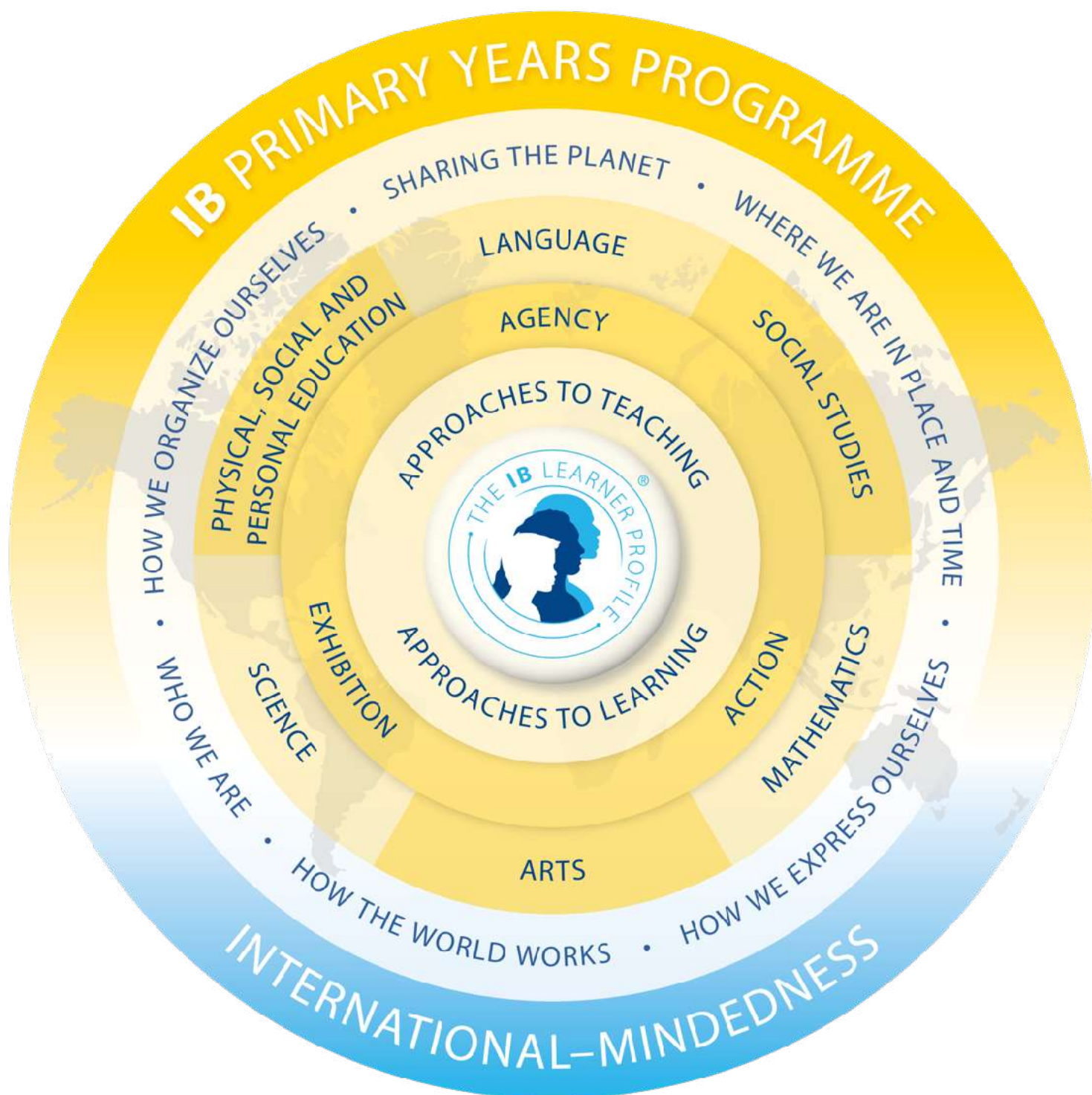
Senior Primary

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.



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.

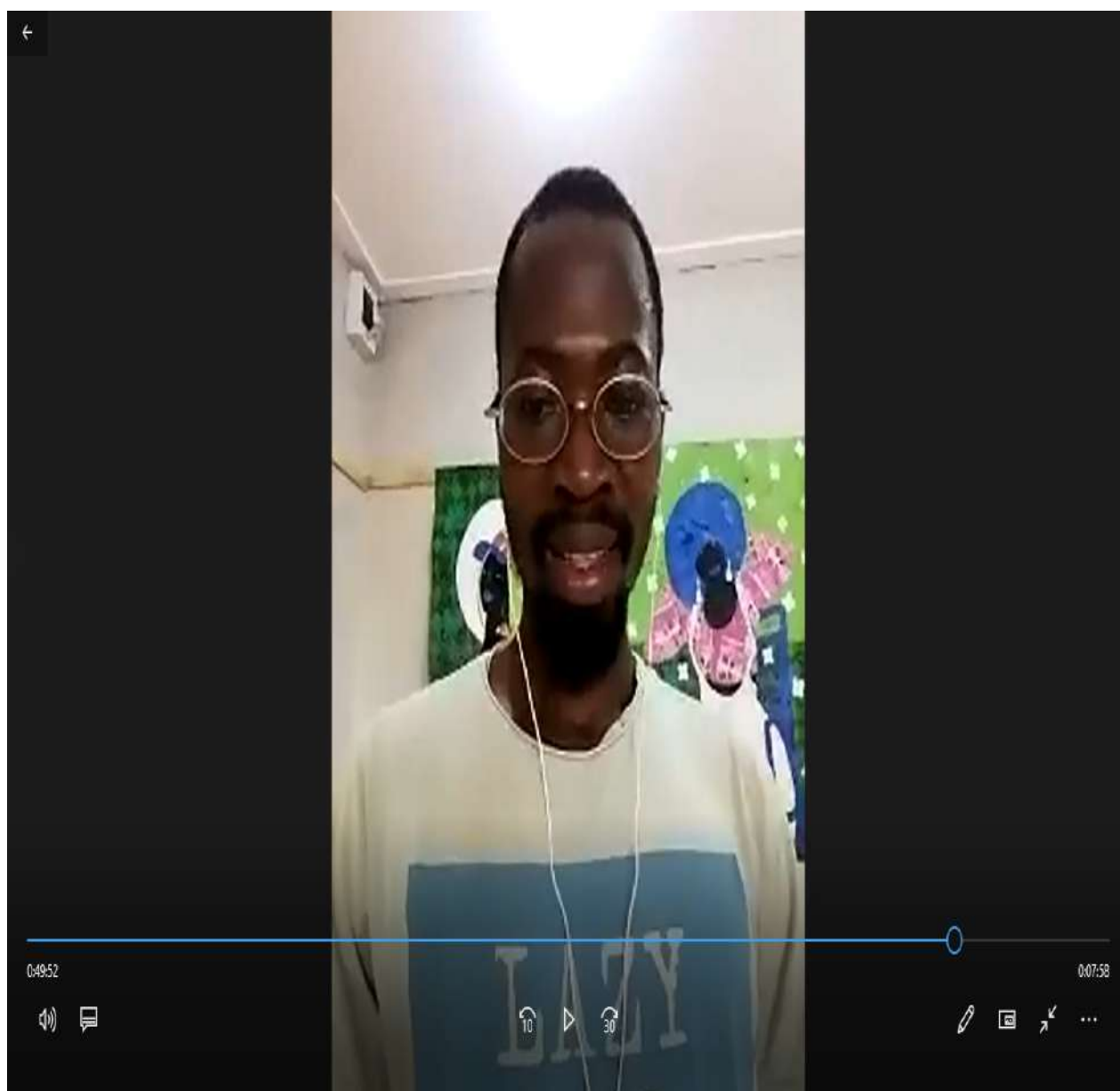
Learners, teachers and parents were well-equipped and ready for the new learning schedule and this is evident in our Zoom and piazza sessions.

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

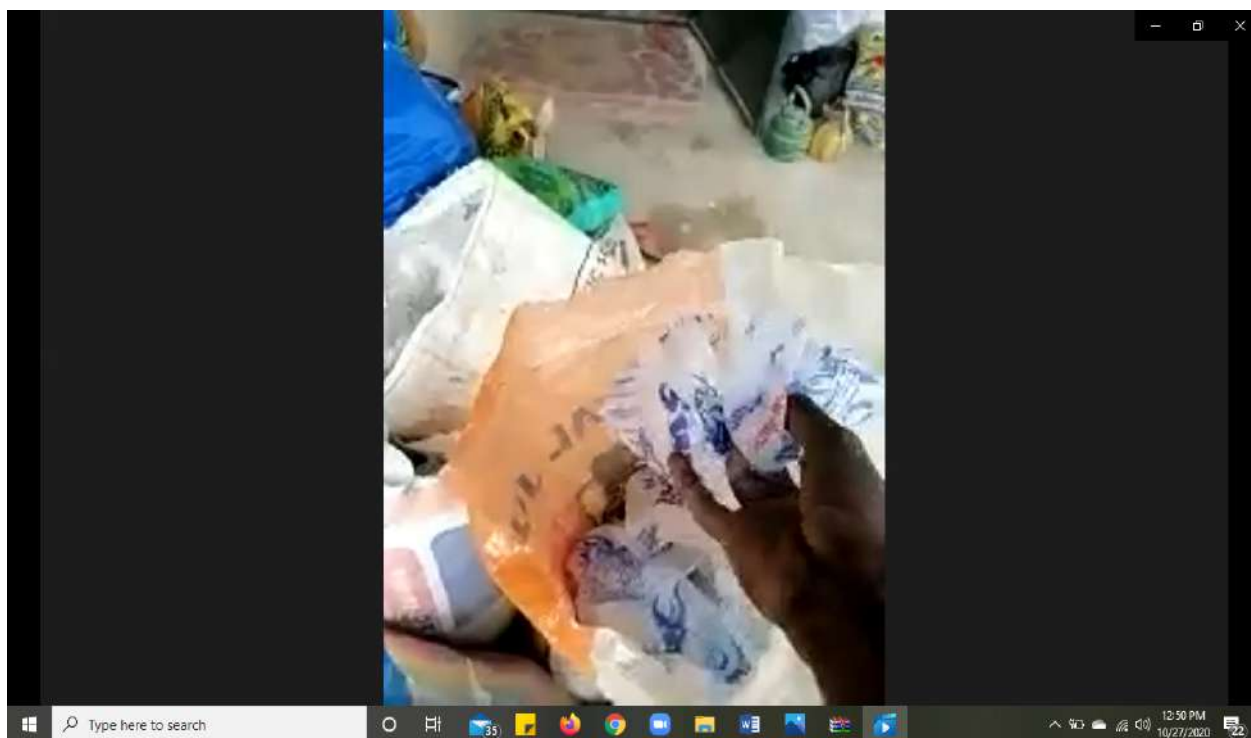
<https://vimeo.com/user121991646/review/473381413/9359f49605>

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.

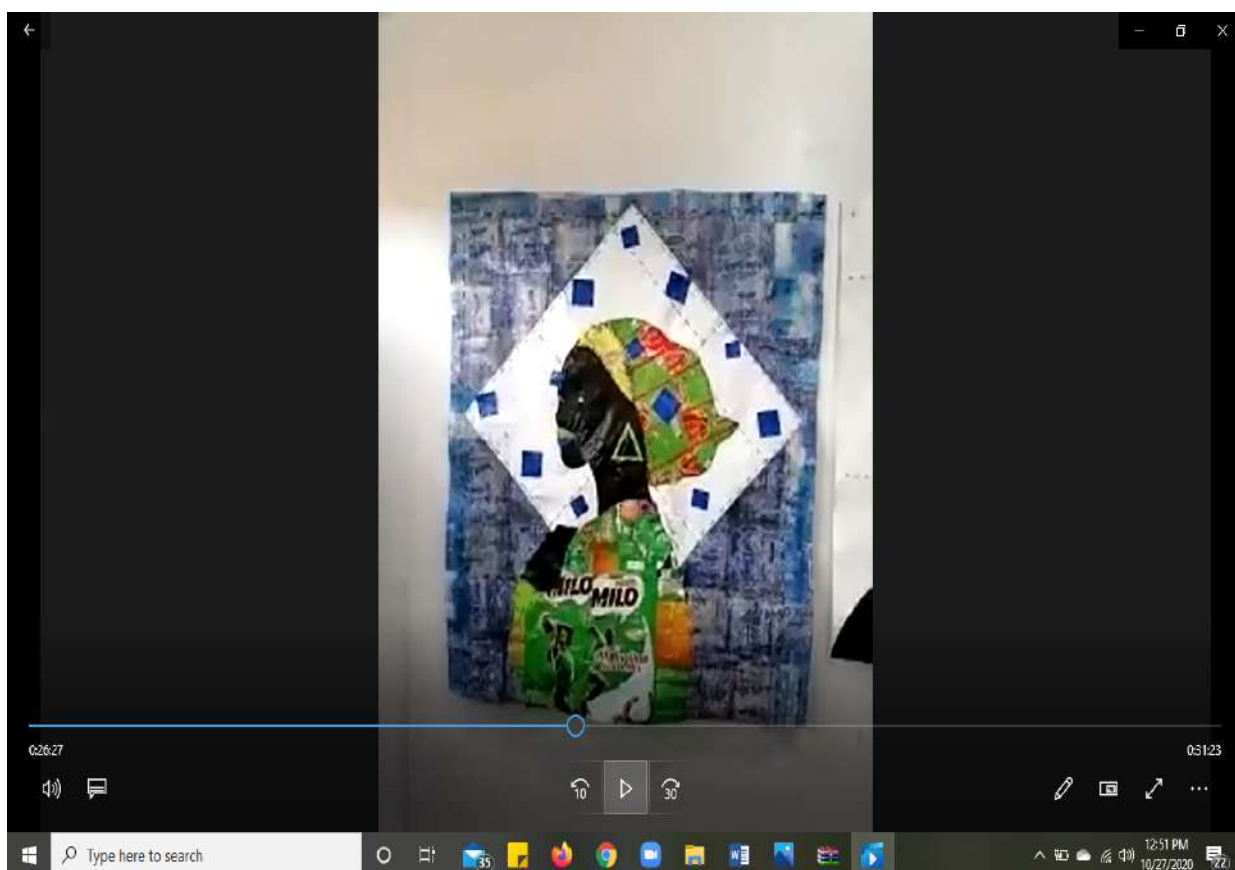
He educated the students on the need to stop polluting the environment by dumping and throwing plastic, rubber and papers around. Instead, they can collect and reuse them to create items just like how he started and he is proud to share with the world his products from recycled materials in his Art Gallery.



Mr Rufai Zakari in his Art Gallery showing his pieces of art.



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.



TEMA INTERNATIONAL SCHOOL

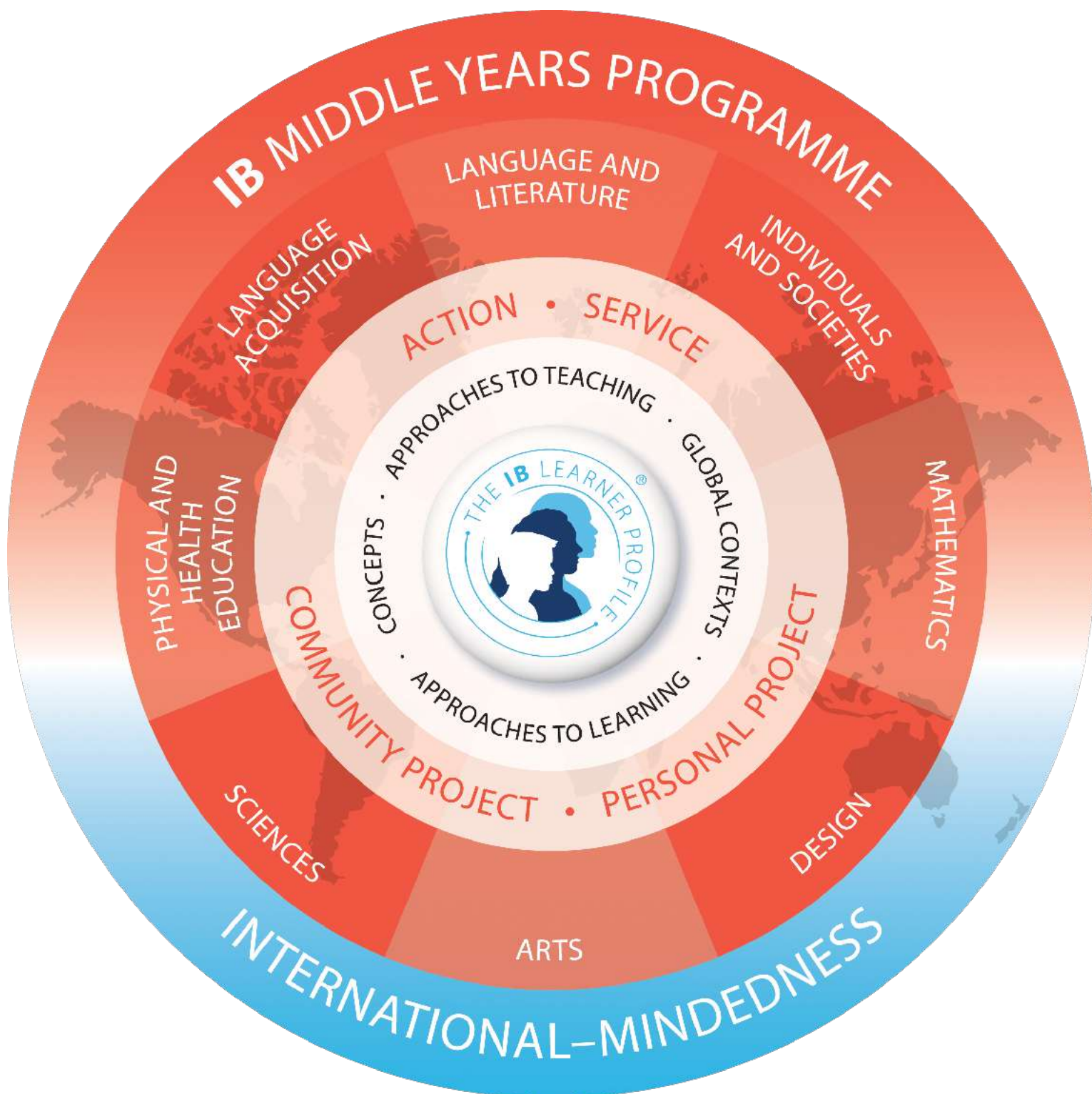
ACADEMICS



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



Approaches to Learning Skills at TIS (ATLs)

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

ATL Skill Category	ATL Skill Clusters
Communication	Communication skills
Social	Collaboration skills
Self – Management	Organization skills
	Affective skills
	Reflection skills
Research	Information literacy skills
	Media literacy skills
Thinking	Critical-thinking skills
	Creative-thinking skills
	Transfer skills

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, inter-disciplinary 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=Ju7tykl1etcY> (12:42 – 15:45). Subscribe and like the Tema International School YouTube channel for more interesting content.

ATL Team

LANGUAGE ACQUISITION CORNER

¿Cómo estás? 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



presents



Showing on Tema International School & @ TIS Ghana
We look forward to travelling back in time with you.









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



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



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EDUCATION

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

SCAN ME!



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

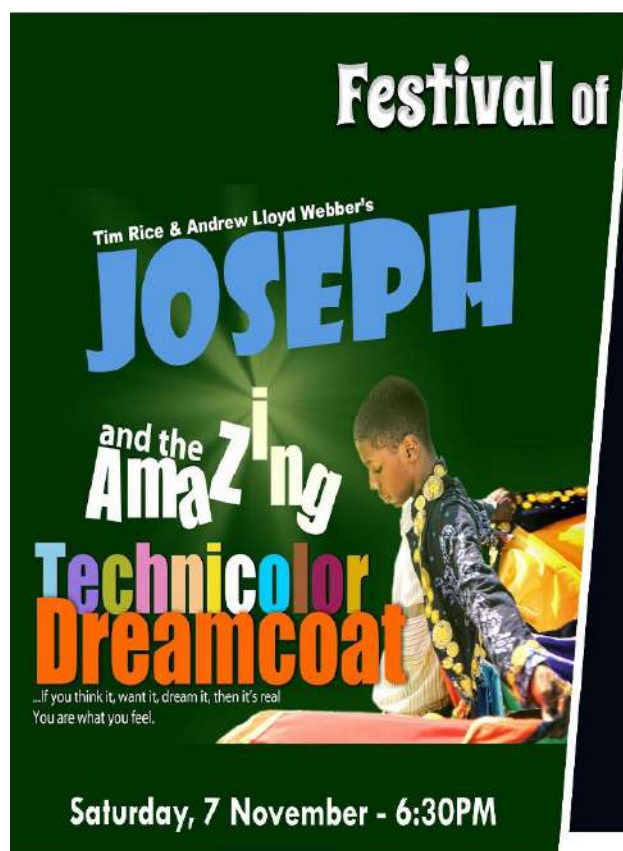
<https://www.youtube.com/watch?v=tew-bTA4urQ>



Tema International School



presents



Showing on Tema International School & @ TIS Ghana

CAS Experience – Singing at the IB World Conference

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

CAS Strands: Creativity



Do you want to join students from all over the world and be part of the virtual choir that will sing at the IB World Conference?

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



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 main 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

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> 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/CFzSqsFAQY0/?igshid=149zpyipqpovv> **Apewe, G11**

SDG Ghana – A TIS Student Initiative

Visit <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**



TEMA INTERNATIONAL SCHOOL





Tema International School
CAS & Duke of Edinburgh's
International Award
(DoEIA) Expedition Camp

Challenging & Equipping Young People, Transforming Lives, Changing the World.

Adventurous journey, abseiling, bicycling, hiking, life & survival skills, map reading & compass use, first aid, drills, radio communication, creativity and leadership experiences & much more.

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.



Proud to deliver




“ *Dukies 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 Dukies program. Strategically, it places our students at another level when it comes to their university applications. Importantly, the Dukies 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




www.tis.edu.gh

#WORLDREADY



Proud to deliver




“ 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 KABUKIE ATTRAM
MYP COMMUNITY PROJECT/SA COORDINATOR
AWARD ASSESSOR DOEIA/HOSA




www.tis.edu.gh

#WORLDREADY



Proud to deliver

**THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD**


#WORLDREADY

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:



THIS WEEK ON THE DofE ALUMNI CORNER

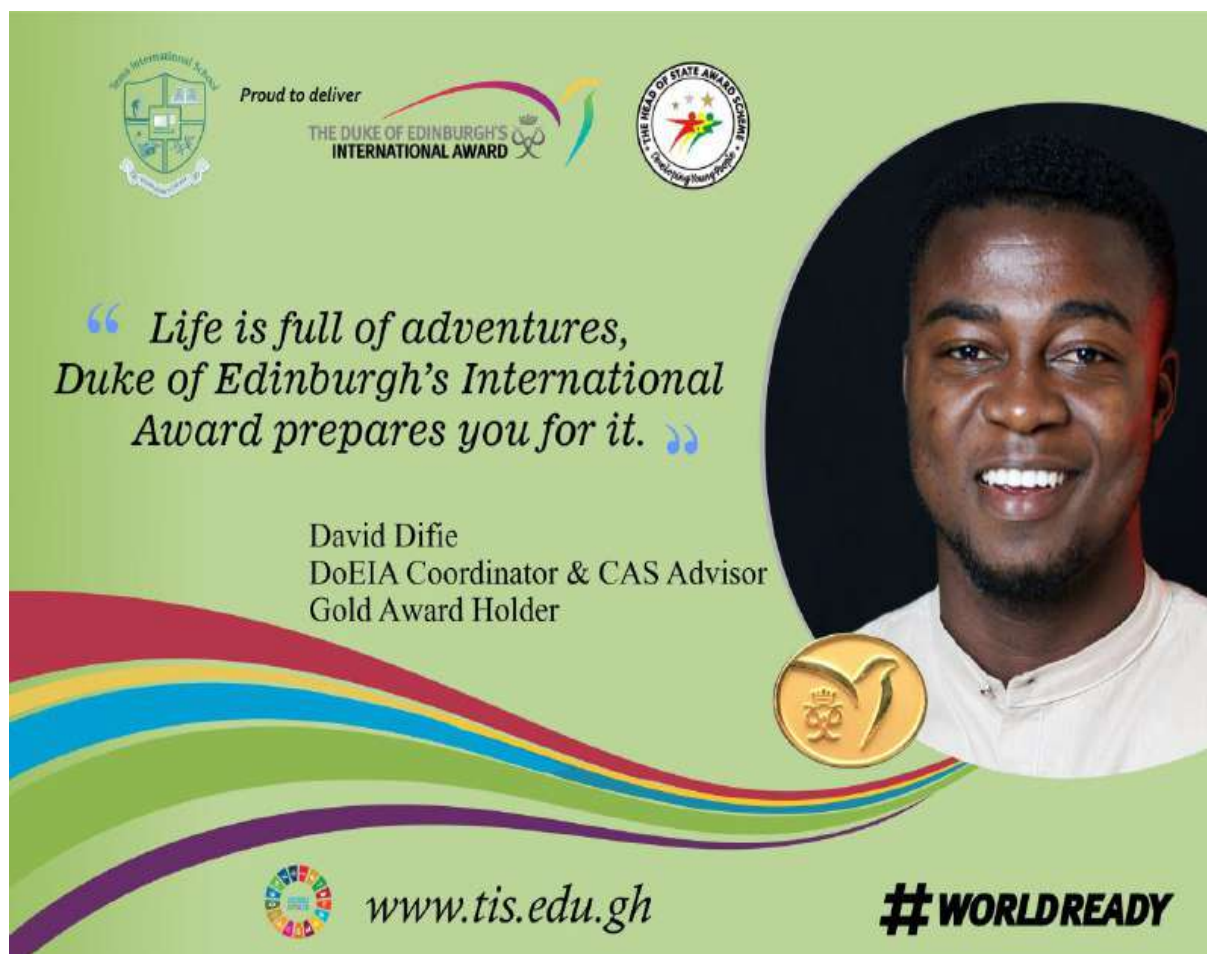


A Gold Level Awardee, David Difie, a Tema International School staff member, shared with us how ready he is for change, a new normal and our new world with the help of the Duke of Edinburgh's International Award scheme.

"Being the youngest staff member of Tema International School and age-eligible to enroll 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 COVID19 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



Proud to deliver












BRONZE
SILVER
GOLD

Award Levels & Timeframes

	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.

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.

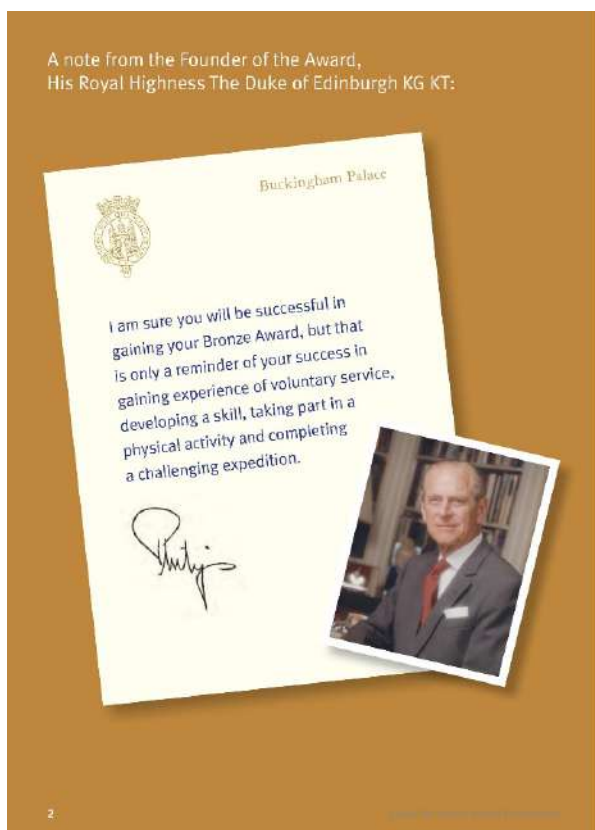
Persistence

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



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're 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 to getting involved in The Duke of Edinburgh's International Award and you can then continue your Award by getting involved at Silver and then 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, caring 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 improve your skills and widen your interests. See pages 14–15



Adventurous Journey

Challenge yourself to journey and explore with your eyes open. 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 is all about setting yourself a challenge and feeling great when you see yourself progress and achieve your goals.

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

Next step, you have to find an Assessor for each section and agree your aims for the sections with them. This person should be knowledgeable or experienced in the activity and can't be a relative of yours. Your Award Leader will confirm whether 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 (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	} Plus an extra 3 months in one of these sections
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.

Service



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 team work, communication and self-confidence.



"Even though I am actually working full time, I always find time to volunteer in a Cadet Corps every week. My experience as an Award holder helped me to gain new knowledge that I could transfer to a new generation of participants."

Rudy Allen, Canada

10 Guide for Bronze Award Participants

Example ideas

Here's a list of some Physical Recreation ideas that you could do or use as a starting point to create a programme of your own.

People in the community

- Visiting people in need, such as elderly or disabled people, on a regular basis to provide assistance with shopping, gardening or other domestic tasks, or simply to keep them company
- Voluntary work in hospitals and care centres
- Visiting prisons or detention centres under the auspices of the proper authorities
- Helping with a local community radio, newspaper or blog
- Sports coaching or leadership
- First aid – doing a course and then making their skills available to the benefit of the local community, i.e. being a first-aid at football matches or dance competitions and so on

Youth work

- Acting in a leadership role in a youth club or uniformed youth organisation
- Assisting in the teaching of primary school children

Community education and health education

- Working with experienced persons to educate the local community, or specific groups within it, on important issues such as prevention of leprosy or malaria, combating

- HIV/AIDS, primary health care, immunisation campaigns, drug or alcohol awareness education
- Teaching a person to read or write

Environmental service

- Participating in a conservation project such as clearing wasteland, cleaning a river, or caring for threatened wildlife or trees
- Caring for a public or school garden
- Providing, maintaining and encouraging the use of public waste collection
- Caring for animals
- Working in a clean-up campaign
- Promoting environmental sustainability

Charity work

- Fundraising for a charity
- Creating or maintaining a charity website or newsletter

Emergency services

- Helping an emergency service team, such as the fire services, surf life-saving, lifeboats, coastguard, police, mountain rescue or civil defence
- Assisting with local or national disaster operations

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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!



"I am working hard to be what I want to be. Cricket has changed my life and I would like to be a professional player."

Zukisani Simanga, South Africa

12 Guide for Bronze Award Participants

Example ideas

Here's a list of some Physical Recreation ideas that you could do or use as a starting point to create a programme of your own.

Ball sports

- Football (of any description such as rugby, soccer, Gaelic, Australian Rules, American)
- Volleyball
- Basketball
- Netball
- Handball
- Cricket
- Baseball
- Softball
- Hockey
- Tennis
- Squash
- Table tennis
- Lacrosse

Athletics

- Running
- Jumping (high or long)
- Throwing (hammer, javelin, shot put)
- Biathlon, triathlon, heptathlon or decathlon

Water sports

- Canoeing
- Kayaking
- Swimming
- Water polo
- Sailing
- Surfing
- Windsurfing

- Kite boarding
- Water skiing
- Diving
- Synchronized swimming
- Rowing
- Canoe polo

Winter sports

- Skiing
- Snowboarding
- Luge
- Bobsleighing
- Ice skating
- Ice hockey
- Curling

Martial arts

- Karate
- Aikido
- Judo
- Kickboxing
- Boxing
- Tae kwon do
- Kung fu
- Fencing
- Kendo

Animal sports

- Horse riding
- Polo

Fitness activities

- Aerobics
- Running
- Skipping

- Walking
- Weight training

Adventure sports

- Rock climbing
- Mountaineering
- Parachuting
- Caving and pot holing
- Hang-gliding
- Paragliding
- Kite surfing

Miscellaneous

- Dancing
- Cycling
- Gymnastics
- Weightlifting
- Trampolineing
- Wrestling
- Roller skating
- Skateboarding
- BMX
- Orienteering
- Badminton
- Ultimate Frisbee

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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 all 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!



"Without the challenge of the Award, I would still be washing dishes. Today, my eyes are open to the endless possibilities that life offers. The Award has given me the confidence to grab my opportunities."

Vicky Roy, professional photographer, India

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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.

Music <ul style="list-style-type: none"> Playing an instrument Learning musical theory Singing Music event management 	<ul style="list-style-type: none"> Aquarium keeping Astronomy Bee keeping Bird watching Conservation Dog training and handling Fishing Forestry Gardening Horticulture Horse care and handling 	<ul style="list-style-type: none"> Chess Draughts Darts Backgammon Other table games
Sports related <ul style="list-style-type: none"> Sports officiating Umpiring and refereeing Sports equipment maintenance Sports ground maintenance 	Communication <ul style="list-style-type: none"> Film and video making Film studies Sign language Braille Foreign languages Newsletter and magazine production Reading Writing Presentation skills Public speaking and debating Digital media Journalism Information technology Website development 	Life skills <ul style="list-style-type: none"> Business management Financial literacy Entrepreneurship Health awareness
Arts and crafts <ul style="list-style-type: none"> Ceramics Clay modelling Embroidery Dressmaking Glass painting Jewellery making Calligraphy Drawing History of art Painting Photography Sculpture Graphic design 	Technical and vocational skills <ul style="list-style-type: none"> Accounting Hairdressing Vehicle maintenance Engineering Fashion Furniture making Furniture restoration Metal work Tailoring Carpentry Cookery 	Performance skills <ul style="list-style-type: none"> Drama and theatre skills Circus skills Puppetry
Nature and the environment <ul style="list-style-type: none"> Agriculture 	Games <ul style="list-style-type: none"> Billiards, snooker or pool Card games 	

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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!



"I completed the hike with a smile on my face, not just because I knew it signified I had achieved my Award, but also because I knew in my heart that I had achieved something for me."

Janice Mustofova, Republic of Ireland

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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 <ul style="list-style-type: none"> Exploring the natural world: glaciations, erosion, geology, coastal studies, river valleys, plant studies, bird studies or animal studies, insect studies Exploring historic land use: prehistoric man, historical periods To investigate the survival or extinction of a language Exploring human impact: visitor pressure in national parks, pollution monitoring, surveys of numbers of walkers in remote areas To carry out health surveys or health education in remote areas To complete a particularly demanding journey by foot, cycle or canoe/kayak To investigate group dynamics in challenging conditions To kayak the entire navigable stretch of a river Following an ancient pilgrimage trail Cycling along an ancient trail



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Proud to deliver

THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD



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



Tema International School



@TIS Ghana

Sat. 28 November, 2020

7:00pm

All COVID-19 Protocols Will Be Observed.



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

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**



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

CANADIAN UNIVERSITIES Virtual Fairs in Africa

Monday, November 210:00 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](#)

Representative:

Sarah Kalisa

sarah.kalisa@concordia.ca

Representative: Cyesha Craigwell-Forde

ccraigwe@ryerson.ca

IMPROVE LIFE.

Representative:

Ernest Damalie

edamalie@uoguelph.ca

Representative:

Carolyn O'Keefe

carolynok@mun.ca

Representative:

Freya Qi

rqi@upe.ca


EDUCATION IN IRELAND
 STUDY IN IRELAND
GHANA FAIR

Speak directly with representatives of Irish universities and colleges

An opportunity to speak with official representatives of Irish universities and colleges who will engage you in step-by-step discussions geared towards fulfilling your dream of studying in Ireland.

Call us: +2348062457567 or email us at education@enterpriseireland.com

Date: 7th Nov. 2020 **Time:** 9:00 AM - 1:00 PM

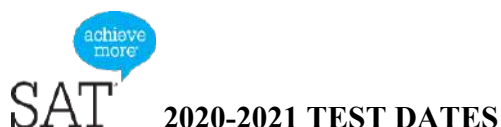
Register: africa.educationinireland.live

Date: 7th November by 9.00a.m. – 1.00pm (Ghana Time)

Venue: <https://africa.educationinireland.live> (Kindly register as it's an online event)

**important**

DATES AND INFORMATION



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

- ~~29 August 2020~~
- ~~26 September 2020~~
- ~~3 October 2020~~
- 7 November 2020 – Subject test only
- 5 December 2020
- 13 March 2021
- 8 May 2021

DPI's don't wait until the eleventh hour to register. Register now to avoid any disappointments! <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) 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



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.

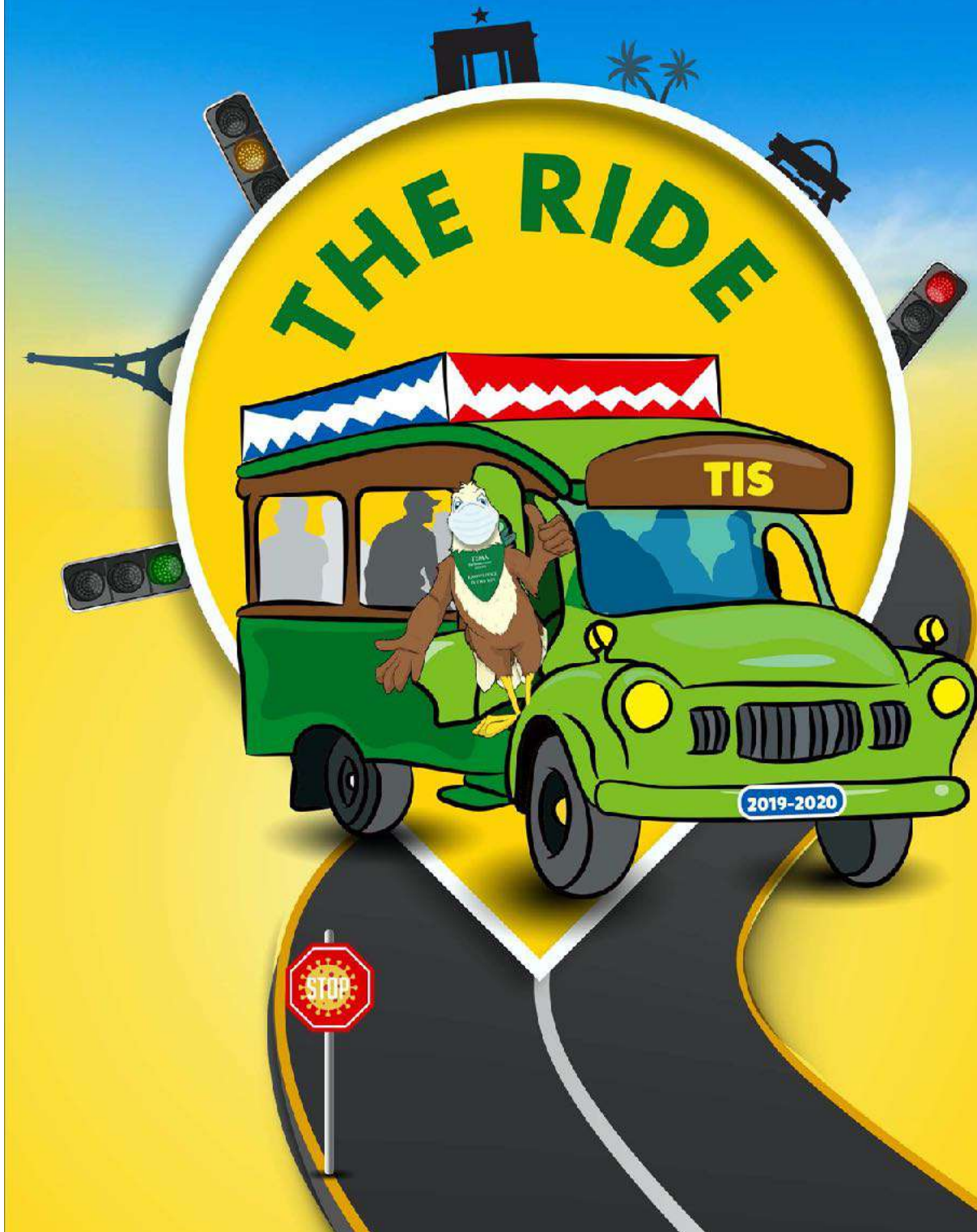


EDUCATION FOR A BETTER WORLD

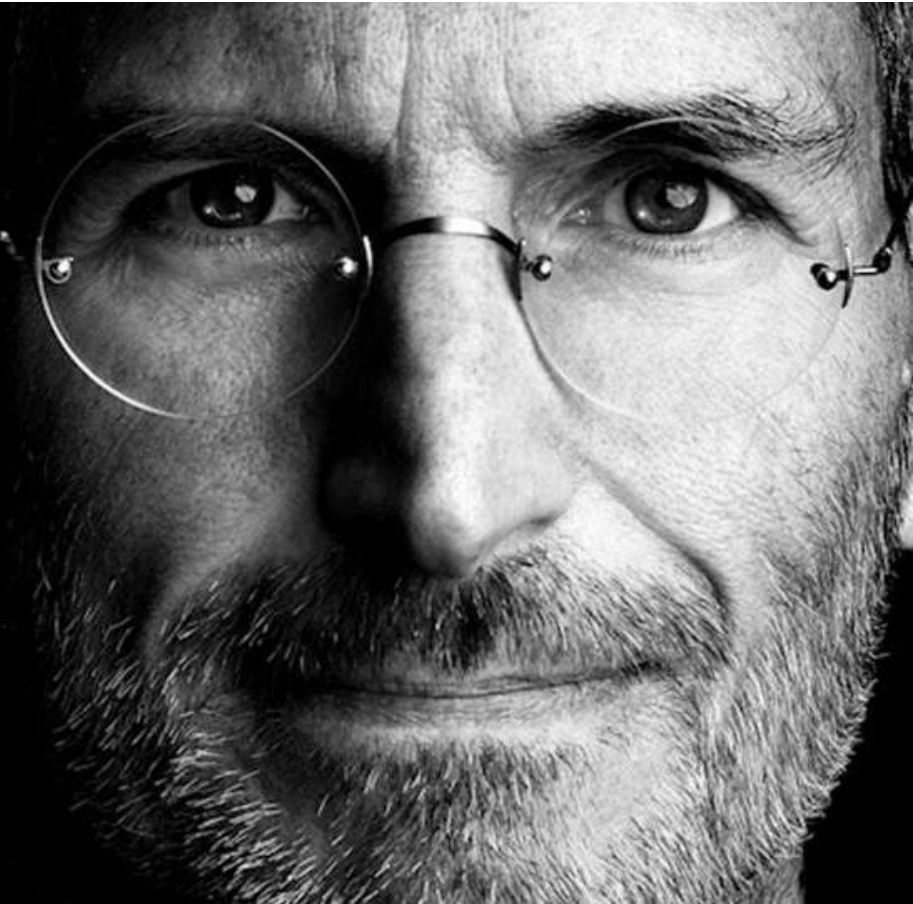


TEMA INTERNATIONAL SCHOOL MAGAZINE

Issue 12 | October | 2020



**The most important
decisions you make
are not the things
you do — but the
things that you
decide not to do.**



TIS INTEGRITY Code

**“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.”**



Tema International School

