

TIS RECORD

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At TIS,

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

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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

Do you know the difference between education and experience? Education is when you read the fine print; experience is what you get when you don't.

- Pete Seeger



The Learning Jigsaw

Learning is a series of jigsaw puzzles. There are many different types of jigsaws. Some are easy. Some are hard. Some are easy to put together while others test our patience and skills before all the pieces come together. Some just seem impossible. Levels of difficulty will often depend on interests, ability and maturity. As a learner, you need to know and show. You have to know what each piece is and understand how it fits within the puzzle. Your inquiry into each piece will involve questions to elicit knowledge and understanding. This knowledge of each piece is important to understand how each piece fits together. This learning will involve trial and error, and using this information to form your knowledge of each piece.

Once you know each piece, you then need to show your understanding by putting all pieces together to complete the jigsaw. Along the way, you will be asked to explain what you know about a piece and why you think it fits in a certain place within the puzzle. This questioning is to support your learning by helping you to clarify what you know and understand. Putting a puzzle together the first time is satisfying, but



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

- Red House for winning the Inter-Colour language acquisition competition.
- Salma Roland, Fawzaan Saani, Cheryl Kumah, Stacey Abbeo, Ethan Pobee, Hamdia Ibrahim and Alberta Addo for their feedback on the recent EE Cafe` experience in last week's Bulletin.
- Amanda and Jason Van-Tay, Amanda Awumee, Stacey Abbeo, Gwen Agbesi, Bethan Buah, Lena Dodoo, Elorm Godzi, Apewe Chigabatia, David Safo, Araba Egyei-Mensah, Cynthia Nutsuakor and Michelle Zedomi for their CAS projects.

does it show what you know? Showing you can complete the puzzle several times and decreasing the time allowed to complete the puzzle on subsequent attempts will clearly show your level of success.

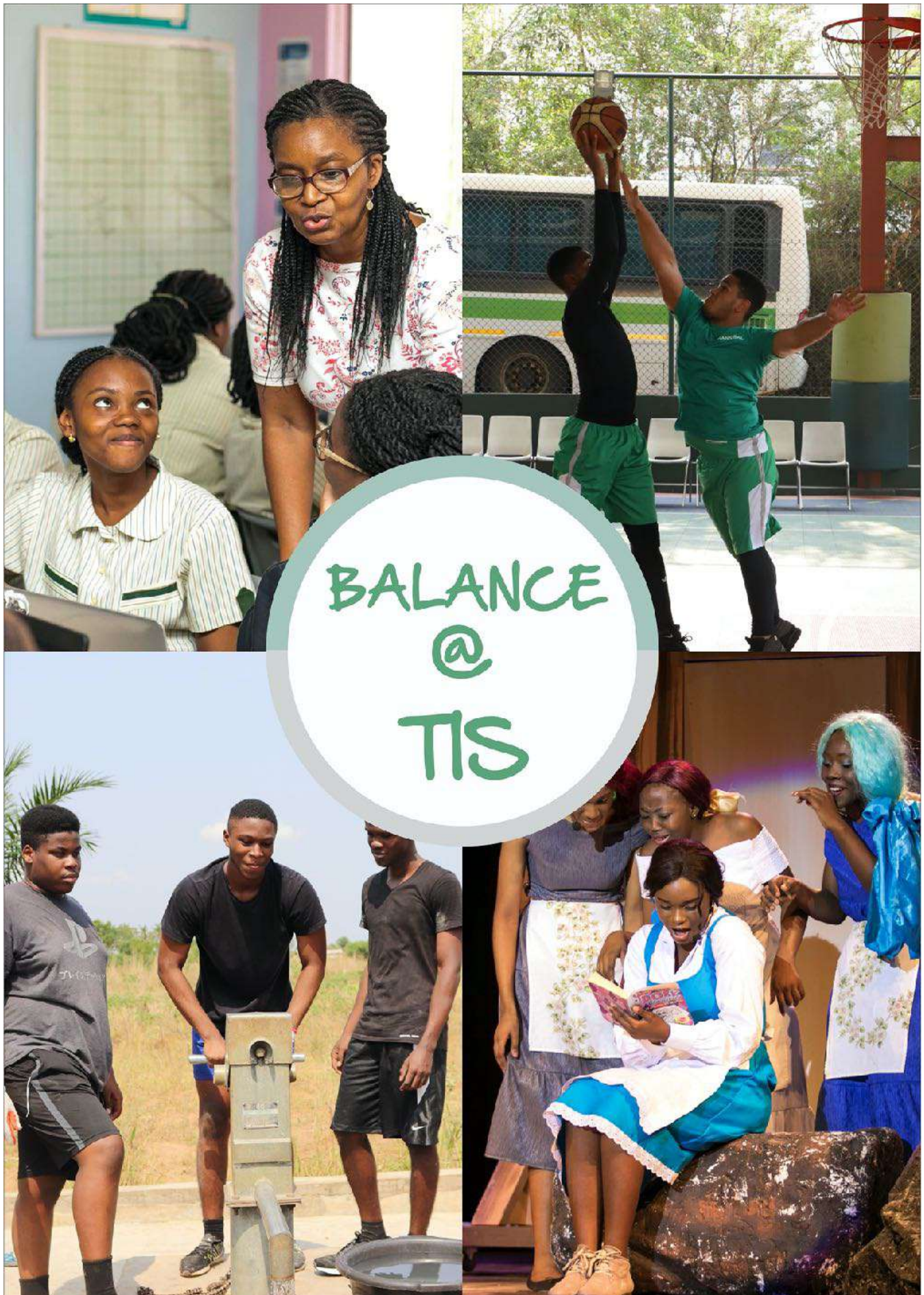
As a teacher, you need to personalise, engage and challenge each learner. Each learner is different and we know one size does not fit all. Therefore, each learner needs to start at the appropriate level, so they can know and show. Each learner must be engaged in the learning process and the teaching strategies employed must be personalised to engage each learner in the inquiry process. This engagement will be reflected by the level of questioning by the learner. The teacher must articulate the essential understandings required for each puzzle and the concepts that are the building blocks to these understandings. Ensuring each learner starts at the right level is critical: too easy, the learner loses focus easily; too hard and the learner often quits in frustration. Ensuring each learner is challenged to complete each puzzle and enjoy the success for each completion of a puzzle is the challenge for the teacher.

Each learner is different and this is recognised by personalising the experiences. Nevertheless, many learners will enjoy working on a puzzle with other learners. These are valuable opportunities for learners as they question, explain, justify and clarify their knowledge and understanding. Collaboration is successful when each learner is an active participant in the process.

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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28	29	30	31			

April '21						
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May '21						
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30	31					

June '21						
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July '21						
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25	26	27	28	29	30	31



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)
18/11/20	GIS Competition
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)

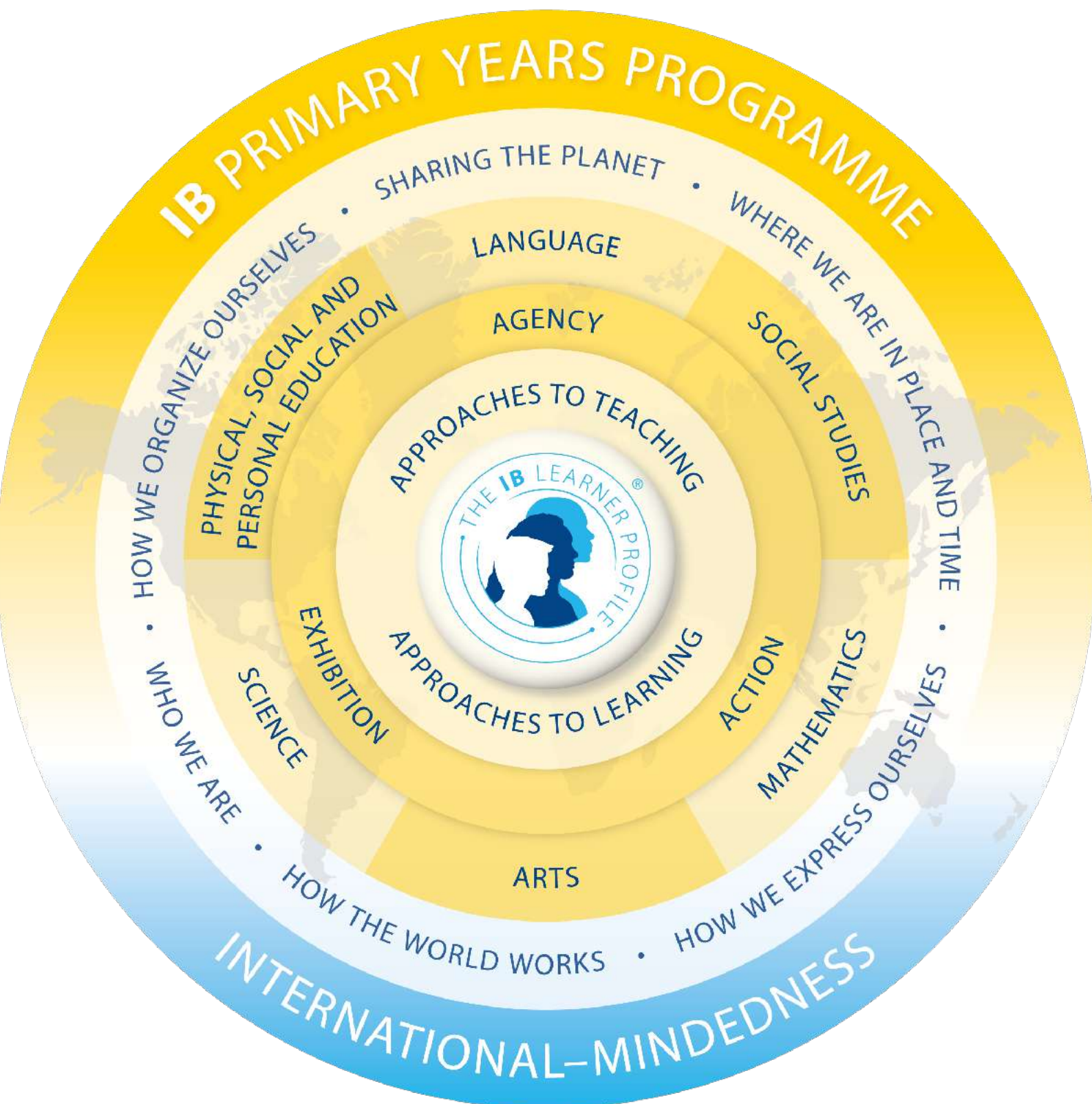
Senior Primary

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.



Assessment and Evidencing Learning at TIS Primary School

Assessments in the PYP

Assessment is a key element in the PYP which shows evidence of students learning.

Assessment focuses on learning, teaching, and outcomes. It provides information for improving learning and teaching. Assessment is an interactive process between students and teachers that informs teachers how well their students are learning.

The purpose of assessment (formative and summative) consists of three components which include assessment for learning, assessment as learning and assessment of learning. Formative assessment such as quizzes, homework, thoughtful reflective class dialogue, and oral questioning can be considered as **assessment for learning** as it is designed to give teachers information to modify and differentiate learning and teaching activities. **Assessment as learning** develops and supports metacognition for students. This will require students to be active, engaged and become critical assessors. Summative assessment is a form of assessment of learning as it measures learning at the end of a unit.

Assessments at the TIS PYP School are engaging and authentic. Assessment is authentic when it is connected to real life experience of students and they find it easy to identify and connect with. It is a collaborative process between the students and the teacher making the students responsible for their own learning.

Evidencing Learning in the PYP

As students actively engage in learning in the PYP, there is a constant need to document and showcase evidence of their authentic learning experiences and one ideal means of doing so is through the creation and sharing of **Student Portfolios**. What are these? How are they organized in TIS Primary? And what purpose do they serve? Kindly read along as we answer these 3 key areas.

What are Student Portfolios?

A **Portfolio** is fundamentally a child's record of achievement and progress over time. **Portfolios** can be a physical collection of student work that includes materials such as: written assignments, journal entries, artwork, lab reports, physical projects such as dioramas or models, and other material evidence of learning progress and academic accomplishment, including awards and self-reflections written by students.

Portfolios may also be digital archives, presentations, blogs, or websites that feature the same materials as physical portfolios, but that may also include content such as student-created videos, multimedia presentations, websites, photographs, or other digital artifacts of learning. It is an open working document which is updated consistently over time.

How are they organized?

In TIS Primary, **Student Portfolios** are organized **digitally** on **ManageBac** and are popularly referred to as the **E-Portfolios**. To keep them organized and updated, learners play a key role in exercising their agency by selecting two preferred soft copy samples each of their work with student reflections, across the different subject disciplines and upload them into their respective Portfolios. In the Early Years, however, learners are given some support by their teachers to **upload** their preferred work samples into their respective portfolios, whereas the choice of work samples and reflections are largely dictated by the early learner.

What is the purpose of Student Portfolios?

Student Portfolios serve quite a number of purposes in the lives of PYP learners and below are a few:

- They provide an avenue to celebrate the achievements and accomplishments of the PYP learner when they are shared with Parents and other members of the school community during **Student Led** and **3 Way Interviews**.
- They enable the learner to exercise their voice and choice since learners are fully in charge of selecting their portfolio materials.
- They give learners a sense of ownership for their learning.
- They afford learners the opportunity to reflect on their learning since all portfolio entries go with a student reflection.
- They show the progressive development of the learner's **ATL Skills** as well as the **Learner Profile Attributes**.
- They show evidence of a child's learning and conceptual understanding over time.

Below are work samples of students with their reflections



Grade 2 ONYX class collaborated to make this chart to show their understanding of healthy and unhealthy foods



I'm Nana Kwame and I made this poster to show my understanding on migration and exploration.



First graders had an exciting time working on their group poster by coming up with different numbers and then sorting them under odd or even numbers.



Angela Naa Adaku Quayee posted photo on Oct 29, 2020 at 12:21 PM

Shape Hunt Game

Ayisibea identified and named some coloured shapes. She enjoyed hunting for one half of the shapes around her room and pairing them correctly at the homebase.

SLUMS IN FIJI

On my journey through slums in Fiji, I saw things, I thought things, I wondered things. I learned how some other people around the world lived and I wondered why are they still living there. How did the people living there survive how did they end up living there and I just realized that they were poor. They are in environmental risk. I wish I could help them.



Slums around the world made me realize that other people don't have the life we have so we should be thankful for what we have.

- Paa Kwesi Oppan – Grade 5

October 12, 2020

Agartha Ablorde posted photo on Oct 12, 2020 at 10:36 PM

Stretching workout

Heaven is glad she was able to do the stretching activity which will help her nerves.



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September 30, 2020

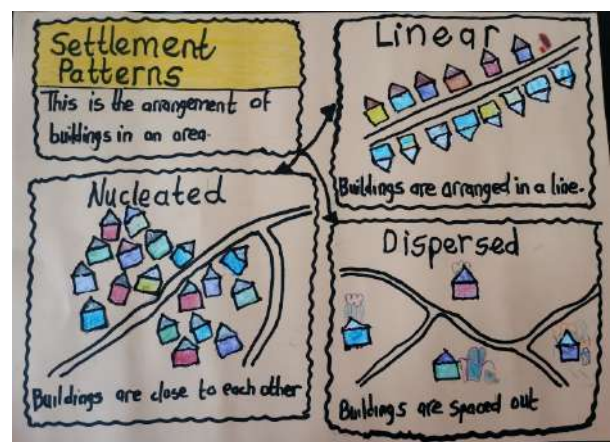
Angela Naa Adaku Quayee posted photo on Oct 29, 2020 at 12:17 PM

Reading Activity

Ayisibea chose to read one of her favourite books titled Sponge Bob Square Pants. She drew and coloured the main character in the story as her reflection.



Reading and Reflecting



This poster challenged me to explore my creativity. I was able to use my knowledge of shapes combined with my art skills to create a poster on settlement patterns. I learnt that a good poster always starts with a good plan.

- Juanita Quarcopome – Grade 5



TEMA INTERNATIONAL SCHOOL

ACADEMICS

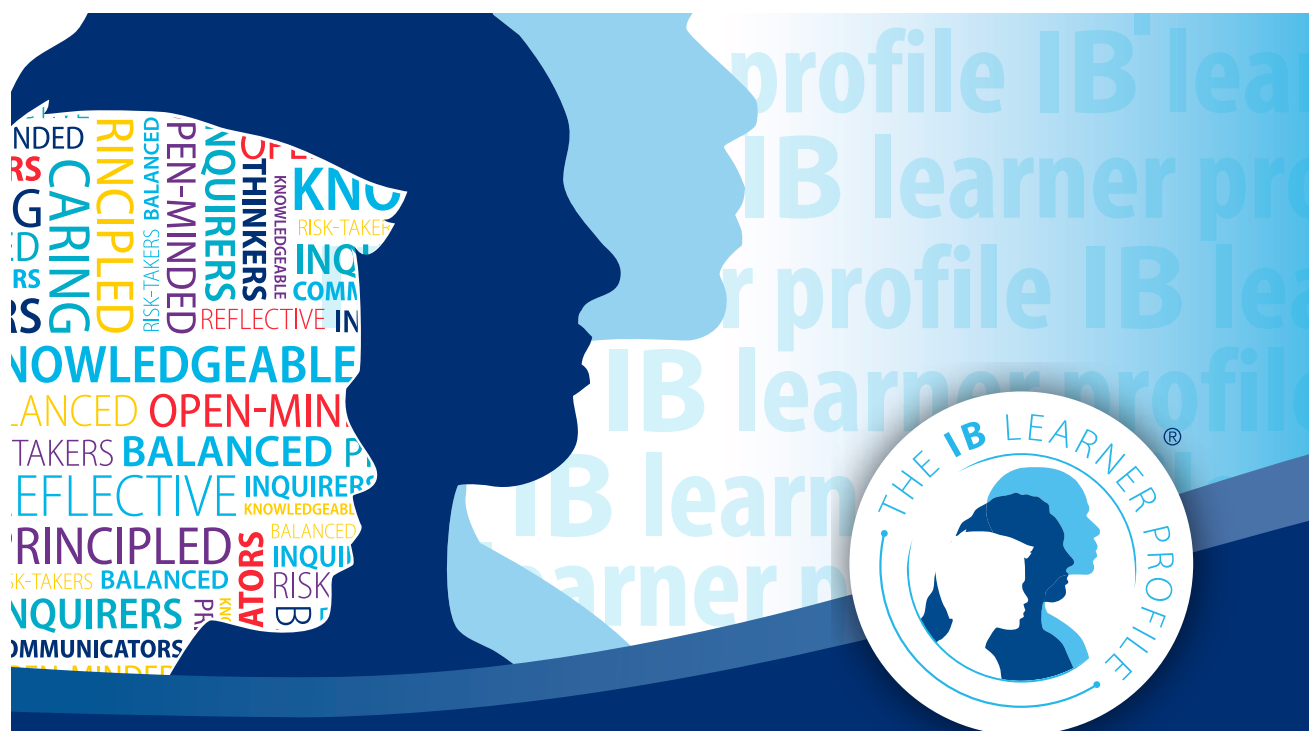


At TIS, we believe that the academics, as one of the four pillars for student balance and ensuing success, provide a theoretical lens for inquiry, critical thinking and conceptual understanding, as well as the opportunity to demonstrate our knowledge and understanding across many areas of learning.



EDUCATION FOR A BETTER WORLD





IB 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.

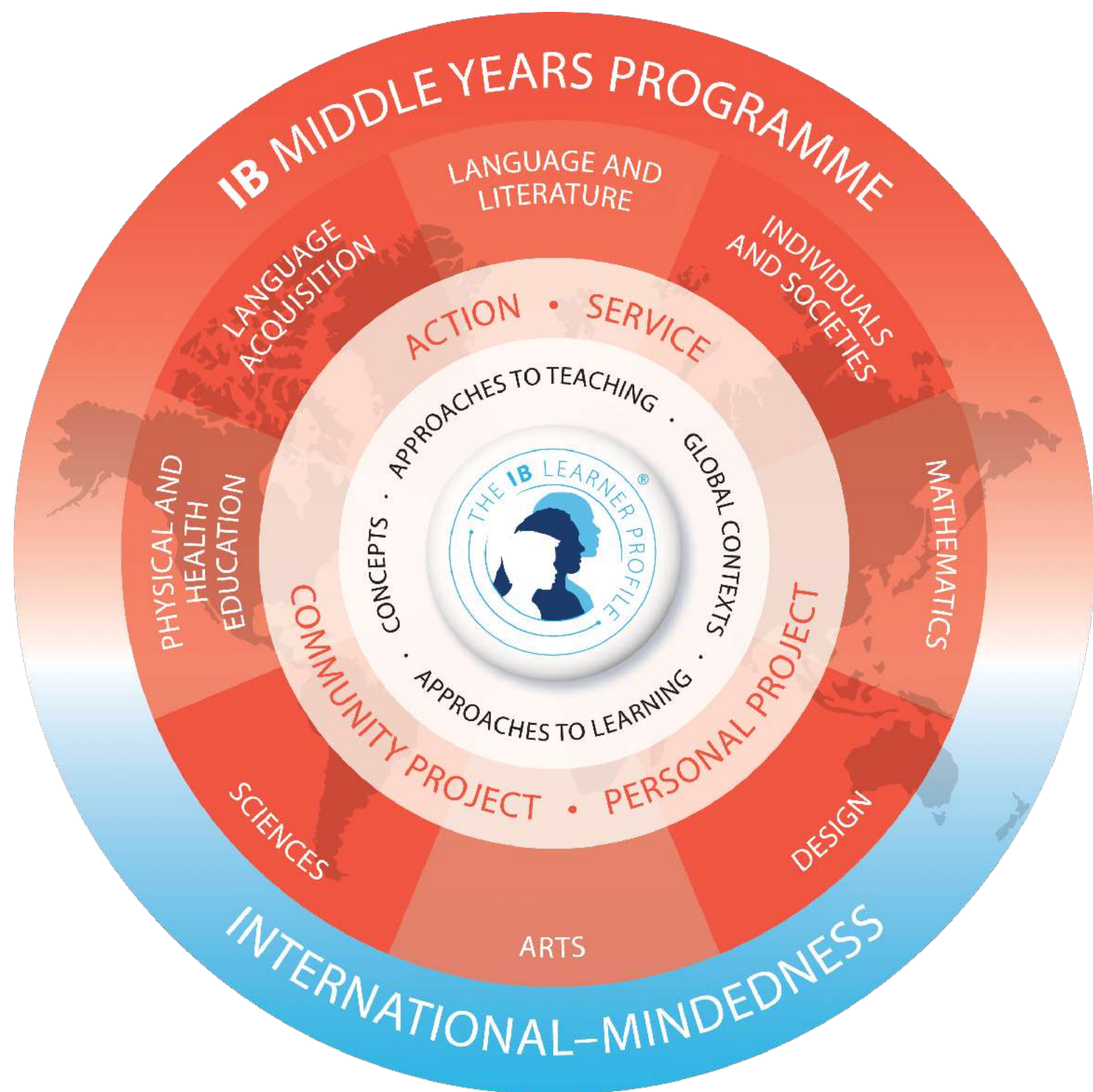
BALANCED

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.





PERSONAL PROJECT

The Personal Project is a compulsory element of the MYP program that each student from Grade 9 (MYP 4) moving to Grade 10 (MYP 5) needs to complete individually. At Tema International School, the 25 hours requirement completion period is spread throughout second semester of MYP 4 (Grade 9) to first semester in MYP 5 (Grade 10).

In the Personal Project, each student is completely independent and responsible for coming up with a long-term project and seeing it to its logical end. Students will get support from their supervisors (teaching and non-teaching staff) who will ensure that they are on track with the project. During the process, the students have to find and define their own learning goals, understand and plan their way through to achieving the goals, and be able to reflect along the way as well as at the end of the project. The Personal Project provides an opportunity for students to explore, research, and develop skills in a topic that they are passionate about, which is not directly related to their daily school work.

The Personal Project is a culminating examples of inquiry because it reflect students' ability to initiate, manage and direct their own inquiry. The inquiry process in MYP projects (Community and Personal Project) involves students in a wide range of activities to extend their knowledge and understanding and to develop their skills and attitudes. These student-planned learning activities include:

- deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project

- creating proposals or criteria for their project, planning their time and materials, and recording developments of the project;
- making decisions, developing understandings and solving problems, communicating with their supervisor and others, and creating a product or developing an outcome; and
- evaluating the product/outcome and reflecting on their project and their learning.

As students become involved in the self-initiated and self-directed learning process, they will find it easier to construct in-depth knowledge on their topic as well as to develop an understanding of themselves as learners.

In the beginning of the Personal Project, students need to identify a goal, based on areas or topics of interest to them. It is useful for students to have the opportunity to brainstorm and think about ideas, as well as discuss ideas with other people—for example, other students, friends outside the school, relatives and teachers. This will help them to finally settle on the type of project on which they would like to embark. However, parents, supervisors, friends and others have to balance providing support with objectivity and must not take over the project from the student. Ownership of the project must remain with the student.

The Personal Project encourages students to practise and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The Personal Project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important as the project should revolve around a challenge that motivates and interests the individual student. Each student develops a Personal Project independently. The MYP Personal Project is student-centred and age-appropriate, and it enable students to engage in practical explorations through a cycle of inquiry, action and reflection.

MYP projects help students to develop the attributes of the IB learner profile, provide students with an essential opportunity to demonstrate ATL skills developed through the MYP, and foster the development of independent, lifelong learners.

The aim of the MYP Personal Project is to **encourage** and **enable** students to:

- participate in a **sustained, self-directed inquiry** within a **global context**
- generate **creative new insights** and **develop deeper understandings** through **in-depth investigation**
- demonstrate **skills, attitudes and knowledge** required to complete a project over an extended period of time
- **communicate effectively** in a variety of situations
- demonstrate **responsible action** through, or as a result of, learning
- appreciate the **process of learning** and **take pride in their accomplishments**.

The role of parents and members within the community

Students may decide to seek out and use specialists within the community who facilitate access to research and evidence, provide information to extend skills and knowledge, and model good practice. In these cases, the community member guides and supports the students throughout the process; however, he or she does not assess the project. When this option is used, it is important that students still receive guidance from a supervisor in the school relating to the project objectives and assessment.

Parents can play the role of a mentor if they are skilled and are professionals in the topic area of their wards.

They can also remind students about important deadlines and keep track on the progress of their wards.

Successful completion of the personal project is a requirement for awarding the IB MYP certificate.

Sylvester Wellington.

Personal Project Coordinator.

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To Do List

FOCUS

WORK HARD

BE CREATIVE

OPEN YOUR MIND

SPREAD POSITIVITY

STAY AWAY FROM DRAMA

ENJOY THE LITTLE THINGS

PUT IN 100% EFFORT

TAKE CHANCES

SMILE MORE

BREATHE

FLIPANDSTYLE

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



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

SCIENCE CORNER



KNOWING THE FACES OF LIGHT

Our understanding of light has improved over the years. Different physicists have studied the first thing commanded by the Creator, light, and laid out their perspectives according to experimental evidences they have observed. **Sir Isaac Newton**, an English physicist, argued that light is a stream of particles (corpuscles), while his fellow physicist **Christiaan Huygens**, a Dutch physicist, argued that it is a wave. They all had experimental backing to their chosen perspectives, and the community of scientists could not help but accept both theories and termed it the **wave-particle duality of light**.

MYP 5 physics students have been studying waves this semester and have learnt about the various types of waves including sound and light waves. To improve their understanding about certain characteristics of light that proves that indeed it is a wave, some experimentation was done to confirm its wavelike features. This consisted of **refraction, reflection, dispersion and total internal reflection**. *Here are a few reflections:*

On Friday, 30 October, 2020, we conducted an experiment to determine the refractive index of material, we tried to manipulate our results by using five different angles of incidence. The experiment was conducted in a dark room so as to ensure less interference of external light. Overall, I got to work with colleagues I had not worked with previously (one at home and one physically present in school), and this helped me improve my collaboration and communication skill.

– **Brenda Anthonio**

In our last physics class, we conducted an experiment to demonstrate refraction of light and also find the refractive index of a glass block. I was able to see how a ray of light changes direction as it entered the glass block. From the results of the experiment, I was able to calculate the refractive index of the glass block. This experiment also revealed to me how a rainbow is formed via dispersion of light. The light is transmitted at the boundary of the surface between two media and separates into its component colours.

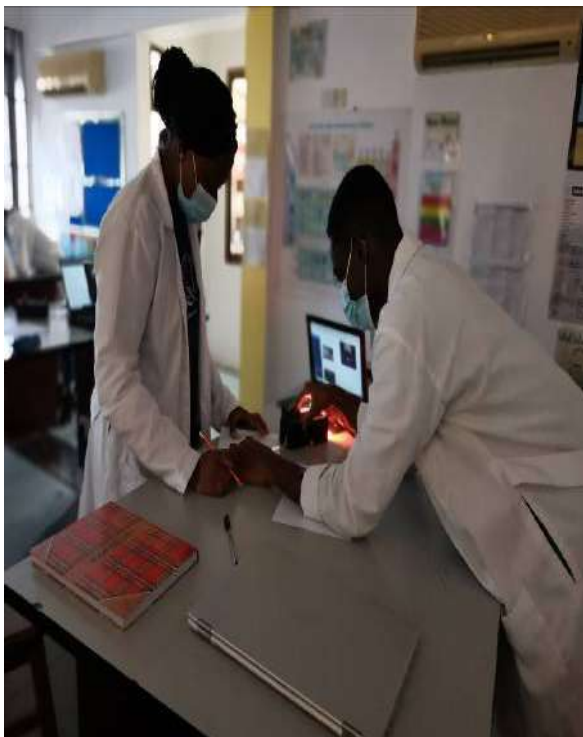
- **Jason Van-Tay**

Throughout the unit we learnt more on the reflection and refraction of light. Reflection is the change in the direction of light or bouncing of light from a surface whilst refraction is the process where light bends passing from one medium to another. One striking thing which was in no doubt the highlight of the unit was the concept of total internal reflection. This is when light really does not get absorbed or transmitted or refracted from the boundary separating two media. In addition, we conducted an experiment which enlightened my learning experience. In this experiment with a glass block as our medium, we used a single light ray to help us determine the refractive index by measuring both the angle of incidence and the angle of refraction and applied Snell's law.

- **Maame Ama Osei**

Conducting these experiments in real life has made me understand how light moves through different media. I now understand how rainbows are formed through the dispersion of light by glass prisms, as well as how light changes direction as it moves through different media. I can now conduct this experiment on my own and I am proud of that.

- Nuku Dzakuma





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Engineering
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Female Future Leaders

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Law
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SCAN ME!



FOR FURTHER INFORMATION, SEARCH 'IMMERSE EDUCATION ESSAY COMPETITION'

CAS-SA Corner



Tema International School

going down memory lane ...



Showing on Tema International School & @ TIS Ghana

We are counting down to our first-ever **Festival of Plays, 2020.**

Due to the COVID-19 Pandemic, we are not able to engage our talented students in one of the most amazing experiences we offer here at TIS, our Annual Production. However, we could not also just let the occasion pass by, so we thought of revisiting two of our outstanding productions.

So join us as we travel back in time and share fond memories and lessons learnt through the adaptations of ***Joseph and the Amazing Technicolor Dream Coat (2011)*** & ***Beauty and the Beast (2018)***, our 15th anniversary production at the National Theatre.

We look forward to travelling back in time with you as we 'Reflect on our Journey and Inspire New Directions!' From:

The Dilemma of a Ghost (2010), *Joseph and the Amazing Technicolor Dream Coat* (2011), *Dormitory C, The Inspection* (2012), *The Lion King* (2013), *This is Our chance* (2014), *Sarafina* (2015), *Evolution: a Tale of Fragmented Sounds* (2016), *The Slaves* (2017), *Beauty and the Beast* (2018), *The Marriage of Anansewa* (2019) to *Festival of Plays, 2020*, what a journey!!!

Personal Project**DEPRESSION AND ANXIETY**

Statistically about 1 out of 5 teenagers suffer from mental disorders worldwide and that is 20%



of our population but only about 4 % out of the 20% seek medical attention or talk to anyone about it. # WE CAN OVERCOME IT is my Personal Project initiative and it's all about educating and talking to teenagers with depression and anxiety. I would like to invite you all to join this meeting so that we can be informed about these topics and also talk about our experiences with it. The resource

person for these sessions will be Dr. Sandra Thompson Hassan. Thank you so much. And I hope you will have fun and also be well educated on these topics. **Nina Issah, Grade 10**

Saturday, 14 November 2020

Sunday, 15 November 2020

At 7:30pm on each day



COVID-19

Back to School – Post-Lockdown



Coming back to campus has been very nice. I spent seven months at home as a result of this merciless pandemic and I can finally say that coming back to school has increased my rate of productivity by far. **Andrew Opuni, G10**



I was really excited about coming back to school and seeing all my friends, grade mates' teachers and staff. What I did not expect, however, were the precautions the school took to ensure our safety. Honestly, having only two roommates is fun. The hostel is really quiet and peaceful but sometimes I miss the presence of my other friends in the other grades.



Meals times are what gave me a surprise. I understand that precautions should be taken, but boy! I feel really self-conscious with the new queues because the spacing is a lot and everyone has a clear view of you. Lunch time is better though because it is only with my grade so I feel more comfortable. The table spacing (5 on a table) I think is okay even though I wish we could be more so that the conversations would be more interactive. In class, I really wish we could be seated like old times and easily converse during a class instead of sitting so far apart. Classes are still interactive though but because we wear face masks, hearing is quite hard.



I also really wish I could hug my friends but I have to stay put and just tell them how I wished I could give them a big hug. So far school has been fun, despite the safety measures. **Chelsea Davis, G10**

three weeks in and it has become part of me. A mask with you wherever you go while keeping social distance might feel a little off, but there is still the feeling of togetherness that TIS provides. **Samuel Lumumba, G12**

COVID-19

Back to School – Post-Lockdown

Before coming back to school, I was very skeptical about it if the decision was a smart one or not, considering the fact that we are still in the middle of a pandemic.

However, I can say that because of the measures the school has put in place, I feel very safe and secure and the learning experience is much better. **Nuku Dzakuma, G10**

Coming back from home has become a great blessing. Online has personally been a struggle for me, with keeping up with all the work.

Now, I am able to learn and complete tasks simultaneously. I am so happy to be back and see all my peers and teachers. **Moyosola Fajemirokun, G10**



Sitting in the MPH always apart from one another has never been this unusual. Wearing the face mask all around campus has been very uneasy and uncomfortable for me.

But we do all this just to keep one another safe. 2020 has been an uncertain year and I am looking forward to what 2021 will bring. **Brad**

This academic year, things have obviously been totally different. From having to follow the strict COVID protocols, such as social distancing during meal times, we no longer have that clustered group-centered table setting in class and finally we have to wear our masks in and out of class. On a more positive note, the reduction in the number of students in school, makes it very easy to stay focused on my studies. **Olives Sanda, G12**

This semester, life in school is completely different than it was two semesters ago. Due to COVID-19, we are required to wear masks and socially distance. At first the protocols are hard to follow but as the days go by they become really easy to follow. Life in TIS is very interesting due to the huge impact COVID-19 has had on us, but aside us having to follow the protocols, learning has become very easy because we are a few in school and this makes everything much easier. **Fawzaan Saani, G12**



COVID-19

Back to School – Post-Lockdown



Being in TIS, at this moment, has been very interesting. We are required to wear our masks in and out of classes, a lot of sinks have been installed all around the school, prep is in the hostel and finally, the lack of students around, makes it extremely easy to learn.

Gwen Agbesi, G12

It feels good to be back! Although all activities don't feel as normal, I am definitely glad to be at school and taking advantage of all the given resources. As compared to online learning from home, I have easier access to my teacher whenever I find a question difficult. Also, my time management skills have increased tremendously upon arrival at school. At the MPH, all COVID-19 protocols

are observed with strict supervision. I do, however, miss Saturday night entertainment and sporting events like TISSA. **Eyako Eli Dzantor, G12**

Coming back to school has been really interesting to me mainly because I have had to transition from a more relaxed schedule to a heavily packed and controlled one, especially for times when I sleep and I eat. I have, however, noticed a major improvement in my understanding of topics taught in class. This could be attributed to the fact that the teachers are now in front of me and communication between us is easier and faster. I also have less distractions in school than I did at home so it is easier for me to learn. **Awo Apreku, G10**

Coming back to school has definitely been a huge transition for me. Certain topics have also been easier to understand because coming back to school has made me realize that we need to appreciate our teachers more. The food on the other hand has improved greatly, however, the social distancing has been quite a challenge. **Brenda Anthonio, G10**



CAS Project - Aspire to Inspire



Type of Service: Direct

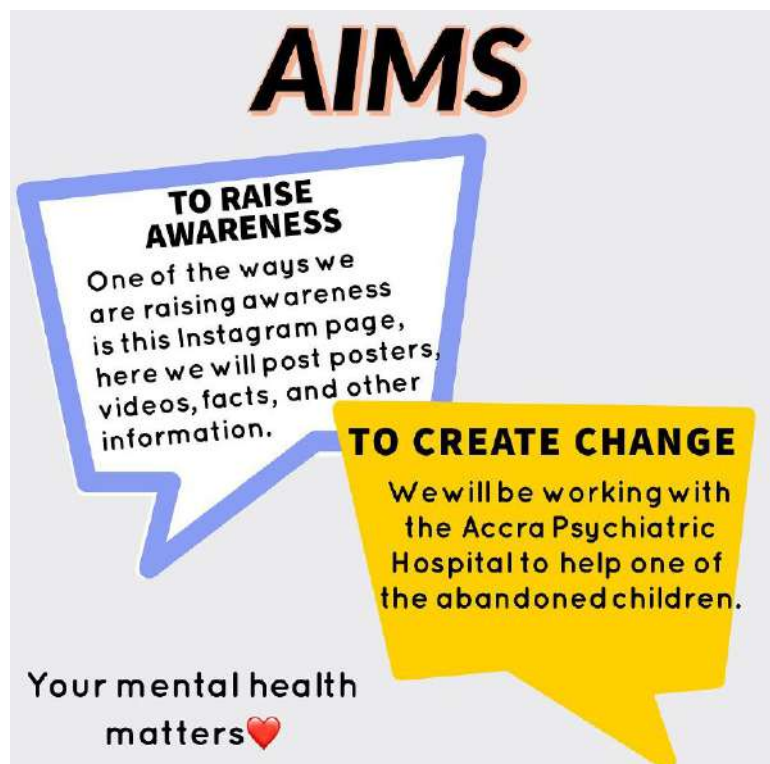
Learning Outcomes: Strength and Growth, Global Engagement, Collaborative skills, Ethical choices, and Action

CAS Strands: Creativity and Service

Group Members: Charlene Noye, Jayden Afrifa, Khadidjatou Yandja, Ashley Gaba, Chimelum Moghalu, Kwasi Dankwa, Terry Ansah. (G12)

Rare diseases, although they make up only 10 percent of the world's population, have affected over 300 million people worldwide. Most people are unaware of this and go about their lives forgetting how privileged they are to wake up happy and healthy every morning.

However, we were taught to use this privilege to help other people and make a difference in someone's life. Aspire to Inspire is a CAS project, started by Charlene Noye and Jayden Afrifa. Our initial goal was to help raise funds and resources for a group of children who required financial aid in order to get tested and diagnosed for their disease. COVID-19 has forced us to put these plans on hold but we refuse to allow this incident to prevent us from trying to make a difference and changing people's lives for the better. Through our collaboration with the Rare Disease Initiative in Ghana, we are creating posters, info graphics, and inspirational videos in order to help spread awareness on different types of rare diseases. Every week a poster or infographic will be posted talking about a different type of rare diseases. It's time we become aware of this condition and help out how ever we can.



Thank you all for your time and if you would like to know more about our project kindly follow us on our Instagram@aspir.e.to.inspire for weekly updates and more information about our group.

CAS Project - Aspire To Inspire

WHAT ARE RARE DISEASES?

Rare Diseases reflect a group of conditions with low prevalence, often accompanies the individual from birth and cause functional or structural abnormalities. Rare diseases represents health conditions that affect on the average 5-76 cases/100,000 people

STATISTICS

Though individually the prevalence of rare diseases are low, Collectively they pose huge public health burden to the people affected and the country. There are more than 7000 rare diseases. 80% of rare diseases are genetic in origin, and thus are present throughout a person's life, even if symptoms do not immediately appear.

WHO'S AT RISK:

EVERYONE, AT ANY TIME

WHAT TO DO:

Don't stigmatise!
Show support and raise awareness about their current situation.

CAS Project - SDG Ghana – COVID-19 AWARENESS WEEK



CAS Strands: Creativity, Service

Type of Service: Advocacy

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*

SDG Ghana is a student initiative to introduce and educate citizens of Ghana to 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, the SDG Ghana Team focused on Sustainable Development Goal 3, Good Health and Wellbeing. We highlighted four major health issues and created online campaigns for each of them. These health issues were Mental Health, Breast Cancer, HIV/AIDS and the Coronavirus.

CAS Project - SDG Ghana

The SDG Ghana team would also like to introduce November's Sustainable Development Goals, (Goals 12 and 13), Responsible Consumption and Production, and Climate Action.

Climate calls for urgent action to combat climate change and its effects. Climate change is a topic that needs to be addressed because every country is experiencing the effects of climate change.

Sustainable Consumption and Production (known as SCP) is about doing more and better with less. It is also about decoupling economic growth from environmental degradation, increasing resource efficiency and promoting sustainable lifestyles.

We are currently consuming more resources than ever, exceeding the planet's capacity for generation. In the meantime, waste and pollution grow, and the gap between rich and poor is widening. Health, education, equity and empowerment are all adversely affected.

As a team, we chose these SDGs because we have acknowledged their importance to the survival of the planet. Stay tuned for more articles about Climate Action and Responsible Consumption in the subsequent bulletins.

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

<https://www.instagram.com/p/CFzSqsFAQY0/?igshid=149zpyipqpovv>

Visit <https://dodoolena.wixsite.com/sdghana> to learn more about our Goal of the Month.

By: The SDG Ghana Team

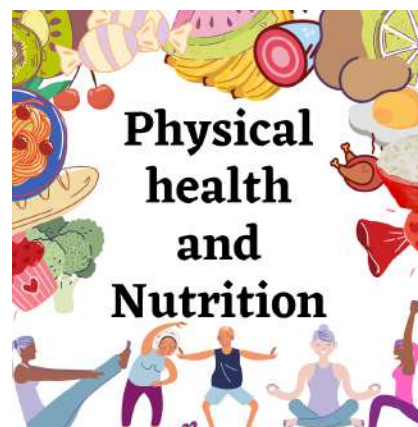
CAS Experience – Students' Articles –Physical Health & Nutrition

Type of Service – Advocacy/Research Learning Outcomes – Global engagements, ethical choices

CAS Strands: Creativity

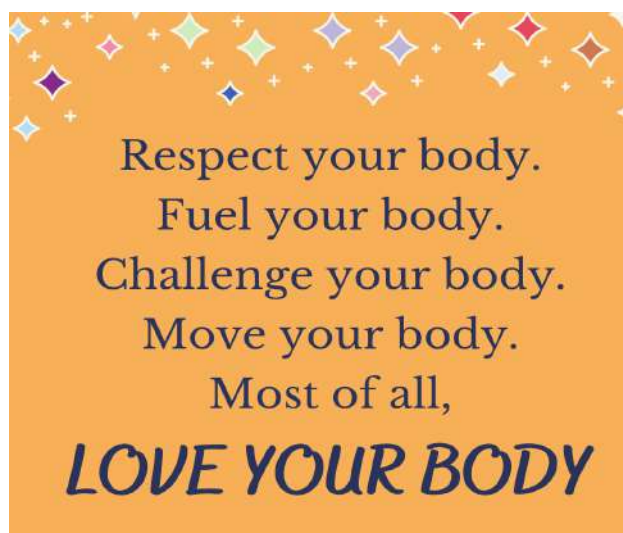
Angela Williams, Grade 11

Josh Billings once said, “Health is like money, we never have a true idea of its value until we lose it.” Education on physical health and nutrition is a vital tool in improving our lives, habits with food, physical activity and our overall wellbeing. Physical health involves physical activities, sleep, hygiene, and relaxation. Nutrition is an important part of the development of our health because smart health and nutritional choices help you pay attention to what you eat, improve or maintain your health and prevent diseases, such as diabetes, high blood pressure, high cholesterol, diabetes, heart diseases, stroke and cancer.



About 70 million people around the world suffer from eating disorders, such as anorexia nervosa, bulimia nervosa or binge eating disorder. Also, about 72% of men and 63% of women worldwide suffer from obesity. One might say, “ I eat vegetables so I'm eating healthy”, however, that is not entirely correct, healthy eating means eating a variety of foods which give essential nutrients to maintain one's health, feel good and have energy. Healthy eating must be accompanied by physical wellness or activities because these bring balance in one's life and keeps the body in its best state.

This segment will tackle issues regarding physical health and nutrition stereotypes, food groups, physical activities, water consumption, portion control, diseases, as well as provide information to create good habits to improve your daily life. Physical health and nutrition should be taken seriously. As the saying goes, “prevention is better than cure.”



CAS Experience - Students Articles – Congo is Bleeding

Type of Service – Advocacy/Research

Learning Outcomes – Global engagements, ethical choices

CAS Strands: Creativity

Chelpang Alhassan, G11

#CONGOISBLEEDING



Many of you who are active on social media platforms may have recently noticed the hashtag, **#CongoIsBleeding**. The “bleeding” of Congo, its natural resources and its people did not start in August as some people think. It goes as far back as when Congo was PRIVATELY owned by King Leopold II of Belgium from 1885 to 1908. Just try to imagine that

the Democratic Republic of Congo was owned by someone. Unfortunately, Congo still has not recovered or healed from what Leopold did. After taking hold of Congo, *“It quickly became a brutal, exploitative regime that relied on forced labor to cultivate and trade rubber, ivory and minerals.”* (BBC News, 2020). Killing and injustice are major parts of Congo’s history and it is still ongoing as you are reading this. The people of Congo everywhere continue to hope, cry, and pray for peace and it is high time the rest of the world listens. Since 1996, the violence in Congo has killed over 6 million people. Over 6 million people dead and the world remains silent.

Congo had two major wars which were vicious, and the effects are still felt all throughout Congo today. These wars are sometimes called the “African World Wars” because of the wide involvement of African countries, such as Rwanda, Uganda, Zimbabwe, Angola, Libya, Namibia and many others who were either on Kabila’s side looking to overthrow Mobutu, or those on Mobutu’s side looking to help him maintain control of the country. The world is largely still silent when it comes to the over 6 million Congolese people killed, of whom about half of them were children. This is largely due to the instability and lack of leadership after the Congo Wars, and there is an estimate of over 100 rebel groups.

“As a result, fighting continues in the eastern parts of the country, destroying infrastructure, causing physical and psychological damage to civilians, and creating human rights violations on a massive scale. Rape is being used as a weapon of war, and large-scale plunder and murder are also occurring in efforts to displace people from resource-rich land”. (World Without Genocide, 2020).

All the murder and oppression in Congo have worsened because of the exploitation of Congo’s resources. Unfortunately, the unrest in Congo is beneficial to other parties. The unrest is of great benefit to many actors whether in the country, Africa or around the world. Ever watched the movie Blood Diamond or became aware of the situation? Although the movie focused on Sierra Leone during the Civil War, blood diamond has been unending in Congo for years. Children work under harsh conditions often with no pay or little pay just so big companies can profit. Women continue to be raped and used as weapons so that others can profit from the natural resources.

CAS Experience - Students Articles – Congo is Bleeding



One people's cry is another people's joy; one people's suffering, is another people's revenue, and one people's fleeing for their lives, is another people's fortune. This is just what has been happening in Congo for countless years. Therefore, you have seen the hashtag, **#CongoIsBleeding**, because Congolese people are sick and tired of suffering, torture, fleeing and dying. Congolese lives are black lives, so where is everyone?

As IB students and Africans who pride ourselves on our global awareness, it is important that we are aware of what is happening around us. The fact that it does not directly affect you does not mean that is not your concern. As students what we can do is rather limited but just raising awareness is an act of service. Hopefully, the more people who know about it the more the international community will do to help end the crisis. We each must do as much as we can to help the people of Congo.



CAS PROJECT- *TeenMTH*

Purpose: To spread awareness and to bring to light mental health issues that we as teenagers face today.

Type of Service – Indirect

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

CAS Strands: Creativity & Service

Initiators: Deborah Gomado, Adeline Adjei, Bernard Obeng, Theodora Tekpor, Alvin Appiah and Shaun Adjei. (G11)

We can all agree that mental health is a very important topic that is every so often paid little attention. And even worse, the current pandemic has given rise to things like abuse, (both physical and mental), depression, among other problems. As it is, many people, especially teenagers, are unable to speak out about their predicaments and thus, continue to suffer under the hands of their abusers, who you never know could have some sort of psychological issue or trauma, which is the cause of their behavior. The victims on the other hand are then severely anxious and or depressed.



Our goal?

We choose not to be silent about these mental health issues and we want to spread awareness of them and how they can be managed and treated.

Below is our Instagram handle, email address and link to our YouTube video. Please follow our Instagram page, like, share, repost and comment on all our posts as well as our YouTube video.

Please note down our email address and don't hesitate to email us, about any questions and or concerns you may have; we are more than HAPPY to help you with anything you need. We have so many AMAZING things coming up as part of the project and you won't want to miss them. Stay tuned for more and enjoy your day.

Instagram Link

<https://www.instagram.com/teen.mth/>

Youtube link <https://www.youtube.com/watch?v=htdC5TtR01c&t=13s>

Email Address

teen.mth@gmail.com

Instagram

Teen Mental Health Campaign (@teen.mth) • Instagram photos and videos

53 Followers, 12 Following, 4 Posts - See Instagram photos and videos from Teen Mental Health Campaign (@teen.mth)

CAS Experience - Buddies Without Borders

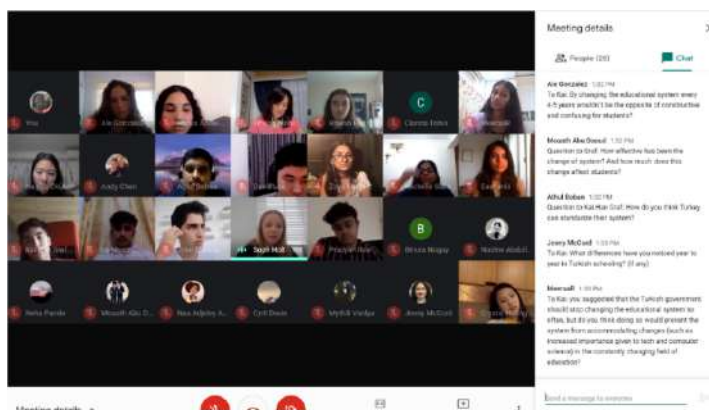


CAS Strands: Creativity, Service
Type of Service: Research/Advocacy
Learning Outcomes: Demonstrate the skills and recognize the benefits of working collaboratively, Demonstrate engagement with issues of global significance, Recognize and consider the ethics of choices and actions.

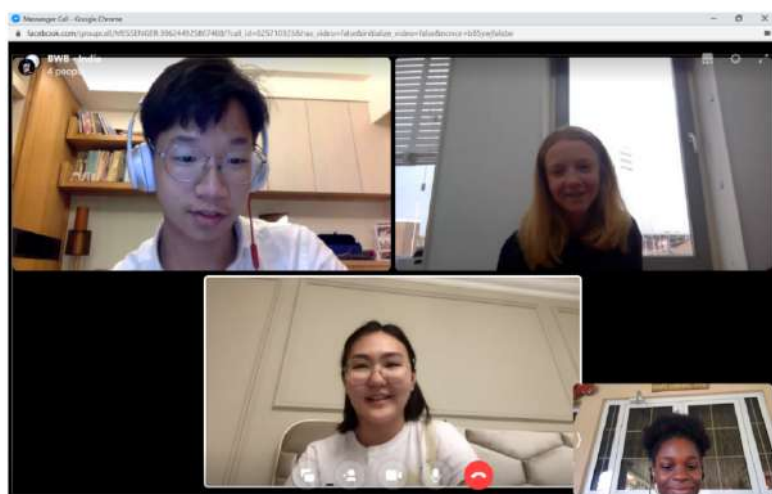


Participants: Naa Adjeley Anang-la, Araba Egyei-Mensah, Cyril Davis (G11)

The Buddies Without Borders Forum has been an amazing experience for me. The theme of this forum is 'Access to Quality Education'. For the past month, we have been conducting research on the status of education in both our countries and the countries they assigned to us. This has given me the opportunity to share what is going on in Ghana and also learn about different countries. The forum coordinators also put us in groups with people from all over the world to write our final paper.



This has made me much more open-minded because all my group members are from different



parts of the world (Thailand, Kazakhstan and the Netherlands) and so have different views on almost everything. My group was assigned to India and so creating solutions which ensured equality to all parties involved was quite difficult, but we managed to pull through.

I'm very grateful to have been a part of this experience to

research how education is like around the world, and I will definitely recommend that everyone participates in it. Araba Egyei-Mensah, G11

CAS Experience - Buddies Without Borders

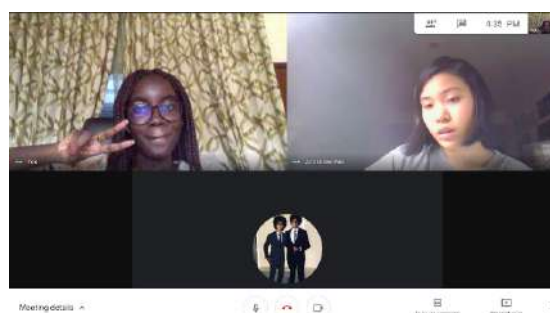


Buddies without borders is perhaps one of my favourite CAS experiences. I am always looking forward to meeting my team mates and other friends during every session and having amazing discussions on our Facebook group.

I am always excited to meet a large group of creatives from all over the world who are passionate about making a difference globally. I have met with some of the most down to earth, open-minded and critical thinkers in the world. They hail from all over

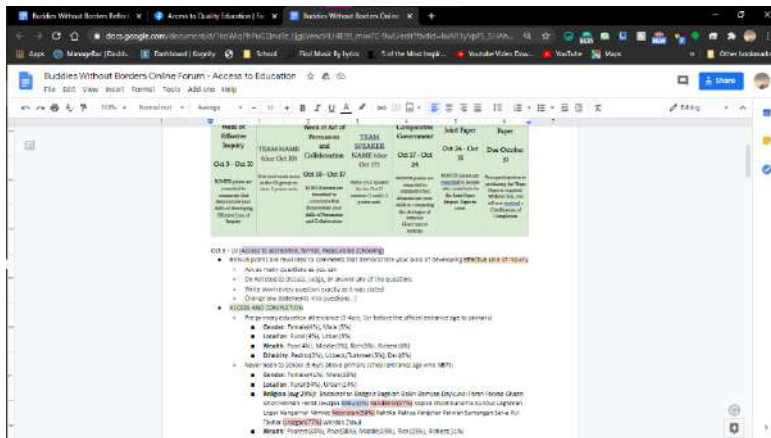
the world: Taiwan, Jordan, Ireland, Bolivia, Indonesia, India, Japan, Brazil, China and many more! I am truly happy to be a part of this experience.

Our topic addresses, **Education Inequalities**, in the world. We often take for granted the opportunities given to us by virtue of our ability to afford quality education. In many areas in the world, it is not so, many people don't have access to good education. **COVID-19** has exposed the inequalities of the world, as many people are left to go on months without any forms of schooling. This has affected their mental health and development and teachers who are unable to get paid. This conference has really taught me to value education and often evaluate the social, political and environmental implications of every decision on education. As IB learners, we have all been encouraged to develop the skill of inquiry, to which I interpret as asking the right questions. By this we are able to question the way the world works and identify problems and solutions so we can address SDG number 4, **Quality Education**. By addressing the inequalities that separate and divide communities, this includes gender, class, language and socio-economic status. We have a detailed analysis towards our own country's problems in our kick off and now our assigned countries.



This is my team, Edu-Vance, and we have been discussing the education crisis on Morocco and we are working on our Team Paper soon. I have learnt a lot from this conference, I have learnt to ask relevant questions and I have improved my analysis of world issues. I am excited to be a part of this conference and I hope to grow and develop more to a more analytical and critical thinker. **Naa Adjeley, G11**

CAS Experience - Buddies Without Borders



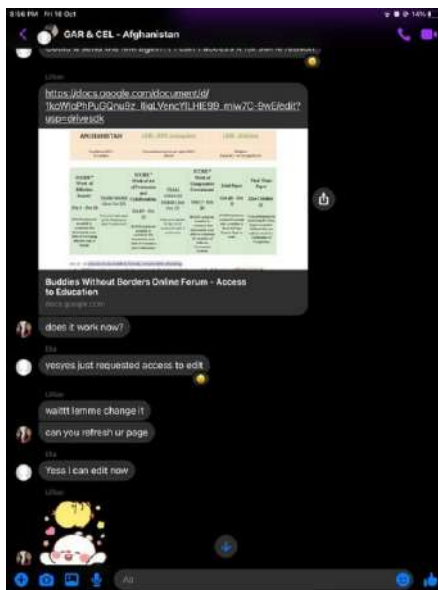
I joined **Buddies Without Borders** because I wanted to meet new people and hear about how education happens in their countries. It's been three weeks of collaborating with others in order to find solutions to problems we face in our education.

I must admit, although for most of the time **Buddies Without Borders** felt like a lot of work, it has been a really fun experience for me. I have

met lots of new people, whom I would not normally meet if I stayed in my comfort zone and we have collaborated on stuff we feel is important to make sure we have access to quality

education across the globe. At times, I felt surprised that people my age had such different and vivid ideas about how education should be. It took a lot of analysis and discussions for us to come up with a plan of what we think education should look like, although we aren't done yet with our planning.

I can say for sure that the discussions I have had during this experience have opened my mind to some minor details I would have overlooked. For example, did you know that during the period when double-track students come home some children cannot attend extra classes because their families cannot afford it, so they are left at a disadvantage? Discussion surrounding issues like this have made me realise the purpose of education and how that purpose is carried or



played out.

There are challenges, although most of it has been a enjoyable experience, differences in time zone have really played games with my head. Sometimes I had to wake up at 1.00 am just so I could attend a session. I couldn't text some of my group members at the times I wanted because of time zones. Hopefully, by the time I am done with this experience, I will have gained new friends with different backgrounds and we will keep learning from each other.

We mainly communicated via text and did our work on a shared Google doc.

Cyril Davis, G11



CAS Experience - Buddies Without Borders Register for the upcoming forums

Find out **why this is the future, and how you can participate in** making a difference locally and globally, visit www.GlobalEducationDestinations.org

For more details contact the CAS Coordinator, Mrs King – surama.king@tis.edu.gh



THIS WEEK ON THE DofE CORNER



A Gold Award holder Steven Kingsley Opuni an IB class of 2019 shared with us how ready he is for change, a new normal and our new world with the help of the Duke of Edinburgh International Award scheme.

“The Duke of Edinburgh award scheme is both challenging and rewarding. It causes you to think critically in terms of problem-solving and be more creative in your approach to issues you are faced with, by the end of this programme, a change in everyday thinking is guaranteed. This experience helped me improve being more balanced and open to new opportunities presented to me. The time I spent learning new things over the course of this experience has aided me in adjusting to this ‘new normal’ and I personally advise students to participate in this amazing award scheme in the near future. This will also improve your transcript when applying for your dream universities and definitely impress any potential employers.

This scheme will unlock many abilities you never thought you had.” – **Steven Kingsley Opuni, Alumni, TIS IB Class of 2019**

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











Award Levels & Timeframes



BRONZE



SILVER



GOLD

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



* minimum time depends on whether participant hold a previous Award

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

I have uploaded a video on ManageBac explaining the Award Scheme in details and also forms for you to sign up.

Dukies' Corner

Dear Dukies,

Time management is very important especially in this new normal. Being able to balance your class hours and your after school activities are very important. Remember to login your activities onto the **Online Record Book**, and also add pictures as evidence. Here are some **Time Management tips for you.**

How to:
Manage your time

#1. Audit your time
Write out how long you spent on different activities. Where are the gaps? Can you move things around to do them at times when you know you are most productive?

#2. Plan
Use our new DofE weekly planner to map out what you need to get done and make sure that you have time available for everything.

#3. Routine
It may be that you call your elderly neighbour for a chat every Monday evening, or you learn to cook a new meal for dinner each Thursday.

#4. Factor in exercise
Exercise is known to boost your mood and help with concentration and focus, so when you're trying to fit lots of things in, exercise can give you a lift.

#5. Avoid distractions
If you don't need it for the activity you are doing, try switching your phone off or muting notifications.

Dukies' Corner

Activities you can do whilst social distancing: Running, Mentoring, DIY, Cooking, Yoga, Photography, Wii Fit, Coding, Guitar Playing, Knitting, Cycling, Sign Language, Walking, Painting, Website building, Quizzing, Jogging, Campaigning, Money management, Vlogging, YouTube, Fitness, Dancing, Helping neighbours, Languages Tutoring, Singing, Martial arts, Sewing, Pilates, Gardening, Crafting, Driving skills, Blogging, App design, Filmmaking, Cyber safety, Family tree research, Book reviewing, First aid, Aerobics, Programming, Skateboarding, Combatting loneliness, Online learning, Foodbank collection, Circuits.





CAS Experience - CAS & DoEIA Expedition Camp, 2020

Challenging & equipping young people, transforming lives, changing the world.

CAS Strands: Creativity, Activity.

Learning Outcomes – Identify own strengths and develop areas for growth. Demonstrate that challenges have been undertaken. Developing new skills in the process. Demonstrate the skills and recognize the benefits of working collaboratively. Demonstrate engagement with issues of global significance. Recognize and consider the ethics of choices and actions. Show commitment to and perseverance.

DoEIA requirements: Physical Fitness, Skills, Adventures Journey, Expedition.

Award Level: Bronze & Silver



Camping has actually helped me a lot because I have been able to adjust to new environment and do certain things that I never thought I would actually do. I have been able to use the collaboration and communication skills because I had to talk to most of the people. I didn't know most of them well, so through the camp I have been able to make new friends and also make use of the ATL skills. The first day that we arrived was challenging to the point I wish I hadn't come because I didn't sleep well on the first night. The second day I actually enjoyed myself, everyone was engaging with each other and encouraging one another and helping everyone to be on track, motivating people to push their limits. The motivation from the team helped me a lot especially the abseiling which was the most difficult activity I did during the camp.



I really look forward on going on the next camp with the school because I have been able to move out of my comfort zone to an unfamiliar zone which is literary preparing me for life adventures. #WEareWorldReady!!! **Cynthia Nutsuakor, G11 - Bronze Recipient.**

CAS Experience - CAS & DoEIA Expedition Camp, 2020

Challenging & equipping young people, transforming lives, changing the world.



My experience at the camp exceeded my expectations. During this trip, I wanted to be open-minded to whatever came my way. I was pleasantly surprised at my willingness to do certain things and none of the events at the camp resulted in annoying me, therefore causing me to isolate myself. I also liked the amount of positivity and zeal individuals who went on this trip showed. I was also looking forward to interacting with some of my grade mates, teachers and other people on this trip. I believe I involved myself in every activity and improved my skills and learnt some more. **Deborah Eynam Gomado, G11 – Bronze Recipient.**

It's really hard to pick the best moment. I think my top two would be singing and talking all through the 11-kilometre hike and the long chats we had together as we waited for the food. As a new student, I was a little scared since I didn't know anyone. But the trip has given me long lasting friends I never thought I could make. When I was abseiling, I was a little terrified when I couldn't feel the rock under my feet. The scare led me to let go of the rope. As I held the rock, I kept telling myself I can do this. I eventually grabbed the rope and started singing songs to distract myself as I descended. It was fun and scary. At the end of the expedition I didn't even feel like going back home. A wild, scary and insightful experience. **Nicole Aggrey Fynn, G11 – Silver Participant**



CAS Experience - CAS & DoEIA Expedition Camp, 2020

Challenging & equipping young people, transforming lives, changing the world



The Camp experience helps build up courage and pushes your limits to new boundaries. The best moment was abseiling. It helped me learn how to trust 'the process' and to make me more comfortable with heights. My biggest challenge was my stamina. I overcame this by pushing myself and with the encouragement of others. Communication skills, social skills, thinking skills and collaboration skills were learnt throughout. This was amazing and challenging. **Abdul Bawumia, G11 – Bronze Participant**

My favourite moment was abseiling, though I have an undeniable fear of heights and I struggled throughout that activity, I felt a sense of accomplishment and relief once I was done with it. It also allowed me to see life from a different perspective.

My biggest challenge was on the first day of the camp, when we had to hike for 11 kilometres. I was inactive in relation to exercise throughout the year, hence I really struggled to walk such a long distance. I tried to drive myself from within and focus on the positive side of things. That was I kept saying to myself, 'we are almost there'. I learnt that once I am determined to achieve a goal I could overcome, when I stretched myself. Throughout the experience, I learnt collaboration skills.



I truly enjoyed this experience. It had a lot to offer and it taught me many life lessons that I will treasure. Adventure. Excitement. Togetherness. **Essilfua Efua Ansah, G11 – Gold Participant.**



CAS Experience - CAS & DoEIA Expedition Camp, 2020

Challenging & equipping young people, transforming lives, changing the world



The Camp was a genuine challenge and a great experience overall. The most amazing moment was when I came off the rock during the abseiling. It was an exhilarating and remarkable feeling. I learnt how to bike and discover that I am resilient. We did it! **Felix Djanie Osei-Amoako, G9 – Bronze Participant**

Yes, I do recommend the CAS & DoEIA Camp for everyone because it is an amazing and once in a lifetime experience. Most people want to gain confidence in themselves but looking at it from my angle this is the best way to gain that confidence. No pain, no gain.

Abseiling was the most fun for me because I didn't know where the confidence came from at once. Suddenly, I felt courage to be the first member to go and then I overcome my fear of not opening up. I love to try new things but when around people, I could just relax and watch. This time I took upon myself that I wouldn't allow it. As they say, if you want it, go for it.

Actually, I didn't really have a big challenge, it was a minor one and that is the map reading. But it was worth being a leader of my group, and I learned with the help of my group members.



We walked about 28 kilometres in total which is very interesting, as I never thought about walking that far. Team work was much needed during the trip and I am very proud of the team that went for the camp because it was amazing, fun with all the excitement in the air. Bonding with the adults, and also younger grades, was much more fun because it did not feel awkward and isolating but everyone had fun. I want to complete Gold Level and go for this amazing trip again.

Energetic. Ready and confident.

Elizabeth Anatsui, G12 – Silver Recipient

Guide for Silver Award Participants

Start here!

The Award's structure really is quite simple.

So, you've decided to start your Silver 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 Silver Award if you are 15 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 6 months
Skills	minimum 6 months
Service	minimum 6 months
Adventurous Journey	3 days + 2 night



Plus an extra 6 months if you have not achieved your Bronze Award

Remember to regularly log your activities on the Online Record Book (ORB). See pages 6–7.

How to record your Award

The Online Record Book (ORB) is an easy-to-use online system in which you will record your activities and achievements as you work towards your Award.



• Sign in to the Online Record Book

If you are reading this guide, you must have completed your registration. To access the Online Record Book, go to <http://intawardorb.com> or if you have a smartphone or tablet you can scan this QR code to go straight there.

• Register your chosen activities

See pages 10–17 for some activity ideas, or come up with your own, and then speak to your Award Leader, who will need to approve your choices. Don't forget to then enter the info and your goals on the Online Record Book.

• Find your Assessors

Find someone (not a relative) who is an expert in your choice of activity (such as a coach). Your Award Leader will need to agree on your choice of Assessor for each section. You can record your Assessors' details on the Online Record Book.

• Do the activities

Do your activities regularly for the set amount of time. Log your activities regularly on the Online Record Book and follow your progress on the progress bar.

• Assessor reports

When you've finished a section, you can download the Assessor report to be signed by your Assessor, upload it onto the Online Record Book or talk with your Assessor and submit your section for your Award Leader to approve.

• Celebrate!

When you've completed all four sections, your Award Leader will submit it for approval to The Duke of Edinburgh's International Award Foundation and they will authorise your Silver Award – congratulations! Now it's time to sign up for your Gold Award!

ORB Frequently Asked Questions

What's my username?

Your username will be the email address you used when you first registered on the Online Record Book.

Help, I've forgotten my password!

Click on the 'Forgot your password?' link and the password you chose will be emailed to you.

I've confirmed my email address, but still can't log on.

Your Award Leader has to authorise your access to the Online Record Book so check with them if this has been done already.

Can I change my password?

Yes. Hover over where it says 'Welcome [your name]' and a box will pop up. From here you can change your password, update your personal details and also change your profile picture.

I've got evidence I want to save, can I save it in the Online Record Book?

Yes, you can upload photographs, videos and scanned documents into your library.

How are the percentages worked out for my Award progress?

For the Skills, Physical Recreation and Service sections of the Award, you must undertake regular activity over a set period of time. On the Online Record Book, all logs are recorded in quarter, half and full hours. The general requirement for Skills, Physical Recreation and Service is to undertake regular effort of one hour of activity per week or two hours per fortnight and so on over the required time frame. You can't achieve your Award by working more intensely over a shorter time.

My Assessor needs to sign off my logged activities, how can (s)he do this?

Once you've completed a section, you can either download and print a summary of your activities for your Assessor to sign or ask them to provide another form of proof, then just scan it in and upload it to your library. If you don't have access to a scanner, speak with your Award Leader about other ways of getting your summary onto the Online Record Book.



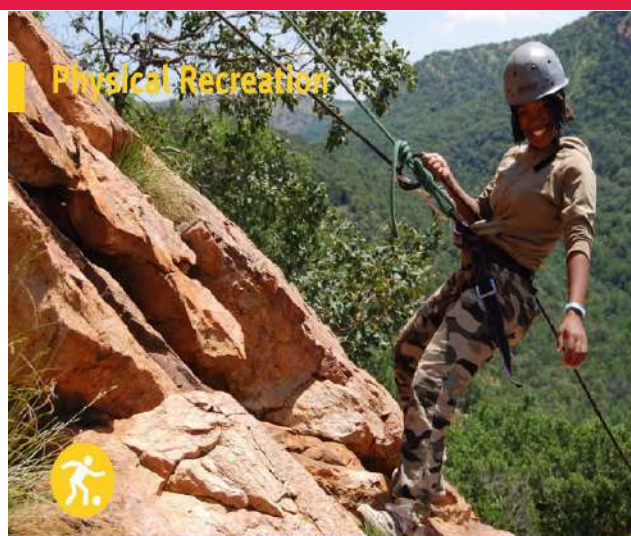
Through the Service section you can volunteer in your community, meet people and see how your service benefits those around you.

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.



"Through the Award, I came to understand the meaning of giving back to the society. The Award has improved my commitment to youth development and engagement skills and enhanced my spirit of volunteerism."

Emmanuel Odol Laryea,
Ghana



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!



"Being a part of this Award family has made me feel like somebody. It has changed my perspective on life and showed me how to face and overcome challenges."

Jacquetta Lightbourne,
Bahamas

Example ideas

Here's a list of some Service 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-aider 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

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
- Bobsleighbing
- 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

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!



"It has been the best thing I have ever done because not only have I had so many new, exciting experiences but also I have made a lot of friends and I have learnt new skills."

Frederik Ahlefeldt Laurvig Lehn, Denmark

14 <https://www.edinburghinternationalaward.org.uk/>

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

- Playing an instrument
- Learning musical theory
- Singing
- Music event management

Sports related

- Sports officiating
- Umpiring and refereeing
- Sports equipment maintenance
- Sports ground maintenance

Arts and crafts

- Ceramics
- Clay modelling
- Embroidery
- Dressmaking
- Glass painting
- Jewellery making
- Calligraphy
- Drawing
- History of art
- Painting
- Photography
- Sculpture
- Graphic design

Nature and the environment

- Agriculture

- Aquarium keeping
- Astronomy
- Bee keeping
- Bird watching
- Conservation
- Dog training and handling
- Fishing
- Forestry
- Gardening
- Horticulture
- Horse care and handling

Communication

- 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

Games

- Billiards, snooker or pool
- Card games

- Chess
- Draughts
- Darts
- Backgammon
- Other table games

Life skills

- Business management
- Financial literacy
- Entrepreneurship
- Health awareness

Technical and vocational skills

- Accounting
- Hairdressing
- Vehicle maintenance
- Engineering
- Fashion
- Furniture making
- Furniture restoration
- Metal work
- Tailoring
- Carpentry
- Cookery



Performance skills

- Drama and theatre skills
- Circus skills
- Puppetry

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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 discovered that the Award can be flexible and is challenging for disabled and able bodied alike. The Award pushes participants to their personal limits and recognises them equally by the accolade of the Award."

Spencer Aston, UK

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: 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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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.



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“
The significance of the Duke of Edinburgh International Award/Head of State Award Scheme, apart from the thrill and sheer enjoyment, is the impact it leaves on our young participants. Dukies have pushed themselves through a challenge (be it a fear of camping outdoors, or performing in front of a large audience), Dukies have created and carried out services in our school (and the wider community), they have become mentors and they have set examples for their peers by their determination to complete their award. The Duke of Edinburgh International Award/Head of State Award Scheme has made our students resilient, selfless, well-rounded and beacons of light for other young people. Indeed, these are some of the traits for becoming future leaders (in our communities in Ghana and elsewhere) and you first heard about them here – The Dukies of TIS.”



YVONNE M TAGOE
MYP COORDINATOR
AWARD LEADER DOEIA/HOSA




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“ On day one, finishing the entire journey seemed like a lot of hassles when my first few hours at the Camp were completed. I thought to myself and wondered if I would pull through till the end. Failure is inevitable but what happens after was what mattered to me. I failed sometimes but kept a steady mind to be stronger than my excuses and push through. If there's one outstanding thing about this process, it's learning to not give up and to be pro-active at all times. Looking back, if I kept the same mentality of day one and gave in to my excuses, I probably will not be as proud of myself for reaching this great feat as I would have crumbled along the way.”



Kendric Effiah-Gyan
Alumni IB Class of 2020
Gold Award Recipient

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“ Attaining the Duke of Edinburgh's Gold Award in such unconventional times feels extremely surreal. I am privileged to receive such a prestigious award just by doing the things I love and do it on a regular basis. To anyone considering signing up for the Duke of Edinburgh's award scheme, this is the opportunity that you were looking for. Go for it. As an International Baccalaureate candidate especially, whether MYP or DP, you already qualify to be a recipient of the award because IB students play a vital role in helping their community. This award serves as the final fulfillment that you need after you attain whichever certificate or diploma that you get. Thank you to the Award Leaders and everyone who contributed in any way to my success, God bless you all. ”

Princess Asiedu
Alumni IB Class of 2020
Gold Award Recipient

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“ Looking back at the journey behind this award brings to memory the difficulty of balancing my extra-curricular activities along with my academic duties. It certainly requires commitment, dedication, and motivation, and all these things do not come easy and are essential in building a holistic individual. One thing I am truly grateful for is the life skills I learned at the camp; it was not easy, to go from a comfortable environment to one that seems to lack everything you are used to. Completing the program is truly a great accomplishment because it incorporates essential life skills, such as time management skill and balance. It most certainly gets tough so never forget to always do activities you enjoy and most importantly reach out to people in similar situations because that support goes a long way in completing the program. ”

Ewurakua Obeng-Nkansah
Alumni IB Class of 2019
Silver Award Recipient





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“Participating in the DoEIA was an amazing opportunity to develop myself through the various skills I acquired. TIS provided me with the opportunities to satisfy the requirements of the award through CAS, After School Activities, Leadership and Sports. As I look back on my time at TIS, I'm so grateful to the CAS team and award leaders for guiding and equipping us to become valuable members of our community. This was definitely the most memorable journey of my high school because in more ways than one it showed me how to make a difference in society and helped me find avenues for change.”


Nana Ohene-Kyei
Alumni IB Class of 2020
Silver Award Recipient







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Proud to deliver


“I am honoured and privileged to be a recipient of the DoEIA Silver Award. My goal was to end the challenge a better person than I was. Through the Camps and Service Learning trips, I learnt to build tents, abseil, help my community and communicate better with people. I made long lasting memories and friends throughout my journey. It was worthwhile, taking each day at a time, being disciplined and balanced in my activities allowed me to reach my goal. I appreciated my award leaders and assessors.”

Betty Ajavon
Alumni IB Class of 2020
Silver Award Recipient







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Proud to deliver

“The journey that has led me to attaining this award has been filled with impactful projects and experiences. Healthy Heart, Healthy Life CAS Project, and the Beauty and the Beast production were unforgettable. These experiences taught me how to efficiently work in a team, and be a better leader. They opened me up to things outside of my comfort zone and I hope to keep working on improving myself. Participating in so many different activities while keeping up with your academics can prove challenging but trust me it's worth it!”

Davina Yawson
Alumni IB Class of 2020
Silver Award Recipient

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Proud to deliver





“Being in a school like TIS exposes you to several opportunities that'll help in self-improvement and at the same time meet the requirements of the DoEIA Truly, thanks to the award, I acquired so many new skills and learned more about the issues going on around me which I would like to be more involved and help in whatever way I can. My advice to any upcoming Dukies is that they shouldn't limit themselves, take up any opportunity you get that will help you widen your scope.”

Frimpoma Afranie-Adjei
Alumni IB Class of 2020
Bronze Award Recipient







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Proud to deliver


“Receiving the Duke of Edinburgh's Bronze Award stirs up happiness within you that is unparalleled. The DoEIA is one which I will encourage many individuals to undertake. It makes you a resilient individual ready to face the challenges that life throws at you. One of the best experiences out of the many I had was raising money to pay for the open heart surgery of Millicent and Desmond, who were in need of over US\$8000. Planning, creativity, passion, compassion constituted the many values I took from this experience. Deciding to participate in the DoEIA is an achievement in itself. Have a goal and day-by-day work towards that goal and at the end of it all, you will be beaming with smiles upon completing your journey.”

Maame Ama Hammond
Alumni IB Class of 2020
Bronze Award Recipient







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Proud to deliver

“Initially, I thought that obtaining the prestigious DoEIA would be challenging, so I set my sights lower and decided to strive for the Bronze award. However, I soon realized that TIS had an abundance of activities available which I could involve myself to help complete my award requirements. Not only that, but we are routinely encouraged to undertake after school activities, so we did something every day. Though I am extremely happy to obtain the Bronze award, I know I could've easily gone for the gold with the sheer amount of opportunities available for TIS students. I now have much more developed skills than before and increased awareness of the world around me, and I plan on using these newfound strengths to make better contributions to society.”

Malaika Webb
Alumni IB Class of 2020
Bronze Award Recipient






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“The Duke of Edinburgh International Awards Expeditions teach many lifelong lessons through hands-on experiences. The days spent away from everything ‘home’ teach participants the importance of negotiating for what is needed, rather than living on entitlements. Being denied any familiar luxury, yet required to live while on an expedition, participants get to appreciate in real terms what it means to make do with little, and improvise in the absence of the ideal. DoEIA expeditions give meaning to J.R.R Tolkien’s saying, “not all those who wander are lost.””

EBENEZER ASIME
THEATRE TEACHER
AWARD ASSESSOR DOEIA/HOSA




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Proud to deliver




“Sport is one of the pillars of the TIS culture. It challenges students to go beyond their limits in acquiring techniques that will enable them to enjoy sporting activities as a competitive event and for fun. They not only learn a variety of useful skills, they learn to express themselves, go on a journey of self-discovery, and grow into adulthood with an authentic set of characteristics and values. The DoEI Awards present our characterists with an opportunity to exhibit their techniques and skills in various sporting disciplines for their personal and academic development.”

GABRIEL ATSEKU
PHE TEACHER
AWARD ASSESSOR DOEIA/HOSA




www.tis.edu.gh **#WORLDREADY**



TEMA INTERNATIONAL SCHOOL

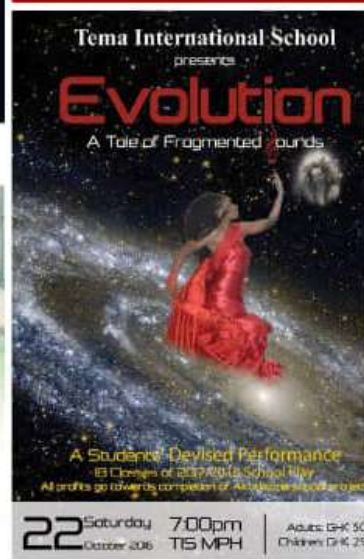
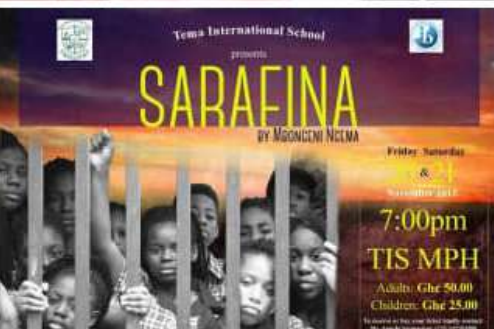
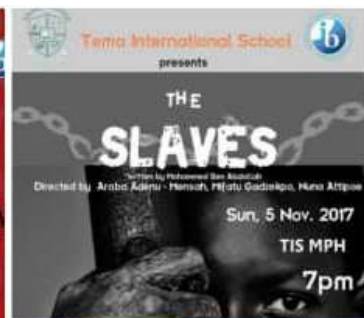
SERVICE



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



EDUCATION FOR A BETTER WORLD



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



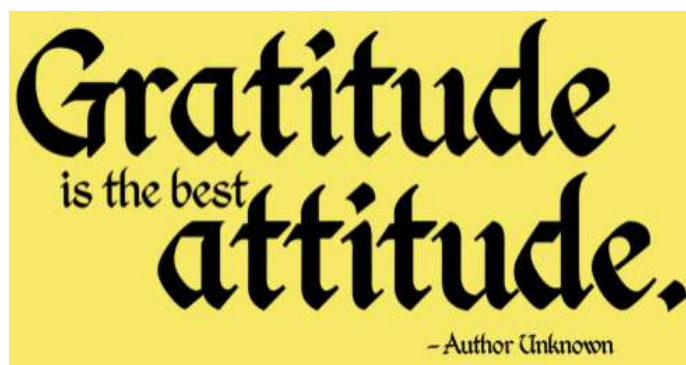
Showing on Tema International School & @ TIS Ghana
We look forward to travelling back in time with you.







COUNSELLORS' CORNER



“Gratitude is the healthiest of all human emotions. The more you express gratitude for what you have, the more likely you will have even more to express gratitude for.”

—Zig Ziglar.

Dear students, always show gratitude, even for the little things.



Grade 8 Guidance Lesson: Email Etiquette

In a tech-oriented era, email etiquette is an essential part of everyday conversations. For example, how do I start an email? Sending an email to a specific receiver - formal, informal, or semi-formal - what should be the content of the email? Etc... In light of this, the Grade 8 class was introduced to the golden rules of writing emails. Key points as indicated in the above diagram and others were discussed extensively.

Students' Reflections

“Today in our guidance class we learnt about email education. It was a very enjoyable session, revealing that most emails I write are very dull. Our teacher, Aunty Constance, was very helpful in showing us the right thing to do when writing an email. She told and showed us that when writing our emails we should keep it short and straight to the point and after writing we should proofread what we have written. If you have received an email, you must notify the sender but not reply rudely. These are some of the key things we talked about and we even played a game that taught us some things we should and should not do when writing emails.” ~ **Ryan Lokko**

“In this class, I learnt about email etiquette which means certain steps to take when writing an email. I learnt that we should keep our emails short and straight to the point. Also, we should give a subject line so the person we are writing to knows why we are sending the email. I also learnt that we should be careful with our language, check the name of the receiver and also read over the email before sending it for any grammatical errors.” ~ **Joseph James**

“During the guidance class we learnt that if you are sending an email you should not rush and we should use formal language. We should add a subject to the email we are sending.”
~ **Abdul Sallam Abanga**



DP2

✓ Sneak Peek into University Applications for 2020/2021

- Student applications for Medical and Science related programmes in the UK with 15 October 2020 deadline have been completed.
- 1st Round of U.S. Applications 1 November 2020 applications have gone through successfully.
- 2nd Round U.S. Applications 15 November 2020 will completed by the close of this week.

✓ DP2 Reminders

- SAT Score Report. The submission of SAT scores through the College Board requires payment with a credit card. All students applying to the U.S. must report their scores, if specific universities require scores. NOTE: Not all do. It takes approximately two weeks for your schools to receive your scores. Alternatively, you can go for the express pay option if you want to, but note that, not all universities accept express score reporting. In the meantime, students are advised to download pdf versions of their SAT or ACT score reports and email directly to their respective universities that require them.

✓ UCAS Payment Required

Applying to the UK? You are required to pay an amount of GHC200 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
Extended Deadline is Friday, 13 November 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)



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

Thursday, November 12

12:00 p.m. (EST/UTC-5)

<https://ryerson.zoom.us/j/83pRU3spzwqGt2N1kygyPhG0159j83pRU3>

<https://ryerson.zoom.us/meeting/register/tJwlf--spzwqGt2N1kygyPhG0159j83pRU3>

Register for November 12



Representative:

Sarah Kalisa

sarah.kalisa@concordia.ca



IMPROVE LIFE.

Representative:

Ernest Damalie

edamalie@uoguelph.ca



Representative:

Carolyn O'Keefe

carolynok@mun.ca

Ryerson University

Representative: Cyesha Craigwell-Forde

ccraigwe@ryerson.ca



Representative:

Freya Qi

rqi@upei.ca

EDUCATION IN IRELAND
WORKSHEOPS ONLINE
MINISTRY OF EDUCATION

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@enterprise-ireland.com

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

Register: africa.educationinireland.live

Date: 7th November by 9 a.m. – 1 PM (Ghana Time) Venue: <https://africa.educationinireland.live> (Kindly register as it's an online event.)



DATES AND INFORMATION



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

- ~~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 for 7 November 2020 subject test 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 No mask no entry!

Remember:

- Number 2 pencils, approved calculator, eraser, admission ticket, and sharpeners required.
- Facemask
- Hand sanitizer
- VALID UNEXPIRED PASSPORT IS THE ONLY ACCEPTABLE ID

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

PreACT**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



Christmas is just around the corner! **All DP2 students are advised to complete all university applications before 1 December 2020, ahead of Christmas break** because University Guides will be away for Christmas. Also note that submitting your documents gives you an edge over others and access to more scholarship and other financial aid opportunities. Ghanaian applications are an exception since they open in January. **Be proactive, see your counsellors, and meet all deadlines as scheduled. Thank you!**



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

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.”**



