

TIS RECORD

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At TIS,

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

Contents

- PYP News: Page 8
- CAS-SA Corner: Page 17
- Guide Post: Page 44

COVID-19

- See a doctor if you feel unwell
- Wash your hands frequently and thoroughly.
- Practise social distancing at all times.
- Wear a face mask when 'out'.

Thought for the Week

The curse of modernity is that we are increasingly populated by a class of people who are better at explaining than understanding, or better at explaining than doing.

- Nassim Taleb



Admissions 2021/2022

Admissions for 2021/2022 opened on 1 December, 2020. With the limited number of places available, TIS will be prioritising admissions for Grades 7-9 at the Main Campus and all classes at the Primary School Campus.

This week, the first round of admission interviews have commenced and will conclude next week. First round offers will be made by 10 March. The second round of admissions will then commence and conclude by 31 March.

Applications for Grade 11 will be considered from 1 April after the re-enrolment process ends. Applicants for Grade 11 should include their predicted grades for 2021.

Students can enter Grade 9 without the BECE. As this exam has now been pushed back to November, students who need



"My definition of integrity is a set of beliefs, values, and actions that others can depend on."

-Steve Bollar

Making Us Proud

- Ewuama Osei (16-17), Agormah Agambire (14-15), John Adenu-Mensah (17+), Jason Boateng (15-16) and Elidjah Cisse (11-14) who won their age divisions at the 2021 TIS Tennis Championships. Well done!

- Our TIS delegates at the (virtual) Turkish MUN last week: David Safo; Amanda Agambire; Banaanwine Salifu; Kwame Asafo-Adjei; Chelpang Alhassan; Naa Adjeley Anang-la; Nana Ama Boakye; Jano Attionu; Nana Aisha Hussein.

- Elias Webb, Amewusika Tay, Nana Akua Addae, Edem Amoo, Anan Adwoa Addae, Juanita Quarcoopome, John Opeku and Akut Osei for last week's reflections on play the Primary School Campus.

- Daniel Markin Jr for his Personal Project reflections.

- Hedia Dickson, Gracious Ogyiri Asare, Quophi Yelbert and Michelle Zedomi for their Red Cross reflections.

- This week's assembly team: Nana Ama Boakye, Kelvin Ahiakpor; Debbie Gomado, Kevin Cudjoe, Jano Attionu, Janelle Owusu and Marie-Marcella Nwokolo.

to sit this exam will only be able to apply for admission in 2022.

Each year parents are required to confirm their re-enrolment intentions for the coming academic year (2021/2022). Parents should have received an email last Saturday requesting that you confirm your intentions for next year.

The last date for re-enrolment is 31 March. It will be assumed that a 'nil' response means a student will not be continuing at TIS in 2021/2022. This information is critical for our admission process. Any request for transcripts for students who will not be returning to TIS in 2021/2022 must be emailed to me by 28 February. Any requests received after this date will result in delayed action due to competing deadlines at this time of year.

Mid-Semester Break Change

I appreciate the feedback from parents and students about the proposed change to the scheduled mid-semester break due to concerns about the high risk of infection. With this feedback in mind, the following arrangements will be implemented.

Main Campus (Secondary School)



- Grade 10 and 12 students (exam candidates) are recommended to remain on campus during the period 29 March -10 April, previously advised as the mid-semester break. Classes will occur as normal. Public holidays will be observed.
- Parents of Grade 10 and 12 students who have made other arrangements or would like their son/daughter home for the mid-semester must apply for an exeat by 5 March that will be approved on the basis that the student will depart on 27 March and will return on 10/11 April, with a negative COVID-test result and they will be isolated from their cohort until cleared by the school doctor. This will be important as new 'bubbles' will be established from 28 March. No earlier return to campus will be approved.
- Grade 7-9 and 11 students will observe the scheduled mid-semester break. Students will depart on 27 March (and not earlier) and will return to campus on 10/11 April with a negative COVID-test result. Students who can't arrive by this return date will be advised when they can return and will go into isolation until cleared by the school doctor. Due to limited isolation arrangements, returns will be staggered. However, students not returning by 25 April will remain online until the end of semester.
- If parents of students in G7-9 would like their son/daughter to remain on campus during the 'break', you must email me by COB 5 March at: principal@tis.edu.gh If you do not get a response in 48 hours, please forward the request to: kdarvall@gmail.com *While normal classes will not be conducted for these students, teachers will be available for individual or group assistance and support during normal teaching hours (8.30am - 4.00pm.) Students who are at home during this period may request online support and assistance during the above hours.*
- Almost all G11 students have informed The DP Coordinator that they want to remain on campus during the 'break'. So, if parents of students in G11 would like their son/daughter go home during the 'break', you must email me by COB 5 March at: principal@tis.edu.gh If you do not get a response in 48 hours, please forward the request to: kdarvall@gmail.com *While normal classes will not be conducted for these students, teachers will be available for individual or group assistance and support during normal teaching hours (8.30am - 4.00pm.) Students who are at home during this period may request online support and assistance during the above hours. This will be a suitable period for support and assistance to cover lost learning time during first semester.*
- Our international students in any grade are most welcome to remain on campus during this 'mid-semester' break. These parents should advise me if you would like this to occur by 5 March..
- Returning international students should arrive on 7 April to complete isolation requirements on campus.
- The second semester will end on Saturday, 22 May, for all secondary school students.

Primary School Campus

Mid-Semester Break

Students will observe the scheduled mid-semester break.

The second semester will end on Friday 21 May, for all Primary School students.

I apologise for any inconvenience that this late notice may impact on families. I believe these arrangements meet all expectations.

I pray that 2021/2022 provides more certainty than we have experienced over the past 12 months.

Please email me if there are unusual circumstances that may need attention.

Changes to Exeat Protocols (Main Campus)

- (Medical) exeat requests for medical, dental or optical appointments must be sent to the Principal who will liaise with the hostel coordinators (Gabriel and Setor) for approval. Students will be transported by school vehicle and be accompanied by a staff member. Unless urgent, appointments must be made for a Saturday. Parents may meet their son/daughter at the appointment venue. Times of an appointment must be made at the convenience of the school.
- Exeats for passports will be approved. However, the student will go into isolation on return to the school until cleared by the school doctor to return to their hostel.
- (General) exeat requests will not be approved unless in extenuating circumstances. If a weekend exeat is approved, the student will require a negative COVID test to return to hostels and will go into isolation on return to the school until cleared by the school doctor to return to their hostel. The student may be delayed in returning to school if the isolation room is in use. The student will revert to online learning during this time.

I appreciate your support during this period of change and uncertainty.

Stay healthy.

Dr Ken Darvall (Principal)





TEMA INTERNATIONAL SCHOOL



Primary School Campus Admissions Open For 2021/2022 Academic Year

Flexible admission screenings and interviews



Entry Points in 2021

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 PYP, MYP and DP.

To learn more
scan this.



To enrol scan
this.





Tema International School



MAIN CAMPUS SECONDARY ADMISSIONS ARE OPEN FOR 2021/2022 ACADEMIC YEAR

A family school, a unique experience.

Flexible online admission testing is available

ENTRY POINTS: Grade 7 (MYP 2) | Grade 8 (MYP 3) | Grade 9 (MYP 4) | Grade 10 (MYP 5) | Grade 11 (IB Diploma Programme)

Grade 7 (MYP 2)

Students should:

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

Grade 8 (MYP 3)

Students should:

- a) Have completed JHS 1 or in JHS 2.
- b) Be aged 13+(at the time of admission).
- c) Complete a general aptitude test and interview.

Grade 9 (MYP 4)

Students should:

- a) Have completed Year 8 or Basic Education Certificate Examination (BECE).
- b) Be aged 14+(at the time of admission).
- c) Complete a general aptitude test and interview.

Grade 10 (MYP 5)

Students should:

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

Grade 11 (IB Diploma Programme)

Students should:

- a) Have successfully completed MYP 5, the IGCSE (Or its equivalent) or awaiting the results of the IGCSE.
- b) Be aged 16+(at the time of admission).
- c) Complete a general aptitude test and interview for non IGCSE & GCSE students (i.e. WASSCE, OCR, AQA).

To learn more
scan this.



To enrol scan
this.



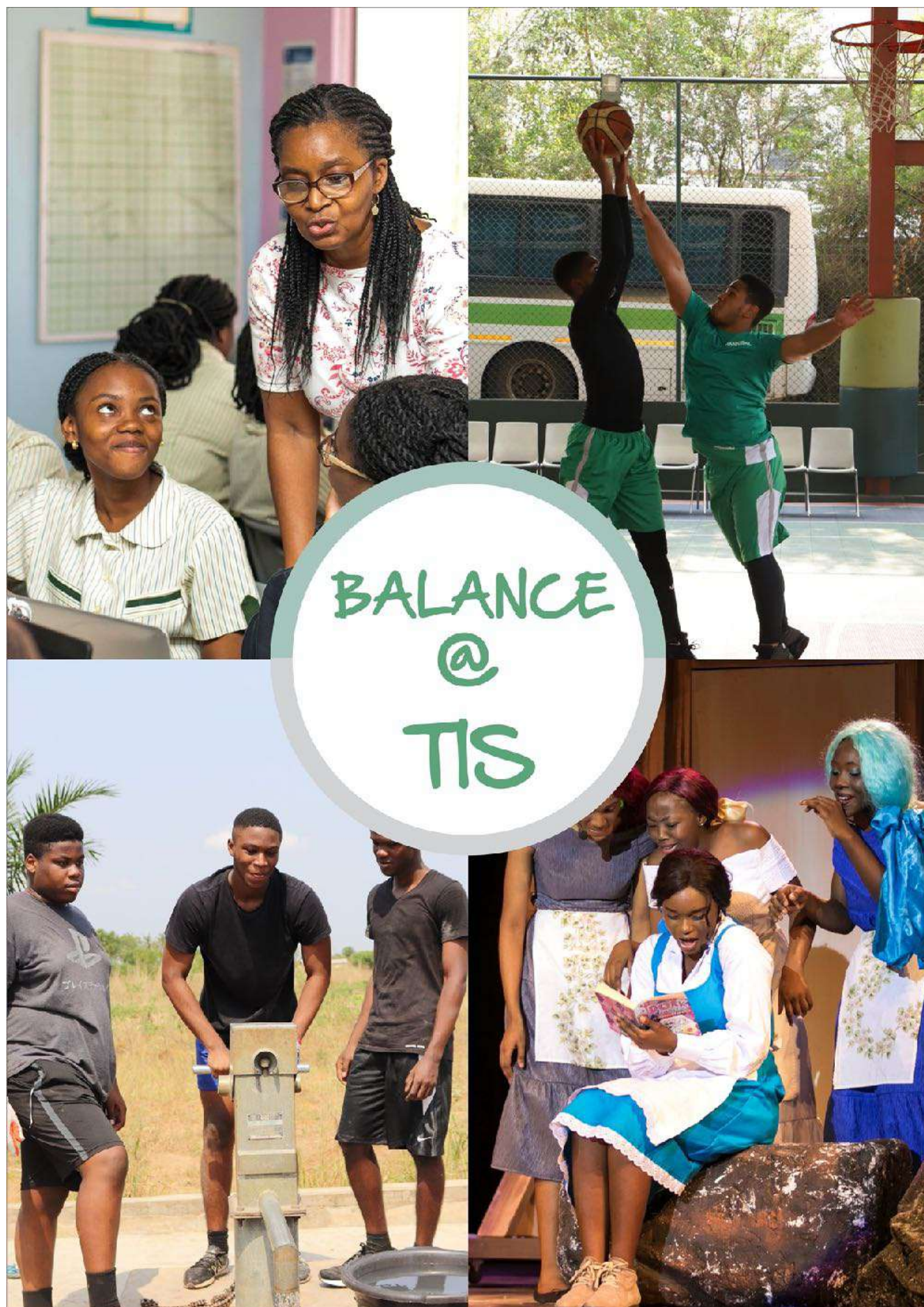
The online application process can be completed at: <https://tis.openapply.com>

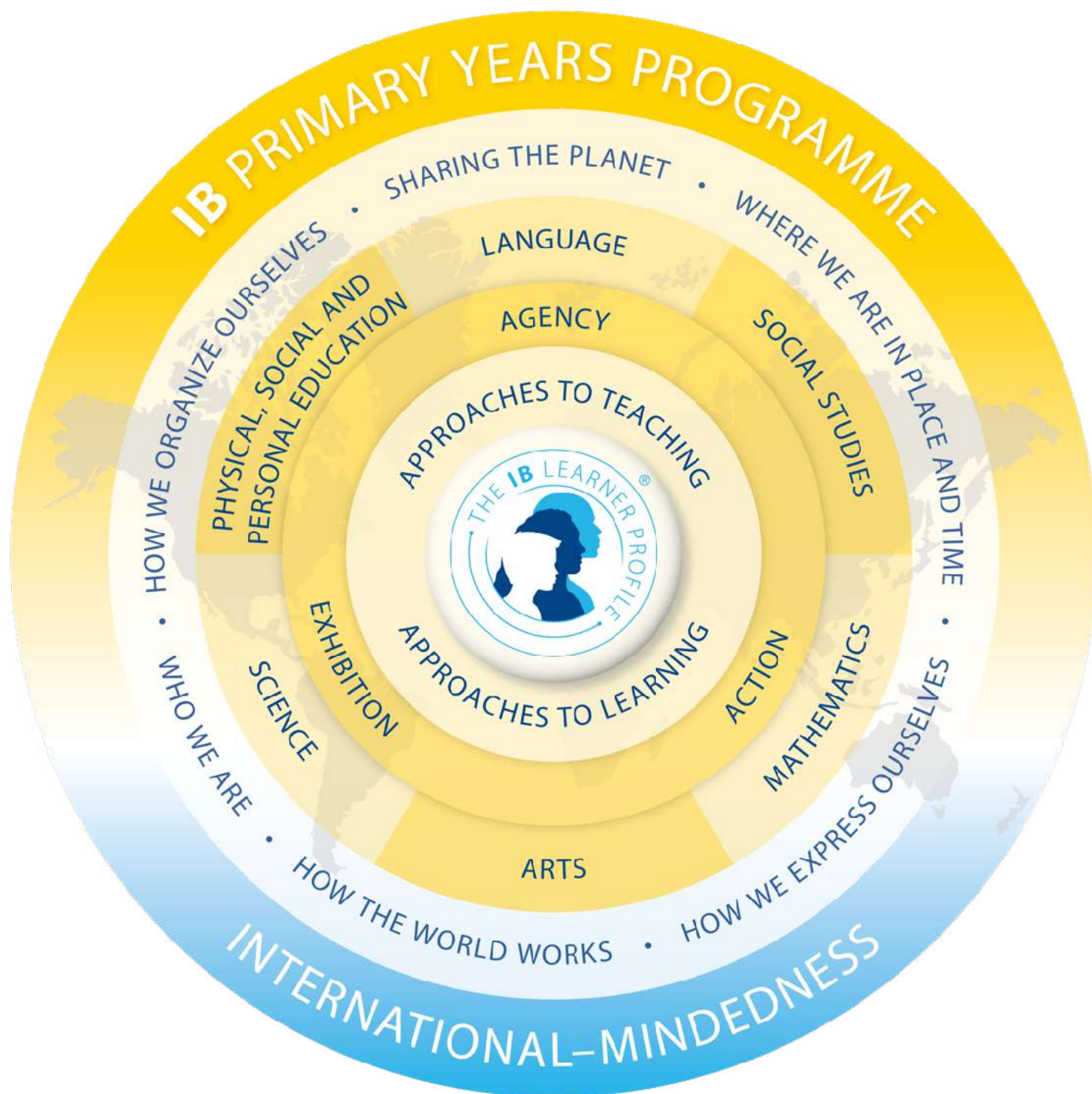
For further information contact us on phone:

+233 303 305134; +233 303 308737; email: admissions@tis.edu.gh

Or come and visit the school (Opp Afariwa Farms, Off Tema-Akosombo Road)

www.tis.edu.gh





3 Way Interviews at TIS Primary School

Feedback is one the most fundamental components for any learning institution. TIS Primary School always finds authentic and unique ways of sharing their learning with the learning community which offers feedback to the parents, students and the administration. These we call the 3-Way Interviews (3WI). Here, the students reflect on their learning journey from the start to the end of a unit of inquiry. Parents get the opportunity to discover the strength, weakness and the IB learner profile attributes in which their children best fit. This propagates new and fresh inquiries. It is also a chance for the homeroom and the additional subject teachers to reflect and evaluate on how effective the unit of inquiry was achieved as they look at the feedback in order to feedforward. Our growth is benchmarked through foundations of inquiry and here is a quote that triggers what our observable behavior could be as educators looking deep to deliver a constructivist approach of learning.

“Judge a man by his questions rather than his answers”-Voltaire.

The 3WI provides this avenue to see some of these fresh questions; and that is inquiry.

TOPAZ

COVID-19 afforded us yet another opportunity to explore a new way of conducting student-led conferences i.e. 3-Way Interviews.

Parents joined our live video conferences via Zoom while their children were in school with teachers.

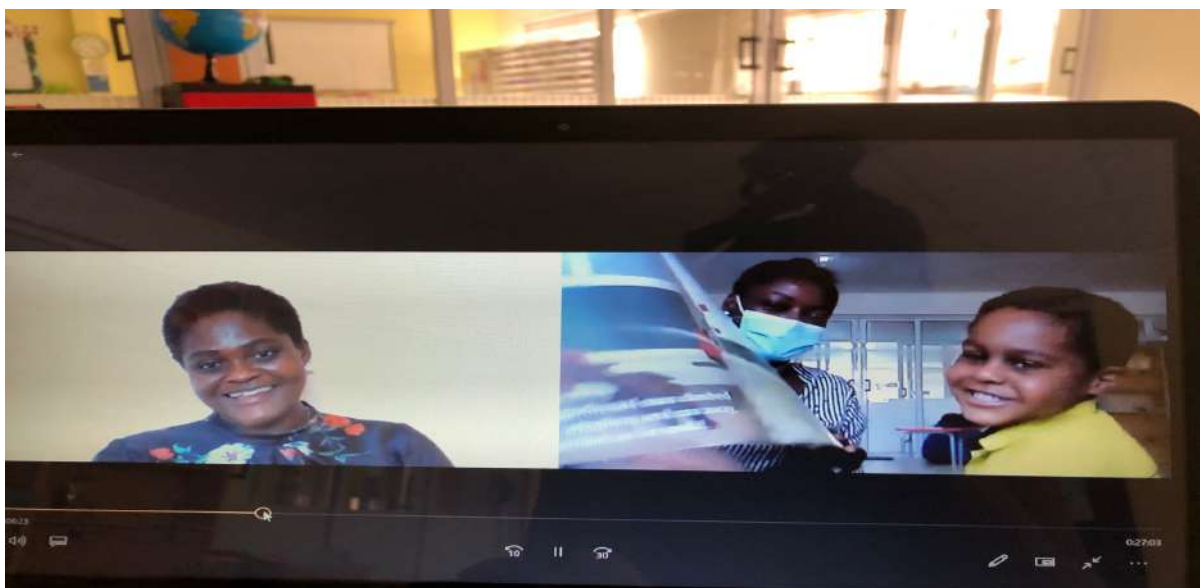
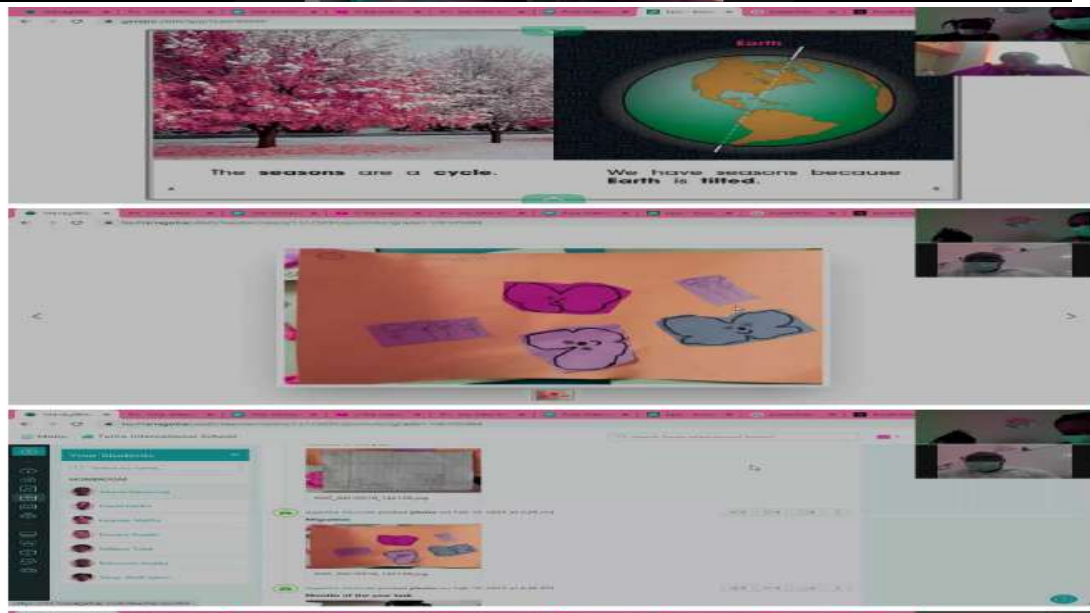
The confidence with which learners led the interviews proved how well they had grasped the concepts explored in our units of inquiry. Parents expressed their satisfaction based on the observations, asked pertinent questions regarding the way forward and collaborated with learners and teachers to set new learning goals for the unit, Learner Profile attributes and Approaches to Learning skills (ATLs).



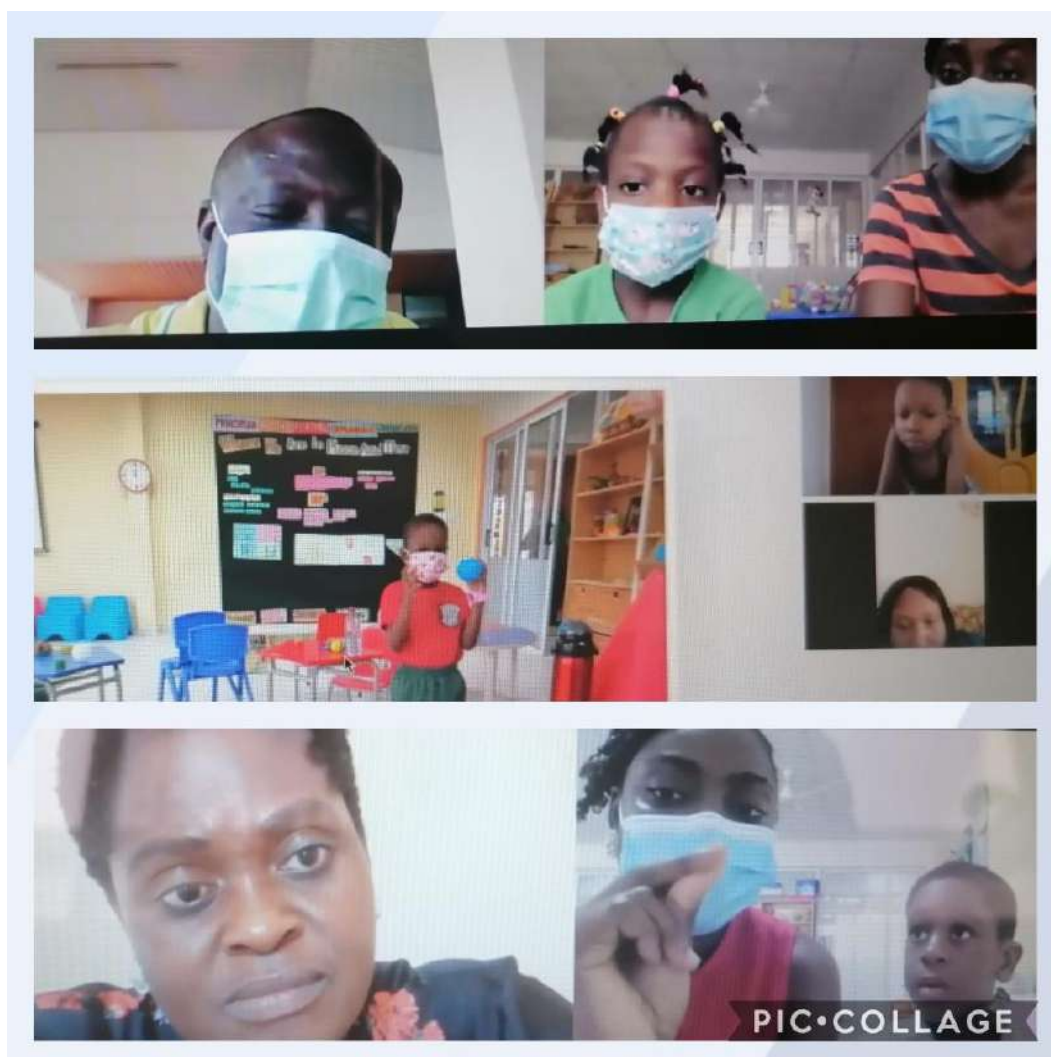
A section of Kinder 1 learners during their 3WI

In Kinder 3, learners, teachers and parents were enthused about the 3WI. Learners whose parents had not selected slots to join in the sessions, requested the parents to find some time to do so and we are glad they all did. Learners led the interview with so much confidence and were able to share their learning. Learners proved to be knowledgeable and great communicators throughout their presentation. They also set achievable goals. Parents took this opportunity to share their observations and appreciation to the teachers and the learning community. As the homeroom teacher, I was excited as I listened to the learners provide valuable feedback.





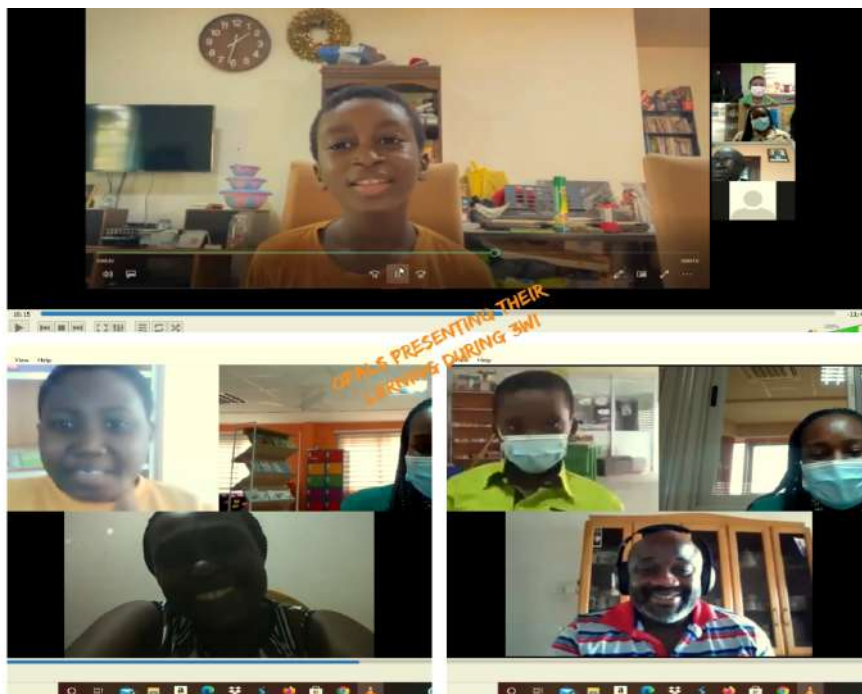
The Kinder 2 learners bubbled forth with excitement as they shared their learning experiences about artifacts with their parents through their portfolio entries on ManageBac, during the virtual 3 Way Interviews last week. They exemplified good communication skills and proved themselves as knowledgeable learners who was indeed remarkable. Learners also proved to be very reflective by setting new unit and learner profile attribute goals for themselves.



OPAL

In the Opal class the 3WI started and ended as scheduled. Both parents and students were excited about the interviews. Students exhibited their understanding of the unit of inquiry 'Who We Are' through PowerPoint presentations, oral presentations, songs and poetry and then some created videos on what they have learnt in the unit. It was a great experience for the new students since it was their first time. Parents were enthused about what their children

have been able to learn within 5 weeks. The students exhibited their communication and research skills during the interview.

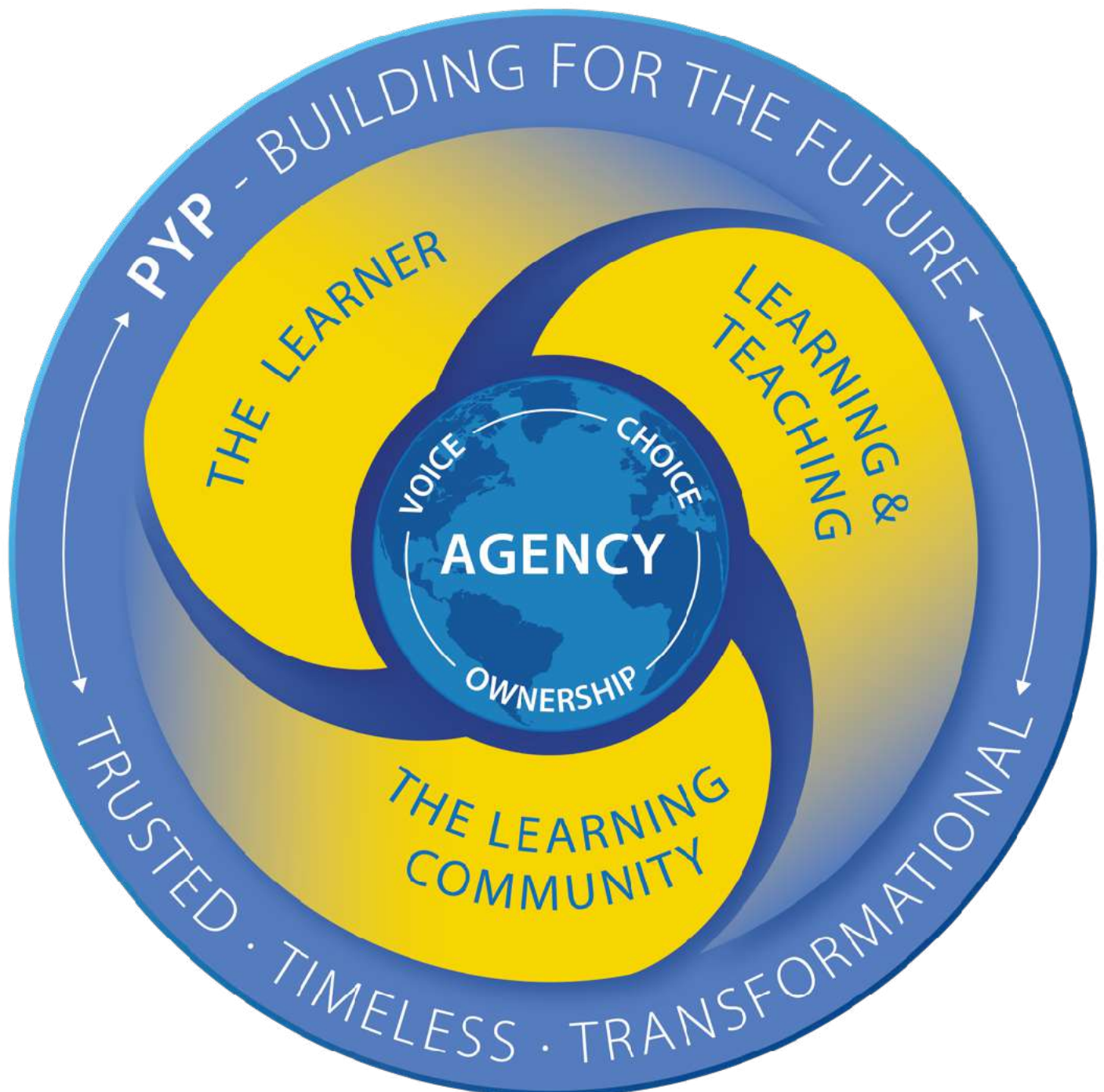


RUBY

3 Way Interviews are exciting times to which both parents and students look forward. For students, it is a time to share their learning with the parents. In doing this, they have the opportunity to choose their own creative ways by which they want to share their understanding of the unit of inquiry. For most parents, 3WI is a time to appreciate the totality of their children's learning over a period.

During the just-ended 3WI, students enthusiastically shared their learning with their parents through a variety of ways. Some students shared their learning through oral presentations while other students presented using models they created. They shared their learning across various disciplines treated within the unit of inquiry. Most parents were amazed at the depth of knowledge and skills acquired by their children over the period.

Students also had the opportunity to share some of the challenges they experienced over the period and how they overcame them. Unresolved challenges of some students were also discussed in order to provide the needed support to enable them to overcome their challenges. It is important we bridge the gap between the school and home, and the 3-Way Interview is one great way we seek to achieve this.





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



CAS-SA Corner



TIS YouTube Channel – Enjoy this week's Assembly, organised by **Team 4** – *Nana Ama Boakye* – *Leader: Kelvin Kekeli Ahiakpor* – *Editor: Debbie Gomado* –

Videographer: Kevin Cudjoe; Jano Attionu; Janelle Owusu; Marie-Marcella Nwokolo – Presenters.

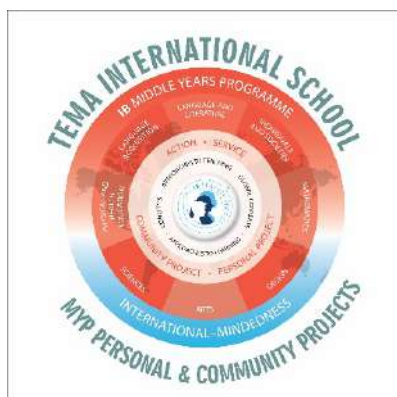
If you like to participate in the Weekly Assembly, kindly email Mrs. King at surama.king@gmail.com with details of your presentation.

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

<https://youtu.be/aa3KnN-4o0Y>



Community Project and Personal Project Exhibition



As mentioned in previous bulletins, this year's MYP Projects exhibition is currently ongoing via Instagram. This comes as a reminder for members of our TIS Community to kindly visit the handle [**@tismyp_projects_exhibition**](https://www.instagram.com/tismyp_projects_exhibition) and follow, like and comment on our students' projects to show your support.

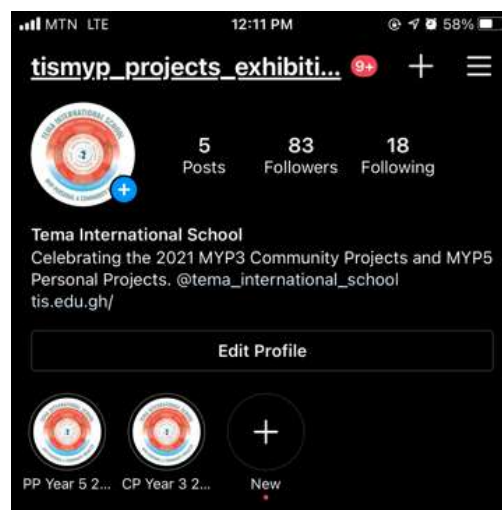
It's compulsory for all MYP Year 3 and 5 students to follow the handle. [**@tismyp_projects_exhibition**](https://www.instagram.com/tismyp_projects_exhibition). On the 6 March 2021. The top 5 students will attract points for their colour groups namely *Red Kigalia*, *Blue Cedar*, *Yellow Outerniqua* and *Green*

Wisteria.

This process has been exciting. So far, the “*Little Helpers*” community project is leading at the moment with the most likes and comments. The group reached out to parents and their parents to their friends thus, their post has received the most feedback and traffic. “*Little Helpers*” by **Casey Quao, Emily Asafo-Boakye, Keona** and **Theona Martin-Lawson** continues to make us proud.

Read below reflections on the video making process and how they feel about this initiative for the presentations/exhibition.

When we were making our video, it was hilarious and engaging. This was because on the first day when we started we couldn't stop making mistakes, and we burst out laughing at our first word. It was also cringing because we were not sure how we may look in a video. It took us about 30 minutes to create the video and we had fun. I think this mode for the exhibition is new and insightful, as we were challenged to learn video editing. Thank you to the Camera Woman, Mekaila Offei (G8B).



Emily Asafo-Boakye, G8

On Saturday, 30 January, 2021, we started making our video for our Community Project. We all went to Casey's room and wore matching shirts. We sat next to each other and recorded the video with Theona's laptop. As we were making the video, we made a lot of mistakes and had to redo the video so many times that we decided to make the video the next day. On Sunday, we called Mekaila to help record our video. Still, we took forever to make our video but in the end, we managed to finally finish it. Sometime after that, Theona edited the video and Emily sent it to Aunty Grace. This video process was difficult and fun. We struggled a lot because of how many mistakes we made. We laughed a lot and enjoyed making the video. **Keona Martin Lawson G8**

Community Project and Personal Project Exhibition

It was hard at first trying to find websites at where to edit the videos. I asked my brother for assistance and he suggested we use *Canva* for our editing. It was easy since I had used it before so it was not new. I was able to create videos for our YouTube channel. We shared the videos with family and friends and classmates, asking for them to help support our channel and Community Project. In the end, the process was fun and I like this exhibition because I am shy. I kept wondering how I will do during the face-to-face presentation. **Theona Martin-Lawson, G8**



We could not agree on what to wear in the beginning but we agreed on white because I did not have a red shirt. Making the video was fun, and we bonded a lot in the process. I like that we were the first to submit and I like this mode of submission because I can read all the comments on Instagram under our post. **Casey Quao, G8**

Community Project - The Various Effects of Child Labor on Children

Farah Agoro, Nana Aisha Hussien, Makalya Owusu and Jerry Huang engaged in a research type of service for their Community Project.

They had this idea during September last year when Congo became one of the leading African countries to engage children in mining for cobalt in the viral news "*Congo is Bleeding*".

Cobalt is a component used in manufacturing smart gadgets. The team put together an article titled, "*The Various Effects of Child Labour on Children*". A member of the team had the opportunity to interview a child labour victim in Togo. Their goal is to get this article published on the IB Blog in order to reach a wider audience and draw attention onto the matter of child labour.

Find the article below:



Community Project – The Various Effects of Child Labour on Children



Child labour refers to the exploitation of children through any form of work that deprives children from their childhood, and interferes with their ability to attend regular school. It is mentally, physically and socially harmful.

According to the UN, 152 million children are victims of child labour as of 2020 and 73 million are in harmful work.

It is estimated that Africa has the largest number of child labourers. 72.1 million African children are estimated to be in child labour and 31.5 million are in dangerous work. All persons are employed to view this as a pandemic and take action before we lose the next generation.

- **Health Effects**

The effects of child labour vary from skin disease to asthma to fatal injuries. Generally, child laborers can suffer from long-term health problems due to malnutrition, exposure to chemicals, abuse, injuries, exhaustion and psychological harm. In agriculture, children may be exposed to toxic pesticides or fertilizers.

They work with dangerous blades and tools and carry heavy loads. Child labour affects children physically and mentally ranging from mental health causing depression and post-trauma stress disorder - PTSD also leading to malnourishment, premature aging and child dependency.

These generally affect the self-esteem of the child, if not saved and protected.

- **Economic Effects**

Child labour leads to lower wages and higher unemployment amongst adults.

Children who do not work will end up in low paid jobs and so with their children, and so the vicious cycle of poverty is perpetuated affecting the economic wellbeing of any nation.



Community Project – The Various Effects of Child Labour on Children

- **Social Effect**

Child labour is mentally and physically dangerous work that interferes with their ability to go to school which can affect their income-earning potential as adults. The health and wellbeing of child laborers are at risk and they can end up being trapped in a cycle of poverty. Teenagers who spend more than 20 hours per week working, are at a higher risk of developing problematic social behaviors like drug abuse and aggression due to the intensity of the labour.



- **Child labour - GHANA**

About 21% Ghanaian children aged 5-17 years, are involved in child labour and 14% are engaged in hazardous forms of labour. This is twice as common in rural areas.

For poorer households, child labour is a negative coping mechanism and most of the children are involved in agriculture and fishing industries to support their parents and keep the home running. In all regions, the vast majority of working children are unpaid and mostly neglected to tend for themselves after hard work.

- **Testimony from a victim**

Pauline, 23 lives in Togo

"I never went to school and I was raised in the village. We all woke up early in the morning to be able to get to the field. At the age of 4, I was already helping my mom to sell "aimolou" (Togo Street Food) and that's how I learnt to cook."

She was never able to get a proper education because of the fact that she had to work to help provide for the house which should not be the responsibility of a 4 year-old at the time. She had never heard about child labour because all of this seemed normal because it was what they were used to among the girls and boys in Togo.

"It was hard and since growing up, this is the only life I know. I don't even dream that my life would be any better than this being a maidservant/help in middle class or wealthy homes."

Dear Reader, child labour is causing damage in our economies, child health, and almost the cause of low self-esteem and mental illness in the young persons. Through this article we would like to draw everyone's attention to the situation and together support all children under this situation in order to create for them a new future. You can also support by making a donation to online NGOs who are involved in rescuing and enriching the lives of young victims. An example is the **Mission Of Hope International Foundation**. <https://mohiafrica.org/>

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Communiy Project – Help Save Water in TIS

By The Water Captains

Meet the Water Captains: **Abdul Abanga, Joseph James, Kelvin Kasami and Matthew Akufo**. This team is creating awareness about water conservation in school by designing posters for all the handwashing stations in school.



Their aim is to draw everyone's attention about the importance of water. Hence, this is a conscious effort to protect save water. Read below their mission.

Water is an inorganic, transparent, tasteless, odourless, and nearly colourless chemical substance, which is the main constituent of Earth's hydrosphere and the fluids of all known living organisms. It is vital for all known forms of life, even though it provides no calories or organic nutrients. Therefore, its preservation is very essential and must be treated with outmost importance.

We noticed that most of our colleagues waste water, especially in the hostels which leads to school paying thousands of Cedis in water bills. Part of this huge sum can be channelled into the maintenance of our school and the development of other areas in the school.

In conversation with Mr. Quansah, our school accountant, an estimated **GHC 111,000** was spent on water bills for three months as at the end of 2019. In view of this we have formulated 10 crucial ways we can all maintain a conscious effort to conserve water.

WAYS WE CAN SAVE WATER IN THE HOSTELS!!

1. We can save water by TURNING OFF the tap when not in use.
2. Properly close shower taps after bathing.
3. Report water leaks to the schools maintenance team.
4. Advise people when they leave the tap on or using too much more water.
5. Use refillable water bottles.
6. Use cups or bottles to fetch water for brushing your teeth.
7. Don't take an amount of water you know you can't drink
8. Don't open water taps in showers if you aren't ready to bath.
9. Minimize water usage when bathing.
10. Repeat the cycle every day!



As already stated, when we waste water we affect the economic status of our school which can be directed into food, maintenance/repairs, transport, and school supplies. Wastage can also lead to water shortage. In future for our CAS Project we intend to work with the maintenance department and the school authorities to embark on a water strike (No water for a day) just so we can all appreciate how important it is to use our water resource mindfully.



meters that determine the cost.

The table below shows the amount spent on water bills in October, November & December of 2019. The School has three

Month	School Meters	Amount (Total Meters)
October	M1, M2, M3	55,960.83
November	M1, M2, M3	33,568.55
December	M1, M2, M3	21,745.02

Service as Action – Sports Highlights

By: *Teniere Olufore & Joel Adjei*



To all the football fanatics, who missed the latest match week don't worry. Teni and Joel bringsto you once again all the goals and highlights of the happenings over the weekend. Read below.

Top Highlights from Match Week 24

- *Leicester City* completed an incredible comeback from 1-0 down to 3-1 up in just 7 minutes against *Liverpool*.
- *Manchester United* continued to drop points as a second consecutive draw to the hands of *West Brom* (1-1) and leaves them tied on points with *Leicester* (3rd) and 7 points behind *Manchester City* (1st).
- *Manchester City* continues to fly high as a comfortable 3-0 win against *Tottenham* takes them 7 points clear of *Leicester City* and *Manchester United*.
- Thomas Tuchel gets another comfortable win as *Chelsea* boss winning 2-0 to *Newcastle United*.
- *Arsenal* win in a 6 goal thriller at the Emirates Stadium against *Leeds United* 4-2.
- *Manchester City* played their game in hand and won against *Everton* 3-1.





TEMA INTERNATIONAL SCHOOL





VIRTUAL COMMUNITY & PERSONAL PROJECTS EXHIBITION

Due to the Pandemic, MYP Projects exhibition will take a different approach this year. An Instagram page titled [@tismyp_projects_exhibition](https://www.instagram.com/tismyp_projects_exhibition) has been created to celebrate the various MYP projects by MYP Year 5 and MYP Year 3 Students. Entries are being uploaded until 6 March.

Follow

[@tismyp_projects_exhibition](https://www.instagram.com/tismyp_projects_exhibition)

Support the students by liking and commenting on their projects.



CAS Project: Black History Month

Strands: Creativity: Black History Month explores and extends ideas that are leading up to the unveiling of a mural to commemorate the effort we have made to eradicate ignorance of Black History.

Aims/Goals:

- To bring awareness to black history within the TIS community.
- To explore what brought the black community to its current predicament and what shaped them as individuals as well as what molded that as a unit.
- To celebrate their achievements, innovations and culture.
- To create a mural to leave a lasting reminder of what the month is all about.

Learning Outcomes:

- **LO1: Identify own strengths and develop areas for growth**
This presents an opportunity for the members of the group to develop their communication skills, build upon their international-mindedness.
The project pushes us to adopt a passion and determination for a problem that does not directly affect us at all times, while allowing us to showcase our creativity.
- **LO2: Demonstrate that challenges have been undertaken, developing new skills in the process**
This project allowed us to further develop our critical thinking skills to overcome the many obstacles that presented themselves in reactions to the pandemic as well as immediate setbacks like a change in the location of the mural.
- **LO3: Demonstrate how to initiate and plan a CAS experience**
The idea was birthed in the midst of frustration, disbelief and anger, it was heavily incentivized by the feeling of helplessness we felt as a result of the new light given to racial injustices against the black community.
As others joined a sense of duty developed to educate our own and equip them as well as aid those currently in need.
- **LO4: Show commitment and perseverance in CAS experiences**
When the location of the mural was changed an entire new sketch and medium of art had to be adopted but the desire to see the month through did not waver.
- **LO5: Demonstrate the skills and recognize the benefits of working collaboratively.**
With such a project the more committed and hardworking individuals ready the better, we're pushed to see what others can bring to the table and also how to compromise on personal premonitions.
- **LO6: Demonstrate engagement with issues of global significance**
This project challenges us to understand the complex and delicate nature of what is the situation befalling black communities outside of Africa. It pushes us to sympathize, empathize and act for the betterment of an issue that exists outside of our borders.

Initiator: Janine Apreku – **Members:** *Lena Dodoo, David Safo, Essilfua Ansah, Elorm Godzi, Marie-Marcella Nwokolo, Quophi Yelbert, Lady-Margaret Hagan, Nana Appiah-Kusi, Amanda Agambire, Ekua Essel, Nana Ama Boakye, Nutifafa Folie.*

CAS Project - Uplifting With Words

Purpose: To encourage and uplift people's spirit, especially during these times, through words by designing posters and giving it out to institutions including hospitals, schools and rehab centres.

Type of service: Indirect

Learning outcomes: Identify own strengths and develop areas for growth; demonstrate that challenges have been undertaken, developing new skills in the process; demonstrate how to initiate and plan a CAS experience; show commitment to and perseverance in CAS experiences; demonstrate the skills and recognize the benefits of working collaboratively; recognize and consider the ethics of choices and actions; demonstrate engagement with issues of global significance.

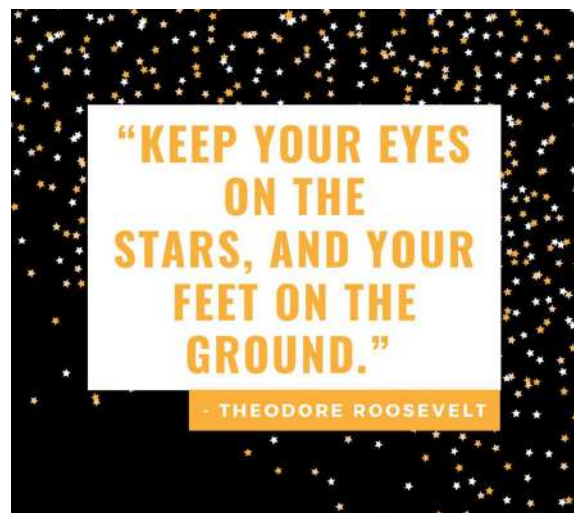
CAS Strands: Creativity, Service

Initiators: Gracious Ogyiri Asare, Banaamwine Shahida Salifu, Elorm Godzi, Rudolph Dogbegah, J'dyl Vicker, Nana Yaw Asare Frimpong, Ewuraama Odamtten, Amanda Van-Tay

Hey everyone! As aforementioned, this project is aimed at using the power of words to lift up the spirits of people, by encouraging them and not tearing them down. Too many things in this life already tear us down and it is not just limited to the words we hear but what we see and feel around us, including the pandemic, our personal relationships, mental health, etc.

Words are very powerful and although we cannot use any other special means to ease some of the silent battles, we are using an effective tool- communication. Thank you to all you have contributed to this project. Please let us continue to lift each other up every day because our words go a long way. Thank you!

Follow us on Instagram @upliftingwithwords



CAS Experience – Red Cross – First Aid Workshop



We started off our 4 days' workshop learning about the history of the **Red Cross**. It was formed by a former business man, Henry Herbert Dunant. Then we went on to define first aid, stating that it is the immediate help that is given to casualties. Consequently, Mr. Daniel and Maxwell explained the qualities of a first-aider, which includes being observant, empathetic, cheerful, courageous, tactful, resourceful, ability to improvise and gentle. Furthermore, we were given three casualties, when someone were bleeding profusely, someone shouting in pain

with a fracture, and an unconscious person. We were told, in groups, to come up with who we would help first, second, and third. Our group established that we would help the unconscious person first, who we can quickly attend to if the casualty is not serious and also to identify the cause of the unconsciousness. The unconscious person cannot speak to the first-aider but the other two can, so it is imperative to attend to the unconscious person first. Then, we attend to the person bleeding profusely to reduce the blood loss, and finally to the person with a fracture, because there is little a first-aider can do with a fracture.

We learnt about the 7 basic principles of a first-aider, simply known as Dr ABCDE, where D is Danger, R is Responsiveness, A is Airway, B is Breathing, C is Circulation, D is Deformity and E is Exposed. Overall, the session was an engaging one, with a lot of interesting questions and contributions, and occasional jokes to enliven the atmosphere.

Last session was for the practical part of the examination. Each group was given two different situations on which we had to perform first aid on the casualty.



Our group was given the situation in which a person is bleeding profusely and another situation in which someone is choking. We created scenarios for both situations and showed how to administer first aid. After that we were taught how to put a casualty on a stretcher and subsequently lift them into a vehicle to be taken to the hospital.

Nana Yaw Asare Frimpong, G11

CAS Experience – Red Cross – First Aid Workshop



The Red Cross First Aid Training turned out to be a really insightful and important experience for me. It was a Four-day workshop in which I, along with several of my other grade-mates, were taken through first aid and, most importantly, the significance of first aid in saving lives at any given moment.

On the first day of our workshop, we were given a brief history of the Red Cross, what first aid entails and the various events that that paved way for the establishment of the

Red Cross Society. Additionally, we were taken through the various qualities a first-aider must possess, such as being **observant, courageous and empathetic**. Furthermore, we were required to take exams, comprising of a theory and practical's component at the end of our three-day workshop in order to test our knowledge on what we had learnt throughout the workshop.

Finally, I would say that joining the Red Cross Society of Tema International School in my opinion was an experience that was definitely worthwhile and one I would personally never forget. Although our year group would not be able to round off our Red Cross Society tenure by going to the 6 March annual parade this year as a result of its cancellation due to the COVID-19 pandemic, I am very grateful to have been a part of this experience and learnt all of the lessons I did and will be taking with me even after I have left this high school. Therefore, I encourage all other grades to sign up and become a member of the TIS Red Cross Society.

Kwame Asafo-Adjei, G11

Wanting to help people in need is and will always be a privilege and to me it's a responsibility I am proud to have. I just couldn't anticipate how much went into joining the Red Cross Society. The first three days for me were interesting and eye-opening. I got to learn about Dr ABCDE, first aid techniques and also emergency procedures which will help saving victims or casualties.

On Friday we had a theory examination and all my past knowledge came to use and I think I did well in the test. For the practical examination my group and I had to demonstrate how we would give first aid to a faint and shock victim. We aced the practical and I realized how different theory is from practical and how much plans can change. In all, I would say I developed my resource skills and I have become better at thinking under pressure. **Cyril Davis, G11**



CAS Experience – Red Cross – First Aid Workshop



The Red Cross workshop we had last week was very insightful, interesting and an awesome one, of course. We learnt about the history of Red Cross as well as the importance of it. We also learnt how to manage unfortunate events when they occur, and some of these include fainting, accidents, burns and dizziness. We had practical lessons for us to show case the skills and knowledge we acquired during the theoretical sessions of the workshop and that was also a success because we were able to

work together as a team and manage the events that we found ourselves in as first aiders.

In conclusion, the **Red Cross** workshop was an amazing and wonderful experience because I learnt how to work with team members and discover new skills. I advise all Grade 10s to consider the workshop next year because it will open their minds more about first aid and help them acquire good skills that they can use to help others when they find themselves in unfortunate events. **King Cyrus, G11 – Vice President of the TIS Red Cross**



CAS Experience - Chocolate Friendship Day



I do not even know where to start. The Chocolate Friendship Day process has been extremely challenging. To start with, the forms. I was so used to the old tradition of using paper forms that it was hard to imagine adjusting to a new system. Due to COVID, we had to avoid interaction and find an alternative for the paper forms. After thinking critically and creatively, we came up with the solution of using online forms which were easier to collect and allowed us to adhere to COVID protocols. Finding the website was a task on its own, not to speak of making them. It was exceedingly difficult to work due to the major pressure, as we could not afford to not continue the tradition this year, despite the pandemic. Creating, editing, and trying out one form could take hours and we managed to publish 19 forms within a few days. In doing this, I learned how to manage my time wisely and learned how to work efficiently under pressure.

We started collecting money on Friday and as of Sunday a lot of people had not paid for their orders. We started to get frustrated because the date had already been pushed forward and we could not afford to push it back any further. There was a need to keep reminding the whole school about our deadline. This process tested my patience because a few people made mistakes which made my co-leader, Araba Egyei-Mensah, and I go over and over again. Time was also not on our side, so we had to keep going over which slowed down the whole process again. A few days later we finished and we started labelling the chocolates. This was the part where I had to exhibit my teamwork skills because we had many people on board with completely different personalities and perspectives. I had to try and incorporate everyone's contribution to the final layout of the packing day. Along with doing this, I still had school tasks and, as you know, 'IB waits for nobody'. I

had to learn for classes and do my assignments with everything happening around me.

Overall, this whole process has been informative and challenging. I developed new skills that will help with my self-management in DP and the near future. I am extremely grateful for this opportunity to exhibit and improve my skills as an IB student. I look forward to bigger and better opportunities like this one. **Chelsea Somuah, G11**

CAS Experience - Chocolate Friendship Day



Being a member of the chocolate friendship day committee was such an eye-opening experience for me through the interactions I had with my various group members and the demands of the job I had taken on.

As a member, I was assigned to a grade and was responsible for all affairs pertaining to the Chocolate Friendship Day needs of that grade. In addition, the entire packing process was a joint effort between all committee members, and I was required to pay close attention to orders, tally all money paid and crosscheck for any misappropriations.



One new thing I loved that was introduced this chocolate friendship day was the use of online forms in a bid to minimise contact due to the observation of all COVID 19 protocols. It made tallying and keeping track with student's orders much easier than the old paper system.

The most arduous task in my opinion was the tallying of orders and money paid by students because it became repetitive at some point and going through the lists became weary for me to do. All in all, I would say that being a member of the CFD committee was a worthwhile experience because my concentration and collaboration skills were put to test.

Lady Margaret, G11

CAS Experience – TIS Speaker's Hub - VOCAL

"To Speak Through Actions and Act Through Words."



That is the slogan for Tema International School's First **Vocal** session, brought to you by the **TIS Speaker's Hub**.

The Speaker's Hub is filled to the brim with creative people, who are forever ready to speak their minds. And when we talk, you listen!

Friday, 26 February, we are having our very first **Vocal** session, which will be recorded and uploaded to the TIS YouTube channel.

For this month's **Vocal**, we have *Lena Dodoo, Naa Adjeley Anang-La, Kwame Asafo-Adjei, Essilfua Ansah*

and Janelle Owusu delivering us beautiful and personal talks.

Don't miss out!





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

Dukies' Corner – Students

- **Venue:** The Trident Island – 67.5 km (1hr 42mins) from Tema International School Main Campus.
- **Cost:** GHC 1,600. For payment see details of school account on MB.
- **Registration link:** <https://docs.google.com/forms/...> **Registration deadline is strictly 5 March 2021.**
- For more details check ManageBac.



The poster features a large background image of seven students on bicycles, wearing helmets and masks, with their arms raised in celebration. In the top left corner is the Tema International School crest, and in the top right is the International Baccalaureate (IB) logo. Below the main image are three circular inset photos: one showing a student in a blue shirt working with a chainsaw, another showing a student in a red shirt climbing a rope, and a third showing two students in kayaks on a body of water. The text 'TEMA INTERNATIONAL SCHOOL' is written in large, bold, green letters across the top. Below the main image, the text 'Register Now!' is in red, followed by 'Registration Deadline: 5 March, 2021' in black. The main title 'Tema International School CAS & Duke of Edinburgh's International Award (DoEIA) EXPEDITION CAMP' is in large, bold, dark red letters. Below this, it says 'For Silver and Gold Participants only.' and 'Challenging & Equipping Young People, Transforming Lives, Changing the World.' A white rounded rectangle contains the text: 'Adventurous journey, abseiling, bicycling, hiking, life & survival skills, map reading & compass use, first aid, capsizing drills, radio communication, kayaking, paintballing, creativity and leadership experiences & much more.' At the bottom, a calendar icon is next to the dates '23 - 26 March, 2021', followed by a location pin icon and 'The Trident Island'. The footer includes the text 'More details on ManageBac or email the DoE Coordinator david.difie@tis.edu.gh' and 'All COVID - 19 Protocols Will Be Observed'. On the right side of the footer are logos for the Tema International School, the Duke of Edinburgh's International Award, and the Ministry of Education, Youth & Sports.

TEMA INTERNATIONAL SCHOOL

Register Now!
Registration Deadline:
5 March, 2021

**Tema International School CAS &
Duke of Edinburgh's International Award (DoEIA)**
EXPEDITION CAMP

For Silver and Gold Participants only.
Challenging & Equipping Young People, Transforming Lives, Changing the World.

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

23 - 26 March, 2021 **The Trident Island**

More details on ManageBac or email the DoE Coordinator david.difie@tis.edu.gh
All COVID - 19 Protocols Will Be Observed

Dukies 'Corner – Staff

- **Venue:** The Trident Island – 67.5 km (1hr 42mins) from Tema International School Main Campus.
- **Registration link:** <https://forms.gle/LXxmDnT6Z12H1wQk8> Registration deadline is strictly 15 April 2021. For more details check ManageBac.



The poster features a large background image of staff members wearing red life jackets and helmets, standing on a bridge. Three circular inset images show staff participating in paintball, ziplining, and kayaking. The text is bold and clear, with a blue and yellow color scheme.

TEMA INTERNATIONAL SCHOOL

Register Now!
Registration Deadline:
15 April, 2021

**TEMA INTERNATIONAL SCHOOL STAFF
EXPEDITION
CAMP**

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

29 May - 1 June, 2021 **The Trident Island**

More details email the DofE Coordinator david.difie@tis.edu.gh
All COVID - 19 Protocols Will Be Observed

Logos: Tema International School, IB, DofE, and others.

TIS Social Media and WhatsApp



The graphic features a central image of the Tema International School building with a sign that reads "TEMA INTERNATIONAL SCHOOL". Above the building, the text "TEMA INTERNATIONAL SCHOOL" is written in large, bold, green letters. To the left of the building is the school's crest, and to the right is the International Baccalaureate (IB) logo. Below the building, the text "Follow us" is written in large, pink, bubbly letters. Underneath "Follow us" is the text "Tema International School". A central hub of social media icons (Twitter, LinkedIn, WhatsApp, Facebook, Instagram, and YouTube) is connected by lines to the text "@TIS_Ghana", "0503849799", "@TIS Ghana", "@tema_international_school", and "www.tis.edu.gh".

TEMA INTERNATIONAL SCHOOL

Follow us

Tema International School

@TIS_Ghana

0503849799

@TIS Ghana

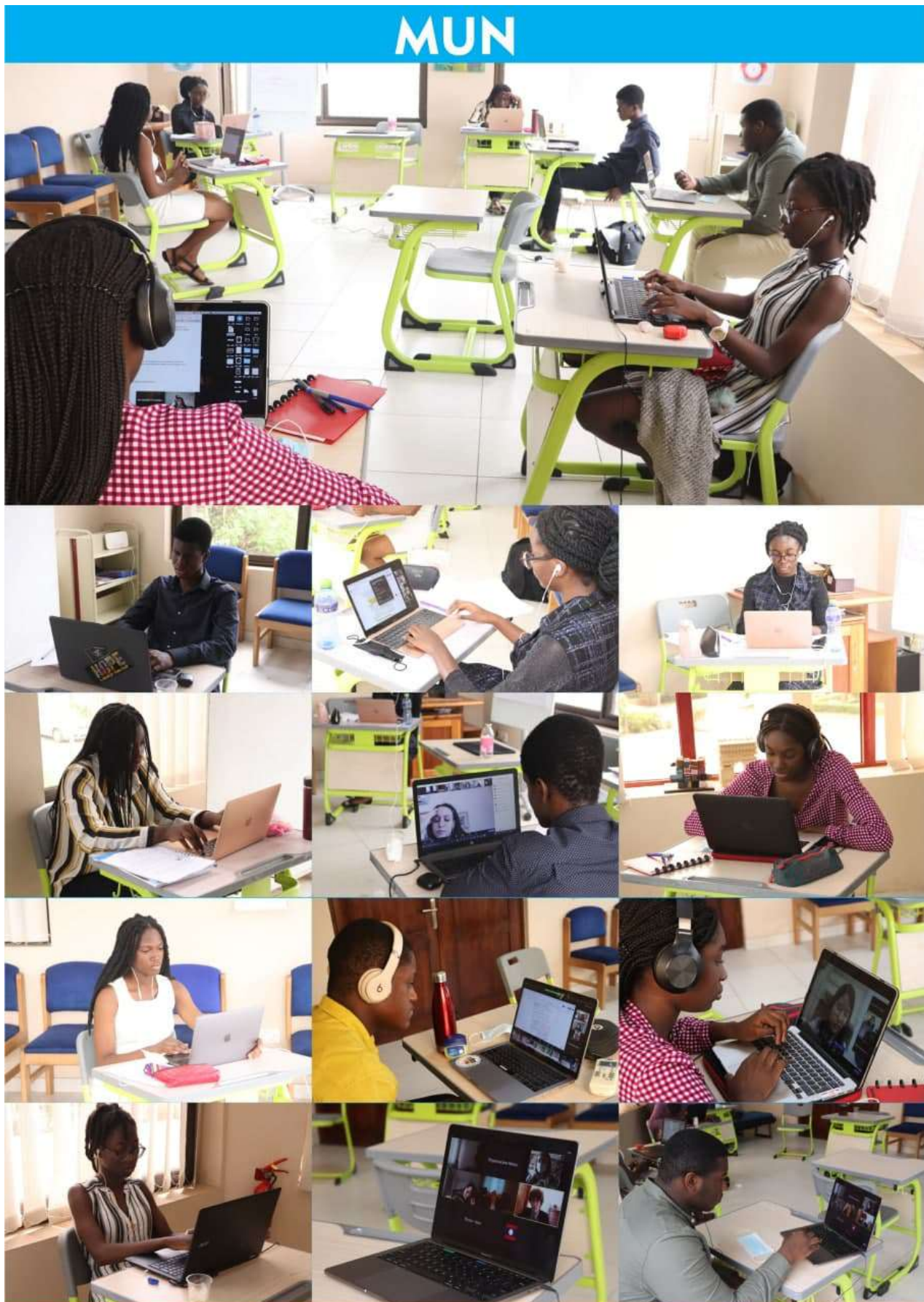
@tema_international_school

www.tis.edu.gh

INTER-COLOUR TENNIS COMPETITION









IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



TEMA INTERNATIONAL SCHOOL

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

“It isn’t what you have or who you are or where you are or what you are doing that makes you happy or unhappy. It is what you think about it.”

Dale Carnegie

COUNSELLORS' CORNER



Dear students, to excel academically and socially, take that step forward and be intentional about daily progress. With the true family spirit in TIS, always ask for help when stuck. It's your turn do it. Now- Go the extra mile!



Tips for Going the Extra Mile

- ✓ Look out for additional tasks that develop your intellect and skills.
- ✓ Cultivate an excellent spirit.
- ✓ Learn from the best hearts and minds.
- ✓ Step forward in confidence and volunteer your strengths.
- ✓ Talk to people who motivate you to do the right things.
- ✓ Confused? Ask questions.
- ✓ Learn from your mistakes and avoid offence and criticisms; it's part of the journey.
- ✓ Be intentional and conscious about everything.
- ✓ Be selfless.

For more information click: <https://www.performance.edu.au/blog/how-go-extra-mile-and-succeed-work>

DP1s: Special Scholarships Nominations by Counsellor

SCHOLARSHIP	SCHOOL	SLOT	COUNTRY	DURATION AND COST	ELIGIBILITY	REQUIREMENT	DEADLINES
International Leader of Tomorrow (ILOT)	University of British Columbia	3	Canada	It can be renewed for up to three additional years of undergraduate study provided students continue to demonstrate financial need and maintains their Canadian study permit(visa)	Undergraduate international student. Excellent academic record. Demonstrated financial need.	Apply to undergraduate program. Nomination from counselor. Early application.	Postmarked by November 15 th 2020. Online -December 1 st , 2020.
Lester B. Pearson International Scholarship Program	University of Toronto	1	Canada	Will cover tuition, books, incidental fees and full residence support for four years .	International undergraduate. Exceptional academic achievement and creativity. Demonstrated strong leadership skills.	Nomination from your counselor. Apply to study at the University of Toronto.	Nomination: November 30, 2020. OUAC: December 17, 2020. Scholarship: January 15, 2020 Link http://pearson.utoronto.ca
International Circle of Scholars	York University	1	Canada	\$15,000 for first year of study	Highest academic average. Demonstrated leadership. *By submitting application, you will also be considered for other available international scholarships.	Nomination by School. Meet admission and program specific requirements. Personal statement outlining your extracurricular involvement Letter of recommendation Submit application and all required documents before deadline.	1 February, 2021.
Global Leader of Tomorrow. International Entrance Scholarship.	York University	1	Canada	\$20,000 Per year. It is renewable for an additional three years of full time	Highest academic average, Minimum 36 IB POINTS. Demonstrated leadership. To renew maintain 7.80 on a 9point York scale in each academic year at York. *letter of Recommendation.	Meet admission and program specific requirements. Submit application and all required documents before deadline.	February 15th, 2021.
Full financial Package	NYUAD	2	United Arab Emirates	Full ride- meeting 100% of demonstrated need	Demonstrate high academic achievement, Ave. (40 IB points) A commitment to the school and/or local community. Proven leadership skills. An ability to thrive in a rigorous, multicultural academic and personal environment.	Open to ALL. No nominations. Qualified persons will be informed by the university Submit all documents (Transcripts, recommendations, writing assignments etc.) before the deadline.	ED I: November 15 E D II: January 15 Regular Decision: February 15

Presidential Scholarship- full financial aid/ tuition package	Villanova University	1	U.S.A.	Renewable merit based award covering full tuition, room, board, general fee, books.	Representing diverse intellectual, social, ethnic, and economic backgrounds, Presidential Scholars are transformational leaders both on and off campus who have demonstrated a love of learning and a commitment to enhancing both their local and broader civic communities.	Nomination by your Guidance Counselor	Nomination Due by December 1. Student's application also due by Dec. 1: Decision
St. Martin De Porres Scholarship	Villanova University			Full Tuition and general fees	Must be a U.S citizen or permanent resident Have high school records Leadership roles Active involvement through service to the community	Write an essay Submit the Villanova Scholarship Interest Form interview	February 1, 2021
SANKOFA SCHOLARSHIP	College of Charleston		U.S.A	As a Sankofa Scholar, you will receive US\$ 20,830 per academic year toward tuition and will participate in the 1967 Legacy Program	Be a citizen of an African country (intended F-1 student visa holder)	Submit College of Charleston application: go.cofc.edu/apply •Submit an essay: "How will you embody the spirit of Sankofa as a College of Charleston student?" Finalists will be selected for a virtual interview with Sankofa Scholarship Committee	Application deadline: February 15
President Julio Frenk	University of Miami			100 percent of demonstrated financial need		Common app application	
Stamps Scholarship				Full cost of attendance for 4 years and many more	Early Decision and early action are automatically considered	Personal statement of 650 words Complete ISFA and CSS (Need Aware policy)	November 1



DP1s, THE 2021 MOOTING COMPETITION IS HERE! NOW VIRTUAL!

- ✓ Takes place in March 2021, and organized by the University of Dundee, Scotland.
- ✓ **Attractive prizes to be won!** TIS won the competition last year and we really hope we defend our title and keep the bragging rights!
- ✓ **THIS COMPETITION IS OPEN TO ALL DP1 STUDENTS INTERESTED IN STUDYING LAW. WE NEED A MINIMUM OF 4 OR 8 STUDENTS IN ORDER TO FORM THE REQUIRED TEAMS.**
- ✓ Interested DP1 students should see Auntie Eunice for more details and to be trained by Mr. Conor from University of Dundee, for the competition. Also **email Eunice.aryee@yahoo.com, latest Saturday, 27 February, 2021 to confirm your participation.** This will look great on your CV and Personal Statement. Thank you.

Aim

Mooting, which develops research, analysis and of course advocacy, is a core skill for all law students.

The Dundee Law School African Mooting Competition, which has been specifically adapted for high school pupils, will provide a valuable introduction into the legal world for final or penultimate year students considering studying Law at university.

Teams will be made up of 4 students, two of whom will speak. This document contains the Rules of the Competition and a Guide to Mooting is attached. If your School wishes to enter the competition we shall forward the mooting problem and all the materials which will need to be studied. Mooting Coordinator Conor Keir can then provide online support to the team members in February / March 2021.

Prizes

Each member of the winning team will receive a £100 voucher and a scholarship of £5,000 per annum should he /she apply and be accepted to one of Dundee Law School's LLB programmes.

Each member of the runners up team will receive a £50 voucher and a scholarship of £2,000 per annum should he /she apply and be accepted to one of Dundee Law School's LLB programmes (* subject to the entry qualifications achieved the £5,000 per annum scholarship may also be available).

We very much hope that your students will be attracted by our mooting competition. As the competition will be held online in 2021 we will be making this a **pan-African event** and will be inviting 20 schools from Nigeria, Kenya, Ghana and Zimbabwe to participate.

DP1 & DP2:



NAME OF UNIVERSITY	UNIVERSITY LOCATION	TIME OF VIRTUAL VISIT	VENUE
Carleton University	Canada	Friday 26 February 2021	Handel Picasso
University of Guelph	Canada	Friday 26 February 2021	Handel Picasso
University of Windsor	Canada	Stay Tuned...	Stay Tuned...
Webster University	Ghana	Stay Tuned...	Stay Tuned...
Academic City College	Ghana	Stay Tuned...	Stay Tuned...
Lancaster University	Ghana	Stay Tuned...	Stay Tuned...

Ashesi University	Ghana	Stay Tuned...	Stay Tuned...
University of Exeter	UK	Stay Tuned...	Stay Tuned...
New York University, Abu-Dhabi	UAE	Stay Tuned...	Stay Tuned...



DATES AND INFORMATION



SAT[®] 2020-2021 TEST DATES

See the New SAT dates below:

SAT 2020-2021

- 13 March 2021
- 8 May 2021

DP1's don't wait until the eleventh hour to register. Register now to avoid any disappointments! <https://collegereadiness.collegeboard.org/sat/register/international>

Test takers, 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!

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

SAT I with essay- U.S. \$120, U.S.\$95 without essay



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, without writing- U.S.\$150.00 (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 2020-2021

- 17 April 2021

PreACT

NEW DATE FOR PREACT; 20 MARCH 2021! PRACTICE TESTS FOR SAT, ACT OR PRE-ACT, PSAT, TEST PREP RESOURCES FROM THE OFFICIAL TEST MAKERS CAN BE FOUND HERE; WWW.COLLEGEBOARD.ORG AND WWW.ACTSTUDENT.ORG



Dearest exam candidates, Grade 10 and DP2s, we wish you absolutely nothing but the best in your Mock exams. Nail it. You've got this!



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.”**



