

TIS RECORD

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At TIS,

we believe that through actions and service that demonstrate our commitment to the UN Sustainable Development Goals, we can make the world a better place. But, we must be active and committed participants and not just vocal spectators.

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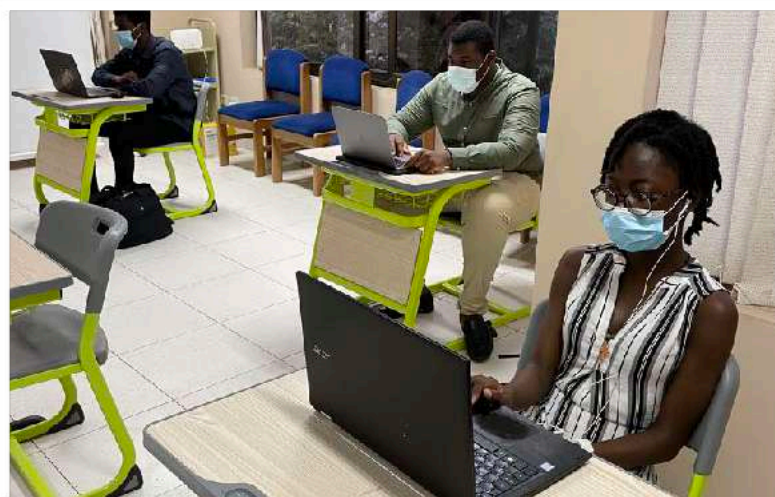
COVID-19

- Immediately report if you feel unwell, or display symptoms.
- Wash your hands frequently and thoroughly.
- Practise social distancing at all times.
- Wear a face mask when 'out'.

Thought for the Week

Success is not the key to happiness. Happiness is the key to success.

- Albert Schweitzer



Mid-Semester Change

The mid-semester break was planned from 29 March to 9 April. However, staff are concerned about the inherent risks of students returning home for two weeks under current COVID conditions.

To minimise the risk of further lost learning time, TIS intends to remove the planned mid-semester break and continue with our teaching/learning programmes, while observing the public holidays (Good Friday and Easter Monday). Consequently, the end of semester at each campus would be 21 May, with secondary students departing hostels on 22 May.

COVID has brought about so many changes over the past 12 months. However, we consider this action will reduce the risk of infection, especially for secondary students.



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

It's called integrity.

Email Issue Resolved

- My TIS email address, principal@tis.edu.gh, now appears to be working (receiving and sending).
- Please advise me if you experience any problems reaching the above email address.

Pre-ACT 2021

- The Pre-ACT test that was postponed from 6 February will now be conducted on Saturday, 20 March.

Making Us Proud

- Emily-Maria Boakye, Casey Quao, Theona & Keona Martin-Lawson (Little Helpers Community Project) and Daniel Jnr Markin (Used plastic bottles are useful Personal Project) for being the first students to complete and submit their Community and Personal Projects video for the e-Exhibition on Instagram.
- Lena Dodoo and Naa Adjeley for their incredible leadership to the TIS Speaker's Hub and TIS TedEX.
- Gracious Ogyiri Asare (G11), for the passion in which she develops her CAS initiative, *Uplifting with Words*.

Hopefully, this will not disrupt too many family plans, but provide some certainty. If parents are concerned that certain issues have not been considered, I invite you to email me your concerns for consideration. A final decision on this proposed change will be confirmed by Friday, 26 February.

Re-Enrolment for 2021/2022

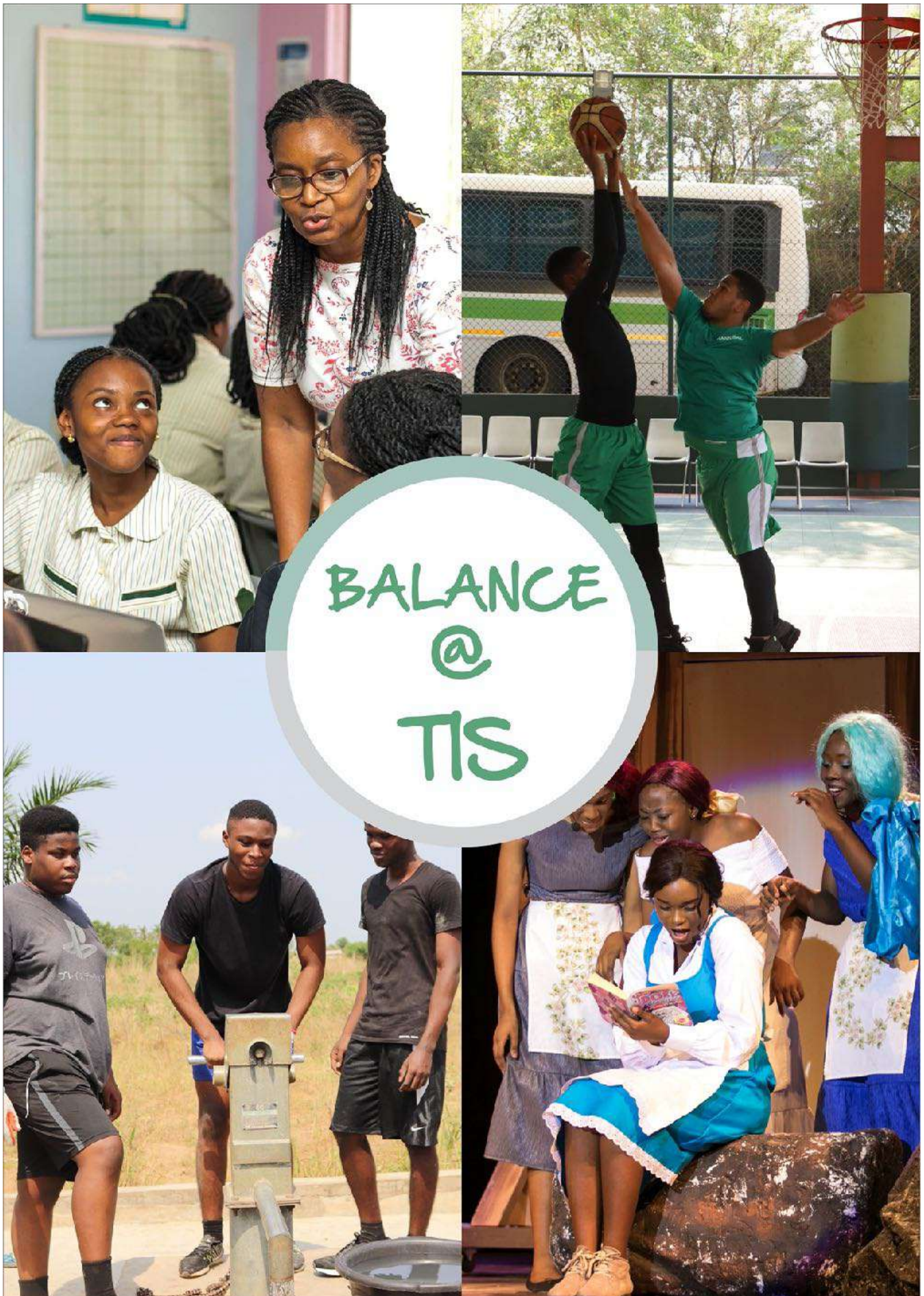
Each year parents are required to confirm their re-enrolment intentions for the coming academic year (2021/2022). Parents will receive an email on Saturday requesting that you confirm your intentions for next year.

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.

I appreciate your support. 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

TIS ADMISSIONS 2021/2022

Admissions for the next academic year, 2021/2022, officially open on 1 December, 2020.

For 2020/2021, TIS had to put the FULL HOUSE sign up for the first time in many years. The coming year may end up the same way.

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 Campus.

Please note that admissions for the current year, 2020/2021, are being accepted for second semester at the Primary School Campus.

For admissions to the secondary school, applicants will be contacted in the first week of February 2021 to arrange for the online admission test. Admission interviews will be conducted in mid-February and first round offers will be made.

Applications for Grade 11 will be considered from 1 April and will be dependent upon the re-enrolment process and the vacancies arising. Applicants for Grade 11 should include their predicted grades for 2021.

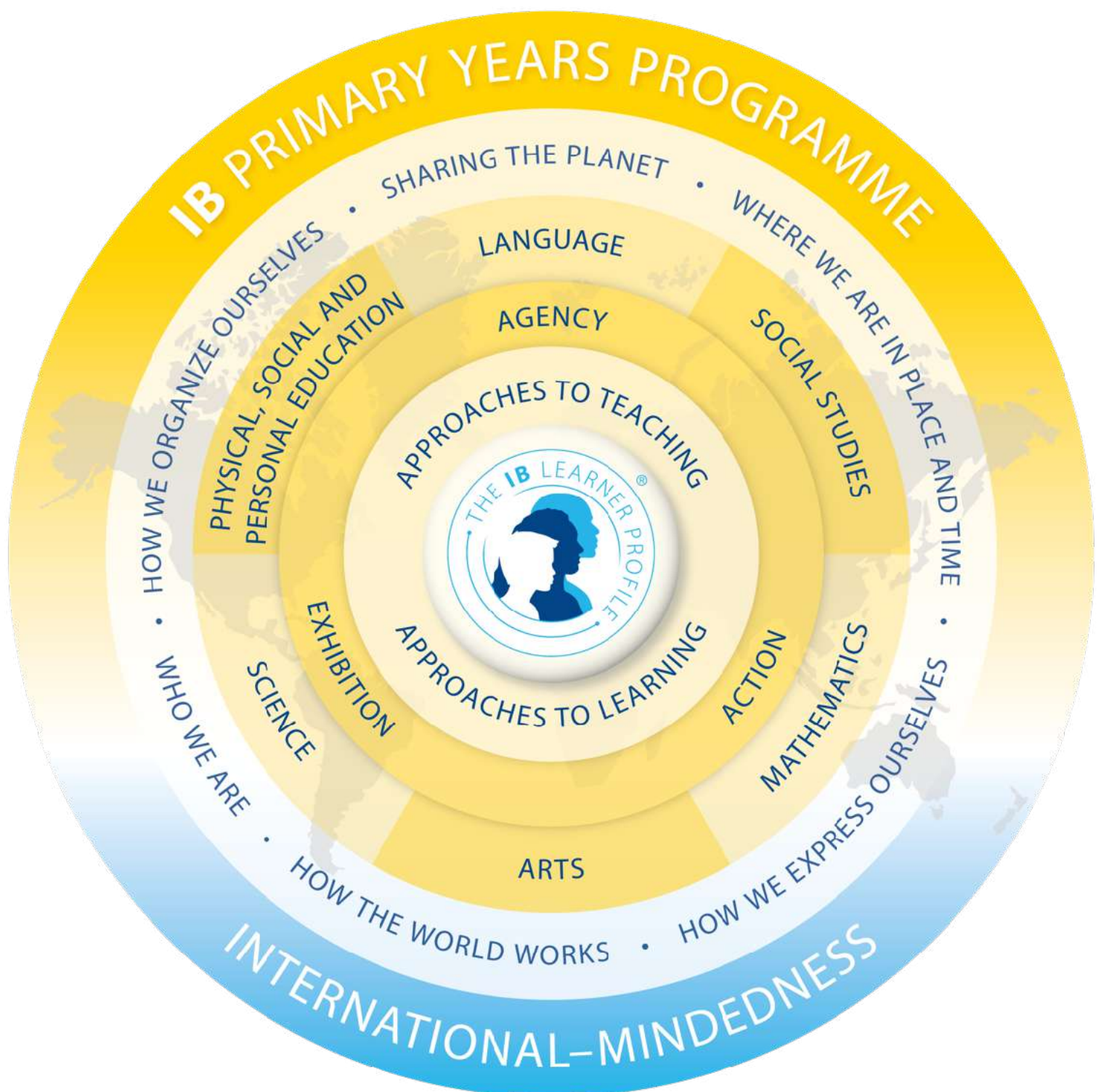
It is likely that all secondary school vacancies will be filled by 30 April. While families with siblings at TIS will receive a priority, this only remains in force while vacancies exist.

Intending applicants should arrange a tour of the appropriate campus before the admission interview takes place.

Dr Ken Darvall

Principal

1/12/20



Play @ TIS Primary



Courtesy: IBO, 2020

Play is universal, transcending gender, age, cultural, economic and political divides. Simply put: *Everyone Can Play!* Children are naturally ‘hands-on’ inquirers, learning through playful interactions with people and their environment. By engaging in play-based learning experiences, students develop essential knowledge, skills and competencies for life. Be it Early Years learners honing their number sense through a hopping and counting activity, or Grade 6 students revising their science concepts through *Kahoot*, an online game, play can be leveraged at all stages, to facilitate students’ acquisition of social, communication, thinking, researching and self-management skills. It is, therefore, an integral part of the PYP curriculum and features prominently in our everyday lives at School.

As we all know, though, it is much more fun when we play with others; however, with the current global pandemic, the big question on students' and teachers' minds has been: *how can we play and still stay safe, adhering to all the health and safety protocols?* It was not easy saying goodbye to football and musical chairs, however, being the critical-thinking, problem-solving community of learners that we are, we donned our creativity caps and aprons, and came up with some ingenious, non-contact games and sports.

Sit back now as students tell you all about their favourite, non-contact games, and why the change was necessary:

It is important to play new games because we have to keep our distance. My favourite game now is the Obstacle Course because it is great! **Elias Webb, Kinder 2.**

Because of Covid-19, we have to practice social distancing, that is why we have to play new games. My favourite is the Obstacle Course. I like it because it is fun! **Amewusika Tay, Kinder 2.**

Because we do not want people to have corona virus, we have to play new games. I love badminton because we are learning how to toss the ball up and down and throw it over the net. I love it because it is fun! **Nana Akua Addae, Grade 2.**

Non-contact games are important because of Covid-19. We have to keep a social distance always. I like the trampoline and swing because they are very nice games. **Edem Amoo, Grade 3.**

Non-contact sports help us keep safe because they require social distancing. I love sliding down the slide because it takes little energy to go so fast! **Nana Adwoa Addae, Grade 4.**

*It is important to play non-contact games because we need to be socially-distanced to prevent Covid. I love basketball because we get to bounce the ball and throw it into the net! **Juanita Quarcoopome, Grade 5.***

*It is important to play non-contact sports because of Covid-19. We have to social distance and always sanitise our hands. My favourite sport is basketball because it involves social distance! **Israel Opeku, Grade 6.***

*We have to play non-contact games because there is Covid and we have to make sure we are not touching anyone. Going on the trampoline and bouncing the basketball at the Main Campus are my favourite games. They help my skeletal and muscular systems. Sports also help me stay fit! **Akua Osei, Grade 6.***

Below are our playground set-up and learners, engaged in various non-contact games, both structured and unstructured:



Domes and hoops positioned to help students keep appropriate physical distance.



Children during recess, waiting their turn on the trampoline.



As always, sports begin with warm-ups. Above, we see Early Years and Grades 5 and 6 students doing their aerobics. The seniors then proceed to honing their bouncing skills, towards proficiency in basketball.



Now, it's time to think outside the box! Grades 3 and 4 students are doing the *Kangaroo Hop*, invented by sports teachers. It involves hopping as high and fast as possible, around obstacles and across the playground.

Finally, we have the *Show Stoppers*: Early Years doing what they do best! This time, they came up with a novel, four-in-one activity combining tennis, hopping, picking and counting.

And the twist ... children must pick the mini balls with their feet, instead of hands!



So, you see, ain't nothing stopping us at TIS Primary... *Not even, Covid* 🤗 !





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**



The Path Forward for the May 2021 Examination Session

What is the IB doing for the May 2021 Diploma Programme Exam Session?

The IB will be providing schools a dual assessment route to ensure all students have the opportunity to complete this milestone in their learner journey and have valid results which enable them to take their next step in life.

- Examination route for those schools who can safely administer.
- Non-examination route for those schools who cannot administer due to local restrictions.

How will the dual assessment model work?

- All Internal Assessment coursework which is normally moderated is being marked by trained examiners to ensure that the marks meet global and consistent reliability standards.
- All schools will be given individualized guidance to follow for their teacher assessed predicted grades, this will strengthen the accuracy of predicted grades globally.
- Students who sit the examinations will be awarded results in the normal way using their coursework and examination marks
- Students who cannot sit the examinations will be awarded grades using their internal coursework marks and teacher submitted predicted grades.
- The IB will take great care to ensure that the grade boundaries take into consideration the significant disruption students have faced during the pandemic.
- The IB will undertake a detailed review of results before results release to ensure they are appropriate at student, school, subject and global level.

References

International Baccalaureate Organization, February 2021. *How the IB will award results for the May 2021 examination session*, United Kingdom: International Baccalaureate Organization.

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

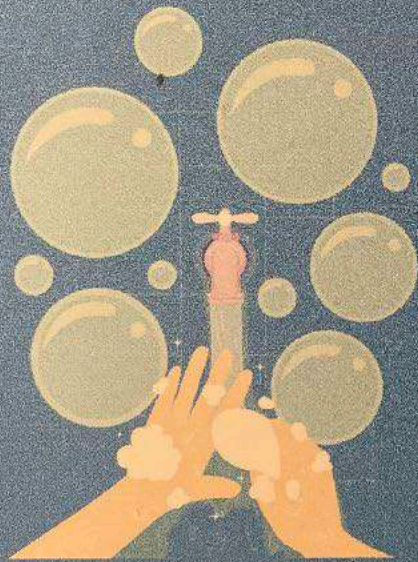
SMILE MORE

BREATHE

FLIPANDSTYLE

Protect yourself and others from getting sick

Wash your hands



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



World Health
Organization



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

CAS-SA Corner

TIS YouTube Channel – Enjoy this week's Assembly, organised by **Team 3** – *Naa*



*Adjeley - **Leader**, Amanda Agambire - **Editor**, Ekua Essel, Michelle Zedomi, David Safo, Cynthia Abla Nutsukor, Awurabena Ahenkorah - **Presenters**.*

Watch out for the “**Hot SEAT with the Council**” and get to know more about each member of the Student Council, 2021

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://www.youtube.com/watch?v=2ev97uWEr2k>



Community Project and Personal Project Exhibition



Dear TIS Community,

You are reminded of this year's MYP Projects Exhibition, currently ongoing via Instagram. Kindly visit the Instagram handle [@atismyp_projects_exhibition](https://www.instagram.com/atismyp_projects_exhibition) and experience an array of creative ideas implemented by our MYP Year 5 and MYP Year 3 students.

Enjoy the two-minute videos that creatively communicate all the essential processes of their respective Community and Personal Projects. **Like** and **Comment** on the posts to show your support. THANK YOU in advance!

All MYP 3 & MYP 5 students are to follow the Instagram page [@atismyp_projects_exhibition](https://www.instagram.com/atismyp_projects_exhibition). On the 6 March 2021, five students with the highest likes and comments will be given the opportunity to do a live session on Instagram. The five students will attract points for their colour groups namely **Red Kigelia**, **Blue Cedar**, **Yellow Outeniqua** and **Green Wisteria**.

Read below Daniel's reflection on the video making process and how he feels about this initiative for the presentations and the e-Exhibition:



"I understand that the mode of this year's exhibition being online is safer due to obvious reasons. My only concern is how students will get time to plan, shoot and edit their videos, G10 students have E-portfolios and mocks in a few days but I guess it's all part of self-management in TIS. Surely, people will find a way.

I was able to manage my time well and do most of my work before I returned to school. Well, it was certainly fun to create a video for this year's Personal Project e-Exhibition. The whole process was fascinating to me, because of my interest in cinematography. The part of the process that was rib-cracking was the voice-overs. I realized I really need to work on my voice for clarity in voice-overs. Apart from that, it was a challenging, yet stress-free experience from the beginning to the end." **Daniel Markin Jr – MYP 5**



TEMA INTERNATIONAL SCHOOL



VIRTUAL COMMUNITY & PERSONAL PROJECTS EXHIBITION

Due to the pandemic, our MYP Projects Exhibition will take a different approach this year. An Instagram page titled @tismyp_projects_exhibition has been created to celebrate the various MYP projects by MYP Year 5 and MYP Year 3 students. Projects are being uploaded until 6 March.

Follow



@tismyp_projects_exhibition

Support the students by liking and commenting on their projects.

Service as Action – The Chronicles



Meet “The Chronicles”, *Akua Osafo-Buabeng, Leslie Dake, Agormah Agambire, Nanette Ativor, Aseda Caesar, Afua Osei-Boakye*. A Service as Action group in Grade 9 who draws ideas from English and History that will positively influence their immediate community.

Today in History by “The Chronicles” –

19th February 2021

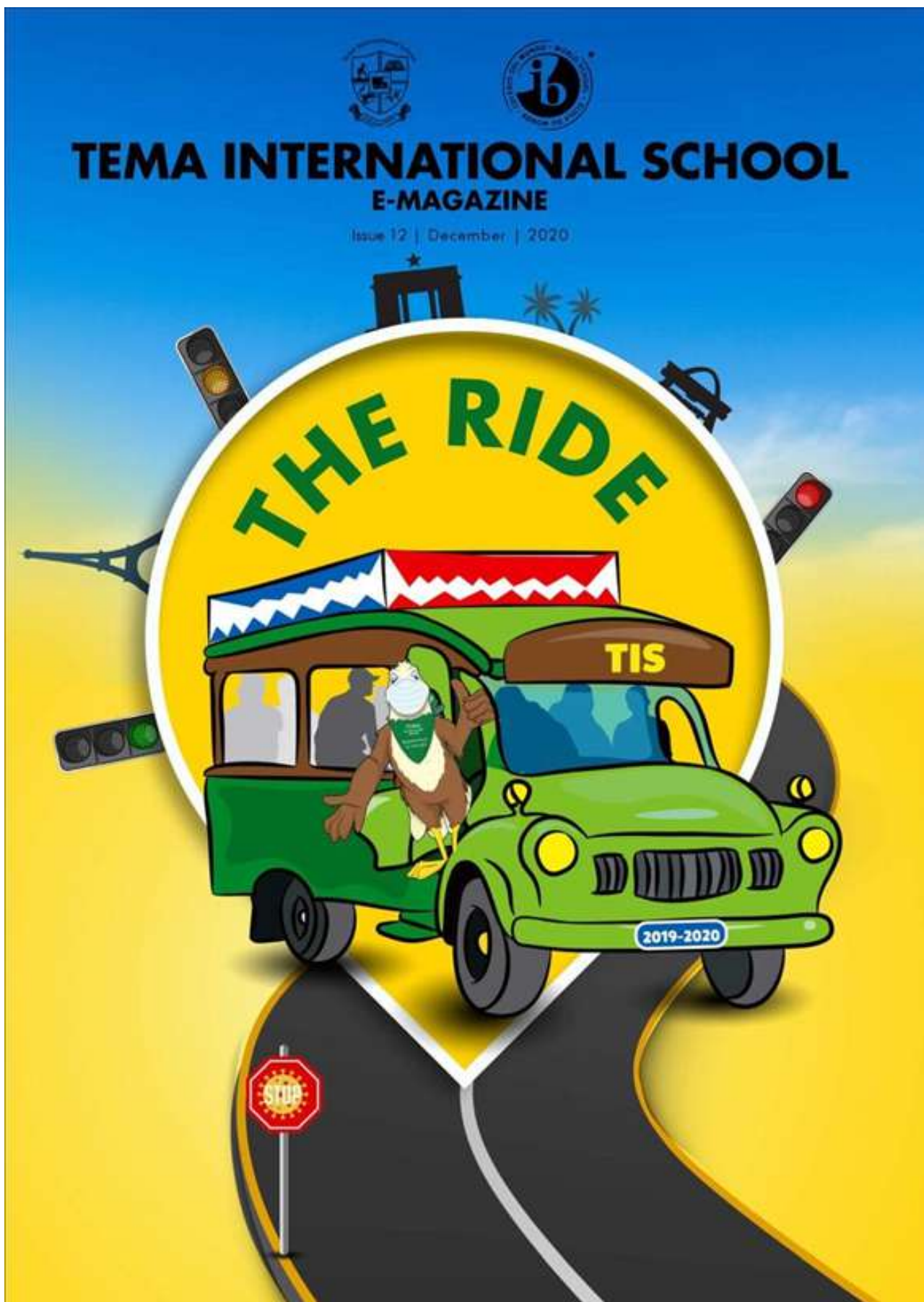
- On this day in 1945, during the final phases of World War II, U.S marines invaded Iwo Jima so as to wrest control of the strategically important Island from the Japanese, who put up fierce resistance in the ensuing battle.
- On this day in 1942, President Franklin D. Roosevelt signs Executive order 9066, initiating a controversial World War II policy with lasting consequences for Japanese Americans.

TIS e-Magazine – The Ride



Click on the link below and enjoy **TIS 2020 e-Magazine edition.**

<https://www.tis.edu.gh/tis-magazine/>



CAS Experience - My Red Cross Diary



Day 1: During our first meeting with Mr. Daniel and Maxwell, I discovered that the Red Cross was first started by a man named Henry Herbert Dunant and how the Franco-Austrian war inspired him to write a book and eventually create the Red Cross Society.

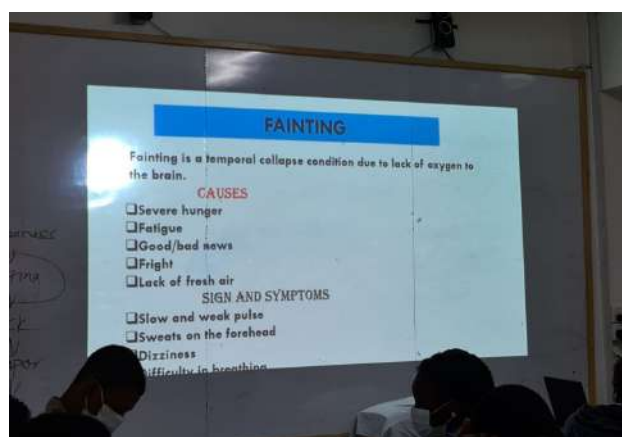
A first-aider's job is to keep someone stable, meaning keep them alive and prevent them from getting worse. As a first aider, I have to know how to improvise, be kind, empathetic and gentle. When faced with a scenario involving a victim, I must identify the **Danger**,

properly check for **responsiveness**, open the **airway** if closed, check for **Breathing** and **Circulation**, make note of any abnormality/**deformity**, such as swelling etc., and finally get the victim to a hospital and **expose**/recount all findings to a doctor. These key lessons are a first aider's starter pack and I already feel prepared for any scenario.

Day 2: We dove deeper into how to respond to specific medical situations. Unconsciousness is the state of being unresponsive due to the interruption of the nervous system. The five stages are, **dizziness, fainting, shock, stupor** and **coma**. When someone is dizzy I should ask them to lean their upper body forward for about 10 minutes to allow for better blood flow to the brain and afterwards give them sips of water. With fainting, I should check their airway, breathing and circulation, remove tight clothes, give words of reassurance and lift up the legs to allow better blood flow. Every time I put my first-aiding skills to use I should always leave the victim in the hospital at the end, no matter how well they seem. In the case where the victim is not breathing, I have to perform chest compressions and/or CPR. I knew fainting and dizziness were caused by low oxygen levels but I didn't know how to resolve the issues. I didn't know that there were two ways to open an airway: one in the case of possible spinal injury; and one under normal circumstances. I've gained a new-found interest in medicine so I'm really enjoying this workshop.

Day 3: We had our final teaching class. We learnt about bleeding, treating stab wounds, drowning and went over the different levels of unconsciousness. On Friday we were to write the test so I began to revise right after the session. It was nice to be reminded of things I already knew, such as leaving a bladed object in a casualty, because removing it can aggravate the injury.

Day 4: We wrote the test and I think I did very well. The questions asked for things like the history of the Red Cross, the five stages of unconsciousness, the difference between fainting and shock and the qualities of a first aider. I feel confident in my answers. I hope the practical on 15th goes just as well. **Hedia Dickson, G11**



CAS Experience - My Red Cross Diary



Day 1: The Red Cross Society Workshop went by quickly. It was the introduction of the workshop and Sir Daniel and Maxwell took us through the history of the Red Cross Society and also what being a first aider entails, including providing immediate help to casualties. At the beginning, I was feeling excited because I have always been interested in emergency and health areas. However, I was also a bit nervous about what to expect because it is something new that I have not tried before. I am grateful for the opportunity to be a part of such an important workshop and aim to improve

myself through these four days.

Day 2: Today's session went by quickly once again. I am very happy and excited to be involved - I am ready to help save people. We went over how to help someone who is unconscious and afterwards, elected the president, first and second vice presidents and a secretary. I ran for secretary and won the position. I feel surprised that I won because I do not know a lot of people, I cherish their trust in me. I have learned so much in just two days and I am ready to learn more.

Day 3: Today, we went through more about delivering first aid to a casualty. Although I felt tired after a long day, I was ready and driven to learn more. We learnt how to help someone choking, drowning and bleeding. What really intrigued me today was about the bleeding and what different colored blood means about the cut. We were also given the handouts to study as we will be writing a test tomorrow.

Day 4: We wrote our theory test for the Ghana Red Cross Society. The questions were not that difficult and I was able to answer all. This gave me a sense of achievement after we were done. I realized that everybody was a bit scared and concerned about the test at the start but later, cooled down. This workshop is very valuable because we will be equipped with the skills to help or even save someone's life. COVID times, changed a lot around, we no longer do things the way we used to, but I'm sure that the best is what we will get. Now, I am preparing myself for the practical test on Monday which I will be working together with **Michelle, Cyrus, Hafiz, Madiba and Kwame.**



Day 5: Today was the final day of the workshop whereby we did our practical and were taught how to lift a casualty. It was quite difficult to set the exact scenario because of COVID protocols of physical distance and all, but we still managed to keep it close enough and get a feel of how the situation would be in a real setting. My group and I practised how to help someone who is about to faint and someone who is unconscious and not breathing. I am glad to have been a part of the workshop and I am still looking forward to learning more through research. I realized that everyone was ready and prepared to be a part of the practical. I personally was excited at the start especially when they handed us our t-shirts and caps. Through this workshop, I have learnt to be more open around people and work collaboratively.

Gracious Ogyiri Asare, G11

CAS Experience - My Red Cross Diary



Day 1: In Red Cross Day 1 we were introduced to the basics of Red Cross, including the qualities of a first aider, the rules and guidelines in order to remain ethical when undergoing first aid.

We were briefed on how to identify signs and symptoms in order to save lives before it's too late.

The lesson was very informative and in-depth. We were put into groups and collaborated, using the content we learned in the lesson and using critical thinking to apply them to scenarios provided by the

instructor.

I left enlightened and with a considerable foundation in what it takes to become a first aider.

Day 2: Unconsciousness. The instructors covered the different stages of unconsciousness and described them. They then explained how to manage the stages of unconsciousness and how to bring casualties out of the state of unconsciousness. They highlighted the importance of ABC (**Airway, Breathing and Circulation**) and, using prior knowledge from the last lesson, I was able to fully grasp the diagnosis and management of the different stages of unconsciousness. **Quophi Yelbert, G11**



CAS Experience - My Red Cross Diary



Day 1: Today, we had our first Red Cross Workshop. We touched on the history of the Red Cross Society, then we touched on the reasons why we give first aid. The most interesting part of the lesson for me was when we learnt about **DRABCDE** and what it means. Being in the Red Cross Society is really exciting for me because I want to go into medicine in the future and I know that what I learn as a Red Cross TIS member is going to give me a lot of prior knowledge as I get into medicine. I have done first aid before and there were some things that I was able to identify as

part of the things that I had learnt before. But, there were a lot of other things that I learnt that I never knew before. When learning about the different qualities of a first aider, I found it very interesting that I was comparing some of the qualities that I already had and looking at the ones that I didn't have in order to start developing them to become a great first aider. We were introduced to many scenarios and asked how we would act in those situations. I think that this helps a lot in relating what we have learnt to real life context. We did group work and this allowed me to have a better idea of what other people thought about the different scenarios that we were given. This helps a lot with critical thinking because the connection between the different ideas that everyone had gave me a clearer view of how to dive deeper when answering questions. One big area of our class today was protecting human dignity and that goes hand-in-hand with ethics.

Day 2: We learnt about the different stages of unconsciousness, how to identify them and how to treat them. The different stages of unconsciousness are dizziness/drowsiness, fainting, shock, stupor and finally coma. The most interesting thing about today's lesson for me was the fact that when we were learning all these things, I had been in a situation where someone went unconscious in front of me and I didn't know what to do. While learning all these things, I was able to identify which stage of unconsciousness the person was in and what I could have done to help the person. Some of the things that we touched on, I already knew them but then I was also able to see the areas that I could have improved. I could not miss today's lesson, despite all the things that I was expected to do and I made sure that I took appropriate notes and that I asked questions in order to fully understand what we were talking about.

Generally, I think not knowing what to do when someone goes unconscious, because not being able to help the person or not doing the right things, could be the thing that will cause the person's death and not actually the fact that the person went unconscious. One area I found very controversial was that when someone has fainted, one way to help the person is by loosening their clothes. On the other hand, the day before, we learnt that while doing first aid, we need to make sure that we protect human dignity. This means that we must not do anything that will embarrass someone. By asking questions, I got to know that while doing this step, we can still protect human dignity by not removing clothes from the body of the casualty. We can make sure that anything that may be tight on their body is loosened, for example, ties, tight shoelaces, helmets, etc. This also is linked to ethics when it comes to first aid. **Michelle Zedomi, G11**



CAS Project – Black History Month

Students Article



By: *Ekua Essel and Janine Apreku*

Following last week's insightful article about Africa prior to slavery, this week we'll be taking a look at the Dispersion. We'll focus on how the diaspora came into being, as well as the spread of slavery across the globe and how the slaves were able to adapt to their surroundings. In relation to last week, we will be able to understand how slavery changed the dynamic in Africa as well as the lasting effects it brought about.

For a bit of context to the discussion, slavery can be defined as the condition in which an individual is owned by another individual and is treated as property. As a result of this, slaves lacked basic freedoms, such as control over their living and working conditions.

The enslavement of Africans during the Transatlantic Slave Trade from the 16th century to the 19th century, changed the African continent forever. Estimates say that during the slave trade approximately 12.5 million individuals were displaced from their origins and sent overseas. Out of this astounding figure, 77 percent of these people were taken from the West and West central coasts of Africa. Evidently, their forced removal to man the plantations of the Americas caused significant depopulation in Africa and the African workforce was significantly reduced which lowered productivity altogether. This greatly retarded the development of the continent as a whole and caused a great loss of identity.

Slavery also encouraged white supremacy which further resulted in racism which is prevalent in societies today. This has caused inequality amongst races in situation such as job opportunities, access to education and healthcare, etc. This racism has also resulted in African Americans, in particular, falling victim to a number of hate crimes.

By the beginning of the 19th century, a majority of slaves (approximately 3 million) in the Southern United States found themselves carrying out agricultural duties. Commonly referred to as ‘field hands’, they worked for up to 20 hours on a daily basis. They cleared land, planted seeds, harvested crops and more. In some instances, the rice plantations of South Carolina being a prime example, slaves were able to practice some form of autonomy through the Gang-Labour system. In this system, large groups of slaves worked under the supervision of an overseer. Others slaves were fortunate enough to be considered as



house servants or domestic slaves. They performed less rigorous tasks such as cooking, cleaning, sewing and quilting and received better food than their peers. At times they were even given the opportunity to travel with their owners.

In attempts to make survival easier, slaves turned to music as a safe place. The banjo was the first African derived instrument that was created and utilized in the United States. This and other percussion instruments were a great form of expression for slaves who worked in the fields of the Southern United States. Additionally slaves used the drums as a form of communication since it was impossible for their masters to understand. The deeply rooted musical passions are also evident as African Americans continue to hold in high esteem songs such as “Lift Every Voice and Sing” and “the Star-Spangled Banner” to remember the struggles and keep hope that better days are ahead.

The diaspora can be termed as people that have settled a significant distance from the ancestral lands. Historian Joseph Harris terms it as the voluntary and involuntary dispersions of Africans globally. Today the diaspora still remains relevant as some take great pride in their ancestry and make valid attempts to trace their routes. The diaspora are mainly found in the Southern United States as well as the Caribbean.

In the Southern United States, a great deal of today’s cultural practices arose from the lifestyles of the enslaved people. For example, the slaves merged components of Christianity and West African traditions and spiritual beliefs to obtain their unique religious culture.



In the Caribbean as well; Cuba specifically, although the slaves were forced to leave practically all of their belongings upon relocating, they were able to carry along elements of their musical passion. This was evident when they worked in the sugar plantations of Cuba as they combined their unique rhythm through vocals and percussion instruments to generate a genre of music we know today as Afro-Cuban music. This combines cultural elements of the Yoruba, Bantu, Fon and Efik tribes of Africa.

From all that was mentioned above, we can see the great disparity in life before and after the slave trade. We can come to the understanding that slavery as a whole was rooted in the ideologies that are associated with white supremacy, some of which are

still prevalent in certain societies. Through initiatives such as “Black History Month” we are able to bring to light the history of slavery and through education we push for the breaking of stereotypes that hinder the unity and the progression of societies.

In the coming weeks we’ll dive in to discussions centered around how culture as a whole and how slavery resulted in black culture, as well as, the aspects of black that are being appropriated by other ethnic groups.

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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.



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 - 27 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

Presented to deliver
THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD

Personal Project – Final Report and Recording





CAS Experience – The Quarantined Choir



Dear International Baccalaureate Community,

It is a great joy to invite you to participate in this great project. The idea is to form the biggest Virtual Choir of the IB Community in the World, with the aim of bringing hope and a voice of encouragement to the IB community all around the world. And, it is CAS too!!!

My name is Harold Molina, IB Diploma Program Coordinator and IB Physics teacher at Yorkin School in Costa Rica. I am proud to tell you that the Director of this project will be Kaitlyn Hulme who is an IB student, founder and director of “**The Quarantined Choir**”. Please visit and see her work at:

<https://www.youtube.com/channel/UCkE660K5FAIDYBqD7XBRfzA/videos>

In this project, we will sing the song “**We Are the Champions**”, please use this link https://www.youtube.com/watch?v=i8_8ob40uTo and the lyrics I attach in this email.

Please register at: <https://forms.gle/F6YNra9wVAkasvzy8>

The recording procedure is as follows:

1. Please try to record on a smartphone if possible.
2. Listen with headphones to the track of the song that I will send.
3. While you listen, record the video in which only your a cappella voice is heard. You should not record in HD, please record in low resolution to reduce the file size.
4. Record horizontally (landscape)
5. Wear a black shirt/top (and have something representing your country in your video?)
6. Good lighting
7. Try to have a plain background (a wall is perfect), but it's okay if you don't
8. Finally send the video to hmolina@yorkin.org
9. The deadline for sending the video is Friday, **26 February**.
10. Have fun!

Any additional questions please contact Mrs King or to hmolina@yorkin.org <https://www.youtube.com/channel/UCkE660K5FAIDYBqD7XBRfzA/videos>

Chocolate Friendship Day



Are you readdyyyyyy!!!

We don't know about you, but we are extremely excited for this year's Chocolate Friendship Day!! This year, it takes place on Saturday, 20 February.

Secret messengers will come around delivering your packages early in the morning. The whole day will be filled with friends, love and chocolate. This whole process has been time consuming, challenging, eye opening,

yet so much fun. The current pandemic we find ourselves in has limited the options for this special TIS event.

However, we the Pioneers, found a different approach to make Chocolate Friendship Day come to life. We were able to utilize an online survey platform to replace the old paper way of submitting individual chocolate friendship lists. This was in a bid to reduce physical contact with TIS students and staff while still giving them the platform to make their purchases. We, the Chocolate Friendship committee unanimously agreed that the platform used was the internet's best kept secret. However, our very own internet genius, Chelsea Somuah, was able to uncover it. We had to familiarize ourselves with the App, and that alone posed a new challenge. Next, we had to limit our array of products to make things simpler and safer to everyone. But through it all we managed to pull off successfully while adhering to Covid protocols.



Counting down to the D Day!!! Look out for Mrs Adjavon and Dr Ken's special treat. Stay tuned.

We hope you enjoy and have a ChocoFriendly day!

CFD Organizing Committee

Chocolate Friendship Day



Tema International School
presents:

Infectious Love

Chocolate Friendship Day

Date: 20th February 2021

Celebrating friendship with a bite of chocolate



CAS Project - Virtual Exchange

Promoting International Mindedness through Cultural Exchanges



TIS is committed to developing lifelong learners who respect other cultures and create and exhibit personal concern for all people. Through our virtual exchanges students are able to learn from one another. Change misconceptions, connect to a global community and develop a sense of responsibility for its members. They create awareness of the inter-relatedness of all nationalities and peoples, and recognized the complexity of these relationships. Through the process they learn to appreciate and value the diversity of cultures in the world and make an effort to learn more about them.

Last year, a group of now Grade 12s embarked on a Virtual Exchange with **Newton South High School, NSHS in Boston, USA**. It was an extraordinary experience for all the students involved. This year we are about to begin another exchange. This time we are going to South America, **Colegio 7 de Setembro**, a 91-years-old bilingual school which became the first to offer the Diploma Program in the state of Ceara in 2019. The school is situated in Fortaleza/Brazil. In next week's bulletin we will know more about our sister school.

A group of DP1 students from both schools will explore issues, such as language, culture, dance, music, food, religion, fashion, politics, mental health, the pandemic and life in a boarding and day school. Via Zoom, they will share experiences from their various contexts. The sessions will be moderated by their CAS Coordinators. **Registration for the Exchange will open on Monday, 22 February.** Don't miss the link on MB – CAS InfoG11

“Students in today's international schools, growing up to be global leaders of the future, will require a remarkable insight into people and cultures across the world, and an unprecedented concern for the well-being of the world community. Around the world, many educational systems are gearing themselves toward catering to a greater global consciousness.

International schools represent a phenomenon that is able to take the lead in setting an example to educate students toward international-mindedness, through an education that reduces ethnocentrism, increases knowledge of other cultures, and promotes a concern for global environmental issues.” **Dr Chris Muller**




CAS Project - Virtual Exchange

Promoting International Mindedness through Cultural Exchanges

TEMA
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SCHOOL

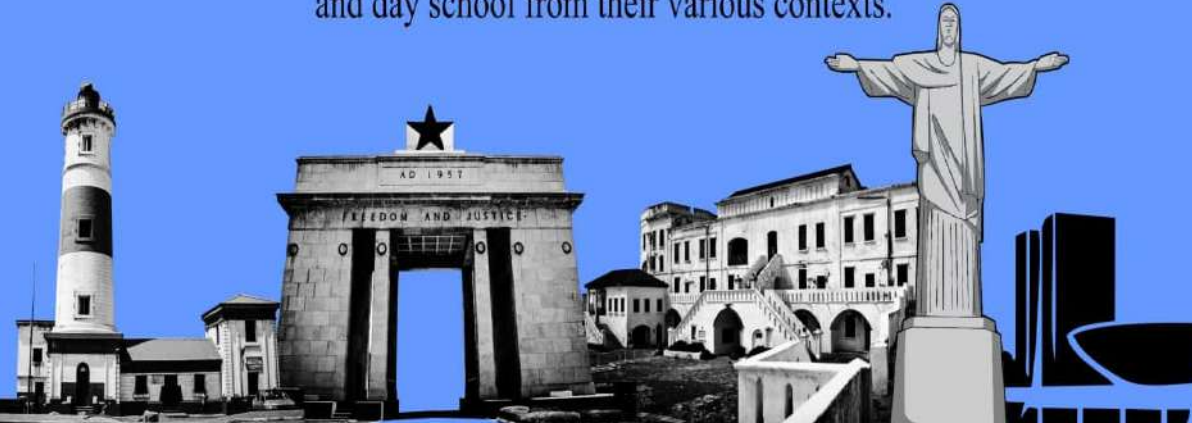
Colegio 7 de Setembro

PRESENTS



VIRTUAL
EDUCATIONAL
EXCHANGE 2021
TEMA - GHANA / FORTALEZA - BRAZIL

Students from both schools will explore language, culture, dance, music, food, fashion, religion, politics, mental health, the pandemic and life in a boarding and day school from their various contexts.



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!

Next 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!



TIS Social Media and WhatsApp

The graphic features a background image of the Tema International School building with a sign that reads "TEMA INTERNATIONAL SCHOOL". In the top left corner is the school's crest, and in the top right corner is the International Baccalaureate (IB) logo. The text "TEMA INTERNATIONAL SCHOOL" is prominently displayed in large, teal, block letters across the top. Below this, the phrase "Follow us" is written in a large, pink, bubbly font with a white outline. Underneath "Follow us" is the text "Tema International School" in a smaller, white, sans-serif font. A central hub-and-spoke diagram connects various social media icons: Twitter, LinkedIn, WhatsApp, Facebook, Instagram, and YouTube. Each icon is enclosed in a colored hexagon. To the left of the Twitter icon is the handle "@TIS_Ghana", and to the right of the WhatsApp icon is the phone number "0503849799". Below the Instagram icon is the handle "@TIS Ghana", and below the YouTube icon is the handle "@tema_international_school". At the bottom of the graphic is a globe icon followed by the website address "www.tis.edu.gh".

TEMA INTERNATIONAL SCHOOL

Follow us

Tema International School

@TIS_Ghana

0503849799

@TIS Ghana

@tema_international_school

www.tis.edu.gh



TEMA INTERNATIONAL SCHOOL

SERVICE

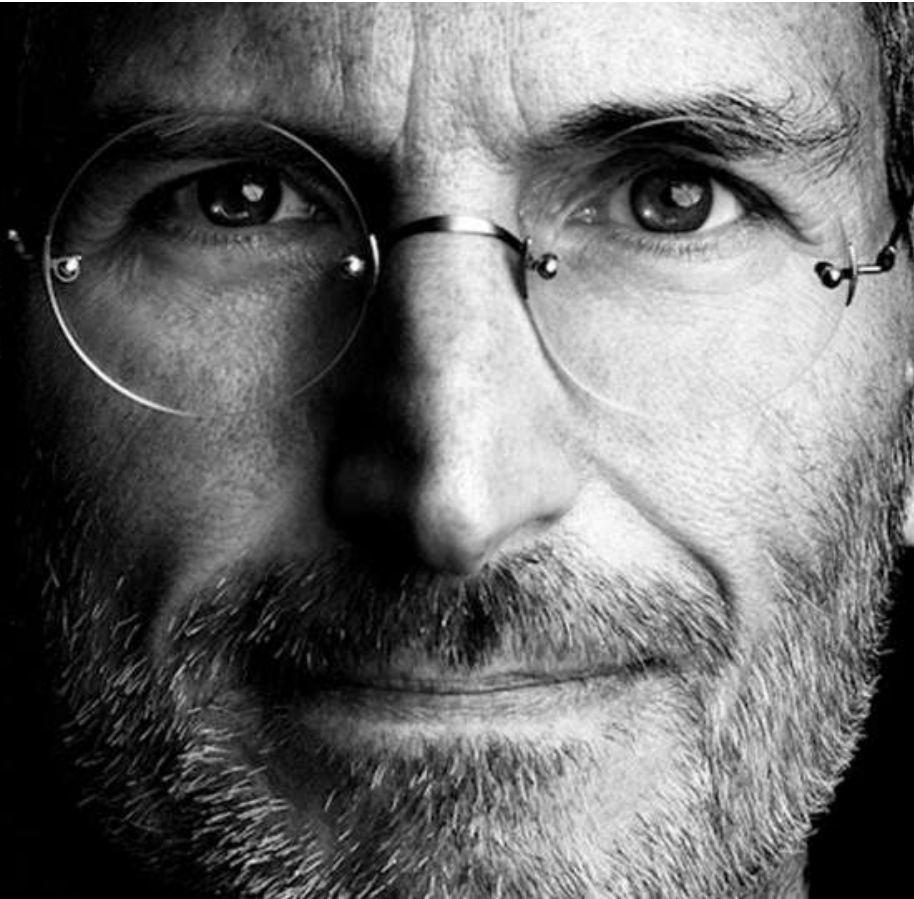


At TIS, we believe that Service, as one of the four pillars for student balance and ensuing success, provides a hands-on experience to how we can make the world a better place through action and an understanding that success comes from helping others grow and becoming empowered.



EDUCATION FOR A BETTER WORLD

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



COUNSELLORS' CORNER



Dearest students, to live purposefully, gratitude is the healthiest form of all human emotions. It radiates peace, kindness and appreciation. Consciously make an effort to be grateful for everything especially the little things in life.

Lesson Plan: Grades 7 & 8



The lower grades were introduced to this life changing virtue through a lesson on **gratitude**. The benefits of having a grateful heart allows us to glow, share, be happy and content with the joy of greater expectations ahead. It makes the giver feel appreciated to do more. Showing gratitude is not only in cash and gifts but being grateful for a person's time, share of knowledge, teaching you how to do something, encouragement, etc. Students were taught to be intentional and have a spirit of gratitude. If they do not possess it, they can learn it by practice. Being grateful to parents, family, friends, teachers, hostel parents and all staff as well as people around them is a great blessing. Thank you notes, an email or saying it in person is great. Repeating this act with a follow up call or text the day after is also in the right direction. Enjoy reading some reflections from students.

Students' Reflections

"This was a very interesting class and it helped us to reflect on our lives and the type of people we are. I learnt that gratitude can be learnt. We must be grateful for everything we have, no matter how small. Grateful people are kind, joyful, peaceful and kind with their words. A grateful heart sees many blessings. We must develop a heart of gratitude. Give thanks for everything. Thank you for taking time off to teach us this life-long lesson". **Mekaila Nyarkoa Offei**~Grade 8

"In today's class we have learnt the importance of being grateful and the reason why we should be grateful. Being grateful comes with contentment. We have to be happy for what we already have and we should not be greedy. As students of this school, we have to be grateful for the advantage that we have to be in such a school that gives us knowledge and that teaches us how to be proper humans and make life agreeable for everybody". **Farah Agoro**~ Grade 8

"In the class I learnt that when someone gives you a gift and you take it, you always have to say thank you and be grateful about what they got you. I also learnt that when someone gives you a gift and it is something you can eat you have to tell your parents first before you eat it or take it. We also learnt when to say thank you and when you have to be grateful". **Samuella Adu Baah**~ Grade 7

"In the lesson I learnt that having an attitude of gratitude is very important and that everyone is grateful for something. I learnt that when you are grateful for the smallest things, people would always remember you in their thoughts so they would buy you stuff knowing that you would be grateful for it. I also learnt that if someone gives us something and we don't like it, we can keep it or pass it on". **Setri Dzakuma**~ Grade 7

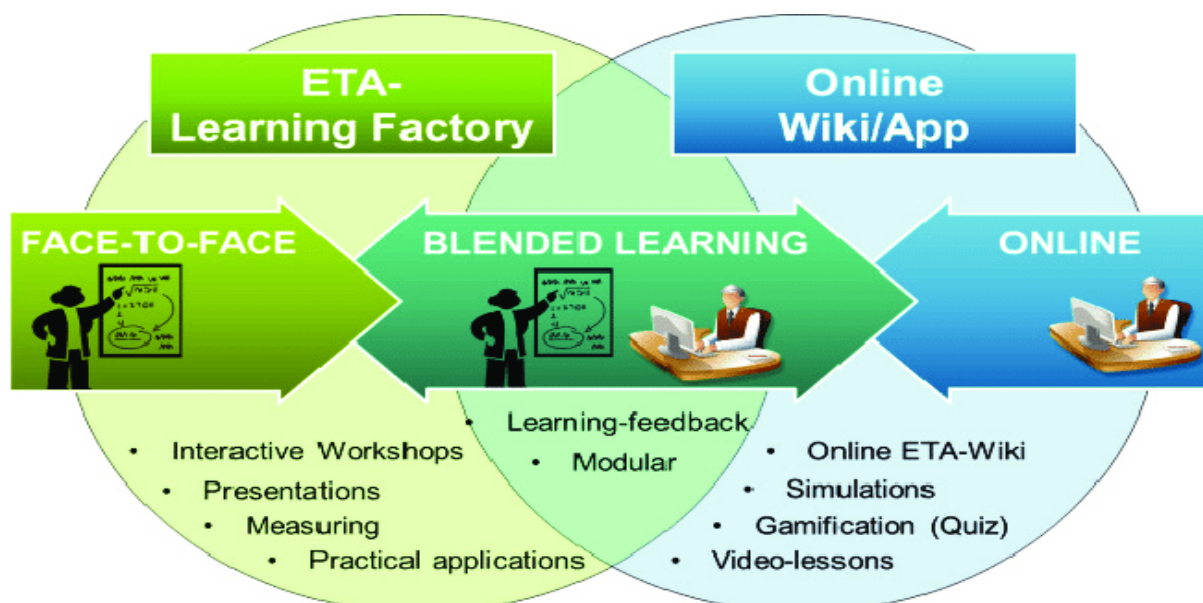
"In yesterday's meeting I learnt that we have to be grateful for everything you get, whether it's bad or good. You can be grateful by saying thank you. Thank you is an emotional word that you tell someone you are grateful for what he or she has done for you. It also encourages the person to buy you more. For example, if uncle buys me a PS3 and I'm grateful for it, my uncle may be happy and work hard to buy me the latest PlayStation. At the end of the lesson, I learnt to always write what I'm grateful for on a sticky note to remember that "I'm too blessed to stress". **Charles Adubofour** ~ Grade 7

Appreciating Blended Learning for all Grades

To enjoy a balance of learning ideals in class and outside of the classroom, blended learning is an integral part of learning better, to understand and participate better! The well explained diagram below is great information for you! Blended learning at TIS has been interesting.

We ensure that our students at home who are joining us online are not left out and we appreciate their thoughtful contributions to class discussions via zoom. We urge all such students to be punctual for lessons and to take online sessions seriously, and submit all assignments.

DP1s at home should also please remember to book one-on-one virtual meetings with their assigned University Guidance Counsellor.



Grade 9-12: Check out These Exciting Programmes from Immerse Education, UK

1. 'How to stand out from the crowd' with Ann Kristin, Tutor at Cambridge

University: Students and teachers are welcome to join this free webinar on 27 February 10:00am UTC and 16:00UTC (details below).

'Personal Branding: How to make yourself stand out from the crowd' – 27 February 2021 - Free registration

Join guest speaker Ann Kristin (University of Cambridge) and Immerse Education director Peter Grieve as they guide participants on topics such as:

- How to add value to a job/university application,
- How to set yourself apart from other applicants
- How to leave a lasting impression on decision-makers

Register at: <https://www.immerse.education/webinars>

2. The Female Future Leaders programme

The Immerse Education Female Future Leaders summer programme offers a multi-disciplinary exploration of leadership for engaged and motivated young women. The programme encompasses a range of subjects from STEM subjects to business and beyond.

Further information is available at: <https://www.immerse.education/female-future-leaders-summer-school/>




3. Online Pre-University Academic Programmes

The Oxbridge Online Research Programme: Personalised, one-to-one tuition from your own personal Oxford or Cambridge University tutor. Develop a university-level academic research project in any subject field over 2, 4, or 8 weeks. Ages 13-18.

Further information is available at: <https://www.immerse.education/oxbridge-online-research-programme/>

4. Online Insights: The highlights of Immerse Education's award-winning summer course can be experienced via a premium e-learning platform. Learn alongside other students from around the world with the guidance of expert university tutors. Ages 13-18. **Further information is available at:** <https://www.immerse.education/online-insights/>

Concluding on the Matter: TIS Alumni Reunion 2021 with Anna Maria and Team: Studying Law in the UK

		
University: University of Nottingham. Year of Study: Year 3. Interested Areas of Law: Immigration, Human Rights and Public Law. Barrister/Solicitor: Barrister. Random Fact: My first name is made up.	University: University of Nottingham. Year of Study: Year 3. Interested Areas of Law: Human Rights & Immigration, Family Law. Barrister/Solicitor: Barrister. Random Fact: I enjoy DIY projects	University: University of Nottingham Year of Study: Year 3 Interested Areas of Law: Intellectual Property Law, Private Client Barrister/Solicitor: Solicitor Random Fact: I have a book blog on instagram - @annasreads

Studying Law in the UK is one of the best experience ever! Especially for students who want to practice Law in Ghana. Since Ghana was colonized by the British it makes the transfer of knowledge gained much easier. Students were introduced to the various types of lawyers and the steps to follow in order to excel as a lawyer. The presentation gave students an overall idea of what is expected of them as lawyers, the various aspects and types of lawyers. Click here for

more information: <https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?printable=1&id=4031>

Who is a barrister?

Advocates for clients in court & wears a wig and gown

What Steps should I take?

- Make meaningful LinkedIn connections
- Mini Pupillages
- Join an Inn of Court
- Scholarships
- Apply for the Bar Training Course (BTC)
- Apply for pupillage



© Anele Trentin

SOLICITOR: General Overview

Who is a solicitor?

Acts on behalf of and gives legal advice to private and commercial clients. A solicitor may also instruct barristers and represent clients in some courts.

What Steps should I take?

- Open Days
- Internships/Vacation Schemes/Placements
- Apply for a training contract



important

DATES AND INFORMATION

**SAT[®] 2020-2021 TEST DATES****See the New SAT dates below:****SAT 2020-2021**

- 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, 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 - 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 2020-2021**

- 17 April 2021



Exam Date has been rescheduled to take place on Saturday 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

“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



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.”**



