

TIS RECORD

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At TIS,

we believe that integrity, or the lack of it, defines the individual and their reputation. We strive to display it as our badge of honour.

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Medical Exeats

- Requests for routine appointments must be received by COB on the Monday prior to the Saturday appointment. Late requests will be held over.
- Students are transported to the appointment venue by TIS and accompanied by a TIS staff member to minimise general public interactions and to avoid COVID testing, etc.

Thought for the Week

Three simple ways to get more of what you want in life. Be kind and pleasant to others. Ask for what you want. Follow up.

James Clear



Admissions 2022/2023

As mentioned in the last Bulletin, we are expecting to conclude our secondary school admissions by the end of February. Completing this important decision-making process early allows families to avoid last-minute stress and frustration about one of the important decisions in your child's life. Importantly, it provides parents with the confidence and assurance to plan ahead for the new school year.

The final round online testing will take place between 1-11/2/22 and online interviews will be conducted between 14-22/2/22.

Campus tours should be arranged prior to interviews.

A final reminder that secondary admissions are strictly limited and late applications will probably be met with disappointment. To avoid this disappointment, apply online:



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

-Steve Bollar

SAT & ACT

- Best advice: students who are required to complete SAT and/or ACT requirements should do so by the end of Grade 11. Leave it until G12 and you have created a personal time-management monster.
- Please follow instructions and details provided in the weekly Counsellors' Corner section of the TIS Bulletin.

Visiting Protocols

For visits during second semester, parents will be required to book their visit online. Please go to: <https://www.schoolinterviews.com.au/code/9w76c>

Complete your details and click *next* to select your day and time. Then click next to receive a confirmation of your booking.

If you do not receive confirmation of the date and time, then you have not completed your booking.

Weekend times will usually go from 1.30 - 4.30pm on Saturdays and Sundays. On public holidays, visits will be allowed between 11.00am and 4.30pm (with no visits scheduled between 12.30 - 1.30pm.)

Book early to avoid disappointment.

Thank you for your cooperation.

<https://tis.openapply.com>

And Two More Things....

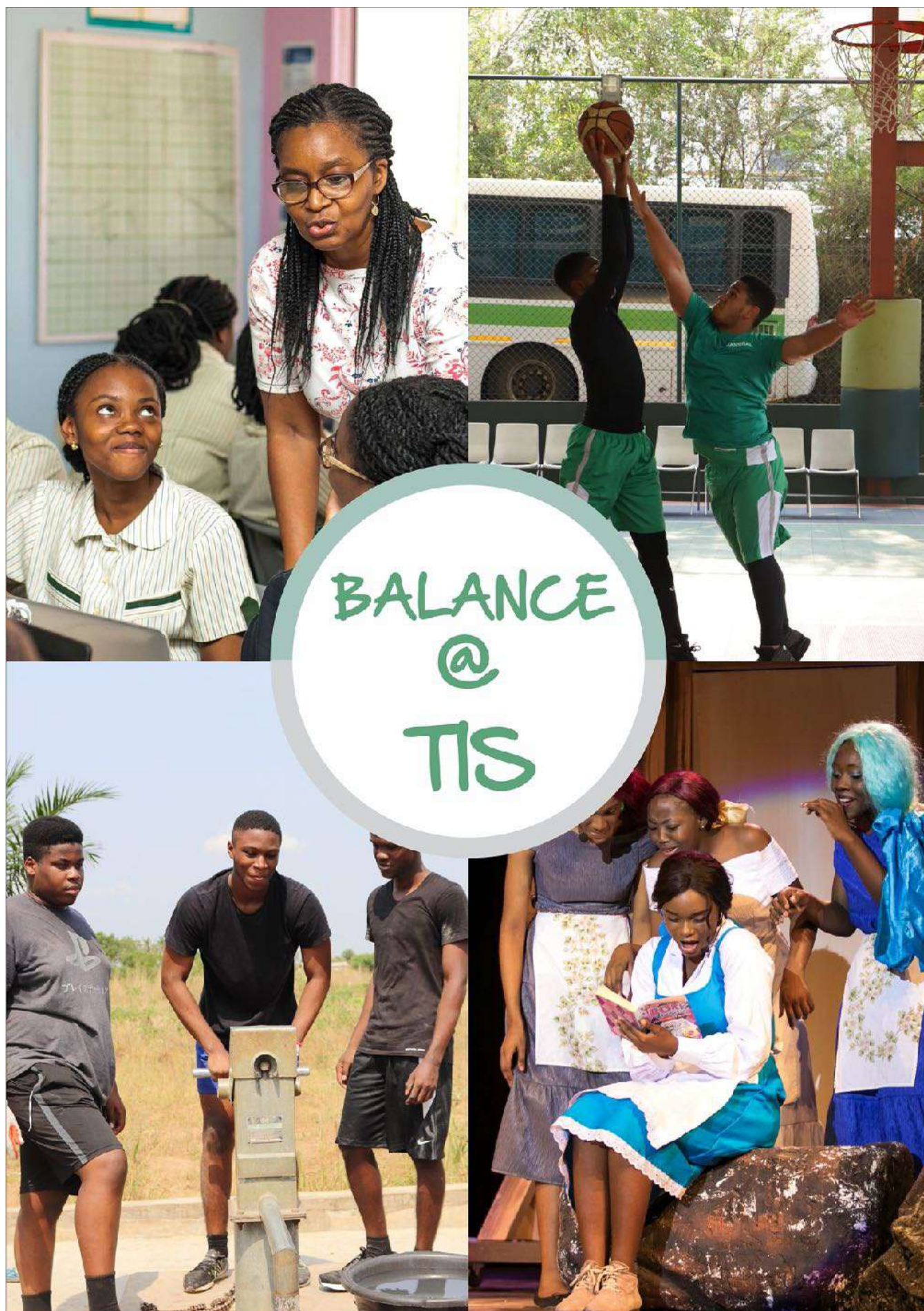
- Dukies: TIS was honoured to be awarded the most outstanding centre in Ghana at the national awards presentation in December. Congratulations to all members of the Dukies' Team who contributed towards this prestigious award. Also, this is a final reminder to follow up with your activities and reflections so that award completion by the end of semester is a reality and not just wishful thinking
- COVID Vaccinations: We appreciate those families who are able to arrange for their child's COVID vaccinations to be conducted at the school's infirmary at the Main Campus. This saves a lot of time for students and staff, and staff will always be happy to assist with any request to use the infirmary for this purpose.
- Late Arrivers: Those students who have not returned to campus must discuss their possible return date with their hostel coordinator. Meanwhile, they must complete their learning requirements online through MB.

I appreciate your support. Stay healthy,

Dr Ken Darvall

Principal





Tema International School

2021 - 2022 School Calendar

August '21						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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29	30	31				

September '21						
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October '21						
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November '21						
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December '21						
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January '22						
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30	31					

February '22						
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March '22						
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April '22						
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May '22						
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June '22						
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July '22						
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24	25	26	27	28	29	30
31						



School Closed/ Holidays



Teacher in-Service Day (no school for students)



Main Campus Event



First and Last Day of School (Main Campus)



Primary Campus Event



First and Last Day of School (Primary Campus)



SAT Test



ACT Test

S2

5-6/1/22	Staff training days (5: MYP; 6: DP)
9/1/22	Students return to hostels; applications for 2022 SC positions close
10/1/22	Second semester commences
11-17/1/22	Alumni Week
21/1/22	SC Manifest Readings
24/1/22	2022 Student Council elections by voting (7.00am-4.00pm)
24-28/1/22	IDU Days; G12 EE; G11 EE (24-25), 11/12 CAS Dukies Reflection Day (26)
29/1/22	TIS Athletic Championships
30/1/22	Thanksgiving Service and Student Leadership Induction Ceremony
11/2/22	TIS Badminton Championships; TIS Junior Tennis Championships
17/2/22	G11 TOK Exhibition
18-19/2/22	TIS Basketball Championships; TIS Senior Tennis Championships
21-25/2/22	MYP Mock eAssessments
26/2/22	General Inspection
4/3/22	Deadline for uploading Projects for Virtual Exhibition
7/3/22	MYP Community and Personal Projects Virtual Exhibition
8-18/3/22	DP Mock Exams
11/3/22	TIS Squash Championships
12/3/22	SAT
14/3/22	Pi Day
28/3-1/4/22	Mid-semester break (TBC)
28/3/22	Mock reports (G10&12) published
2/4/22	ACT
6/4/22	G12 Exam Readiness Workshop
9/4/22	2022 TIS Expression
13/4/22	General Inspection
15/4/22	Good Friday (PH)
18/4/22	Easter Monday (PH)
22/4/22	G11 EE Cafe
6/5/22	G9 (2022/2023) subject selections commence
7/5/22	SAT
9 – 22/5/22	MYP eAssessments
29/4 – 20/5/22	DP Final Exams
23-27/5/22	G9 eAssessments
23-31/5/22	G11 Semester Assessments
3/6/22	General inspection
4/6/22	2022 Achievers' and Graduation Day; Students depart hostels
6/6/22	Dukies Award Expedition (TBC)
10/6/22	Last day for teachers; S2 reports published
11/6/22	ACT
16/7/22	ACT

Primary School Campus

Public Holidays

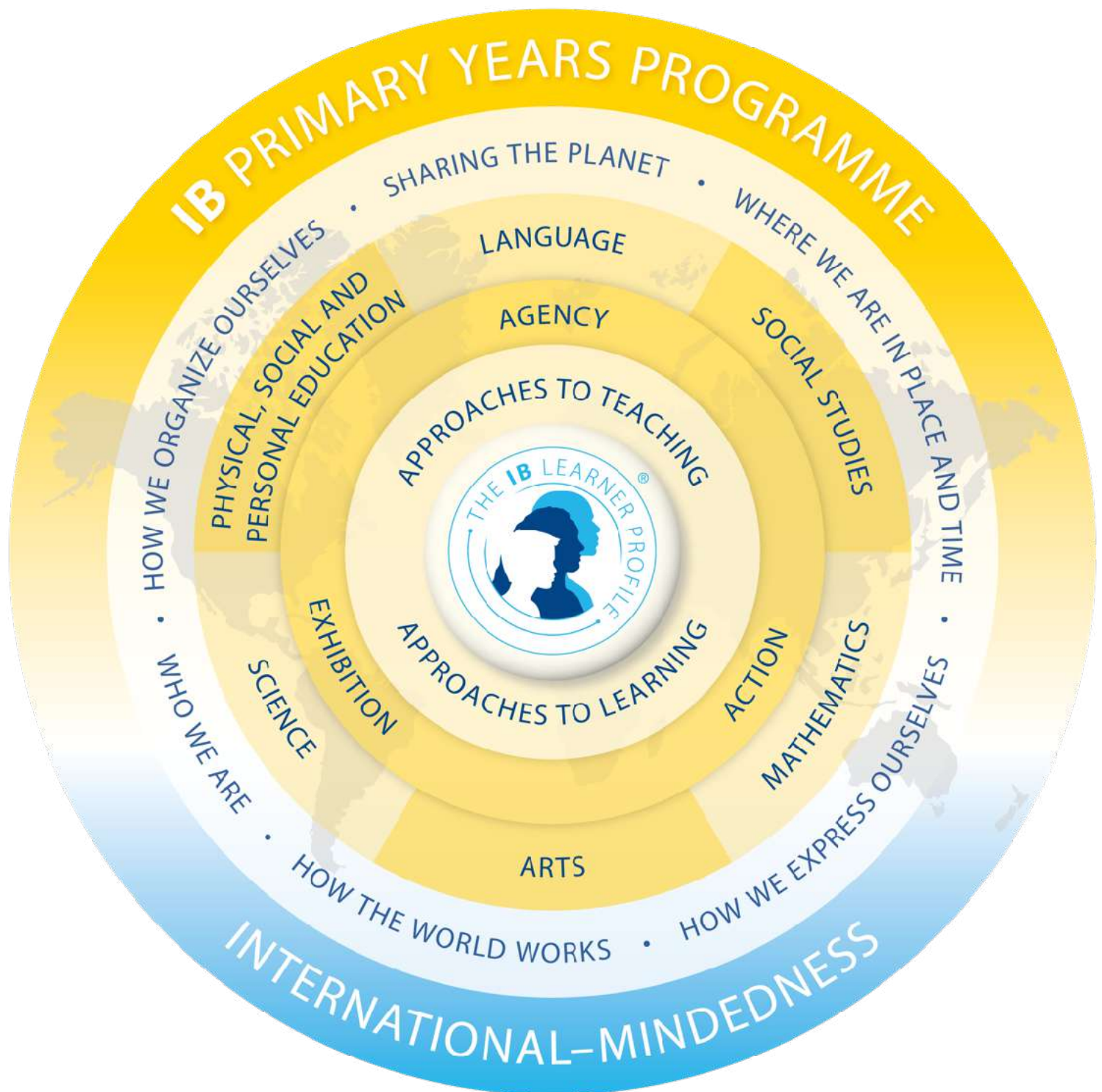
21/9/21	Kwame Nkrumah Memorial Day
2/12/21	Farmers' Day
7/1/22	Constitution Day
7/3/22	Independence Day
15/4/22	Good Friday
18/4/22	Easter Monday
2/5/22	Labour Day
3/5/22	Eid Al Fitr (TBC)

S1 Internal Dates

9/8/21	Teachers resume
30/8/21	First semester commences
3/9/21	Meet the Teacher Info Sessions
23/9/21	International Day of Sign Language
27-9//21-1/10/21	Student-led interviews
4/10/21	TIS Holiday (TIS Founders' Day)
18/10/21	Wellbeing Day
12/11/21	End of UOI #2 Celebrations
2/12/21	End of UOI #3 Celebrations; Last day for first semester

S2

5-6/1/22	Staff training days (Concept-Based Curriculum)
10/1/22	Second semester commences
18/2/22	End of UOI #4 Celebrations
25/3/22	End of UOI #5 Celebrations
1/4/21	Primary School Campus admissions open for 2022/2023
27/5/22	PYP Exhibition (11.00am)
3/6/22	End of UOI #6 Celebrations
8/6/22	Presentation Day



Authentic Learning at TIS Primary School

It's our second week into the 'Fast and Furious' semester and all our learners, both new and existing, are already in tune with school routines and are enthusiastically inquiring into their new units with all their wonderings and anticipations.

Please enjoy as we serve you with some highlights into our first unit with grade-level expectations.

The Topaz Class (Kinders 1, 2, and 3)

Kinder 1 has delved into the Unit of Inquiry, 'How We Organize Ourselves', with their focus on the **family system**. We will focus on the roles of members of a family, the importance of the different roles and showing respect to the family system, the people, and the materials within the system. This unit will thrive on family involvement and collaboration with members of our immediate and wider learning community. Their active participation will ensure we have authentic learning experiences throughout this unit. Learners will engage in discussions, data collection and also produce evidence of their understanding of each family member's function through role-play and dramatization, visual arts and music, oral presentations and their preferred mode of communication. By the end of this unit, learners should consolidate the conceptual understanding of family roles and develop skills in self- and peer-assessing themselves using agreed success criteria. They will also improve being caring and open-minded communicators who appreciate the diverse roles in their families and their interconnectedness. Learners will show a good understanding of their identities as members of their own families and how they will exhibit a sense of responsibility towards the performance of their roles.



Early learners collaborating with the creation of the unit board

Kinder 2 is also exploring the **school system** under the Theme, 'How We Organize Ourselves', to inquire more into its different areas and people who play different roles. Learners will

employ and develop their social, thinking, research and self- management skills as they find out about the different areas in the school and their functions, roles in a school and the tools needed to perform these roles. Learners will be involved in engaging activities, such as counting, collecting, analyzing and interpreting data about their school through pictographs and bar charts, describing the shapes and sizes of the different areas of the Primary School, comparing and contrasting the Primary and Secondary campus, creating models of some tools used by different members of the school community, describing the hierarchy and roles played by the different members belonging to the school system through interviews and learn to appreciate their roles through illustrations, songs, role-plays and recitals.

As part of becoming responsible members of the school community, learners are expected to set personal attainable goals and make use of practical opportunities where they can exemplify themselves as being knowledgeable, thinkers, principled, caring, risk- takers and reflective members who contribute positively to their society.

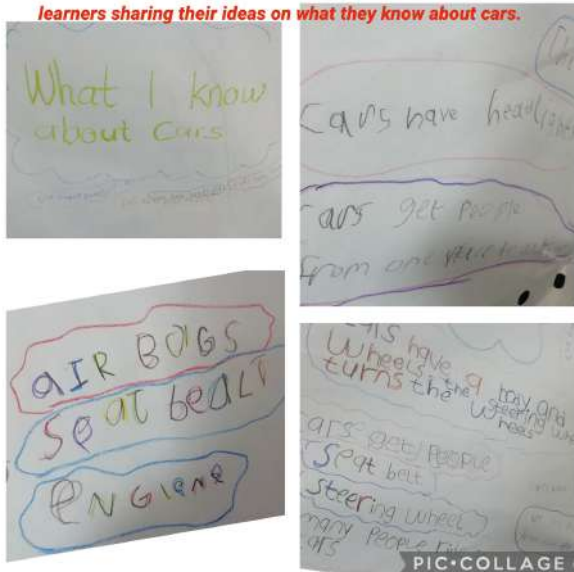


Kinder 1 and 2 learners exploring the uses of different areas in the school

Kinder 3 is also inquiring into how **transportation** connects people locally and globally. In this inquiry process, learners will look at how people travel to different destinations, why people use different forms of transport, and the relationship between transportation systems and the environment. Learners will engage in hands-on activities where they will inquire from people and through digital means to get a deeper understanding of the unit. At the end of the unit, students will improve their communication, social and self-management skills which are

all crucial in their developmental process. In Music, K3 students are being creative as they have shown a strong feeling in terms of creating their own song based on the unit. They are looking at the various means of transport.

learners sharing their ideas on what they know about cars.



Onyx Class (Grades 1 and 2)

Learners in the Onyx class are exploring the transdisciplinary theme, 'How we express ourselves'. They will inquire into ways people convey information using images and communication tools. It has been an amazing start so far and learners have used different ways to express their understanding of some signs, symbols and advertising they see around them.

Grade 1 learners are focusing on how static and moving images communicate ideas and information, and how to use the elements of design to create images that suits a specific audience or purpose. Learners will appreciate the importance of the various forms of images around their environment.

Learners in Grade 2 will inquire into the factors that influence how effectively people communicate. The ways in which people communicate has changed from the past and continues to change in recent times. Learners have already taken ownership of their learning by involving themselves in personal inquiries which has sparked interesting discussions and presentations.

In music, learners are looking at means of communication through a song where students are singing and learning a few musical instruments to express themselves concerning the unit.

In Mandarin and French, learners are learning facial expressions that describe how they express themselves in different situations.

Although the unit is at the initial stages, there have been some interesting activities going on and learners have expressed interests in creating a non-verbal educational video to spread awareness on a chosen topic. We look forward to having a renowned artist to inspire learners to develop their artistic and creativity skills.



Learners showing past and present means of communicating



Research time: learners read assigned books on Epic about their unit of inquiry.



Learners present their understanding of the meaning of colors to create adverts.

Opal Class (Grades 3 and 4)

The first transdisciplinary unit for the semester is, 'How the World Works', where learners inquire into the world around them and find solutions to real life problems. This promises to be interactive with student agency in practice where each student is given ownership of their learning.

The central idea for Grade 3 is: 'Scientific inquiry of force and motion has aided in the evolution of simple machines and affects present-day life'. We will understand forces and motion and how it helps inventors create simple machines to impact our lives.

Grade 4 students will focus on the central idea, 'Changes in the Earth and its atmosphere influences the way people live their lives', where they will inquire into how the different components of the earth are interrelated as well as changes in the earth and human response to the changes.

The subject specific skills will be developed with emphasis on communication skills, research skills, thinking skills and social skills. The first two weeks have been great with a lot of interesting materials and activities rolled out to encourage concept-driven learners. We look forward to more interesting ideas, creativity and problem-solving skills throughout the unit. In music, students are creating their own song regarding the unit. In Mandarin and French, students are still exploring and learning some words of the unit to enrich their vocabulary and writing



Opal students inquiring into the new unit



Student Reflections



I love coming back to school because I get to see all my friends and learn with them.

I like my new unit because I am learning a lot of new things. I wish to make a model of my favourite simple machine.

(Ashanti Tettey-Amlalo Grade 3)



The unit, 'How the World Works', has been good for me because I have been learning about the Earth and its atmosphere, as well as area and perimeter.

I want to explore more activities in this unit. *(Nana Kwame Wiafe- Akenten Grade 3)*

The Ruby Class (Grades 5 & 6)

Currently, learners are exploring the transdisciplinary theme, How the World Works. Over this unit, we will inquire into the natural world and its laws and consider the interactions between nature and human societies. Learners will also inquire into some scientific principles and their impact on people and the environment.

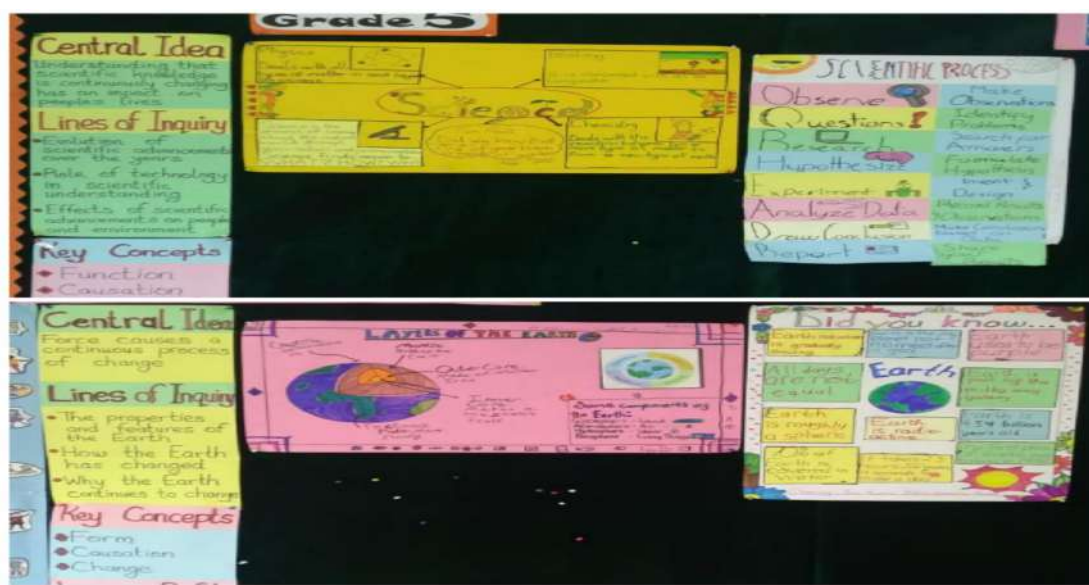
Inquiry in Grade 5 will be guided by the central idea, 'Understanding that scientific knowledge is continuously changing has an impact on people's lives.' Learners will explore the evolution of scientific advancements over the period, the role of technology in scientific understanding, and the effect of scientific advancements on people and the environment.

Learners in Grade 6 will also inquire into the central idea, 'Force causes a continuous process of change.' We will explore the Earth and consider its properties, how it has changed and why

it continues to change. At the end of the unit, students will improve their research, thinking, and communication skills and take responsible action to protect the natural world. They will also develop subject-specific skills and exhibit independence in their learning.

In Music, students are working on the creation of their own song based on their understanding of the unit.

In French and Mandarin, students have made a good start with the understanding of the unit through some selected words.



Visual Arts

In visual arts, students are inquiring into various elements and principles of art. These subject specific skills will deepen their understanding of the unit of inquiry and help them use these elements and principles of art intentionally to create visually pleasing artworks. Thus, the Ruby class is exploring how patterns and repetition are used to create artworks. They will use these subject knowledge to create landscapes, seascapes and skyscapes.



Students observing patterns and repetition around the school

We wish all our learners and members of the TIS community the very best of this semester!



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

RETURN TO SCHOOL PROTOCOLS

Dear Parents,

All students must produce a valid* negative COVID test result to enter the campus (* 24 hours prior to return).

TIS has also made arrangements with,

- **Sonotech Medical and Diagnostic Centre**

Branches: **Osu - 0206161908** (close to Danquah Circle) and **Tema community 9 - 0303319796** (opposite Tema General Hospital)

The discounted rate is GHC200 for results in 24 hours.

- **LEDing Medical Lab** for a discounted price for COVID tests.

Website: <https://portal.ledingghana.com/booking/corporate-intro>

Corporate/Bulk ID: 2227

Contact Person's No : 0244690135

The discounted rate is GHC250 for results in 48 hours. You must use the Corporate ID when booking online to access the discount.



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 2022/2023 ACADEMIC YEAR
FROM 3 OCTOBER 2021 UNTIL 31 MARCH 2022**

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 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 Grade 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 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 2022/2023

Admissions for the next academic year, 2022/2023, officially opened on 3 October, 2021, as previously communicated

For the past two years, TIS has had to put the FULL HOUSE sign up for the first time in many years. The coming year will be no different.

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 until mid-February for vacancies in the Early Years (Kinder 1-3).

The first round of admissions for the secondary school was completed in November 2021. The second and, hopefully, final round will commence shortly and conclude by late February. For this final round, applicants will be contacted in the next two weeks to arrange for the online admission test. Admission interviews will be conducted in mid-February and final round offers will be made by late February.

Applicants for Grade 11 should include their predicted grades for 2021.

It is likely that all secondary school vacancies will be filled by 1 March.

As advised previously, families with siblings at TIS received a priority for the first round which has now concluded. It is always disappointing for TIS families when they miss deadlines, especially these days when vacancies are at a premium.

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

The admission process is completed online.

Please visit: <https://tis.openapply.com>

Dr Ken Darvall

Principal 14/1/22

CAS-SA Corner



2022 is Here, Welcome Back!

We are thrilled to have you back in school after a well-deserved break. As we start the second half of the academic year, we wish you great success in all your efforts and accomplishments. The CASSA team is here to support your experiences as you learn by doing.

With the ongoing pandemic, we may all abide to the protocols as advised by the school doctor, Dr. Sally

Yalley. It is, therefore, our priority that school events, Camps, After School Activities and projects run smoothly in adherence to all the COVID protocols while having fun through each experience. We must continually wash our hands, wear a face mask and respect social distancing.

We look forward to a fulfilled semester and wish our candidates (DP2 & MYP 5) the very best as they prepare for their May Examinations. This is your time to shine, so make the best of your TIS experience. Goodluck!



Service as Action

The core of the MYP gives students the opportunity to become actors in the real world by participating in activities that connect their classroom learning to real situations. The Grade 7s are confident about the concept of service as action and this semester, various ideas will be explored into being.

As communicated in a previous Bulletin, the current Grade 8 cohort has produced about 7 Community Project goals in groups of 2 and 3.

The grade is presently completing their Community Project Planning

towards the achievement of their specific goals. Grade 9 will be introduced to other service as action opportunities that will support their experiential learning process.

Apart from classroom unit connections, some of these opportunities include, UN Sustainable Development Goals, International Days or Global Observances, After School Activities with Service components and collaboration with Non-Governmental Institutions and Orphanages/Homes. Grade 10 will be completing their worksheet on ManageBac and working on the transition worksheet that ushers the cohort into DP CAS.



Dear Santa – Service as Action Project



Dear Santa is a Grade 10 Service as Action project by *Nana Aba Egyei-Mensah, Nana Yaa Manu, Afua Osei-Boakye and Maame Serwaa Dabo*. The team raised funds together by selling snacks and realized an amount of GHC 1, 280. Their goal is to purchase toys for the children admitted at the Police Hospital during Christmas, so they do not feel left out during the festive season. Due to time and the location of the members, *Nana Yaa Manu* represented the group and donated the toys on behalf of *Dear Santa* to the Children at the Police Hospital. From the members - “We would like to thank *Mrs. Grace* for her support and *Ms. Phoebe Wensley*. Special thanks to our parents as well, who funded our project idea, and the members of the TIS community, who helped us raise the money for this project. Thank you.”



Community Projects

We are in anticipation towards the completion and presentation of seven Community Projects by March 7.

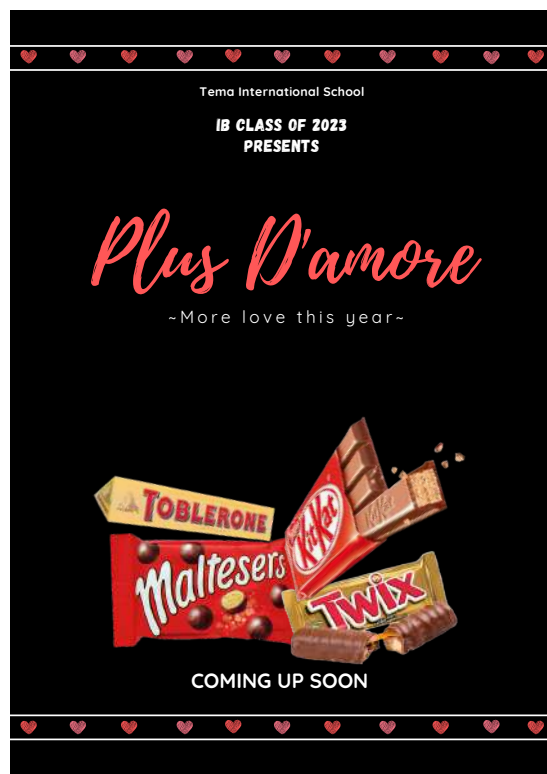
Save the Souls a community project initiative by *Rachael-Louise Assan and Samantha Kattah* visited their chosen community, **Jericho Health Center** during the break. Together with their supervisor **Ms. Setor Adih**, the team inspected the area for construction and interacted with the nurses to familiarize with the situation at the Center.

The team is currently raising funds to construct an incinerator for proper disposals of placentas at the health center. In addition, the team will purchase a delivery bed as donation to the Center. All the Best to the team – *Save the Souls, community project (G8)*

See below all the project ideas in motion.

Groups	Project Name	Description / Global Context	Location	Supervisor
Samuella Adu-Baah Paris Owusu Esther Brenya	Skinny Fat Fabulous	Raising awareness on body shaming and how or everyday words can affect another positively or negatively Fairness & Development	Tema Int. School Community	Grace Ameyibor
Sedinam Ahlidza Enam Gborglah Baffour Longdon,	Lock'd in Red	Collecting funds and donations to provide Sanitary towels for women in prison in collaboration with an NGO, Locked but Loved Fairness & Development	Akuse Female Prisons	Grace Ameyibor
Rachael-Louise Assan Samantha Kattah	Save the Souls	Raising funds to construct an Incinerator for Jericho Health Center to help dispose placentas properly. Globalization & sustainability	Jericho Health Center, Lebanon	Setor Adih
Ebenezer Agyeman Eliana Essel Kiros Essilfie Maama Osei-Amoako	Relate Don't Discriminate	Creating awareness about discrimination towards lower/middle class workers using t-shirts, ted talk and spoken word Fairness and Development	Tema Int. School Community	Dennis Akortah
Charles Adubofour Richmond Alorvor Ayomikun Ojuolape Klenam Torkornoo	Bibliotheque Saint-Jean	Refurbishing a Library at a Local school by collecting donation of books and desks Fairness & Development	St' Johns Academy, Lebanon	George Manu
Fiona Bagnah-Gamon Sidney Deku Setrikor Dzakuma	Out of the Quarry	Supporting Lila's Child Care Foundation who provide education for pupils, who otherwise be working at the stone quarry with stationary Fairness and Development	Lila's Child Care Foundation, Accra	Phoebe Wensley
Mark Boadi Edwin Jonah	Snacks for All	Supporting Lila's Child Care Foundation who provide education for pupils, who otherwise be working at the stone with Provision Fairness & Development	Lila's Child Care Foundation, Accra	Phebe Wensley

Chocolate Friendship Day – 2022



Time indeed flies, it feels like yesterday when *Chelsea Somuah Grade and Araba Egyei Mensah Grade, 12* were spearheading chocolate friendship day 2021 creating a way to reduce contact due to COVID measures.

It that time of the year again where we spend a moment to strengthen bonds, friendships and show love & kindness by sharing our favorite chocolates with our loved ones.

The leaders for this year's **Chocolate Friendship Day** are *Vonzelle Osei and Darren Owusu – G11*, together with 26 members that will support the arduous yet exciting process of labelling, bagging, and sending chocolates to the entire school community. The chosen chocolates on board this year are *Maltesers, KitKat, Bueno, Twix and Toblerone*.

All proceeds would be channeled towards supporting a need community in this challenging times of COVID 19 pandemic.

Interact Club Corner



Interact Club Corner



Tema International School



INTERACT CHRISTMAS DONATION

Will it be Beneficial to all concerned? Is it fair to all concerned? Yes, it is! We Interactors channel our commitment to service during the festive season through Community Service.

As a team, we find ways to improve the quality of life for people in our communities. On 16th December, **The Interact Club of Tema International School** set out to spread the Christmas spirit by donating provisions to the **New Life Nungua Children's Home**. *Rudolph Dogbegah, (President of the club) Karen Apietu (leader of the donation), Phoebe Osei (club treasurer), Kelvin Ahiakpor (Serjeant-At-Arms), committee members Dayna Sarpong and Amina Banda,* and our patrons were present at the **Children's Home** to make this donation a success.

The Nungua Children's Home, founded in 1990 by *Nii Aforte Botew II*, provides shelter to about a hundred children and adults aged between 1 and 20 years. Through teamwork, hard work, and dedication, we garnered funds to purchase the items for donation. The three thousand five hundred (GHC 3500) worth of donated items included toiletries, biscuits, bags of rice, gallons of oil, packs of drinks, gallons of soap, breakfast items, and clothes.

We Interactors look forward to continuing our vision of discovering the power of service above self and taking the necessary action to make a difference in our school and community. This is just one of the many projects in the pipeline.

This project would not have been possible without the guidance of our coordinators, *Ms. Gilda Afegdzi and Mrs. Grace Ameyibor*. Thank you for giving us this opportunity.

Rudolph Dogbegah, G12 President.



Interact Club Corner



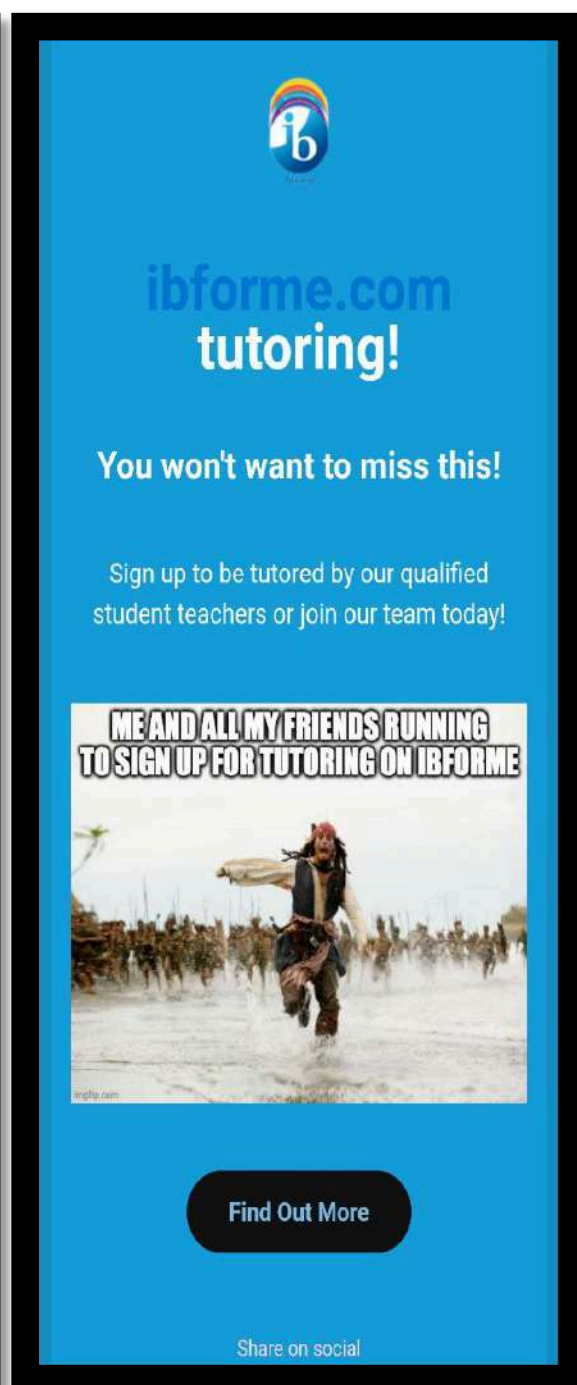
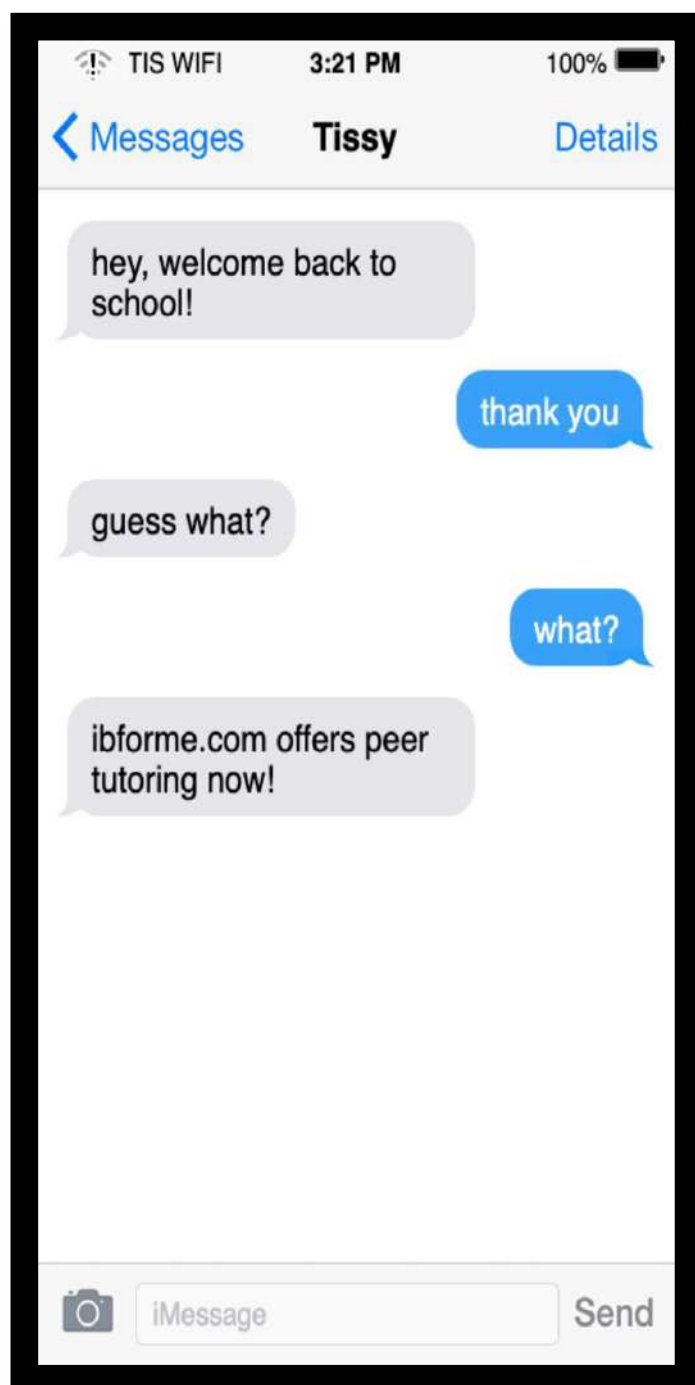
CAS Project - Ibforme.com

By Elorm Godzi and Lena Dodoo - Grade 12

Hi guys and welcome back to school!

As we enter second semester, don't forget that you have so many IB resources available for you at **ibforme.com**! We now offer **tutoring**, so if you'd like to learn math with Steve in Grade 12 or biology with Maame Serwaa or any of our other masterful tutors then check out **ibforme.com** now!

https://www.ibforme.com/tutoring?utm_campaign=c3637fb2-4e62-4122-ba2a-7bb88f610482&utm_source=so&utm_medium=mail&cid=ddf790a8-fa62-4e0b-be1b-fcff7b20ec69



Dukies Corner

To enroll for the **Duke of Edinburgh's International Award** programme **sign up** with the link below:

<https://docs.google.com/forms/d/e/1FAIpQLSe3xhDk2nESjSjUR4SGZBTlrXOGgXjQc1A39jXtFzSt5Ncz4A/viewform> to register for your preferred award level. **Registration deadline is 21 January, 2022.**



To witness another amazing expedition by TIS Dukies click on the link <https://www.youtube.com/watch?v=b10wZ65xtGo>



DOEIA 5th Expedition Camp Participants' Reflections

The just-ended Tema International School's Duke of Edinburgh's International Award expedition at Kloewem Mountain and the Trident Island was a different experience for both Award Leaders, Assessors and Participants. As the Award Leader of this expedition, I was delighted to see participants quickly adjust and make the most of every uncomfortable position into which I put them. That is what the DoEIA Adventurous Journey focuses on: to prepare you to be ready, ready for future uncertainties and to be able to survive in uncomfortable situations. Participants were able to build up some quality essential skills like teamwork, collaboration, communication, improvisation, perseverance and leadership skills. These skills that were picked up outdoors will go a long way to help them develop a great personality and improve their academic performances. I highly recommend the DoEIA expeditions for every student in Tema International School. My personal moment on this trip was the first day, when all the Alpha groups with their Assessors were able to reach the peak of the Kloewem Mountain on the Sunday morning and we found a huge cross at the peak. I took the opportunity of the moment to stand right under the cross facing the most beautiful view from the highest point in Krobo, to send some prayers of gratitude. Hoping for a successful expedition and indeed it was what I prayed for. **David Difie, DoEIA Coordinator.**



The Duke of Edinburgh's International Award expedition Camp was an experience of a lifetime. This was my first expedition so I was filled with an array of emotions: fear, excitement, enthusiasm, I went through it all. Generally, I would say that it was a very life-changing and influential trip because, from day 1 of the trip, I had to psyche my mind physically, mentally and psychologically to compete for the individual activities. Though they were fun, it was rather daunting but by His Grace I was able to complete the activities from land (hiking, paintballing, abseiling activities) to water (kayaking and capsizing drills). Personally, I would like to take on this challenge one more time and improve my expedition skills in order to become truly world ready for any situation life throws at me. I know that with my

DoEIA experience, I will be able to hurdle over the obstacles life throws at me. - **Eugene Joel Cobinnah, Silver Participant.**

DOEIA 5th Expedition Camp Participants' Reflections



The expedition was a great experience. It allowed us to explore the same things in different and more difficult ways and with the smaller group we were able to bond more and have a great time. - **Seffirina Masoperh, Silver Award Recipient.**



This expedition camp was indeed a wonderful four days experience, with teamwork. Following instructions and perseverance we were able to get through it. Before we came, I knew very well that I had to set a specific mindset in order to fully complete the expedition. I had known that I have to work with, what I had to survive in the wilderness and in the process, I concurred with many of my fears, such as swimming in deep water and my fear of height. I was also able to learn new skills making me WORLD READY! I really enjoyed the expedition

as a whole I would definitely like to go on another expedition. - **Mercedes Armah, Bronze Participant.**

This was my first official trip as a DofEIA Assessor and so my expectations were mixed. For a number of students, I believe that was their shared outlook on the trip as well because they were mostly first-time Dukies. On arrival, however, we quickly built rapport through the team-building exercise which quickly alleviated any anxiety we felt in anticipation of the challenges ahead. I quickly learnt the importance of getting the prescribed items on the travelling list as my Nike sports sneakers gave in barely 30 mins on our hike up the mountain. Throughout the trip, I had several moments of epiphanies as the challenges we faced tested me both mentally and physically, bringing out strength I did not know I had. This trip I believe has brought me to the realization that we are capable of exponentially more than our limited scope of knowledge and experience tells us. Everyone should take part in this at least once to have this “spiritual” encounter – **Nathaniel Mishio, DoEIA Assessor.**



DOEIA 5th Expedition Camp Participants' Reflections



On my first day of the trip, it started off really nice. I was able to climb the Kloewem Mountain to its peak, but when we were going down that is when I started facing more difficulty like my water being finished and walking in the sun for so long. After a while we stopped so some people could go abseiling, but this was fun for me because we had to stand there for so long waiting for them to release us to the base of the mountain where our camping place was located. In my whole trip experience being at the bottom of the mountain for those few hours really got me very angry because I was frustrated by the thorns that kept sticking to cotton pants and flies. Consequently, I had a very hard time to sleep. On my second day of the

trip, I loved it so much because that was the day my group went abseiling, I slipped once and I was able to continue down safely. With these two days I had to develop my team working skills, map reading and I was able to learn something about the environment. The next two days we did canoeing activities, such as kayaking and capsizing drills. During this period I was able to improve my collaboration skills even more because we were in pairs. Then we had paintball which was fun. - **Franklin Adu-Baah (Bronze Participant)**

At first, I thought I was going on an adventure to experience new things and new places but my mindset definitely changed after the first day. On the first day, as I was friends with only a few people at camp, I thought it wouldn't be fun but the trip certainly surprised me. We went mountain climbing whereby I was exhausted and certainly regretted ever coming. But as the night came, I became more friendly with not only my group members but also other students and staff. The camp really opened my eyes to the fact that I'm not outdoorsy but the thing was, even though I was not in love with the position I was in, I would certainly go back. It was fun, exciting and something new. I was scared of so many things and even on the first night I couldn't even sleep but still I enjoyed myself. I won't lie; some people really got on my last nerve with some group activities, but at the end of the day, it was all an experience and it helped me understand that I can't do things all by myself. - **Moyosola Yosi Fajemirokun (Silver Participant)**



DOEIA 5th Expedition Camp Participants' Reflections



The Duke of Edinburgh's International Award expedition trip experience was something that pushed me way out of my comfort zone and made me realize a lot of things I personally took for granted in my life. Those 4 days had really changed my thoughts on survival and how hard it is to live without common daily necessities.

- Ayomi Yaw Asante, Silver Participant



The DoEIA expedition camp this year was very exciting and engaging. It allowed me to step out of my comfort zone and perform new activities and tasks. Some days were a bit frustrating due to the fact that we were living without things that had become normal for us as teenagers (devices). If there's anything I learnt from this experience, it is that nature can be fun too if you allow it to be. I would definitely love to engage in something like this again!

- Ewuradjoa Obeng-Nkansah, Bronze Participant



DOEIA 5th Expedition Camp Participants' Reflections



If there was one thing I learned during my time at DoEIA expedition camp, it was having an open-mind to try new things, even if it means being taken out of your comfort zone. I also gained a more appreciative side for nature and the importance of human interaction. In the wilderness without the distraction of social media or technology, we are left with our instincts to survive, hence we have no choice but turn to each other for our source of entertainment which is what made this camp enjoyable for me. Having an open-mind is always important when trying new things or engaging in a new activity, meaning eliminating any expectations or doubts and overcoming fears you may have and most importantly learning from your experiences as you go on. - **Nemi Asoka (Gold Participant)**



The DoEIA expedition was, overall, a wonderful experience. I got to experience a life without electronic distractions and the chance to take part in some activities I never would have tried before. The hiking was quite tedious but became much more bearable as I spent more time with my team members. The combination of the activities and lessons gave the expedition a practical and very much memorable feel to it. - **Jason Chigabatia (Gold Participant)**

DOEIA 5th Expedition Camp Participants' Reflections

The Duke of Edinburgh's International Award expedition was such an amazing experience, one I believe I will never forget. From the expedition, I bonded really well with some of my classmates and made new friends with people I never expected to talk to. The activities performed were all really fun and challenging and they all pushed me to my limit. Even though I did face a few injuries and experienced things I have never experienced before that I did not really like, I learnt to be mentally prepared for anything and adjust to the environments I find myself in. I look forward to going for another Adventurous Journey again to create more memories with my friends and teachers. I believe I am nearly #WORLDREADY! - **Maadjoa Obeng-Nkansah (Bronze Participant)**



The expedition was a fun, traumatic and, fortunately, a satisfying experience. Approaching our first point of call brought butterflies in my stomach. Climbing mountains needs emotional and mental strength. To quit is something highly disapproved. With my water drying up after every 500m, I told myself I had to survive! Being a leader of Alpha 4 was challenging. 'WE ARE THE TRANSMIHIATORS' was our chant, unique from the other Alphas.

Reaching the peak of the Kloewem mountains and descending to lower grounds was the most difficult, but with perseverance and determination it was possible. Camping for the first two nights was fun. I got to interact with friends and talk to people I hardly ever spoke to. Setting up tents and cooking were my favourites of all the camping activities as it required teamwork. From the grinding of the pepper to the grilling of the tilapia was an experience worth remembering. Kayaking! This activity requires super body strength was monotonous. With a good partner I was good to go! Paintballing, I must say, was one the most rewarding experiences. Crowned as one of the best shooters, I was victorious but lacking a cup. My Alpha was placed 2nd in the first round.



During this expedition, I also had to battle with my fears of uncertainty. Abseiling was where this fear had to go. Staying calm and listening to my instructor were the most important things I worried about. It was a success! After abseiling I made sure to stay underneath and cheer my fellow mates on, by giving them words of encouragement. We even had to try and weave our way through the bush to go back to the vantage point. This expedition had taught me to persevere, have a spirit of resilience, patience, determination, and liveliness. This DoEIA Expedition camp was my

favourite amongst all the camps I have been a part of so far. I look forward to overcoming more challenges as I progress up the Award Levels! - **Bradley Hoedoafia (Bronze Award Recipient)**

DOEIA 5th Expedition Camp Participants' Reflections

My experience as an Assessor for the Duke of Edinburgh's International Awards Expedition has been very eye-opening. I observed how the participants had to have a strong and positive mindset about themselves and all the set tasks. To excel in each category, they needed a 'can do' spirit to even attempt the tasks. The program is rigorous and helps students and Assessors alike to get in touch with their innermost strengths and capabilities. The tasks are challenging enough to help participants overcome their fears and weaknesses while improving their strengths and developing new skills.

The idea of grouping according to teams or Alphas was excellent. Team-building activities and morale boosters were very necessary to keep each member of the team motivated each step of the way. The hike required perseverance, and the map reading skills added to the skill set of participants, making us more knowledgeable. The second hike that required finding a different route to the destination was daunting. The challenge was worthwhile at the very end because each member of my team knew they had pushed themselves beyond their imaginations and perception of their abilities. Abseiling the mountain was one activity most participants anticipated. Some members of my team had prior experiences abseiling over the Adomi Bridge. However, this was a new and different challenge. They admitted that performing this task was more challenging. Our kayaking and capsizing experiences cannot be described in words. The least I can say is that it is a rewarding experience of a lifetime. The sense of achievement and accomplishment is worth the risk it takes to complete these tasks. It taught me that it is possible to discover a favourite pastime at any stage in life. The consensus on the paintballing was the attribution of its success to the team competition. This approach showed the power of teamwork, thinking skills and group strategy. We should continue to allocate the task of meal preparation to students to manage. It is a good test of self-management and social skills. It gives students a sense of responsibility and requires good time management.



Overall, this expedition was worthwhile. If given another chance, I would avail myself to participate in any way possible. I would recommend it as a program of choice for challenging young people to overcome their fears, learn new skills and push themselves to achieve nothing but the very best. – **Angela Quaye (DoEIA Assessor)**

DOEIA 5th Expedition Camp Participants' Reflections

The 4 days, 3 nights expedition was good. It challenged students to exhibit traits and attributes of risk/takers.

The first two days challenged students to be tenacious. The hiking on and along the Krobo Kloewem mountains presented students with the opportunity to navigate their way through various sections of the mountain - walk, climb rocks and experience nature. The challenging aspect was to complete the course within a specific period of time.

The abseiling part offered students the opportunity to challenge themselves in the midst of learning. Students were able to conquer their fears and build their self-confidence.

The last two days offered students the opportunity to learn for themselves and find new ways of doing things. This involved kayaking-finding their way on water and paintballing working together as a team.

As a supervisor and award Assessor, it gave me the opportunity to know the students better so I could help them better. I also got to know their strengths and weaknesses outside the classroom. Finally, I was able to support and work together with them in meeting the standards and requirements of the award scheme. I believe the experiences better prepares students for life. –

Gabriel Atseku (DoEIA Assessor)




The expedition was as a very challenging and interesting experience from a personal view point. It consisted of various activities that thought life skills and lessons such as perseverance, self-control, teamwork and many more. Personally, I had the chance to face my fear of heights and many more. During the expedition, I was also able to effectively socialize and make new friends which enhanced the collaboration/team work of every Alpha group I found myself in. the expedition opened my eyes to the fact that I can achieve any goal with determination. Finally, I look forward to embarking on a few more expeditions because it was a remarkable experience which affects many in various ways. – **Emmanuel Essel (Silver Participant).**





The Duke of Edinburgh's International Award expedition camp trip was an exciting experience for me because I challenged myself to do activities that uses a lot of effort. My favorite activities were paintballing, abseiling and capsizing. I was mostly scared to do the abseiling and the capsizing drill, but when I did it, it was fulfilling and enjoyable. The abseiling activity was quite easy for me. The capsizing drill was fun because, as soon as I entered the lake, I felt refreshed. The hiking activities however were difficult for me. We had to walk long distances and the sun was scorching hot. The path was very bushy and had many thorns on it. In the end, I enjoyed the trip and the experiences. - **Theona**

Martin- Lawson (Bronze Participant)








Proud to deliver


“The DoEIA has been an amazing journey. I have learnt so much about myself that I never knew I had in me. Stepping out of my comfort zone and pushing myself is what I intended to achieve out of this experience. My favourite experience was capsizing because I was scared that I would drown, but the fact that I took the risk because I knew all then safety measures were put in place is what made this experience memorable. Hiking, abseiling and kayaking are activities that improved my leadership, communication and social skills. This experience showed me that I have a love for skipping and I would recommend the DoEIA to anyone who likes taking risks, taking on challenges and, overall, wants to improve themselves.”

Apewe Japora Chigabatia
Grade 12
Gold Award Recipient







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**#WORLD
READY**






Proud to deliver


“Exigent, yet exhilarating, is how I would describe the DoEIA award scheme. From sports to skills and to service; the award scheme has challenged me to step outside my comfort zone and to participate in activities, such as sports, which would have otherwise been a no, no, for me. The expedition to Trident Island had to be the highlight of my award journey and even the entire academic year, as I came to understand the power of nature and just how much your mentality about something can shape your reaction to it. All in all, I am very excited to be receiving the award and I am glad that even with all the uncertainty and anxiety, I participated in the DoEIA, and ended up enjoying this experience and not regretting for once that I did it.”

Adeline Obengwaa Adjei
Grade 12
Gold Award Recipient







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**#WORLD
READY**







Proud to deliver



“ I am thrilled to complete my DoEIA for the gold level award. It has been an exhilarating journey from the abseiling on the Adomi bridge to the swinging of the tennis racket to the creation of my first website. It has certainly helped me gain practical and survival skills. ”


Nana Yaw Asare Frimpong
Grade 12
Gold Award Recipient







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**#WORLD
READY**








Proud to deliver



“ This DoEIA has been a very arduous ,but enjoyable journey, where I have learnt a lot of activities like kayaking, abseiling, hiking and many more. Even if I have taken nothing away from this experience, I know that I have become a better reflector and a better leader. ”




Joshua Mefful
Grade 12
Gold Award Recipient





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**#WORLD
READY**

Proud to deliver




“Completing the DoEIA was very exciting, fun and sometimes tiring. I am partially sad that it has come to an end, but I am grateful for the things I learnt from it. This journey taught me the importance of a balanced lifestyle, if it weren't for the DoEIA, I may never have noticed that I have been neglecting my creative side. Completing the skills aspect of the Duke of Edinburgh's International award reminded me of the importance of creativity skills. The camp experience was also one to remember. Thanks to the camp I know how to recognise insects such as the cotton stainers and how to use a kayak and survive a capsizing.”

Hedia Mansah Dickson
Grade 12
Gold Award Recipient

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**#WORLD
READY**

Proud to deliver

“My DoEIA journey has been challenging, but I can proudly say that I have developed a number of skills, including leadership and collaborative skills. By enduring and enjoying experiences, especially the adventurous journey, I know now that I can survive anywhere.”

Gracious Precious Ogyiri Asare
Grade 12
Gold Award Recipient

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**#WORLD
READY**



Proud to deliver

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


THE BEST OPERATING CENTRE AWARD 2021

Tema International School was awarded the 'Best Operating Centre Award' at the 2021 Gold Award Presentation at the Jubilee House in Accra on December 9, 2021.

The Head of States Award Scheme judging panel for the 2021 Awards has ranked Tema International School as the Best Operating Centre that has consistently shown excellence and efficiency in the managing and delivery of **The Duke of Edinburgh's International Award Programme** since 2018 in Ghana, creating diverse opportunities for young people to create better versions of themselves through non-formal education.

We are grateful to the parents of participants, participants, award alumnus, award leaders, assessors, and the entire Tema International School community for their support to gain this great achievement. Congratulations to us!

We will use this opportunity to inform the public that Tema International School is proud to deliver the Duke of Edinburgh's International Award to the Tema Metropolis Communities, register with us. No matter your background, culture, where you are from, and your starting point, the Duke of Edinburgh's International Award is for you.

This won't only help more young people to benefit from life-changing experiences. Schools, colleges, youth groups, clubs, young offender institutions, fostering agencies, hospitals and more, find that the benefits are far-reaching; supporting staff with their professional development and enhancing the reputation of the organization.

Interested communities and schools should email David Difie (DoEIA Coordinator)
david.difie@tis.edu.gh

CAS Project- Clean Water to Fotobi



DGT Ghana, Commission a Water Project at Fotobi

By *Rudolph Dogbegah* (Leader of the DGT Ghana team)

Many children in Ghana do not have access to potable water. This has led to children being prone to bacteria-related illnesses or diseases caused by germs. In contributing to curb this, the Do Great Things (DGT) Ghana team (Creativity Activity and Service Project, an initiative by seven students from Tema International School), partnered up with the KJM Foundation to construct a borehole for the people of Fotobi, a community located at the Akuapim South Municipality, with access to potable water.

The **Do Great Thing Ghana** (DGT) comprises of final year students of the Diploma Program of Tema International School:

- Rudolph Dogbegah – Initiator
- Amina Banda – Public Relations Officer
- Nana Yaw Asare Frimpong – Secretary
- Jano Attionu – Project Manager
- Elorm Godzi – Dept. Project Manager
- Kwame Asafo-Adjei – Treasurer
- Chelpang Alhassan – Communications Director



Together, we embarked on this journey of challenging ourselves towards the United Nations SDG 6 - Clean Water and Sanitation, as the main objective of our CAS Initiative. With the massive contribution of GHC 24,200 from the Ghana Oil Company (GOIL) and our parents, we raised GHC 28,000 to bring our vision to reality.

On 9 December 2021, we had the privilege to commission the borehole. Witnessing the joy

on the faces of the community members has influenced us to continue such social intervention projects to better the living conditions of deprived communities.

Furthermore, I would like to thank Ghana Oil Company (GOIL), our parents, and Tema International School, management and coordinators Mrs. Surama King and Mrs. Grace Ameyibor, for giving us such a fantastic opportunity to develop ourselves and our project. They believed and supported our vision.

Lastly, I am appealing to the people of the Fotobi community and its leaders that this beautiful facility is well maintained for its sustainable use.

We look forward to continuing our vision by providing clean water to many communities in Ghana who are not fortunate like us to have clean water at their disposal.

CAS Project- Clean Water to Fotobi

DGT Ghana is a social intervention project aimed primarily at providing clean and potable drinking water to communities in Ghana. In



conducting due diligence regarding a community in need of our services, we stumbled on the KJM Foundation, which we eventually partnered up with since we had a similar vision of providing clean and potable drinking water for underprivileged communities. The foundation provided us with multiple locations in dire need, but what stood out with the Fotobi community was the distance children our age covered in fetching water at the river stream. So, after

team discussions, the DGT Team resolved to provide water for the Fotobi community. And thanks to the massive contribution from Ghana Oil (GOIL) Company and our parents, we surpassed our goal of GHC24000 to construct the borehole. Though there were setbacks along the journey, through teamwork, determination, and hard work, on 9th December 2021, we witnessed the fruits of our labor impact the Fotobi community. And, of course, this wouldn't have been possible without Mama Su, thank you, and we are genuinely grateful for giving us such a fantastic opportunity. **Rudolph Dogbegah (Leader) – Grade 12**

Being part of the DGT CAS project ignited in me a passion to serve others, to give to my community, and to show empathy in a society that lacks empathy. Choosing a town like Fotobi was a no-brainer, after being briefed about their situation involving snake bites on their way to fetch water from the stream. After a few deliberations, we were able to raise the required amount to fund the construction of the borehole. I was proud that I had helped alleviate the suffering of people with who I shared the same skin color, people who speak the same language as I do. The smile on the face of the inhabitants as we commissioned this borehole warmed my heart. I am glad I was able to extend a helping hand to those who need it and I hope to foster this skill of empathy in my future endeavors. **Nana Yaw Asare Frimpong (Secretary) – Grade 12**



The DGT Ghana CAS Project was one that I would keep close to heart. It was the introduction to social justice and philanthropy for me as well as an opportunity for me to affect and change the lives of individuals in a community. At the beginning, it was very challenging, as we were looking for sponsorship and ways to raise money to fund the borehole. However, we were able to send letters to various corporations in which we were able to raise more than the amount needed. Going to the community and viewing the final product was a fantastic experience as we got to meet the individuals within the community and view their water source before the borehole was constructed. I would to Thank Mama Su, the KJM foundation and my fellow group members for undertaking this project with me. - **Jano Attionu (Project Manager) – Grade 12.**

CAS Project- Clean Water to Fotobi

As deputy project manager of DGT Ghana, I was able to engage in a beneficial community project at Fotobi. Our project was able to provide water for the members of the Fotobi community. One highlight of the project for me was the borehole. We were joined by the Chief of Fotobi, community members and children of a nearby school. At the event, it was nice to see the hard work of our group paid off. **Elorm Godzi (Dept. Project Manager) – Grade 12.**



I decided to take part in DGT Ghana because I have always loved being able to help people in need. When we were brainstorming on what to do, we decided to focus on something that would be relevant and would make an impact on the individuals we want to reach out to. And in trying to make an impact on others, it made an impact on myself too. I gained a sense of empathy and a learned to value what I have. I really enjoyed this experienced. **Amina Banda (Public Relations Officer) – Grade 12.**

The DGT Ghana borehole project was a life-changing experience for me. From the initial stages of planning and intense brainstorming of ideas on how we were going to raise funds to realize our goal. A goal set-out to improve the lives of the under-privileged, less-fortunate in society by providing them access to clean, potable drinking water. We eventually achieved our goal with the help of a few sponsors and our parents and raised over GHC 24,000 towards the construction of a borehole at Fotobi in the Eastern region. Being the treasurer of the project, I was tasked with ensuring that all funds collected were properly documented and accounted for. On the day of the project commissioning, it was joy and smiles all round from everyone in the community and us; the DGT Ghana team as we finally got the chance to see our vision come to fruition. All our hard work and tireless efforts us a team had paid off. Being part of this project really helped me improve upon myself us a person by learning to step out of my comfort zone and take-up responsibility in ensuring that I offer the best form of help I can to others in society. **Kwame Asafo-Adjei (Treasurer) – Grade 12.**

Being a part of Do Great Things for Ghana has been a very fulfilling experience for me. It is one of the times in my IBDP journey where I have seen all the effort, I have put into a project come to life. The DGT for Ghana team really embodies the spirit of CAS and I'm so grateful to be a member of this well-constructed team. I believe that we are an example of what happens when everyone does their part of a group project. The opportunity to work closely with an organization like the KJM foundation has really opened my eyes to the amount of background work that goes into community service of this scale. It was also an honor to have GOIL as one of our main sponsors for the project. I want to congratulate the coordinator of our team Rudolph on such a success. I also want to say a big thank you to Mama Su for all her help and guidance throughout this experience. Lastly, to all the members of the team, we did a good thing, and you should all be proud of yourself. **Chelpang Alhassan (Communications Officer) – Grade 12.**

CAS PROJECT – TeenMTH

TeenMTH- Teen Mental Health Awareness Campaign.

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

Type of Service – Indirect

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

CAS Strands: Creativity & Service

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



Hello and Happy New Year. We know it's been a while 😊 but we are back and we are kick starting the year with the mental health condition: EATING DISORDERS.

The reason why we wanted to deal with eating disorders is that; we happen to live in a very materialistic society, where physical appearance is regarded highest. Mainstream media projects the idea of the 'perfect' body: women are expected to be small and dainty, slim-thick or have any other specific body type, while men are supposed to be muscular. Instead of promoting self-acceptance; society pushes these ideals into people's faces, and promotes the idea that not

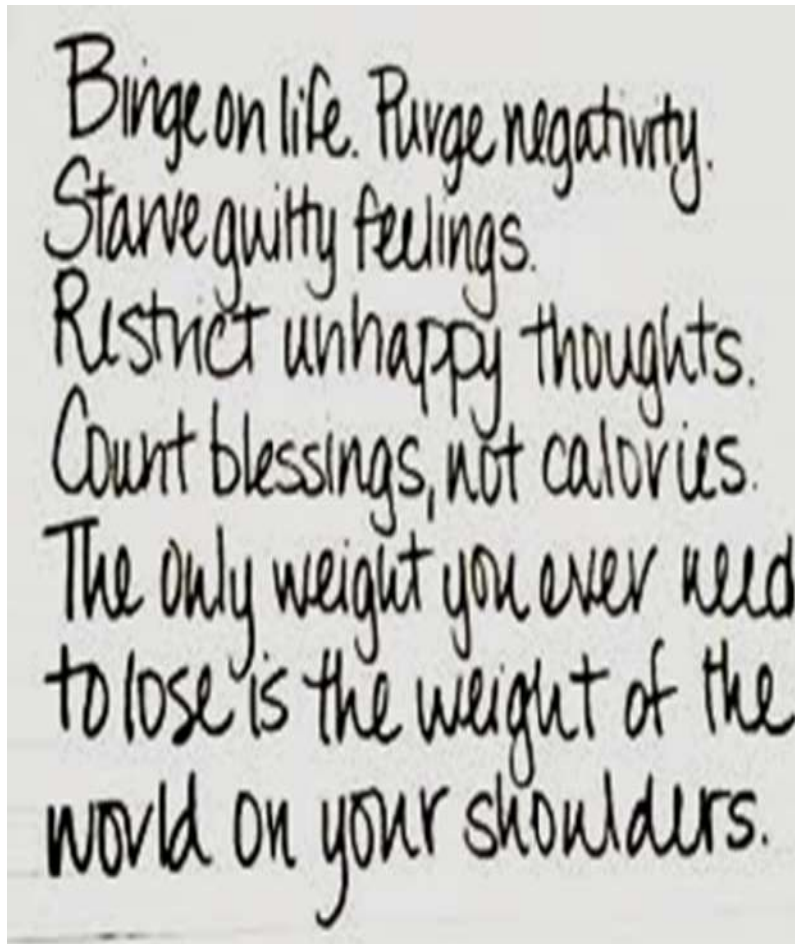
fitting into these images becomes undesirable. Although there has been immense progress in terms of promoting different body types, there is still a lot of work that to do.

According to research, cases of eating disorders seemed to have risen among teenagers over the last few years; a factor being stress from the events of the pandemic. This includes losing the familiar rhythm of the school day and being distanced from the support of their friends and many of the things that structured a teenager's life. Some teens turned their attention toward academics and appearance as a way to cope with anxiety or feel productive. Achieving goals around 'healthy' eating or getting 'in shape' got out of hand" and quickly caused significant weight loss. Being in school also posed a barrier of using food as a coping mechanism; at home students didn't have that barrier. Therefore the case was that; you were either eating too much or too little. Finally, we observed that, while many people are aware of eating disorders, they are not fully aware of the many effects they can have on an individual's life, as well as the lives of those around them, such as family and friends.

One may ask; what are eating disorders?

Well, Eating disorders are psychological conditions indicated by unhealthy, obsessive or disordered eating habits. These disorders involve focusing too much on your weight, body shape and food and thus leads to dangerous eating behaviors which can impact your body's ability to get appropriate and enough nutrition. There are many types of these eating disorders:

anorexia nervosa, bulimia nervosa, binge-eating, pica, rumination etc. (these have umbrella terms), and these disorders are common to people of all sizes.



Anorexia nervosa is indicated by an individual's extreme obsession with weight loss or exercise whereas bulimia nervosa is indicated by frequent cycles of binge eating excessive amounts of food, followed by self-induced vomiting.

Binge-eating is indicated by eating large amounts of food to the point of discomfort, followed by feelings such as shame and pica is characterized by eating one or more non-nutritive/ non-food substances on a regular basis; e.g.: hair, soap, sand, powder etc. Rumination is indicated by bringing out food from the stomach, re-chewing and re-swallowing or spitting it out. Usually, the individual appears to be regurgitating effortlessly

or without exhibiting any particular signs of distress or disgust.

Eating disorders can have many effects on individuals; especially on their overall wellbeing (both physically and psychologically). Indicators such as fatigue and fainting, dehydration, amenorrhea (loss of menstruation in women), heart failure, diabetes, high cholesterol, weight loss, stomach ulcers and intestinal infections are but a few physical effects of eating disorders.

Those who have a greater likelihood of developing eating disorders; are individuals who have negative body images. These people are also more likely to suffer from low self-esteem, negative emotions and obsessions with weight loss.

How these disorders can be detected and managed?

THERE'LL BE MORE ON THAT NEXT WEEK IN PART TWO OF THE EATING DISORDERS SERIES!!!

But in the meantime, please do not forget to ...

Love, TeenMTH ♥😊

(P.S: Please follow us on IG @teen.mth)

Alumni Corner — Nubuke Gadzekpo Amoah, IB Class of 2017

Hi everyone, my name is **Nubuke Gadzekpo Amoah**, I am a proud alumina of the **IB Class of 2017**. I joined TIS in August, 2011, in Grade 7. I am a classy **Cecilian** and I was a **Green Wisteria** Colour Leader/Champion. In DP1, I studied Theatre and I was a **CAS Prefect**, *Nubuke is CAS, CAS is Nubuke...* that was my slogan!

My fondest memory?? Probably *The Chocolate Friendship Day* where I got the most chocolate!!! That holiday is iconic, not to mention the unforgettable school play productions like *Joseph and the Amazing Technicolor Dream Coat*, *The Lion King*, *Sarafina...* and all other school productions that I would not miss for anything.

Life after TIS? Wow, leaving the walls of TIS to the world...

I started off by building my YouTuber career, yes, I mean YouTuber, check it out, and make sure to **subscribe**, like and share - @NUBUKE, <https://www.youtube.com/watch?v=yJw6FID9LW4&t=905s> ... Then I

did a gap year at **African Leadership University** in Mauritius and headed to England to major in Drama at the **University of Exeter**.

I graduated in the midst of a pandemic and began to travel and grow my YouTube Channel, where I document my journey around the world and the crazy activities that come with it.

How was my experience with my first TV show?



Oooo, it's been such a beautiful experience. Everyone is so so nice, and it just encourages me to put my best foot forward. It's a medical show about the hustle and bustle of life in Ghana. I'm *Dr Debbie Sampson*, that's all I can give out for now.

My character on the show?

You'll have to watch to find out. Check it out on * #AccraMedic* launching on January 19, 8:30 pm! #akwaabamagic DSTV Ch 150 and GOTV Supa Ch 101 - Tune in and let's have some fun!

How it feels few days from the premiere??

I'm excited!

Am I living my dream??

I better be! I did theatre in IB/DP and then did Drama in university. So all that time better be doing something.

Word of advice to those seeking their passion?

Go for it. If an idea pops in your head try it, there's honestly no harm in trying. Do it and if it doesn't work out, it doesn't. But if does, you've just hit a gold mine.

At this point what I am grateful for?

That my family is so supportive of who I am.

Nubuke in 3 words:

Fun! Enthusiastic! Coolestpersonyoullnevermeet (that's one word)



Alumni Corner — Nubuke Gadzekpo Amoah, IB Class of 2017



DStv
Ghana
CHANNEL 150

Akwaaba
Magic



ACCRA MEDIC

PREMIERES WEDNESDAY 19 JAN | 8:30pm

GOLV SUPA
CHANNEL 101

   | WWW.AKWAABAMAGIC.TV

After School Activities – ASA – sign up is open. Do not miss the opportunity to engage in ASA, over 30 possibilities to learn and have fun.

<div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;">  <p>TEMA INTERNATIONAL SCHOOL</p> </div> </div> <p style="text-align: center;">ASA – After School Activities – Semester II</p>				
DAY 4:30 – 5:30PM	ACTIVITY	INSTRUCTOR/PATRON	VENUE	VACANCY /GRADE
MONDAY	Cosmetology	Ms Abigail	Virtual	10 Ss – All grades
	String Club	Shadrach	Orchestra Room	All grades
	Mooting Society	Louis Welagaamo	C6:LL2	G9 – G11
	Piano Lessons	Mr. Wisdom Abutiate	Orchestra Room	Individual lessons – All grades
	Badminton & Tennis	Sports team	Sports Complex	All grades
	E-Commerce	David Dife	Media Room	10Ss- G10 - G12
	Bead Making	Grace Tsakpo	Design Lab	10Ss- G7 - G9
TUESDAY	MUN	Mr Darko	C12 IS4 – Virtual	50 Ss- All Grades
	Innovation & Entrepreneurship	Mr Sampong & Ms Abigail	Virtual	10 Ss – G9 – G11
	Squash & Table Tennis	Sports Team	Sports Complex	All grades
	Cello & Double Bass	Enock	Orchestra Room	All grades
	Brass Ensemble	Borsah	Music Room 3	All grades
	School Choir	Mr. Wisdom	Music Room 2	All grades
	EdTech Club – Beginners	Jerry Darko - Philemon A	IT Lab 1	All grades
	EdTech Club – Intermediate	Dennis A - David D - Castro	IT Lab 1	All grades
	EdTech Club – Advanced	Eric F - Hayford G - Abass T	Math 2	All grades
WEDNESDAY	Debater' Society	Louis Welagaamo	C6:LL2	G 9 – G11
	Reading Club	Aunty Setor	Virtual	24 Ss – All grades
	Cello & Double Bass	Enock	Orchestra Room	All grades
	Insight TV	David Dife	Media Room	15 Ss – G9 – G12
	Table tennis & Badminton	Sports Instructors	Sports Complex	All grades
	GardenHolics	Grace Kabukie	Project Centre Garden	8 Ss – G7 – G10
	Bead Making	Grace Tsakpo	Design Lab	8 Ss – G10 – G12
	String Club	Shadrach	Orchestra Room	All grades
THURSDAY	Sign Language Club	Diana Asante	C8LL4	16 Ss – G7 – G9
	Pop Band	TBC	Music Room 3	Individual lessons – All grades
	MUN	Emmanuel Sampong	C12 IS4 – Virtual	50Ss - All grades
	Brass Ensemble	Mr Borsah	Music Room 3	All grades
	Interact Club of TIS – Meeting 2 x Month	Grace Kabukie & Gilda	Handel Picasso & Virtual	22Ss – All grades
	Cookery	Sophia Dumakor & Abigail	Project Centre – Kitchen	68s – All grades
	Tennis & Squash	Sports Instructors	Sports Complex	All grades
FRIDAY	Cello & Double Bass	Enock	Orchestra Room	All grades
	School Choir	Mr Wisdom	Virtual	16Ss – G11
	Aqua- fit and Rehabilitation Exercise	Callistus Sullo	Sport Complex	Staff
	TIS Beat Makers Club	Kelvin Ahiakpor	Handel and Picasso – Music Room	All grades
	Athletics	Sports Team	Sports Complex	All grades
	Creative League	Rahman & Theophilus Owusu	Visual Art Studio	15 Ss – All grades
	Cooking with Aunty Grace	Grace Kabukie	Project Centre – Kitchen	8 Ss – G7 – G9
	Friends of the Zoo	Edem Amencio	General Science Lab	All grades
Your time/ONLINE	Photography	David Dife	Media Room	8 Ss – G7 – G9
	Young Authors	Dr Ken Darvall	ONLINE	All grades
SUNDAY 4 – 5 PM	Swimming Club	Dr Ken Darvall	Pool – Sports Complex	All grades
<p>Service Projects – An opportunity for Service as Action and CAS Students to develop their Service projects within the community. Discuss the project logistics with your coordinator or supervisor. Safety is our priority and more so in these times of COVID-19. If you are going into the community, it is mandatory to observe all the protocols such as wearing of masks, social distancing. Check the list of NGOs you can collaborate for the purpose of Service learning projects at the CASSA office.</p>				
<p>CAS projects: G11 & G12 Students must submit the Project proposal form to the CAS Coordinator before starting a project.</p>				
<p>Red Cross Club: Meetings once a month for all those who are certified by Red Cross Ghana Society. Sign up for the 4-day online workshop. Date and time TBC</p>				
<p>Patrons: Mr. Hayford Gyasi, Messier John Mensah and Abigail.</p>				
<p>Performance/School Event organisers: Open to all students. Look out for opportunities on the Notice Board, Bulletin or ManageBac</p>				
<p>Workshops: Opportunities will be shared on the Weekly Bulletin - CAS-SA Corner and ManageBac. You will learn valuable skills in these workshops. Don't miss out.</p>				
<p>DoEIA – Dukies – Kindly follow up the Dukies Group on ManageBac for updates. To register for Bronze, Silver or Gold Award Level contact Mr. David D – david.dife@tis.edu.gh</p>				
<p>All students are expected to participate in at least 3 After School Activities 4:30 pm – 5:30 pm. Sign up with the activity patron/instructor. Commitment and Balance are essential.</p>				
<p>MB* - ManageBac - Ss* - Students</p>				

Red Cross First Aid Workshop

Coming up on the **22, 23, 24 and 25 February** the **First Aid training** with the **Ghana Red Cross Society**. A great opportunity to learn skills and serve your community.



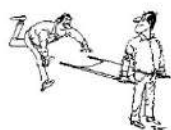
This training will go a long way to prepare you for real-life situations such as CPR, Heart Attack, Drowning, Burns, COVID-19, etc. Not to mention it will look great on your resume and college application. Remember Universities are looking for unique skills and achievements in their candidates.

To Sign Up fill form shared on ManageBac and pay the workshop Fee of GHC 300 to the Ghana Red Cross Society. The fee cover for the workshop, certificate, Red Cross Membership Card, Cap, T-Shirt and badge. **Payment** should be made to Mrs Abigail by **25 January** at the CAS office.

- Be on time - No excuses.
- Research about the Red Cross Society and the topics you will learn (see program lineup attached)
- The sessions will be at the Design Lab. The workshop starts at 4:15 pm each day. All participants are expected to be seated 5 minutes before the workshop starts. If you miss a session or are late, you will not receive the certificate.



The Fundamental Principles of the International Red Cross and Red Crescent Movement



1. **Humanity** - prevent and alleviate human suffering
2. **Impartiality** - non-discrimination and proportionality
3. **Neutrality**- retain credibility by not taking sides
4. **Independence** - autonomy with respect to all powers
5. **Voluntary service** - disinterested relief movement
6. **Unity** - only one National Society per country
7. **Universality** - equal rights for all National Societies

www.ifrc.org
Saving lives, changing minds.



International Federation
of Red Cross and Red Crescent Societies

- The practical session will be on Friday, 25 February, at the Sports Complex. Please wear Red Cross T-shirt and cap. **All Covid protocols will be observed.**

After the Workshop, you will be equipped with the skills to support people in case of any casualties.

If you need more information, please contact your patrons: *Abigail, Messier Mensah or*

Hayford.

Sign up closes on Wednesday, 25 January, 5:00 pm

After the workshop members for the following positions will be selected and voted:

1. President - 2. Vice President - 3. Secretary - 4. Event Organiser - 5. PR



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

**Surround
yourself with
people that
reflect who you
want to be and
how you want
to feel, energies
are contagious.**

AUTHOR
RACHEL WOLCHIN

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

COUNSELLORS' CORNER



*EACH DAY IS A BLESSING THAT IS WHY IT IS CALLED **THE PRESENT**. LET US LIVE EACH DAY FULLY, GIVING OFF OUR BEST AND MAKING EVERY SECOND, MINUTE, HOUR COUNT!*

TIS ALUMNI WEEK 2022 ENDS ON AN EXCITING NOTE!

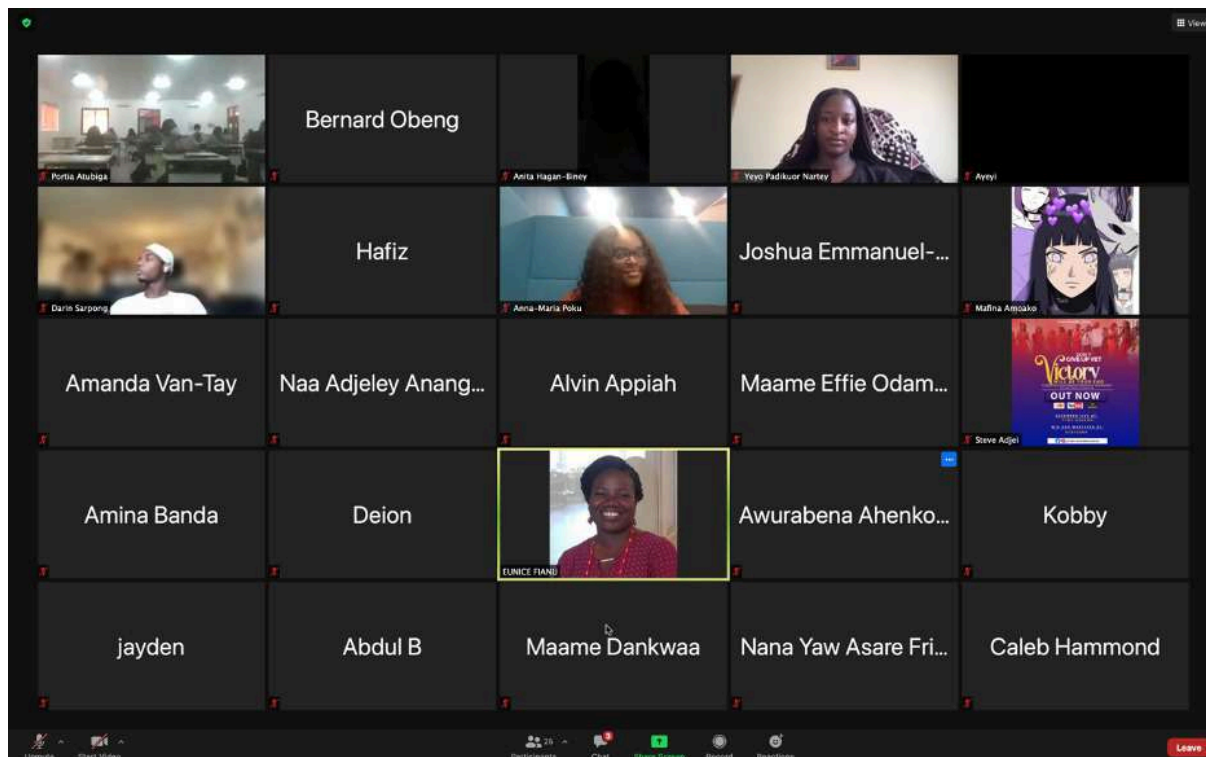


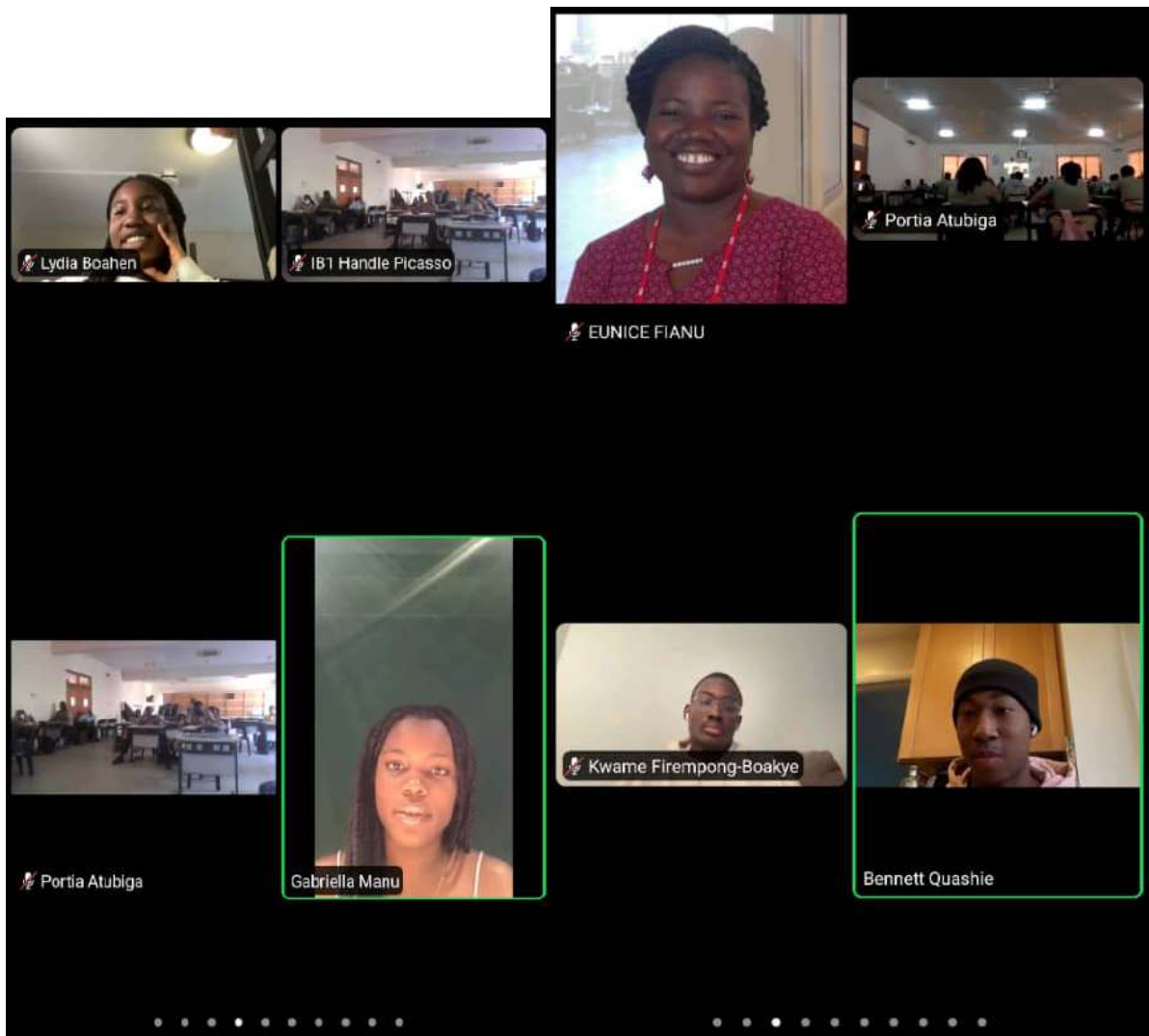
Alumni Week provides a perfect opportunity for our cherished alumni to give back, by sharing their experiences, lessons learned, insightful nuggets of wisdom and to inspire continuing students to excel in TIS and beyond. The alumni sessions this year, although virtual, have been fun and interactive.

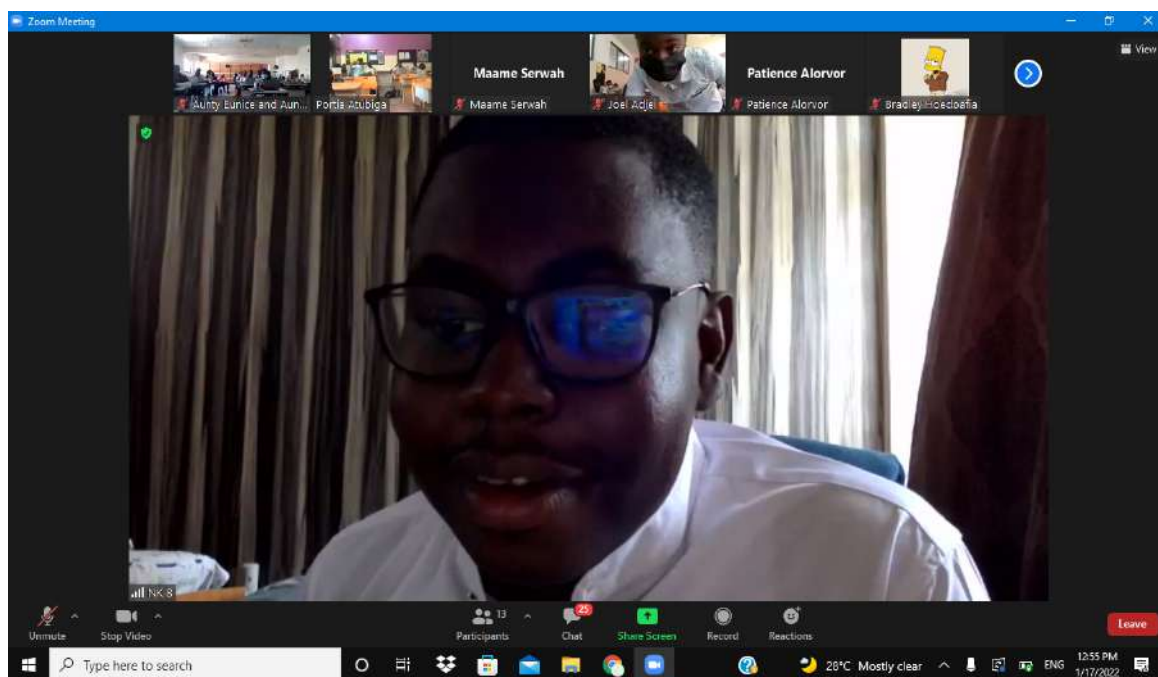
From the lively classroom interactions across grades 7-12, to the super-fun interview with alumnus Stephen Larbi (Couch Controversy show on Youtube), to the Sunday Service and all, **we are very thankful to all alumni who sacrificed their precious time to join us and to make this year's alumni week a success!** It was wonderful seeing each of our alumni and it was a joy to hear them share their valuable experiences and tips. There was so much to learn. **Thank you too to all TIS staff who assisted in diverse ways to make the programme a success**, especially the CAS dDept., for assisting with the Couch Controversy recording and all. We are grateful! It can only get better.

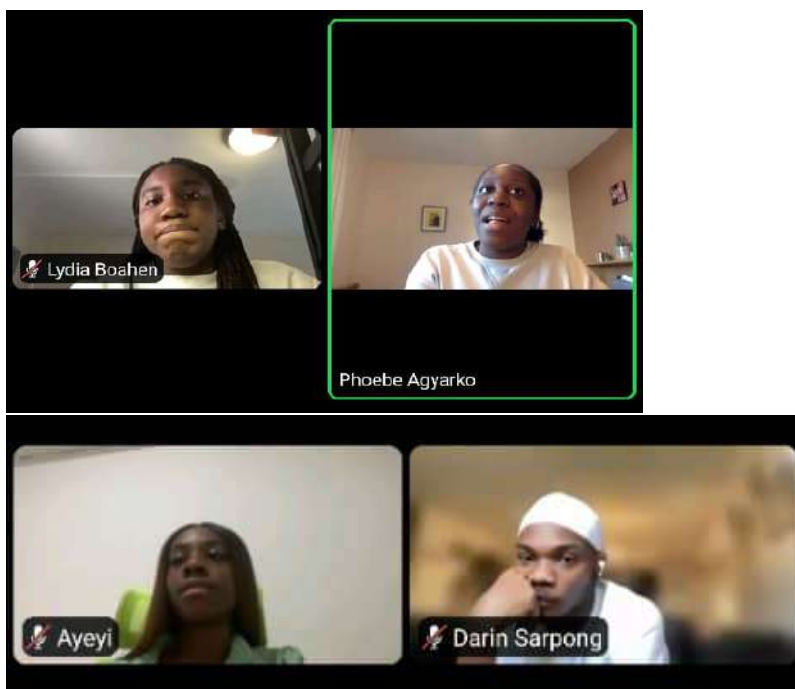
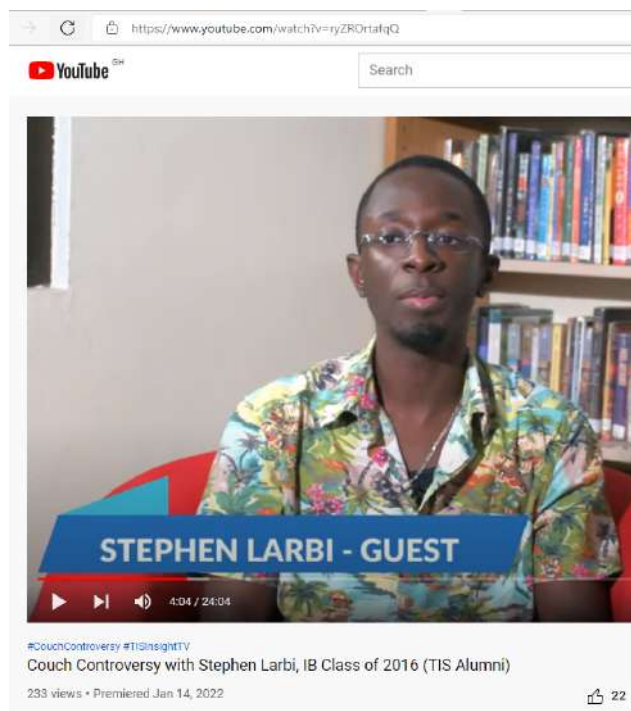
Last Sunday, for our virtual Alumni Thanksgiving Church Service, we had an uplifting sermon from future doctor- Alumnus Nana Kwame Domme Brown '16 who is almost finishing medical school. He touched on the importance of the God-Factor and the Student-Factor in starting the semester well and finishing well. Alumni Bethany Buah and Michael Gyau, both 2021 TIS graduates, also shared some encouraging words as part of the virtual service. Thank you to all alumni who joined any of the sessions. Our freshest Alumni and Cornell University siblings- Stephanie-Louise and Joseph Agyemang, thanks for passing by! 😊

Here are some pictures from the weeklong celebration, which ended last Monday- 17 January 2022:











REFLECTIONS FROM ALUMNI WEEK:

“During our guidance class, we had the chance to speak with alumni from the school. She spoke of her journey in TIS, and how we should take both our academic and non-academic life in TIS seriously as it can benefit us greatly in the future. What I learnt from the guidance lesson is that we are to focus on our journey and make sure we know what we want to pursue in the future.” ~ **Felix Osei-Amoako (Grade 10)**

“The meeting with the Alumni was very informative and lead me to have a greater understanding of university life.” ~ **Adelaide Egbenya (Grade 9)**

“I learnt that I should know my strength and weakness so that can improve on them. I also learnt that I should get enough rest such that I would have enough energy to carry on my day. I learnt that I should identify those who can help me with my weakness and befriend them. I learnt that I should know my limit so that I can do my best. I also learnt that I should never forget where I am coming from.” ~ **Kwabena Sasu Boamah (Grade 9)**

“This week was alumni week and to celebrate we had a couple of alumni come and talk to us about their college experiences and to give us some advice on how to prepare for the future. They also talked to us about some of the experiences that they had and still have whilst attending Uni and what to expect. An alumnus named Phoebe that graduated in 2020 talked about how we need to have discipline and have integrity because in university no one would chase after us. Another lesson I learned from this experience is that you should make the right friends at the right time, and I should choose a school that I would enjoy.” ~ **Oge Moghalu (Grade 11)**

“During this Guidance class, we had the honor to have alumni from the class of 2019. During her speaking time, she talked about herself and told us what shortly how her experience was in TIS. She also highlighted the fact that Tis helped her a lot even though she was In TIS for only 2 years (since

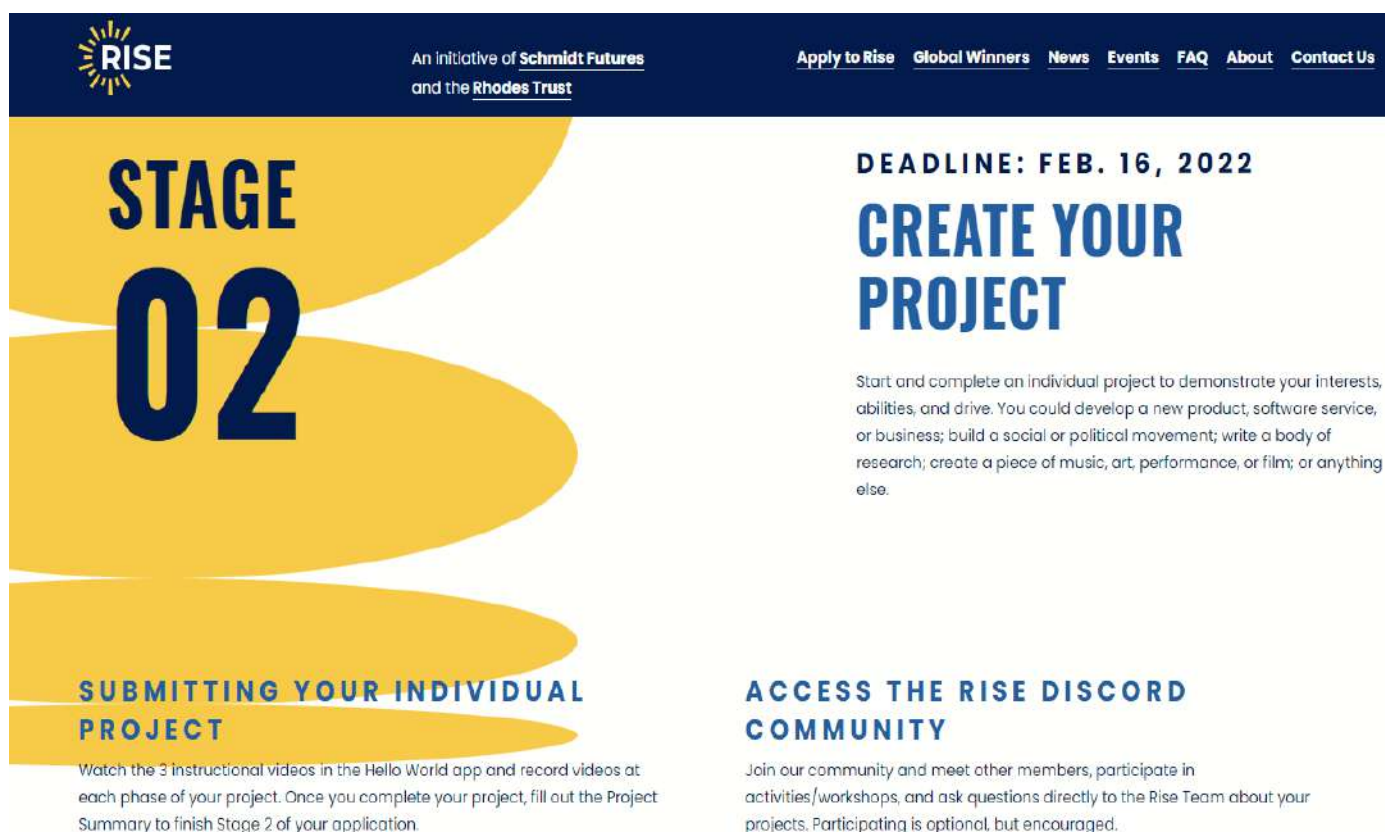
grade 11) she also mentioned the fact that we should get involved in extracurricular activities to help us for UNI. She mentioned the fact that we should know yourself and our weaknesses and that it would help to improve on our performances in school. She said that it is important to help others and get help when we do not know something. She also touched on the fact that we should choose subject that we are sure to enjoy. This zoom meeting was very insightful and helped me understand new things that I am looking forward to apply in my life.” ~**Farah Agoro (Grade 9)**

“On January 13th, we had a meeting with a few TIS Alumni students. Throughout the meeting, I had the opportunity to hear excellent advice from several Alumni speakers. I had the opportunity to hear advice on how to cope with university life, how to choose between numerous university life options, and much more. The discussion left me with a few specific pieces of advice, the first and most essential of which is to not take the IB course for granted because it allows me to be ahead of my peers in University by serving as a foundation year. Another piece of advice I agree with is to make new friends of all nationalities, not just Ghanaians, because it would help me make connections in life. To summarize, I would say that this experience has been very informative and valuable and that with their counsel, I should be able to cope with university life.” ~**Amanda Van-Tay (Grade 12)**

SPECIAL SCHOLARSHIP OPPORTUNITY- DP1s, DP2s & Grade 10s: RISE SCHOLARSHIP UPDATE:

The deadline for the First phase of the scholarship application ended last week Friday- 14 January. All students who completed the first step should please see and inform their counsellors in the coming week and start work on Phase 2 of the scholarship application due February 16:

<https://www.risefortheworld.org/apply-to-rise/>



The banner features a dark blue header with the RISE logo (a sunburst icon) and the text 'An Initiative of Schmidt Futures and the Rhodes Trust'. Navigation links include 'Apply to Rise', 'Global Winners', 'News', 'Events', 'FAQ', 'About', and 'Contact Us'. The main content area has a yellow background with a large 'STAGE 02' text. To the right, it states 'DEADLINE: FEB. 16, 2022' and 'CREATE YOUR PROJECT'. Below this, a paragraph describes the project creation process. At the bottom, two sections are highlighted: 'SUBMITTING YOUR INDIVIDUAL PROJECT' with instructions to watch videos and fill out a summary, and 'ACCESS THE RISE DISCORD COMMUNITY' with an invitation to join the community.

RISE
An Initiative of Schmidt Futures
and the Rhodes Trust

[Apply to Rise](#) [Global Winners](#) [News](#) [Events](#) [FAQ](#) [About](#) [Contact Us](#)

STAGE 02

DEADLINE: FEB. 16, 2022

CREATE YOUR PROJECT

Start and complete an individual project to demonstrate your interests, abilities, and drive. You could develop a new product, software service, or business; build a social or political movement; write a body of research; create a piece of music, art, performance, or film; or anything else.

SUBMITTING YOUR INDIVIDUAL PROJECT

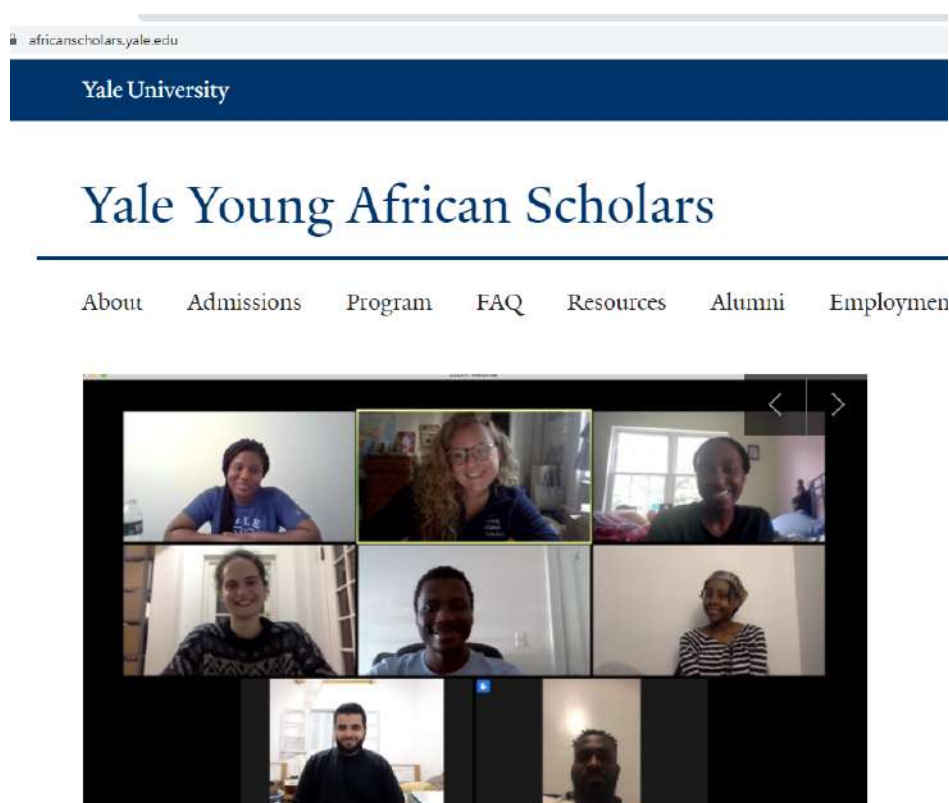
Watch the 3 instructional videos in the Hello World app and record videos at each phase of your project. Once you complete your project, fill out the Project Summary to finish Stage 2 of your application.

ACCESS THE RISE DISCORD COMMUNITY

Join our community and meet other members, participate in activities/workshops, and ask questions directly to the Rise Team about your projects. Participating is optional, but encouraged.

- **Rise Scholarship** -- Deadline for Stage two: **1 February, 2022**
 - Eric Schmidt, the former CEO of Google, has created a new scholarship program for students aged 15-17. Each year, the [Rise scholarship](#) selects 100 high school students from around the world and provides them the resources and support they need to address humanity's most pressing problems (see the first winners [here](#)). Each winner receives up to \$500,000 in funding, which covers a full undergraduate scholarship at any university in the world (as needed), plus potential funding for grad school and future businesses. It is like the Rhodes Scholarship, but for high school students.
 - Eligibility requirements:
 - Only one: Students need to be born between July 2, 2004 and July 1, 2007

THE YALE YOUNG AFRICAN SCHOLARS (YYAS) SUMMER APPLICATION IS STILL OPEN TO GRADE 10s and 11s. SIGN UP NOW AND SEE YOUR COUNSELLORS IF INTERESTED!
<https://africanscholars.yale.edu/>



OXFORD SCHOLASTICA ACADEMY (SUMMER PROGRAMME) IS ALSO STILL OPEN FOR THOSE LOOKING AT THE UK EXPERIENCE.

UNIVERSITY UPDATES: THE NETHERLANDS:

Want to study in The Netherlands? Check out this website with information on quality universities, visa issues, different types of institutions, application timelines, accommodation, fees and funding et cetera here: [The Guide to Studying in The Netherlands - BridgeU \(bridge-u.com\)](https://bridge-u.com/blog/studying-in-the-netherlands/) or click <https://bridge-u.com/blog/studying-in-the-netherlands/>


important
DATES AND INFORMATION

2021-2022 TEST DATES

See current and New SAT dates and Deadlines for Registration below:

TEST DATE	REGISTRATION AND PAYMENT DEADLINE	GLOBAL DEADLINE
4 Dec. 2021	22 Oct. 2021	4 Nov. 2021
12 Mar. 2022	29 Jan. 2022	11 Feb. 2022
7 May 2022	22 Marc. 2022	7 April 2022

- ✓ **DP1's don't wait until the eleventh hour to register. Register now to avoid any disappointments!** <https://collegereadiness.collegeboard.org/sat/register/international>
- ✓ **SAT Registration Fees** (To complete registration online full payment with credit card only. Visit www.collegeboard.org)



College Board Will No Longer Offer SAT Subject Tests or SAT with Essay

THIS KICKS INTO EFFECT RIGHT AFTER THE JUNE 2021 SAT TEST ADMINISTRATION DATE.

- ✓ **SAT without essay \$98 – Online payment only with visa/credit card.**
- ✓ **NEW; ACCEPTABLE IDs ARE NOW THE VALID UNEXPIRED PASSPORT IN ADDITION TO GHANA'S NATIONAL IDENTIFICATION CARD (GHANA CARD), AS OF AUGUST 2021 ONWARDS.** <https://collegereadiness.collegeboard.org/sat/register/international/policies>


2020-2021 TEST DATES (COMPUTER-BASED TESTING ONLY!)

- ✓ **ACT Registration Fees** (Online payments only: Visit www.actstudent.org):
- ✓ **ACT plus writing – TBD, without writing- U.S.\$168.50 (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.


CURRENT & NEW TEST DATES FOR ACT 2021-2022

TEST DATE	REGISTRATION AND PAYMENT DEADLINE	GLOBAL DEADLINE
11 Dec. 2021	29 Oct. 2021	12 Nov. 2021
2 April. 2022	18 Feb. 2022	4 March 2022
11 June 2022	29 April 2022	13 May 2022

Tema International School Partners with the Oxford Scholastica Academy

Tema International School is very pleased to announce it has become one of the first schools to become an Oxford Scholastica Partner School. Dr Darvall has arranged for the school to join a growing number of schools around the world.

[Oxford Scholastica](#)'s mission is to inspire students to discover, explore and prepare for their futures at an earlier stage, giving them the edge to enable them to succeed, have purpose and make a difference, and they partner with leading schools who share those values.

As an Oxford Scholastica Partner School, Tema International School students get priority access to Oxford Scholastica's popular online:

- **Courses** - offering a taste of university learning, stretching students beyond the curriculum and giving them the edge with their university applications
- **Internships** - work experience with real organisations
- **Conferences** - giving real-life insight into careers and courses such as Medicine, Business, Engineering etc.

Tema International School's commitment to providing an excellent and diverse education for all makes this partnership a natural fit, and Oxford Scholastica looks forward to welcoming Tema International School students.

Tema International School students are entitled to a **15% discount** on Oxford Scholastica's online programmes with the code TEMAINTERNATIONALSCHOOL-15 - please note, this is just for Tema International School students. There are also some bursaries available for students who meet certain criteria - please contact Dr Darvall for more information.

You can read more about the opportunities on offer on the Oxford Scholastica website at www.oxfordscholastica.com, or speak with Dr Darvall.



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.”**



