

TIS RECORD

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At TIS,

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

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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

You never put things in front of you that let you think you've arrived. Always have that level of deprivation, so you know there's more to come.

- Marcus O'Sullivan



A Special Moment

Akorlikope.

One word. One village. One new school. Thousands of memories for our CAS students over the years.

Yesterday, the Graceland Academy School was officially handed over to the community at a special event to mark this important occasion.

TIS has impacted positively on this small and isolated village, just as the experiences have impacted so much on our students who have enjoyed the Akorlikope trips over the years.

Akorlikope sums up what IB and its programs are all about: making the world a better place through our actions.



"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.

Well done, TIS, and a big thank you to students, staff and parents who have contributed to this project over the years. We are grateful. We are proud of what has been achieved.

Making It Work

COVID. Another single word that has changed the way we do things over a short time!

Three actions where parents' cooperation are required are:

- Exemptions for any appointments;
- Visiting your children on weekends; and
- COVID vaccinations (see pages 28-30).

TIS takes students to their appointments to minimise interactions in these times. However, appointments should be advised a week ahead so that all arrangements can be coordinated without last-minute complications.

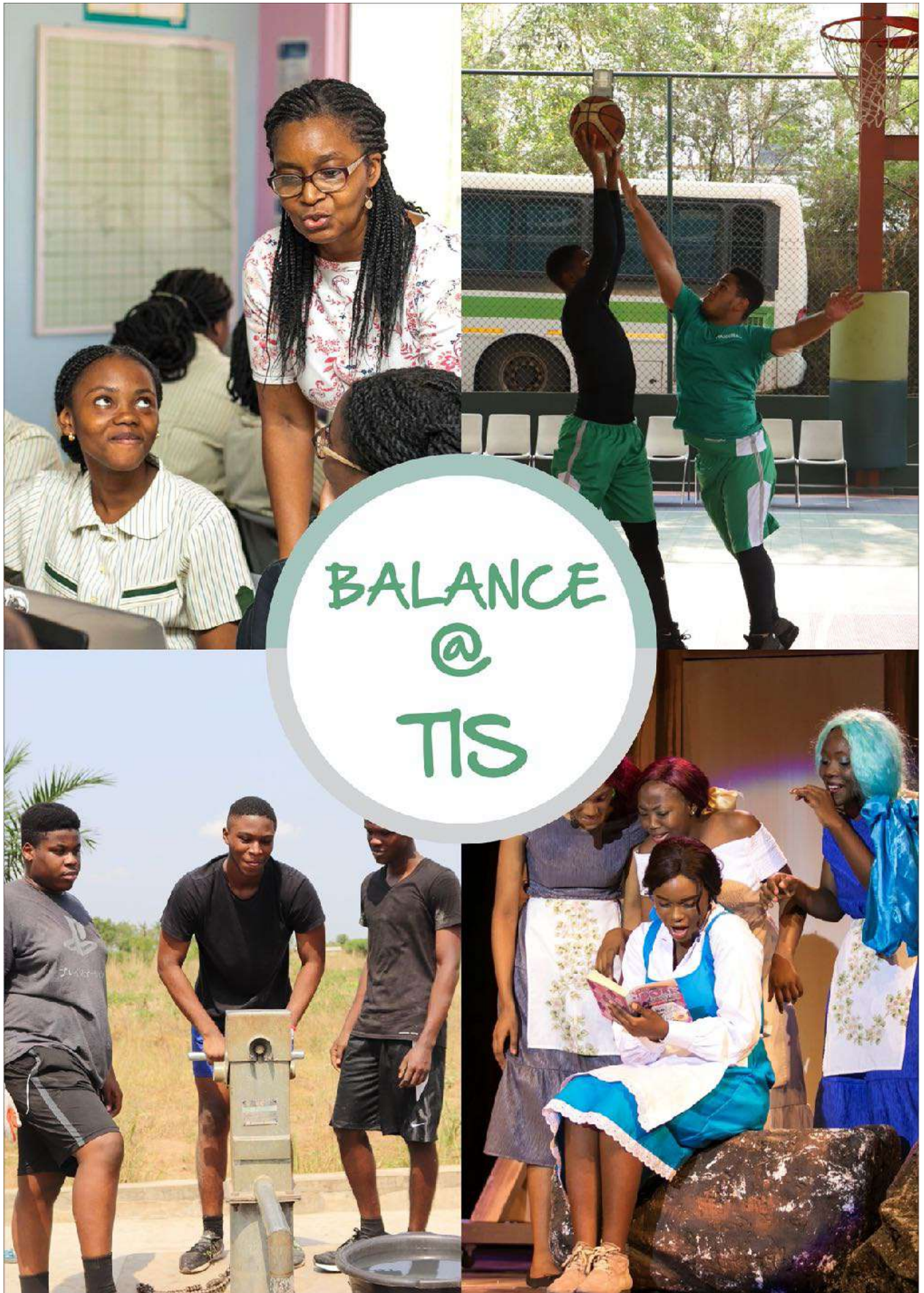
Weekend visiting must be booked online. See the details in the side panel for your action.

Consent for COVID vaccinations (for students 15 years and above) were due on Wednesday. It is most important that all students (and school community members) are vaccinated.

As always, I appreciate your support. Stay healthy.

Dr Ken Darvall (Principal)







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.

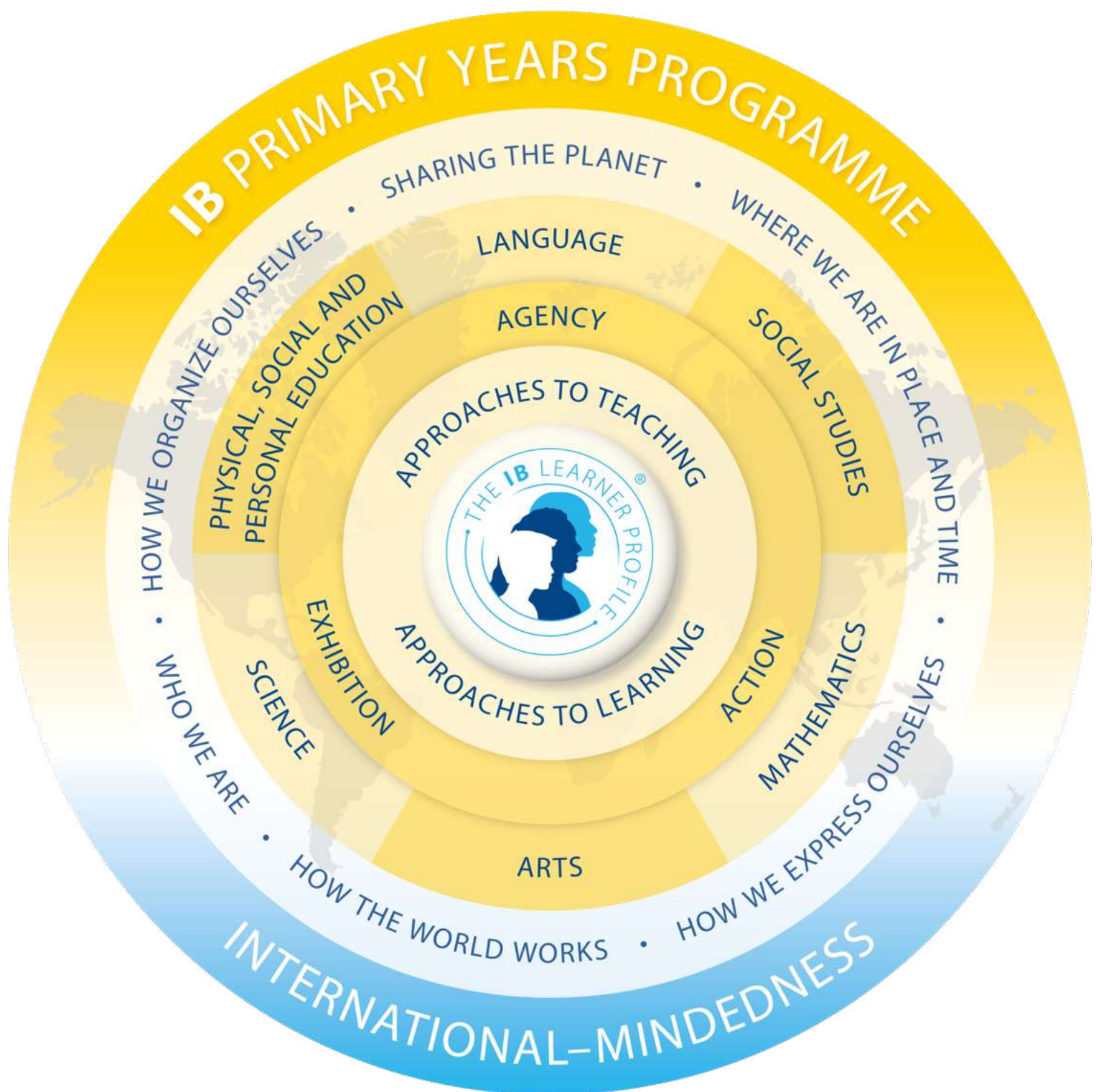
Intending applicants should arrange a tour of the appropriate campus before the admission interview takes place.

The admission process is completed online.

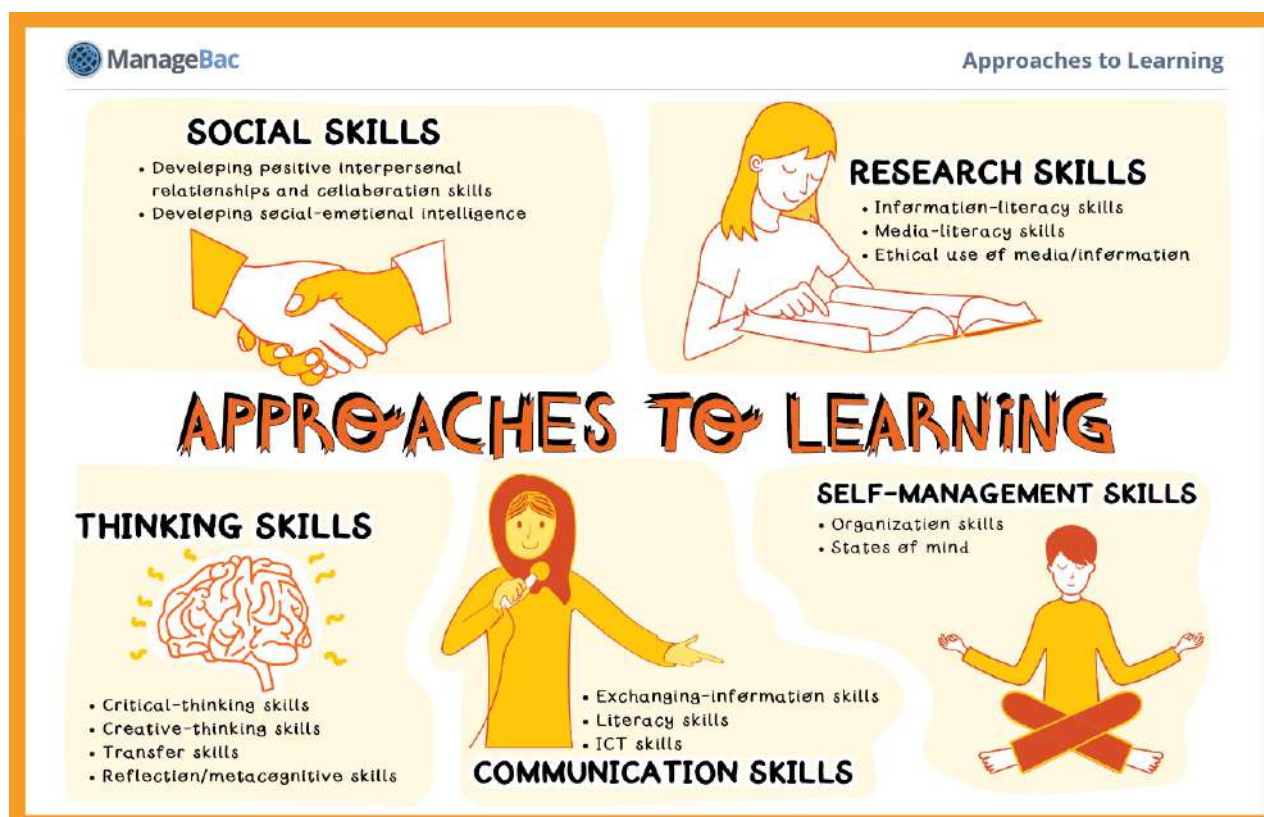
Please visit: <https://tis.openapply.com>

Dr Ken Darvall

Principal 14/1/22



Approaches to Learning (ATL) Skills



Approaches to Learning (ATL) skills are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment. These approaches focus on empowering students to take charge of their learning. ATL skills ensure that students do not only know what to learn but also how to learn.

ATLs consist of five categories of interrelated skills and associated sub-skills that support students of all ages to become self-regulated learners. ATL skills include Research, Social, Communication, Self-management and Thinking Skills. They provide a common language for teachers and students to use when reflecting and building on the process of learning.

At TIS Primary School, teachers collaboratively plan for implicit and explicit opportunities using a variety of strategies to develop ATL skills both inside and outside the programme of inquiry. We use various ATL skills which help our students imbibe and display the learner profile attributes in their daily lives.

Below are some strategies we employ to help learners develop ATL skills.

Children are natural inquirers (natural researchers) from birth and they have the capacity to learn about, interact with and interpret the world around them. From birth, children possess all kinds of mental abilities uniquely suited to these early phases of learning and development. They are curious and capable learners with a sense of agency, rich in potential, bringing valid skills, preferences and understandings to the educational process.





Early years learners' development is supported by explicit teaching of the ATL skills when hands-on learning is combined with student-initiated play. In this unit about systems, learners are inquiring into how transportation, school and family systems are organized. Learners are gathering information by using search engines and capturing images on their tech devices, reading books, watching videos and conducting interviews, thereby acquiring vocabulary and developing research, thinking and communication skills. Learners always have opportunities to share their findings through oral and visual presentations. Their self-management skills become evident during presentations, when they face setbacks in their learning and during play and when they take action by initiating and implementing their ideas. By collaborating with peers in the learning spaces and during outdoor interactions, learners develop social, self-management and communication skills. They learn to advocate for themselves and others and support one another in their learning journeys. When presented with challenging and open-ended tasks, it stimulates their thinking skills. During play-based assessment tasks, they interact with different kinds of materials, document by writing, engage in dramatic and cooperative play, negotiate roles, take turns, convey desires and meet the needs of others. Throughout these processes, learners reflect and exhibit their understanding by practically applying new knowledge gained and understanding to new situations.



Improving coordination through music

As part of the inquiry on images, learners researched past ways people documented history in their families. They enjoyed presenting their findings to the class through a presentation which is a way to learn and improve their communication skills. They critically analysed and compared the old and modern photographs, noting the change in colour and dressing. Through this learning engagement, learners built their research, communication and thinking skills.



Developing communication skills through oral presentation

The strategy employed during this Mathematics lesson was to get learners to collaborate to find a solution to the question on sorting shapes using a Carroll diagram. They found creative ways to organise their shapes through drawings and using real objects. They discussed and were critical about finding the right category to group each piece. Through this activity, students implicitly learned to use their self-management and thinking skills.





Developing Thinking and Social skills through math activity



Developing research skills through collaboration

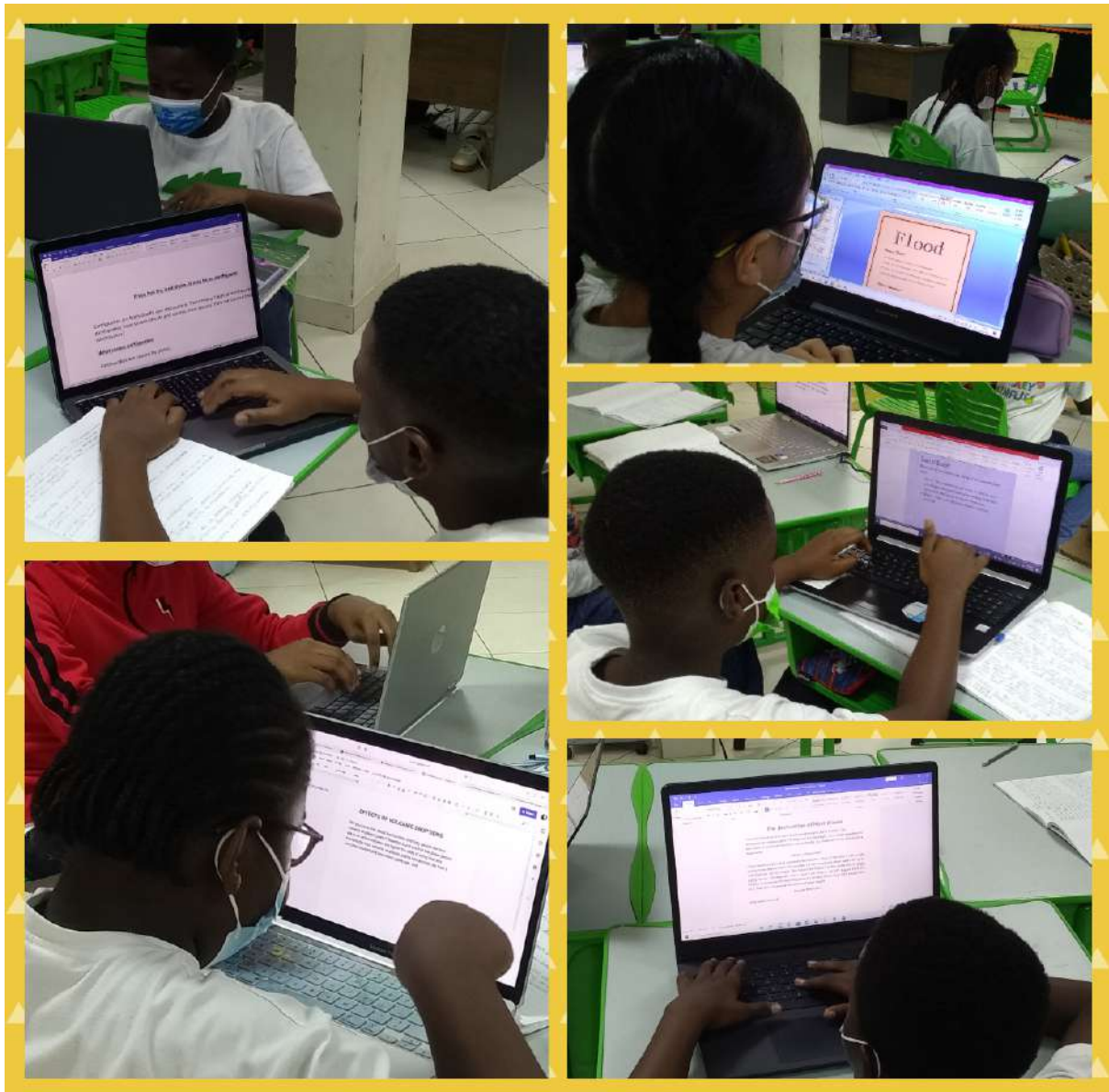


Developing Thinking and Social skills through poster creation

Learners engage in all five ATL skills when they work in groups to create posters. They research to find information and think creatively to present their understanding. They learn to work with others, improving their social skills and communication. They work within the allotted time to improve upon their self-management skills.



Developing thinking skills through music



Developing Communication skills through report writing

ATL skills are fundamental in helping students achieve their full potential on their learning journey. With these skills, students develop the ability to:

- Ask open-ended questions
- Set effective goals
- Show motivation and perseverance
- Try different learning processes
- Self-assess and self-adjust
- Reflect on achievement.



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
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September '21						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October '21						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December '21						
Su	M	Tu	W	Th	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January '22						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February '22						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March '22						
Su	M	Tu	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April '22						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May '22						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June '22						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July '22						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
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



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

Community Project: Biblotheque Saint -Jean

As you may know, every year the Middle Years Programme requires MYP3 students (Grade 8) to come up with ideas for a community project in groups. For our project we are refurbishing a library at St. John's Academy at Ashaiman, Lebanon. During our time of being at home and at school, we were able to get some donations from our parents in order to begin the plans for our project. We were able to get a total of nine thousand Ghana cedis from our parents (9,000GH¢). We also got in touch with a carpenter and an electrician who have now covered the roof which was exposed with wood and wires and as well have re-wired the whole room with the money we got. We also were able to get a painter who painted the walls and the ceilings.

Progress on work:

a) Before work began.





Current work state

We are currently working on the shelves and we would need your support.

We would be honoured if the school or the wider TIS community had old carpets, old books, and table and chairs to decorate the library.

For more information about the donation please contact our supervisor George Sandy Manu.

Also, if you would like to donate money please send to Momo Number **0544477052** George Sandy Manu.

Thank You.

Yours Sincerely,

Charles, Klenam and Richmond
(Biblotheque Saint -Jean):

Grade 8



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

21 Communication Skills Every High School Student Should Have

Below is the list of 21 Communication Skills that every high school student should have before beginning college or a career.

1. **COMPOSE** an email that elicits a clear response.
2. **UNDERSTAND** the difference between personal and professional communications and can **CRAFT** clear communications for a variety of audiences.
3. **TROUBLESHOOT** sending large attachments and a variety of file types.
4. **SET** norms and expectations within any group setting.
5. **ARTICULATE** their ideas comfortably and show empathy for other students' perspectives and points of view.
6. **DETERMINE** their own signature strengths and advocate for specific roles.
7. **ASSESS** the effectiveness of their own (and their peers') participation and involvement within the group.
8. **CREATE** an agenda and maintain a project timeline.
9. **ORGANIZE** content so it is interesting, informative, and memorable for their peers.
10. Effectively **SELECT**, **LOCATE**, and **INTEGRATE** images and icons as visual cues that complement their content.
11. **SELECT** the best application to deliver their content.
12. **PUBLISH** and provide purposeful content for a variety of authentic audiences.
13. **LOCATE** and **UTILIZE** appropriately licensed images.
14. **PROTECT** their own work and images using a variety of methods and tools.
15. **CREATE** and **MAINTAIN** a digital portfolio and resume.
16. **REFLECT** on individual learning artifacts as well as their process of learning.
17. **PROVIDE** effective formative feedback to their peers and their work.
18. **BE AWARE** that social media is only one aspect of a person's life and can oftentimes be distorted.
19. **LEVERAGE** social media to share authentic learning artifacts.
20. **UTILIZE** curation as a way to digest and distill information.
21. **SELECT** appropriate tools (both analogue and digital) and processes for curation and distillation of content.

Source: <https://corwin-connect.com/2021/11/21-communication-skills-every-high-school-student-should-have/>

Sleep and schoolwork

A new Health Behaviour in School Aged Children study offers insights into the lives of 11- to 15-year-olds in England. Below are the proportions of young people who reported **not** having enough sleep to be able to concentrate on their schoolwork.



Source: Brooks, F. Klemra, E., Chester, K., Magnusson, J. & Spencer, N. (2020) 'HBSC England National Report: Findings from the 2018 HBSC study for England.' Hatfield, England: University of Hertfordshire.

Teacher

Surround yourself with good people.
People who elevate you and bring out the
very best in you.

You are a combination of the people you
spend the most time with, so be discerning
in your choices.

Pick people who reinforce and support the
person you want to become.

Choose people who pick you.

Always ask yourself, do I feel better or
worse for having spent with them?



HOW TO APOLOGIZE

1	Say <u>what</u> you are sorry for	"I am sorry for..."
2	Say <u>why</u> it was wrong.	"It was wrong because..."
3	Accept full <u>responsibility</u> .	"I accept full responsibility for what I did/said."
4	Ask <u>how</u> to make amends.	"How can I make this better?"
5	<u>Commit</u> to not doing it again.	"Moving forward, I promise to..."
6	Ask for <u>forgiveness</u> .	"Will you accept my apology?"
7	<u>Thank</u> them.	"Thank you for bringing this to my attention."

@sylviaaduckworth

THESE ARE NOT APOLOGIES: ☹️

- I'm sorry you feel that way.
- I'm sorry you misinterpreted what I said.
- You misunderstood what I meant.
- I'm sorry but...
- What about that time you...
- It was your fault that I...

VACCINATION EXERCISE

Following the joint press release of the Ghana Education Service and the Ghana Health Service, Tema International School will be organizing vaccination sessions for students 15 years and above who fall within the eligibility criteria in the coming weeks.



This exercise would commence tomorrow at the Sonia Infirmary for students whose parents have consented.

Although these vaccines have been extensively studied and identified to be largely safe in eligible populations, few vaccine reactions may occur, these are however expected to be mild and may last up to 3 days after the vaccination.

They include

- Arm soreness
- Mild fever
- Tiredness
- Headache
- Muscle or joint aches

This is due to your body recognizing the vaccine as a foreign substance, and mounting an immune response to recognize and fight future COVID infections.

A medical team will be on standby at the infirmary to attend to these concerns, and offer symptomatic treatment. Drinking a lot of water helps improve these symptoms.



What to Expect after Getting a COVID-19 Vaccine

The COVID-19 shot may cause side effects in some people. Side effects should go away in a few days.

COMMON SIDE EFFECTS

On the arm where you got the shot:

- Pain
- Redness
- Swelling

In the rest of your body:

- Fever
- Chills
- Tiredness
- Headache
- Muscle pain
- Nausea



Ask the facility healthcare provider (or facility staff) for help if:

- The redness or pain where you got the shot gets worse after 24 hours
- Your side effects are worrying you
- Your side effects do not seem to be going away after a few days

HELPFUL TIPS

If you have pain, headache, or fever, ask a healthcare provider (or facility staff) if you can have medicine.

If you are sore where you got the shot:

- Apply a clean, cool, wet washcloth over the area
- Use or move your arm gently

If you have a fever:

- Drink a lot of water
- Get plenty of rest
- Dress lightly



REMEMBER

Side effects may make you feel a little sick or even make it hard to do daily activities, but they should go away in a few days.

Some COVID-19 vaccines need 2 shots to work. You should get the second shot even if you have side effects after the first shot, unless a doctor tells you not to.

COVID-19 vaccines may not fully protect you until a week or two after your final shot. It takes time for your body to build protection after any vaccination.



Even after your COVID-19 vaccination, when you are in a correctional facility, it's important to continue wearing your mask, try to stay at least 6 feet away from others as much as possible, and wash your hands often.



cdc.gov/coronavirus

102326104.1



Parents/ guardians whose wards are yet to receive the second dose can kindly send an email to regina.owusu@tis.edu.gh to liaise and plan accordingly.



TEMA INTERNATIONAL SCHOOL

SPORTS



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



EDUCATION FOR A BETTER WORLD

TOP 5 STRENGTHS CONNECTED TO HAPPINESS



CURIOSITY



ZEST



HOPE



GRATITUDE



LOVE

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

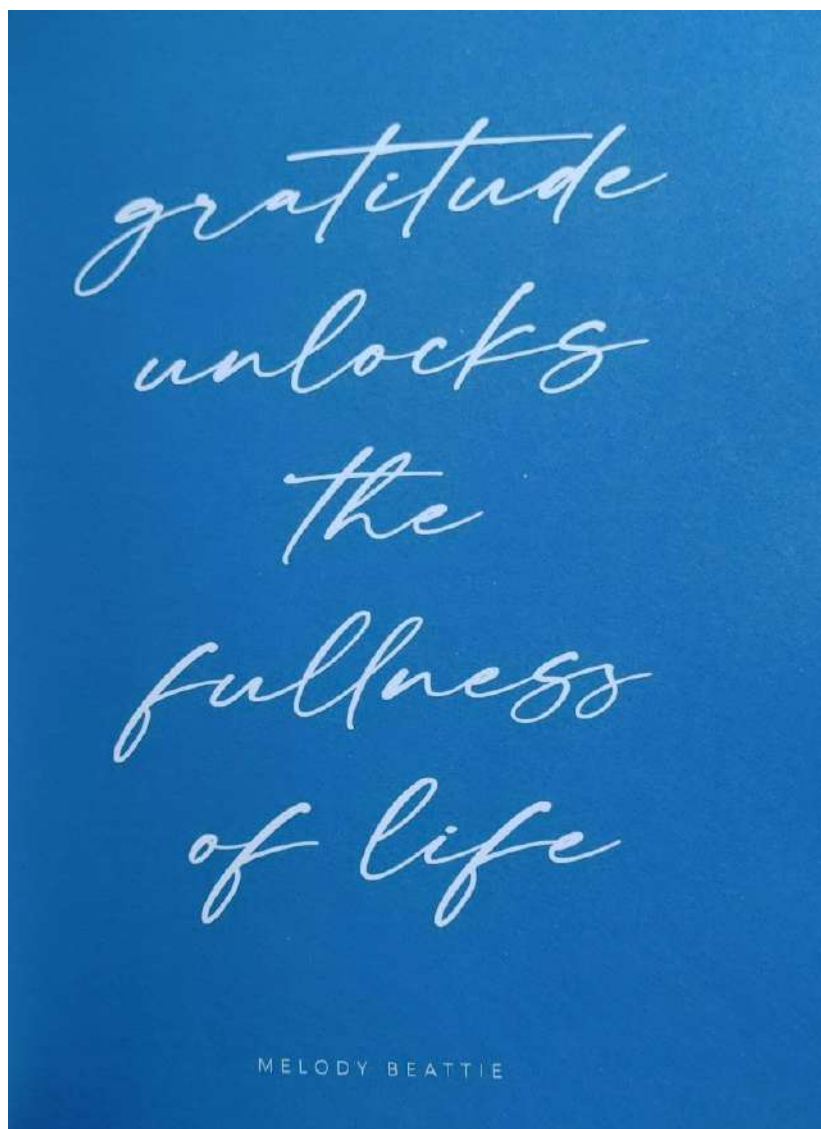
TAKE CHANCES

SMILE MORE

BREATHE

FLIPANDSTYLE

COUNSELLORS' CORNER



A grateful heart sees the positives and does not dwell too much on the negatives. What are you grateful for? "When we focus on our gratitude, the tide of disappointment goes out and the tide of love rushes in" ~Kristin Armstrong. In this month of love, let us show gratitude to others and let us have a grateful heart to God for the many blessings we enjoy including the gift of life.

VIRTUAL UNIVERSITY FAIR- 28 UNIVERSITIES PARTICIPATING! SIGN UP NOW!!!

Gulf EDU Tours would like to invite students, parents and High School Counselors to their (free) **Virtual University Fair for high schools in Africa on 22 February @ 4 pm - 7 pm Central & South Africa time.**

In the flyer below, find the 28 participating **universities from CANADA, UK, EUROPE & USA.**

REGISTER USING THIS LINK: <https://tinyurl.com/22FebCollegeFair>



Virtual University Fair for high schools in Africa

Study in CANADA, UK, EUROPE & USA



FREE EVENT

TUESDAY 22ND FEBRUARY

@ 2 PM - 5 PM GMT

@ 3 PM - 6 PM WEST AFRICA, GMT+1

@ 4 PM - 7 PM CENTRAL & SOUTH AFRICA, GMT+2

@ 5 PM - 8 PM EAST AFRICA, GMT+3

MEET THE REPRESENTATIVES OF TOP UNIVERSITIES - LEARN ABOUT DIFFERENT MAJORS, ADMISSIONS REQUIREMENTS, STUDENTS LIFE, FINANCIAL AID, DEADLINES, ETC.!

AGENDA OF THE EVENT

ATTENDEES CAN VISIT THE VIRTUAL TABLES OF THE BELOW 28 UNIVERSITIES DURING THREE HOURS AND MEET WITH THEIR REPRESENTATIVES



SCAN ME TO GET REGISTERED OR VISIT

[HTTPS://TINYURL.COM/22FEBCOLLEGEFAIR](https://tinyurl.com/22FEBCOLLEGEFAIR)

CANADA

UNIVERSITY OF BRITISH COLUMBIA

UNIVERSITY OF LETHBRIDGE

UNIVERSITY OF WATERLOO

UK

RICHMOND, THE AMERICAN INTERNATIONAL UNIVERSITY IN LONDON

EUROPE

AMERICAN UNIVERSITY OF ROME - ITALY

BOCCONI UNIVERSITY - ITALY

EU BUSINESS SCHOOL - GERMANY, SWITZERLAND & SPAIN

IE UNIVERSITY - SPAIN

SAINT LOUIS UNIVERSITY, MADRID - SPAIN

TOULOUSE BUSINESS SCHOOL - UK/FRANCE/MOROCCO/SPAIN

TRINITY COLLEGE DUBLIN - IRELAND

USA

CREIGHTON UNIVERSITY

COLORADO STATE UNIVERSITY

COLUMBIA COLLEGE CHICAGO

EMBRY-RIDDLE AERONAUTICAL UNIVERSITY

FURMAN UNIVERSITY

GEORGE MASON UNIVERSITY

OHIO UNIVERSITY

STATE UNIVERSITY OF NEW YORK @ PLATTSBURGH

TEMPLE UNIVERSITY

UNIVERSITY AT BUFFALO, THE STATE UNIVERSITY OF NEW YORK

UNIVERSITY OF ARIZONA

UNIVERSITY OF CINCINNATI

UNIVERSITY OF IOWA

UNIVERSITY OF KANSAS

UNIVERSITY OF KENTUCKY

UNIVERSITY OF TEXAS AT ARLINGTON

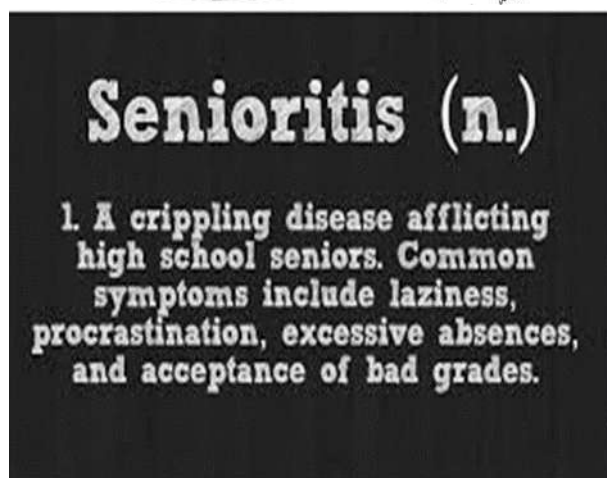
UNIVERSITY OF THE INCARNATE WORD



hello@gulfedutours.com



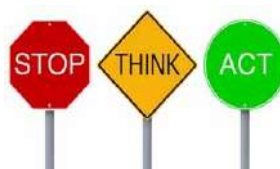
+34 622 35 82 98



DP2s, AVOID SENIORITIS! KEEP STUDYING HARD AND WORKING HARD.

Tips for Battling Senioritis in High School

- ✚ Remember **Grades come first!!**
- ✚ When **Complacency** sets in, failure is inevitable. This will result in a fall in grades, shuttering your dreams of getting into your dream school.
- ✚ Don't waste time. Make academics your priority to earn your College Certificate once and for all.
- ✚ Life is how you make it! Remember your high school transcript & final grades will be on your CV/resume for life- make sure you put in your best!
- ✚ Keep yourself challenged, focused and stimulated....
- ✚ Set SMART goals for yourself....
- ✚ Talk to a counselor or a mentor if overwhelmed or facing a difficulty....
- ✚ Take it one day at a time and don't forget to have fun!



College Just Ahead!



SOME GHANAIAN UNIVERSITY APPLICATIONS ARE OPEN!

Dear DP2 Students and Parents, please note that applications to most private universities in Ghana are open. These include **Ashesi University, Lancaster University Ghana, Webster University Ghana, Academic City University College**. Please let us know if you would want your ward to apply to any of these quality schools or any others. DP2s, applying to Ghanaian schools should please see the University Guides for assistance in completing the application process in the coming week. As a school, we highly recommend that each student selects at least 1 Ghanaian University to apply to. Application forms for the public institutions like University of Ghana Legon, UCC and KNUST, are not out yet.

RISE SCHOLARSHIP! IMPORTANT REMINDER- DEADLINE IS NEXT WEDNESDAY, PROJECT DUE!

You have a few days to complete phase 2 of the scholarship application, which includes working on a project. **Please see your Counsellors latest by Monday- 14 February, to update us on what you have done so far** and be sure to **complete your project before close of day on Tuesday 15 February**, ahead of the February 16 deadline!

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

IT IS IMPORTANT FOR STUDENTS TO TAKE PART IN EXTRACURRICULARS, AS IT HELPS THEM BUILD A STRONG PROFILE FOR THEIR UNIVERSITY APPLICATIONS. So take CAS seriously, initiate something!

Here's an excerpt from a great article from Bridge-U on this topic-

How To Help Students Include Extracurriculars in International University Applications;

"Why should students include extracurricular activities in their university applications?"

You're doubtless familiar with the standard rationale for including extracurricular activities in university and college applications, but understanding the nuances of what admissions officers are really looking for can make the difference between shoe-horning extracurriculars in any which way, and making them the silver bullet of students' applications.

Broadly speaking, it's not so much the activity itself that counts. The reason students should include some form of extracurricular in their applications is to demonstrate that they're active and interested, and show universities what they can bring to campus life.

Universities want to cultivate diverse, dynamic student bodies which contribute not only to the prestige and success of the institution and its members, but also to its surrounding communities. Showing that they'll be part of that is a huge bonus to any student's application.

Which extracurricular activities should students include in their university applications?

These days, there are countless extracurricular pursuits available to students. Many students are already involved in a wide range of activities - whether that's due to academic ambitions, varied passions, enthusiastic parents, or sheer curiosity.

And while it's great for students to explore different areas and keep their minds and bodies active, not all activities are entirely equal, nor is more always better when it comes to including extracurriculars in university applications.

What to include will depend to some extent on factors like the subject a student is applying for, or the country they are applying to. But for the most part, there are certain attributes that make extracurriculars particularly compelling:

- ✓ Leadership
- ✓ Unusual and memorable experiences (these also make it easier to excel - it's harder to be the best when half the world is doing something!)
- ✓ Long-term commitments
- ✓ Strong passions and personal motivations
- ✓ Impacts on teams or communities (which can include micro things like recruiting new members to the club, or macro things like setting up a food bank for underprivileged families)
- ✓ Activities that have shaped their personalities/ambitions/perspectives
- ✓ Personal projects

READ THE FULL ARTICLE HERE: [Help Students Include Extracurriculars in University Applications - BridgeU \(bridge-u.com\) https://bridge-u.com/blog/extracurriculars-in-international-university-applications/](https://bridge-u.com/blog/extracurriculars-in-international-university-applications/)



DATES AND INFORMATION



THE DIGITAL SAT PILOT EXAM TAKES PLACE ON SATURDAY 5 MARCH 2022. SELECTED STUDENTS WILL RECEIVE CONFIRMATION IN THE COMING WEEKS. PRACTICE A LITTLE EVERY DAY! Free practice tests available here: www.collegeboard.org



SAT 2021-2022 TEST DATES

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

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



TEMA INTERNATIONAL SCHOOL

CULTURE



At TIS, we believe that culture as one of the four pillars for student balance and ensuing success, develops and enhances the creative, artistic and performing skills and talents in each student.



EDUCATION FOR A BETTER WORLD



Proud to deliver

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


Duke of Edinburgh's International Award @ Tema International School

Tema International School is proud to deliver the Duke of Edinburgh's International Award, an award scheme that focuses on challenging and equipping young people, transforming lives, and celebrating young people outside academia.

HISTORY

Since Tema International School was accredited as an award centre in 2018, we have had 25 gold award recipients (23 gold recipients in 2019 and 2 gold award recipients in 2020) and in the year 2020 we celebrated the achievements of our first 11 silver and 36 bronze participants. Through the award scheme, these participants have developed quality skills like teamwork, confidence and problem-solving abilities that will help them to stand out in their education and their future careers.



TIMELINE



Team TIS has taken off into the adventure series of the Duke of Edinburgh's International Awards. It is a road trip to the hinterlands and the mountaintops, and we have all buckled up ready to journey by foot, canoe, bicycle, and fireflies when we wander at night; the road is our driver. Our Duke of Edinburgh International Award Adventure series come with many intriguing episodes:

- ✓ Community service
- ✓ Skills acquisition
- ✓ Together we stand and together we fall
- ✓ Giving back to society
- ✓ Making the world a better place
- ✓ Defy the odds
- ✓ Adventure
- ✓ Health and fitness life style
- ✓ Living with others and for others





Proud to deliver

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


Guiding principles

Our guiding principles have been established in order to ensure that a young person has a meaningful and purposeful journey through their Award, as well as ensuring that the impact of achieving their Award provides a lasting personal legacy. The Award's guiding principles are as follows:



INDIVIDUAL

Individuals design their own programme, which can be tailored to suit their personal circumstances, choices and local provision. They start at whichever level suits them best and they can take as long as they wish (within the age limit) to achieve their Award.



NON-COMPETITIVE

Doing their Award is a personal challenge and not a competition against others. Every participant's programme is tailor-made to reflect their individual starting point, abilities and interests.



ACHIEVABLE

An Award is achievable by any individual who chooses to take up the challenge, regardless of ability, gender, background or location, with the right guidance and inspiration.



VOLUNTARY

Participating in their Award programme fosters personal and social development. Individuals gain valuable experiences and life skills, grow in confidence and become more aware of their environment and community transforming them in to responsible young adults.



DEVELOPMENT

Participating in their Award programme fosters personal and social development. Individuals gain valuable experiences and life skills, grow in confidence and become more aware of their environment and community transforming them in to responsible young adults.



BALANCED

The Award provides a balanced framework to develop the individual's mind, body and community spirit by engaging them in range of activities in up to five different challenges.



PROGRESSIVE

At each level of engagement, the Award demands progressively more time, commitment and responsibility from the participant.



INSPIRATION

The Award inspires individuals to exceed their expectations. They are encouraged to set their own challenges and goals before starting an activity, aim for these goals and by showing improvement will achieve an Award.



PERSISTENCE

The Award requires persistence and cannot be completed with a short burst of enthusiasm. Participants are encouraged to continue with activities and to maintain their interest beyond their programme requirements.



ENJOYABLE

Participants and Leaders should find the Award enjoyable, fulfilling and rewarding.





Proud to deliver

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


Why the Duke of Edinburgh's International Awards (DoEIA)?

"The DoEIA gives you the chance to do something completely new and improve on things you're already doing. It challenges and takes you out of your comfort zone into a place where you'll push yourself and have amazing new experiences. You'll build confidence, resilience, skills for work and friendship groups. And you'll have a brilliant time doing it.

Looking forward, the DoEIA can help you to carve out a better future. Colleges, universities and employers regard a DoEIA highly, so it will help to open the right doors for you. If you're keen to become the best version of yourself and put 100% into something that could change your life, the DoEIA is for you." <https://www.dofe.org/the-benefits-of-dofe/>

THE AWARD LEVELS

THREE LEVELS		BRONZE Aged 14+, 6 months min
		SILVER Aged 15+, 12 months min
		GOLD Aged 16+, 18 months min
FOUR SECTIONS (FIVE AT GOLD LEVEL)		SKILLS Develop transferrable skills
		PHYSICAL RECREATION Get active
		VOLUNTARY SERVICE Give back to communities
		ADVENTUROUS JOURNEY Experience adventure and learn to lead
		GOLD RESIDENTIAL PROJECT Broaden horizons, meeting others in a new environment (Gold level only)

The Duke of Edinburgh's International Award is opened to anyone - whatever your starting point, I promise you it'll be an exciting adventure!

The great news is, you can simply register your **ASA - After School Activities, Service in Action projects, (CAS) Creativity, Activity Service experiences, Clubs, Sports, Community Service and Personal projects** as part of the DoEIA program.

For DoEIA at TIS go to: <https://www.onlinerecordbook.org> - register as a participant. The DoEIA Coordinator is: Mr. David Difie - address: david.difie@tis.edu.gh

Discuss your DoEIA journey with your award leader and assessor.

Remember two key aspects are **personal Challenge and commitment**. These are two of the key steps to excellence.

Keep challenging yourself to greatness. It's great to celebrate when you achieve your Award.



AWARD BENEFITS

The Award provides a range of benefits for a number of audiences, including:

Young people

- The Award allows young people with existing good access to non-formal education to challenge themselves and discover the world around them.
- For young people with partial/potential access to non-formal education, the Award helps to boost their skills and develop leadership potential.
- Young people that are marginalised and at risk can exceed their own expectations by doing the Award.

Employers

- Due to an over reliance on exam/test scores, young people often lack the skills, behaviours and attitudes that employers want.
- The Award provides young people with confidence, resilience and skills in areas such as **communication, problem solving and leadership** – exactly what employers look for when distinguishing candidates.
- The Award also provides a ready-made internal development programme for staff aged up to 24, helping employers to retain their talent.

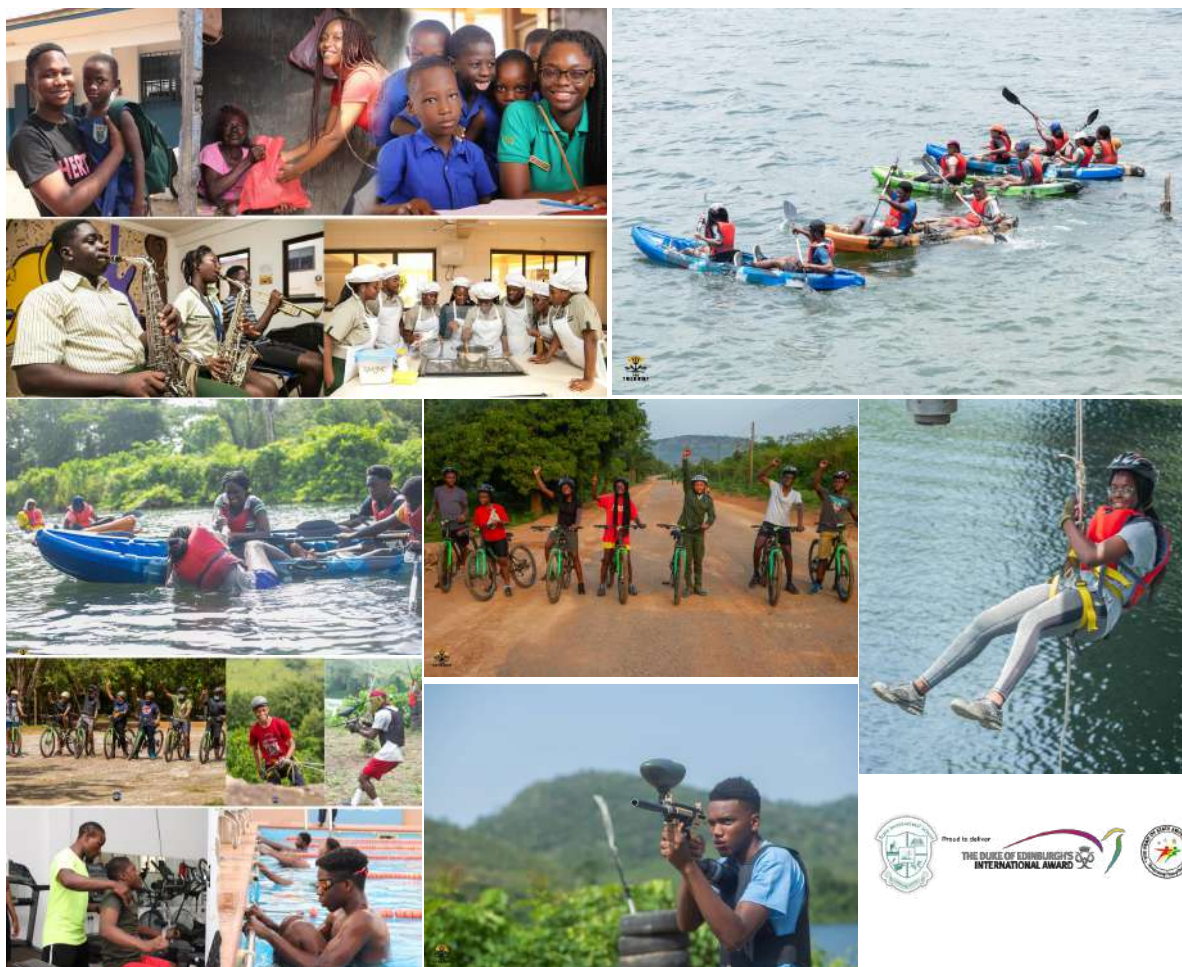
Award outcomes and impacts

As a non-formal education programme, the Award can play a vital role in providing opportunities for young people to develop essential life skills, increase their employability and foster their creativity and innovation.

The Award is transforming individuals, communities and societies around the world. We have developed **nine impact measures** to quantify and explain the relationship between short term personal outcomes in young people and the longer term social impact of the Award.

It is likely to take many years for the results of the impact measures to become evident, therefore we have also established a set of ten **outcome measures** that can be observed in the short-term.

We are currently measuring these outcomes in young people doing the Award and will report on them in 2020/2021.



The CAS Project



Collaborative

Plan, deliver & evaluate your project
Build your team, identify the issue and solution



Series of Sequential CAS Experiences

Minimum one month, 1-3 CAS strands
All five stages stages of IPARD



Well-considered

Well thought-out purpose
Consistent Reflection, Be flexible - plans change



Organization & Structure

Commitment
Excellent planning and teamwork

For more information, please consult your CAS Coordinator.

More tools, worksheets and resources for your CAS Project
can be found on our website castrips.org/casproject



CAS Trips



The 5 Stages of CAS

IPARD is the 5-stage framework for CAS



Investigation

Establish what it is you want to do
Clarify ideas and do your research



Preparation

Action plan and organisation
Tasks, resources needed & timeline



Action

Where you actually DO IT!
Make your project happen



Reflection

Focus on emotions & what you learned
Reflect before, during & after



Demonstration

Choose a platform/space & showcase
your experience with an audience

Document your CAS Experiences with evidence.
Reflect on the challenges faced, the **Learning Outcomes** you engaged
with and your emotions!

For more information, contact your CAS Coordinator or visit us at castrips.org and download our
Action Plan worksheet!



CASTrips

7 Learning Outcomes

...and what they *REALLY* mean!

1

Identify your own strengths and develop areas for personal growth

What are you good at and what do you enjoy doing? What areas can you improve? Which aspects of your CAS experience did you find challenging and how would you do things differently in future?

2

Demonstrate that challenges have been undertaken, developing new skills in the process

What have you done to push yourself? What was unfamiliar about it? What skills do you think you developed?

3

Demonstrate how to initiate and plan a CAS experience

Document how you organized it, who you contacted, what resources you used and what were the planning and implementation processes involved?

4

Show commitment to and perseverance in CAS experiences

CAS is a requirement of the DP so your commitment to your CAS experiences is vital. If you hit any road blocks, try to find your way around them. Keep going and solve the problems as you go!

5

Demonstrate and recognise the benefits of working collaboratively

One of the best and most fun parts of CAS is working with and learning from others. This can range from playing a new team sport to being involved in a play or volunteer group.

6

Demonstrate engagement with issues of global significance

What issues of global significance do you care about and how can you help in your local community? Think global, act local.

7

Recognize and consider the ethics of your choices and actions

Think about the CAS activities you are doing and how they affect you, others and the world around you. What are the consequences of your choices and actions?

For more information, please consult your CAS Coordinator or visit castrips.org





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.”**



