TIS RECORD

P: +233 303305134 | E: info@tis.edu.gh| W: www.tis.edu.gh

At TIS,

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

Contents

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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

An expert is someone who, over many years, manages to remain confident enough to keep trying and humble enough to keep learning

- James Clear



Urgent Admissions Update

Secondary admissions for 2022/2023 have now closed until further notice.

For the second time in two years, admissions have closed well before the predicted closing date. Last year, admissions for girls closed on 3 April. This year, I March was the predicted closing date.

Why the changes? TIS has been operating at capacity for the past three years. Consequently, the only vacancies are those of the G12 students who are graduating. The number of girls and boys within that cohort will dictate the number of places available each year. For example, for 2022, there are 28 vacancies for boys and 42 vacancies for girls. For 2021, these numbers were reversed.



"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 timemanagement 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.

To restrict admission further, places are set aside for our graduating G6 students from the Primary School Campus, as they receive automatic admission into G7.

The second round of interviews are continuing over the next two weeks. Parents will be advised if any remaining places are available in April.

The Importance of Balance

The TIS badminton and junior tennis championships were conducted last Saturday, and tomorrow the senior tennis championships will be held. See the Sports Report (page 22).

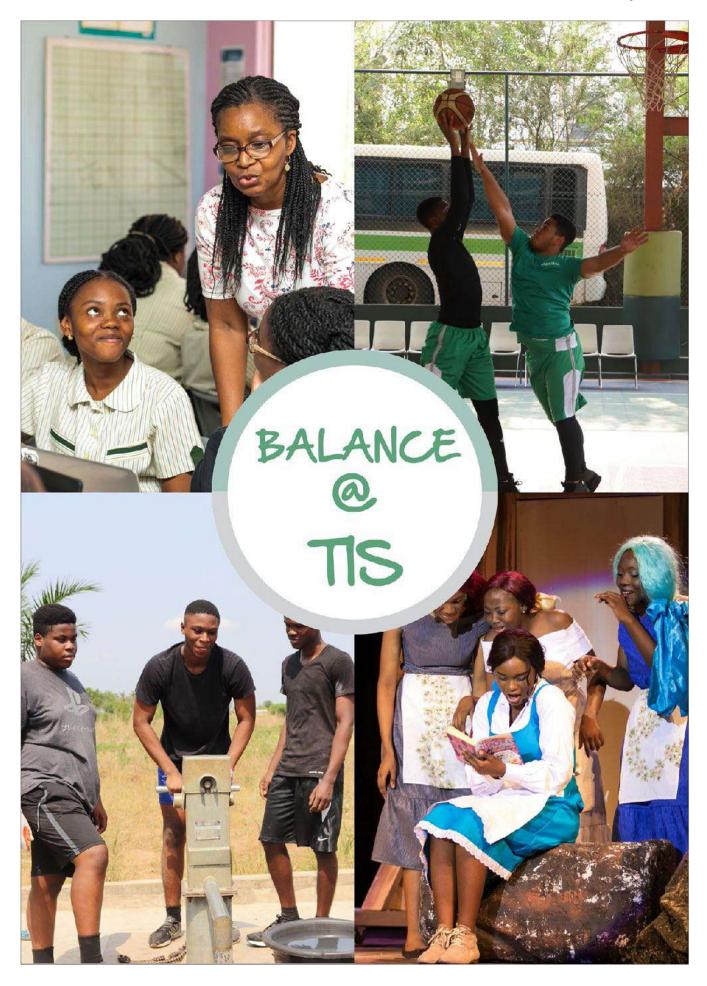
With the mock exams around the corner, followed by the final exams in late April/May, the importance of balance plays a critical part in student success. Regular exercise, a daily fitness regimen and continuing cultural and service obligations will strengthen a student's academic prowess. But, balance is the key word.

Focus is the other key word. 'Be in the moment' and avoid distractions to your tasks at hand. Otherwise, outcomes will be haphazard.

I appreciate your support. Stay healthy.

Dr Ken Darvall (Principal)





Tema International School

2021 - 2022 School Calendar

	August '21								
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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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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

11/12/21

ACT

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: Main Campus

or internar	Dutes. Wall Campus
1/8/21	2021 MYP Results Released; 2021 MYP Enquiries Upon Results Open
2/8/21	Senior executive staff resume
9/8/21	Teachers resume
15/8/21	Student Council executive return
18/8/21	Newbies arrive
22/8/21	Continuing students resume
23/8/21	Secondary School classes commence
26/8/21	School Performance auditions (G7-9); 4.15pm
27/8/21	TIS Junior Soccer Championships
28/8/21	SAT
29/8/21	School Performance auditions (G10-12); 2.00pm
3/9/21	TIS Senior Soccer Championships
11/9/21	ACT
18/9/21	TIS Handball Championships
23/9/21	G12 TOK Exhibition;
25/9/21	TIS Volleyball Championships
2/10/21	SAT
3/10/21	TIS Founders' Day: Main Campus admissions open for 2022/2023
4/10/21	TIS Holiday (TIS Founders' Day)
8/10/21	Inter-Colour Language Comp;
9/10/21	ACT
14-16/10/21	TISMUN
14-18/10/21	Wellbeing days
26/10/21	G12 EE Cafe
25/10/21	G9/G11 Changes to Subject Selections close
13/11/21	Annual Performance
15-19/11/21	G10 end of semester exams
22-30/11/21	DP end of semester exams
27/11/21	TIS swimming championships (3.00 – 5.30pm)
30/11/21	Akorlikope handover
1/12/21	General Inspection.
2/12/21	Last day for first semester: Students may depart from 2.00pm.
4/12/21	SAT
5-8/12/21	Dukies' Expedition
11/10/01	A COTT

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<i>S2</i>	
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	2 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

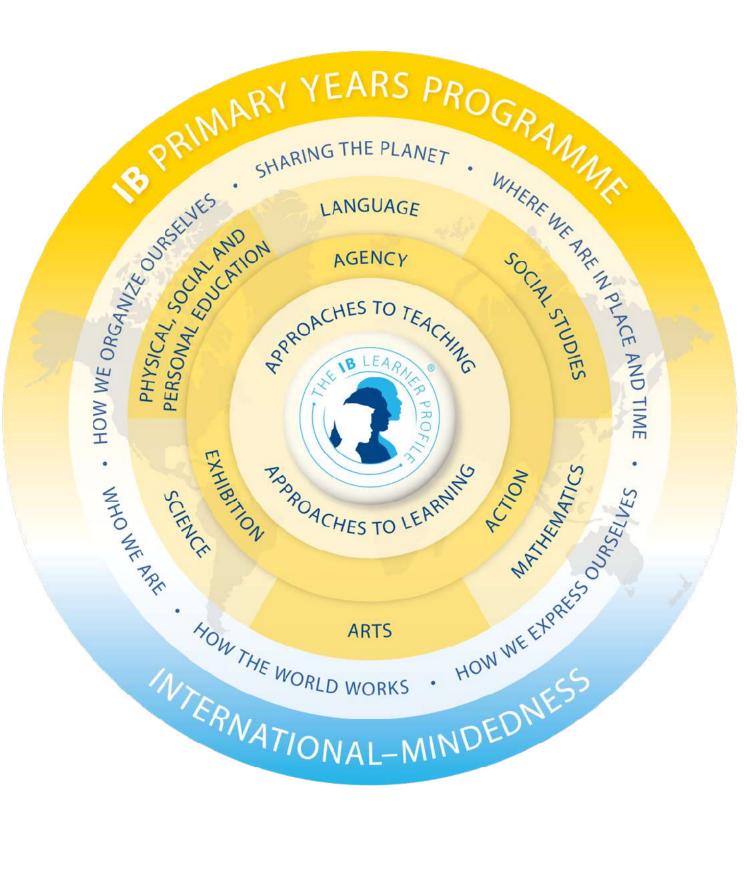
Primary School Campus

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
<i>S2</i>	
<i>S2</i> 5-6/1/22	Staff training days (Concept-Based Curriculum)
	Staff training days (Concept-Based Curriculum) Second semester commences
5-6/1/22	,
5-6/1/22 10/1/22	Second semester commences
5-6/1/22 10/1/22 18/2/22	Second semester commences End of UOI #4 Celebrations
5-6/1/22 10/1/22 18/2/22 25/3/22	Second semester commences End of UOI #4 Celebrations End of UOI #5 Celebrations
5-6/1/22 10/1/22 18/2/22 25/3/22 1/4/21	Second semester commences End of UOI #4 Celebrations End of UOI #5 Celebrations Primary School Campus admissions open for 2022/2023



Enriching Learning at TIS Primary School



At TIS Primary School, learning and teaching are supported in diverse ways to enrich it and make it authentic. This goes a long way to add to their learning since students get to experience and appreciate the different activities that connect to their learning. The school community, field trips, Edmentum, Epic online library, unit assemblies, music, ballet, arts and many other areas help enrich learning and teaching at the Primary School Campus.

Learning Community

The learning community forms part of the three pillars of the PYP curriculum framework and it plays a major role in the life of the school. At TIS Primary School, students, teachers, parents and all school staff members are involved in the learning and teaching process. They participate in school programs and create shared understanding and agreements to ensure the highest possible quality of learning and teaching, as well as the wellbeing of all members. Students at the Primary School are happy when the other members of the learning community participate in activities. This makes them more open-minded, hence demonstrating critical and creative thinking through continuous inquiry, action, and reflection.



Members of the school community engage in different activities





Guest speaker and management interact with students

Field Trips



Students take authentic action

Field trips are organized to enhance the learning process. Students get the opportunity to interact with their environment and get a real-life experience of what they are learning in school. The trips are organized based on the unit of inquiry to bring a connection of what is being learnt and what is happening. Since the influx of the coronavirus pandemic, there has been the introduction of virtual field trips.



Students interact and explore during their field trip

Going on a field trip improves students' critical thinking skills and allows them to consider a topic or issue from a new viewpoint to solve real-life problems. It makes students think outside the box and begin to visualize what they are learning in class. Field trips enrich and expand the curriculum by immersing children in sensory activities, increasing children's knowledge in a specific subject area, and children's awareness of their own community. TIS primary students love field trips whether it is physical or virtual since it makes learning fun.

Unit Assemblies

Learning at TIS Primary School is enhanced through unit assemblies where students express themselves and convey their knowledge in unique ways connected to their unit of inquiry. Our assemblies are unique and student-driven where students are actively involved making it more student-centred than teacher-centred. During unit assemblies, learners are at the centre, where they exercise agency by owning their learning across all disciplines. They use the Approaches to Learning Skills (Thinking skills, Communication skills, Self-Management skills, Research Skills, and Social skills) to share their learning with the broader learning community and reflect the IB learner profile attributes.



Early years students share their learning with the school community during unit assembly

Students apply a lot of time and effort during the planning stages, and their presentations continue to delight the school community. With an open mind, each student participates in the preparatory process. They collaborate on activities to make their presentations more transdisciplinary.

Edmentum

Students at TIS Primary School are versatile and love to explore different learning engagements. Edmentum is used to enhance learning by providing students with the opportunity to investigate various level questions in mathematics, reading, and language arts. The Edmentum platform employs assessment for learning to assist students in demonstrating their critical thinking abilities. The platform offers an individualized learning experience to students where their progress is monitored.

Epic

Students use Epic, our online library, for research, reading fluency and comprehension, quizzes, writing, and educational videos to supplement general learning and unit activities. Students show self-directed learning which helps foster love and interest in reading. They explore different books connected to their unit to broaden their scope. Teachers assign books to students based on the unit of inquiry as well as students interests which goes a long way to support and enhance the learning process.



Students engage in individualized learning on Epic and Edmentum

Enrichment

At TIS Primary School, we believe in helping students develop and fulfil their potential to become lifelong learners who are versatile in this 21st century. Students, therefore, participate in various enrichment programs to enhance their learning. The enrichment program is designed to help students develop skills, talent and abilities beyond the basic curriculum. Interesting activities such as music, arts, chess, ballet and gymnastics are scheduled on the program to allow students to express themselves in different ways according to their individual differences. The program is flexible and allows students the opportunity to select areas of interest. Through the activities students realize their abilities and potential, leading them to become productive while nurturing unique characteristics.







Students' Reflections



Edmentum has opened many possibilities for me to learn. I have learnt many things that have helped in my learning in class. I hope to learn more. (Kwasi Ayisi, Grade 6)

It was a nice experience to work with our guest speaker, Mr B, who is an artist. It was a little hard to draw the portrait of a man but he helped me and I tried it. I enjoyed drawing the landscape and painting. It was a fun experience. (Michal Annan, Grade 2)





I like how Edmentum challenges me to reach my full potential and helps me learn what I do not know.

(Nana Adwoa Addae, Grade 5)

I always find new books on Epic to read. I read books for pleasure and in my unit. This makes me have a great reading experience and understand a lot of things. (Kadmiel Essel Annan, Grade 4)



I got to connect what I am learning in class with the real world during my field trip to the TIS Primary School construction site. It was a great and fun experience. (Nana Akua Addae, Grade 3).



Tema International School



TIS Primary is a unique school because: it is a family school; we have qualified teachers; I have good friends, we have great facilities; we are good communicators; and we are open-minded.

Amewusika Tay



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 - 7years) 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



To enrol scan





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.















BADMINTON AND JUNIOR TENNIS CHAMPIONSHIPS

As the Covid-19 pandemic has had and will continue to have very considerable effects on the sporting world as well as on the physical and mental well-being of us all, you may wonder if it's safe for your kids to participate in organized sport. As a school, our answer is **YES** because sports and physical activities with limited exposure to other players or students are safe for school children.

Participating in sport and other physical activities offer a lot of benefits for children and young people. It can improve cardiovascular health, strength, body composition, and their overall fitness. Exercise and physical activity also have immune system benefits. Plus, socializing with friends and teammates and returning to a more structured routine can boost a child's mental health.

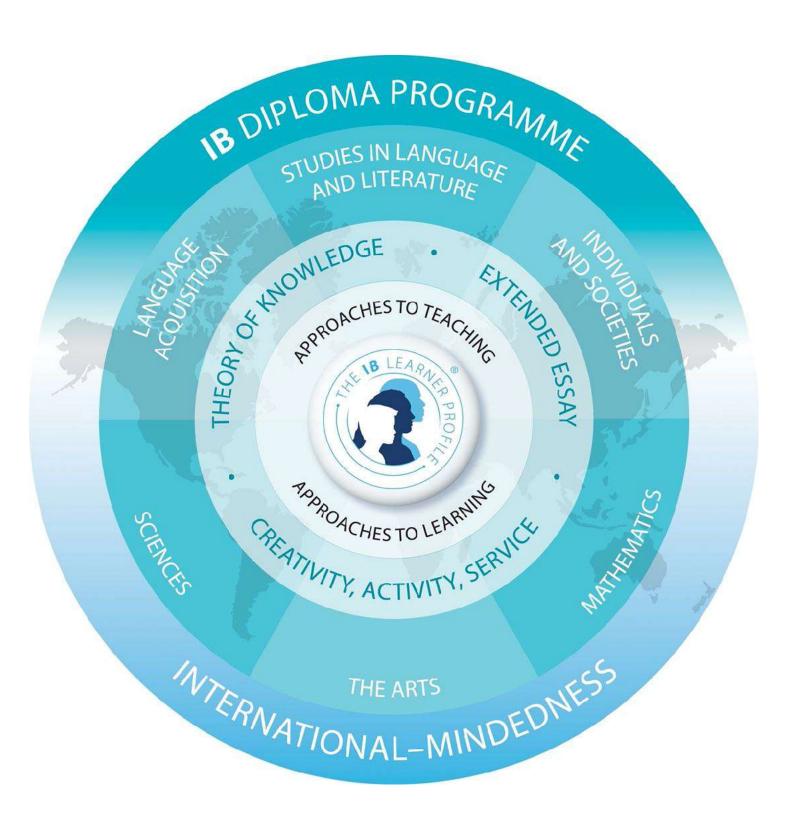
To keep all our students safe, we put together a number of sports and physical activities that allow for individual participation and physical distancing, like athletics, badminton, tennis, squash etc. as these sporting activities are less risky than sports that involve a lot of close contact and allow for at least 6-8 metres between other competitors and are without shared equipment.

In order to create a safer environment for everyone, our school introduced safety procedures for the protection of all our students. Officials, students and players were all required to wear protective face masks except when players had to be on the court of play. The sporting activities took place at our school's Sports Complex (outdoor) with large spaces for physical distancing.

Over the past two week, we were able to organize our Inter-Colour athletics, badminton and junior tennis competitions.

Above are some of the pictures for your enjoyment. **Sports Team**

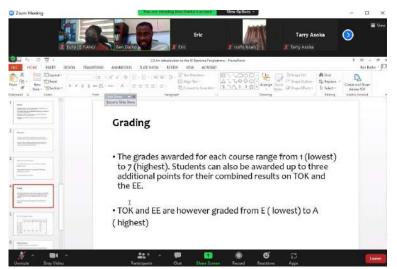
Tema International School



GRADE 11 PARENTS' VIRTUAL INFORMATION MEETING SUMMARY

Dear DP1 Parents,

A huge thank you to all who joined us for the Virtual Grade 11 Parents' Information Session which took place last week, on 10 and 11 February. We are very grateful that you took time off your busy schedules to join us. We hope the session was informative and helpful.



During the meeting, I explained into details what the IB Diploma Programme entails versus the IB Diploma Courses. The diploma is awarded to candidates who achieve a minimum score of 24 (out of 45) and fulfil the other minimum requirements. Students may choose to not enrol in the full

DP but take only particular DP subject courses (e.g. Biology SL or Economics HL) or any of the core components (TOK, EE and CAS) of their choosing. A student may take as many or as few DP courses as they wish and their school allows. The award for each of these courses is not the diploma, but a series of scores from one to seven. These individual subject results are referred to as Diploma Programme course results (formerly called a certificate of results)

I noted that for students who are not performing well academically despite all the support from the school and personal effort, switching to the Diploma Course could be helpful, as universities are more likely to admit a Diploma Course student who has passed individual subjects, compared to a student who attempts and fails the full Diploma programme. Our University Guides can attest to the fact that Ashesi University and some other universities have corroborated this point.

The University Guidance team were also present to share information on the opportunities for reputable university placements for students who pursue the IB Diploma Course. They noted that students would not be disadvantaged in this regard, as long as they meet their university-specific prerequisite subject requirements and excel in their individual subjects areas, usually with nothing below a '4'. However, it is pertinent to note that students and parents must visit official university websites for up-to-date information on programme-specific requirements

about the Diploma Programme and Diploma Course Options. Some countries (eg. Spain) and some schools (eg. University of Toronto) do not accept the Diploma Course option. For some universities, Diploma Course students may have to pursue foundation/pathway programmes for the first year in some cases, and if they meet the pass mark, there is usually a smooth progression into the first year of their preferred course/programme.

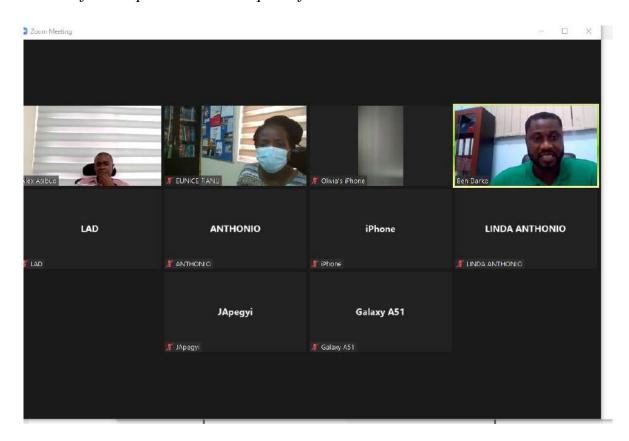
Parents should feel free to contact me and/or the University Guides with any related questions.

Thank you.

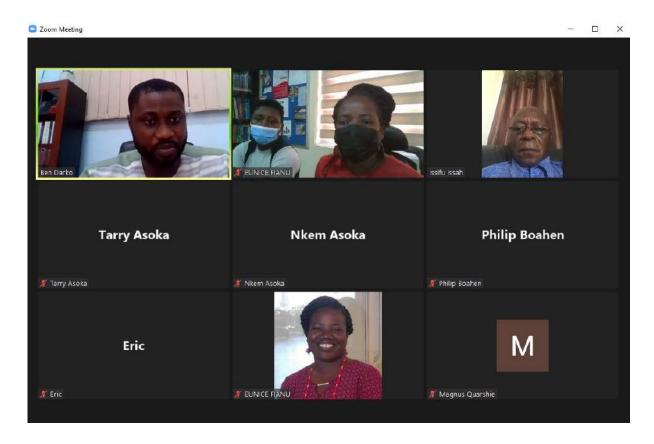
Regards,

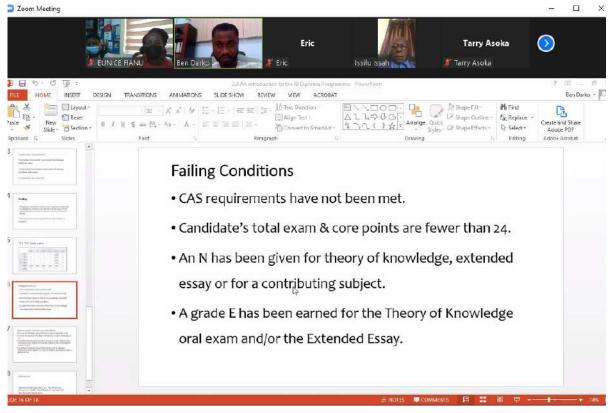
Mr. Benjamin Kwame Darko (DP Coordinator) and Mrs. Eunice Fianu (Head of University Guidance and Counselling)

Please find below, a few pictures from the virtual presentation followed by a copy of an official letter from Ghana's National Accreditation Board, confirming the acceptance and requirements of the Diploma Course Option for Universities in Ghana:



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In case of reply the number and date of this letter should be quoted My Ref. No. EV1/1/01

My Ref. No. EV1/1/03 Tel. No.: 0307-034463

E-mail _ evaluation@nab.gov.gh Website: www.nab.gov.gh



Republic of Ghana

National Accreditation Board Ministry of Education P. O. Box CT 3256 Cantonnements, Accra

11th August, 2016.

ADZO ASHIE
DEVELOPMENT AND RECOGNITION
MANAGER (MANAGER)
INTERNATIONAL BACCALAUREATE
CHURCHILLPLEIN 6, 2517 JW
THE HAGUE, THE NETHERLANDS

RECOGNITION OF THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME AND DIPLOMA COURSE RESULTS

We write to inform you that the National Accreditation Board (NAB) grants approval for the recognition of the Diploma of the International Baccalaureate and the Diploma Programme (DP) course results as satisfactory requirements for entry into tertiary education institutions in Ghana.

Regarding students with DP course results who wish to be considered for matriculation by universities in Ghana, the NAB considers the following combinations as acceptable:

The list of subjects should include any one of these proposed combinations:

- 5 subjects at SL (Standard Level)
- 5 subjects 3 (Higher Level) and 2 (Standard level)
- 5 subjects 3 (Standard Level) and 2 (Higher Level)
- 4 subjects 2 (Standard Level) and 2 (Higher Level)

Kindly note that:

- All these subjects should have pass grades of 4, 5, 6, or 7 except for one subject for which a grade
 of 3 is required.
- 2. The list of subjects should include English and Mathematics, at any Standard Level.

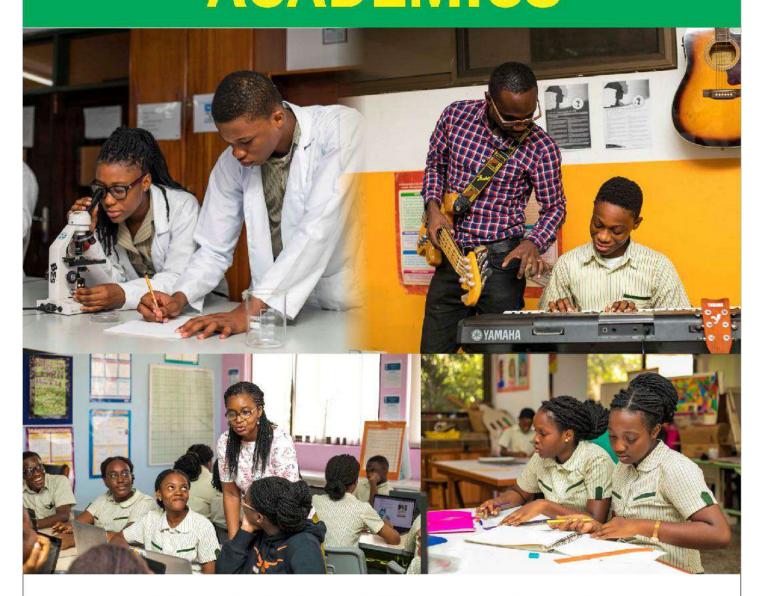
We must emphasize that it is the prerogative of each individual university to decide if a student meets the necessary course requirements or minimum entry requirements for specific faculties.

KWAME DATTEY EXECUTIVE SECRETARY

=ak/evol/europe



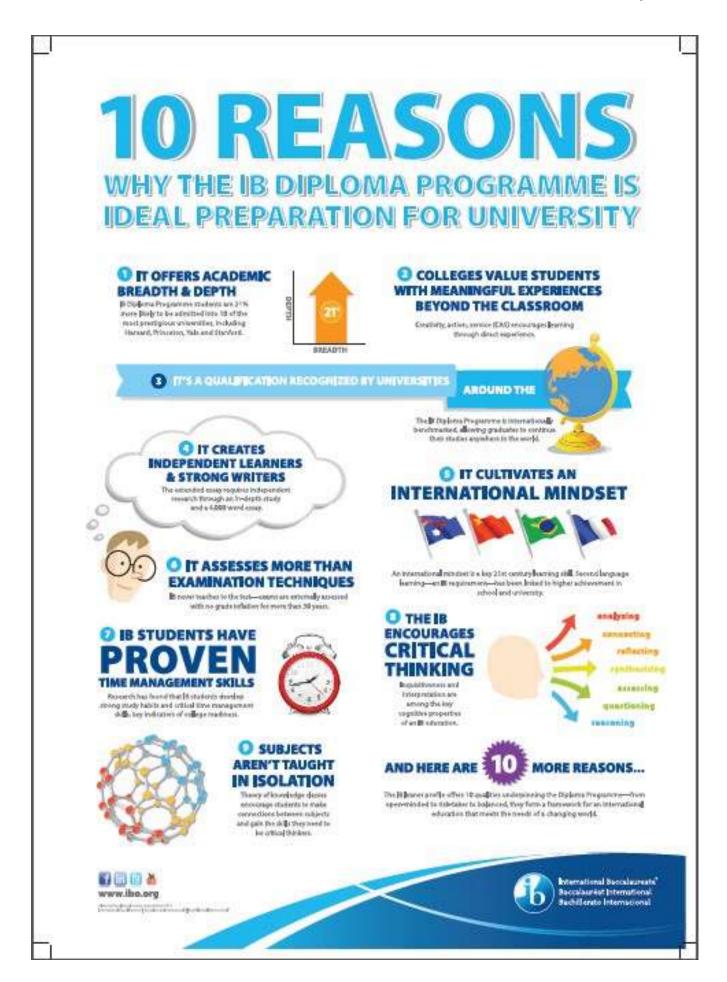
TEMA INTERNATIONAL SCHOOL ACADEMICS



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.

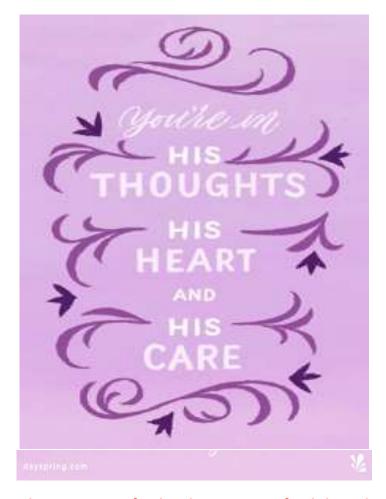


EDUCATION FOR A BETTER WORLD





COUNSELLORS' CORNER



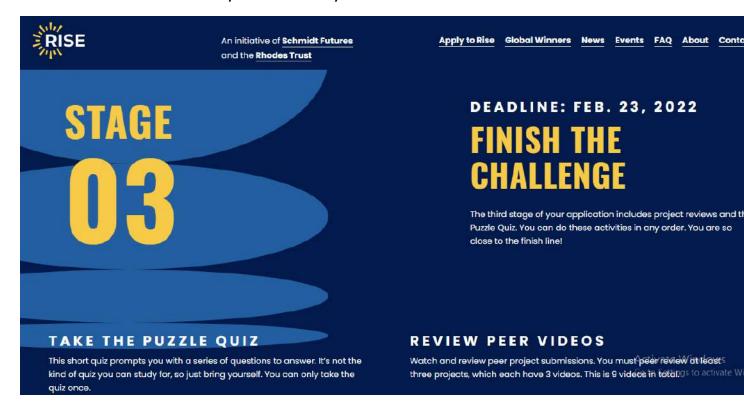
You...YES YOU!... are one-of-a-kind: unique, gifted, loved and blessed.

Always remember that. Endeavour to put all the wonderful things you have been endowed with to good use in making the world a better place.



The second phase of the RISE Scholarship is over. Congrats to our students who sailed through stage 2. Please start working on the 3rd phase of the RISE

Scholarship application right away. You have barely 6 days to complete phase 3, due next week Wednesday- 23 February. ALL THE VERY BEST!



DEAR DP1s,

PLEASE DO NOT MISS YOUR ONE-ON-ONE SESSIONS WITH YOUR GUIDANCE COUNSELLOR. WE ARE HERE TO SUPPORT YOU FULLY WITH THE UNIVERSITY APPLICATION PROCESS, BUT YOU MUST TAKE OWNERSHIP OF THE PROCESS AND BE MORE PROACTIVE. SEE YOU EACH CYCLE. NO EXCUSES!

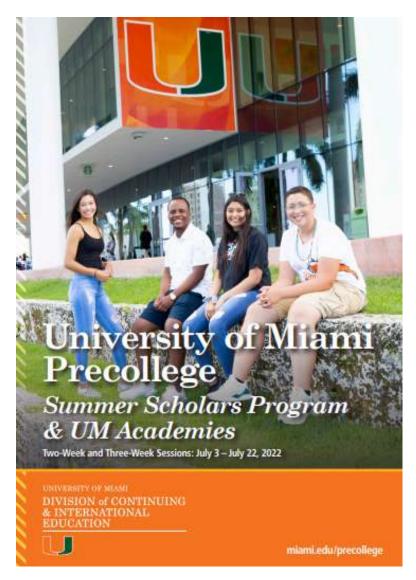


SOME GHANAIAN UNIVERSITY APPLICATIONS ARE OPEN!

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.





Scholarship Opportunities

Need-based and merit scholarships are available for qualified students in the Summer Scholars Program. To be considered, eligible applicants must complete both the Summer Scholars application and the scholarship application. All supporting documents are required by 1 March, 2022, for scholarship

consideration. Students who meet the requirements for our need-based scholarship may also qualify for additional application <u>fee reduction waivers</u>. Learn more about scholarship opportunities.

The deadline for students who wish to be considered for a scholarship is March 1, 2022. Visit ManageBac Guidance Class 'Files' Folder for cost of this summer programme and more details.

Get a Head Start on College

University of Miami Precollege

Two-Week and Three-Week Sessions: July 3 - July 22, 2022

Experience college before graduating from high school!

University of Miami Precollege offers both credit and non-credit programs for high school students seeking to gain college experience before graduating from high school. Upon completion, participants feel better prepared for the undergraduate admission process and gain confidence in their academic choices and ability to succeed in college.

Students selected for this scholarly program will have the opportunity to:

- CHOOSE FROM A DIVERSE SELECTION OF CREDIT AND NON-CREDIT ACADEMIC TRACKS BASED ON THEIR INTERESTS
- ATTEND CLASSES AND FORM LASTING FRIENDSHIPS WITH HIGH SCHOOL STUDENTS FROM AROUND THE WORLD
- LEARN FROM DISTINGUISHED UNIVERSITY OF MIAMI FACULTY.
- DEVELOP TIME MANAGEMENT SKILLS AND GROW AS INDEPENDENT THINKERS
- LIVE ON CAMPUS FOR AN INCLUSIVE PERSPECTIVE, COMMUTE, OR LEARN REMOTELY
- ENGAGE IN NUMEROUS ENRICHMENT ACTIVITIES, EXPLORE MIAMI, AND PARTICIPATE IN EDUCATIONAL FIELD TRIPS AND WORKSHOPS



Parents.

Many high school students are unsure about what colleges to apply to, let alone what major to pursue. Choosing a Precollege summer program like Summer Scholars or UM Academies allows students to sort through possible majors, colleges, and career opportunities. Students can concentrate on the subject area they are most interested in. Those who enroll in the three-week Summer Scholars Program can earn six college credits.

My son was extremely excited to attend the UM Summer Scholars Program. He has always been intrigued by sports, and by participating in the Sport Administration academic track, he was able to gain a behind-the-scenes perspective. Our nightly phone conversations consisted of all the amazing things he learned in class and on field trips. His father and I thought that this program was just what Jaylen needed to serve as a pathway into his college career,"

Melani Sanders

EPORT ADMINISTRATION

miami.edu/precollege

Three-Week Credit Summer Scholars Program July 3 - July 22, 2022

Academic Specialties

Explore your interests and challenge yourself academically.

As one of the nation's most active research universities, the University of Miami specializes in innovative thinking and excellent teaching — a combination showcased in the Summer Scholars Program. Earn college credit, learn from distinguished faculty, and study in classes that connect classroom ideas and hands-on learning in one of our exciting summer college programs.

Students select one academic specialty from UM's schools and colleges. Each academic specialty consists of two courses for a total of six credits. The courses are structured around hands-on experiences, guest lecturers, open discussion, lab work, and field trips.







Healthcare and Medicine

- MUSIC THERAPY AND THE BRAIN 6 CREDITS
- NEUROSCIENCE AND PUBLIC HEALTH 6 CHEDITS
- CANCER BIOLOGY: TREATMENT, MANAGEMENT, AND PREVENTION 6 CREDITS
- SPORTS MEDICINE: ATHLETIC PERFORMANCE AND INJURY MANAGEMENT 6 CREDITS

Remote Program

INFECTIOUS DISEASES AND PUBLIC HEALTH

FILMMAKING AND STORYTELLING

FOR COURSE LISTINGS VISIT MIAMI EDU/PRECOLLEGE

Exploration Sciences

- FORENSIC INVESTIGATION, CRIME SCENE, AND INTELLIGENCE ANALYSIS 6 CREDITS
- MARINE MAMMAL BIOLOGY AND CONSERVATION
 CREDITS
- TROPICAL MARINE BIOLOGY
 6 CREDITS

Communication and Media

- DIGITAL MEDIA, PODCAST PRODUCTION, AND ELECTRONIC MEDIA FOR THE FUTURE 5 CREDITS
- EXPLORING SPORTS COMMUNICATION AND CULTURE
 CREDITS

COURSES ARE SUBJECT TO CHANGE For the latest course listings, please visit miami.edu/precollege

Architecture, Engineering, and Tech

- BIOMEDICAL, COMPUTER, AND ELECTRICAL ENGINEERING 6 CREDITS
- COMPUTING AND DIGITAL INNOVATIONS 6 CREDITS
- EXPLORATIONS IN ARCHITECTURE:
 SUSTAINABLE AND RESILIENT DESIGN
 G CREDITS
- EXPLORATIONS IN ARCHITECTURE: URBAN AND LANDSCAPE DESIGN
 6 CREDITS
- FINTECH: DECODING CRYPTOCURRENCY AND BLOCKCHAIN TECHNOLOGY & CREDITS
- INDUSTRIAL AND SYSTEMS ENGINEERING: WORK DESIGN, PROJECT MANAGEMENT, AND DIGITAL SOLUTIONS FOR ENGINEERS 6 CREDITS
- MECHANICAL, AEROSPACE, CIVIL, AND ARCHITECTURAL ENGINEERING
 G CREDITS

 ROBOTICS AND AUTOMATION 6 CREDITS

Business, Law, and Global Studies

- BUSINESS, ETHICS, AND LEADERSHIP 6 CHEDITS
- BUSINESS OF REAL ESTATE
 CHEDITS
- GLOBAL BUSINESS AND INTERNATIONAL BELATIONS
 CREDITS
- INDIGENOUS PERSPECTIVES ON LAW, SOCIAL JUSTICE, AND RESILIENCY 6 CREDITS
- + LAW: LITIGATION AND THE LEGAL PROFESSION
- MONEY AND MARKETING
 G CREDITS
- THE MUSIC BUSINESS INDUSTRY
 CREDITS
- SPORT ADMINISTRATION: THE BUSINESS OF SPORT 6 CREDITS

University of Miami Precollege

miami.edu/precollega



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 THE VALID UNEXPIRED PASSPORT OR GHANA CARD IS THE ONLY ACCEPTABLE FORM OF ID.



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

TEST DATE	REGISTRATION AND PAYMENT	GLOBAL DEADLINE	
	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 Essav

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	GLOBAL DEADLINE
	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.







IB learner profile

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

As IB learners we strive to be:

INOUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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

CASSA Corner

Service as Action - Code Red donation



As mentioned in previous bulletins, Code Red is a Service as Action project by Veronica Arthur and Balma Nasser-Deen. The team raised over GHC 10, 000 to support their goal of providing sanitary towels to girls in very deprived communities and champion menstrual health advocacy. After the Tetteh Ocloo Girl's donation, the team was contacted by an NGO for support. The NGO Erudite Women's **Empowerment Foundation** (EWEF) organizes a yearly donation and

campaign to fight period poverty among girls of school-going age in deprived communities in Ghana. Through their initiative, **imenstruate**, the NGO has provided sanitary pads to 1, 783 girls in remote towns in Ghana since 2017. This February, they will travel to three different communities in Konongo a suburb in the Ashanti region of Ghana to educate and supply sanitary towels for free. In bid for sponsorship, EWEF reached out for collaboration and partnership with Code Red.

In response, *Code Red* donated **GHC 1000** to **imensturate** initiative. Last Friday, a representative from EWEF visited TIS to collect the funds on behalf of the NGO.

Furthermore, **Code Red** is extending more aid to Loc'd in Red community project who are also raising funds to support the female inmates at the Akuse Prisons in collaboration with an NGO called Loc'd but Loved. Stay tuned for more details.



Community Project Skinny, Fat Fabulous

EMBRACE AND LOVE YOUR BODY IT IS THE MOST AMAZING THING YOU WILL EVER OWN.

This Community Project team is working on their **Anti-body Shaming Campaign.** As part of their campaign, they are designing t-shirts and body positivity quotes for the girl's washroom. The team is being assisted by **Seffirina Masoperh** (G10) who created inspiring positive quotes around school as part of her Personal Project Product goal. She is therefore using her experience by assisting her juniors MYP fellows through collaboration.

The team, **Samuella, Paris, and Esther** (G8), meets every day after school to work on their arts pieces. The team is very appreciative of the time, efforts, and support of Seffirina towards their project.

They look forward to creating a positive impact in all members of the TIS community when it comes to loving and respecting our bodies as they are. Positive self-image is essential to teen's growth and confidence.









Dear Body,
"I LOVE YOU.
I ACCEPT YOU.
I SEE YOU.
I promise to cherish you all the days of my life."



dear Body,



CAS Project Akorlikope Handing Over



"I slept and dreamt that life was joy. I awoke and saw that life was service. I acted and behold, service was joy.' -Rabindranath Tagore

Our long standing CAS project with the Akorlikope Community was handed over last Thursday to Mr. Stephen Dodze the caretaker/headmaster of Graceland Academy and to the Ghana Education Service. The Akorlikope Community has received and benefitted tremendously through our students CAS initiatives.

Furthermore, IBDP Classes from 2012 to 2020 have been engaged with the community over the years to fulfil their CAS requirements through experiential learning. Since 2011, students from these various classes sponsored and built an 8-unit classroom block, a library and a canteen. Other successful CAS initiatives over the years were developed in Akorlikope, as students visited the community annually through their Service Learning trips. The community was a great place for investigation and collaboration for the CAS Projects. Projects such as payment of school fees, concert fundraisers, supply of school stationery, provision of sports attire and equipment, health screening exercises, construction of a playground, provision of a community water bole hole system, soap making training sessions with the community women, art therapy, teaching sessions etc, were implemented,

our students' growth was evident though it all. TIS students left their mark in Akorlikope. However, Akorlikope left a huge impact in our young ones.

Almost 11 years since our first trip in April, 2011, TIS finally handed over the completed school building to the Akorlikope community. The event was brief and inspiring. The Management team, DP & MYP Coordinators, the HOCs, Edinam Mac-Deh, TIS Alumna (who is a member of the IB Class of 2012, the initiators of the project), Teachers who played a role as supervisors, Mr Alex Tay who was the Patron of the project and so committed through it all, the CASSA team who led all Service Learning Trips through these years, were present to officially commission the project and bid the community farewell.

The townspeople were full of praises and appreciation to the school for their support over the years and to all staff and students, involved with the service learning





trips to the community throughout the period. They danced and sang to show their appreciation. When the bus left, there was a sense of accomplishment and gratitude for such an incredible opportunity. This project was so humbling and we will forever remember this experience. It was indeed transformational and we hope to return from time to time to support the community in any way we can. Akorlikope will forever remain in our hearts.

This project has presented some life changing experiences for TIS family.



I joined the Akorlikope team in 2016 to 2020. It has been a delight to see how much our students have positively affected the community over the years. The numerous service engagements have resulted in incredible mutual benefits as students grow out of their comfort zones, identify their strengths and areas of growth as they learned to care and give back to the community. I personally reminisce on all the cooking we did on the three-legged pots for staff, students, Graceland Academy students and workers. It

seemed so challenging in the beginning but, together with the students, we found a fun way to always enjoy the process. As we handover the project, I am proud and thankful. For posterity it presents the hard work, dedication and commitment of our students and tells me that all things are possible. Grace Amevibor – Community Project and Service as Action Coordinator.



Akorlikope was home to us...

For the past years, there was one question at every CAS Orientation: "Mrs King, are we going to Akorlikope? I have dreamed of this opportunity since Grade 7. "Akorlikope became a household name, a dream of every student looking forward to experiencing some days in a village nearby. Akorlikope became a learning ground. A home where we found ourselves, where we learned about each other. We looked forward to those trips with such joy. The days prior to those trips were busy, students moving around carefully packing donations, personalizing boxes and packs for the children of Graceland. Those in the cooking committee daydreamed about the food they will cook in the wild. If not for those trips most of these students will never experience something like this.

The 2 to 3 hours' drive had buses filled with young ones, singing, revising their committee's plans, curious about life in the village. Eager to go to the marketplace and buy all the vegetables needed for their first meal. Trust me, the food was the most delicious ever. Those who taught, could not wait to lead those classrooms and engaged with the children. Once the buses returned after those busy days, you found the young ones sleeping, everyone was EXHAUSTED, and in their minds so much to share with the ones they left behind at school... once again The Akorlikope Trip was the talk of the week on campus.







It's very emotional to talk about this project, I look back with such pride, as so much has happened through the years. Over 500 TIS students experienced Akorlikope. Each class left its footprint over there. When travelling to Keta, you see the road sign placed by our students (IB Class of 2019), I recalled that day so well; I am always moved to take a turn right there... I close my eyes and I live all those moments again.









Parents.... Akorlikope was home to us.

I have so many amazing stories to share from over 20 trips to our Akorlikope for the past years, the storms we encountered, the cars and busses trapped in the mud during the rainy season, the first time we mounted a cinema in Akorlikope to watch The Lion King. What a moment! We took a generator and the projector was the back of our yellow school bus. You have no idea of the joy in those children's eyes and the adults... we all became little children, our bonfires and storytelling nights, the kenkey feasts, our students becoming the teachers, our drama nights and art sessions... so many amazing moments. I am grateful.

All this was only possible because of two most 'business" people visionaries. When are busy focusing on profit and numbers, our Co-Founders were concerned about students' experiential learning and growth. How we could create opportunities for young people to develop compassion, to work together, to appreciate the little things, to serve, to lead, to enjoy school? How can we make their CAS projects relevant and authentic? That was their desire, every visit of our Co-Founders to the CAS office they shared their vision and made sure it will come to life. There was no hesitation to our student's initiatives, no matter how challenging it seems, they supported.

Mrs Adjavon visited the project on several occasions to make sure we were on track. She shared ideas and demanded continuity and results. "Are our students enjoying? Are they making progress? Are we making an impact?" that's all she cares about. The late Mr Alphonse Adjavon during one of his trips to Keta, called our attention to the fact that the signboard was not big and clear enough. He took a turn to the village and checked the area, where we could have more signboards. When visiting the school campus there he was at the CAS office making sure we took action. Akorlikope was no longer our students' "CAS Project" only, it was the Tema International School family Project. Board members visited the site, Principal (s), Coordinators, Teachers, Management,









The story of Akorlikope went far, it was a topic of discussion at 2 IB Conferences, one in The Hague and another in Nairobi, Kenya. We discussed the best practices TIS was developing through this project and students' reflections, the CAS outcomes and how the school supported the philosophy of CAS by placing so much attention to a core that most schools don't invest much. In 2015, during the 5-year review, we received a detailed report about the CAS Programm at TIS, our students' reflections on the Akorlikope project blew the mind of the moderator.

We are not bidding farewell to our Village; we are only closing one chapter to start another. The next step is to follow up on the request made to the Ghana Education Service to allocate teachers to the Graceland Academy and ensure that teaching and learning are ongoing. We believe that we have empowered the community to continue the efforts to provide the children with good education that is the only way to change their current situation, through education. Those children in Akorlikope deserve the opportunity to contribute to a better life for themselves and the generations to come.

Thank you, to the late, Mr. Alphonse Adjavon, and Mrs. Comfort Adzo Adjavon. You are such a blessing. Your love for people's growth and positive change lead us this far. The TIS family dedicate this project to you, your zeal, your commitment, your love and your endless support.

Live long TIS.
Live Long Graceland Academy.
God bless us all.
Surama King – CAS Coordinator

















CAS Experience - Black History Month

Black History Month is an annual celebration that started at the US in 1926. It was conceived by historian Carter G Woodson who proposed marking a time to honor African Americans and raise awareness of Black history. The Month also honors the contribution and legacy of activists, politicians, and civil rights pioneers, including Harriet Tubman, Martin Luther King Jr, Malcolm X, Rosa Parks, among others.

In respect to this, Shaniqua Elorne Akafia & Janine Elinam Apreku (G12) designed a mural in



honor of Black History Month as their CAS Project, focus on the strand, Creativity. The beautiful mural has been mounted adjacent the Learning Center. The mural was designed to signify the duty of African and African diasporic generations to unify and realize the true pan-African.

The symbolic mural interprets as follows:

Gye Nyame "Omniscient God" – A Ghanaian Adinkra Symbol representing the recognition of the Gods' supremacy over all beings.

Dwennimmen "Ram Horns" – A Ghanaian Adinkra Symbol which interprets that, even the strong must remain humble

"Good Road to Follow" – A communication sign during slavery to signify that the rail ahead is a good choice to explore opportunities.

"Halt" – A symbol created by black ancestors to warn personas about danger when escaping from the railways at dawn.

The combination of the African Adinkra Symbols and the Symbols of our ancestors portrays the use of symbols as a form of communication thus a merge of two paths. Hands adorned with two faces of different colors demonstrates an integration a union between Africans and the Africans living in the Diaspora to facilitate a greater Africa

ASA Corner - TIS INSIGHT TV





At TIS, we can confidently brag about the variety of opportunities available for students during **After School Activities (ASA)**. There are 35 activities to choose from the ASA timetable, swimming, clubs, cooking, choir, sports, workshops and many more. Are you engaged in ASA? If not, you are missing something. Visit the CASSA office and check if there are

vacancies. These experiences not only fulfill the requirements for the DOEIA and CAS students, they also challenge students outside their comfort zone, they learn new skills, make new friends, collaborate, have fun while learning and growing.

What a better way to end a busy day than doing something creative, fun and very relaxing. Today we are going to talk about one of the coolest Clubs in TIS – The TIS Insight TV.

CLUB; TIS INSIGHT TV - TIME: 4:15 pm to 5:15 pm - VENUE: Media Room

The Tema International School Insight TV Club is the first and only media presenting club in TIS that allows students to share their creativity, brainstorm and collaborate to produce a masterpiece that is shown to the school through our YouTube Channel. The club that has recently been reintroduced has already won an international competition and is ready to make a change to one creative piece at a time. We create fun, interactive, serious and interesting pieces of work.

insight (tv)
Tema International School

They also have a Campus Quiz segment where they ask random questions to both students and staff on campus, it's a fun filled show and very amusing.

Moreso, Couch Controversy

consists of a host (student) and a guest (Staff, Student and Alumni), who ask intriguing questions, get to know their guest and develop international mindedness as we create a safe space for people to share their views on different topics.

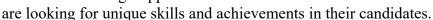
Visit Tema International School YouTube Channel and enjoy TIS Insight TV segments. https://youtu.be/1x nGhG916c Couch Controversy with Hedia Dickson, G12.

CAS Experience

Red Cross First Aid Workshop – Coming up

Coming up on the 22, 23, 24 and 25 February is the First Aid training with the Ghana Red Cross Society. This is 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





All those attending the workshop:

- 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 practical session will be on Friday, 25 February, at the Sports Complex. Please wear the 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 causalities. If you need more information, please contact your patrons: *Abigail, Messier Mensah or Hayford*. 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

Chocolate Friendship Day Preparations



What a beautiful tradition, every year on Valentine's day lunch, our Co-Founder Mrs. Comfort Adjavon share chocolates to the entire TIS community to Commemorate the day. A day set aside to show love and appreciation towards our school community, all students and staff from both campus are treated with a Kingsbite with a little note. To crown this gesture, Chocolate friendship day is this Saturday, 19 February,

and students are itching to receive their packages and bag of chocolate goodness with a variety of chocolates from friends, teachers, Dr Ken Darvall (Principal) and staff.

The G11 team has been working tirelessly these past weeks to make sure all is set for a sweet and fun day. The chocolates are currently being labelled and the special packages are being personalized and organized. Hopefully, everyone will receive their goodies bag on the morning of 19 February. The entertainment committee has planned a fun evening to crown it all, dubbed *Cupid and Cocktails*, at the TIS Gardens. You don't want to miss out. All Covid Protocols must be observed.

It been an interesting journey so far. The team members will share their reflections in the next edition. Stay tuned.



Interact Club Corner

Joel Adjei (G10) is been recognized and selected by the Interact Club as the Student of The Week. The club acknowledges his goodwill and an embodiment of the Four-Way Test of the Rotary as he portrays politeness and courteousness to all, dresses appropriately both in and out of school, has a good attendance on ManageBac, abids and obeys all the COVID-19 protocols, demonstrate integrity and preparedness for class always.

Joel receives a special badge, 10 Cedis voucher at the tuck shop and a free drink during Entertainment Night.



Interacts Handing Over



The Interacts' past president (IPP), IPP Rudolph Dogbeqah (Grade 12) and his competent board members, handed over the chain of command last Saturday. Four members from the Sponsor club (Rotary Club of Accra Legon) graced the ceremony and stood in to receive the new board members and pin the new members of the club.

The past board had a Christmas donation, organized a Peace Day contest, and initiated a student of the week campaign. Furthermore, they were able to draw in more

MYP students to the club as compared to previous Interact tenures. In their outgoing message, they were very excited to leave such a legacy for the new board to continue and grow the club further. In response, the new Interact President, **Karen Apietu** (G11), and Secretary, **Dayna Sarpong** (G10), acknowledged the importance of taking the club to further heights and assured members that they were in good hands.

We wish the new board an amazing tenure.

Congratulations!





INTERACT

STUDENT OF THE WEEK

To be awarded The Interact Student of The Week Button Badge, the student:

Demonstrates good leadership & integrity skills

Demonstrates preparedness for class with a positive outlook

Must have good attendance on ManageBac

Must be dressed appropriately both in and out of school

Must be punctual to all meals

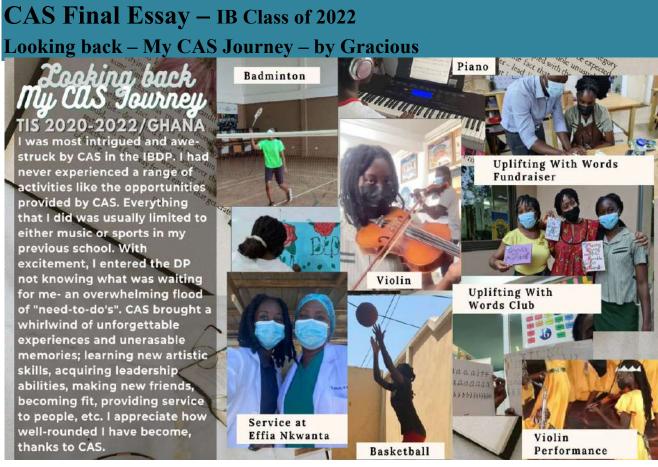
Must be polite and courteous to all

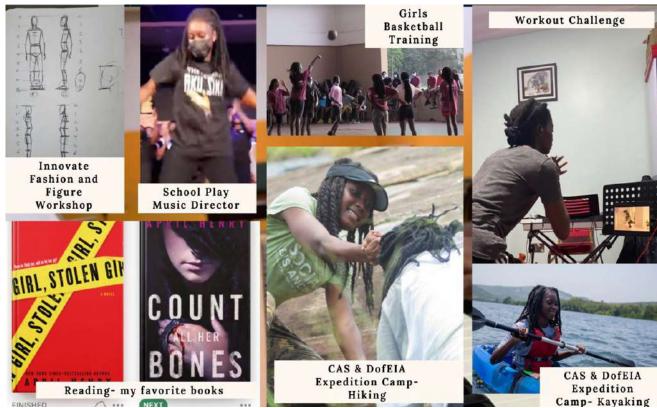
Must abide by all COVID-19 protocols

Must engage well in ASA activities

Represents the school with dignity.

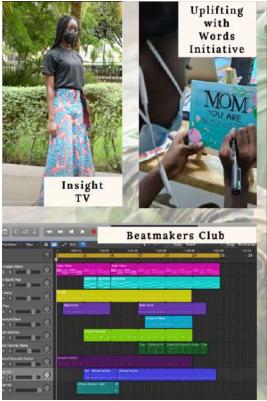
vive la Interact
2021 / 2022 Interact Executives





CAS Final Essay – IB Class of 2022

Looking back - My CAS Journey - by Gracious P. O. Asare



From Uplifting With Words, I learned how to manage my time and work with other artistic people. From working out, I improved my fitness level and endurance, which I struggled with before. Because of the CAS & DofEIA Expedition Camp, have grown to be more appreciative, adaptive and gained essential survival skills. Because of the Red Cross Society, I now know what to do to save a life instead of panic in emergencies. Thanks to badminton and basketball, have not only become more sporty, but I have learned to be more tolerant, consistent and collaborative.



Mentoring Seffrina's Workshop





How can I not mention my experience at the hospital, caring for the mentally distressed- I now understand how much mental health is just as important as physical health. There is so much more to mention and recount. The journey has not been as easy as I thought it would have been in the beginning. Even in this pandemic, I made the best out of the opportunities; COVID was never an excuse, but a motivation, which pushed me to give my best at all times. Now at the end of the road, I can look back and appreciate how far I have come; I can stand in front of my new reflection in awe. All thanks goes, not just to DP's CAS, but to the team and my peers that motivated me and made it possible to make lifelong memories- and skills- in despite the pandemic.

GRACIOUS P.O. ASARE TEMA INTERNATIONAL SCHOOL, GHANA

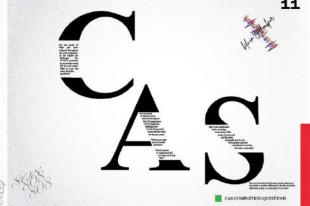




























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CAS Final Essay — IB Class of 2022 My CAS Odyssey, by Shaniqua Akafia



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The IBDP CAS program has had a profound effect on me through my high school years. It has changed my values, initiative, skills, and overall worldview. Initially, I thought it would have been stressful to include all the activities in my study plan. In the end, I realized how all of them together helped me grow as a student and also as a person. I not only learned how to better organize my time to include all the extracurricular activities, but I have understood the importance of undertaking challenges and activities I have never experienced before. This is definitely important for a student looking forward to a balanced and complete educational growth. Many were the skills that I found myself improving, discovering, or strengthening during these two years. It is said life is either a daring adventure or nothing at all. I find that very true, as CAS moulded and shaped my character like it was a fresh piece of soft clay.

During my more reflective moments, I realized how different I am today as compared to before I commenced the DP.

One thing I believe the CAS program left me with is good communication skills. From my time in junior high school, I was not an excellent communicator. I was the shy and timid girl in the corner, and though I made great progress in written communication, spoken communication was just not my area of expertise. I have a handful of memories of myself being unable to

present before my classmates and I am quite certain I would have been nominated with an Oscar for the worst communication skills award. Even though there were public speaking chances existing at the time, I never considered taking them since I had already recognized that public speaking was my major weakness. In grade 12, I decided to join the peer buddy/caregivers team. I was scared and intimidated by the great responsibility I had over my shoulder, but with some organization and communication with the instructors, I managed to learn the tricks. Definitely, this experience made me improve my role as a



leader, but it made me understand the importance of communication with a team. Helping the newbies settle in, make new friends, and interact with the teachers and their new environment. I definitely gained a lot from this experience and I am sure the skills I have learnt and improved will help me in my future life inside and outside of school.

CAS Final Essay — IB Class of 2022 My CAS Odyssey, by Shaniqua Akafia





Pushing my limits is definitely the key sentence to describe my 18 months of CAS journey. Not only in communication, but in art. It has been almost 12 years since I began my art journey. Ever since the beginning of CAS I pushed myself to new horizons. First of all, I started taking art lessons at the age of 7 an with the aid from those long years of art class, I managed to channel my love for art in our Black History Month Project. During this CAS project, we endeavored to have uncountable meetings during the month of February. Black History Month is an annual observance originating in the United States, where it is also known as African-American History Month. It has received official recognition from governments in the United States and Canada and more recently has been observed in Ireland, the Netherlands, and the United Kingdom. The main aim of this CAS project is to uplift young black people in the TIS community and to learn about their history and how they should learn to accept themselves as strong-willed black people. What role did I play you may ask? I aided in designing t-shirts

and sweatshirts for this project, but unfortunately, it couldn't be executed.



One thing I learned from this project is that as a student in TIS I should learn to embrace who I am as a person and be most proud of what I am as a person. BHM has also helped me learn to cooperate with others and respect their opinions because after all, we are one people. Not

only did I improve my art work. I also learnt to collaborate with the help of my friend, Ellinam. This experience, understandably, was my most challenging one, but by the end of it all, I was also a better leader, communicator and initiator.

CAS Final Essay — IB Class of 2022 My CAS Odyssey, by Shaniqua Akafia



Unfortunately, my timid nature hindered me in more ways than one because I also used to shy away from any leadership roles. However, through the cumulative skills, I was maturing through CAS, I was able to develop confidence in my new skills and abilities, which extended to an established belief in myself. Newfound aplomb took the place of the mousiness in me, and before I knew it, I was handling leadership roles with much less difficulty than before. I collaborated and took initiative in a CAS project with the help of a few of my classmates called the **Bright Smile project**, which aimed to improve dental health among individuals in our society. This project raised money by having a fundraiser to give away free dental supplies to the Potter's Village to improve their

dental hygiene. Along with members of the group, we raised awareness through social media, articles in the TIS bulletin, and interactive trivia. I believe as a person I fulfilled all the CAS learning outcomes through this project. Oral hygiene is a widespread sensitive topic, so we touched on a global issue by raising awareness of it amongst students and staff members. I did vigorous research on dental and oral hygiene by myself, so I had a deeper comprehension of the global issue. Of course, I became a better planner, initiator, and collaborator as I cooperated with my student members to organize events. **Bright Smiles** was such a wonderful CAS Project I would love to undertake again, the idea was headed by Ewuramma Odamtten and I had such a great experience. What I noticed was the dedication of each person in the group. The activity made me feel a sense of gratitude and happiness seeing a smile on the faces of the children of Potters Village. As a group, it wasn't easy calling for meetings and balancing school work as a



whole but we were able to because as part of the IB learner profile we are to be balanced. As a person, I have developed a spirit coordination and a good work ethics The greatest challenge faced during this project was following the instructions when it was time for our sale, it was really hard to focus but then I was able to work at a fast

rate and I am excited to work on more projects like these In the future.

Although these experiences changed me the most there are several experiences I collaborated that made me grow up in many ways. Some of these include Save an Eye Initiative, Uplifting with words and Ecoville, Protect My Mind and Protect the Guides Initiative (Cheat Day).

CAS Final Essay – IB Class of 2022 My CAS Odyssey, by Shaniqua Akafia

Save An Eye Initiative was a CAS experience I would love to relive, headed by Essilfua Ansah I was able to engage in this CAS project and pitch ideas as part of the project. In the beginning, it was a bit rocky because we had to have meetings in order to plan everything to perfection. For this project, we raised funds by selling delicious hot dogs and cold drinks to the students if TIS. It was such an amazing experience, going back and forth in the



kitchen made me feel like a master chef. With the help of our amazing CAS coordinator, we were able to serve every student to their satisfaction leaving every student a smile on their face. What I learned from this project was to be open-minded and accept everyone's perspective and ideas into consideration.

Several people who know me know I'm a very artistic person. Taking part in Uplifting With Words project helped me express and develop this creative part of me by providing me with a *creative and artistic platform that I* couldn't find anywhere else. I had pushed the button on pause on my artistic side for a while. Taking part in this project opened my eyes and heart to inspire people who are down and need a tiny speck of motivation to boost their day and get back on their feet. This experience also allowed me to be more open-minded to my fellow mates, as I was only interested in abstract art and that of Van Gaugh's work. I learned that words can also be expressed through art. 'As the eyes are the windows to the soul, so is art to the heart.'

I consider myself as empathetic, and raising funds for the Ghana Girls Guide during the pandemic consolidated this empathy in me. Since this fund raiser, I've never felt more compassionate for girls my age and under. Headed by my friend Nassira Agoro, this CAS project had a goal to raise money to provide Covid supplies to the Ghana Girl's guide Association to enable them to conduct their annual summer Program, whereby they send deprived girls from their respective villages and teach them a plethora of skills. I was able with the many trials and tribulations someway somehow to make Cheat Day a success. We were asked to put aside our differences, get what needed to be done out of the way. I learned how to be patient and tolerate people in this CAS project. It was not an easy task but in the end we were successful and made a difference.

You can see why I indicated at the start of this essay that by the end of my CAS journey, I was a different individual. If a single event has the power to mould an individual, the cumulative effect of many experiences has the power to entirely reshape them. In my instance, I experienced a transformation for the better, because I now have a diverse set of talents that will be quite useful throughout my career. Outside of TIS, there is life. I am quite pleased with the development I have made in terms of my character. I owe everything to my experience here at TIS. Thank you CAS, I am better academically, skill-wise, and have a lot of stories to tell.

CAS FINAL ESSAY – IB Class of 2022

A Journey to be told – by Cynthia Nutsuakor









Before going into the Diploma Programme, I already knew CAS to be one of the required components. Ι remember walking MYP2/Grade 7 seeing lots of the DP's students doing different CAS projects here and there. I can recall some of them holding fundraisers which stirred excitement in me because I couldn't wait till, I became like them. I had lots of conversations with my seniors and most of them talked about how CAS had mostly helped them to grow as a person, from building their confidence to learning a skill. It helped to understand and know who there were as a person. All these comments boosted my excitement about CAS.

CAS has personally challenged me to move out from my comfort zone into unfamiliar zones. For instance, participating in the Duke of Edinburgh International Award has been one of a journey. The CAS & Dukies Expedition Camps was one of the challenging parts. I remember my first camp at the Shai Hills. Sleeping in tends and cooking in the forest is not something I am use to as a person but going for this camp helped me to do so many things I never thought I would have done. After this, I realized that moving out of my comfort zone to take risk is actually something I enjoyed because I got to make new friends and learn about myself, hike, abseil, kayak and live in the jungle for days, all that I have never done before. This made me more excited and ready to face the other aspects of CAS.

Knowing CAS has three strands, the ones that I could easily relate to were the Creativity and Service because these were two areas that I developed right from grade 7. When I entered this school in grade 7, pre-Covid time, there was always an opportunity for students to engage in Service as Action, Expression, School Plays, Gardenholics, Cooking class, Bead making, Rug

weaving, Crocheting...the opportunities were endless, varied and available to all.

CAS FINAL ESSAY – IB Class of 2022

A Journey to be told – by Cynthia Nutsuakor

One CAS experience I valued is the Speakers Hub which helped me to build my vocal abilities with being part of the Assembly team. Joining the assembly team, I became the script writer for my group and this helped me to improve my writing skills a lot since writing was one of my major areas for growth. It also helped to improve my confidence skills since I was also a presenter. The School Choir is one of the activities I was totally involved in. Holding the position of the Secretary in the School Choir in DP 1 and Organizer in DP 2 helped to improve my leadership skills. It allowed me to be open minded to different people's ideas. I was able to learn how to be patient with understanding that we are different and that is perfectly fine.

Everyone who knows me is aware that one thing I love to do is acting which motivated me to take part in all my schools' annual production right from grade 7 to 10, that led me to playing a main character in the 2019's school annual production. With this interest, I was chosen as be the Student Director for our School Play in DP2. Taking up this role taught me a lot about myself. It was an opportunity to improve my leadership skills in an unfamiliar environment. It also enabled me to develop friendships with students from different grades. In addition, it taught me how to manage my time outside of rehearsals and prioritize my academics because I had to balance rehearsals and my school work. With this production, I was able to help people improve on their speech while also allowing them to build their stage confidence.

Under the strand Activity in CAS, I used to think that it was all based on sports and as someone who doesn't love sport, I was very scared that I will not develop this strand. I was able to combine the strand Activity and Service together through the participation in the project SDG for Ghana. The goal of this project was to spread awareness on at least 9 Sustainable Development Goals, through social media and collaborating with organizations in Ghana with similar goals. Fortunately for my group and I, we were having online school so this made it

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easier for us to engage in this and achieve our goals since everyone

CAS FINAL ESSAY – IB Class of 2022

A Journey to be told – by Cynthia Nutsuakor





was spending a lot of time on social media during the Covid Lockdown. This project helped me to understand that you can easily make an impact in your environment through many ways and not only fundraising or donating anything. This activity also helped me to improve myself as a team player and also work on my collaboration skills. I was able to participate in some sporting events during our inter-color competitions and inter-hostel competitions. Though I am not yet a sporty person, I was still able to enjoy and appreciate the experiences. From here I will definitely engage myself in sports activities.

When it comes to my favourite CAS strand, I would say its service, the reason being that, I as a person love to give. Helping someone in need is one the most things I enjoy doing. The very first project I participated in to help the community was Christmas for Charity. From the beginning, our mission was to reach out to people who hardly receive during the Christmas season. We found ways to connect friends and families together in order to gain support for this project and we are grateful for this opportunity to provide for those in need. Although we were a small team, we believed that with the help of the community, we will be able to make this project a success. Since our project was during Christmas, we decided to raise funds by selling hampers on a website that we created. With the help of our friends and families, we were able to raise funds and went to buy some items such as toiletries, food, personal hygiene and beverages. Then on

Christmas day, we went to our chosen orphanage and spent the day with them as we shared the items that we had bought. We were able to donate the items to over 50 children. Through this project, I learnt how to work with different people from different backgrounds with different personalities.

One constant thing I love to work on about myself is my confidence skills. With this I took it upon myself to run for a leadership position in my school. I decided to go for the role of Catherine Hostel Executive. The journey from Essay writing right to Voting was nerve racking but eventually I got the position. Taking up this position helped me a lot with my personal growth. Being a hostel executive put you in charge of the over 60 girls in your hostel. It allowed me to work with different people from different background. This position taught me a lot

CAS FINAL ESSAY – IB Class of 2022

A Journey to be told – by Cynthia Nutsuakor

about having patient and being open-minded because being a leader, there were times certain people will annoy you but I learnt that as a leader, you have to try your best to understand situations before handling them. It helped me to improve my confidence skills since I was always talking in front of my hostel mates. The best thing that it has taught me is time management skills since I had to balance the role as a hostel executive and my academics.

The best part about my CAS experience is the Project I initiated which was called **Femicare**.



In this project I collaborated with three of my other friends. The aim of this CAS project was to educate a group of girls in an orphanage here in Ghana on proper menstrual healthcare and provide them with sanitary items so that they can take care of themselves. The reason for this project was because we noticed that a lot of girls around the world don't have access to sanitary items for menstrual healthcare and Ghana is no exception to this and due to the pandemic, there has increased the risks associated with

improper menstrual healthcare. We chose to work with Christ Faith Foster Home, an orphanage located in Adenta Municipality to provide over 60 girls with the necessary items needed during their time of the month which could last for about a year. This project has helped me to know that there is joy in giving back to the community. I have also been able to understand the importance of being caring and the benefits of working in a team. Though working in a team can be very challenging sometimes, it was very interesting to work with my friends since everyone was bringing different creative ideas which we put together to finish the project. One thing about this experience was that, it consumed a lot of time which also helped me to learn how to plan and strategize. The efforts we put into making this project a success actually paid off at the end of the day. We able to achieve our goals and even more because we did not only provide them with sanitary towels but we were also able to add bathing soap, washing soap,





shaving sticks, deodorants, tissues and even included some snacks inside just to keep them happy. We were able to provide this with the help of an organization who donated GHC 1000 and our friends and family who were also able to give us small donations which piled up to another Ghc1000 which in total we raised GHC 2000. We are happy we were able to help!

My CAS journey has been valuable, from a shy girl to a bold, strong and compassionate young girl who is able to speak up for herself.

I have had so much memories that wouldn't be forgotten. CAS has mostly taught me to always be ready to help my community and develop myself.





Dukies Corner - HoSA Team Retreat 2022



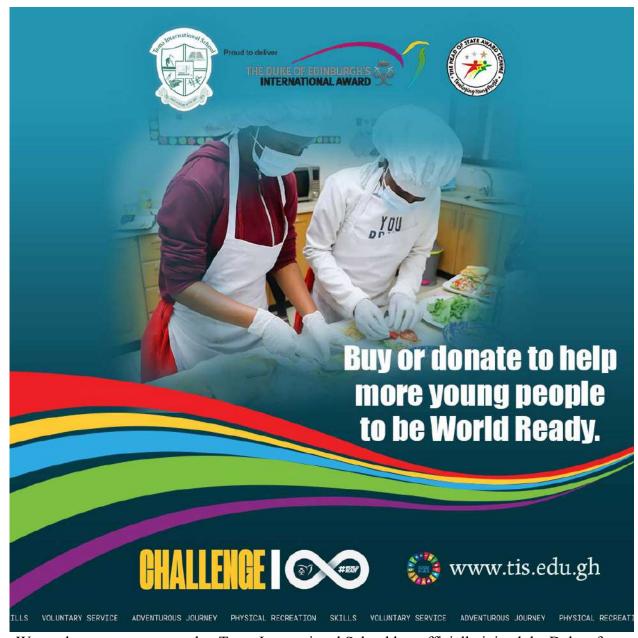
Tema International School DoEIA was invited to participate in this year's **Head of State Award Scheme annual team retreat.** The retreat themed "performing better together" aimed to build capacity to effectively strategize for 2022 to achieve the collective goal of the organization (HoSA).

As the proud Award Coordinator of the Best Operating Center in Ghana, (TIS) with the best model, our contributions to policies and redefining structures will go a long way to help the organization.

The 3 days, 2 nights intense retreat was very engaging, educative and informative. We had different moderators and facilitators from Kenya and Ghana joining the retreat. The team is focused on making the award program reach more young people in Ghana, with the best practice for effective transformation and equipping. From this retreat, I have been able to learn more about teamwork and leadership skills. Clarity of instructions influences team performance.

Every knowledge acquired from this retreat will be fully implemented in our mood for practice here at Tema International School.

Always, WORLD READY! David Diffe – Award Coordinator



We are happy to announce that Tema International School has officially joined the Duke of Edinburgh's International Award biggest-ever fundraising challenge.

At Tema International School we believe in continuity, our first After School Activity (ASA) to be put on the #AwardChallenge100 is the cooking class. Participants (Dukies) will engage in their skill activity (cooking class) and every meal prepared will be sold to raise funds. This will help participants meet their voluntary service and skills activity requirement.

We call on the school community to donate to help young people to be **WORLD READY**. Every cedi raised will help young people from the challenging backgrounds gain the confidence, skills and experience they need to overcome whatever life throws their way.

Our target is to raise funds to support 100 young people from these challenging backgrounds to enroll and achieve their DOEIA.

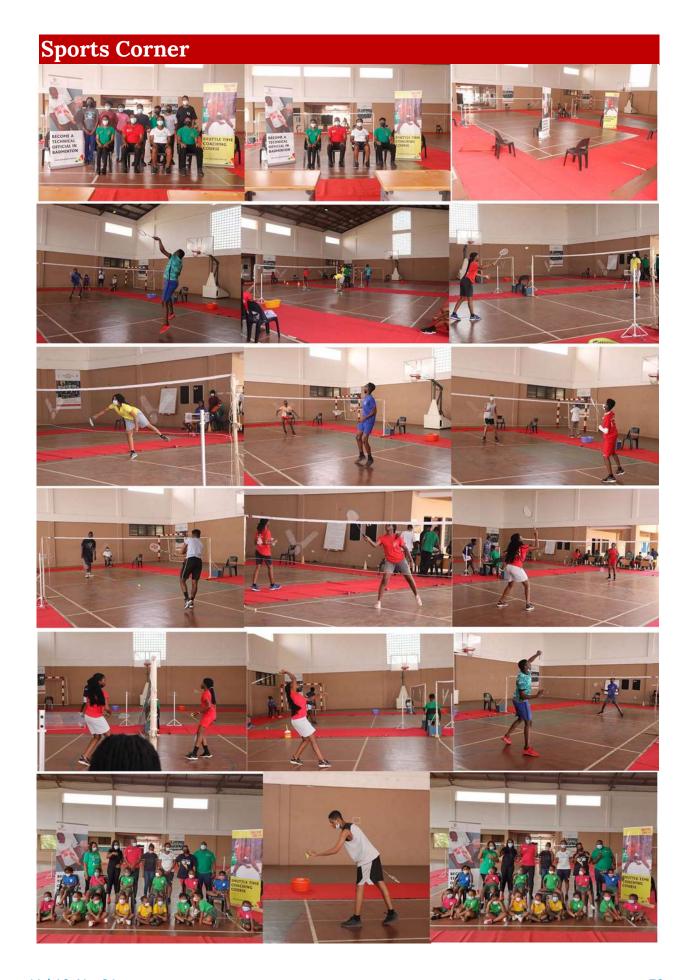
Donations can be made via MTN Momo 0543936488 (Abigail Ahiadorme – Award Leader).



Tema International School PREP GUIDELINES



- 1. Grade 7-8 students are allocated classes in the Math labs, Grade 9-10 students are allocated the classes C1-C6, and Grade 11-12 students are allocated classes in the classes C7-C12. Students who wish to engage in the library must provide their names in the attendance book on the entrance desk.
- 2. No student should engage in prep outside the designated prep venues without prior permission from the Prep Coordinator or Academic Executives. Teachers who wish to engage students during prep outside these venues must provide the names of students involved and where they would be engaged to the Prep Coordinator or Academic Executives.
- 3. Teachers on prep duty should report to the Academic Block and Learning Centre by 6:50 PM. Students should settle for prep by 7:00 PM.
- 4. There should be minimal movement of students within venues before prep starts and no movement between venues without prior permission from the prep supervisors or student prep monitors once prep begins.
- 5. All covid 19 protocols must be followed during prep; face masks must remain on always, and social distancing must be observed.
- 6. No eating or drinking is allowed during prep.
- 7. Students found distracting others during prep will have their laptops docked early for a period of time.
- 8. No student should be allowed to move furniture from the classroom to sit outside for prep. Prep supervisors and student prep monitors should ensure that there is no movement of furniture from one classroom to another.
- 9. Prep ends at 8:30 PM for all students; no student is allowed to leave until the siren is rung. When extended prep is introduced for Grades 10-12, it will end at 9.00 PM.
- 10. Prep supervisors and student prep monitors should ensure the classroom is left in the standard layout at the end of prep; tables must be appropriately arranged, chairs should be neatly tucked in, all liter should be placed in the appropriate trash bin, and air conditioners and lights should be turned off.
- 11. All personal belongings should be removed from the Prep venues and placed in secure lockers or carried back to the hostel after prep.
- 12. All incidents during prep must be reported to the Prep Coordinator or Academic Executives.





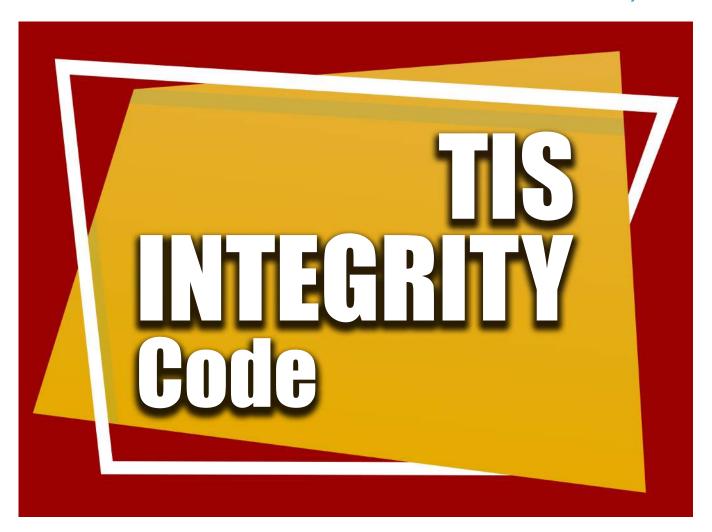
TEMA INTERNATIONAL SCHOOL

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.





"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."





