

TIS RECORD

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

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.

Contents

- PYP News: Page 7
- CASSA Corner: Page 22
- Guide Post: Page 55

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

The most important step in becoming successful in anything is to first become interested in it.

- Sir William Osler



Service Learning

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.

Service and action are at the core of IB programs. It's all about making the world a better place.

Service learning is something that TIS is very proactive about as a result of service and action in MYP, CAS in DP and action through PYP transdisciplinary units of inquiry.

There are regular reflections from students about the service initiatives they have undertaken. While their actions are also fulfilling in terms of the difference they have made within communities, the learning each student gains from each experience is just as important.



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

-Steve Bollar

Thank you, Prince.

- Prince Apraku has been the TIS Bookstore Keeper for yonks. Although located in a quiet little spot in the classroom block, Prince was a key person in the functioning of TIS. From photocopying, laminating, booklets, stationery supplies, textbooks and their returns, Prince was the person you relied on. Prince has moved on to a public service position as internal auditor. Thank you, Prince, and BOL for the future.

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.

Not all plans come to fruition. Why not? How could I have done it differently? How well did the team contribute, collaborate and develop as team players? What are our next steps? Students reflections are just as important as the planning and implementation.

Today we salute the Unite to Light team who have just received 3000 LED solar lights to be distributed to all those in need, those who don't have access or can not afford electricity. This is such a great initiative for something many may take for granted. Congratulations. Look out for the rest of this story in the TIS Bulletin next week.

No Mid-Semester Break

Thank you to those parents who expressed their thoughts, perspectives and suggestions about the plan to abandon the upcoming mid-semester break. Each contribution was thoughtful, valued and appreciated.

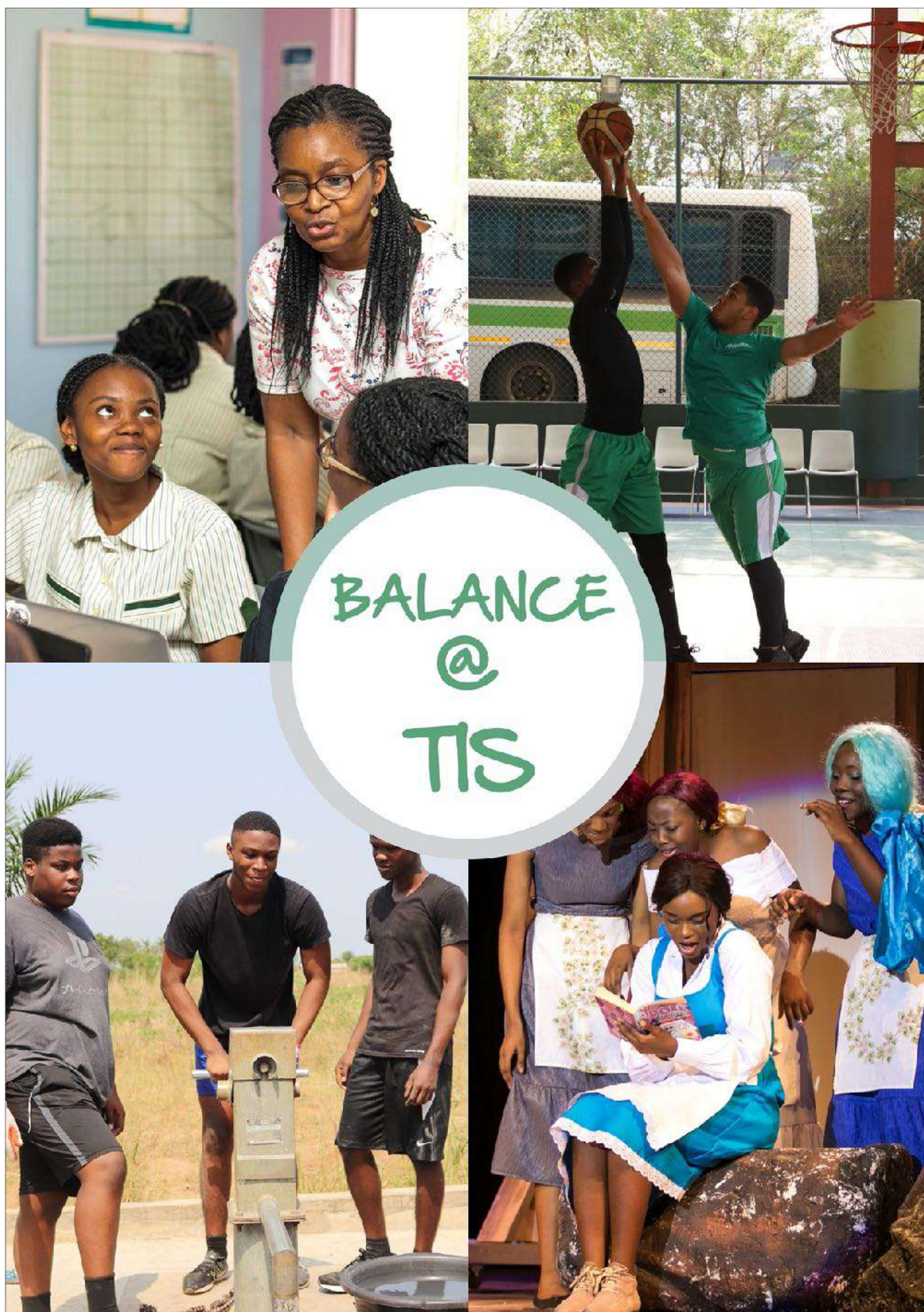
TIS will **NOT** be proceeding the previously planned mid-semester break in March in order to minimise the risk of COVID-infection. A revised calendar will be included in next week's Bulletin.

I (We) certainly pray and hope that this semester is the last time that this topic arises again for years to come.

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, we have been 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 commenced in late February. For this final round, admission interviews are expected to conclude by 15 March and offers will be made by the end of March.

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

Secondary admission applications have now closed until further notice.

It is likely that all secondary school vacancies will be filled by 31 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

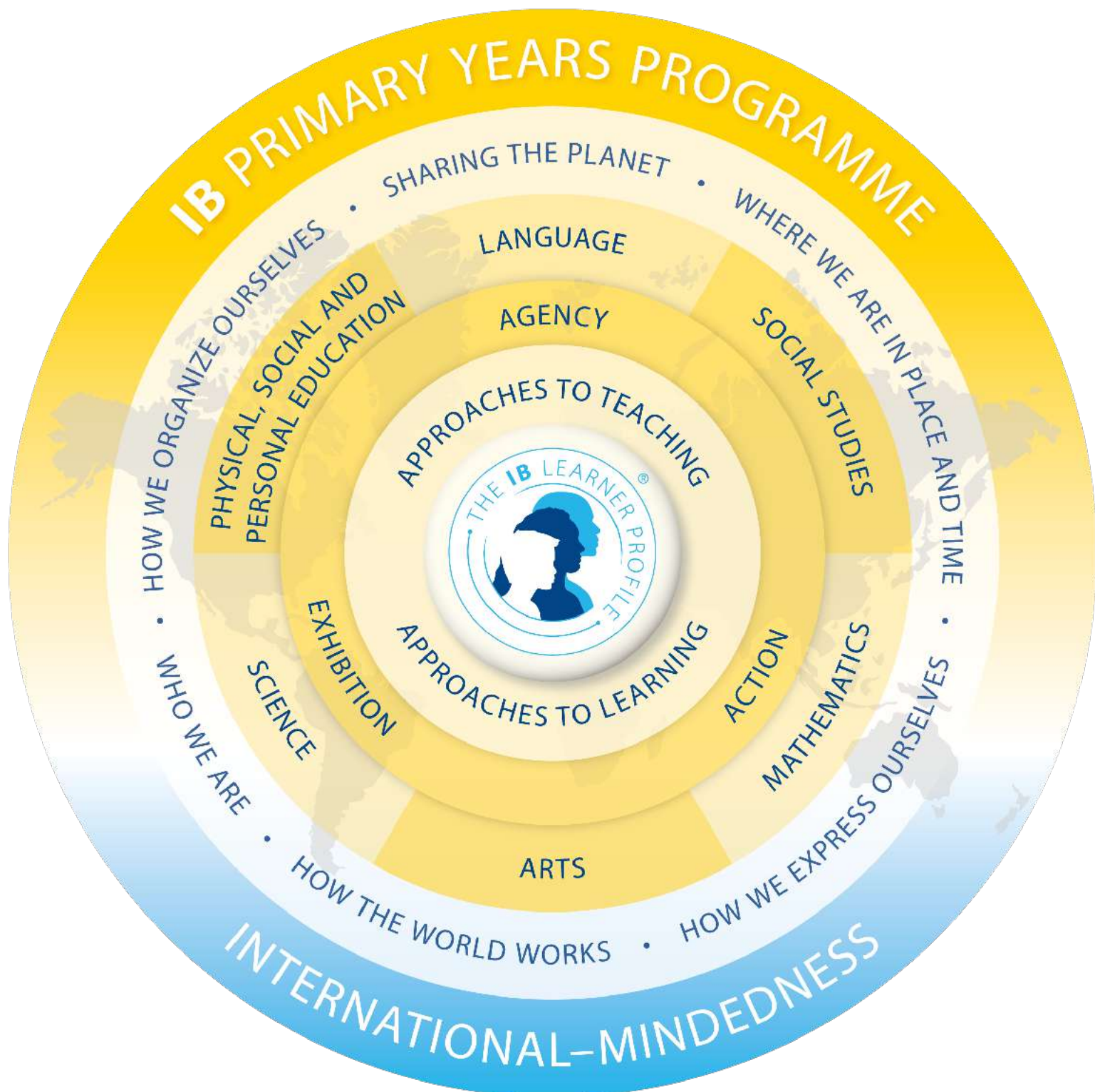
4/3/22

What Makes TIS Primary A Unique 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



Art in the PYP

Visual arts enrich every unit of inquiry at Tema international Primary School. Visual arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. The students are stimulated to think and articulate their thoughts in new ways and through a variety of media and technologies. In the current transdisciplinary theme, how we organize ourselves, the Ruby students are creating different products for a specific organization. For this reason, students are being exposed to a different range of art forms including crocheting, painting, photography, packaging, printing, stenciling etc. In the Opal class, students are being exposed to video editing and the use of different digital tools, including the camera. Below are students' reflections on their respective unit of inquiry.



Resource person teaching some students crocheting



Katie-Louise taking pictures of

I never knew that I would be interested in taking photographs, but I have really enjoyed taking photographs and now I love taking photographs. - **Katie-Louise**



Michelle learning how to crochet

It was a great experience crocheting. I was excited to try it and when I did, I was glad I was able to do it. I am really looking forward to learning how to do more in my next class.

– **Michelle**

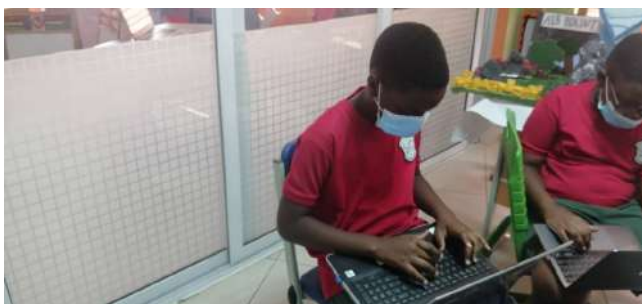


Cherry learning from her peers

Today, learning crocheting was fun and interesting. Learning how to do the magic circle was very hard but I think we can make a lot of things with crocheting.

– **Cherry**

In the visual arts class, I learnt how to paint a background for an artistic quote to encourage others. I am expecting to create a beautiful painting that tells stories – **Israel Borlabie**



Adrien doing research

Art was fun and challenging today. It was fun because I have always wanted to design a package. It was also hard because I had to create shapes and cut it out. – **Adrien**

The painting was good but a little challenging. I had challenges painting well but I will improve in my next class. - **Elikem**



I enjoyed today's lesson because I learnt how to package stuff. Moving forward I want to be good at it. – **Kwasi**



This lesson was interesting but I feel like I should be improving in realistic artworks. We learned how to write messages but I wish to improve making realistic artworks. - **Paa Kwesi**

Paa Kwesi preparing his background



I liked the art activity today but I will like to improve on my fonts and look forward to the next lesson- **Nana Adwoa**

I am looking forward to learning more about the different types of art and look forward to working on packaging, caps and t-shirts- **Ama**

This activity was fun because I go to improve my painting skills. I am looking forward to improve my designing skills next week. - **Kwaku**

What I experienced today was how to tint and make colors fade into each other. I also made my own fonts for a wooden board and I want to improve my design in art in coming lessons. – **Nana Yaa**

Today's painting was good. I learnt how to clear sharp lines and new font designs for my artwork. I look forward to painting more realistic painting. – **Kobby**.



Maame teaching Juanita how to create a package

I had a little challenge creating packaging but I kept practicing and now I can do it. – **Maame Akua**



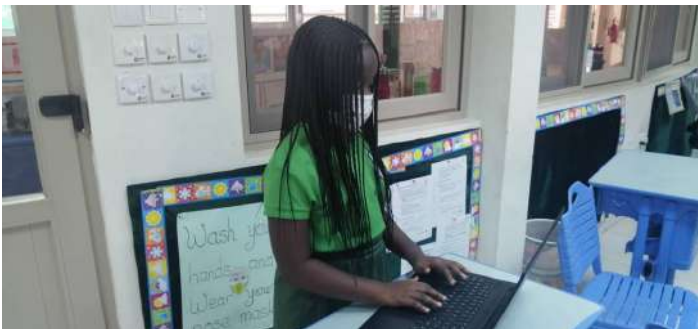
Genesis exploring clipchamp

I enjoyed using clipchamp because I got to collaborate with my friends and I liked the activity called think pair and share. - **Genesis**



Emmanuel exploring clipchamp

Using clipchamp was fun and I want to learn more about clipchamp. – **Emmanuel.**



Ashanti exploring clipchamp

The experience of using the camera was good but this was not my first time using a camera. - **Ashanti**

It was my first time using a digital camera but I realized it was easy to use it. - **Kwaku**

Having this experience on clipchamp, I have learnt a lot about how to edit videos, even though it was my first time. **Kadmiel.**

It was nice taking photos of people. It was first time using a Canon camera. - **Austin**

Exploring clipchamp was quite difficult but I kept exploring it. In the future, I want to be a great editor in future. – **Raymond**



It was fun when I used clipchamp to edit videos and I learnt how to make filters and also trim videos. - **Kwame Kudah**

I had fun collaborating with my peers when using clipchamp. I developed my social skills when we worked together. – **Abdul-Rahman.**

Kudah exploring clipchamp





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



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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

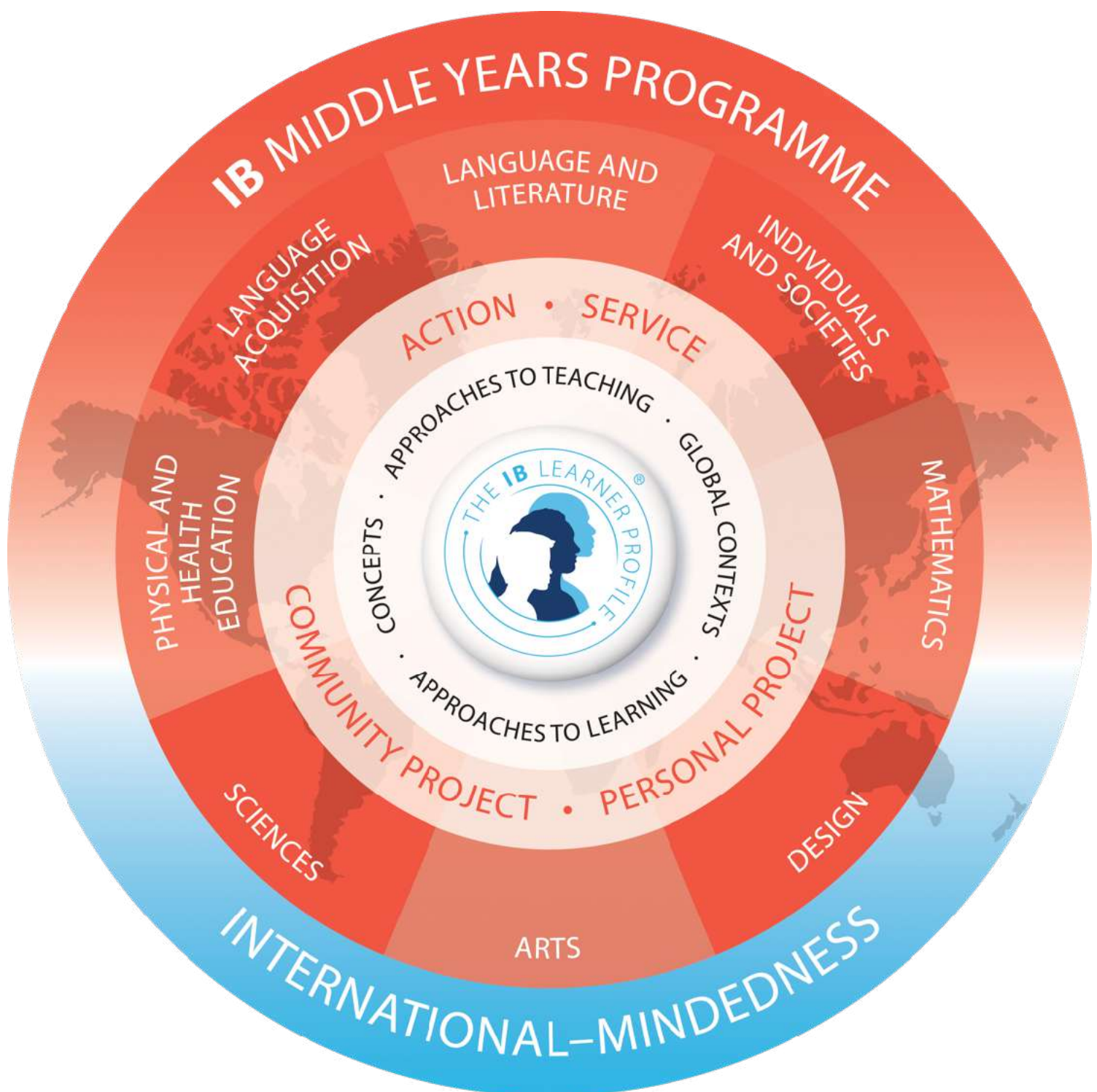
HOW TO APOLOGIZE

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...



FOOTBALL'S A REMEDY



I always marvel at the way football crowds yell and shout, but not in anger. They also sing, dance and chant at matches. They wave flags and banners. At the end of it all, especially for the winning side, you see very happy fans walking away from the stadium. Even fans from the losing side can be seen chatting with each other, consoling and discussing with each other what went wrong and how did they lose. During this time, football would have taken their minds off things that would make them sad, or think of their struggles in life.

I also look at the players and how focussed they are when playing. You cannot tell if something is worrying them or not. The focus is to play to the best of their ability to please their fans and the coach. At the end of the match, you can also see players from the winning or losing side greeting each other and consoling or cheering each other. But, it is only about football, not about other things in their lives which are affecting their mental health.

Football's effect on one's mental health is extremely important as mental health is a topic that I feel should be openly discussed. Ways to overcome mental health struggles through various ways, such as sports, is something not many people talk about. Football has been used by some to also escape from poverty for young people from disadvantaged and low income areas, as football is a way to move away from poverty if they work hard.

I will be looking at how beneficial football is and how it can be used as a remedy towards a person struggling with mental health. Football comes with many advantages not only development of physical strength and to persevere even if you are tired. Some may argue that football only has physical benefits but that is false. Football has many advantages towards our mental health and research shows football is used as a source of dopamine which is said to help improve one's mood. It is also said to aid anxiety. Playing football allows you to gain new family and friends.

As part of my Personal Project, I visited a football ground in Ashaiman. Ashaiman is a densely populated township close to my school where not everyone lives in a brick house but where young people can be seen, especially at weekends playing football in a sandy area which has been marked at a football ground. It is said that Thomas Teye Partey, a Ghanaian professional footballer who plays as a midfielder for Premier League football and the Ghana national team, played in this same area.

Although I was not allowed to take close photos of the young players, I was able to film and interview one of the adult coaches who admitted that football was very beneficial to the young people there, as it helped with their mental stress and they could develop themselves.

Football has many advantages towards improving the mood for people who feel stressed and so much more. It also helps with one's self confidence. A study taken shows exercise impacts levels of serotonin, a chemical which helps regulate mental health. Physical activity, such as football, releases endorphins which is the body's natural happy chemical and reduces levels of the stress hormone cortisol.

Sports, like football, literally get the blood pumping, which is critical for transporting more oxygen and essential nutrients to the brain. According to a 2006 study, exercise improves mental health by reducing anxiety, depression and negative moods and by improving self-esteem and cognitive function. 17 Nov 2020, MD Monthly

For every problem, there is always a remedy. I want to remind all those who may have some stress or want to improve their mental health to remember football. This article highlights how mental health can be improved and aided through physical activity, such as football. This article wants to bring a discussion about mental health to everyone and to spread awareness about what football can do in this. So, we must all give it a try to see how it helps us.

Kwesi Kutu Acheampong, Grade 10, Personal Project

Wikipedia,

Can Playing Football Affect Your Mental Health? - MD Monthly

<https://mdmonthly.com>



Ashaiman children playing football in the back ground



Interviewing a coach at an Ashaiman playing ground



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

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?



CASSA Corner

CP & PP Virtual Exhibition

Have you followed [@tismyp_projects_exhibition](#) on Instagram yet?

Catch all the excitement and insights into the various Community and Personal Projects as students share their experiences, highlights, challenges through the journey towards the achievements of their learning goals, product goals, and Community Project goal. Kindly like comments and share to spark conversations.

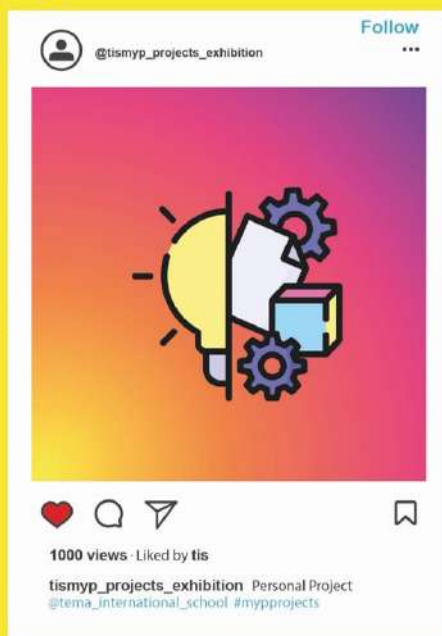


TEMA INTERNATIONAL SCHOOL



Virtual Community & Personal Projects Exhibition

Support the students by liking
and commenting on their projects.



MYP Projects Exhibition will remain virtual this year. All works/projects by MYP Year 5/3 would be celebrated on the Instagram page titled [@tismyp_projects_exhibition](#). Entries are being uploaded until 7 March.



[@tismyp_projects_exhibition](#)

Community Project - Locked in Red



This Community Project group (Sedinam Ahildza, Enam Gborglah and Baffour Longdon) has raised **GHC 3,750** to purchase nose masks and sanitary towels for female inmates at the Akuse and HO Female Prisons. A representative from the Akuse Prisons, Corporal Peace Agbetsise, visited our school to receive the items on behalf of the institution. As part of their Community Project, the group has written an article about the prisons and it will

be published in the next edition. Thank you to the contributors of this project, especially the parents and family of the initiators. Corporal Peace was impressed beyond words as she appreciates the efforts of the initiators and acknowledges how students are developed by thinking along the lines of real-life situations.



CAS Experience - Chocolate Friendship Day



Did you receive a surprise package? A goodies bag or a bar of chocolates? Know that you are loved and thought of regardless. The most anticipated school event of the academic year was celebrated last weekend. The leaders, **Darren Owusu, Vonzelle Osei and Vanessa Stephens**, managed the process effortlessly. The complaint about misplaced orders was very

minimal, so well done team. Both staff and students of secondary and primary campuses received love from all. Read further for reflections from the committee. You can also check “Behind the scenes video” recorded by Insight TV on YouTube. <https://youtu.be/Gvi8eQE9Zhs>

A total amount of **GHC 18, 095** was raised and the expenses were **GHC 13,458**. The total amount of profit realized was **GHC 4,637**.

Through investigation, the team contacted the **Lebanon Health Centre in Ashaiman** to know what their needs are. **Obstetric delivery beds, chairs and a polytank** were at the top of the list. Due to the high cost of some of these items and the amount raised, the committee has decided to purchase a Polytank and 10 chairs for the OPD (Outpatient department) to sit lactating mothers and pregnant women for the **Lebanon Health Centre in Ashaiman**. Updates of the donation will be shared in subsequent bulletins. Stay tuned.

*Being a part of the Chocolate Friendship Day committee was quite an experience. It really help all of us bond as a grade and understand more about each other. It was hectic almost all the time. It caused alot of stress to some people. Overall, the planning process and taking action all happened much quicker than we all expected. We had a lot of fun packaging all the chocolates for the different students of the grade. We decided to use the money raised to purchase one Chairs and a Polytank. Overall, I beleive the chocolate friendship day committee was successful in spreading love and kindness all over the school. **Farouk Omar, G 11***

*Being a part of The Chocolate Friendship Day committee gave me more insight on how to collaborate and how to communicate effectively. Being a designer in the committee also improved my designing skills, however, this work was done collaboratively and it made me understand and tolerate other peoples' point of view. The Chocolate Friendship Day committee also helped me to be become a balanced IB student because I was playing sport, at the same time as learning while working on getting the chocolate ready for the students. It was stressful at a point, but with God and the team we were able to pull through with few complaints from the student body. **William Ashun, G11***

*Chocolate Friendship Day, the time of “love”. Who wouldn’t want to be part of the reason to spread love? I joined knowing very well in mind that it would be very hectic and chaotic and as days approached faster and faster that belief even grew more but I was shocked at the outcome. My role in chocolate friendship was mostly regarding taking care of payments and ensuring the calculations are done well. This helped me improve my mathematical skills and my abilities to think on the spot. During the week for the events, we began spending after schools and preps packaging the chocolate, I have witnessed my seniors spend sleepless night day after day, but we planned ahead so we did not experience that much as a team. As the entertainment executive, I was planning the night with my committee at the same time and that showed me the essences of planning and self-management. Friendships were strengthened and bonds built all because of one event. I encourage Grade 10s to join next year, it was a great experience. **Moyosola Fajemirokun, G11***

I first knew I wanted to lead the Chocolate Friendship Day the minute I stepped into TIS in Grade 9. When the 2021 batch finished their Chocolate Friendship Day, I then told myself I want to lead this. It was not easy trying to communicate my ideas in the beginning, but I pulled through. Deciding on the cause was fun. After deliberations lead by the CAS team, we unanimously decided to purchase obstetric delivery beds for a clinic should we make that much profit. We also reached on a trendy slogan to make the experience fun

- EE GO REACH EVERYBODY!

This was the slogan we used for this year’s Chocolate Friendship Day. Little did I know that stress and sleepless nights would meet us all. There were nights where everything went on smoothly and some nights where everything was chaotic. Having to organise people in the same grade as you is quiet hard, but my colleagues and I were able to do it.

The night before the chocolate friendship day, it finally hit me that we were about to deliver the chocolates to the entire school population, and we must do it right. I panicked a bit, but I knew everything would work out because our grade was named, the collective, for a reason.

*Even through it all, I developed the skills of resilience to be able to cope through the chaos of a whole grade and instructing the other grades on what to do with their forms. My communication skills and planning skills have been sharpened and heightened due to talking to people from different grades. Working with my co-pilots, Darren and Vonzelle, was a great experience. This experience gave me mixed feelings and jittery fingers. If I was asked to do it again my answer will be a yes. **Vanessa Stephens, G11 (Co-Leader)***



CAS Project - Rare Disease



The Rare Disease Ghana Initiative is a National Non-Governmental Advocacy Organization for Undiagnosed, Genetic and Rare Disorders and has been marked in Ghana for four years successively since 2018. 2022 will be the fifth Rare Disease Day in Ghana and the 15th globally. As part of their initiative, the organization reaches out to schools to seek partnerships and engage students to undertake projects that will make use of the colors pink, green, yellow, white, blue, red, or violet.

Since its inception into Ghana, the organization observes Rare Diseases Day on every 28th February. The theme for this year was ,“Share your colours”, which aims to influence policies that can reduce the time it takes to get diagnosed; improve access to therapies and care; increase research & development; improve equity; and reduce stigmatization for people who live with one or more of the 7,000 rare diseases.

TIS has been on board since last year and this year a group of DP1s lead by **Ewurabena Benyarko and Bellina Anthonio**, has taken over the project to participate in the school activation program to honour Rare Disease Ghana. The team as part of their CAS project plan to create a child friendly website about Rare Diseases to engage the age gap between 4 years - 11 years. We look forward to this feat and wish the TIS team the very best. Stay tuned for more updates in subsequent Bulletins.

After School Activities - ASA

Activity: GardenHolics

Instructor: Grace Ameyibor

Venue: Project Centre Garden

Time: 4:15 pm to 5:15 pm



A garden is a “plot of ground, usually near a house, where flowers, shrubs, vegetables, fruits, or herbs are cultivated.” At TIS, we have an activity called, GardenHolics, which is all about growing your own food and beautifying the campus. Gardening activities, like soil preparation, seedlings, removal of weeds, watering, etc., engage most of your body muscles and are very good exercises. Gardening engages your mind too. School gardens build important life-long social skills and teach responsibility, communication, teamwork, ownership, and leadership. School gardening is an outdoor classroom and serves as a living laboratory for any subject. Lots of activities can be taught in the garden and you don't necessarily need fancy tools to carry out lessons! You don't need to be an avid seasoned gardener to use rulers to measure things, or record changes.

General Precautions to take

- Your safety is your personal responsibility.
- Always follow the correct procedures.
- Always wear your aprons
- Take responsibility and clean up if you made a mess.
- Clean and organize your workspace.
- Ensure a clear and easy route to emergency exits and equipment.
- Be alert and awake on the job.

The **GardenHolics Club** will stage a fundraiser this semester to support the CAS project



Healthy Heart, Healthy Life.

Every ASA period with assistance from Mr. Eric, our school gardener, the Gardenholics will water, prune, and tender for the transplanted and potted plants. We invite the school community to purchase garden accessories, quotes, pots and plants to support

this great cause. Thank you to Mr. Ben Darko, Mr. David Difie and Ms Setor Adih for their purchases.

We will share details of the fundraiser and the importance of owning a plant in the next Bulletin.



RED CROSS First Aid Training – REFLECTIONS



people in need of my help. **Chelsea Davis, G11**

The Red Cross first aid training was a very informative experience. It backed my thoughts on how not every medical advice seen in the media is to be trusted especially when it comes to first aid. The sessions were fun and what I enjoyed most was the practical which I really appreciated being involved in, there was a lot of information to grasp in terms of first aid and being able to physically practice it helped with remembering it. I am delighted that I became a member of the Red Cross society and that I can aid

The Red Cross Ghana Society is an organization that responds to humanitarian needs in disaster situations. I joined the Red Cross first training program to gain insight and expand my knowledge on medicine-related activities, while contributing to the greater good. This four-day training session was just what I had hoped for: insightful and interactive. We were informed and educated about the qualities first aiders must possess as well as the basic principles of the organization; various scenarios and how to manage them; and the benefits of being a first aider. All in all, I enjoyed the session because it increased my awareness about my safety and that of others, preparedness in emergencies, and more. **Arlene Emefa Agbotui, G11**

The Red Cross workshop was a very entertaining and enlightening experience. I gained a lot of useful knowledge that will permit me to act correctly in dangerous situations. We learned about the different principles and objectives that any Red Cross member should know like ‘Don’t become a second victim’ and ‘Look out for danger’. We also looked at the different qualities that a first aider should have, like being: observant, empathetic, resourceful, and tactful. All of these qualities are important but I think that being resourceful could really save a life because you never know the situations that you could end up in, so you should be able to improvise and make do with the materials you have. Even if you’re not a Red Cross member you should still aim to be resourceful. My favorite part of the workshop was when we carried out the practical task. My group had to perform CPR on someone who couldn’t breathe, we got a lot of useful feedback on how to properly carry a stretcher when a casualty is on it. To conclude the Red Cross first aid training, was a very fun experience, I gained a lot of knowledge that could help others in the future. I recommend this workshop to everyone. **Ohemaa Asibuo, G11**





I must say, I went into the workshop with some pride because I had some prior experiences with the Red Cross from my previous school. However, I was humbled when it dawned on me that one day, a student's life could be in my hands, and so the last thing I should do is take these sessions lightly. I decided I would listen to whatever our facilitators had to teach us. The sessions were engaging and interactive, especially when we went onto the field to morph our theory into practicals. I even got the chance to

carry a stretcher, which to my chagrin was surprisingly heavy. So picturing a human body on this already heavy piece of plastic alarmed me, but I shoved this aside and persevered. I don't know what the future holds, but I'm grateful I got the chance to partake in these sessions, and will come in handy one day to help someone in need of first aid. **Ilona Mame Aba Ohene, G11**

Some might ask why do Red Cross first aiders do? Don't you want to go into another field like law or economics? Yes I do. The whole essence of doing the workshop is not because I want help on my future career or a nice addition to my transcript. I joined Red Cross because I believe it is a basic requirement that every individual must possess for the safety of not just ourselves but of others. In the society we find ourselves, it is not our fault that many people face difficulties but it is our fault that we are unable to help because we choose not to learn. Many people fall from asthma attacks or get injured during games and its either we do not do anything or we do what we are not supposed to do which both make the situation worse. By learning first aid such situations fainting, shock, poisoning and differentiating the different states of unconsciousness I have been able to better equip myself with skills that can enable me to be a better citizen in this world. Service, TO MANKIND! **Moyosola Fajemirokum, G11**

Interacts Corner

Student of the Week

Annette Adjavon (Grade 10) been recognized and selected by the Interact Club as the **Student of The Week**. The club acknowledges her goodwill and as the epitome of the *Four-Way Test* of the Rotary as she portrays politeness and courteousness to all, dresses appropriately both in and out of class, has a good attendance on ManageBac, abids and obeys all the COVID-19 protocols, demonstrate integrity and preparedness for class always.

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





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

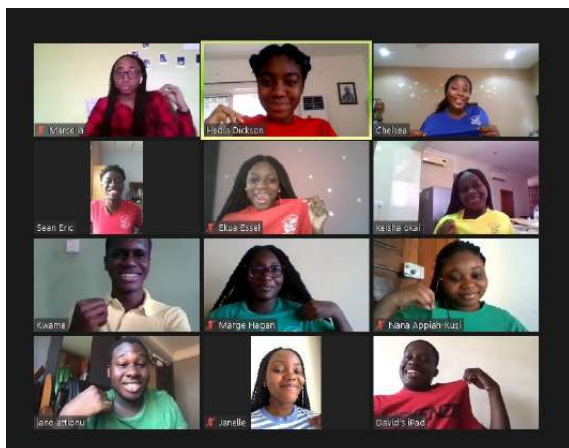
Must engage well in ASA activities

Represents the school with dignity.

vive la Interact
2021 / 2022 Interact Executives

CAS Completion Essay – IB Class of 2022

Lifelong skills... by Jano Attionu



Creativity, Activity and Service or “CAS” as we call it is a journey one takes to transform themselves. It is not a journey that can be taken without perseverance and commitment. The transition was not difficult for me, from MYP to DP, from Service as Action, Community and Personal Projects to CAS, the previous cores we study developed in me a clear desire to better myself, to understand my community and to take action. After our CAS orientation I was certain that I will have challenges, the pandemic could restrict us to engage in CAS like previous batches did it. However, we were eager to start.

I came with the aim to learn how to manage my time and also do my bit to support my community further. I was glad to undergo the CAS programme because I was able to discover new things about myself and others.

When it came to the first strand which is **CREATIVITY**, I found it challenging to take as I’m not a really creative individual. Finding a creative project to be a part of was difficult but as I went on I learnt and thought of ways to better myself as well as my peers. I ended being able to be one of the first individuals to join the **TIS Speakers Hub Project**. As an individual who has problems with self-esteem and confidence, I went into the Speakers Hub to improve upon my communication skills, become an engaging speaker as well as become more vocal in every activity in which I undertake. Engaging with the 10x Speaker workshop with Professional Speaker Chris Baldwin I was able to learn the ways to manage my nerves as well as my fear of public speaking, connect and build rapport with the people listening and create a connection with the crowd. Due to this being done during online school it sounded challenging to watch the video class’s every day, but I was committed in becoming a better public speaker. After engaging in the workshop I wanted to put the skills I acquired to test to truly see if I had improved and truly overcome my fears, I decided to join the **Weekly Assembly Team** in which I presented up to date information to students about ongoing events. I was also one of the individuals involved in organizing **“Chocolate Friendship Day”**. Chocolate friendship day requires many creative thinking skills as we are required to come up with ways to distribute the chocolate to individuals who ordered it for their friends. Working with this committee helped in improving my communication and planning skills which is one of the many things CAS does.





ACTIVITY was not that of as challenging area of CAS for me as I like to involve myself in various activities whether it being sports or not. This led me to participate in the Duke of Edinburgh International Award, this is an award scheme that allows youth to be able to acquire lifelong skills and experiences and I wasn't hesitant in participating. Through the DoEIA expedition camp I was able to learn how to kayak; in kayaking I was able to work hand-in-hand with my partner to kayak when the

waters were raising and we were able to get back to the camp site, this increased my patience as well as collaboration skills. The camp also allowed me to embark on hiking an activity I would've never seen myself doing. We were going to hike for about 10 kilometers, something I thought I couldn't do, but after strong encouragement from friends and our award leaders as well as perseverance I was able to hike the whole mountain. In addition to this, I am a huge soccer fan and very passionate about the sports. All in all I love sports and I never come short of participating in sporting activities. Through the **TISSL** (Tema International School Street League) or the street soccer league I was able to form a team in which we called ourselves 'Doubters FC' in which we worked hand in hand and day in and out to build team spirit and win every game so we could get into the playoffs. We eventually made into the playoffs but we later were kicked out in the quarterfinals. Participating in the street league taught me commitment and loyalty to my team and will help me stay committed and loyal to any activity I take. <https://youtu.be/rhWHchV36hY>

I think the most enjoyable aspect of CAS for me was **SERVICE**. I am a very social-justice minded person and I try to always take opportunities to help change the lives of underprivileged individuals in my community and around me. In DP1, a group of friends and I decided to come up with project called **Do Great Things Ghana (DGT Ghana)**. *Rudolph, Elorm, Kwame, Amina, Chelpang, Nana Yaw and I* came together to raise funds to be able to construct a borehole for an underprivileged community that was lacking water. We were challenging ourselves towards SDG 6, in providing Clean Water and Sanitation to individuals. We first began looking for an organization with similar goals like us. In conducting due diligence regarding a community in need of our services, we stumbled on the KJM Foundation, which we eventually partnered up with since we had a similar vision of providing clean and potable drinking water for underprivileged communities. The foundation provided us with multiple locations in dire need, but what stood out with the Fotobi community was the distance children our age covered in fetching water at the river stream. So, after team discussions, the DGT Team resolved to provide water for the Fotobi community. With the massive contribution of GHC 24,200 from the Ghana Oil Company (GOIL), our own fundraiser efforts on campus and our parents, we raised GHC 28,000 to bring our vision to reality. On 9 December 2021, we had the privilege to commission the borehole at Fotobi with the support of KJM Foundation. Witnessing the joy on the faces of the community members has influenced us to continue such social intervention projects to better the living conditions of deprived communities. <https://youtu.be/mL7UPAN7LLE>





In addition my involvement, in our school hosting the **2021 Model United Nations Conference** was a very tough job due to the pandemic and the conference being over Zoom, but through communication with fellow organizers we were able to set up a conference successfully. I was made the Head Chair for the ECOSOC, this was very exciting as this was the first time in which I chaired and MUN conference, our committee session were successful as we were able to debate and discuss relevant world issues. **MUN** helped me to make new friendships as well as be able to serve my school in hosting a conference. The TIS 2021 MUN Conference is one in which I will keep close to my heart.

Becoming a member of the **TIS Weekly Assembly** team and organizing committee allowed me to collaborate with my team members and write the script for every week's assembly. This experience was demanding as we were relaying the school with organizing events, however it provided me with skills in planning and initiative. My participation in the **TIS Speakers Hub** equipped with knowledge to enhance my oratory and public speaking skills so it was easy for me when speaking during assembly. As an individual who isn't very confident, the exposure to this opportunity equipped me with the confidence I lacked as I was able to stand and address my school community during small and big events. The weekly assembly team taught me the importance of teamwork and good communication which internally made me a better communicator.

All in all, my CAS journey has been exhilarating. I have been able to do things that have affected my life positively as well as, the lives of other people around me and within my community and society. I hope to continue to do similar projects in University and beyond. The International Baccalaureate Diploma Program, core, CAS has boasted me with lifelong skills and I will value this journey greatly. **Jano Attionu - IB Class of 2022**

CAS Completion Essay – IB Class of 2022

My journey with CAS by Michelle Zedomi



Creativity, Activity and, Service, one of the most important components of the diploma program and an essential part of the DP student life. For a DP student, CAS can either be enjoyable or stressful, depending on how devoted the student is to get the best out of their CAS opportunities. My CAS journey hasn't been the easiest, there have been sad times and happy times, seasons of smiles and seasons of tears, but overall, I am grateful for the opportunities as I was able to come out of my comfort zone, learn new skills and develop old ones along the way. Of course, it was tiring having to balance my schoolwork and give CAS my full attention at the same time, but this has helped me acknowledge the importance of time management and maintaining balance.

All the strands of CAS were relatively difficult for me because I had to step out of my comfort zone, but of all the strands, **CREATIVITY** had to be the easiest. Although this forced me to communicate with people of many walks of life and get to know other people outside of my friend group. Ever since I stepped into TIS, I have been a dedicated member of the choir, but when I started my CAS journey, I realized that just being a member wasn't enough, so I decided to try out an executive position in the choir. This was a huge leap for me because it took me a while to get comfortable in the choir and I was putting myself forward for something I would have never imagined myself doing. Overall, the experience was scary, but I learnt a lot from it. I learnt the importance of coming out of my comfort zone and trying something new to better myself. I was able to overcome my stage fright and take up a solo in the 2021 graduation. Although I was scared when doing this, I was given the opportunity to become a better performer and express myself through music. Also, I was given another opportunity to perform Bob Marley's Redemption Songs for the TIS founder's week. Again, this was really nerve

wracking, but I was able to do it successfully and it unlocked a talent and love for singing that I never knew I had in me.



Under the **CREATIVITY** strand, I also took part in the speaker's hub. This was a fun experience that aided in the development of my public speaking skills. Mr. Baldwin, the facilitator of the program, took us through 10 days of training. Under this experience, I was able to grow my confidence. Speaking and communicating has always been a major problem for me and I've always aimed to improve on my communication because I realize the importance of having good communication skills. The Speaker's

Hub aided me in many ways. I was always very excited to take part in the lessons and make notes because I could see myself grow and my communication improve every time, I took part in the classes. Although I was at home during this period and the training sessions were online, I made sure to put the principles and strategies that were taught into practice even at home. Surely, the Speaker's Hub was a great experience for me, I grew a lot through that experience and unlocked great communication skills that I never anticipated I had in me.

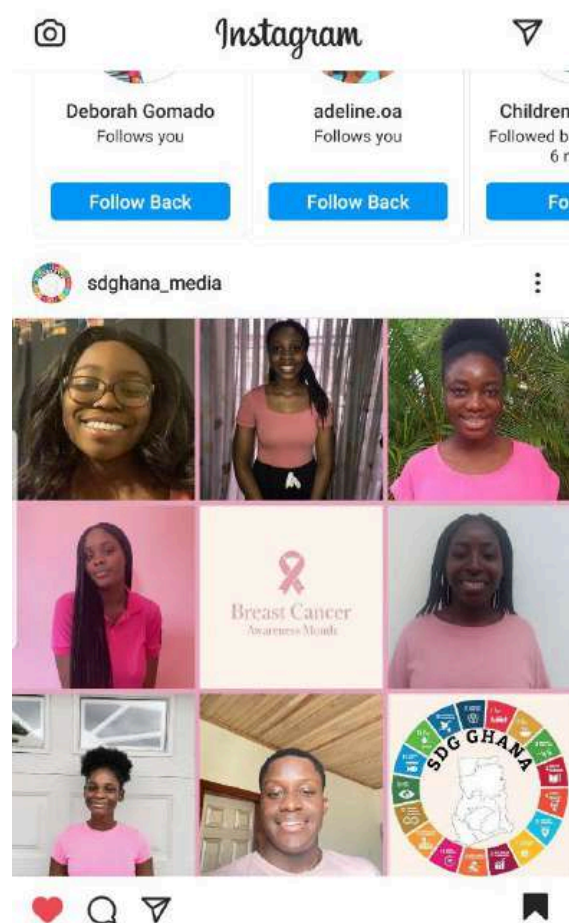
Of course, CAS goes beyond just Creativity, Activity is the second aspect that I will be touching on. For the 2021 Valentine's Day, some of my grade mates and I organized the annual chocolate friendship day. This experience was really exciting for me because I had the opportunity to organize an important school event. There we a lot of issues concerning how big we could go with the event because of restrictions due to COVID-19. Despite the issues that we encountered, we learnt to push through with our initiative no matter what. We were able to create an exciting experience for the student body by providing special packages, cute plush toys and many other goodies that would make Valentine's Day even more special. This experience helped me to get out of my comfort zone and do something new. I was able to form deep bonds with the other people involved and it brought me a lot of happiness seeing how excited the student body was about the items we organized and even more joy when people received their gifts and packages.

Under **ACTIVITY**, I was also involved in the Assembly Team. When online school was in session, I admired the seniors that I saw on the weekly assemblies, I loved how confident they were giving announcements. The first step to becoming a part of the assembly team was partaking in the Speaker's Hub. That experience prepared me to take on the assembly team. I was involved in multiple assembly videos, whether behind the scenes or in front of the camera. Through the Assembly Team, I realized how much of a passion that I had for presenting and making insightful videos. I always enjoyed giving the announcements because I realized how important it was to the student body, which means that it would be a big honor to handle that segment of the assembly. The Assembly Team helped to boost my confidence because I was always very conscious about my accent because people would make fun of me. But being on the Assembly Team helped me to embrace and love my accent instead of trying to hide it away from people. I think this rule applies to everything in life; instead of trying to hide it, embrace it and love it and it will do amazing things for you. I also had the opportunity to engage in

various sports activities through the Inter Colour and Hostel Competition and Weekly sports events.



Finally, we move on the last but definitely not the least strand of CAS, **SERVICE**. In the future I want to become a pharmacist and make huge steps in the healthcare industry. Once I heard about Red Cross Society, I was quick to sign up because it aligned with the interests that I had for my future. I also really admired people who showed up to sports events to help participants that had injured themselves. Red Cross Society was a great mix of fun and education. Although at the end of the experience, I didn't get the opportunity to put the skills that I had learned to practice on someone because of COVID-19 protocols, the skills that I have acquired will definitely come to good use later in the future and I may even get the opportunity to save someone's life.



Under the **SERVICE** strand, my friend, Cynthia, and I made a video to inform the student body about the importance of World Toilet Day. This was really fun to make, and I got the opportunity to use different tools to make the video. This was an insightful experience because I learnt a lot about the importance of toilet, and the many countries that do not have toilets that was an eye opener. I was taught to appreciate the good sanitation that I have at my disposal because not everyone has such opportunities.

Overall, my experience with CAS has been great, I have been shaped into a better IB learner and a better student in general. I know that the skills that I acquired during my CAS journey will not be left in TIS but will follow me throughout the rest of my experiences even in university. At first, CAS was like a burden to me because I was never able to create a good balance between my work and CAS but overtime, I began to love CAS and learn to balance it with my studies. I am glad that CAS is a compulsory component of the IBDP because it has brought out a number of great

qualities in me. **Michelle Zedomi – IB Class of 2022**

CAS Completion Essay – IB Class of 2022

I pledge to dream big & do bigger... by Madiba Gondoe

Throughout my two years, CAS helped tremendously in challenging me find and achieve my abilities and potential. A clear example was when I joined my colleagues at the Duke of Edinburgh expedition camp. We faced several challenges that most of us were definitely not accustomed to, just to name a few, like bathing in an unusual setting like a bush, sleeping in tents, and fetching water to prepare our own meals. All the instances mentioned above are part of someone's normal routine. Before the camp, I would have denied that I could be able to survive such a setting for three days. Through CAS, I have been able to develop creative and physical skills while communicating and collaborating with colleagues on group projects.

I believe I have gained an appreciation and understanding of global and international issues as some of us tried to relate or connect our projects to help bridge such issues going on in the world. By making our impact through direct and indirect service, advocacy and research.

A major learning outcome that I have addressed most effectively and successfully throughout the course is being reflective. I try to reflect as much as possible as I journey through the course with the aim of improving and achieving my set goals quicker and more efficiently. Reflecting really helps one to evaluate what went wrong, what could have been done, and how to prevent such things from repeating in the near future.

As the Vice President of the **TIS Interact Club**, Our main goal was to discover the power of service above self. During my tenure, the President and fellow executives made a donation to an orphanage in Tema called New Life Nungua Children's Home. This donation helped open

my eyes to the needs of hundreds of children living and relying on people for basic amenities like food, water, books, etc.



I enjoyed the **Beat Maker's Project**. The reason is that the project was educative and entertaining. These are important factors to consider when joining a project, and importantly, I had an interest in making beats during my free time.

The **Unite to Light-Ghana** was the most rewarding project. The reason being is that I got to learn about the background of such a project, which touched the deepest parts of my heart. To know that a young man like me had

so many dreams and died during a trip to fulfill his dream of dreaming **big**. **Doing bigger** is carried by so many other young ones like him, thanks to his mom, Auntie Gisela. Dear Luke, I pledge to **dream big**. **Do it bigger**. Also, this project brought me lots of joy, knowing that I

CAS Completion Essay – IB Class of 2022

I pledge to dream big & do bigger... by Madiba Gondoe

Throughout my two years, CAS helped tremendously in challenging me find and achieve my abilities and potential. A clear example was when I joined my colleagues at the Duke of Edinburgh expedition camp. We faced several challenges that most of us were definitely not accustomed to, just to name a few, like bathing in an unusual setting like a bush, sleeping in tents, and fetching water to prepare our own meals. All the instances mentioned above are part of someone's normal routine. Before the camp, I would have denied that I could be able to survive such a setting for three days. Through CAS, I have been able to develop creative and physical skills while communicating and collaborating with colleagues on group projects.

I believe I have gained an appreciation and understanding of global and international issues as some of us tried to relate or connect our projects to help bridge such issues going on in the world. By making our impact through direct and indirect service, advocacy and research.

A major learning outcome that I have addressed most effectively and successfully throughout the course is being reflective. I try to reflect as much as possible as I journey through the course with the aim of improving and achieving my set goals quicker and more efficiently. Reflecting really helps one to evaluate what went wrong, what could have been done, and how to prevent such things from repeating in the near future.

As the Vice President of the **TIS Interact Club**, Our main goal was to discover the power of service above self. During my tenure, the President and fellow executives made a donation to an orphanage in Tema called New Life Nungua Children's Home. This donation helped open

my eyes to the needs of hundreds of children living and relying on people for basic amenities like food, water, books, etc.



I enjoyed the **Beat Maker's Project**. The reason is that the project was educative and entertaining. These are important factors to consider when joining a project, and importantly, I had an interest in making beats during my free time.

The **Unite to Light-Ghana** was the most rewarding project. The reason being is that I got to learn about the background of such a project, which touched the deepest parts of my heart. To know that a young man like me had

so many dreams and died during a trip to fulfill his dream of dreaming **big**. **Doing bigger** is carried by so many other young ones like him, thanks to his mom, Auntie Gisela. Dear Luke, I pledge to **dream big**. **Do it bigger**. Also, this project brought me lots of joy, knowing that I

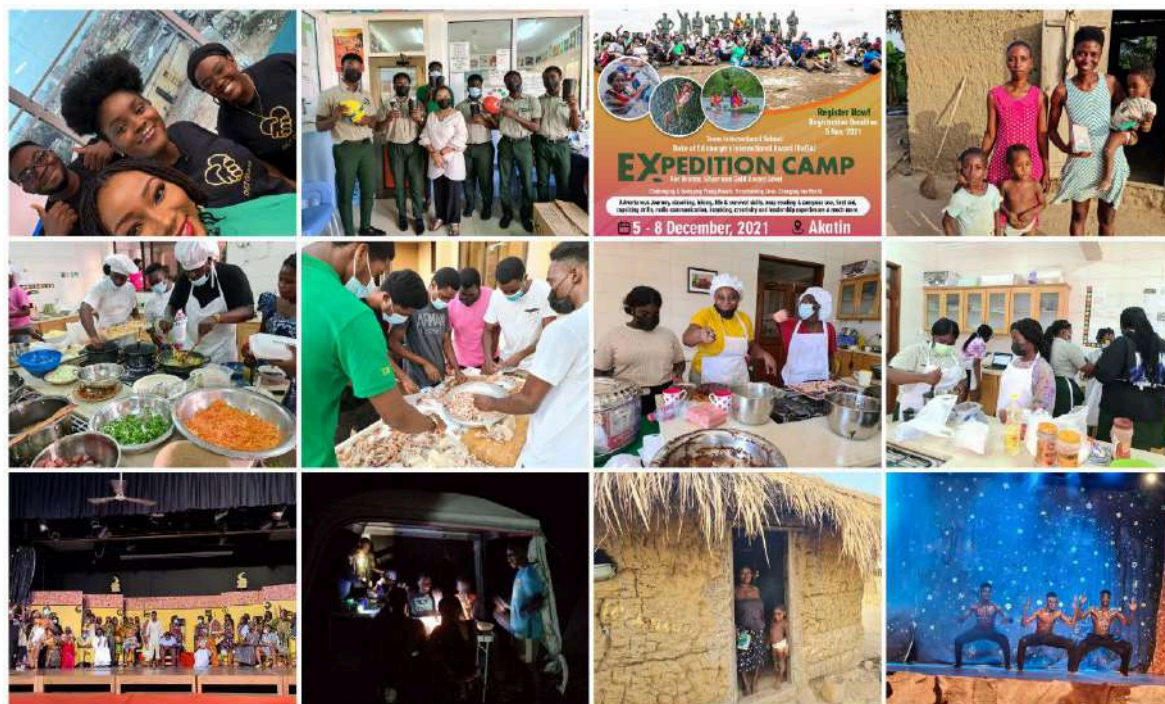
helped in the distribution of the solar Luke's Light and power banks to families that were in serious need of it.

The EdTech was a project I found very challenging because prior to joining, I wasn't Internet or technology inclined. Which served as the main reason why I joined such a project in the first place, with the hopes of learning one or two things related to the use of technology, especially in the modern world we find ourselves in.

The **MUN/STEAM program** has helped me to be knowledgeable in relation to the situations across the globe, a critical thinker, a better communicator as I was taught to listen to and communicate ideas, open-minded to criticism and feedback, etc. As a result of CAS, I certainly look at life differently. At first, prior to the expedition camp and our various projects, I thought the life I was living was normal. However, I got to experience the daily struggles millions of people embrace and go through. This led me to appreciate and view the life I am fortunate to live.

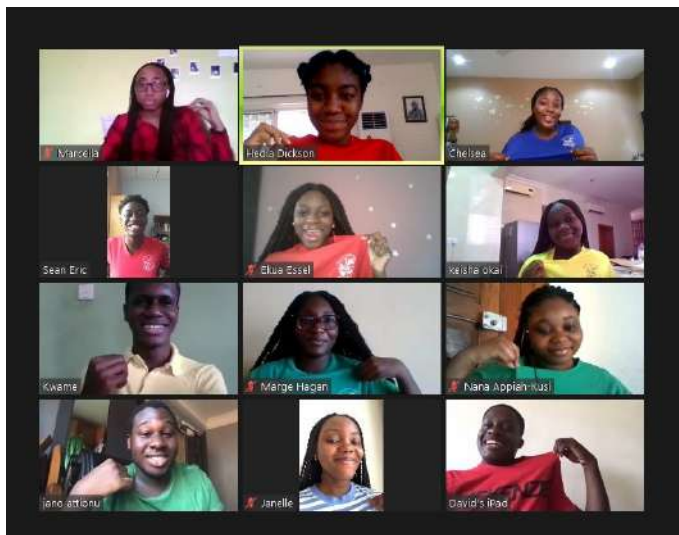
The **Dear Santa CAS project**, Christmas donations to orphans, and the donation of solar Luke's Light and solar power banks to less privileged families in Ghana (**United to Light Ghana**) These projects, I believe, have reflected and made a positive difference in the lives of those children and families. However, they have made a huge impact on the way I perceive things around my community. My classmates and I were inspired to become more involved and do our part to make the world a better place by taking action.

I am very proud of all that I was able to achieve through CAS at TIS, despite the many challenges that came as a result of COVID. My take away from this pandemic is to always do what is right because the time is always right to do what is right. Lastly, to appreciate the gift of life. **Madiba Gondoe - IB Class of 2022**



CAS Completion Questionnaire – IB Class of 2022

By Hedia Dickson



1. Explain how your CAS experiences have helped you to have a better understanding of your own abilities and potential.

Common learning outcomes I sought to achieve during my CAS journey included commitment and perseverance, global engagement, challenge and skills and collaborative skills. Aiming for these learning outcomes challenged and stretched me, now I know I have a higher tolerance and patience level as my projects such as *Eco Ville* and being an *assembly team script writer* involved collaborating with a lot of different

people. I also realised that I am more versatile than I thought, I took part in activities such as the school choir, a book club (*Pages*) and took on projects such as *Eco Ville*, *The Gift*, *The Duke of Edinburgh Award* and *The Assembly team* which all demanded different things of me.

2. In which ways have you developed your own creative and physical skills?

Being a Duke of Edinburgh award scheme participant especially helped develop my physical skills; as a participant I tasked myself with exercising at least once every week and this helped me develop a healthy exercising routine. As a colour leader, in order to take part in sporting competitions such as football, I had to train which gave me the opportunity to work on my physical skills. Due to my competitive nature, I also took part in sporting activities I usually wouldn't such as shotput which helped improve my arm strength, precision and accuracy. In terms of creativity, *Eco Ville*, *The Gift*, and my roles in the School Choir helped me develop my creative skills, I sing better, write better and while starting *Eco Ville* I learnt how to use spray paint.

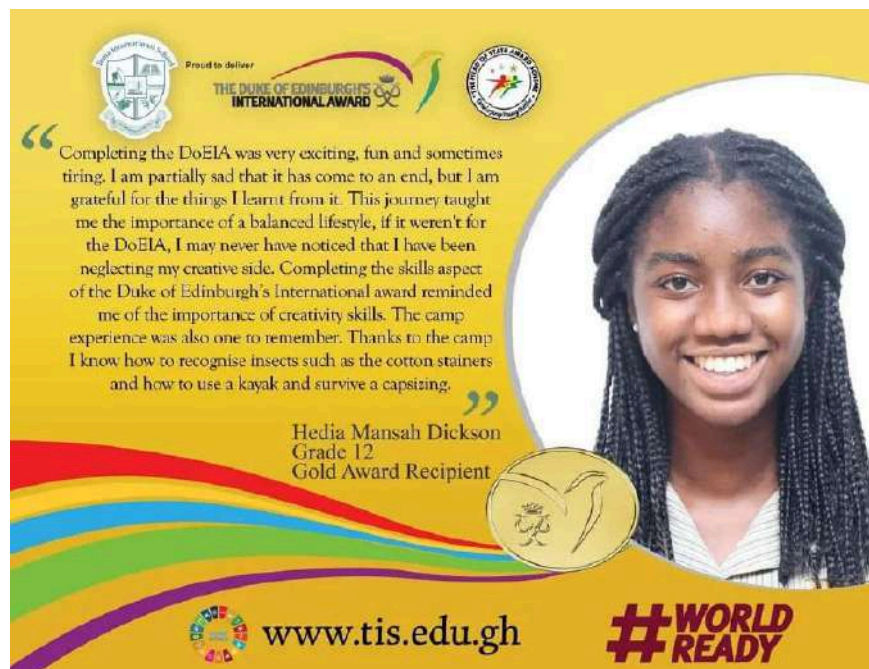


3. Have you developed a deeper understanding of global and international issues?

I have definitely developed a deeper understanding of global and international issues such as increased pollution and the continued lack of access to education in some communities. When carrying out my *EcoVille* project I researched a lot into pollution and I discovered that there are a lot of places like Ghana that lack enough recycling systems that cater for the nation's waste. *The Gift* Project helped me realise that despite global efforts there are still children out there who do not have access to education, the organisation I worked with, *Sabre Education* is able to reach some children in a few regions in Ghana but they cannot cater for all of them and

COVID really revealed to them how much they are needed because if they didn't find a way to keep the children engaged, they weren't going to be taught anything academic related.

4. Which of the learning outcomes do you feel that you have addressed most successfully throughout the course? Which projects and/or experiences aided this?



I have successfully addressed the learning outcome, Commitment and Perseverance. Eco Ville, the assembly team, the choir, the Duke of Edinburgh award and The Gift all required a lot of self-management and discipline because at times, engaging in these activities got stressful and tiring but I learnt to allocate time for such activities in my timetable. I asked my friends to be my accountability partners, ensuring I was doing

what needed to be done.

5. Have your experiences led to you being more aware of the needs of your local and the wider community and do you feel a greater personal commitment to serving the wider community?

Yes they have, starting Eco Ville made me more aware of my contribution and that of my community to the global problem of waste, it has helped me become more and more aware of my waste trail, encouraging me to reuse and reduce as often as I can. Being a part of the IB Choir also opened my eyes to the inner struggles each member of the global community faces. The songs we sang as a choir were meant to motivate and empower as many people's mental health was crumbling during the peak of the COVID-19 pandemic. With the help of this experience, I have been better educated on the importance of mental health as well as the little ways I can help to improve someone's mental health.

6. Which projects or experiences did you enjoy most and why?

My most enjoyed experiences and projects would have to be being a colour leader, an Assembly Team script writer, a duke of Edinburgh participant and helping finalise chocolate friendship day. Participating in the Duke of Edinburgh award scheme helped me challenge myself and helped me work on many aspects of myself such as my creativity and my service. It also allowed me the opportunity to go out on an adventurous journey with my close friends which was very fun. Helping finalise chocolate friendship day gave me an adrenaline rush working under pressure with company I enjoy was very fun. Being a colour leader forced me to interact with people of different ages, allowing me to gain new friends, it also helped me foster team spirit and I adore when a team comes together to propel and encourage each other. I really enjoy creative writing as a leisure activity and being a script writer helped me practice that.

7. Which projects and experiences did you find most rewarding and why?



My project *The Gift* and my experience as a *Colour Leader*. While engaging in *The Gift*, I felt so needed. Sabre Education was relying on me to produce these stories that will help them teach. At the final stages of the project when I was recording, I had to imagine I was talking to an actual audience of children and it was just so satisfying to know that the lessons I was recording were having an impact on someone's life and that I played a pivotal role. As a colour leader I was in charge of organising and preparing my colour members for inter-colour events. It was satisfying to see people of different ages and grades come together to achieve a common goal and the joy on people's faces when we won was a victory on its own. Knowing I helped organise and amass people to achieve this goal was very rewarding.

8. Which projects and experiences did you find most challenging and why?

My recycling project, this is because it required the most planning, collaborative and thinking skills. For this project to be successful I had to collaborate with peers, an external organization and school coordinators. I and my teammates went through three different fund-raising ideas before we settled on a feasible one and this required planning and communicating skills to finalize all plans and communicate with all parties. Coming up with a logo and a project name all required thinking skills.

9. Do you feel that your CAS experiences and projects have helped you to become more inquisitive, knowledgeable, a thinker, a better communicator, principled, open-minded, caring, well balanced and reflective? If so are there particular experiences that stand out?

My CAS experiences have helped me become more open-minded, caring, a better communicator and thinker. My projects *The Gift* and *Ecoville* have definitely made me more caring and open-minded, I am more open to suggestions on how to alter my lifestyle so I can do my part to reduce waste and pollution in my community and I am more empathetic and eager to help those who do not have the same privileges that I do. My communication and thinking skills improved while I was a member of the assembly team, thinking of new entertaining ideas was challenging and finding effective ways to communicate these points across was even more challenging but overall, I have improved in all these areas.

10. Do you look at certain things in a different light or reflect on things in a different way as a result of experiences you have had in CAS? Explain.

Yes, my project *Eco Ville* that established a recycling club in my school community required a lot. I haven't initiated a project that big before, I haven't done something that involved that many people and required that I start from scratch. It felt as though I was starting a business. It got me thinking about my future and how I was currently developing skills that would help make me a good business owner something I never thought of pursuing.

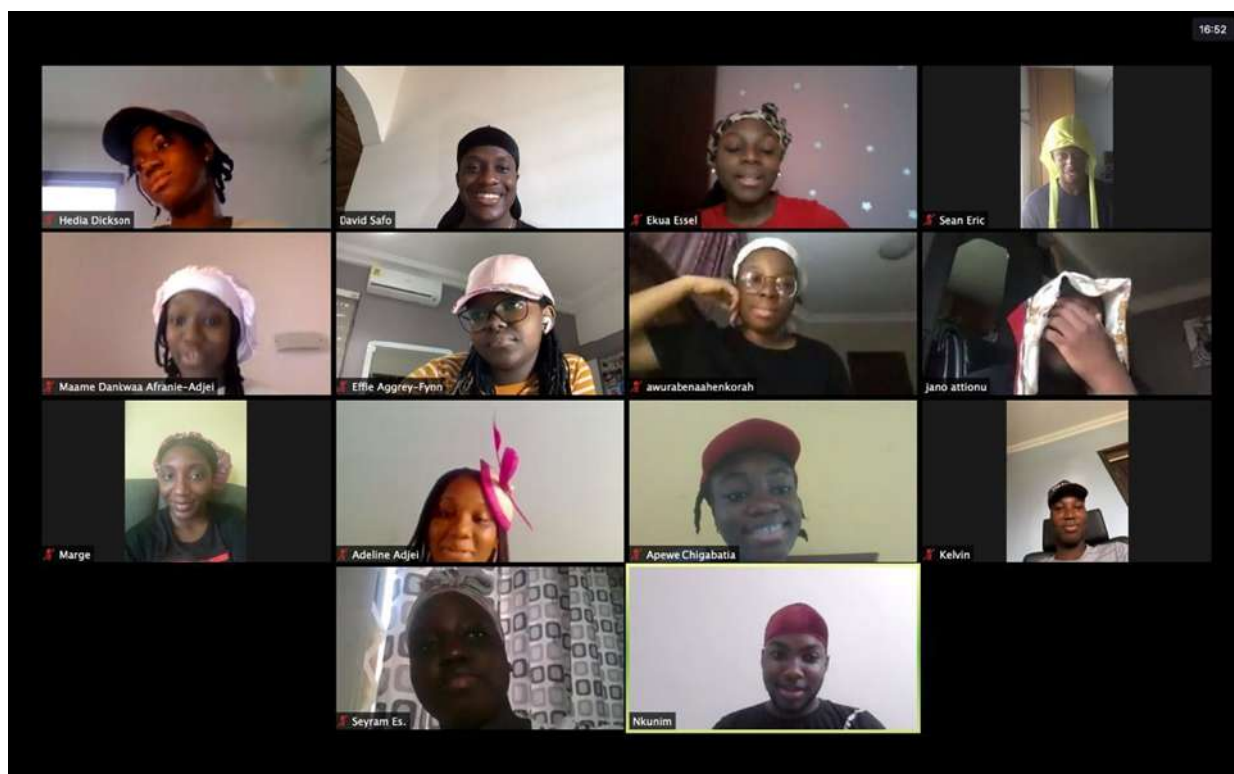
11. Have you been involved in any projects where you have made a positive difference to the life of another individual, group or community? If so, how?



Yes I have. My project *The Gift* sought to educate and entertain kindergartners. I wrote short stories similar to fairy tales and fables that were interlaced with lessons, these stories were to be support material for educative lessons. I then recorded these lessons to be broadcasted on the radio to serve as a form of education for kindergartners during the pandemic. This project had a positive impact on both the organization I worked with (Sabre Education) and little children. My stories gave the organization more creative ways to construct their lessons and they helped educate children.

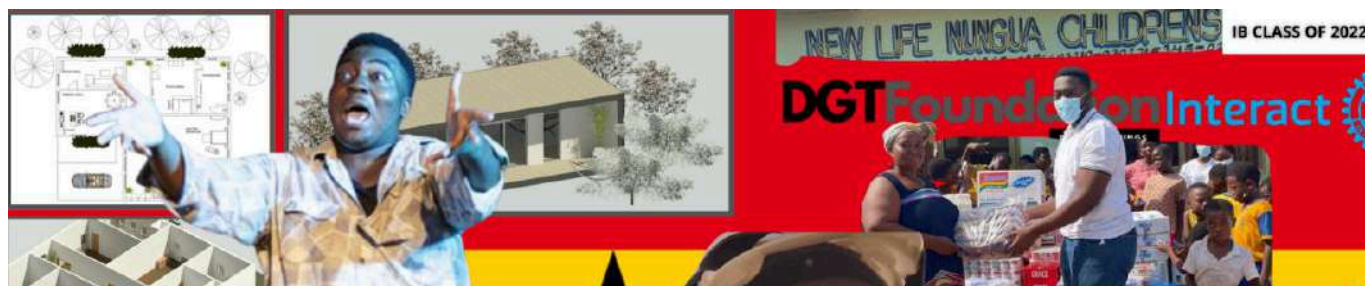
12. Are you proud of what you have achieved throughout the CAS programme at TIS despite the challenges the Covid-19 presented to you and the world for the past years? What is your take away from this pandemic?

Yes, I am proud, despite COVID I was able to write and broadcast lessons for kindergartners which helped me sharpen my creative writing skills, my speaking skills and my confidence skills. I was also a part of the school assembly team which allowed me to sharpen my creative skills as I was the script writer; my discipline and organization skills were also challenged as I helped plan and organize assembly. Lastly, I learnt to improve my public speaking skills because despite assembly being virtual I still had to speak as though I was before an audience. I was also able to be consistently involved in sports and competitions that challenged my intellect, as a colour leader I sought to set an example so I did my best to be involved in all competitions from volleyball to math and science quizzes. This pandemic has taught me to adapt and challenge myself, for example, I wanted to physically teach kindergartners but I couldn't so I found another way.



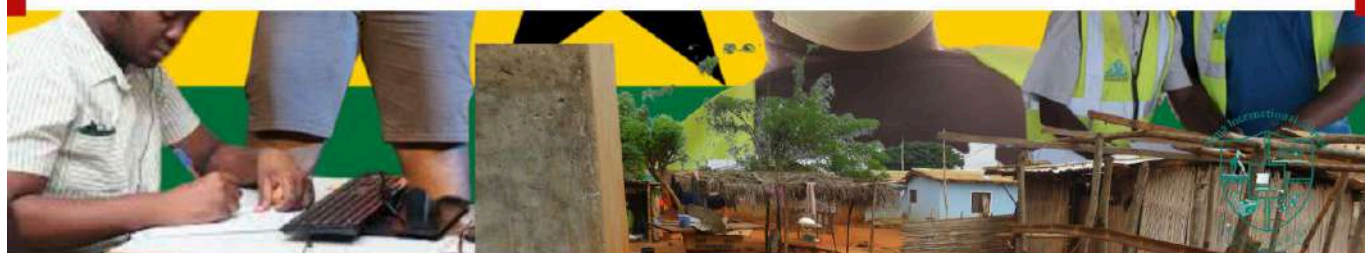
CAS Completion Collage – IB Class of 2022

By Rudolph Dogbegah



RUDOLPH DOGBEGAH

CAS JOURNEY



Annual School Play

I participated in The Marriage of Anansewa annual school play. I was one of the main characters, and I got the chance to express myself creatively. Rehearsing for the school play, I managed my time accordingly to meet academic deadlines. With the skills obtained from this activity, I organize myself to increase productivity.

CAS Completion Collage – IB Class of 2022

By Rudolph Dogbegah



AccuGeospatial GIS Day Celebration

My team member and I competed with SOS-HGIC and through critical thinking, teamwork, and communication skills we emerged the winners of the AccuGeospatial Day celebration competition.

Our product was a Web Map Application. We addressed trends in Global Urban growth. I explained to the audience how I analyzed urbanization in Moscow from the 1950s to the 2020s.



Internship: Construction Company

I had a corporate internship where I had to visit and understand processes that occurs at construction sites.



I perceive this opportunity as a significant milestone in my personal and professional development. With the advice and skills obtained from the architect, the project manager, the mechanical engineer, and the quantity surveyor, I will strive to use gained skills and knowledge in the best possible way. This experience has also helped me completely firm up my career choice, plus I have come to appreciate the ins and outs of the architectural process.

CAS Completion Collage – IB Class of 2022

By Rudolph Dogbegah



Donation to New Life Nungua Children's Home

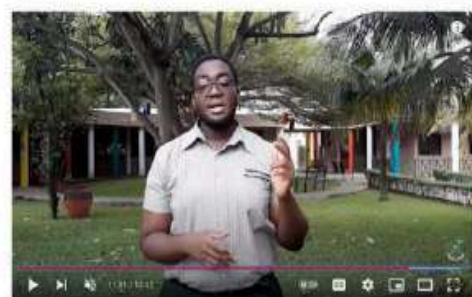
Interact Club of Tema International School set out to spread the Christmas spirit by donating provisions to the New Life Nungua Children's Home. Through teamwork, hard work, and dedication, we garnered funds to purchase the items for donation.



The three thousand five hundred (GHC 3500) worth of donated items included toiletries, biscuits, bags of rice, gallons of oil, packs of drinks, gallons of soap, breakfast items, and clothes.



TEMA INTERNATIONAL SCHOOL
Tema International School Virtual Assembly
477 views · Sep 28, 2021



TEMA INTERNATIONAL SCHOOL
Tema International School Virtual Assembly



TEMA INTERNATIONAL SCHOOL

TIS Speaker's Hub

I joined the TIS Speaker's Hub to better my public speaking skills since it's one of my long-term goals to be one of the best public speakers.

CAS Completion Collage – IB Class of 2022

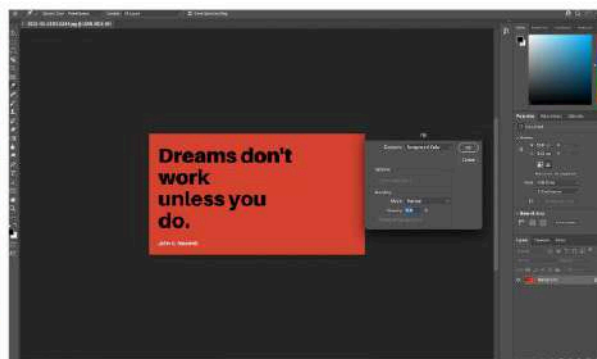
By Rudolph Dogbegah



DGT GHANA - PROJECT

DGT Ghana is a social intervention project aimed primarily at providing clean and potable drinking water to communities in Ghana. My team and I constructed a borehole for a community in the eastern region of Ghana that was in dire need of clean drinking potable water.

Through determination and proper planning, this project was a success as we commissioned the borehole. As the leader of this project, my communication, teamwork, and organizational skills have been honed, providing me with the basic skills I need as a future leader.



Uplifting with Words

We designed artworks with meaningful, motivating, and inspiring words to make those down feel happy, especially in the COVID-19 period. After creating, the artworks will be given to institutions, including schools, hospitals, and orphanages, to support the individuals that are down.

CAS Completion Collage – IB Class of 2022

By Rudolph Dogbegah



Rotary Interact Club

I was elected the President of the Rotary Interact Club of Tema International School. I conducted effective meetings by preparing detailed plans. I planned creative programs for club meetings well in advance and arranged for speakers, panel discussions, and entertainment that appealed to various interests. I also delegated responsibility to help other members develop their leadership skills and avoid getting overwhelmed with details.

Proudly Hosted By:  Convergence.tech & Trybe.ID

Digital Inclusion Challenge: Embracing Digital Education For All


23rd October - 1st November 2020 150 Teams Globally CA \$22,000 Prize Money

SHAPING THE FUTURE OF EDUCATION
Create new technology solutions to address online education, mental health, digital wellness, equity and diversity challenges


SIGN UP

DIGITAL INCLUSION CHALLENGE



The Digital Inclusion Challenge aimed to use COVID-19 as a catalyst for change and sought to create new technology solutions for the global education sector to address mental health, digital wellness, equity, and diversity issues. With this, my team hoped to empower a challenge to the status-quo and enable educational success for all children globally. Our solution was to make a solar-paneled tablet that is specifically catered to the needs of the hearing impaired. The skills predominant in this group project were communication, collaboration, and problem-solving.



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.



Buy or donate to help more young people to be World Ready.

CHALLENGE 100

www.tis.edu.gh

ILLs VOLUNTARY SERVICE ADVENTUROUS JOURNEY PHYSICAL RECREATION SKILLS VOLUNTARY SERVICE ADVENTUROUS JOURNEY PHYSICAL RECREATION

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

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



TEMA INTERNATIONAL SCHOOL



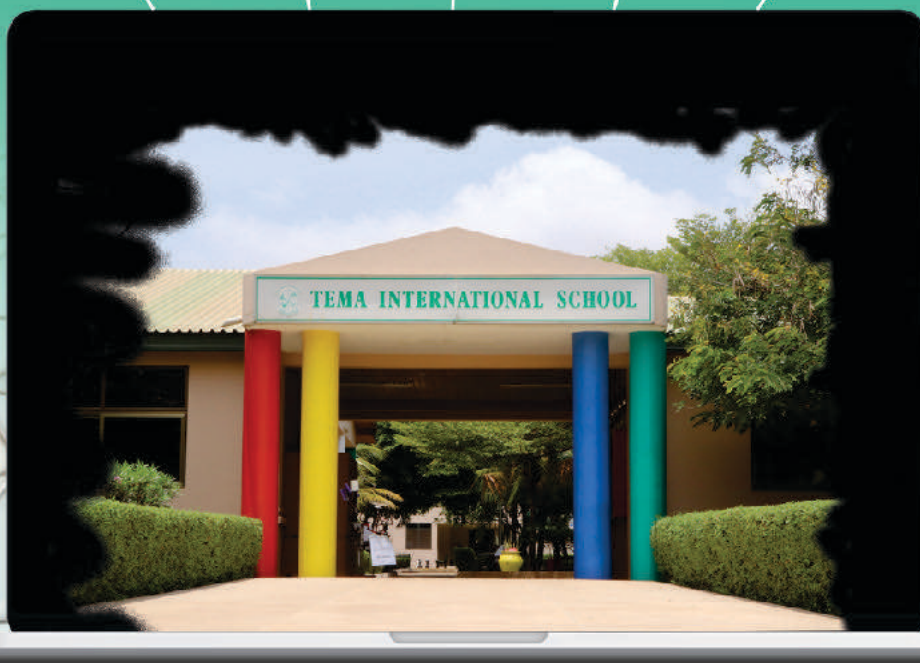
A FAMILY SCHOOL, A UNIQUE EXPERIENCE

Welcome

YouTube



Google



COUNSELLORS' CORNER



Dear Students, you are super-blessed to be attaining quality education here at TIS. Make the most of it. Apply the due diligence, see your teachers, counsellors, coordinators and all other supporting staff whenever you need to. You have all you'll ever need to excel, right here at TIS.

Don't waste this golden opportunity! ***Best wishes to our DP2 Students as they write their mock exams! You've got this! Update your IBIS Forms as well.***



TIS is one of the few centres that has been selected to administer the first ever Digital Pilot SAT Exam this Saturday- 5 March 2022. Students who signed up and were selected to take this test will have a free practice for the future online computer-based SAT Exam which kicks off fully in January, 2023. This gives testing staff the chance to become familiar with the new online test. This is the future of SAT! **We wish all students the very best.**

- ✓ Remember early breakfast will be at 7:30am and reporting time is 7:45 am underneath the Handel-Picasso Exam Hall.
- ✓ The valid unexpired passport or Ghana card are the only acceptable forms of ID.
- ✓ Other requirements have been spelled out on Managebac. Please read and be sure to see IT (Mr. Hobbs/ Mr. David Bayitse), today, for help installing the SAT DIGITAL TEST APP, and follow all required steps. Come with your pen, pencil and calculator, laptop, laptop charger and adapter. Charge your laptop fully before coming
- ✓ See Auntie Eunice in the University Guides office- Learning Centre for final key tips today.
- ✓ Remember to complete the survey after you complete the exam



DP2s, please note that Ghanaian University applications are open for most private universities- Ashesi University, Academic City University, Lancaster University Ghana, Webster University Ghana, Accra College of Medicine, Family Health Medical School et cetera. Be sure to complete all pending applications.

UNIVERSITY VISIT HIGHLIGHTS: St. George's University, School of Medicine Grenada, West Indies

Important tips regarding studying Medicine: Obtaining an excellent medical education is important if you want to become a qualified medical doctor. Please be reminded that for the U.S. and Canada, studying Medicine is done at the post-graduate level, after completing a 4 year undergraduate degree in any science-related area such as biology, biochemistry, biomedical science, among others. It takes approximately 10 years or more. Most universities would like to see at least 4 years of biology and chemistry from grades 9-12 and a minimum of 2 years of Physics from grades 9 to 10. Ghana, UK, Europe, South Africa and many other countries allow students to have direct entry into the medical programme right after completing high school, which means students can become qualified physicians within a shorter amount of time (usually 5-7 years). Entry into most medical schools is highly competitive. Students are advised to study Chemistry and Biology at the Higher Level, and aim at an overall IB Score of no less than 38 IB points with 6s in Biology and Chemistry for most UK schools.

St. George's University's School of Medicine is a great choice when it comes to medical education!
Thank you to Utibe-Abasi Etok- Admissions Manager, Students Recruitment Africa, who visited TIS last week and updated us on this great opportunity. We were pleased to discover that we have an alumna- Danielle Manteaw TIS Class of 2020 studying medicine at St. George's currently!

Students can enroll in a 7, 6, 5, or 4 year medical programme at St. George's University based on their credentials/qualifications at the point of entry. Most students excelling at the full IB diploma programme are admissible into the 5 year programme, whereas Diploma Course students can study Medicine with the 6 year programme which includes a 1 year foundation. Some important highlights of studying at this reputable university is their track record of producing global doctors, and the opportunity to complete part of your studies with partner universities in the UK, as well as your final/last 2 Clinical years in hospitals in the UK or the U.S. You can also choose to start the first year of the 5-year programme in India. St. George's Medical University boasts of being the highest suppliers of medical doctors to the U.S. Labour Force, and graduates have an 88% chance of starting work in the year of graduation. Please contact the University Guides or more details.

Find below, a poster with some information on the school:



St. George's University
SCHOOL OF MEDICINE
GRENADA, WEST INDIES



Northumbria University
NEWCASTLE

FOUR-, FIVE-, AND SIX-YEAR MD PROGRAMS

Start your journey to a world-class medical degree and gain a global perspective on medicine.

Thanks to an international partnership with Northumbria University, we are proud to provide the opportunity for you to earn a Doctor of Medicine (MD) degree and complete up to two years of your degree in Newcastle upon Tyne, UK. Our International Medical Pathway partnership commenced in January 2007 and has since welcomed more than 1,700 medical students to Newcastle.



PRECLINICAL

7-Year MD Program Start

YEAR 1

Preclinical Sciences I



6-Year MD Program Start

YEAR 2

Preclinical Sciences II



5-Year MD Program Start

YEAR 3

Preclinical Sciences III



MD PROGRAM

4-Year MD Program Start

YEAR 1

Basic Medical Sciences I



YEAR 2

Basic Medical Sciences II



YEAR 3

Clinical Sciences I



YEAR 4

Clinical Sciences II



SGU and Northumbria University have partnered to offer three different pathway-stage programs: a four-year MD program (MD4), a five-year MD program (MD5), and a six-year MD Program (MD6). Each program allows students to complete the first part of their education at Northumbria University and the MD Degree would be issued by SGU.

You will begin your studies at Northumbria University in Newcastle upon Tyne and complete one, two or three years of study, dependent upon your enrollment in either the four-, five- or six-year Doctor of Medicine (MD) program. You will then complete one year of integrated basic sciences at St George's University in Grenada, West Indies, which will lead on to your clinical rotations in the US or UK.

#1

provider of new doctors to the US healthcare system¹

1,080+

students secured a first-year residency placement in the US in 2021¹

70+

affiliated hospitals in the US, and UK

18,000+

graduates practicing in 50+ countries around the world

1 Data as of April 2021

SUMMER PROGRAMMES!**Washington University in St. Louis, USA**

Summer Programs at WashU – CLICK THIS LINK for more information and to sign up for any:

<https://admissions.wustl.edu/academics/special-programs/summer-programs-for-high-school-students/>

We offer a variety of summer programs, allowing students to explore academics and campus life at WashU. Use the links below to learn more about each program, including application deadlines.

Olin Business School Programs

*The application deadline for the following programs is **March 11, 2022**.*

- [Olin Fleischer Scholars Program](#): July 10 - 16, 2022
- [BOLD@Olin](#): July 17 - 23, 2022

*The application deadline for the following programs is **April 17, 2022**.*

- [Gateway to Business Program](#): July 17 - 22, 2022
Please note: This program also include four virtual sessions (June 16, 23, 30 and July 14), followed by the one-week, in-person academic experience on the WashU campus.

Arts & Sciences Programs

*The application deadline for the following programs is **April 1, 2022**.*

- [High School Summer Scholars Program](#): July 17 - August 19, 2022
- [High School Summer Academy](#): June 12 - July 16, 2022
- [High School Summer Launch](#): July 10 - 16, 2022

Sam Fox School of Design & Visual Arts Programs

*Scholarship, Early Bird, and International Application deadline for these programs is **March 15, 2022**. The final application deadline is **April 15, 2022**.*

- [Architecture Discovery Program](#): July 10 - 23, 2022
- [Portfolio Plus Program](#): July 10 - 30, 2022

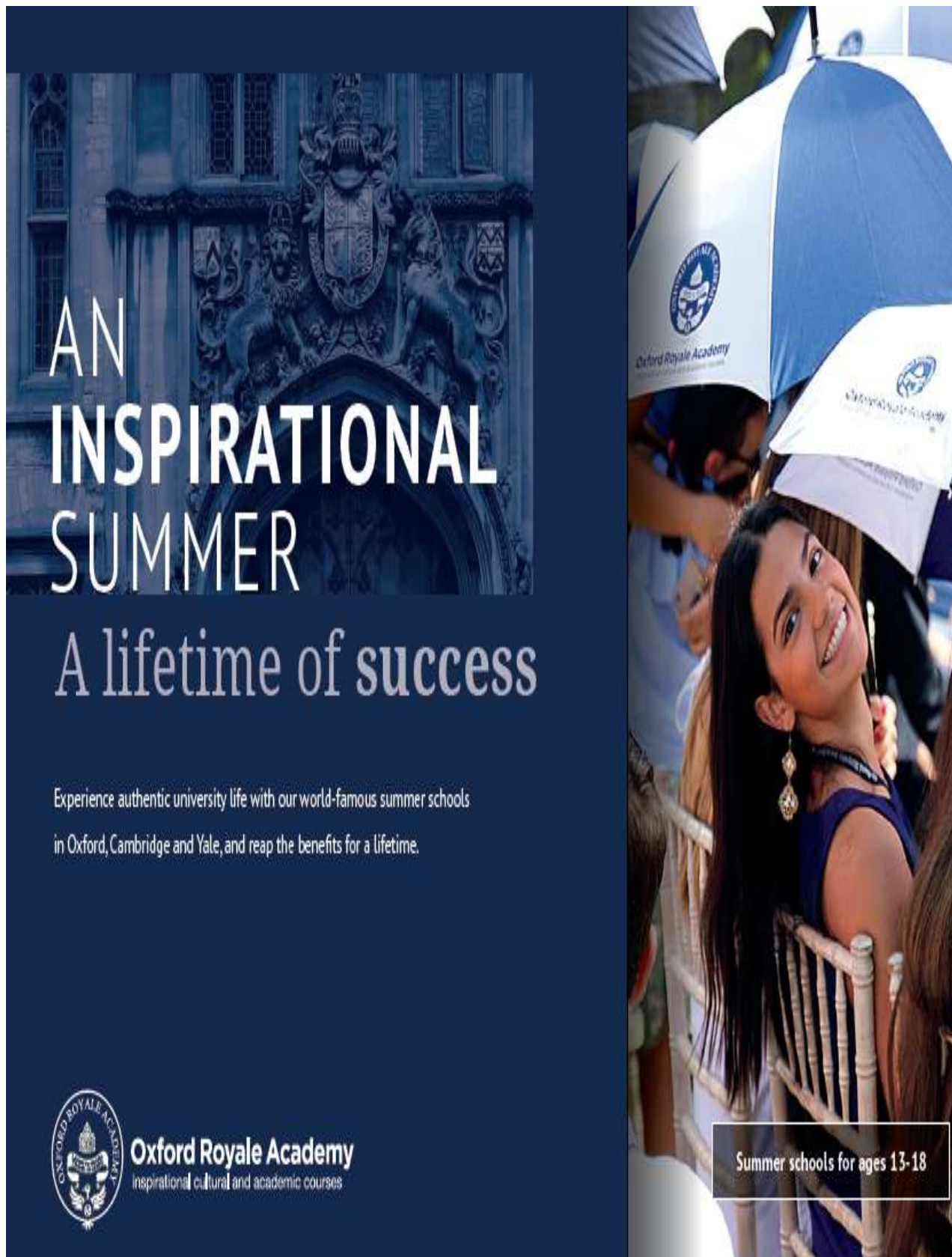
Visit our [Summer Program Page](#) for additional programs with our Tyson Research Center, Division of Biology and Biological Science, and WashU Athletics.

**OXFORD ROYALE ACADEMY SUMMER PROGRAMME: IN YALE UNIVERSITY USA, CAMBRIDGE OR OXFORD UNIVERSITIES- UK.**

This is an exciting summer programme opportunity, where you get to spend your summer in a quality learning environment in Yale, Cambridge or Oxford. Check it out, discuss with your parents

and please email Aunty Portia- portia.atubiga@tis.edu.gh if interested, by close of day next Wednesday- 9 March. A 32 page brochure with more details will be placed on Managebac.

Here are some more details:



The advertisement is split into two main sections. The left section has a dark blue background. At the top, there is a photograph of a grand, ornate stone building facade, likely a university hall. Overlaid on this image is the text 'AN INSPIRATIONAL SUMMER' in large, white, serif capital letters. Below this, the phrase 'A lifetime of success' is written in a smaller, white, serif font. Further down, in a smaller white font, it says 'Experience authentic university life with our world-famous summer schools in Oxford, Cambridge and Yale, and reap the benefits for a lifetime.' At the bottom left of this section is the Oxford Royale Academy logo, which is a circular crest featuring a crown and the text 'OXFORD ROYALE ACADEMY'. To the right of the logo, the text 'Oxford Royale Academy' is written in a bold, white, sans-serif font, with 'inspirational cultural and academic courses' in a smaller font below it.

The right section of the advertisement is a photograph of a young woman with long dark hair, smiling and looking towards the camera. She is wearing a dark blue sleeveless top and large, ornate earrings. She is sitting in a white wicker chair. In the background, there are several white umbrellas with the Oxford Royale Academy logo on them. A white text box with a black border is overlaid on the bottom right of the photograph, containing the text 'Summer schools for ages 13-18'.

A Global Community

In order to carve a truly strong and successful path in a highly competitive world, we believe that everyone now needs greater global awareness, more varied cultural experiences and broader global networks. Oxford Royale Academy's summer schools offer exactly this. All of our courses are designed to build confidence and gain experience, whilst proudly becoming a part of our global family.

Young people join Oxford Royale Academy from all corners of the globe – and during their time with us, they invariably embrace one another's cultures. These international relationships last well beyond summer school, giving our alumni a tremendous springboard for their futures.

With a focus on global awareness, time is set aside on every course for cultural enrichment. This takes many forms, from allowing students to learn informally from one another, to organised debates and practical activities to explore different cultures, and trips to British cultural landmarks.


30⁺
courses


3
Queen's Awards


170⁺
nationalities represented


25,000
alumni community



8 | A GLOBAL COMMUNITY



Learn from the world's best minds

Our teaching faculty boasts an extraordinary range of talent that includes Oxbridge academics, Ivy League lecturers, neuroscientists, medical researchers, leading industry professionals in film and architecture, published authors, clinical psychologists and many more.

This unique and diverse faculty, assembled from all over the world, means that Oxford Royale students are learning from the very best.



Hear from eminent guest speakers

A unique and important element of Oxford Royale's summer schools is our guest lectures. No matter which course you decide to join, you will also have the opportunity to hear from world-renowned guest speakers, who will inspire you to explore cutting-edge issues.

We are proud to welcome speakers including world-leading politicians, poets, philosophers, scientists, and business leaders, who lead us in debates covering subjects such as climate change and global security.

2022 SUMMER SCHOOLS COURSES, DATES AND FEES

Always check www.oxford-royale.com for latest availability and fees



University of Oxford

Oxford Summer School (Ages 13-15)	3rd July	17th July	31st July	Duration	Course Price (GBP)
Racing Extinction: Summit on Climate, Politics & Global Leadership	●	●	●	2 weeks	5,495
Explore Business, Innovation & Entrepreneurship	●	●	●	2 weeks	5,495
Explore Engineering & Technology	●	●	●	2 weeks	5,495
Explore Medicine & Experimental Psychology	●	●	●	2 weeks	5,495
Explore Creative Arts	●	●	●	2 weeks	5,495
Film Academy - Oxford Through The Lens	●	●	●	2 weeks	5,495
English as a Foreign Language	●	●	●	2 weeks 4 weeks 6 weeks	2,995 5,595 8,195
Oxford Summer School (Ages 16-18)	3rd July	17th July	31st July	Duration	Course Price (GBP)
Racing Extinction: Summit on Climate, Politics & Global Leadership	●	●	●	2 weeks	5,495
Curling the Future: Medicine & Disease	●	●	●	2 weeks	5,495
Designing Tomorrow: Engineering, Robotics & Technology	●	●	●	2 weeks	5,495
Inventing the Future: Business, Innovation & Entrepreneurship	●	●	●	2 weeks	5,495
Law, Politics & Economics	●	●	●	2 weeks	5,495
Architecture & Design	●	●	●	2 weeks	5,495
Philosophy, Literature and Modern History	●	●	●	2 weeks	5,495
Experimental Psychology	●	●	●	2 weeks	5,495
Mathematics	●	●	●	2 weeks	5,495
Creative Arts	●	●	●	2 weeks	5,495
English as a Foreign Language	●	●	●	2 weeks 4 weeks 6 weeks	2,995 5,595 8,195
IELTS Preparation	●	●	●	2 weeks 4 weeks 6 weeks	2,995 5,595 8,195
SAT Preparation	●	●	●	2 weeks	5,495

Longer stays are possible by combining courses and sessions. Please contact us for availability and fees.

2022 SUMMER SCHOOLS COURSES, DATES AND FEES

Always check www.oxford-royale.com for latest availability and fees



University of Cambridge

Cambridge Summer School (Ages 13-15)	3rd July	17th July	Duration	Course Price (GBP)
Explore Business, Innovation & Entrepreneurship	●	●	2 weeks	5,495
Explore Engineering & Technology	●	●	2 weeks	5,495
Explore Medicine & Experimental Psychology	●	●	2 weeks	5,495
Explore Creative Arts	●	●	2 weeks	5,495
English as a Foreign Language	●	●	2 weeks 4 weeks	2,995 5,595

Cambridge Summer School (Ages 16-18)	3rd July	17th July	Duration	Course Price (GBP)
Curing the Future: Medicine & Disease	●	●	2 weeks	5,495
Designing Tomorrow: Engineering, Robotics & Technology	●	●	2 weeks	5,495
Inventing the Future: Business, Innovation & Entrepreneurship	●	●	2 weeks	5,495
Creative Arts	●	●	2 weeks	5,495
English as a Foreign Language	●	●	2 weeks 4 weeks	2,995 5,595

Yale University

Yale Summer School (Ages 15-18)	26th June	10th July	Duration	Course Price (GBP)
Law & Trial Advocacy Academy	●	●	2 weeks	2,995
Designing Tomorrow: Engineering, Robotics & Technology	●	●	2 weeks	2,995
Inventing the Future: Business, Innovation & Entrepreneurship	●	●	2 weeks	2,995
Creative Arts	●	●	2 weeks	2,995

Longer stays are possible by combining courses and sessions. Please contact us for availability and fees.

Our prices include tuition, accommodation, meals, excursions, and activities, as well as many other additional features and benefits. A deposit of \$995 is required when making your booking.



DATES AND INFORMATION



THE DIGITAL SAT PILOT EXAM TAKES PLACE THIS SATURDAY 5 MARCH 2022. MORE INFORMATION ON MANAGEBAC.



2021-2022 TEST DATES

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

TEST DATE	REGISTRATION AND PAYMENT DEADLINE	GLOBAL DEADLINE
12 March 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)



- ✓ 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.\$171.50 (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

10 THINGS THAT REQUIRE ZERO TALENT

@MINDSETOFGREATNESS

BEING ON TIME
WORK ETHIC
EFFORT
BODY LANGUAGE
ENERGY
ATTITUDE
PASSION
BEING COACHABLE
DOING EXTRA
BEING PREPARED

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.”**



