

# TIS RECORD

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## At TIS,

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

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## Exeats

- Exeat requests must be completed online at: <https://www.tis.edu.gh/forms/>
- All exeat requests must be received at least 72 hours ahead of time. **An exeat will be refused if a student has any outstanding work.**

## Thought for the Week

There are only two people in the world that you need to care about their opinion. It is not your mom, your dad, your spouse, your kids, your boss, or your friends. It is the 8-year-old version of you and the 80-year-old version of you. You have lived a good life if you impress those two people.

Anon



## The Learning Jigsaw

Learning is a series of jigsaw puzzles. There are many different types of jigsaws. Some are easy. Some are hard. Some are easy to put together while others test our patience and skills before all the pieces come together. Some just seem impossible. Levels of difficulty will often depend on interests, ability and maturity. ***As a learner, you need to know and show.***

You have to know what each piece is and understand how it fits within the puzzle. Your inquiry into each piece will involve questions to elicit knowledge and understanding. This knowledge of each piece is important to understand how each piece fits together. This learning will involve trial and error, and using this information to form your knowledge of each piece.

Once you know each piece, you then need to show your understanding by putting all pieces together to complete the jigsaw. Along the way, you will be asked to explain what you know about a piece and why you think it fits in a certain place within the puzzle. This questioning is to support your learning by



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

-Steve Bollar

## SAT & ACT

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

## Visiting Protocols

For visits during the remainder of this semester, parents will be required to book their visit online. Please go to: <https://www.schoolinterviews.com.au/code/35tdn>

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 11.00am- 5.00pm on Saturdays, Sundays and public holidays (with no visits scheduled between 12.00 - 1.00pm.) Sessions are 60 minutes.

Book early to avoid disappointment.

Thank you for your cooperation.

helping you to clarify what you know and understand. Putting a puzzle together the first time is satisfying, but does it show what you know? Showing you can complete the puzzle several times and decreasing the time allowed to complete the puzzle on subsequent attempts will clearly show your level of success.

As a teacher, you need to personalise, engage and challenge each learner. Each learner is different and we know one size does not fit all. Therefore, each learner needs to start at the appropriate level, so they can know and show. Each learner must be engaged in the learning process and the teaching strategies employed must be personalised to engage each learner in the inquiry process. This engagement will be reflected by the level of questioning by the learner. The teacher must articulate the essential understandings required for each puzzle and the concepts that are the building blocks to these understandings. Ensuring each learner starts at the right level is critical: too easy, the learner loses focus easily; too hard and the learner often quits in frustration. Ensuring each learner is challenged to complete each puzzle and enjoy the success for each completion of a puzzle is the challenge for the teacher.

Each learner is different and this is recognised by personalising the experiences. Nevertheless, many learners will enjoy working on a puzzle with other learners. These are valuable opportunities for learners as they question, explain, justify and clarify their knowledge and understanding. Collaboration is successful when each learner is an active participant in the process.

I appreciate your support. Stay healthy.

*Dr Ken Darvall (Principal)*





**TEMA INTERNATIONAL SCHOOL**



## **Graduation & Achievers' Day Ceremony 2022**

# **LOADING**



**28 May 2022 @ 10:00 am**

**LIVE STREAMING**

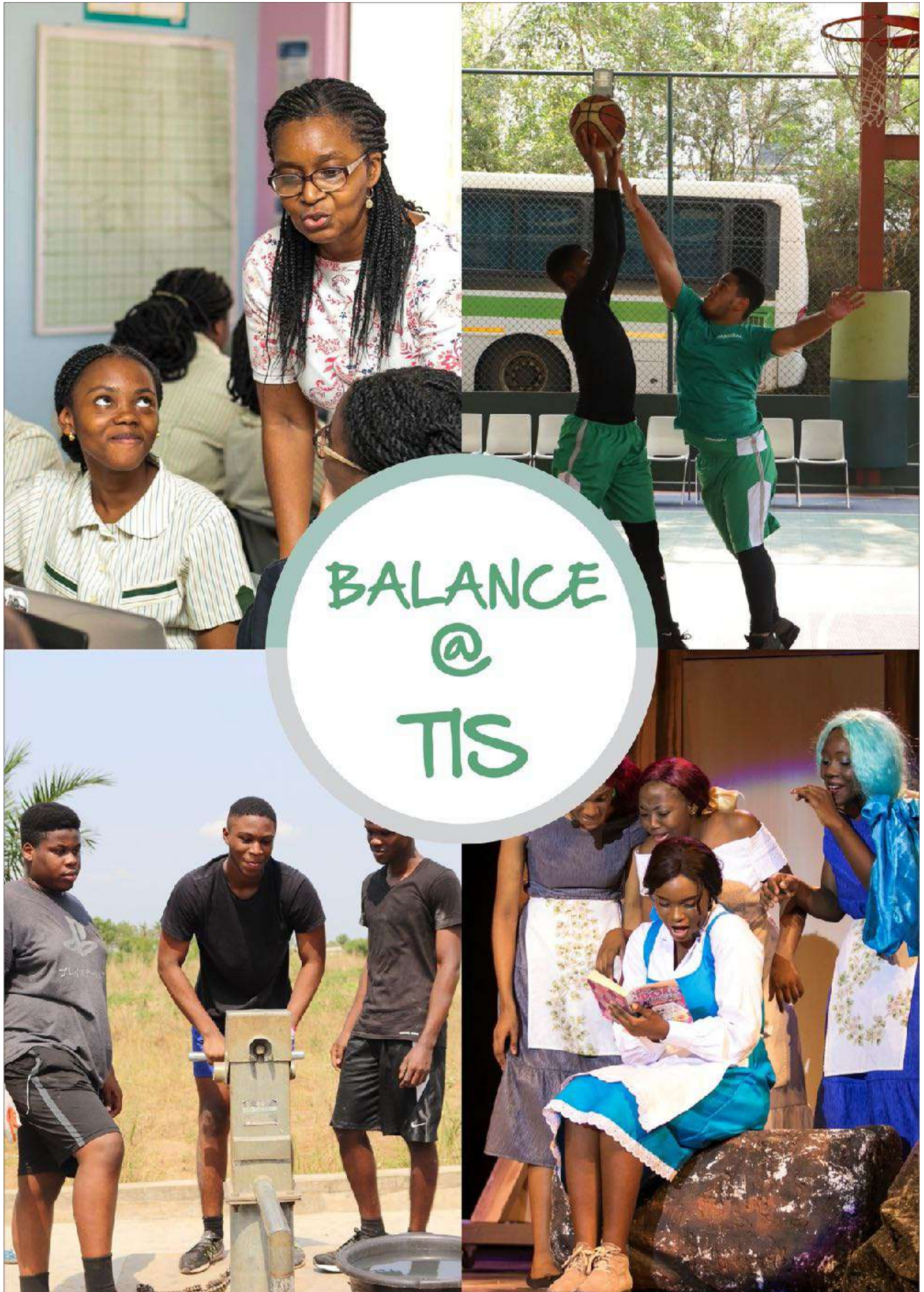


**Tema International School**



**TISGhana**









# TEMA INTERNATIONAL SCHOOL



## Primary School Campus Admissions Open For 2022/2023 Academic Year

Flexible admission screenings and interviews



### Entry Points in 2022

#### Preschool

Kinder 1 (3-4 years)  
Kinder 2 (4-5 years)  
Kinder 3 (5-6 years)

#### Junior Primary

Grade 1 (5.5 - 7 years)  
Grade 2 (6.5 - 8 years)  
Grade 3 (7.5 - 9 years)

#### Senior Primary

Grade 4 (8.5 - 10 years)  
Grade 5 (9.5 years-11 years)  
Grade 6 (10.5 - 12 years)

All admission applications will be online via Open Apply:  
<https://tis.openapply.com>

A social readiness screening will be required, as part of the admission process, along with a compulsory interview with parents.

TIS is an IB World School, authorised to offer PYP, MYP and DP.

To learn more  
scan this.



To enrol scan  
this.



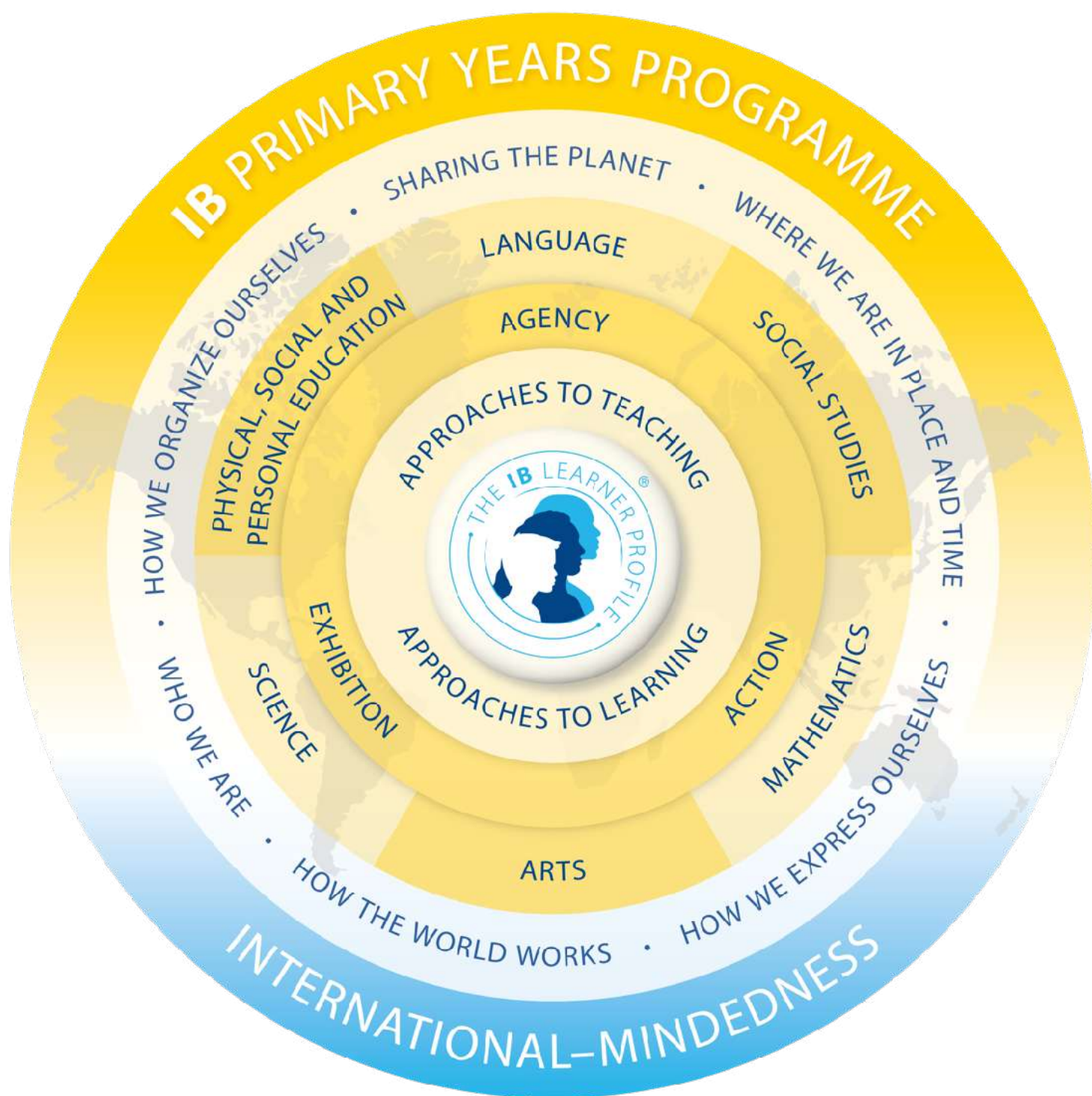
## What Makes TIS Primary A Unique School



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





# Experiential Learning through Field Trips



Field trips are great examples of experiential learning. Not only do they provide a way for students to get out of the classroom, but it helps to reinforce what they're learning in the classroom and pique their interest in education. Giving equal weight to both indoor, as well as outdoor activities, is what will make children well prepared for what lies outside in the real world. This ensures students experience holistic education and progress towards becoming global citizens.

The benefits of field trips are numerous. At TIS Primary School, field trips are always planned to reinforce students' understanding of an ongoing unit of inquiry. Planning is also done by taking into consideration students' interests and wondering.

Below are some benefits derived by students when they embark on field trips.

## 1. Interactive learning

It is so much easier to understand what a cow is when you see it in front of you and are able to touch it, as opposed to reading about a cow in a book. Field trips ascribe to the former thought process. Field trips allow students to interact with what they are learning. The experience goes beyond reading a concept in a textbook as children are able to participate in it physically.



## **2. Access to different environments**

Field trips allow students direct access to tools and environments that they otherwise wouldn't have contact with within the four walls of their school. Students can be taken to see historical artefacts or even an underwater ecosystem at an aquarium on field trips. Each experience solidifies learning and supports vital academic theories. They begin to see that what they learn in the classroom can help them solve real-world problems, which shapes them as people.

## **3. Social interaction**

Leaving the classroom for a field trip places students in a different social environment. They get to meet a new set of adults and possibly interact with other children during the course of the field trip. These new interactions give them a vital lesson on how to behave in different settings. What a field trip also does is foster a sense of teamwork and community among the students as they experience a new environment together.

## **4. Socio-economic growth**

To put it simply, students who go on field trips tend to become more empathetic and tolerant as compared to those who don't. Going on a field trip enhances their critical thinking skills and gives students a chance to think about a topic or theme from a different perspective. Several children don't get to experience the typical field trip locations with their families. A school trip gives students the chance to experience new venues.

## **5. Erases classroom boredom**

It is common knowledge that children are easily distracted and bored. School field trips build in children a different level of excitement and fun. It gives them something to look forward to. In essence, field trips erase the boredom associated with classroom lectures. What's more, it awakens students' interest to learn and get new learning information, no matter how boring the subject is in theory.

### **A Field Trip to Sunon Asogli Thermal Plant**

The Onyx class visited Sunon Asogli Thermal Plant as part of their inquiry into ways to generate energy using thermal heat in an environmentally friendly way. Learners appreciated the complex process of filtering seawater which is heated in a steam boiler and is then compressed to move a turbine which is finally transformed into electrical energy. They ended with an interactive session with the electrical engineers and production officers. One student was so fascinated and expressed interest in working with the team during a vacation to learn more about the process of production.



**Time with the energy experts**







### A visit to Accra Zoo

The students visited the Accra Zoo as an inquiry in the unit, 'Sharing the Planet'. This trip was to allow the learners to have a real-life experience of the Ecosystem and the interactions of living things. They learnt about how animals survive in their habitat and their various adaptations. It was a great experience for the learners as they got to interact with the animals. This extended their learning outside the classroom to deepen their understanding.













**Students' Reflections**

**- John Fudzagbo**  
(Grade 3)

The field trip was fun. I learned that not every snake has venom and some snakes do not bite at all. The trip taught me about some food animals eat.

When we went to the zoo it was very fun and exciting. I learnt that monkeys live in areas with lots of vines to swing from tree to tree. The visit to the zoo really helped me to learn more about my unit.

**- Raymond Tettey-Amlalo**  
(Grade 4)



When I visited Asogli Power Plant, I saw a boiler and I learnt about the steam turbine. There were solar panels which generates electricity for the company. It was exciting and fun. I learnt so much from the engineers.

**- Elsa Sevor**  
(Grade 2)

I was the man of the day because I answered a lot of questions. I could explain how hydropower is produced. I saw the sea which provides water for the steam turbine and the boilers. I wore a helmet to protect my head while there. The place was amazing and I would love to work there during vacation.

**- David Darko**  
(Grade 1)





Our trip to the zoo was informational and fun. We got to see and learn about different types of animals and their habitat. We also saw a lion in a grassland habitat. I learnt that when a female lion gives birth to cubs, the cubs and the lioness have to be separated from the lion. This is because the lion sees the male cub as a threat.

- **Kwaku Ayisi**

(Grade 6)

Our field trip to the zoo was very exciting. I learnt about animals and gathered some facts to support our exhibition project. I gathered a lot of fun facts about animals. For example, the tortoise can live for 300 years. In all I learned animals survive by depending on other living things.

- **Michelle Tieku**

(Grade 5)



*Indeed, field trips provide an avenue to facilitate experiential learning.*





# 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

# Tema International School

2021 - 2022 School Calendar

August '21						
Su	M	Tu	W	Th	F	S
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29	30	31				

September '21						
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October '21						
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31						

November '21						
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December '21						
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January '22						
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February '22						
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March '22						
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April '22						
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May '22						
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June '22						
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July '22						
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24	25	26	27	28	29	30
31						



School Closed/ Holidays



Teacher in-Service Day (no school for students)



Main Campus Event



First and Last Day of School (Main Campus)



Primary Campus Event



First and Last Day of School (Primary Campus)



SAT Test



ACT Test



**Public Holidays**

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

**S1 Internal Dates: Main Campus**

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

**S2**

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



**Primary School Campus****Public Holidays**

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

***S1 Internal Dates***

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

***S2***

5-6/1/22	Staff training days (Concept-Based Curriculum)
10/1/22	Second semester commences
18/2/22	End of UOI #4 Celebrations
25/3/22	End of UOI #5 Celebrations
28-29/3/22	Wellbeing days
1/4/21	Primary School Campus admissions open for 2022/2023
20/5/22	PYP Exhibition (10.00am)
26/5/22	End of UOI #6 Celebrations
26/5/22	K3 and G6 Graduation
26/5/22	End of semester

## COUNSELLORS' CORNER



**Exam candidates:** Be immersed in the spirit of learning. You have all it takes to excel.

Wishing you the best on every step of the way. Just keep learning until you finish well.

**Do not just wish it; put in the work!!!**

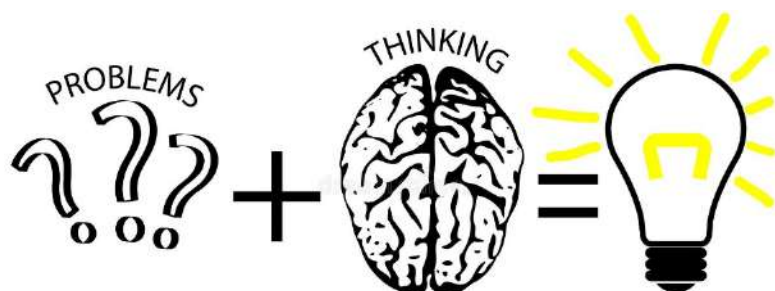
### VISAS & MORE: DP2s TAKE NOTE



**DEAR DP2s**, please note that CANADIAN AND U.S. VISA APPLICATIONS TAKE A LONGER PERIOD OF TIME TO PROCESS. SOMETIMES EVEN 6 MONTHS OR MORE FOR CANADA FOR INSTANCE. **PAY YOUR ENROLMENT DEPOSIT TO SECURE YOUR SPOT AT YOUR UNIVERSITY BEFORE MAY 1<sup>ST</sup> AND START THE VISA APPLICATION PROCESS NOW.**

See previous Bulletin and ManageBac for more details on the visa application process. Need expert help on visa applications? Contact the Counsellors to connect you to the Visa Experts.



**GRADE 9 LESSON PLAN: PROBLEM SOLVING SKILLS**

Everyday life encounters opens us up to minute or big problems caused by us, others or the circumstance. However, in all these circumstances especially when you are unable to think straight, just relax and remain calm as you process your thoughts in finding the best alternative solution. Grade 9 class was introduced to this life skills lesson. Here are basic steps to follow: **Define the problem, Generate new ideas, Implement and Evaluate and select solutions.**

**Enjoy Reading Some Reflections from the Students:**

*"This lesson has been great and I got to learn a lot of things. As a class we discussed the topic problem solving and we also identified various ways to solve problems. I learnt that when we have problems it is good to talk with others with the aim of getting good and reasonable advice that can help get an appropriate solution to the problem at hand. I also learnt that we should choose our friends wisely meaning that we should pick friends that won't get you in trouble and are able to keep information shared with them private. Finally we also learn not to resort to violence when having argument as they can lead to severe consequences"~ Kevyn Arthur*

*"In today's guidance lesson, we learned about problem-solving. The teacher gave us multiple ways to solve our issues the right way, without being impulsive. After the lesson, I now know that:*

- *Make it a point to live in peace with everyone you meet, as you may not know where you would meet them again or what importance they may have in your life.*
- *Facing a solution with anger and impulsive reactions just leads to a "fighting fire with fire" situation, which does not always come out with the best results. It could lead you to trouble.*
- *It is important to seek advice when unsure of what to do in order to handle a situation. Sometimes, you may face a problem and not know how to deal with it. It is important to ask for advice in such situations to help you solve the problem quickly and relieve stress. Asking for advice may also help you see that what you did is also wrong, instead of solely blaming the other person involved. When asking for advice, however, you*

*should make sure to ask the right people, as in some cases, your friends won't give the best advice.*

*These are some key lessons I have taken from the lesson, and plan to apply in my life.” ~Mika Mensah*

*“In today’s class, I learned about problem-solving. I learned about the various steps we should take when problem-solving. They are:*

*1) Identify the problem:*

*In this stage, I learned that I have to identify the problem and see whether I am a part of the problem*

*2) Brainstorm some ideas to solve the problem:*

*In this stage, I learned that I have to think about various ways how to solve the problem and if I need advice in choosing some ideas I should go and seek help from wise people who can help me solve the problem*

*3) Think about the consequences of the actions to solve the problem:*

*In this stage, I learned that before taking any action we should think about the consequences of such action. I learned that some actions have intentional and unintentional consequences and we should always think about whether the consequences will benefit us or hurt us.*

*4) Choose the best solution:*

*In this stage, I learned that when I am choosing the solution I should make sure it is the most appropriate one out of the rest and it will help me solve my problem very well.*

*5) Evaluate your solution:*

*In this stage, I learned that after you have implemented your solution you should evaluate it and check whether it was able to really help your problem, I learned it is important to do this so that I can learn from my mistakes and come up with better solutions.*

*What I am always going to keep from the lesson is to be rational when thinking and always think about the consequences of my actions”. -Vitus Jesse*



*"Today, the topic I dealt with was problem solving. As human beings, in our everyday lives we come across different types of problems because we are different people. Therefore, we must be able to bring up solutions to these problems to avoid trouble for ourselves. I learnt there are various steps solving a problem. First, a person must self-analyze the problem and find out where they stand, that is whether they or the other party are the cause of the problem. When a person is able to find out this, they can then form a solution to the problem. Once the person has settled on a solution that is most suitable and profitable for the problem, they can then analyze it and see the outcome of their solution. Apart from self-analysis, another way of problem solving is seeking advice. This could be advice from peers or older people. When you engage with another person for advice always remember that, it is not every advice that you may receive is wise, therefore it is your responsibility to think over this advice and use your instincts or you're gut-feeling to determine if this advice is applicable to the problem. I have learnt that even though, I think that people older than me may not understand a problem that I am facing, I should try my best to go to them because they themselves may have come across situations like mine or may just have relevant and reliable advice for me to use. With what I have learnt from now on I shall apply this in problems I encounter in the future". - Maxcinne Addo*



### **DP1 PARENTS' FINANCIAL AID SESSION VIA ZOOM:**

DP1 PARENTS' VIRTUAL FINANCIAL AID ONE-ON-ONE SESSIONS WITH THE UNIVERSITY GUIDES IS ONGOING. KINDLY SIGN UP NOW WITH YOUR WARD'S COUNSELLOR!



### **How to File International Student**

#### **FINANCIAL AID APPLICATION (ISFAA)**



## University of Ghana Application is opened

### How to apply:

- [Ghanaian Applicant](#)
- [International Applicants and Ghanaians Applying from Abroad](#)

### 1. GHANAIAAN APPLICANTS

University of Ghana online application E-VOUCHERS can be obtained by Ghanaian applicants for GH¢200.00 at the following banks: Access Bank, Ecobank, Republic Bank, Agricultural Development Bank, Ghana Commercial Bank, Zenith Bank, Universal Merchant Bank, Consolidated Bank Ghana (CBG), Prudential Bank and Fidelity Bank.

The E-VOUCHERS can also be purchased through the **USSD code \*887\*18#** on all mobile telecommunication networks. [Click here for more information on the USSD Payment](#)

Ghanaian applicants in the following categories are expected to apply using the E-VOUCHER:

Click: <https://admission.ug.edu.gh/applying/content/how-apply-ghanaian-applicants>

- ✓ **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.**

**NOTE: DP2s WITH INCOMPLETE APPLICATIONS TO GHANAIAAN UNIVERSITIES SHOULD SEE THEIR COUNSELLOR AND COMPLETE IT RIGHT AFTER THEIR LAST PAPER.**

**SUMMER PROGRAMME VISA APPLICATION: PLEASE NOTE; PARENTS ARE TO PLEASE PROCEED WITH THE VISA APPLICATION FOR THEIR WARDS. FOR INFORMATION ON GROUP VISA APPLICATIONS, KINDLY CONTACT Eunice and she will put you in touch with the Summer Camp facilitators for OXFORD ROYALE SUMMER PROGRAMME, UK AND EDUCATIONAL SUMMER CAMP- CANADA.**





## DATES AND INFORMATION



### SAT 2022-2023 TEST DATES

**THERE ARE NO MORE SAT TEST DATES FOR THIS HALF OF THE SCHOOL YEAR.**

- ✓ **DP1s, 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](http://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>



### 2021-2022 TEST DATES (COMPUTER-BASED TESTING ONLY!)

- ✓ **ACT Registration Fees (Online payments only: Visit [www.actstudent.org](http://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. DONT MISS OUT ON ANY OF THE DATES**

TEST DATE	REGISTRATION AND PAYMENT DEADLINE	GLOBAL DEADLINE
11 June 2022	29 April 2022	13 May 2022



# TEMA INTERNATIONAL SCHOOL

# CULTURE

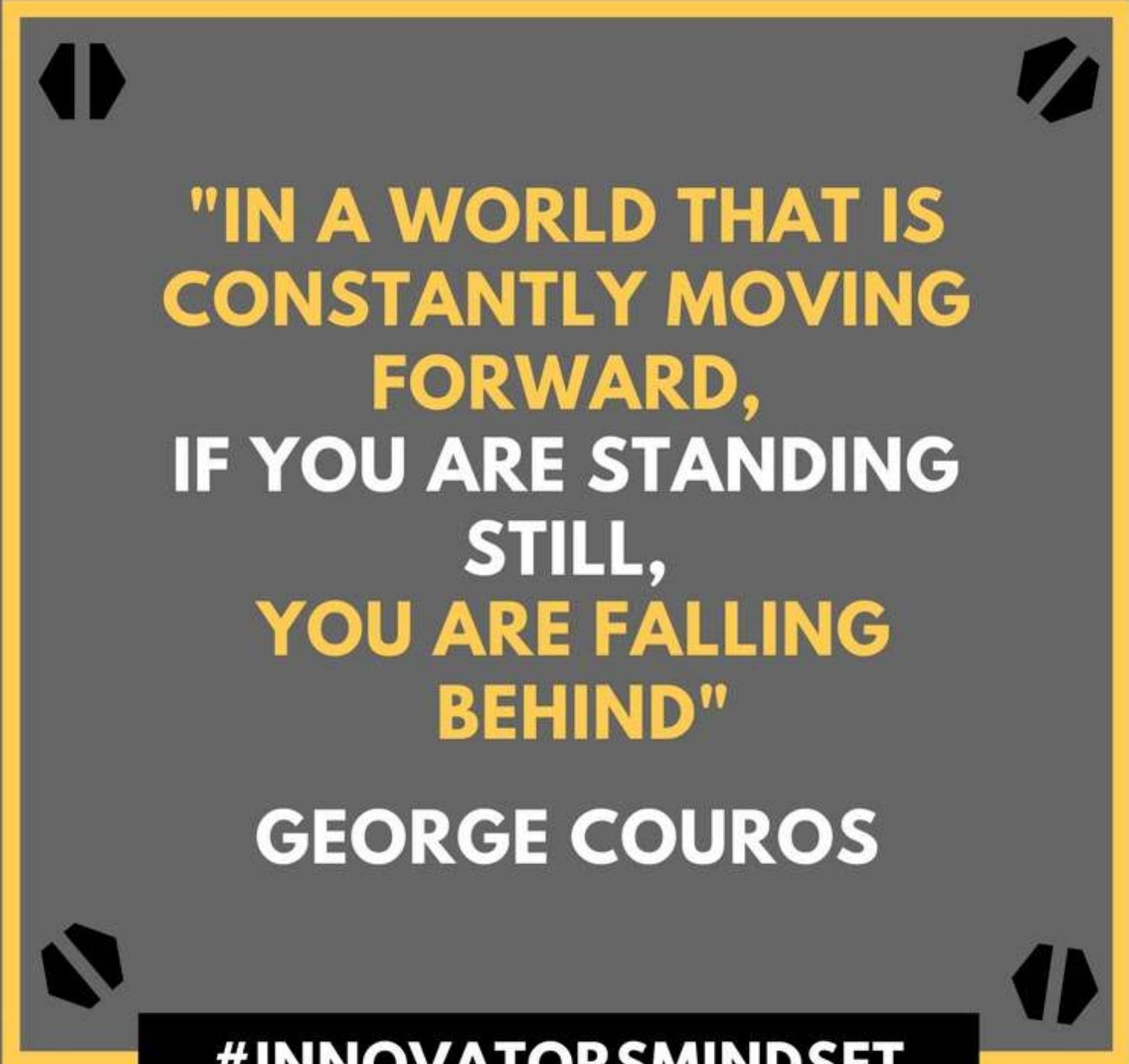


At TIS, we believe that culture as one of the four pillars for student balance and ensuing success, develops and enhances the creative, artistic and performing skills and talents in each student.



EDUCATION FOR A BETTER WORLD





**"IN A WORLD THAT IS  
CONSTANTLY MOVING  
FORWARD,  
IF YOU ARE STANDING  
STILL,  
YOU ARE FALLING  
BEHIND"**

**GEORGE COUROS**

**#INNOVATORSMINDSET**





## How to Study Intensely (Without Getting Burned Out)

I've done a number of intensive learning projects, sometimes studying for up to twelve hours a day. The risk of going too hard and crashing is always present during projects of this intensity, so I've discovered some strategies for preventing burnout.

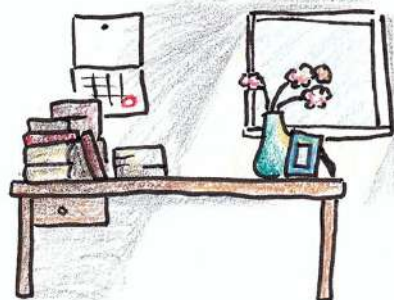
These strategies are critical when studying isn't your full-time job. While a five-hour-per-week project may not sound like much, it can be overwhelming when added to your existing obligations at work and home. People who study after work need to be extra careful about burnout because they have so little spare capacity if they do crash.

Here are five tips for staying focused without burning out.

### Tip #1: Cleanly Separate Studying from Life

The worst situation is to be in a state of perpetual semi-studying. This happens when people don't have fixed studying schedules and instead feel like they should "always" be studying.

Since always studying is impossible, people sneak non-studying activities—like playing on their phone or watching television—into their learning time. Then, when they are inevitably unproductive, they feel like they have to study more hours. The end result is burnout.

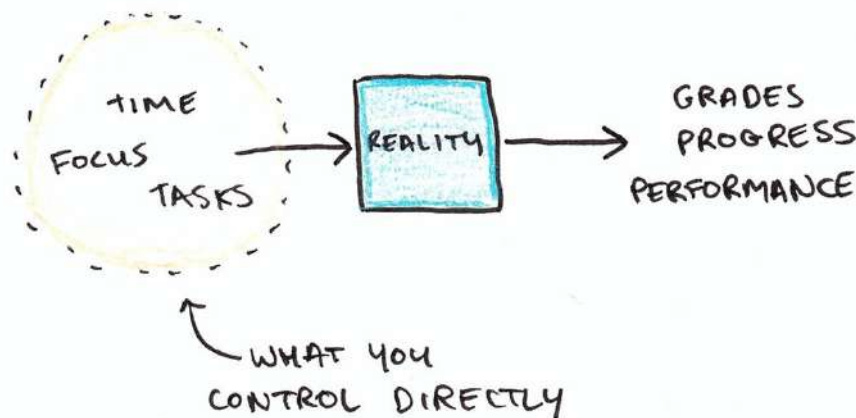


One strategy is to have a clean separation between the hours you're studying and the hours you are not. At peak intensity during the MIT Challenge, for instance, I put in about twelve hours per day. Even so, I always finished by 7 pm, and I never studied on the weekend.

### Tip #2: Focus on the Input, Not the Output

Much of burnout is not the actual work, but your emotional reaction to it. Studying all day will probably never be as relaxing as watching movies or hanging out with friends. But it can be a fun, meaningful challenge that you feel good after.

However, for many, studying isn't just effortful. It's painful. They become paralysed by anxiety about failing their test. They feel frustrated by the material or just plain bored.

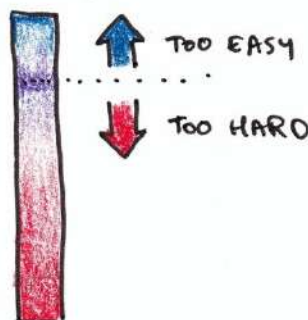


One thing I've found helpful for dealing with these emotional reactions to shifting your focus onto the work. You can make this explicit. "Work on this assignment, without interruption for 30 minutes" is an achievable task. But "finish writing this essay" can create stress when you encounter writer's block.

### Tip #3: Adjust to the Sweet Spot of 85% Success

We learn best when we're successful most of the time, but occasionally challenged. If we fail consistently, not only do we get frustrated, we learn less. The problem isn't just emotional. Machine learning algorithms [also seem to train best](#) when their success rate is around 85%. Our frustration isn't irrational, but a sense that our learning is perhaps not so efficient.





There are plenty of ways you can adjust your success rate. One is to make the task easier. If you're failing to do problem sets, switch to doing them open-book. If you don't understand a key concept, try the [Feynman Technique](#). If you're struggling to memorize something, make a mnemonic.

It's much easier to maintain motivation throughout your studies if you can get to a smooth rate of successful trials (wherever the bar for "success" is set).

#### **Tip #4: Never Cut Sleep**

Late-night cramming is a perennial student favorite, but it's the worst possible strategy you can employ when learning.

Sleep plays a crucial role in memory consolidation. Cutting sleep while studying is like cutting your feet right before a footrace. You might think the extra studying time will help, but it only hurts you.

#### **Tip #5: Exercise regularly**

Exercise is another learning booster. While cutting exercise in a short-term crunch is sometimes unavoidable, maintaining good exercise habits are among the few things that [reliably improve cognitive functioning](#). Ironically, physical training, not "brain training" games you play on your phone, may be the only kind of [brain training that actually exists](#).

Scott Young  
20/4/22

# WHY PEOPLE GIVE UP



expect fast results



stop believing  
in themselves



get stuck  
in the past



dwell on  
mistakes



fear the future



resist change



give up their power



believe in  
their weaknesses



feel  
the world owes  
them something



fear failure  
more than  
desire success



never visualize  
what is possible



feel they have  
something to lose



overwork



assume their  
problems are unique



see failure  
as the signal  
to turn back



feel sorry for  
themselves

by Anna Vital

# The CAS Project



## *Collaborative*

Plan, deliver & evaluate your project

Build your team, identify the issue and solution



## *Series of Sequential CAS Experiences*

Minimum one month, 1-3 CAS strands

All five stages stages of IPARD



## *Well-considered*

Well thought-out purpose

Consistent Reflection, Be flexible - plans change



## *Organization & Structure*

Commitment

Excellent planning and teamwork

For more information, please consult your CAS Coordinator.

More tools, worksheets and resources for your CAS Project  
can be found on our website [castrips.org/casproject](https://castrips.org/casproject)



CASTrips





CASTrips

# The 5 Stages of CAS

IPARD is the 5-stage framework for CAS



## Investigation

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



## Preparation

Action plan and organisation  
Tasks, resources needed & timeline



## Action

Where you actually DO IT!  
Make your project happen



## Reflection

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



## Demonstration

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

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

For more information, contact your CAS Coordinator or visit us at [castrips.org](https://castrips.org) and download our  
Action Plan worksheet!



CASTrips

# CAS Experiences

During your 18 months of CAS, we recommend to complete at least 3 for each CAS strand:

*Creativity, Activity, Service*

## Ask Yourself



- Is this going to lead to personal development?
- Which strand of C-A-S will this satisfy?
- Which of the 7 Learning Outcomes could this meet?



Always ask HOW or WHY - question everything!  
Choose something MEANINGFUL and ENJOYABLE!

For more information, talk to your CAS Coordinator or visit  
[castrips.org](http://castrips.org)

*Good Luck!*

*It's what you learn, not how much you do!*





# 7 Learning Outcomes

...and what they *REALLY* mean!

- 1 Identify your own strengths and develop areas for personal growth**  
What are you good at and what do you enjoy doing? What areas can you improve? Which aspects of your CAS experience did you find challenging and how would you do things differently in future?
- 2 Demonstrate that challenges have been undertaken, developing new skills in the process**  
What have you done to push yourself? What was unfamiliar about it? What skills do you think you developed?
- 3 Demonstrate how to initiate and plan a CAS experience**  
Document how you organized it, who you contacted, what resources you used and what were the planning and implementation processes involved?
- 4 Show commitment to and perseverance in CAS experiences**  
CAS is a requirement of the DP so your commitment to your CAS experiences is vital. If you hit any road blocks, try to find your way around them. Keep going and solve the problems as you go!
- 5 Demonstrate and recognise the benefits of working collaboratively**  
One of the best and most fun parts of CAS is working with and learning from others. This can range from playing a new team sport to being involved in a play or volunteer group.
- 6 Demonstrate engagement with issues of global significance**  
What issues of global significance do you care about and how can you help in your local community? Think global, act local.
- 7 Recognize and consider the ethics of your choices and actions**  
Think about the CAS activities you are doing and how they affect you, others and the world around you. What are the consequences of your choices and actions?

For more information, please consult your CAS Coordinator or visit [catrips.org](https://catrips.org)





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





Proud to deliver

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


## Duke of Edinburgh's International Award @ Tema International School

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

### HISTORY

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



### TIMELINE



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

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







Proud to deliver

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


## Guiding principles

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



### INDIVIDUAL

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



### NON-COMPETITIVE

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



### ACHIEVABLE

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



### VOLUNTARY

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



### DEVELOPMENT

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



### BALANCED

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



### PROGRESSIVE

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



### INSPIRATION

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



### PERSISTENCE

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



### ENJOYABLE

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







Proud to deliver

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


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

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

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

### THE AWARD LEVELS

THREE LEVELS		<b>BRONZE</b> Aged 14+, 6 months min
		<b>SILVER</b> Aged 15+, 12 months min
		<b>GOLD</b> Aged 16+, 18 months min

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

FOUR SECTIONS (FIVE AT GOLD LEVEL)		<b>SKILLS</b> Develop transferrable skills
		<b>PHYSICAL RECREATION</b> Get active
		<b>VOLUNTARY SERVICE</b> Give back to communities
		<b>ADVENTUROUS JOURNEY</b> Experience adventure and learn to lead
		<b>GOLD RESIDENTIAL PROJECT</b> Broaden horizons, meeting others in a new environment (Gold level only)

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

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

Discuss your DoEIA journey with your award leader and assessor.

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

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



### AWARD BENEFITS

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

#### Young people

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

#### Employers

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

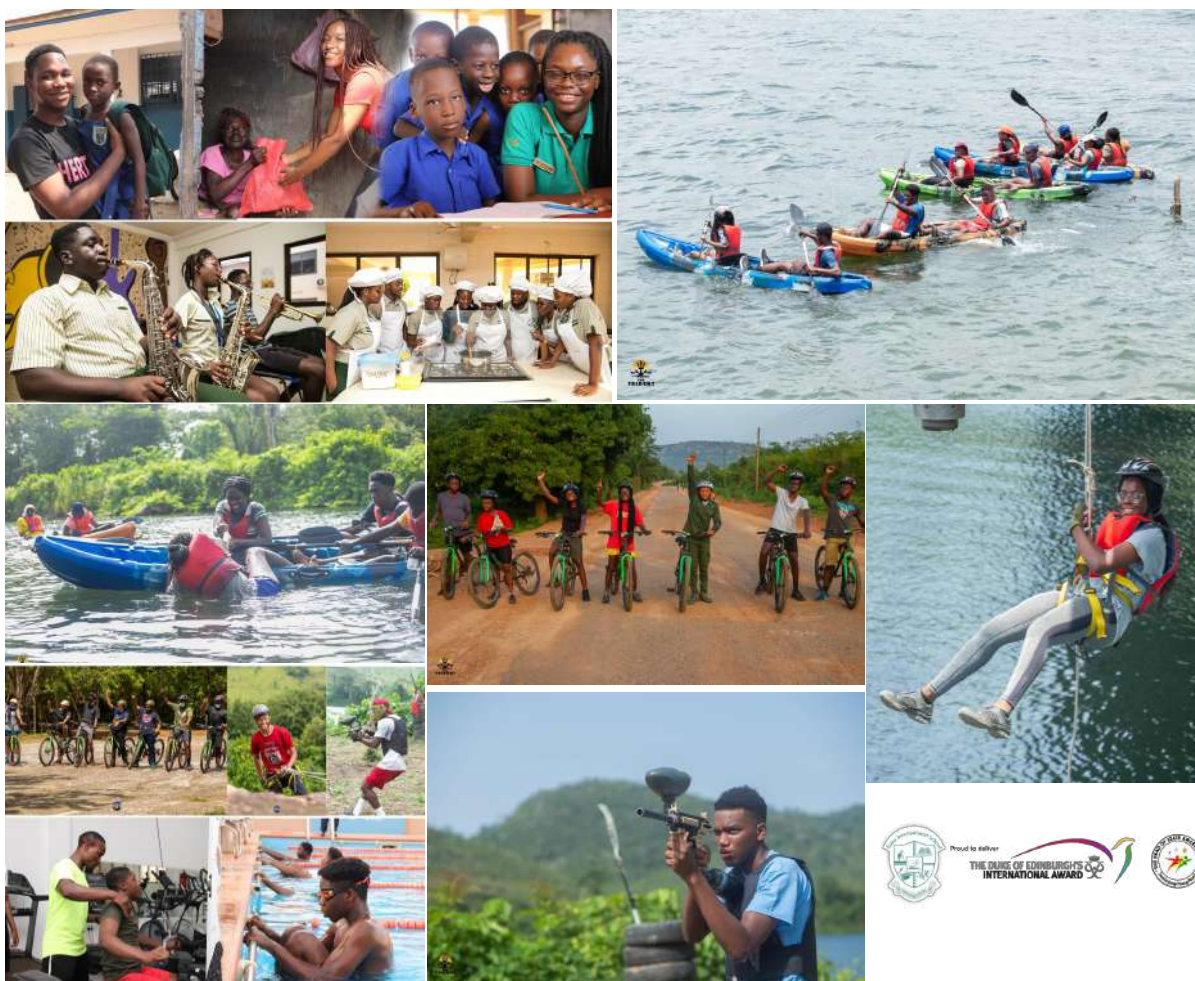
## Award outcomes and impacts

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

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

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

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







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



## 21 Communication Skills Every High School Student Should Have

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

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

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



# The Academic Research & Writing Principles

Turnitin has developed this checklist as a guide to support students in their academic research and writing process. Use the 12 suggested guiding principles to help you to produce high quality research and original writing, from the pre-reading stage to final submission.

1

## Explore

**a wide range of research.** Research the topic thoroughly to develop your knowledge base, discover new ideas and strengthen your own line of argument.

2

## Evaluate

**the reliability of your sources.** Take some time to evaluate all your sources, particularly if information has been accessed online. Consider who has created the information and why.

3

## Organise

**your research notes.** Note taking is a fundamental part of the research process. Keep notes neatly organised and retain a copy of each source used.

4

## Write

**an original paper.** The best defence against plagiarism is original writing. Unless quoting directly from someone else's work, express all ideas in your own words.

5

## Paraphrase

**other people's ideas.** An essential academic skill, some find it helpful to note down key words and concepts before paraphrasing other people's ideas.

6

## Differentiate

**other's work from your own original insights** by referencing or paraphrasing. Avoid accidentally plagiarising someone else's work by using academic referencing.

7

## Cite

**all of your sources.** A citation in your paper shows exactly what information has come from another source. Remember to cite all borrowed words or ideas, including those which came from one of your own previous papers!

8

## Reference

**all of your citations correctly.** Depending on the referencing system used, this may end in a list of sources as a 'bibliography'. Most students are aware of referencing requirements surrounding books and journals, but we must also reference sources like YouTube videos, images, diagrams and yourself!

9

## Use

**the relevant referencing system consistently throughout your assignment.** Referencing can vary across module units or each course so check which system you should use and follow the relevant formatting guidelines.

10

## Ask

**your teacher or instructor for their feedback** on any drafts you have written in advance of the deadline. Writing multiple drafts and implementing the feedback you receive can help to make you a better writer.

11

## Double check

**your work including citations.** Allow time to double check each of your citations before submission. This includes page numbers, publication dates, web links and authors' names.

12

## Submit your final piece through Turnitin

Turnitin will check your work against other sources in the Turnitin database and use this information to generate an originality report.

# 10 REASONS

## WHY THE IB DIPLOMA PROGRAMME IS IDEAL PREPARATION FOR UNIVERSITY

### 1 IT OFFERS ACADEMIC BREADTH & DEPTH

IB Diploma Programme students are 21% more likely to be admitted into 10 of the most prestigious universities, including Harvard, Princeton, Yale and Stanford.



### 2 COLLEGES VALUE STUDENTS WITH MEANINGFUL EXPERIENCES BEYOND THE CLASSROOM

Creativity, action, service (CAS) encourages learning through direct experience.

### 3 IT'S A QUALIFICATION RECOGNIZED BY UNIVERSITIES

AROUND THE



The IB Diploma Programme is internationally benchmarked, allowing graduates to continue their studies anywhere in the world.

### 4 IT CREATES INDEPENDENT LEARNERS & STRONG WRITERS

The extended essay requires independent research through an in-depth study and a 4,000 word essay.



### 5 IT ASSESSES MORE THAN EXAMINATION TECHNIQUES

IB never teaches to the test—tests are externally assessed with no grade inflation for more than 50 years.

### 6 IT CULTIVATES AN INTERNATIONAL MINDSET



An international mindset is a key 21st century learning skill. Second language learning—an IB requirement—has been linked to higher achievement in school and university.

### 7 IB STUDENTS HAVE PROVEN TIME MANAGEMENT SKILLS

Research has found that IB students develop strong study habits and critical time management skills, key indicators of college readiness.



### 8 THE IB ENCOURAGES CRITICAL THINKING

Equidivinity and Interpretation are among the key cognitive properties of an IB education.



### 9 SUBJECTS AREN'T TAUGHT IN ISOLATION

Theory of knowledge classes encourage students to make connections between subjects and gain the skills they need to be critical thinkers.

### AND HERE ARE 10 MORE REASONS...

The IB learner profile offers 10 qualities underpinning the Diploma Programme—when operationalized to deliver to be balanced, they form a framework for an international education that meets the needs of a changing world.

[www.ibo.org](http://www.ibo.org)

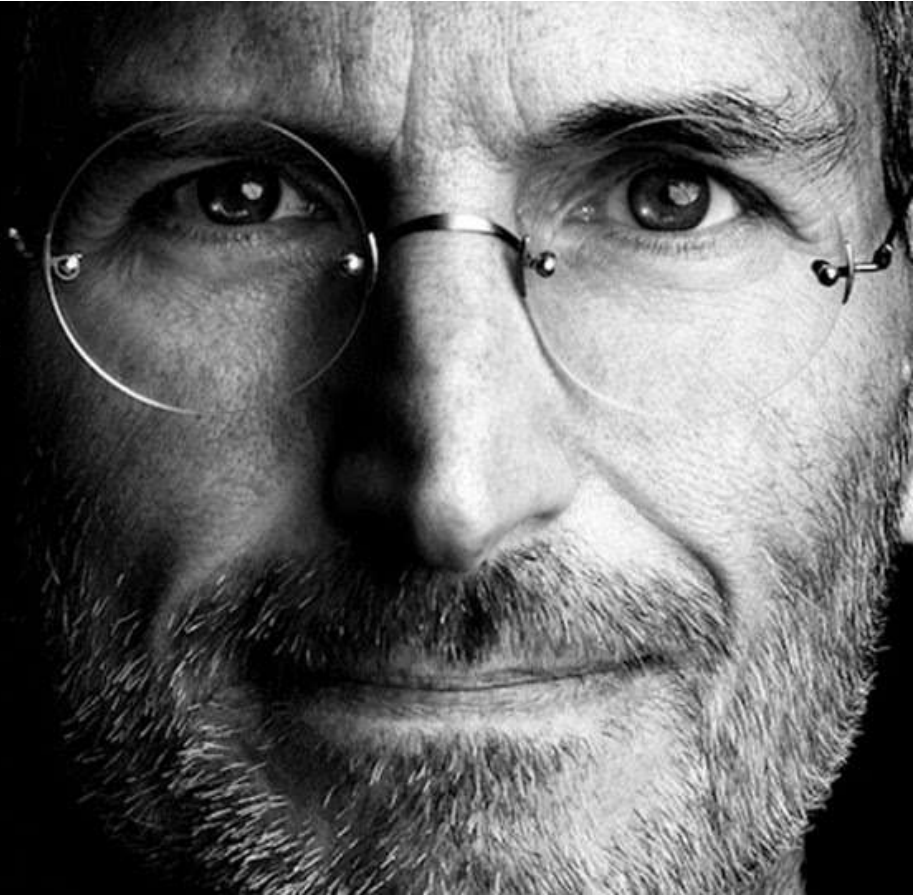
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International Baccalaureate®  
Baccalaureat International  
Bachillerato Internacional



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



# **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.”**



