

TIS RECORD

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At TIS,

we believe balance, by maximising opportunities and experiences to enhance learning and challenge oneself, inside and outside the classroom, is the key to success.

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Key Dates

- 21/9/22: Family Sporty Day.

Yes, it's back! Parents, start training to avoid embarrassment on the day. Full details in next week's edition.

Thought for the Week

A large part of wisdom is knowing what to ignore. A large part of expertise is knowing where to place your attention. If you can master them, the seven tricks Feynman created will help you avoid a lot of errors.

- Shane Parrish



A Great Start

It has been a great start to 2022/2023 at each campus! What is obvious is that Fast and Furious, version 19, is at full throttle. Everyone is appreciating post-COVID times, while being mindful of good hygiene and healthy practices.

I have been impressed by the focus of most students who are striving to be balanced. As for our Newbies, they appear to be old hands by settling into their new learning environments so quickly and easily.

The revised acceptable use of ICT policy appears to be doing what is supposed to be doing, although many parents have been wondering why their son/daughter are no longer sending Telegram messages during class time. Hopefully, an improvement in their grades will be evident for those students who have been using their devices to distract them from their learning.



"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.

Making US Proud

- Kwame Oyorrey (G8) For standing as a photographer for ASA
- Maa Abena Afriyie-Owusu (G11) For noticing and reporting a challenge with the Reflection Camp form.
- Daniel, Bellina, Ama Andah, Brendon, and Chesney (G12) for showcasing their great presentation skills at our first live Assembly.
- Nana Masere (G12) For conducting the School Anthem at Assembly with such grace and poise.
- Genesis members - The Worship at the Thanksgiving Service was uplifting.
- Seffirina Masoperh (G11) For sharing her experience at SCAD during the summer at Assembly.

Students breaching the Access to ICT Policy agreement will be placed on restricted access for a period of time. Serious breaches may also result in suspension or dismissal.

If a device is spoilt and needs repairs or replacement, the first step is for the student have Mr Takasi, our IT Manager, verify the problem and if a change of device is required.. If a replacement device is required, TIS will advise the parent of the issue and the action to be taken. If a replacement device is required, the faulty device must be removed from the TIS network and collected before the replacement advice can be sent to the school. **At no time can a student have two devices at TIS.**

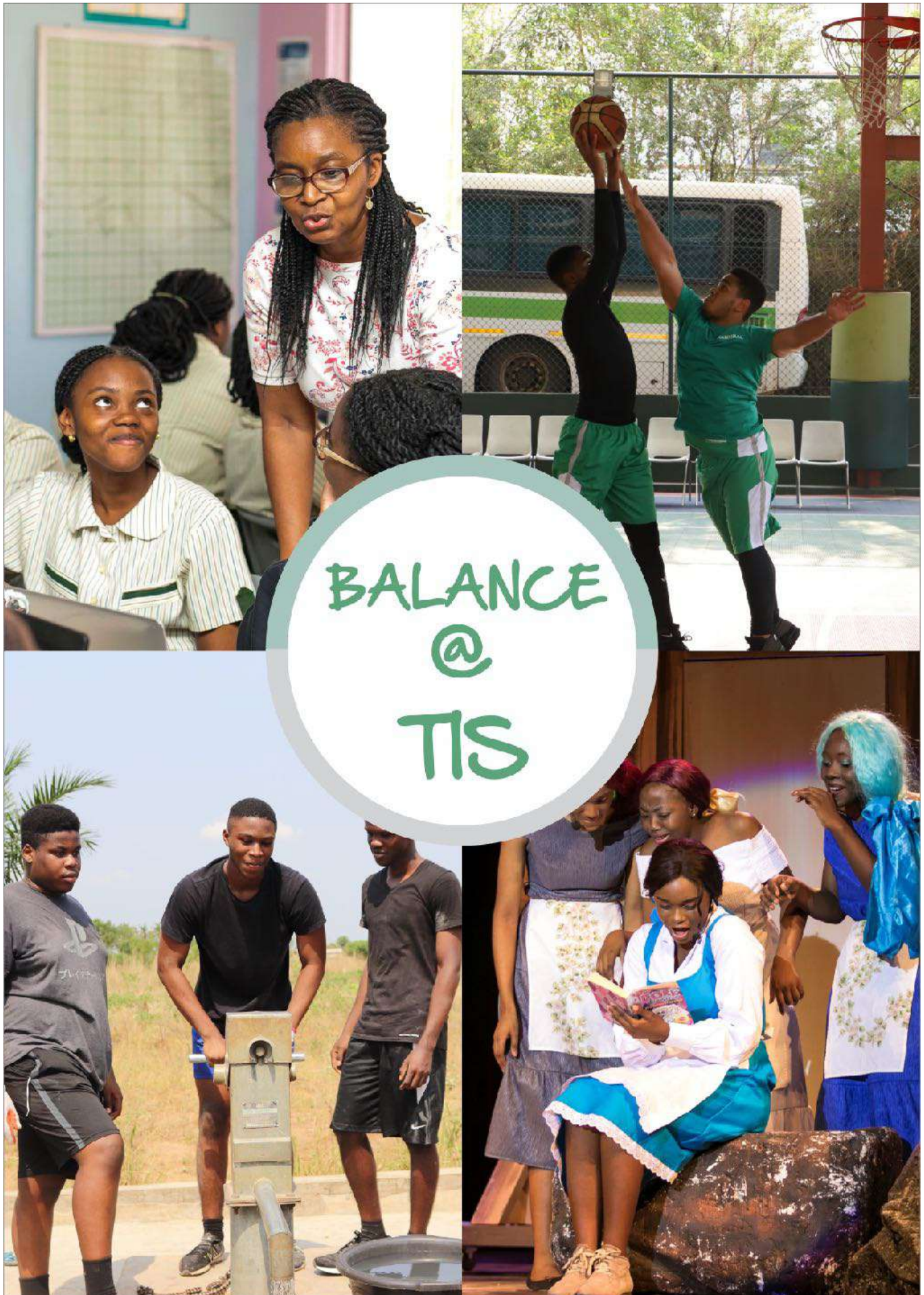
Vaccinations

It is pleasing that different students are having their COVID vaccinations or booster shots. TIS is happy to assist in this matter, by allowing the student to have their vaccination at the Infirmary, if the parents can make these arrangements. Following the vaccination, our school nurses will observe the student for a period of time to ensure there are no reactions. Please email me if we can help out.

I appreciate your support. Stay healthy.

Dr Ken Darvall (Principal)





TIS

MAIN CAMPUS

Exeat

There are two types of exeats: general and medical.

All exeat requests must be completed online and submitted with at least 48 hours' notice, with the exception of urgent medical issues.

The integrity of an exeat request is critical.

General Exeat

A general exeat will cover passport and visa matters, as well as family events. These should not exceed more than two per mid-semester.

Access the general exeat form from here: <https://www.tis.edu.gh/exeat-form/>

Medical Exeat

A medical exeat will cover medical, dental, optical, and hospital appointments. When possible, appointments should be made for Saturdays, to minimise learning loss.

Access the medical exeat form from here:
<https://www.tis.edu.gh/medical-exeat-form/>



Visiting (until 30 September 2022)

For visits until 30 September parents will be required to book their visit online.

Please go to: <http://www.schoolinterviews.com.au/code/9923u>

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 2.00 - 5.00pm on Saturdays, Sundays and public holidays Sessions are 60 minutes.

No food or drink may be consumed during a visit.

Book early to avoid disappointment.



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.

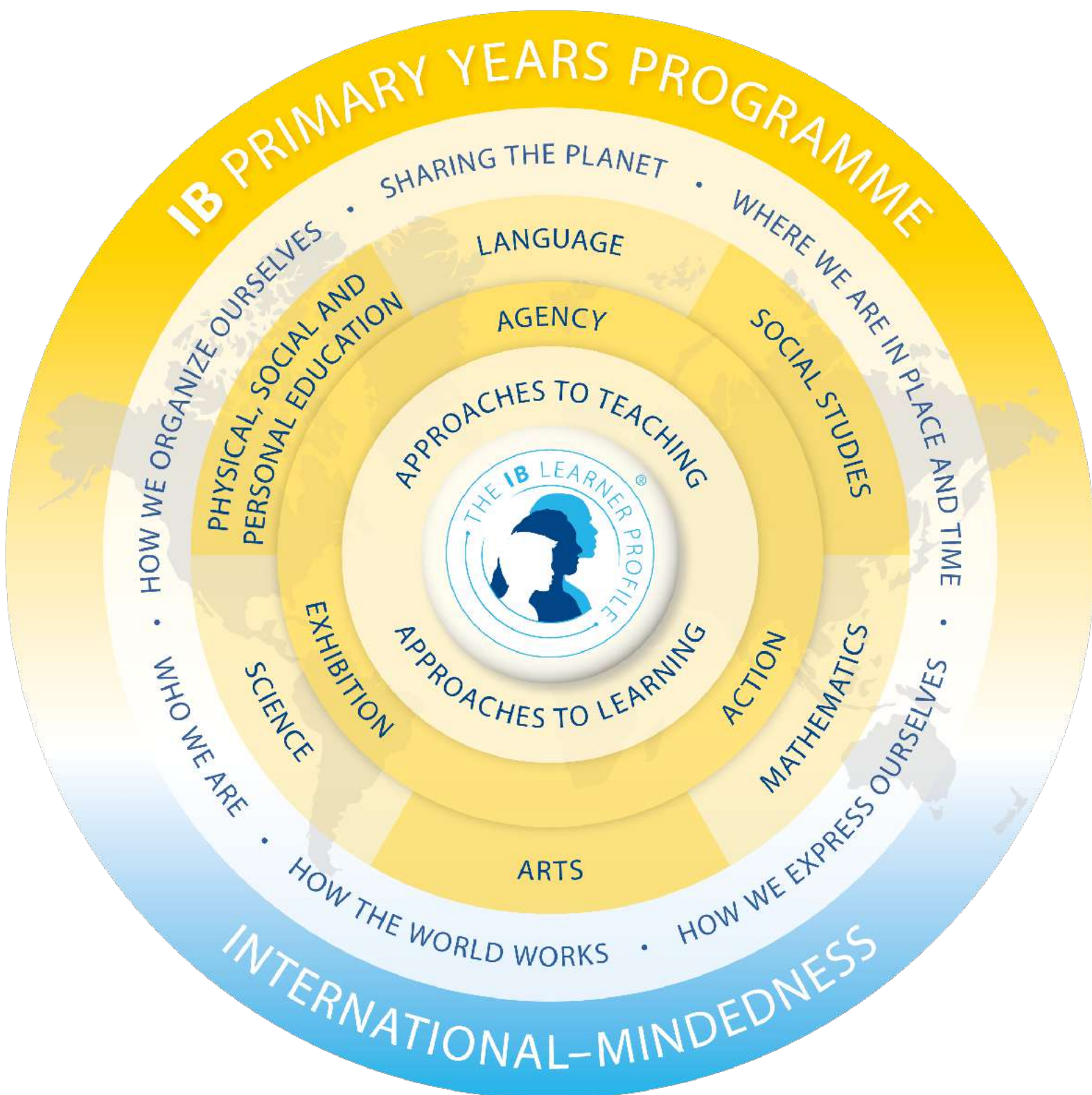


What Makes TIS Primary A Unique School



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



INQUIRY AT TIS PRIMARY SCHOOL CAMPUS

Inquiry means nurturing a learner's curiosity and developing their ability to learn by asking questions and discovering the answers by themselves. Inquiry-based learning emphasises the student's role in the learning process. The teacher does not tell the student what they need to know, rather, students are encouraged to discover, ask questions and share ideas. Inquiry uses different approaches to learning. These include small group discussion, guided learning, play, problem-based learning, collaboration and experimentation.

As an IB school, Tema International School (TIS) nurtures and develops students' curiosity, including Primary School learners. How is inquiry achieved at TIS Primary School?



Learners in Kinder One are exploring their independence by engaging in hands-on activities through age-appropriate tasks with very minimal or no assistance.



As a composite class, Kinders One and Two are learning to cooperate with one another while exploring new relationships and activities. These experiences will help them appreciate how relationships affect us as humans and they will go on to inquire into roles and behaviours that promote wellbeing.



In exploring the types of relationships in their lives, learners identified, represented the people in their families and how they are related. They proceeded to count and compare their family sizes.



Kinder 3 learners are inquiring into the unit, 'Who we are'. We are focusing on human relationships including families, friends, communities, as well as how we express ideas, feelings, culture, beliefs, values and identify other people's perspectives, and how best we can relate to them. In nurturing their curiosity, learners engage in whole class and group discussions and collaborative activities with teachers as guides.



Grade 1 learners with different types of waste from their homes

This unit has presented numerous opportunities for learners to acquire new skills and improve on existing ones through enriching learning engagements which promote problem-solving, critical thinking skills, idea sharing and project-based learning.

Learners collected some waste they made from home and brought them to school. They teamed up to sort all the waste into groups based on their properties. They extended this inquiry by counting the

number of waste items in each group. As action, they concluded that they had to cut down on plastic bottles as it was the most waste they gathered.



Learners were relaxed during a class discussion on ways to raise awareness on proper waste management through drama. To produce evidence of their inquiry, they chose to work in groups to create a poster and explain their understanding of organic and inorganic waste.

Difference of opinion leads to inquiry and inquiry leads to the truth - Thomas Jefferson.

This passion is what drove us as a team of Grade 2 learners to extend our learning of the unit, 'Sharing the Planet', into other ways we can make good use of our waste, instead of just trashing them. In music lessons, learners will create musical instruments through waste materials, such as empty plastic bottles, tins, balloons and sticks.

As part of our inquiry into biodegradable and non-biodegradable waste, we embarked on the project of gathering waste from the school's cafeteria (leftover food/plastics, tissue, and any waste produced from mealtimes) and went further to bury them in the backyard of the school. Collaboratively, learners agreed to work in groups of two to further plant bean seeds in the areas where the waste was buried to investigate how the two forms of waste buried will aid in plant growth.



Learners were excited to move beyond the walls of their classroom to have a natural feel of planting, interact with nature (soil and water) and handle some farm tools. It was such a beautiful sight to behold. Learners are anxiously waiting to share their findings from this field/hands-on project with the learning community in their next bulletin.

The quest into, “how exploration impacts people and places”, is steering Grade 3 into learning the techniques of map reading and cardinal directions. The journey began as learners studied and presented the biographies of famous explorers from the “exploration age”. The ability to navigate beyond ‘common-sense’ ideas, thinking outside the box and creating the opportunities for in-depth understanding are some of the traits that learners would imbibe and reflect on going through this unit.

Learners have taken the first steps to measure the perimeters of different portions of their learning environment to develop practical spatial awareness. Through a class discussion, they came up with the idea that, to measure the distances covered by their favourite explorers, we needed to learn numbers in French.



Grade 4 learners are inquiring into the unit, 'Where we are in place and time', with an emphasis on the impact of history on our modern day societies. In French, we are researching the impact of French colonial rule on present day countries and civilisations. They inquired into the reasons why the French language has become so common and shared what we can study in French and arrived at some discoveries through individual and group research.





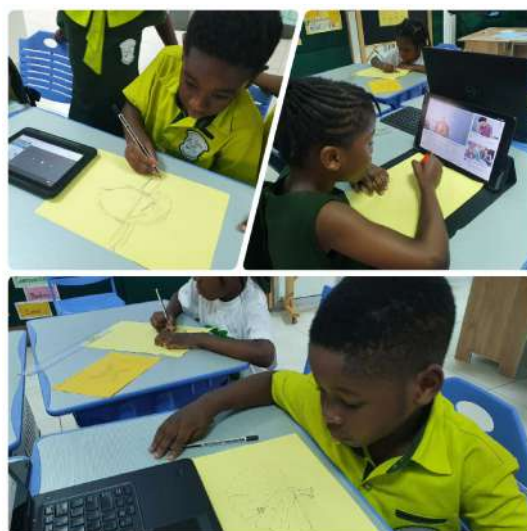
Grade 4 students engaging in different individual and collaborative activities to demonstrate their understanding of the UOI

Inquiry-based learning promotes student agency by allowing students to take ownership of their learning. Our learning has real-world applications, which require our students to engage in a variety of activities, such as brainstorming and high-level questioning. Learners in Grade 4 have been working together to create posters, conduct research, hold discussions, and share new ideas about history and the impact of history on modern-day society as the class investigates the unit, 'Where We Are in Place and Time.' Inquiry-based learning promotes active participation during the learning process and provides opportunities for learners to develop specific skills.



In Grade 5, learners are inquiring into population density and its impact on us. We are learning through collaboration, research, presentation, music and a lot more.

Learners' agency set the path for the learning experiences in Grade 5. They inquired about populations in French and the reasons why some areas are more densely populated than others.



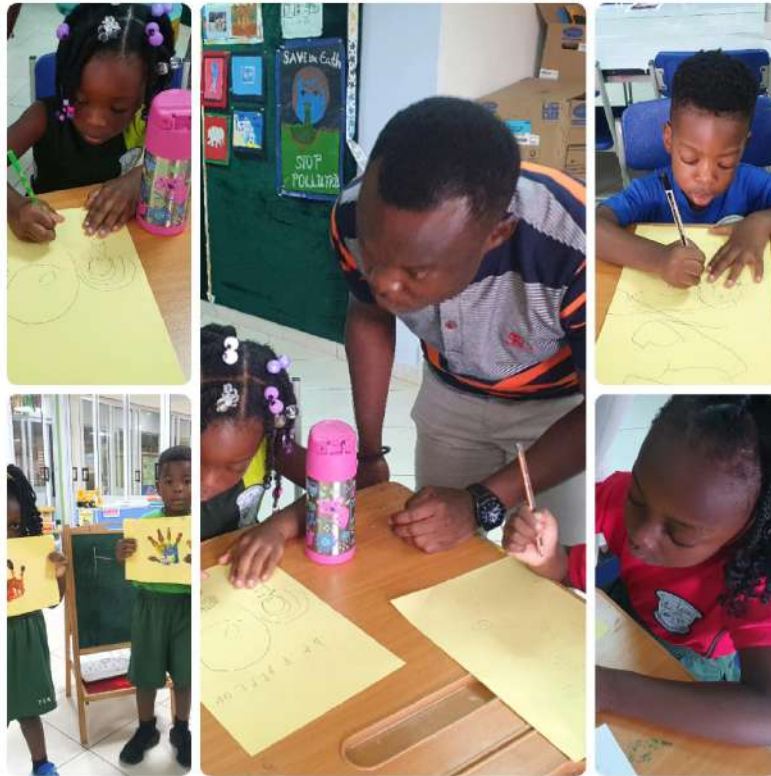
Grade 1 learners conducting research during an art lesson



Learners in Grade 6 are inquiring into the world as a global village. As part of the inquiry, learners worked in small groups to construct their own understanding of this concept and create posters to share with the class.

In exploring the central idea, our French lessons have been an exciting experience. The students have been an essential part of the lesson design and planning. Right from the beginning, they worked together to brainstorm on what makes us all citizens of this global village. They inquired, did their research and came up with interesting ideas that will make our lessons fun and practical.

“I use the word inquiry as synonymous with the work...Inquiry is a way to end confusion and to experience internal peace, even in a world of apparent chaos. Above all else, inquiry is about realizing that all the answers we ever need are always available inside us.” Byron Katie



Inquiry-based learning transcends into everything we do at TIS Primary School. Learners in different grades from the Early Years through to Grade 6, learn French by participating in engaging activities that stimulate their language acquisition and thinking skills.

Grades 1 and 2 engaged in a French activity about waste. They had to sort out waste by using bins of different colours. They were inquirers searching for reasons why they needed to sort out waste before recycling them. Their solution was to associate each type of waste with a colour in French. This experience made them learn colours and types of waste in French as they went around gathering linking the waste to each colour.

Grade 2 students sorting out waste in French using colours and numbers they learned





GRADE 5

Individual and group inquiry

The units for Grades 4 and 5 have given students room to explore back in time to understand the history behind Sign Language and the emergence of Ghanaian Sign Language. During lessons, students get to ask questions to inquire about the information given and to broaden their knowledge. The internet was a great tool that made students acquire and improve their research skills. Grade 5 students had the opportunity to seek out information from the internet on words related to the central idea, worked in groups, which greatly enhanced their social skills, and shared their findings through presentations.





Learners in Grade 2 have created a dance routine to show their understanding of how we can make use of waste.



In art lessons, learners are seeking answers to how to go about their art projects by being agents of their own learning through collaborating and using varied learning approaches, to find appropriate solutions to execute excellent projects that have good aesthetic appeal and are meaningful to their societies and the world at large.

Through inquiry-based learning, we amplify our students' voice and bring their thinking to light. As part of 21st century skills, we acknowledge that collaboration is a key player in this development of learning. There is no doubt that the process of learning through collaboration is the evolution of expanding understanding. It breaks away from that traditional "I" and "me" method of learning and brings forth the community mindset. We want to build up this sense of collective agency through our culture of community and inquiry-based 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

TIS 2022/23 School Calendar

August 2022						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
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October 2022						
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30	31					

November 2022						
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December 2022						
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January 2023						
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29	30	31				

February 2023						
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26	27	28				

March 2023						
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April 2023						
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30						

May 2023						
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June 2023						
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July 2023						
Su	Mo	Tu	We	Th	Fr	Sa
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

COLOUR KEY



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

21/9/22	Kwame Nkrumah Memorial Day
2/12/22	Farmers' Day
9/1/23	Constitution Day
6/3/23	Independence Day
7/4/23	Good Friday
10/4/23	Easter Monday
24/4/23	Eid Al Fitr (TBC)
1/5/23	Labour Day

S1 Internal Dates: Main Campus

1/8/22	2022 MYP Results Released; 2021 MYP Enquiries Upon Results Open
1/8/22	Senior management staff resume
8/8/22	Teachers resume; review of school policies
15/8/22	Student Council executive return
17/8/22	Newbies arrive
21/8/22	Continuing students resume
22/8/22	Secondary School classes commence; G9 Subject Selection
27/8/22	SAT; TIS Junior Soccer Championships
28/8/22	School Performance auditions
3/9/22	Health Walk (6.00am)
4/9/22	Thanksgiving Service (11.00am: Students only)
9/9/22	TIS Senior Soccer Championships
10/9/22	ACT
17/9/22	TIS Handball Championships
21/9/22	Family Sporty Day
23/9/22	G12 TOK Exhibition; PP Criterion B draft due
24/9/22	TIS Volleyball Championships
1/10/22	SAT
3/10/22	TIS Founders' Day: Main Campus admissions open for 2023/2024
3/10/22	Creative and Literary Performances Gala Evening
7/10/22	Inter-Colour Language Comp;
9/10/22	Founders' Day Thanksgiving Service (11.00am)
15/10/22	PSAT
17-21/10/22	Mid-semester break
22/10/22	ACT
25/10/22	G12 EE Cafe
28/10/22	G9/G11 Changes to Subject Selections close; Intercolour Maths/Science Comp (7.00pm)
31/10/22	PP Criterion C draft due
12/11/22	Annual School Play
14-18/11/22	G10 end of semester exams
21-29/11/22	DP end of semester exams
25/11/22	PP Criterion C completion
27/11/22	TIS swimming championships (3.00 – 5.0pm)
30/11-2/12/22	Dukies' Expedition
3/12/22	SAT
5-6/12/22	Group 4 Project (G12)
7/12/22	Christmas Lunch; PP Final Report due
7/12/22-5/1/23	PP moderation (supervisors)
8/12/22	General Inspection.
9/12/22	Last day for first semester: Students may depart from 2.00pm.
10/12/22	ACT

S2

5-6/1/23	Staff training days (5: MYP; 6: DP)
5/1-20/1/23	PP Standardisation
9/1/23	Students return to hostels; applications for 2022 SC positions close
10/1/23	Second semester commences
10-15/1/23	Alumni Week
15/1/23	Alumni Thanksgiving Service
20/1/23	SC Manifest Readings
23/1/23	2023 Student Council elections by voting (7.00am-4.00pm)
25-27/1/23	IDU Days; G12 EE; G11 EE, 11/12 CAS Dukies Reflection Day
28/1/23	TIS Athletic Championships
29/1/23	Thanksgiving Service and Student Leadership Induction Ceremony
10/2/23	TIS Badminton Championships; TIS Junior Tennis Championships
11/2/23	TIS Science Fair
16/2/23	G11 TOK Exhibition
17-18/2/23	TIS Basketball Championships; TIS Senior Tennis Championships
18/2/23	Chocolate Friendship Day
20-24/2/23	MYP Mock eAssessments
20/2-2/3/23	DP Mocks
25/2/23	General Inspection
4/3/23	MYP Projects Exhibition (Personal & Community)
10/3/23	TIS Squash Championships
11/3/23	SAT (Digital)
14/3/23	Pi Day
25/3/23	Expression Day
26/3/23	Exam Candidates Service
30/3-2/4/23	Dukies' Expedition
3-14/4/23	Mid-semester break
15/4/23	ACT; PP Criterion A draft due
20-26/4/23	G9 eAssessments
21/4/23	G11 EE Cafe
28/4-19/5/23	DP Final Exams
5/5/23	G9 (2023/2024) & G11 (2023/2024) subject selections commence;
6/5/23	SAT (Digital)
8 – 21/5/23	MYP eAssessments
9-18/5/23	G11 semester exams
30/5-2/6/23	Dukies' Expedition
2/6/23	Hostel Clean Up
3/6/23	2023 Graduation and Achievers' Day; Last day for Secondary Classes
4-7/6/23	Dukies Award Expedition
9/6/23	Last day for teachers; S2 reports published
10/6/23	ACT

Primary School Campus

Public Holidays

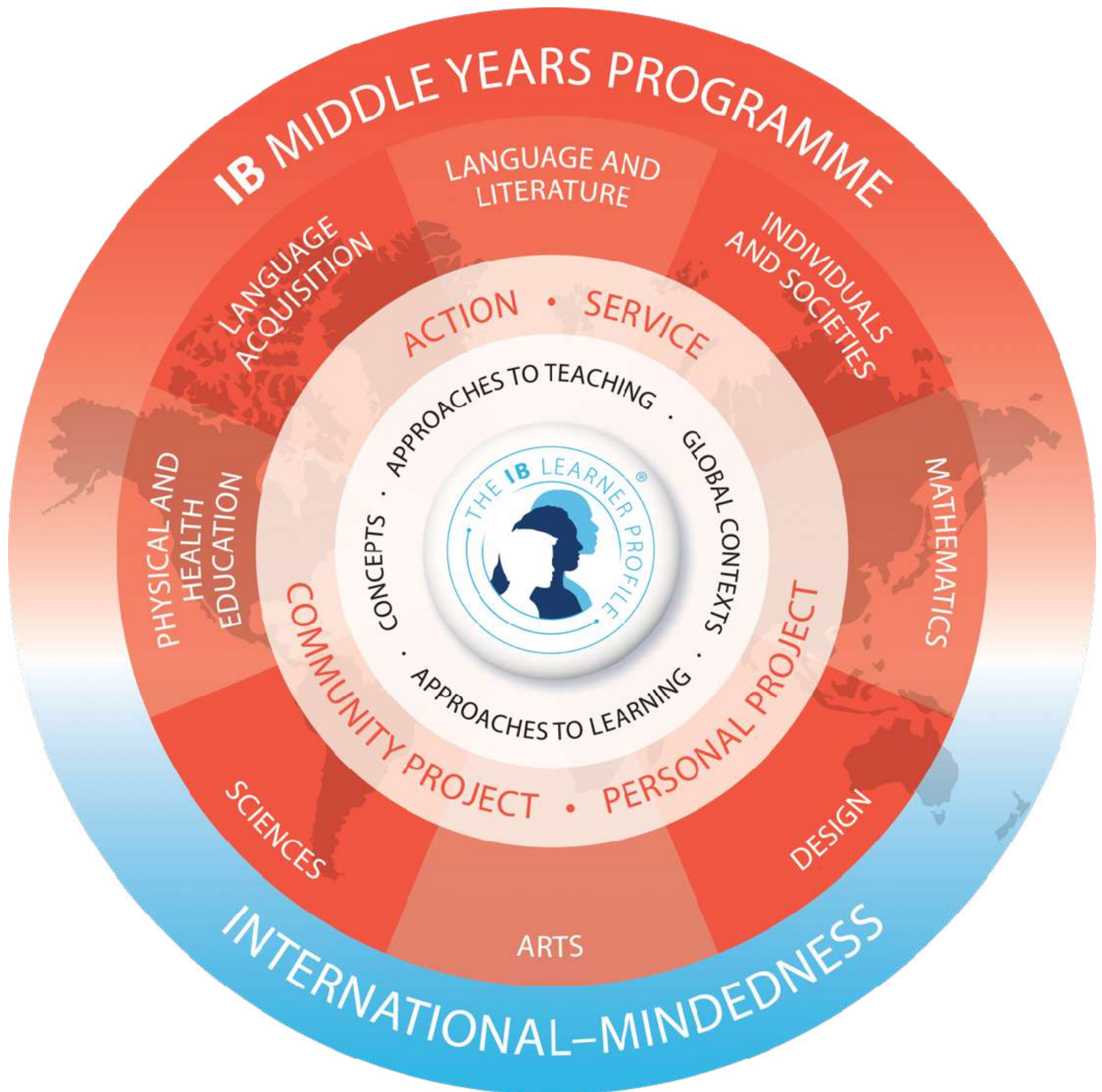
21/9/22	Kwame Nkrumah Memorial Day
2/12/22	Farmers' Day
9/1/23	Constitution Day
6/3/23	Independence Day
7/4/23	Good Friday
10/4/23	Easter Monday
24/4/23	Eid Al Fitr (TBC)
1/5/23	Labour Day

S1 Internal Dates (Primary School Campus)

8/8/22	Teachers resume
29/8/22	First semester commences
2/9/22	Meet the Teacher Info Sessions
22/9/22	International Day of Sign Language
26-30/9/22	Student-led interviews
30/9/22	End of UOI #1 Celebrations
3/10/22	TIS Holiday (TIS Founders' Day)
14/10/22	Sports Festival/ Wellbeing Day
17-21/10/22	Mid-semester break
12/11/22	End of UOI #2 Celebrations
18/11/22	Spelling Bee
9/12/22	End of UOI #3 Celebrations; Last day for first semester

S2

5-6/1/23	Staff training days
10/1/23	Second semester commences
17/2/23	End of UOI #4 Celebrations
24/2/23	Mother Tongue Day
24/3/23	End of UOI #5 Celebrations
24/3/23	Additional Languages Day Activity
1/4/23	Primary School Campus admissions open for 2022/2023
3-14/4/23	Mid-semester break
21/4/23	Book Day
19/5/23	Environment Day
24/5/23	End of UOI #6 Celebrations (K1-5)
26/5/23	PYP Exhibition (11.00am)
2/6/23	K3 and G6 Graduation & Achievers' Day
2/6/23	End of semester



MYP @ TIS: WHAT NEXT?

Coming out of the strident measures put in place for teaching and learning during the early months of the pandemic, MYP @ TIS has grown in its strength to deliver a full curriculum to all its students. TIS embraced the pro-IT mode of teaching long before having to shut down during the worst of the Covid-19 outbreak in Ghana and this was to our advantage. Within a week of shutting down, classes were up and running online, using familiar MYP teaching tools and continuing MYP onscreen assessment practice through ManageBac's AssessPrep¹ via Zoom.

Thanks to this pro-IT culture for MYP @ TIS, students and teachers alike have enhanced their use of online/onscreen skills in teaching and learning. Student collaboration and group work continued as usual through breakout rooms, in spite of the many challenges faced by students, such as power cuts and running out of data while at home. Coming back into school with enhanced digital skills has allowed us all to continue collaboration, teaching and learning in the hybrid lessons which took place and from time to time still take place.

“So, what next?” Digital skills for both teaching and learning is still the way forward with MYP and should be a strong part of our new normal. Olli-Pekka Heinonen, a former Minister of Education and previous Director General of the Finnish National Agency for Education, and our current Director General of the International Baccalaureate, is unequivocal when considering *“the challenge that digital presents to the “what” we teach – the way we think about curriculum content and subject material. The fact is that everyday technology now provides us with tools that can process information in a way that is faster, better, and perhaps more reliable than humans.”* The ‘culture’ of digital skills continues to be enhanced at TIS with a fully kitted examination hall with IB-ready devices for any and every IBMYP onscreen examination. The suite doubles up during non-examination sessions as a classroom for formative and summative assessment on AssessPrep and other onscreen synchronous assessments. TIS is committed to bringing up IT-ready MYP students by providing our former PYP students and our future DP students with a media rich facility to support different learning styles, ways of research.

Olli-Pekka Heinonen goes on to say *“While the digital revolution challenges us to creatively question almost every aspect of our work at the IB, there is another cultural transformation taking place around the world, one that also challenges us to be better versions of ourselves. There is a generational shift taking place in the way we think about each other as humans – I am talking about efforts to support diversity, equality and inclusion – often driven by young people and their desire to make the world more inclusive.”* Within our work as an educational organisation this presents us with challenges – not least of all when it comes to the content of the curriculum.” As TIS prepares for its evaluation visit 5 years after MYP authorization, we continue to espouse the developments in our IT skills with a strong drive for supporting diversity, equality and inclusion in the delivery of the MYP within the content of our curriculum. On ManageBac, online meetings or in-person, teachers collaborate and reflect through self-evaluation on how best to prepare for inclusion and equality while accepting diversity within the classroom.

In the May 2022 IBMYP examination session over 240 IB World Schools in 59 countries participated in MYP eAssessments; a 13.4% increase in registrations. The indication is that more schools are thinking along the lines of standardizing their digital learning. What follows next for the TIS learning community in the next 15 months is a development and maintaining of the shift in culture towards full inclusion and accessibility to the MYP.

TIS is the only IB MYP school in Ghana who offers eAssessments for MYP5 students.

¹ Assessprep in an online interface which mimics the IBMYP e-assessment. It provides teachers and students with the tools to prepare for the IB onscreen assessments.

ACADEMIC CORNER

"Every student can learn, just not the same day or the same way" – George Evans

SQ3R METHOD

This is a reading comprehension method designed to help process and increase retention of written information.

Survey

Instead of reading the entire book, begin by **skimming** the first chapter and taking notes on **any headings, subheadings, images** or features like **charts**. Pay attention to reading aids such as italics, **boldface**, **end-of-chapter questions**, ect.

Question

Formulate questions around the chapter's content, such as, **What is the chapter about? what do I already know about this subject?** Turn the headings for each section into questions. For example, if the title is "**Climate change**" read it as "**what is climate change?**"

Read

As you read, look for answers to the questions you created. **Read one section** at a time with the questions you created in mind and search for the answers. Through this process, you may come up with more questions. **Paraphrase the main points and ideas, highlighting** the most important points.

Recite

After each section, **stop** and **recall** your questions, can you answer them from memory? if not, look back at the text again. Try **not to move** to the next section until you can recite the answers from the previous one

Review

Once you have finished the chapter, it's important to **review the material** to fully understand it. It is advised to conduct an overall review within **24 hours** for maximum **comprehension** and **memory**. You can lose **80%** of what you have learnt if you do not review it within the next day.

Source: https://ucc.vt.edu/academic_support/study_skills_information/sq3r_reading-study_system.html#:~:text=SQ3R%20is%20a%20reading%20comprehension,gain%20from%20reading%20is%20important.

BY: Karen Magna Quarshie

13 EFFECTIVE STUDY STRATEGIES TO HELP STUDENTS LEARN

Strategies for Avoiding Distractions

1. Change your space (make it distraction-free).
2. Don't choose distraction (don't multitask).
3. Ask: Do you want social media or Enjoy it? (There is a difference between wanting to go on social media and actually enjoying being online may be significant to the student.)
4. Plan breaks (if constantly distracted you may need a break. Planned breaks are more effective than spontaneous ones.)
5. It's still school. (Parents can help students structure their mindsets to tune out distractions.)

Why We Procrastinate & How to Fight it

6. Start work in class (simply beginning the work makes headway against procrastination.)
7. Use a Planner – and make it a habit. (When students don't plan or schedule, their work, they struggle. When planning, whatever time estimate you come up with, double it.)
8. Practise breaking down tasks. (Students need to learn how to break up large tasks into bite-size chunks.)

How to Know When to Stop Studying

9. Feeling that you know something is not reliable. (When students assess whether they know a topic, they should consider whether they're only familiar with it.)
10. Studying until you know is not enough. (To protect themselves against forgetting, students should plan their studying so that it includes time to study even after mastering a self-test.)
11. Creating study materials is studying. (Making their own study guides or flashcards not only allows students to review their notes but ensures the materials they use are on topic and accurate.)
12. 'Knowing' means being able to explain. (Knowledge means being able to explain it to oneself.)
13. Use in-class queries. (Quick tests that require students to produce knowledge allows them to check their understanding of a concept.)

Source;

https://www.kqed.org/mindshift/57644/13-effective-study-strategies-to-help-students-learn?utm_medium=Email&utm_source=ExactTarget&utm_campaign=MindShift

Caroline Smith
13 Effective Study Strategies To Help Students Learn
5 April 2021. Mind/Shift



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

HOSTELS' CORNER



Freshmen Night is that Wow moment for Newbies.

Enjoy reading some reflections

“When I first heard of freshmen’s night, I didn’t know what to expect or what to do but I still felt confident about it and I felt like it would be easy. I formed a group with two other people who were also going to perform. It was a little bit hard to do because of school work, boarding life and all the after-school activities. It was getting closer and closer to the day and we had not rehearsed and were not prepared. I still felt like it would be easy because even if I didn’t do well my friends would carry the performance. It was left with 3 days to the night and I decided to try the dance and I failed horribly. From then I started to put in the work and the effort to do better. Time flies, and before I knew it, the final day for preparation was here. Just before freshman night, we had a football match between Francis and Anthony. I was feeling good about the game. We all played good enough. I was feeling great that we won the game but both friends sustained injuries during the game. That meant they couldn’t carry the show but time waits for no man. The show had to go on. I felt nervous and a little frightened. It was finally time. Everyone would hype up your performance if it was good but if it was bad, you don’t even want to know. After all the great performances, it was finally time. The music was playing, the first person started dancing but he was injured so the energy was down. Then my body took control, the dance was on point, everyone was hyping us up and people came and crowded the stage. I started smiling because I knew it was amazing and we were done with freshman’s night. All in all, this was a different experience than what I am used to. There were ups and downs but in the end, everything went well”. ~ Paa Kwesi Oppan (MYP 2) ~

“The First Time I heard of freshmen night was through my brother who completed TIS almost two years ago. I'm not really someone who likes to be on stage much so I was nervous just thinking of the fact that I had to go on stage to show my talent. At first, I didn't know what I wanted to do for freshmen's night which even made me more nervous, so what I did was that I asked many of the old students what they did for their freshmen's night to get some ideas and

they told me that some of them rapped, danced, sang, played an instrument etc. In the end, I decided I wanted to rap a song because I couldn't dance and neither could I play an instrument. One of the days before freshmen night, after dinner they told the newbies to stay behind and we were supposed to tell the entertainment committee what we wanted to do, so I and two other people decided that we'll rap a song called Mo Bamba by Sheck Wes. The next day they came to tell us we had to change the song because too many people had done that so they gave us a different song Last Last by Burna Boy. It was last minute so we had to learn the song in just a day. The day after this happened they told us to stay behind after dinner for rehearsals in front of the entertainment committee. While watching the other people perform before my group, I was still feeling anxious because I didn't know what to expect then they called our names and we performed, I felt some relief after the rehearsal but then I realized I have to do that in front of the whole school on the upcoming Saturday.

Finally, the day came. I just went about my Saturday as I always would but this Saturday I felt more nervous than usual because I kept thinking of freshmen night later in the day. During the day I just tried to learn the lyrics to the song they gave us, and then time went by really quickly. At long last it was eventually time and they called all students to the MPH. Everyone was hyped up for it so I was a bit relaxed at that point. After seeing the performers before my group and how the crowd was very hyped and supportive, it calmed my nerves some more. My group was the fifth to go on stage and our song was a very popular song so when we went on stage and the crowd was basically also singing the song which gave me and my group a boost of confidence. Then in just a few moments it was over. It was a thrilling experience for me to be honest.

In conclusion, this experience has taught me that I should move out of my comfort zone more often because the outcome might be better than I expected". ~Sujan Allotey (MYP 4)~

"Freshmen night was a very fun and interesting experience for me, I had a lot of fun on that day and I made lots of friends. Freshmen night will forever remain a memory to me and I am happy to be in the T.I.S family. ~ Agnes Mbavaya (MYP 2) ~"

On the second day of boarding school when the seniors announced that we were going to share our talent on fresher's night, I was scared but a bit interested. On the set day, my friend was crying because she was scared. I managed to encourage her to take part while I also dealt with my anxiety. But when I got on the stage I was excited because everyone was cheering for me and I was happy I took part and I did well". ~ Sybil Amekugee (MYP 2) ~"

"Before fresher's night, I was very nervous about it. I had heard a lot about it from my sister. The day they announced it to us I was terrified, even though they said they would cheer us on. Honestly, I thought they would laugh. I got so anxious that I had to go to the wellbeing office to try and calm down. Auntie Sandra helped by assuring me everything would be fine. The day after, we had a practice but only in front of the newbies. I was so scared. I got more scared when they said our dance will be first. When we got on stage everything was going fine till they turned on the Fresnel light. I was so scared that I let a few tears slip but I was able to hold them back and performed. The newbies were very nice and cheered us on. It was really fun. The next day was freshmen night, I was so scared that I couldn't even eat but when it was time, it was the best performance of my life! They were cheering us on, singing along and dancing with us. It was the best. The other performances were the main part of the night for me. It was

*fun seeing my classmates singing and dancing. Sometimes I wish I could re-live it again”. ~
Katie Assan (MYP 2) ~*

“Freshmen’s night was surely a once in a lifetime experience. At first, when I heard about It I was terrified of being humiliated and making mistakes for people to laugh at me. It was so bad that my friends and I even went to the wellbeing office to seek help from Aunty Sandra. But she assured us that this happened to all the newbies she counselled in the past and that they would always come back with smiles. Then came freshman’s night. We rehearsed a thousand times just to make sure there was no confusion. Yes, there were some ups and downs with collaboration, but we eventually came together. I could literally feel my heart pounding by the minute. Before you knew it, we were on stage dancing with so much effort and there was no way you could hide away your joy and excitement as the crowd hypes you up and sings along to the song whilst jumping on their feet. Fast forward to when we were done with the whole performance. I literally wanted to do it again! Out of all the performances I have done in my life, I must say this was my favourite. What a great way to start the academic year! And to all the upcoming students, never be afraid to let your light shine”.

~Emaan Ibrahim (MYP 2) ~





On the 4 September 2022, two students, Vonzelle Maame Ama Osei and Kimi Otu Acheampong, received their First Holy Communion at the St John Bosco Catholic church. Congratulations, ladies!!

Please see below pictures



Cyberbullying and Mental Health Talk

The recent rise in cyberbullying necessitated the need for the TIS wellbeing team to be proactive in curtailing and completely halt its detrimental effect on students and staff should any of us become a victim or entertain the thought of engaging in the act. To achieve this aim, a seasoned psychologist, Dr Ernest Darkwah, was invited to facilitate the topic, "Cyberbullying and Mental Health", at the first Assembly for the 2022/2023 academic year. Dr Darkwah is an Industrial/Organisational Psychologist, a senior lecturer with the Department of Psychology at the University of Ghana, Legon and a member of the Ghana Psychological Association. It was a highly interactive and informative session with students citing personal experiences of cyberbullying. He supported points raised with several real-life examples and highlighted their devastating nature. Dr Darkwa further sensitised all staff and students on the legal implications of cyberbullying with the subsequent psychological impact on the victim, as well as motives of the cyber bully. According to Dr Darkwa's report, cyber bullies develop this behaviour as a response to their previous personal experiences with bullies. Delays in timely interventions for them might have led to mental health challenges of the perpetrators with disastrous outcomes. The session was concluded with strategies of dealing with a cyberbully, and thought-provoking statements to challenge each and every one to act.

Below is a section of students' reflections following the presentation:

What I learnt from cyber bullying is that it hurts people's feelings, and it also makes people think their life is worthless. They can feel insecure and they can also commit suicide.

Adrien Mate G7

As the world becomes more reliant on the internet day by day, it is important that ground rules are laid out to impede discrimination of internet users. The world has so many problems already, adding cyberbullying doesn't ease off the stress on the environment. My advice to the victims of cyberbullying is to realise the person who offends you online has his/her own problems and has no other way to express themselves other than bringing people down. So, be the bigger man and move on when they insult you, as it saves you your time and energy.

Daniel Jr Markin G12

During the studies, I expanded my knowledge on cyberbullying and the seriousness of this social justice problem. I realized how shocking the victims of cyberbullying have been and reading the many stories about real-life examples made me think twice about what I'm saying about people online and think about the consequences I could get if that person finds out. I know for a fact that I have been a victim of cyberbullying before and that it has torn my life as well as the relationships between me, my family and my friends. No one should ever have to deal with cyberbullying. Cyberbullying is repeated behaviour intended to cause emotional or

physical harm to someone, often targeting specific individuals because of race, religion, gender, sexual orientation, or other aspects such as appearance or disability. Bullying can take many forms: verbal, social, physical or cyberbullying. Bullying is common in schools today. Children may have been bullied or bullied themselves for a variety of reasons, such as their need for control and power, peer interests, prejudice, and inadequate adult supervision. I want to be a positive role model and role model for my students so that they can mirror my role modelling by treating all students with kindness and respect. Students will think about what bullying is and the different forms it takes to learn and understand what bullying can do to themselves and others. Cyberbullying is becoming more and more popular as a form of bullying, in part because of the amount of technology embedded in the lives of every home and family. Society needs to be more aware of the consequences of cyberbullying and accept others because each individual is unique. As children of God, we are to love one another and accept others' differences as we would like to be treated.

Alberta Aduaa-Owusu G10

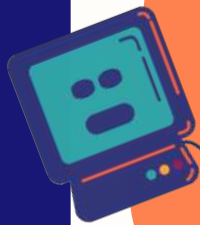
The message delivered to us on Friday with regards to the topic of cyberbullying was very important, needed and engaging. From the presentation, I learnt so many things which include: what cyberbullying can do to someone, how it affects a victim and how someone's past of cyberbullying can cause them to become cyberbullies themselves. I think that as teenagers who make use of the media daily and are exposed to all sort of social media platforms, people are often known to speak or type all sort of rude and offensive comments to other people. After this presentation, I have learnt to think about how a comment can affect someone else as well, and to look at what I post, view and like from other people's perspectives.

Ewuradjoa Obeng-Nkansah Grade 11



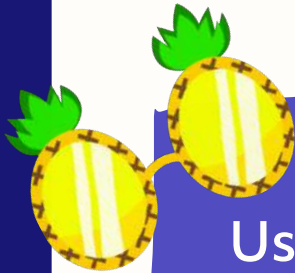


Email Etiquette



Write a brief subject line.

Use a proper greeting like "Hello" or "Dear."

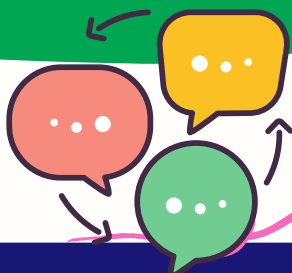


Use a font that's easy to read.



Check your spelling before you press "send."

Only use "reply all" if everyone needs to know.



Be patient. Your teachers might not check email on the weekend or late at night.



10 THINGS THAT REQUIRE ZERO TALENT

@MINDSETOFGREATNESS

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

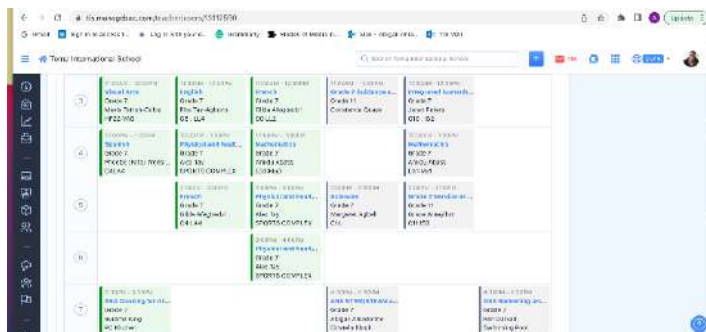
CASSA Corner – ASA - After School Activities



ASA started!! The buzz on campus after school is electrifying!!!

Take note of the following:

1. Check your School Timetable on ManageBac. You will find your after-school activities (see the **screenshot on the right**). In case of a change of activities or multiple activities signed up in one day, inform your facilitator, or Ms Abigail.



2. Wear comfortable clothes. The **PE attire** is to be used only for sports activities. Do not use school uniforms either.

3. Be on time. Patrons/Facilitators will take **attendance on MB**. Lack of commitment can lead to loss of privileges. Your place will be given to another student.

4. All students are to vacate the **hostels** by **4.20 pm** from **Monday to Friday**. Hostels will be **locked till 5:30 pm**. Students need to be either **involved in ASAs, out in the fresh air, hopefully exercising, or getting support lessons**. For support lessons, kindly speak to your teacher, before time to schedule a lesson.

If you missed the sign-up, kindly visit the CASSA office, and speak to Ms Abigail, ASAP.

The TIS experience offers endless opportunities for you, so don't miss out.

Kindly check ManageBac for a PDF version of the ASA time table.



TEMA INTERNATIONAL SCHOOL



ASA - After School Activities - Semester 1

DAY 4:30 - 5:30PM	ACTIVITY	INSTRUCTOR/PATRON	VENUE	VACANCY /GRADE
MONDAY	Let's speak French & Spanish – 1:35 PM	Language Acquisition Team	Gardens near Tuck Shop	All grades
	Badminton & Tennis	Sports Team	Sports Complex	All grades
	Cosmetology - Make Up	Ms Edith Kumordzie & Ms Abigail	Strands Saloon	10 Ss - All grades
	Piano Lessons	Mr Prosper Fiebor	Music Room 2	Individual lessons - All grades
	Squash	Mr Takasi Nyande	Sports Complex	All grades
	Debate Society	Mr.Louis Welagaamo	C6LL2	10Ss G9-G11
	Bead Making	Ms Edith Kumordzie	Design Lab	10Ss - G7 - G8
	Cooking	Mrs King	Project Centre Kitchen	8 Ss - G7 - G8
TUESDAY	School Play Production	Mr Ebenezer, Mr. Prosper, & Mr. Mawuli	*Black Box	Auditioned Students only
	Buddies for Change – Meeting 2 x a Month	Ohemaa G12 & Mrs King	TBC	All grades – 14 Ss
	Squash & Tennis	Sports Team	Sports Complex	All grades
	MUN	Mr Richard Domey & Mr Emmanuel Sanpong	C12 IS4	50 Ss - All Grades
	Innovation & Entrepreneurship	TBC	Virtual	10 Ss - G9 - G11
	Cosmetology – Hair Do & Make Up	Ms Edith Kumordzie & Ms Abigail	Strands Saloon	10 Ss - All grades
	Cooking	Ms Rhoda	Project Centre - Kitchen	8Ss - G10 - G11
	Dance	Mr David Dife	Dance Room	All Grades
WEDNESDAY	Mooting Society	Louis, Eunice & Constance	C6LL2	10Ss G 9 - G11
	School Play Production	Mr Ebenezer, Mr. Prosper, & Mr. Mawuli	*Black Box	Auditioned Students only
	Chess Club	Sylvester Wellington	Project Centre Cafeteria	10 Ss - All grades
	Badminton	Sports Team	Sports Complex	All grade
	Reading Club	Aunty Setor	Learning Center	24 Ss - All grades
	Sign Language Club	Diana Asante	C8LL4	Ss - G7 - G9
	Insight TV	David Dife	Media Room	15 Ss - G9 - G12
	Dance	Dennis Dzah	Dance Room	MYP Students
THURSDAY	Squash	Mr Takasi Nyande	Sports Complex	All grades
	GardenHolics	Ms Grace Ameyibor	Project Centre Garden	10 Ss - G7 - G10
	Bead Making	Ms Edith Kumordzie	Design Lab	8 Ss - G10 - G12
	Orchestra	Mr.Shadrach Asaase	Orchestra Room	All grades
	School Play Production	Mr Ebenezer, Mr. Prosper, & Mr. Mawuli	*Black Box	Auditioned Students only
	Let's speak French & Spanish – 1:35 PM	Language Acquisition Team	Gardens near Tuck Shop	All grades
	Handball & Squash	Sports Team	Sports Complex	All grades
	Pop Band	Mr. Borsah	Music Room 3	Individual lessons - All grades
FRIDAY	MUN	Mr Richard Domey & Mr Emmanuel Sanpong	C12 IS4	50Ss - All grades
	Brass Band	Mr Borsah & Mr.Shadrach Asaase	Music Room 3	All grades
	Interact Club of TIS - Meeting 2 x Month	Grace Kabukie & Gilda	I&S CLH3	20Ss - All grades
	Cookery	Sophia Dumako, & Abigail	Project Centre - Kitchen	8Ss - G11
	STEM/STEAM CLUB	Mr Castro and Science & Math Team	Einstein Block	All grades
	School Play Production	Mr Ebenezer, Mr. Prosper, & Mr. Mawuli	*Black Box	Auditioned Students Only
	School Choir	Mr Prosper Fiebor & Mr.Shadrach Asaase	Music Room 2	All grades
	Aqua-fit and Rehabilitation Exercise	Callistus Sullo	Sport Complex	Staff
SATURDAY	Art Club	Mr Theophilus Owusu	Visual Arts Studio	10/All grades
	Dance	Mr Dennis Dzah	Dance Room	12 Ss - G 11 - G12
	Squash	Mr Takasi Nyande	Sports Complex	All grades
	School Play Production	Mr Ebenezer, Mr. Prosper, & Mr. Mawuli	*Black Box	Auditioned Students Only
	Volleyball	Sports Team	Girls Hostel Court	All grades
	Personal Project Crochet Club	Eunice (Gr 10) Ms. Grace Ameyibor	Green Wisteria Space	5 Ss/All grades
	Pages	Mr Louis Welagaamo	Gardens	All grades
	Swimming Club	Dr Ken Darvall & Swimming Team	Pool - Sports Complex	All grades

Service Projects - An opportunity for Service as Action and CAS Students to develop their Service projects within the community.

Discuss the project logistics with your coordinator or supervisor. If you are going into the community, it is mandatory to observe all the protocols such as wearing of masks, social distancing.

Service Partners: Check the list of NGOs you can collaborate for the purpose of Service learning projects at the CASSA office.

CAS projects: G11 & G12 Students must submit the Project proposal form to the CAS Coordinator before starting a project. No fundraiser or Project will take off without approval.

Red Cross Club: Meetings once a month for all those who are certified by Red Cross Ghana Society. Date and time TBC - Patrons: Mr. Hayford Gyasi & Abigail.

Performance/School Event organisers: Open to all students. Look out for opportunities on the Notice Board, Bulletin or ManageBac

Workshops: Opportunities will be shared on the Weekly Bulletin - CAS-SA Corner and ManageBac. You will learn valuable skills in these workshops. Don't miss out.

DoEIA - DUKIES - To register for Bronze, Silver or Gold Award Level contact Mr David D at the Project Centre.

All students are expected to participate in at least 3 After School Activities 4:30 pm - 5:30 pm. Sign up with the activity patron/instructor. **Commitment and Balance are essential.**

MB* - ManageBac - Ss* - Students

*Let's speak French & Spanish – 1:35 PM – This sessions will run during the lunch period. All those who sign up will leave lunch at 1:30 PM

MYP 2 & the IB Learner Attributes

The IB Learner Profile attributes are the way of life for every PYP, MYP and DP learner. Students are required to strive and embody these words to become equipped and ready to respond to the needs of the community and the world at large. Students are obliged to focus on becoming **Knowledgeable, Risk-Takers, Principled, Communicators, Thinkers, Open-Minded, Caring, Reflective, Inquirers and Balanced**.

In view of this, MYP 2 students were asked during the SA class to make connection between the learner profile attributes and a real-life situation, our MPH, by designing posters.

The discussions were very interesting. Enjoy some of the brilliant connections by the class.

Open-Minded by Paa Kwesi and Kweku

- Respecting and accommodating the taste of other foods is being open-minded
- Accepts that other cultures use their hands to eat some types of food

Balanced by Opabebea and Adrien

- Always gather a balanced meal on your plate
- Salads are great a source of vitamins, so always add salads to your food for proper digestion

Risk-Taker by Juanita and Cherry

- Trying new foods can be scary, but try it!

Reflective by Philip

- If you overeat at the MPH, rethink again
- Think about all the hungry children and avoid wasting food

Principled by NanaYaa and Sybil

- Take what you can eat
- Treat all grade levels and staff with kindness and respect
- Talk in a calm tone to people near you
- Be polite to everyone saying *Sorry, Thank you, and Please*
- Be patient when standing in the queue and do not cross the line.
- Sit at your assigned table and do not table hop.



MYP 2 & the IB Learner Attributes (cont)

Caring by Aseda and Katie

- Sharing is Caring
- Always use the metal cutlery instead of plastic
- Always share a smile and say hello in the queue
- Friend feeling thirsty? Fetch water!
- Help injured friends and people to take their food

Thinkers by Ekua and Drew

- Think about how you talk to the people who serve the food
- Think about how much food you can take

Knowledgeable by Emaan and NanaYaa

- You need to always have an idea about the menu
- Know what events are coming up at the MPH
- Know the names of your table members
- Knowing about the recipe used to prepare the meals

Communicator by Agnes and Marie

- Always ask questions
- Talk to the persons on your table
- Speak to the servers about how much food you can take

Inquirer by Joel and Derek

- Pass by the stand to check out the food to decide before you take the plate
- Find out the events that will take place at the MPH



What does Self Self-Management Skills mean to you?



In the previous bulletins, the inclusiveness of ATL skills in classroom discussions during Service as Action was iterated. It was explained that self-management skills would be adopted for the semester and students would be engaged in a variety of experiences related to this skill at the beginning of class. This week students were asked to write on sticky notes in 30 seconds “*What does Self -Management Skill mean to you?*” The following are the explanations gathered across the grades. I find the diverse meaning to each student very interesting and can be used to test the

temperature of their knowledge about this skill.

What do Self Self-Management Skills Mean to you?

- To be organized and always move according to a plan
- To be mature, take time seriously, work hard, managing time
- To be organized, to know where my items are placed, to be neat, to fold my cloths and prepare my books for the next day.
- To not procrastinate and not be late
- Being a well-kept and organized individual
- Managing my life independently
- Managing myself every day, e.g. folding my clothes
- The ability to allocate my resources to gain the best possible outcomes
- Being organized and punctual
- Saving my time to do important things
- Doing my assignments and tasks on time
- Managing my life on campus
- It includes making my bed in the morning
- Being organized in the things you do and the way to handle things
- Being able to control myself
- Getting ready on time and doing the right thing at the right time
- Using time wisely and saving time for a variety of things

Gardenholics Club

The Garden Club is taking an innovative and exciting turn this year. We are privileged to partner with Tropical Growers, a leading Agribusiness company known for growing fruits and vegetables hydroponically. This is the **method of growing plants without soil** but in water.



The 8-member club had their first meeting with Nana Newman, our resource person, where they were treated to the introduction of hydroponic gardening and discussed the pros and cons of this method of growing food. It was really insightful, and members are looking

forward to the next class.

The club will install the hydroponic system on campus for the benefit of all members of the community in due time. The future of *Gardenholics* and growing our own food within the walls of TIS is promised. Stay tuned!

CAS & DofE Orientation Camp – The Shai Hills Adventure



I noticed how well trained and courageous the rangers were. And I became aware that we could all become like them, so fearless, if we put our minds to it. Here are few lessons I learnt during the camp: communication is key; to be a leader, you must first be a follower; to always encourage each other; to know that there is always a way out of challenges; and, to listen to each other's opinions. I enjoyed that moment when my colleagues and I sang and danced in the rain because it united all my grade-mates. It was a fun experience because we do not really get to do this on campus. The abseiling was one of the greatest challenges I faced and sadly I wasn't able to overcome it.

But I have decided to challenge myself next time by facing my fears (height) in order to overcome it. I learnt that I can do all things I put my mind to and nothing is impossible because the word impossible is even spelt "*I AM POSSIBLE*", so nothing at all is impossible, is just a matter of mindset. In life, there will always be challenges but there is always a goal to reach in that challenge whether it's a difficult or an easy one. The long hiking with my alpha is a moment I will never forget. **Dayna Sarpong, Grade 11**

I noticed that the camp was much enjoyable with friends. Perseverance and enjoying nature are things I learnt at the camp. To be always ready for the unpredictable and also knowing that no situation is permanent. My best moment was the last day of the camp, when we had to hike back to where the buses were parked through the rain. It is because at the end when everyone got to the reception, there was a feeling of accomplishment and being proud of not only ourselves but each other and that moment was just the best for me. I was a little under the weather, so having to go climb the mountain/rock, for example, was gruesome. But I told myself that people have been in worse situations so just waiting at the camp site and missing the view at the top of the mountain will be something I believe I will regret. I went on to climb, but honestly, at some point I knew I couldn't go any further so I returned back. It's not a fairy tale ending but I did overcome that little voice that would use anything as an excuse to get out of work. Next time, I do know that when I need to rest, I need to rest and take care of myself, so I'll be able to finish such a challenging task with full capability and energy. Every challenging situation is temporary. A skill that came in hand was probably time management. We had to make sure we got to our destination before nightfall, but at the same time, we needed to rest. So instead of using all the time to rest, considering how tired we were, we were able to manage the time well to reach our goal. The activities were definitely challenging, however, engaging as well. I think I have developed an open mind towards anything and everything. I'm now ready to accept or listen to anything that will lead to growth. Live life to the fullest. Do the most spontaneous stuff you can and always have a positive mind. The Tiktok trend I did with my friends and the bonfire are my unforgettable moments. **Fareeda Kadir English, Grade 11**



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During the camp, I realised that the phrase, "If you want to go fast, go alone but if you want to go far, go together", was extremely applicable in the various activities we performed. I noticed how much group efforts made a difference, especially during the hike. This was because hiking as a group was a source of motivation to each other. We took breaks together and even though we kept stopping, our support for one another sustained us till we reached our destination successfully. I learnt that a person's action can affect the entire group, hence it is important to be our brother's keeper and also consider the effects of whatever we do or say to each other before taking certain actions. My favourite part of the camp was abseiling, this is because I was extremely afraid to do it,

though I successfully did it some months back. I sensed an overwhelming fear when I saw the rock we were to abseil down. However, after watching multiple people abseiling the rock, I was more confident about how I would go about it. Finally, when it was my turn, I was a bit more confident and did it in a matter of minutes. The lengthy hike was my greatest challenge because I had not extensively built on my endurance ability so I feared that I would not be able to complete the hike. I psyched my mind for the long journey and stayed hydrated and before I knew it, the hike was over. Group efforts and encouraging people in difficult situations benefit the whole group. I realised this when we had to complete our abseiling in little time, even though some individuals were afraid, we came together as a group and encouraged everyone during their turn to allow them to feel more relaxed and complete quickly. I realized during the camp that I have much more endurance than I previously thought. I also further built on my collaborative skills which will help me in group work situations in the classroom. **Tiffany Forson, Grade 11**

From the camp I learnt how to lead and communicate with others. I also learnt about appreciating every situation I find myself in and how to deal with the uncertainties that I don't want coming my way. My best moment would probably be the camp bonfire where we did the story telling and sang songs. The reason I loved that moment so much was because we bonded so much as a grade and I had such a fun time connecting with people I never spoke to or thought I even would. One challenge I faced was some of the last-minute changes that came up leading to different things being done than what was originally unexpected. To overcome these challenges, I learnt to think of different solutions especially as the leader of my team and to help motivate others throughout the challenges we all faced as a group.



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Communication and social skills were the skills I used the most during the camp. I learnt that I need to be able to communicate with others effectively and learn to appreciate the ideas of others. I will make this a guide throughout my DP studies in areas of group work and leadership roles. The activities were very engaging and challenging too. I enjoyed them a lot because I love to challenge myself often so it gave me the chance to push myself into things I would want to do and better. I learnt to conquer my fears and to also help others conquer theirs too through my experiences at the camps. The first time I went for camp and abseiled I was really scared and actually got hurt twice, but this time I was not scared at all and actually enjoyed it so much. On the other hand, I had a friend who was so scared and I was able to relate to how she was feeling since I was once in her position. I helped her conquer that fear and at the end of the day she was really happy that she did it. One thing I definitely took away from the camp experience was that I need to always look at the positive side no matter how horrible the situation is. Some moments I will never forget was when the boys and girls came together to do a light challenge and when we carried mats on our heads and sang songs in the rain. It made me so happy though it was raining heavily.

Maadjoa Kakra Obeng-Nkansah, Grade 11



I noticed that in order to have a good time at the camp I just really had to accept that I was camping away from my comfort environment so I had to be open-minded and accept every challenge thrown my way. I also noticed that almost everyone had this same mindset. I learned how to endure and be more open-minded. The hikes were all very long and challenging, but I managed to endure and pushed on though I had a sore foot. I tried my best not to complain and took everything that came my way happily. At a point during the hike, we had fallen behind and I started to worry we would be left behind (although it wasn't possible). We couldn't see the group that was

ahead of us so I decided to use their footprints on the muddy ground as a guide to lead my friends on the right path back to the resource center. Abseiling was my greatest challenge. The height frightened me so I nearly backed out. The reassurance from a ranger and my close friend motivated me to do it. I enjoyed it and I even wanted to do it again. The next time the fear of heights comes to me, I'll just relax and motivate myself to do it because the joy that comes with accomplishment is great. Basic home-keeping skills, like dish washing, came in handy. I was able to help my classmates during the cooking and after eating by washing dishes for them to use. I also learned to "survive" without things I do on the regular like taking a shower. If I ever find myself lacking one of those, I will know what to do. All the activities were engaging. However, I only found the abseiling and hiking more challenging. I learned that everyone experiences things differently (especially situations that can be scary), and I also realized that I enjoy camping. I learned that when you find yourself in a challenging situation it's best to just push through.

CAS & DofE Orientation Camp – The Shai Hills Adventure

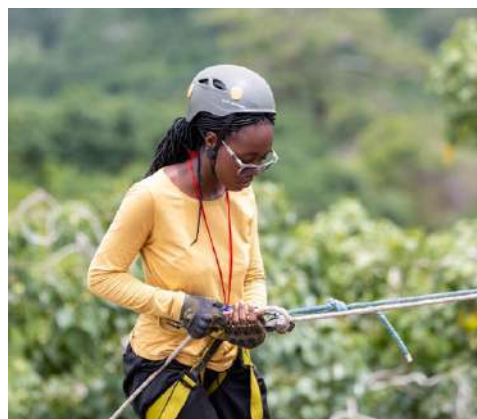
I learned to have a good attitude about situations that aren't exactly nice. I developed the ability to abseil without fear. And now I value the outdoors much more cause it's so pretty. Most importantly it's very fun to be out there with your friends. The experience was great. Lots of exercise to start the semester and having fun, as well as learning some values. Reforming bonds with old friends, the whole abseiling process, singing with friends, bringing home training to good use outside of my home (washing dishes, cooking, etc.) are moments I cannot easily forget. **Imani Webb, Grade 11**



I realized during the camp how most of us were deep within our comfort zones. It is best to overcome your fears because you never know what you can learn from it. Walking 24km with my friends was my best moment. We spoke to each other a lot during this moment, more than when we were at school. Abseiling was my greatest challenge. This is because I am scared of heights. I will continue to face the rest of my fears because I realized that after overcoming my fear of heights by abseiling from such a height, wasn't as scary as I always thought. Being able to aid people when they

are hurt was a skill that came in handy for me. I learnt how to give an injured person first aid. All the activities at the camp were very engaging and challenging. I realized during that camp that I am a very athletic person. I was able to abseil within a short period of time. I learnt that you can only be able to get better at stuff when you get over your fears. I cannot forget that moment when my graduates and I had to walk in the rain back to the reception from the camp site. **Bilqis Naasrdeen, Grade 11**

At the camp, I noticed that every activity that we had to do, we had to put our mind to it to make it work. I learnt that endurance is key in every single area of our lives because if you don't endure or persevere, you might not get what you want. My best moment was when we were searching for our casualties. I liked it because I like to help in times of need. My greatest challenge was the abseiling activity. It looked so horrific but I managed to complete it after crying for several minutes. Next time I will make sure to not look down from the hill and obey instructions from the ranger. Now that I am in IBDP, I have goals and aims I want to achieve just like the hike, I aimed at reaching my destination no matter how challenging it would be to get there. I just have to put my mind to it. So, as this DP journey goes on, if I put my mind to it, I will be able to get the marks I want to get. Activities at the camp were very much engaging and super challenging. What I discovered about myself was that I could walk long miles. I realized during the camp that some people don't like tilapia and I was surprised. I have developed an endurance skill through this journey. My take away from this experience was that, you should always put your mind to whatever you want to do and when you do that, you will have to endure and persevere to be able to get what you want. The time I cried during the abseiling was an unforgettable moment at the camp. **Mawunyo Anatsui, Grade 11**



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I noticed that when going out to enjoy nature (wide), you have to be fully prepared, because nature discriminates. It will come at you like it does to everyone else. To always remember to keep your tent closed, otherwise insects and small animals will have easy access to you was something I learnt during the camp. My best moment was when it started raining because you would think that once it starts raining, everything was going to end. But that did not happen with our grade. Despite the heavy downpour of rain and cold temperature, we were able to come together to have fun, laugh, dance and sing. It was

definitely an unforgettable moment. My biggest challenge was definitely hiking in the rain. It was so cold and the grounds were muddy. Despite all of this, I persevered. I was with one of my friends during the hiking, we just held each other's hand and helped each other move through the mud, and this made the long trip much more interesting by conversing. Next time I will make sure to pack a rain coat because the trip taught me that I have no control over the weather. A skill I learnt was being able to take care of myself in the wild. This could benefit me in real life because I may never know where I will find myself, but since I know how to keep clean and safe, I would survive. The casualty rescue mission was one of the engaging and challenging activities at the camp. This activity was really challenging for me because I had never been part of anything like that. It seemed so real; the only fake part was that the person wasn't actually injured. But from the "blood", to the screaming, the passing out made the situation so real that it caught my full attention. I actively participated in the activity in order to save the life of our injured person. I found this challenging because I was working with multiple people with different viewpoints and because we were under so much pressure it was very difficult to communicate. Other groups were also in the way preventing us from moving as quick as we wanted to. Patience was a skill that came in handy. The trip taught me that everyone has a different viewpoint and everyone has a voice just like I do, so I have to be calm and allow people to express themselves and their thoughts. I also learnt that when people are under pressure or uncomfortable, it may cause them to lash out in ways they might not have meant, because there were a lot of uncomfortable moments for all of us, so I had to learn to be patient and endure. Survival skills, such as cleaning myself in the wild, sleeping on uncomfortable mats, how to keep my belongings safe, how to would move up and down the mountain safely even in the rain. Finding a scorpion in a friend's tent was my unforgettable moment. Her tent was right next to mine and I made the same mistake of leaving my tent open. So, it was just scary to think that it could have been my tent. **Veronica Arthur, Grade 11**



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Life in the hostel and in the wild are completely different. A few lessons I learnt during the camp was that every group must work together to achieve a common goal, and that every group should have at least one leader that directs the group on what and how to do things. My best moment was when I and my alpha group finally made it to the camp site after a 6km walk that took us about two hours. The greatest challenge that I faced was setting up the tents because every tent that I wanted to set up had an issue with the sticks needed to set up the tents. A connection I can make from the camp to real life situations is that we cannot do certain things all by ourselves and so sometimes we

have to rely on others to complete certain things or tasks. During the camp, my communication skills helped me make new friends. Yes, the activities were very challenging. I developed more endurance/stamina because I didn't really feel tired during the walks but rather hot/cold. I have developed a more open personality as I made friends with new people. It was both educational and entertaining as there was a fine balance between both. An unforgettable moment during the camp was when people were flashing their flashlights and others were dancing in the middle of the circle. Another unforgettable moment at camp was the 6km walks to and from the camp because I felt that it helped us challenge ourselves by showing us how far we can go and helping us push further. The walk from camp was unforgettable because we had to walk through the rain and when we got in the bus, some of us were feeling very cold. **Malick Cisse, Grade 11**

During the camp, I noticed that people were very unconscious about how they looked and felt. No one cared about their appearance and no one felt bad or uncomfortable sharing their views. I learnt that having a positive attitude towards obstacles and uncertainties is the best way to make a situation better because the negative attitude and constant nagging doesn't help or change anything. I learnt that the mind listens to what you feed it. You are in charge of your decisions, actions and what you choose to believe so constantly manifesting the good and healthy things to yourself ultimately makes you better and capable to persevere in unforeseen situations. My best moment was my night because I went to bed very happy and my sleeping bag was very comfortable. I slept well and felt very good in the morning. The greatest challenge I faced was hiking 6km nonstop in the rain. I overcame it by walking and talking with a friend to get my mind off the challenge. Since I have no control over the weather, next time I will continue to have a positive outlook and take a raincoat for camp. During camp, I had to be very open minded about some situations such as eating in a poor sanitary environment and learning to understand other people's opinions even when I think mine are right. This can be related to my real-life situations in school during lessons and around me.



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Being open minded is to have tolerance for non-ideal situations. Yes, activities such as hiking up the mountain and abseiling were engaging and very challenging. I learnt that I am a good leader and I am profoundly up for any challenge life throws at me. From this experience, I have been able to develop my communication skills. My takeaway from the experience is that you never know what you are capable of until you try. An unforgettable moment for me was when Nana Yaa and I were singing loudly in the night while David Difie told us to sleep. **Serwah Dabo, Grade 11**



I learnt how to set up a tent at the camp. My best moment was when we were sitting by the bonfire and singing songs. My greatest challenge was the hiking. I overcame this by pushing myself to keep going. What I would do differently is to walk more. The skills that came in hand were cooking. Now I know how to make food in any situation. The activities at the camp were honestly very engaging and challenging. I realized that most of my classmates were very good at encouraging people and others too were full of positive energy. I also learnt to always think of the bright side no matter what. The best moments are made outside your comfort zone. I will never forget the abseiling feeling.

Jaia Senyo, Grade 11

The real world out there without technology is very difficult to live in due to the comforts our various technologies provide us. Hard work and determination will put you wherever you want to go in life. My best moment was the bonfire experience. This is solely because after a long day of hiking and feeling extremely tired we had the chance to gather around to sing songs and tell stories. The greatest challenge I faced was abseiling from the short cliff of about 40ft. To overcome this challenge, I psyched my mind to see the challenge as an easy task. I obeyed instructions and went at the pace the rangers told me to instead of pulling the rope faster to abseil quicker. Hiking a long distance with my heavy bag, I realized I didn't need to pack a bowl or extra batteries and different insect repellents in my bag. To relate it to real-life situations I realized in life, you have to step out of your comfort zone in order to get to where you want quicker. I realized that, though I prefer some foods over others, when my choice of food wasn't available, I ate what was provided and it wasn't bad. I also noticed that when you express patience for others, they also try to put in an effort to do what they are supposed to do. An instance was when we were hiking, Mr. David made us wait for the people who were falling behind and walking slowly. We made them lead and no one had to pass by them and that required patience and that patience also encouraged the slower people to hike faster. My take away from the camp experience is that when you want to survive in the wilderness you will have to face all your fears. Hiking in the rain and trying our best to not slip and fall even though some people fell is something I will not easily forget. **Felvin Kwofie, Grade 11**



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This camp wasn't only a test of physical strength but mental strength and stability. The camp has thought me that fear is only an abstract thought and it is made up in our head. If we are able to get through this camp, I think we are ready for whatever the world will throw at us. It also taught me that life can be very unpredictable and it finds a way to surprise you when you least expect it but always look at the bright side of life. My best moment during the camp was the ones I shared with my alpha group. The hike was long and very tedious and we were even on the brink of giving up. We always found a way to

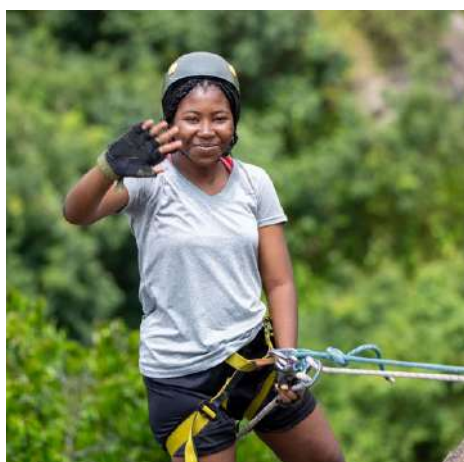
cheer ourselves up and keep the energy going. The greatest challenge I faced was facing my fear of heights via the abseiling activity. This was my second time performing this but my fear took the better of me. Even after the reassurance of me not falling by the rangers, I was still skeptical but because I realized that they were experienced and I trusted them. This helped me to overcome that fear. Next time I will learn to look at my fear in the eyes and show it that I am far greater than it and that if I put my mind to it I can do anything. One connection that I made from the camp to real life situations is that teamwork always makes the dream work because we had to work together as a team to be able to get through the whole hiking experience and just like in real life situations, in order for anybody/organization to function, individuals have to work as a whole in order to attain a common goal and every single person in the group has a major role to play. Collaboration and communication skills came in handy throughout the whole process. The activities were very challenging especially the hiking because we walked for several kilometers. I learnt that you don't necessarily have to be appointed a leader to show the qualities and skills of a leader you can be a peer and self-leader. Anyone can be a leader. You just need to be able to make good decisions and be a good example for others to follow. My Takeaway from the experience is that life can throw a lot of things at you unexpectedly, but it is up to me to ask myself, *"what is the best thing to do in this circumstance?"* Complaining does not take anyone anywhere but moving forward gets the job done. One forgettable moment was when my mates and I prepared the fried yam and tilapia from scratch which I found a really nice experience and a good way to show off my culinary skills. **Eugene Cobinnah, Grade 11**

I observed different species of plants and animals during my time at the camp and how they contributed to the ambiance of the environment. I learnt how to seek help and guidance from team mates. My best moment was holding a snake at the camp. This is because I used to be terrified of all forms of lizards, but now I have grown out of those fears. The greatest challenge I faced was hiking up the mountain for abseiling. My anemia made it very hard for me to persevere, but with determination I was able to do it. Next time, I will ask for breaks more frequently. Basic survival skills, such as cooking, came in handy during the camping. I was able to improve that skill by helping to prepare the meals for my colleagues. I learned that I am able to adapt to difficult situations despite my medical issues. I have developed a can-do attitude which will further assist me in future situations. My take away from the experience was that I should be thankful for my room at TIS. A moment I will never forget was hiking through the rain back to Shai Hills reception. **Malyka Owusu, Grade 11**



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I noticed that almost everyone was new to outdoor life and we all tried to find ways and means to make the experience fun. Some lessons I learnt during the camp was to be an attentive and active leader. It is very important as a leader, to be involved in activities your assigned group has been tasked to do and I was able to implement this learning outcome with my leadership role during the camp. My best moment was when we gathered around the bonfire and sang songs. I was able to express myself freely amongst my peers and the experience was heartwarming. The biggest challenge I faced was leading everyone through the rain to the reception at Shai Hills. The trail kept on extending in my eyes, making me want to give up but being a leader, I had to ensure that I put people's needs before mine. So, then I pushed myself to navigate through the unfavourable terrain to lead everyone to the reception. An attitude I have learnt is tolerance. I had to tolerate certain comments made by some alpha members. I realized I was an active leader. I always associated with my alpha members when making difficult decisions and I made sure that everyone was heard. Sharing a tent with someone is an unforgettable moment. **Bradley Hoedoafia, Grade 11**



I noticed that we all had each other's backs, as we motivated each other to push through no matter how hard the journey or challenge was. Teamwork is the dream work is a lesson I learnt at the camp. Abseiling was my best moment. It really helped me relieve some stress and some trust issues, because it was fun. I trusted the rangers and I was able to abseil safely without getting hurt. My greatest challenge was climbing the mountain to abseil. I personally hate climbing mountains; I would rather prefer walking 200km than climbing 20km up a mountain. Walking is something I can do with ease and manipulate the situation to my advantage. But as for the mountain, I would not only be climbing but also thinking of my safety. That aside if I'm not careful, I might run into a baboon, snake or fall on the ground. But I was able to overcome it by setting goals and resting points and also having a peer buddy to motivate me. Being able to depend on friends or peers when I am in trouble and also helping others too when they are in trouble too was a skill that came in handy. Well I discovered I have high pain tolerance and endurance and I can do anything I put my mind to. Strengthening your mind to be able to broaden your abilities or capabilities was my take away experience.

Before we had the bonfire, we all gathered, turned off our flashlights and one person jumps into the middle and another person will hold a 'mic' and on the count of 3 we would start turn on our lights and start singing with the person in the middle. It felt like our own little village. **Fadilatou AbdoulZakou, Grade 11**

CAS & DofE Orientation Camp – The Shai Hills Adventure

An Unforgettable Experience at Shai Hills



After a two-year hiatus due to the pandemic, our outdoor CAS orientation overnight camp came off from the 25 – 26 August at Shai Hills. Little did we know that we would receive an overpowering welcome. When we were setting off to the Camp, Dr. Ken mentioned to me, *“Grace! this must you be your platinum and Diamond Stage for the DoEA Camp”* and “I responded *“oh yes, Dr. Ken! I am at the highest level.”*

After this recent Camp I am truly a camper on all sort of levels! I appreciate the

bonding time with our students and the opportunity to know them and more especially seeing them out of their comfort zones, truly circumstances determine ones’ strengths and areas of growth. We started a 7km hike on arrival and I witnessed a sharp transformation in our students, from sluggish walking and lethargic demeanours to brisk and enthusiastic dispositions.

I led the Alpha 4 group with Michael. The hike was challenging for some members, but they encouraged each other by chanting and that started to build team spirit. We walked heartily together laughing & talking about their readiness for the DP, growth, summer, and friendships. The day was filled with so many activities with a bonfire night to top it all.

The next day we continued with the activities; Alpha 4 was the last to abseil. 10 mins after we got to the camp site there was a storm leaving us at the mercy of the rain, drenched and stranded. Due to muddy roads, our buses were still packed at the reception area, our students were not discouraged, and they were empowered to go above the setback and hiked back 7km to catch the bus. It was a cold night but our students’ response to all this was truly impressive and remarkable.



This was great opportunity to observe our students out of school. I am confident that our students will apply this level of resilience to all their learning requirements, I have learnt to not judge a book by it cover but to support our students by offering grace and time for them to grow and overcome obstacles in their own natural way. I appreciate TIS and the many opportunities offered. **Grace Kabukie Ameyibor, SA and Community Project Coordinator.**

CAS & DofE Orientation Camp – The Shai Hills Adventure



I noticed that young people are capable and have the full potential to face any challenge and uncertainty. During the camp one key lesson I learnt was that situations expose character or personality and one's potential. My best moment was watching participants pushing themselves to complete every task, with the grade uniting during the bonfire, singing and dancing with their torches. One aim of the camp is to unify the entire grade as it will influence their productivity in school.

After packed activities for a day, they could all relate to the tiredness, how they pushed themselves through every challenge or task and that has been the starting point of every conversation they had amongst themselves, even with people they have never talked to before. The greatest challenge was pushing a mini truck in the rain with the National Park ranger from the second gate of the Shai Hills reserve to the camp site due to the muddy roads in the park. The Park's Ranger knew the roads in the park better than the driver and myself so while pushing, he advised us on how to maneuver to the camp site, which made the work easier. I couldn't control the rain, so I had a positive mindset and adjusted to any uncertainty. During our long hike from the reception to Mogo Rock and back to the campsite, one thought that came to me was to take 'one day at a time' and always celebrate your little wins. It was a packed engaging activity that challenged both students and teachers. Everyone is a member of a circle/set and having a collective universal set can get you a perfect result. My take away experience was eating rice and tilapia head in the rain with Auntie Setor. I have never eaten fish head so passionately in the rain like that before. My unforgettable moment was giving the team who attended to me during the casualty evacuation exercise a tough time. They were the best team to be honest. – **David Difie** (DoEIA Coordinator)



CAS & DofE Orientation Camp – The Shai Hills Adventure



The CAS and DofE orientation camp made my engagement with students in Grade 11 astounding. I had the opportunity to meet students who were ready to challenge themselves by doing new things, taking up leadership roles, working on their weakness and improving their strengths. I perceived the CAS and DofE orientation camp to be a fun and a relaxation trip but then I realized that it was that and even more. Respecting your **environment** is one of the numerous lessons I grasped at the camp. Just as we want to be respected, we need to respect our environment by not dropping things indiscriminately around, especially plastic waste. This poses serious risks to its habitants.

We don't remember days; we remember moments. My best moment was when I had to employ my incredible acting skills during the casualty evacuation exercise with the students. I played the role of a person with a cut on the head and the group assigned to rescue me didn't find it easy at all. I didn't answer the questions they asked me because I was in so much pain. They did a great job washing, cleaning and bandaging my injured head but the way they carried me wasn't convenient so I decided to complicate their task by collapsing. This got some of them very worried. They brainstormed and tried to apply some of the first aid tips they know. They tried all they could to bring me back to life. It was wonderful hearing some of them praying for divine intervention, others almost giving up but the leaders of the group kept reminding them to always have a positive mindset. I miraculously came back to life after I was bitten by an ant. Oh mine! The joy on their faces was priceless. The greatest challenge I faced was being responsible for these students. My colleagues and I became their surrogate parents and taking full responsibility for them, by helping them push through tiredness. To see a group of campers, sleeping soundly, not going beyond their limited areas of movement, ensuring there is limited casualty or no casualty, etc. In the world of business, there is a great amount of risk and uncertainty that leads many people away from starting a new business venture. The few who do try their hand at a business do so without the guarantee of success and often fail many times before finding success. One way entrepreneurs fail and learn is through taking risks. Risk-taking is an important practice done by both new business owners and business owners who have made it successfully for years. Risk-taking, while filled with many unknowns, often leads to success in the long term, and is considered one of the most necessary business practices. A risk-taker has the ability to make decisions quickly and easily, understanding the value of creativity and innovation, being unafraid or courageous, tolerating loss, having heightened expectations, and being comfortable in the face of uncertainty. Mental stamina and resistance towards difficult conditions and situations are just as important as physical strength. They are the skills I improved at the camp. It allowed me to make reasonable decisions and stayed calm even in certain situations. Cooperation and maintaining good interpersonal relationships with others was my take-away experience from the camp. We all need this especially if you want to travel in a good company and a positive atmosphere. It is essential to listen to everyone's needs and adjust the route, the pace, and other factors not only to you but also to people traveling with you. My unforgettable moment was struggling to sleep in a tent with the thoughts of creeping animals coming to pay me a visit. **Mawuli Komla Zonyrah, CAS Adviser**

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<https://docs.google.com/forms/d/e/1FAIpQLSe3xhDk2nESjSjUR4SGZBTlrXOGgXjQc1A39jXtFzSt5Ncz4A/viewform> for your preferred award level. **The registration deadline is 16 September, 2022.**

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<https://docs.google.com/forms/d/e/1FAIpQLSenns3fgjUWJhXg6j1j4i-qoUlqcoKJOQ3A-dlDou45oAl67w/viewform> for your preferred award level. **Registration deadline is 21 September, 2022.**



READY FOR CHANGE. READY FOR OUR NEW WORLD.



Right now, more than a million 14 - 24 year olds around the world are stepping outside their comfort zone. They're learning to lead. They're safely **supporting their communities**, **getting active** and **gaining new skills**. They're **discovering adventure** and having fun. They're participating in The Duke of Edinburgh's International Award.

Through the Award, young people can develop the crucial skills they need to navigate change and build positive habits, now and in the future. All while gaining an internationally recognised accreditation which is valued by governments, businesses and universities around the world.

READY FOR NOW

The Award is a commitment which encourages young people to:

1. Stay mentally and physically healthy
2. Connect (safely) with others
3. Give back to their communities
4. Embrace structure and purpose
5. Readjust to formal education¹
6. Enjoy themselves!

READY FOR THE FUTURE

The Award develops positive foundations for the future, including:






1. Essential life skills
2. Employability
3. Goal setting and planning
4. Increased community engagement
5. The ability to build resilience and therefore thrive in an ever – changing world

¹ The Award helps young people to readjust to formal education by developing skills such as resilience, adaptability, problem solving and communication

WORLD-CLASS LEARNING, OUTSIDE THE CLASSROOM

By encouraging your child to get involved with the Award, you can ensure that they benefit from great non-formal education and learning and they are ready for the world, at a time when the world needs them more than ever.

GET INVOLVED

-  **Encourage** your child to unplug and expand their horizons, by taking part in the Award.
-  **Embrace** the Award and learn more about the benefits and impacts it can have. Many of the extra-curricular activities your child is already doing can contribute to their Award.
-  **Support** young people to do the Award: consider offering to help your child's local Award unit by offering your time and talents to support other young people.
-  **Refer** people to the Award: encourage others to consider delivering, volunteering, or participating, to ensure more young people can benefit.
-  **Pay it forward:** By making a donation to the Award, you can help another young person to benefit from the impact of non-formal education and learning and become world ready.

Young people face exceptional challenge and change. There has never been a more important time to ensure that they are equipped to be resilient and adaptable to that change. To be ready to take on the world of today and tomorrow. The Award is here to help.



The poster features a large group of students in red life jackets posing on a beach. Below this are three circular inset images: one showing students in a forest, another showing a student climbing a rope, and a third showing a student kayaking. The background is a gradient of red and orange.

TEMA INTERNATIONAL SCHOOL

Register Now!
Registration Deadline:
30 September 2022

Tema International School
Duke of Edinburgh's International Award (DoEIA)

EXPEDITION CAMP

For Bronze, Silver and Gold Award Levels

Challenging & Equipping Young People, Transforming Lives, Changing the World.

Adventurous journey, abseiling, hiking, life & survival skills, map reading & compass use, first aid, capsizing drills, radio communication, kayaking, creativity and leadership experiences & much more.

 **29 Nov - 2 Dec 2022**  **Akateng**

More details on ManageBac or email the DoEIA Coordinator david.difie@tis.edu.gh

Logos at the bottom include: Tema International School, The Duke of Edinburgh's International Award, and the West African Rescue Association.

The 7th edition of Tema International School CAS & Duke of Edinburgh's International Award Expedition Camp (for Gold, Silver and Bronze participants). We can assure you of the experience of a lifetime while meeting the requirements for CAS and the DofE. This is a unique opportunity to develop skills, open up to a new culture, challenge yourself, reflect, be in touch with nature and create long-lasting memories.

Register now! LIMITED space available. Only students who are DofE award participants can join the Expedition Camp.

Activities: Adventurous journey, abseiling, kayaking, hiking, map reading & compass use, trail navigation, radio communication reading, creativity and leadership experiences, life and survival skills, first aid, drills and much more.

Benefits: Students will apply and develop skills, with CAS and DoEIA requirements met.

Safety: All safety measures are being taken into consideration, and a risk assessment trip was completed by a TIS team. A wilderness medical officer and emergency nurse with work experience with the West African Rescue Association will be joining the team throughout the program.

Equipment: World Ready T-shirt, Cap, Kayak, camping gear, abseil gear, all outdoor equipment is inclusive.

Orientation and safety training– Monday, 28 November, 3:00 pm at the Design Lab with all participants and Expedition Leaders.

Departure: TIS campus Tuesday, **29 November 2022, 7:00 am**

The team will **return to TIS Campus on Thursday, 2 December 2022** by 4 pm. Parents are reminded to pick up their wards for the Christmas break.

Duration: 4 days

Comprehensive Outdoor Risk and Liability Insurance: Inclusive

Logistics: Certificate, transport, food, water and fees to destinations all inclusive

Venue: Akatin, Upper Manya Krobo

Register now! LIMITED space available.

Cost: GHC 3,000 - **Registration deadline: 30 September 2022-** Kindly pay by the said deadline.

*Click on the link below to register. Payment should be made after registration is confirmed. A kit list is also attached to the form, ensure you have all items on the kit list prior to the Camp.

https://docs.google.com/forms/d/e/1FAIpQLSfK2av3mBi_YL9Ky7C6zI8Gfh_EQPXGqo4Vhom7PJzhSfOQRQ/viewform

When making the payment in any of the accounts below kindly state the purpose: TIS DoEIA Expedition Camp, 7th Edition.

Expedition Camp Cost: **Ghc 3,000**

TEMA INTERNATIONAL SCHOOL ACCOUNT DETAILS

BANK: ABSA BANK

BRANCH: Tema Main

ACCOUNT #: 060-1798808 (GH¢)

BANK: Ecobank Ghana Limited

BRANCH: Tema Main

ACCOUNT #: 0020014471692201 (GH¢)





Proud to deliver

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


REGISTER

**TO DO THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD
AT TEMA INTERNATIONAL SCHOOL AWARD CENTER**



**QUALIFYING AGE:
14 - 24YRS**

AWARD LEVELS



BRONZE
14yrs



SILVER
15yrs



GOLD
16 - 24yrs

READY FOR CHANGE. READY FOR OUR NEW WORLD.

Right now, more than a million 14 - 24 year olds around the world are stepping outside their comfort zone. They're learning to lead. They're safely supporting their communities, getting active and gaining new skills. They're learning through adventure and having fun. They're participating in The Duke of Edinburgh's International Award.

Through the Award, young people can develop the crucial skills they need to navigate change and build positive habits, now and in the future. All while gaining an internationally recognized accreditation which is valued by governments, businesses and universities around the world.

APPLY NOW

Email: david.difie@tis.edu.gh

FOR FREE REGISTRATION send an email to david.difie@tis.edu.gh explaining why the centre should sponsor you to do the DofE.



CHALLENGE ∞



www.tis.edu.gh

Tema International School is proud to deliver the Duke of Edinburgh's International Award. The DoEIA registration is open to young people in the community (Ashaiman, Tema and Golf City) between the ages of 14 to 24 years to enroll in the award program.

Sign up with this link

<https://docs.google.com/forms/d/e/1FAIpQLSenns3fgjUWJhXg6j1j4i-qoUlqcoKJOQ3A-dlDou45oAl67w/viewform> for your preferred award level. **Registration deadline is 21 September, 2022.**

Here at TIS, some of our DofE participants engaged in cooking and selling to meet their skill activity requirement, and all proceeds from each sale will be channelled towards supporting young people in the community to enroll in the Duke of Edinburgh's International Award. TIS, believes that sponsoring young people from challenging backgrounds will help them to gain the confidence, skills and experience they need to overcome whatever life throws their way. Hence, the next phase of the initiative, the award centre will be sponsoring some selected participants in the community to participate in the Duke of Edinburgh's International Award for free and the Award Centre will also like to use the initiative to promote the award program in the communities to allow young people to participate.

You can nominate any young person in the community (schools, churches, mosques and community recreational centres in Tema, Ashaiman and Golf City) who you know can't afford to do pay for the registration fee but willing to enroll in the award program. We are looking forward to collaborating with you on this impactful initiative.

Please do not hesitate to contact the DoEIA Coordinator for more enquiries via email: david.difie@tis.edu.gh



After School Activities Signup



School Assembly



Thanksgiving Service





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



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

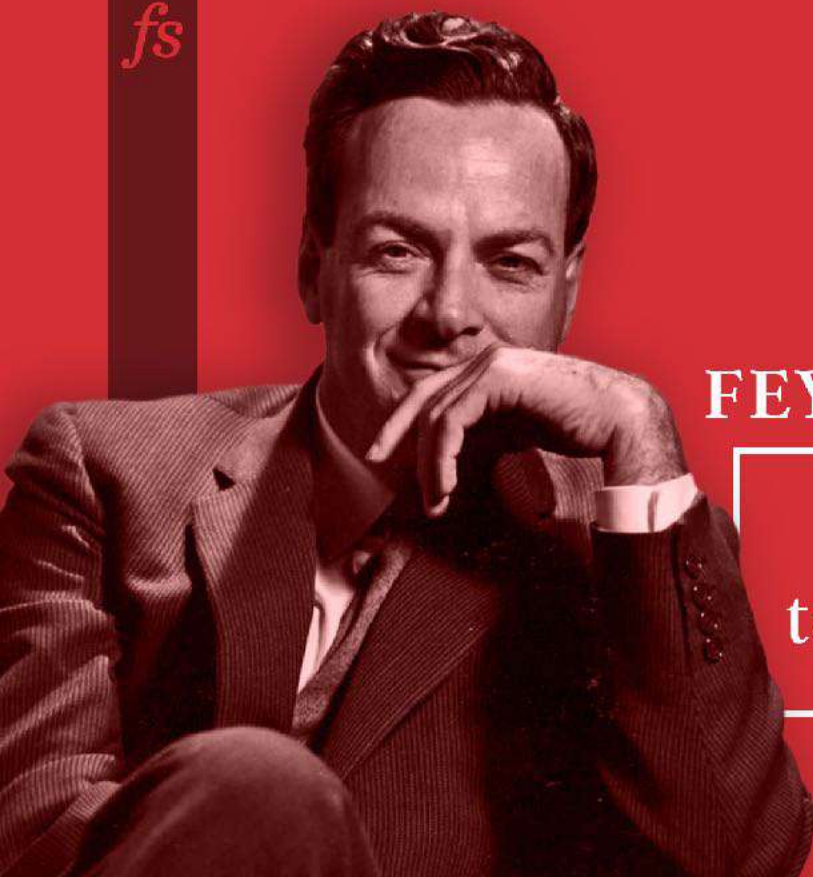
your work including citations. Allow time to double check each of your citations before submission. This includes page numbers, publication dates, web links and authors' names.

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.

fs



THE FEYNMAN TECHNIQUE

The Best Way
to Learn Anything

COUNSELLORS' CORNER



Dear Students: Championing Excellence

Personal excellence means striving for the best results with everyday task. Dr. Ken puts it succinctly; **“Do your personal best.”** This should be every student’s mantra. Want to achieve excellence in all that you do? Consider these:

- ✓ Excellence sets you apart so pursue it!
- ✓ Consistency is key! Every day is a new day to finish all small tasks diligently.
- ✓ Go the extra mile. Probe further with tasks you do not understand.
- ✓ Be humble enough to learn from others in order to do better!
- ✓ Understand that **F-A-I-L-I-N-G** is part of the learning process and not final defeat!
- ✓ Have an open heart to accept constructive criticism and corrections.
- ✓ Pursue knowledge and discipline. *The more you read the more you know the more you know the more places you will go-* Dr. Seuss

COLLEGE VISITS

DP1 & DP2:

Please mark on your calendar. Spelman College, USA visited TIS on Wednesday 7 September 2022. More details on this great HBCU will be shared in next week's Bulletin. Click

<https://www.spelman.edu>

Bryant University, USA, and Lancaster University Ghana also visited TIS this week. More information on these two will also be highlighted next week.



**Education
USA**

COLLEGE FAIR **40**
U.S. Colleges
& Universities

**Do you want to study
in the United States?**

Come talk to us at the fair and learn about
opportunities to study in the United States!

SEPT. 16 Graduate Fair
1:00pm - 5:00pm

SEPT. 17 Undergraduate Fair
10:00am - 2:00pm

@ Labadi Beach Hotel

For more information visit
www.educationusa.state.gov

Contact us: edusainaccra@state.gov
kumasi@educationusa.org

LIMITED SLOTS AVAILABLE ON THE BUS FOR INTERESTED DP2 AND DP1 STUDENTS. Sign up by emailing Constance.Quaye@tis.edu.gh. Sign up is on a first come first served basis & priority will be given to DP2 students who have the USA as their number 1 preferred destination.

DP1 Students' Timelines	
DP1 Students to meet counsellors for initial one-on-one discussion; update on individual game plan, DP subjects, career interests, and country destinations for university.	Thursday 1 September to Thursday 29 September 2022.
DP1 Parents one-on-one meeting with counsellors to discuss the University Application Process	Monday 10 October 2022- Wednesday 30 November 2022
Personal Statement (draft 1) submission to counsellors for review	Friday 24 February 2023
College Essay (draft 1) submissions to counsellors for review	Friday 3 March 2023
University Selection Sheet- Initial choices to be submitted to counselors for review.	Wednesday 15 March 2023
DP1 Parents one-on-one meeting with counselors to discuss Financial Aid Application Process.	Wednesday 15 March - Friday 28 April 2023
DP1s submit final names of two DP teachers to write recommendations to counsellors.	Thursday 23 March 2023
Completed Brag Sheet submission to counsellors	
Financial Aid Tracker Due (university's financial aid requirements)	Friday 21 April 2023

****Be sure to practice daily and sign up for SAT AND ACT tests at least once in DP1!**

DP2 Students' Timelines 2022-23	
Activity	Due Date
Commonapp Account to be Created on or before this date & invite two teachers on Common App	Friday 9 September 2022
Essays, Personal Statements, school selection sheet, brag sheet, initial updates from Summer break	Friday 9 September 2022
Quest Bridge all supplement essay submission https://youtu.be/KNZndnqRxQs	Friday 9 September 2022
Final updated College Essays, & Personal Statements & updated university list, submission to counselors for final review (all DP2s)	Friday 16 September 2022
College Essay Supplements to be submitted to counselors for review (Early Applicants- USA schools)	Thursday 22 September 2022
EA, ED students with Oct. 15 deadline to submit supplements (Commonapp and non-commonapp)	Thursday 22 September 2022
Early UK Applications (MDV)- student submission on UCAS (Medicine, Dentistry, Veterinary Science, health-related courses, Oxford & Cambridge)	Thursday 22 September 2022
Create OUAC Account	Tuesday 4 October 2022

Create Meto / Concourse Account where applicable	Tuesday 4 October 2022
EA, ED students with Oct. 15 deadline to submit applications to universities	Friday 7 October 2022
University of Debrecen Registration	Monday 10 October 2022
Early USA Applications-(Early Decision/Early Action- EA/ED) Commonapp, students' final submission to universities	Friday 14 October 2022
SAT/ACT Score Reporting	Friday 14 October 2022
California Schools Portal (UC)	Monday 24 October 2022
College Essay Supplements for all regular applicants to be submitted to counselors for review, USA, Canada	Tuesday 25 October 2022
EA/ ED USA Financial Aid Applic. submission, USA Scholarship priority consideration application submission	Tuesday 25 October 2022
Canadian University application submissions (OUAC & non-OUAC),	Friday 4 November 2022
Regular UK (UCAS) Application- students' final submissions	Friday 4 November 2022
All regular USA applications must be submitted. SAT/ACT Score Reporting	Friday 11 November 2022
Regular USA Financial Aid Submission to universities (ISFAA, COF, CSS Profile, FAFSA etc.)	Tuesday 15 November 2022
Ghanaian University Applications; purchasing of application forms/scratch cards to submit to counselors	Friday 27 January 2023
Ghanaian University applications: final online submission to universities by students	Monday 27 February 2023
Submission of IBIS Forms	Friday 14 April 2023

****Be sure to give your Counsellor minimum 2 weeks' notice of all university deadlines and requests! NO LAST MINUTE REQUESTS PLEASE**



dates



2022-2023 TEST DATES

- ✓ **DP1s don't wait until the eleventh hour to register. Register now to avoid any disappointments!**
- ✓ SAT Registration Fees (To complete registration online full payment with credit card only. Visit www.collegeboard.org)



Want to Register for SAT But Don't Know How? Follow the Links!

- ✓ <https://satsuite.collegeboard.org/sat/registration>

Click here for more information <https://www.bestcolleges.com/test-prep/sat/registration/>

Having Trouble Registering? Contact Aunty Portia in person or email at portia.atubiga@tis.edu.gh



- ✓ SAT without essay \$103 – 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>

NEW SAT TEST DATES -2022/2023

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
27 Aug., 2022	15 July 2022
1 Oct., 2022	2 Sept. 2022*
3 Dec., 2022	21 Oct., 2022
11 March 2023 (Digital)**	10 Feb., 2023
6 May, 2023 (Digital)**	7 April, 2023

Global deadline



2022 Preliminary SAT (PSAT) EXAM DATE AND REGISTRATION DEADLINE:

PSAT EXAM DATE	REGISTRATION DEADLINE
15 October 2022	5th September 2022

PSAT sign Up (MYP5 & DP1 Only) Eunice.aryee@tis.edu.gh Registration fee GHC 400. Payment can be made into the TIS School fees account or to MTN MOMOPAY MERCHANT NUMBER: 159850. Kindly email a copy of the confirmation message or payment slip. **PSAT REGISTRATION IS NOW CLOSED.** Thank you!



2022-2023 TEST DATES (COMPUTER-BASED TESTING ONLY!)

- ✓ ACT Registration Fees (Online payments only: Visit www.actstudent.org):
- ✓ ACT plus writing – TBD, without writing- TBD (TIS Test Centre Code: 870390, but inform counsellor first).



- ✓ click: <https://global.act.org/content/global/en/products-and-services/the-act-non-us/registration.html>

***To complete registration, payment must be made online in full with a credit card. ACT April DEADLINE coming up. STEM students have an edge.**



ACT NEW TEST DATES 2022-2023. DONT MISS OUT ON ANY OF THE DATES

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
10 Sept., 2022	29 July 2022
22 Oct., 2022	9, Sept., 2022
10 Dec., 2022	28 Oct., 2022
15 April, 2023	3, March 2023
10 June, 2023	28, April 2023



Professional Exams Centre



Contact Person: Roderick -0244167800

All students who want to take the professional examinations: UCAT, LNAT and BMAT should please contact Linear Assessment Centre for assistance. Click here:

<https://linearghana.com/>

For all exams:

Primary ID	A currently valid passport containing the candidate's photograph and signature. An unsigned passport is only acceptable if it is a biometric passport and does not contain a location for a signature.
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Registration: <https://www.ucat.ac.uk/about-ucat/ucat-test-cycle/>

OPENS: 11 July to 29 September

Deadline: 10 September 2022 (**Based on availability of slots, register now, slots get filled up quickly)

Cost: £115

Test Day Deadline for UCAS Application: 15 October 2022- Application deadline for all Medical, Veterinary and Dental Schools in the UK.



<https://lnat.ac.uk/registration/dates-and-deadlines/>

Candidates may only take the LNAT once per year (from September 01 to July 31.)

Cost: £70

Student must create accounts and have their username and passwords ready before time.

REGISTRATION OPEN: 1ST August to 20 January 2023

(**Deadlines: NOTE;** Oxford and Cambridge registration and testing deadline- before 15 October 2022, London School of Economics- registration and testing deadline- before 31 December 2022, all others, before 20 January 2023.

BMAT

OPENS: 1st September, **Registration Deadline:** 30th September, **Don't wait, Register now!**

Test Date: 18 October 2022

Cost: £100/\$137

Click here for more information: [https://www.admissionstesting.org/for-test-](https://www.admissionstesting.org/for-test-takers/bmat/bmat-october/dates-and-costs/)

[takers/bmat/bmat-october/dates-and-costs/](https://www.admissionstesting.org/for-test-takers/bmat/bmat-october/dates-and-costs/)



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



Drawing on our years of experience running world-class summer schools, our online courses combine Oxford's spirit of excellence with the very best in future-focused learning.

At Oxford Scholastica Academy, our two-week online courses are for **bright, motivated students aged 12-18 from across the globe who are keen to get a head start on their futures** - all while experiencing the inspiring and rigorous teaching for which Oxford is famed.

Whether you dream of becoming a doctor, would like to explore Computer Science & Coding or want to learn more about Psychology, we'll have the perfect course for you.

In small classes and under the guidance of your expert tutor, you'll get **a taste of university-style learning, make friends from all over the world, and leave us ready to take charge of your future.**



94%

of students said they had greater certainty over their future academic and career choices

Get ahead in your future

Book your place today on one of our online courses and get **15% off** using your school's bespoke discount code:

TEMAINTERNATIONALSCHOOL-15

Visit oxfordscholastica.com to book and find out more, and follow us on [@oxford.scholastica](https://twitter.com/oxford.scholastica)

“

"This week was the best. **It was truly a one of a kind experience.** I've never been more excited for a class! Thank you Oxford Scholastica Online!"

- Inchara, Politics & Debate, May 2020



Tema International School Partners with the Oxford Scholastica Academy

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

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

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

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

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

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

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



“I had always set short-term goals. As I look back, each one of the steps or successes led to the next one.”

Michael Jordan

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.”**



