

TIS RECORD

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At TIS,

we believe excellence is achieved by continuously improving your personal best in all endeavours through consistent effort, positive attitude, regular reflection, balance, persistence, a growth mindset and no excuses.

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Key Dates

- 21/9/22: TIS Family Sport Day
- 23/9/22: TOK Exhibition
- 1/10/22: SAT
- 3/10/22: TIS Founders' Day
- 3/10/22: Admissions open for 2023/2024
- 15/10/22: PSAT

Thought for the Week

Commitment separates those who live their dreams from those who live their lives regretting the opportunities they have squandered.

- Bill Russell



Procrastination

Tomorrow!

I mentioned at this week's secondary assembly my concern about procrastination. It is really obvious when tasks are due. Doing it tomorrow, or leaving it until the last minute are stress-makers.

Putting a task off until tomorrow means you will end up with a logjam of tasks to complete in a rush, or not complete at all.

Leaving it until the last minute usually means that the deadline will be missed with a bonus dose of self-induced anxiety.

Nike's perfect three-word solution still holds true: Just do it!



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

-Steve Bollar

Making Us Proud

- Janelle Mac-Deh (G10) was invited to speak to the Grade 7s on her SA (Service as Action) journey and she was simply incredible. Her delivery was impressive and personal, she showed her portfolio on ManageBac, and talked about how she has enjoyed connecting her learning to real life situations to make an impact. She also talked about her community project (plastic bottle house). She encouraged them to be balanced and take advantage of all the opportunities in TIS, especially ASA, CAS, PP, CP and SA. She concluded with this quote: ***"You will never have time for it if you don't make time for it."***

- Swimming Club's fastest swimmer of the week: Brianna Boating (16.93).

- For their incredible reflections in last week's Bulletin: Paa Kwesi Oppan (7); Susan Allotey (9); Sybil Amekugee (7); Katie Asian (7); Emaan Ibrahim (7); Alberta Aduaa-Owusu (10); Ewuradjoa Obeng-Nkansah (11); Dayna Sarpong (11); Fareeda Nadir English (11); Tiffany Forson (11); Maadjoa Obeng-Nkansah (11); Imani Webb (11); Bilqis Naasr-Deen (11); Mawunyo Anatsui (11); Veronica Arthur (11); Malick Cisse (11); Felvin Kwofie (11); Eugene Cobinnah (11); Malyka Owes (11); Bradley Hoedoafia (11); and Fadilatu Abdoulzahou (11).

- Paa Kow Oppan (G1), our Junior Hostel Ambassador.

I suggested to students that they start putting their thoughts down as soon as they receive their task. They need to know their requirements and stick to the criteria. Keep working at it and complete the task at least 1-2 days ahead of the deadline. Leaving submissions until the last moment will almost guarantee a power failure or poor connectivity.

However, there are consequences for outstanding (late) work.

Exeats

First, students will not be allowed an exeat, until the outstanding work has been completed.

Second, if the task is not submitted, it will be reflected in the semester's grades.

Third, low grades reflect poorly on a transcript.

Admissions 2022/2023

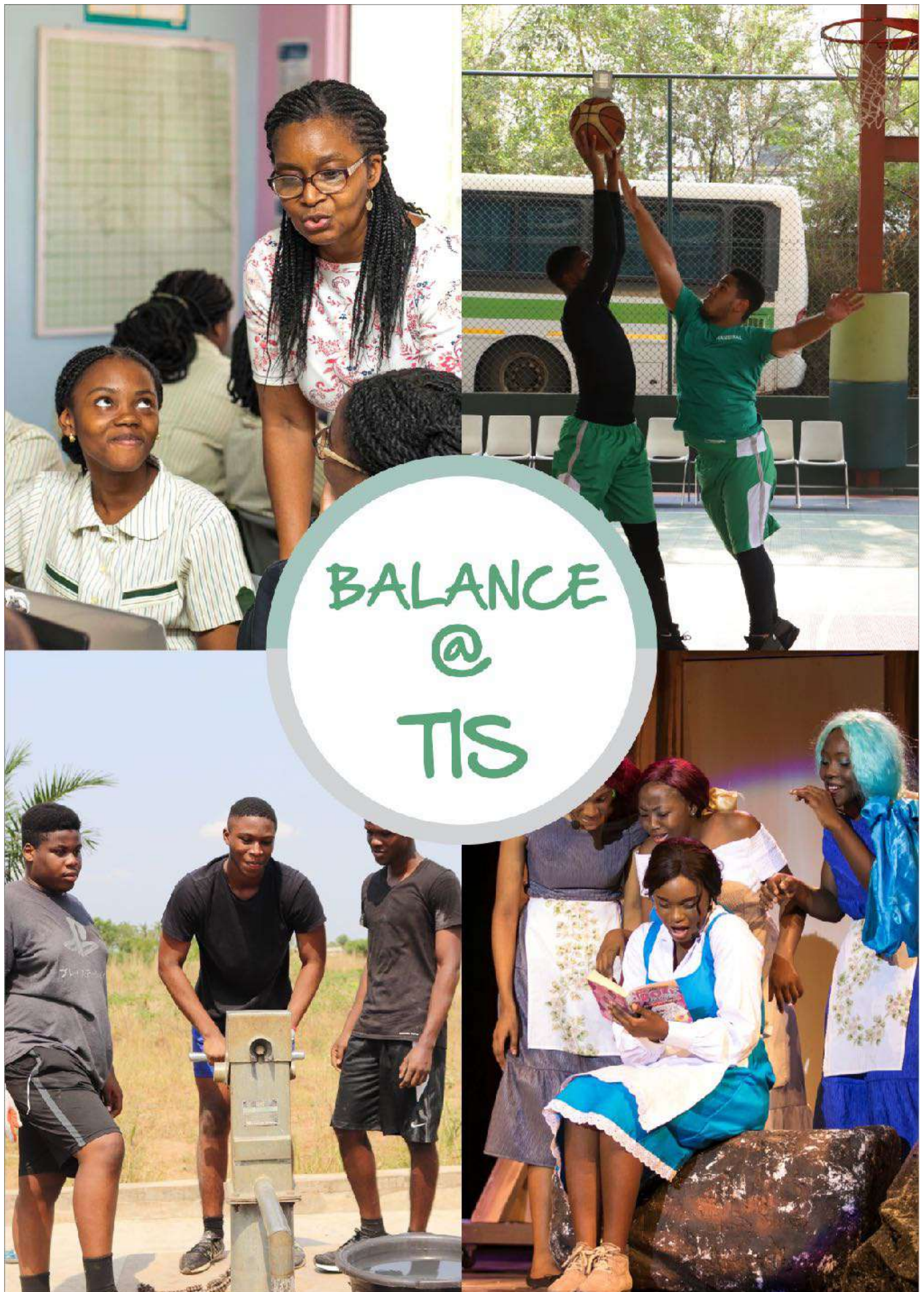
Admissions for Grades 9 and 11 will close on 23 September.

I appreciate your support.

Stay healthy..

Dr Ken Darvalll (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.

No exeats will be granted if a student has outstanding work.

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>

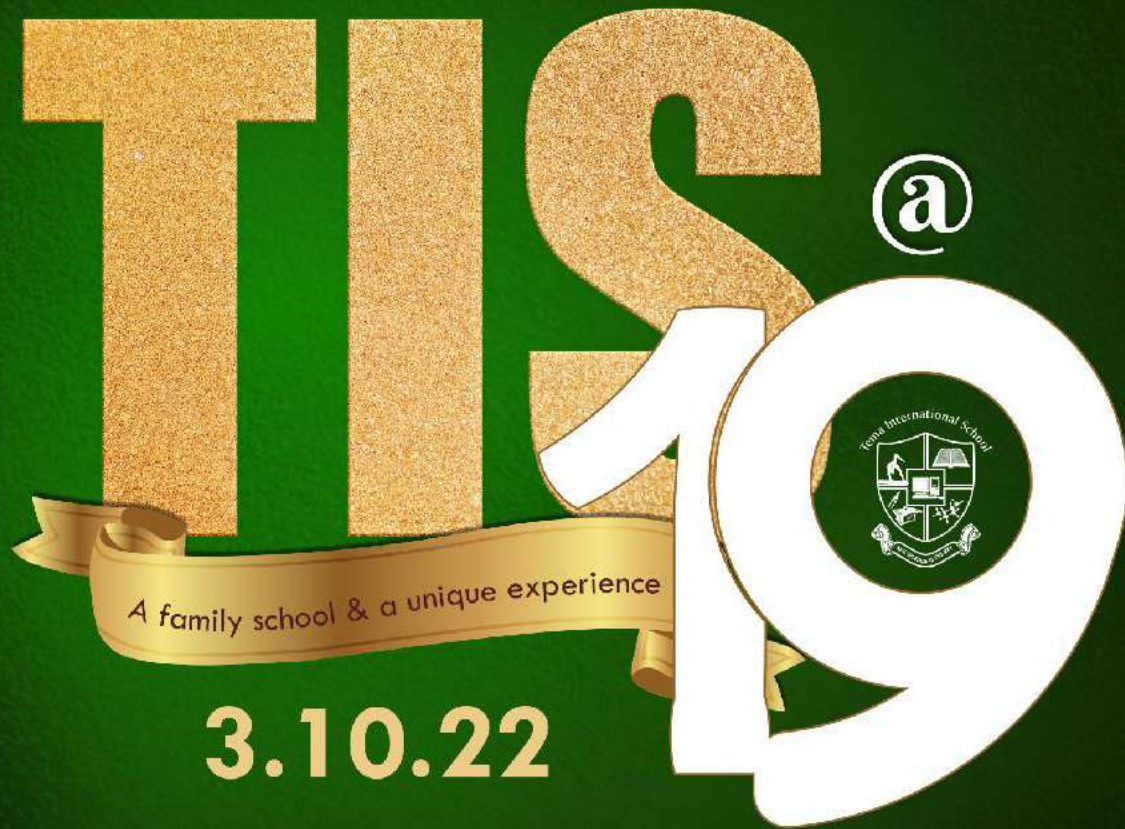
Complete your details and click next to select your day and time. Then click next to receive a confirmation of your booking.

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



@ TIS_Ghana



@ TIS Ghana

Theme

Celebrating our Founders: The importance of vision and values

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



Developing 21st Century Skills @ TIS Primary School



The 4 Cs

21st-century skills refer to the knowledge, life skills, career skills, habits, and traits that are critically important to student success in today's world. The four C's of 21st-century learning—critical thinking, creative thinking, communicating, and collaborating—are frequently referred to as the 4 Cs. These skills help students learn, and so they are vital to success in school and beyond.

At TIS Primary School, we provide opportunities for students to develop 21st-century skills through varied learning engagements.

1. Communication: sharing thoughts, ideas, and questions.

Communication comes in different ways. It is not just speaking verbally with someone but can also be non-verbal cues, such as hand gestures and facial expressions. At TIS Primary School, students have the opportunity to develop their communication skills through a variety of activities. They share ideas through class discussions, making presentations, delivering speeches, and engaging in writing activities. They are then provided with feedback to help them become confident communicators.



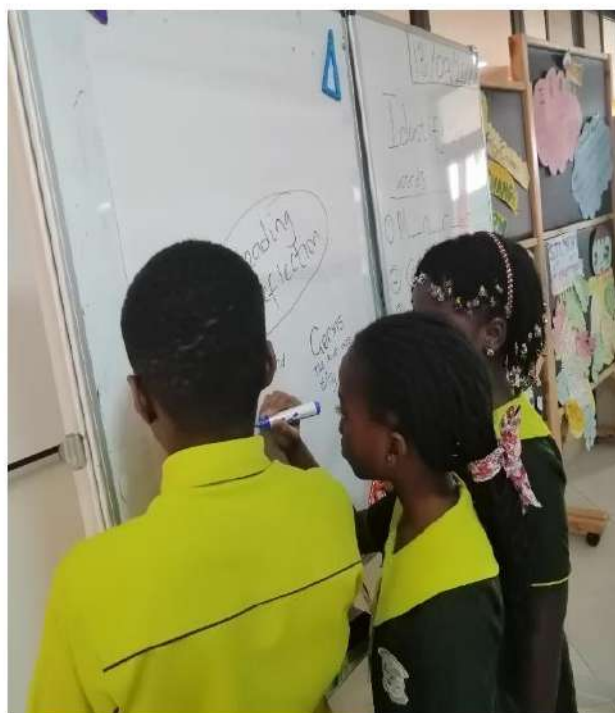
Writing as a means of communication



2. Collaboration: working together to reach a common goal.

Collaboration allows us to know more than we are capable of knowing by ourselves – Paul Solarz.

Collaboration is evident in all that we do as a school. Both teachers and students collaborate often. We believe it is important for students to start learning how to problem solve and tackle issues in which the bigger picture involves more than just themselves. In doing so, students improve their social skills and learn to respect other people's points of view.





learners collaborating to create a family tree



PIC•COLLAGE



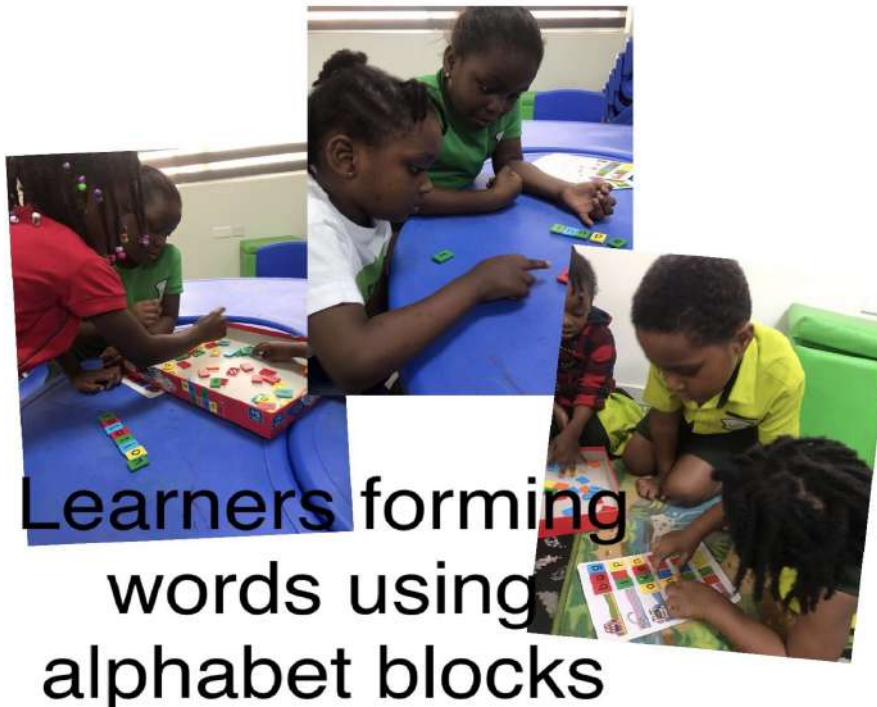
**Developing
collaboration &
communication
skills through art
and oral
presentations**



PIC•COLLAGE

3. Critical Thinking: looking at problems in a new way.

Problem-solving, working through mental challenges like puzzles, and questioning "Why?" are all aspects of critical thinking. Learning engagements are often designed to allow students to engage in critical thinking. They engage in inquiries of various forms, asking and finding answers, brainstorming and connecting different ideas.



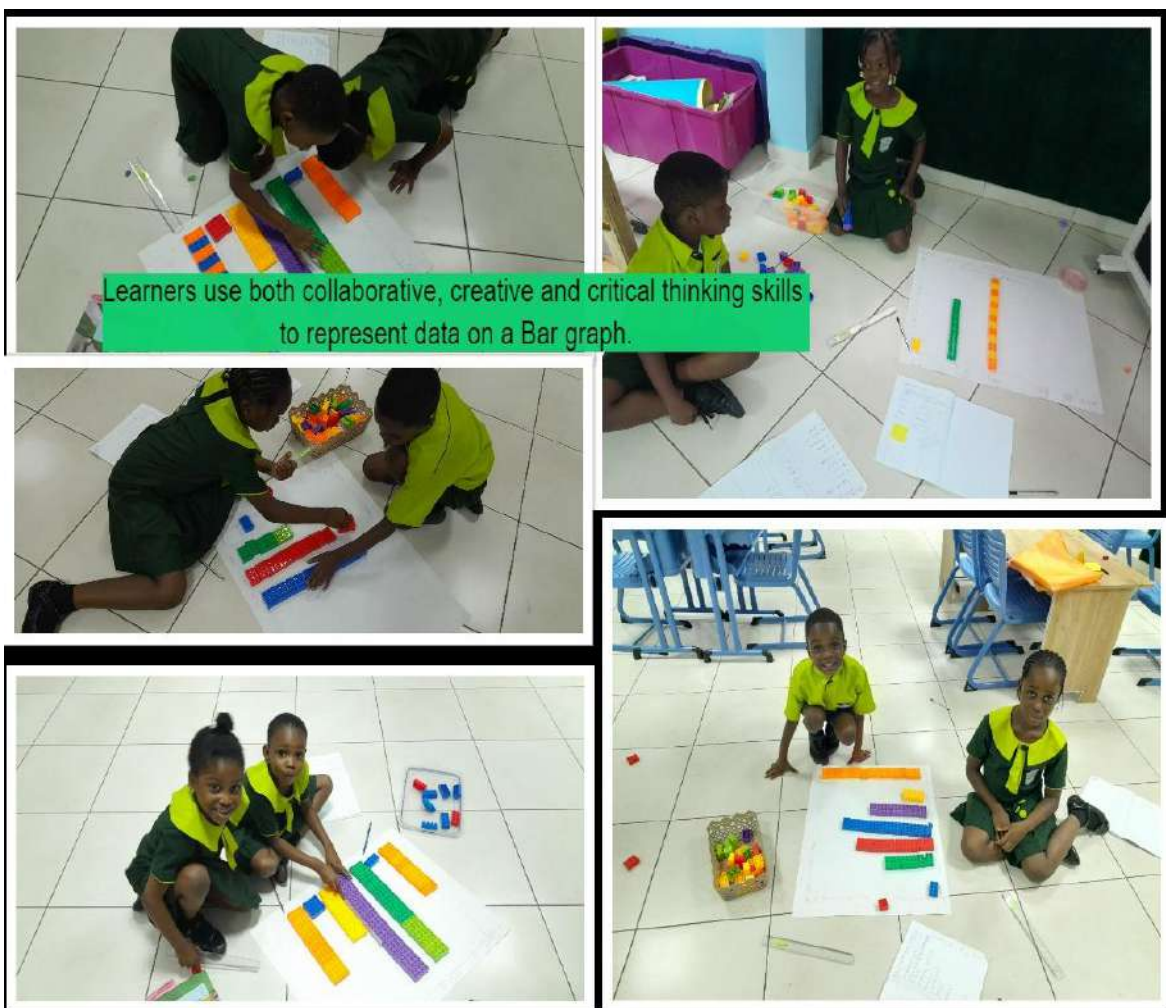




Exploring mode, mean and median.

4. Creativity: trying new approaches to get things done

Being creative is often thought of when students are artistic or musical, but it is so much more than that. Creativity simply means to think outside the box and that can be in any area. We believe in each student's unique ability and provide them with the opportunity for growth.





Exploring creativity through dance



Learners engaging in fine motor and eye - hand coordination activities to spell 'family'.



The 4 Cs go hand in hand with each other and children need to be equipped with the skills in all four areas to help them flourish in the future. The 4 Cs help to get new and knowledge-based perspectives on the world around. It helps gain new experiences, trains the brain to handle a wide range of challenges, and keeps the neural pathways active. No wonder the 4 Cs have been described as part of the approaches learning skills (ATLs). A student's success greatly depends on them and at TIS Primary School we find both explicit and implicit approaches to develop them.



TEMA INTERNATIONAL SCHOOL

ACADEMICS



At TIS, we believe that the academics, as one of the four pillars for student balance and ensuing success, provide a theoretical lens for inquiry, critical thinking and conceptual understanding, as well as the opportunity to demonstrate our knowledge and understanding across many areas of learning.



EDUCATION FOR A BETTER WORLD



TEMA INTERNATIONAL SCHOOL



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.

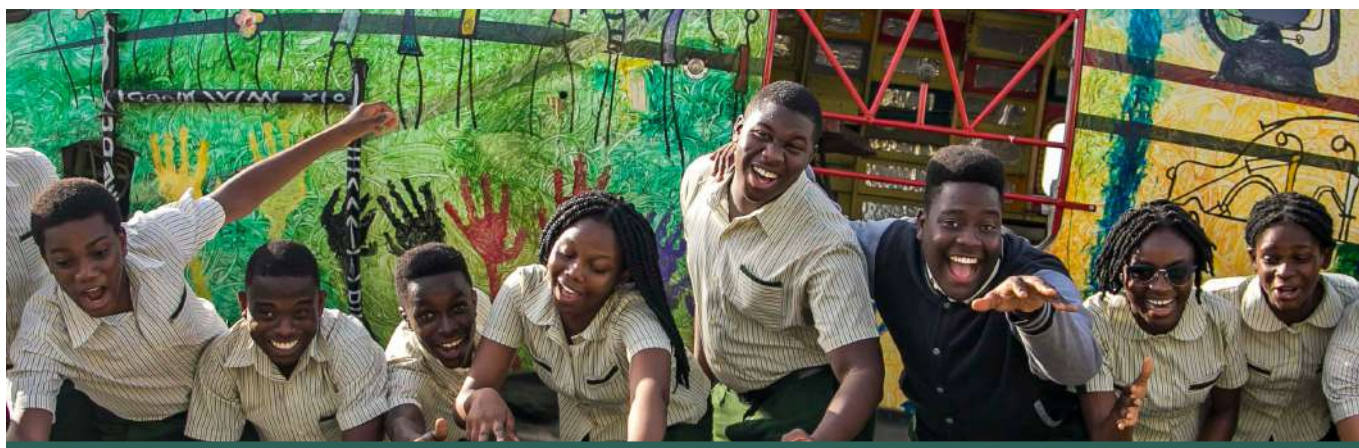
TIS is an IB World School, authorised to offer PYP, MYP and DP.

To learn more
scan this.



To enrol scan
this.





Tema International School



MAIN CAMPUS

**SECONDARY ADMISSIONS ARE OPEN FOR 2022/2023 ACADEMIC YEAR
FROM 3 OCTOBER 2021 UNTIL 31 MARCH 2022**

A family school, a unique experience.

Flexible online admission testing is available

ENTRY POINTS: Grade 7 (MYP 2) | Grade 8 (MYP 3) | Grade 9 (MYP 4) | Grade 11 (IB Diploma Programme)

Grade 7 (MYP 2)

Students should:

- a) Have completed Primary 6.
- b) Be aged 11+(at the time of admission).
- c) Complete a general aptitude test and interview.

Grade 8 (MYP 3)

Students should:

- a) Have completed JHS 1 or in JHS 2.
- b) Be aged 13+(at the time of admission).
- c) Complete a general aptitude test and interview.

Grade 9 (MYP 4)

Students should:

- a) Have completed Grade 8 or Basic Education Certificate Examination (BECE).
- b) Be aged 14+(at the time of admission).
- c) Complete a general aptitude test and interview.

Grade 11 (IB Diploma Programme)

Students should:

- a) Have successfully completed MYP 5, the IGCSE (Or its equivalent) or awaiting the results of the IGCSE.
- b) Be aged 16+(at the time of admission).
- c) Complete a general aptitude test and interview for non IGCSE & GCSE students (i.e. WASSCE, OCR, AQA).

To learn more
scan this.



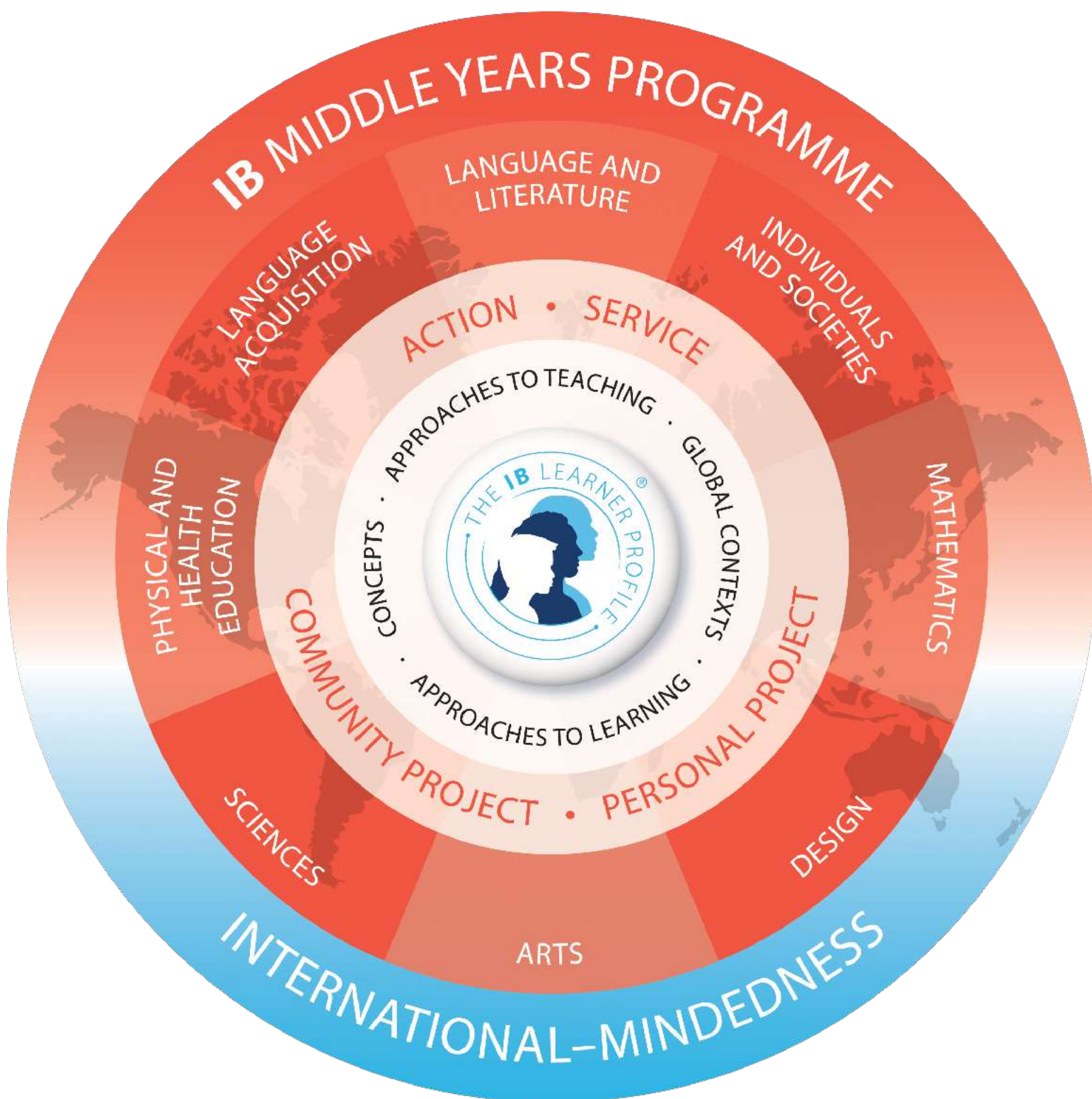
To enrol scan
this.



The online application process can be completed at: <https://tis.openapply.com>
For further information contact us on phone:
+233 303 305134; +233 303 308737; email: admissions@tis.edu.gh
Or come and visit the school (Opp Afariwa Farms, Off Tema-Akosombo Road)
www.tis.edu.gh

TIS Admissions Grade Chart

TIS		British Curriculum Schools
Kinder 1	PYP	Nursery
Kinder 2		Reception
Kinder 3		Year 1
Grade 1		Year 2
Grade 2		Year 3
Grade 3		Year 4
Grade 4	MYP	Year 5
Grade 5		Year 6
Grade 6		Year 7
Grade 7		Year 8
Grade 8	DP	Year 9
Grade 9		Year 10
Grade 10		Year 11
Grade 11	DP	Year 12
Grade 12		Year 13



Preparation for IBMYP 2023 examinations

Please take note!

At the end of September 2022, entries for the IB MYP examination will be started for all MYP5 students. Considerations for the MYP Course and the MYP Certificate examinations will be made at this time.

Students who have gained grades of 4 and above in all subjects at the end of MYP4 will automatically be entered as MYP certificate candidates for the May 2023 session. Students who have gained grades of 3 or less in more than one subject will automatically be entered as MYP course students. In addition, students who are at risk of gaining a grade of 2 or less in their personal project, will automatically be entered as MYP course candidates.

Note that all MYP5 students sit the same IB examinations.

- MYP Course students will receive an official IB record of all the subjects they have passed (gained grades of 3 or more in).
- MYP Certificate students will also receive an IB record of all the subjects that they have passed (gained grades of 3 or more in) and an IB MYP certificate. Certificate students who go on to gain a grade of 2 in any subject for this examination session, will automatically lose their certificate.

Students who will be entered for the MYP Course will receive an email from the MYP Coordinator. They must come to the MYP office immediately to discuss their progress. All MYP5 students must check their last report (MYP4, Semester 2) for an indication of their progress made in MYP4.

The deadline to discuss your grades with Misty is Friday, 30 September.

Do not wait till this date to begin your discussions about your progress.

Yvonne Tagoe

MYP Coordinator



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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



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

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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25	26	27	28	29	30	

October 2022						
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23	24	25	26	27	28	29
30	31					

November 2022						
Su	Mo	Tu	We	Th	Fr	Sa
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27	28	29	30			

December 2022						
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25	26	27	28	29	30	31

January 2023						
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22	23	24	25	26	27	28
29	30	31				

February 2023						
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12	13	14	15	16	17	18
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26	27	28				

March 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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26	27	28	29	30	31	

April 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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23	24	25	26	27	28	29
30						

May 2023						
Su	Mo	Tu	We	Th	Fr	Sa
		2	3	4	5	6
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28	29	30	31			

June 2023						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2023						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
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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 – 5.00pm)
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

CASSA Corner

CAS: Student Responsibilities



CAS should be fun!

It is your chance to choose experiences that you are interested in and passionate about. The key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences.

Through **Creativity, Activity, Service (CAS)** students learn outside the classroom and develop emotionally and ethically as well as intellectually.

Throughout the Diploma Programme, students undertake a variety of **CAS experiences**, ideally on a weekly basis, for a minimum of 18 months. You must also undertake a minimum of one **CAS Project** of at least one month.

Students collect evidence and reflect at significant moments throughout their **CAS experiences**, updating their CAS portfolio on ManageBac. By the end of the 18 months, students will be able to demonstrate achievement of the **seven CAS learning outcomes** using their CAS Portfolio to the CAS Coordinator's satisfaction.

CAS students are expected to:

- ✓ approach CAS with a positive and proactive attitude
- ✓ develop a clear understanding of CAS expectations and how CAS can be valuable to them
- ✓ explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- ✓ determine personal goals
- ✓ discuss plans for CAS experiences with your CAS Advisor
- ✓ understand and apply the CAS stages where appropriate
- ✓ take part in a variety of experiences, some of which are self-initiated
- ✓ undertake a CAS project
- ✓ become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- ✓ maintain a CAS Portfolio by regularly uploading Evidence and Reflections on ManageBac
- ✓ understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- ✓ ensure a suitable balance between **creativity, activity and service** in their CAS programme
- ✓ behave appropriately and ethically in their choices and behaviours.

Students are required to:

- self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme
- plan, do and reflect (plan activities, carry them out and reflect on what they have learned)
- discuss their **CAS journey** and progress with their CAS advisor/Coordinator, during their **CAS interviews** or when they need clarification.
- take part in a range of activities, including at least one project, some of which they have initiated themselves
- keep records of their activities and achievements, including a list of the principal activities undertaken
- show evidence of achievement of the **seven CAS learning outcomes**.



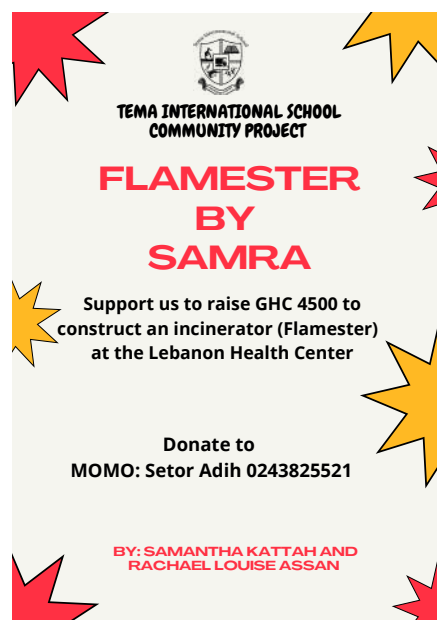
Community Projects - Awardees – 2021/2022



The previous cohort produced remarkable Community Projects' ideas and were able to reach all their goals by making a difference in their chosen community or the lives of people. **Samantha Kattah and Rachel-Louise Assan**, now MYP 4, won the Community Project award during the last Achievers' Day celebration. The initiators of *Flamester by SamRa* worked collaboratively with each other and persevered to raised funds to construct a

Placenta Pit at the Lebanon Community Health Centre in Ashaiman. Together with their supervisor, Ms. Setor Adih, they have been proud of their achievement and attest to the impact of the Community Project in their learning experiences in the reflections below.

My initial thoughts about the Community Project were apprehension. I was very confused with what to do, who to work with and who my supervisor was going to be. With time, all these were figured out and I worked with an incredible partner, Samantha. We had so many different and complicated ideas, with the support of our supervisor Ms Setor. We eventually came up with the idea of constructing a Placenta Pit at a Local Clinic and titled our project, "*Flamestar By SamRa*". The project was a success and put a smile on a lot of people's faces and even ours. As the academic year draws to the end, we wondered who will win the Community Project Award in our grade. We questioned our ability to win the award compared to the other groups' fantastic and highly successful projects. I remember finding out that we would be getting the award for best Community Project. I was in shock but very happy and impressed at what we achieved. Normally, I would be scared to go on stage in front of people, but all the excitement made me forget about it. Samantha and I were so proud of ourselves and really appreciated what our hard work could achieve. I have become more aware of my ability to make a difference if I really set my mind to it. **Rachael-Louise Assan, G 9**



When Rachel and I started planning for our Community Project, we had so many ideas of what we could do, and we could not pick one. But with the support of our supervisor, Auntie Setor, and Ms. Grace, we got an idea to raise funds and construct a Placenta Pit for a local medical centre. We named our Community Project, "*Flamestar by SamRa*". When we officially finished our project, I remember Ms. Grace teasing us about winning the award but only if we made and wrote authentic reflections, so because of that we put in a lot of effort and did our best. Knowing that we were going to win the CP award made us extremely excited and proud of ourselves especially because we were new students at the time. It really pays to work hard. **Samantha Kattah – G9**

Loc'd in Red Community Project Donation



In light of the previous cohort, Enam Gborglah, Sedinam Ahildza and Baffour Longdon (Grade 9), initiators of **Loc'd in Red** Community Project, made their final donation last Friday. The group raised an amount of GHC 4,590 to support the incarcerated in collaboration with **Locked but Loved**, an organization that supports the incarcerated by enhancing their livelihood behind bars. The group donated stacks and boxes of sanitary towels to the Akuse Female Prisons in February. The remaining funds was used to

purchase a 42" Television set and 2 ceiling fans and donated to the prisons. The organization will visit the prisons in October and will take along the items on behalf of the group.

2 reps from the organization visited campus to receive the items and in turn extended their appreciation by giving the team a set of customized journals and branded T-Shirts. The Reps were excited about the collaboration and looks forward to more of such between the **Lock'd but Loved** organization and Tema International School. The organization was very impressed on how students are taught at an early stage, their role in the community and how to become responsible citizens. The team is planning to share their experience and collaboration with the organization at Assembly soon, so stay tuned.





Community Project Trip

The current MYP 3 will be the sixth cohort to engage in the Community Project since its inception. The class has been divided into their working groups of 2 -3 members each. The outcome promises to be original and remarkable. The ideas are at the investigation stage and students have been introduced to a myriad of opportunities in identifying an authentic need in the community.

In view of this, plans are underway to embark on a community trip to give students an idea of how the vicinity looks like. Proposed areas include *Calvary Presby School, Lebanon Community Health Center, HopeSetters Autism Centre* and *Tetteh Ocloo School of the Deaf*. In addition, reps from organizations will be invited from time to time to share their cause, objectives, and values with the students as a way of opportunities for students to fulfill their CP requirements. Students will learn to connect all projects to the Sustainable Development goals to make it more meaningful and global. Stay tuned for more updates.



TIS Mooting Club Takes Off on a Positive and Energetic Note!



The Mooting Society at TIS, has been around for 2 years now and we are going on to our third year! Our first two meetings this semester have taken place on a fun and informative note. Patrons for this year are Mr. Louis Welagaamo, Mrs. Eunice Fianu and Ms. Constance Quaye. As patrons, we are thrilled to be part of this year's Mooting Club! We are happy to support our students in this fun adventure of learning how the law works in the Moot Court, while helping our students develop important skills, such as critical thinking, research, legal, how to think on their feet, how to debate and organize their thoughts, public speaking, communication, among others.

A big thank you to our key patron Mr. Louis Welagaamo for the engaging and inspiring presentations at our meetings. **We are also very grateful** to Tamar Tejan-Cole- DP2, who contested in last year's Mooting Competition, for still sticking with the club and for sharing insightful tips with our new members, deepening their understanding of what Mooting is all about. **Thank you** - University of Dundee, UK, our external sponsors for the wealth of resources and for organizing the annual pan-African Mooting Competition. We look forward to your visit next month. **Thank you to our future lawyers-** Paris, Grade 9, Leslie- DP1 and Nana Yaa, DP1, for being consistent and punctual for our first two meetings! Keep it up! 😊

Reflection:

“When I originally signed up for mooting, I had no idea what it was about. I discovered that it had to do with stuff that it included law and a kind of debate. However, as I sat in the classroom and listened to what my patron, Mr. Welagaamo, had to say, I was astounded at the amount of knowledge and information I was gaining. I realized I had the opportunity to start on an exciting educational experience. Mooting has taught me the value of researching, reading between the lines, and even cause and effect, and this is only after two meetings. I can only imagine how much I will learn in a full semester, and I am well prepared for it. My only hope is that many more people find out about this amazing ASA” **Paris Owusu – G9**

TIS Mooting Club Takes Off on a Positive and Energetic Note!

“I joined the mooting society this semester, and so far, we’ve had two very insightful meetings. I joined mainly because of my interest in law but also because I want to improve my



communication and collaboration skills. So far, we have spoken about the basics of mooting. From what the club is about to discussions about some important legal terminologies which we need to understand as we progress in the club. It has been engaging and fun to be around like-minded people, and I am hoping to understand more about mooting and law in subsequent meetings”. **Nana Yaa Owusu-Manu – G11**



Mooting is not the same as public speaking or debating, although it shares some common elements with these activities. It is a specialized application of the art of persuasive advocacy. It has been part of the process of training lawyers for centuries and plays an important role in legal education.



I have had 2 moot meetings and I must say I have enjoyed it so far. I have been able to engage with and think deeply about interesting and topical legal issues, I have been able to enhance my advocacy, legal research and writing skills, worked closely and learnt from peers and most of all demonstrated my interest in advocacy

and competence as a future advocate. In my opinion I find mooting to be intellectually rewarding and highly enjoyable.

It can be nerve-racking and frustrating but it is a lot of fun

Leslie Dake – G11

CAS & DofE Orientation Camp – The Shai Hills Adventure



I noticed that life is much better when we see the best side of things. During the camp, I learnt that working together as a group improves productivity and the quality of the results. I learnt to be open minded and communicate with colleagues. This is because, people have the potential to have a positive impact on you as an individual. The bonfire experience and the singing sessions were my best moment. This was fun because we came together as one to have lots of fun. This shows that we can have so much fun as a group without external factors, such as technology. Collaborative skills are very important, especially if we are working as a group to attain a goal. The activities were very challenging and engaging. Every single activity made me face

fears and pushed me to beyond limits. I learnt that I am capable of completing anything I put my mind to. However, I should always push myself further than I think I can go. I developed self-confidence because of the camp. My key take away was that surrounding yourself with people with positive energy can teach you a lot and help you achieve your personal goals, as well as group goals. I also took away some life skills that can help me live in unfamiliar conditions. Eating in heavy rain was a very interesting experience I will always remember it because it was my first time. **Emmanuel Essel – G11**

To participate and learn from the activities, I needed to be open-minded, think critically about the situations and collaborate with my group mates efficiently. To survive in the wild, you get out of your comfort zone and learn to adapt and cope with new things. My best moment was during the abseiling because I overcame my fear of heights. The greatest challenge I faced was hiking up the mountain and abseiling. I overcame it by telling myself that I could do it and believing in myself. At the camp, we were to save a person with a spinal issue by applying what we learned from the earlier activity. My involvement in the task has taught me what to do when I find people in that situation. The most challenging thing for me was abseiling because of the height. It was also my first time doing it. The other activities weren't as challenging because we collaborated as a group to execute the tasks. I learned that I can do everything I put my mind to. I've been able to overcome my fear of heights as a result of this experience. Whatever the circumstance or situation is, we should challenge ourselves and learn from it. I will never forget abseiling and hiking in the rain. **Kabuki Caesar – G11**



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During the camp, I noticed how difficult life was and how privileged I was. During the camp, I learned that communication and patience are important. Communicating with my group members has helped me build relationships. I spoke to people I had never spoken to before and I don't think I would have spoken to them if it was not for this camp. My best moment was when I abseiled. It was such an experience. The whole process of being on the mountain to abseiling was a stressful experience but when I finally abseiled, I felt so happy because I did not think I could do it. My greatest challenge was abseiling. I overcame it by having a positive attitude during most of the process. During the

camp, I realized that in life, to be successful you have to be a very resilient person because life is very difficult. I also realized that you have to be courageous at all times and believe in whatever you are doing. The activities were very challenging. I have never abseiled before because I am scared of heights and I loved the new experience. Hiking too was new to me. Most of the activities were very challenging because it was my first time doing them. I realized that I am very capable and I can persist to achieve my set goal even when the going gets tough. What I took away from this camp was that life is not a bed of roses and things do get tough in the real world and it is up to you to face them head-on with no fears. I have a fear of heights and with the experience from abseiling, I know I overcame that fear. It was an unforgettable moment because I got hurt in the process. **Annette Ayorkor Ajavon – G11**

During the camp, I learned about the different types of leadership. I think my best moment was when I successfully abseiled the second time because even though I am scared of heights, I managed to abseil from a higher height than the previous time. The greatest challenge I faced



was dealing with the rain. On the last day of the camp, it began to rain and we had to eat as well as hike in the rain afterward. It was extremely cold and uncomfortable but I was able to overcome it by encouraging myself. Next time I will make sure I pay attention to the items on the kit list for the camp. I improved my communication and collaboration skills, thanks to the camp. The activities were indeed engaging and challenging, and a typical example was the casualty exercise which involved us rescuing an injured person on the mountain. We had to carry our injured person down a steep pathway and in a particular position so we don't complicate the issue. The activities were engaging and challenging and they tested our collaboration skills. I believe that I developed a

humbler attitude and also appreciated the things that have been provided for me. My take-home experience is risk-taking. An unforgettable moment from the camp was the bonfire moment where we collectively sang songs. - **Dzidzor Mac-Deh – G11**

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I learned effective communication and other social skills at the camp. I was encouraged to socialise to effectively co-exist with my peers and also to be able to collaborate during the



execution of the camp activities. My best moment was when I experienced a feeling of total awareness of the present moment. I was physically aware of the swaying of the trees, the light breeze, and the sand under my boots. I did not worry about what was to come tomorrow. The greatest challenge I faced was the hike back to the buses through the rain. My endurance ability kept me going without giving up. Critical and quick thinking is required to survive. Quick thinking in terms of changing feet placement and feeding the

rope attached to my harness while abseiling was key in assuring my balance while lowering myself. These skills I developed directly translated to real life. I learned that most people have brilliant ideas but just need a singular person or leader to manage all these ideas and make a plan out of them. Success is partly a team effort and life is full of experiences to be enjoyed. An unforgettable moment was when I held a living snake in my hands for the first time. - **Jason Chigabatia – G11**



I learned that the wild does not care about the type of status you hold in society. When you don't follow its rules, you will be in danger. My best moment was when I was abseiling because it helped me face my fear of heights. A challenge I faced was looking at snakes because of my phobia. But with the help of a few friends, I could look at the snake but I could not go close to it or touch it. What I would do differently the next time is to go the extra mile by trying to get closer and touch the snake. Collaboration skills came in handy; we worked together as a group sharing water to walk our 14km hike. Yes, the activities were engaging and challenging. I learned that with the help of others you can make it very far.

I also learned my endurance level is quite high. Always stay together when you are in a group. An unforgettable moment during the camp was when I walked in the rain for about 7km to get back to the reception. - **Malcolm Enimil Ashun – G11**

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To make things less scary we had to just follow instructions. I learned to be resilient and I learned how to lead and collaborate in my alpha group. Eating the tilapia was my best moment because after all the hiking and all other activities it was worth it! Abseiling was my greatest challenge because I'm scared of heights and I was also afraid of falling from that height. To overcome it I just had to remain calm and listen to instructions. After the abseil, I had a very proud and satisfactory moment. I realized if you keep pushing in whatever you do, in the end, it will be worth it. Yes, the activities were engaging and challenging, especially the hiking; collaborating with my alpha mates to reach our

destination. My takeaway lesson was that one person can go fast but more people can go far. Collaboration, teamwork and communication skills have both been developed and they helped me at the camp. Always find the good in every bad situation! An unforgettable experience was when it started raining and we had to take cover under the yoga mats.
Mercedes Armah – G11

Most of all, I noticed the beautiful scenery of the mountainous forest area we hiked. Through the camp, I was able to learn about how to adapt, because unpredictable situations are always a possibility (an example is a sudden rain). I also learned about the importance of playing your role on a team, because each effort works together collectively to achieve a common goal. My best moment at the camp was singing with the boys while flashing our torches in the night. I found it fun because lots of people were involved, and everyone was just having a good time. I wouldn't say I was too challenged by this, but the most challenging activity from the camp was abseiling, because I am not much of a fan of heights. I decided to put any fears to the side and do the



activity with a clear mind. This allowed me to descend smoothly. In the future, I will approach these sorts of challenges with an open mind to develop memorable experiences. I was able to connect my experiences in the camp to real life, in the sense that you will not always find yourself in situations where you are going to be comfortable. Some examples are sleeping in a tent or abseiling. My confidence and patience came in handy in these situations. I am quite an active person, but I agree that the activities were engaging, because there was a lot of climbing, walking, and even group activities. Some activities like emergency first aid were challenging because in addition to thinking about the best way to save or handle the injured person, carrying them downhill was not an easy task. Because I am new to the school, this camp allowed me to learn and engage more with the continuing students. I developed my communication skills and I have a greater value for teamwork. My takeaway from this experience is to approach challenges with an open mind and to prepare for the worst because unexpected situations are always a possibility. An unforgettable moment will be running in the rain back to the reception for over 6km, without stopping. - **Kow Yarney – G11**

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Personal feelings can affect people in multiple ways. I realized that perseverance can allow people to do things they normally can't. Abseiling was my best moment because this was the first time I had done an abseil properly. The walk back to the buses was my greatest challenge. I focused on the goal at the end of the challenge. Next time I will pack a raincoat instead of a blanket since the raincoat would be more useful. In real life, you will have to go through a lot of hard spots before you see results just like in this camp. I believe that the most important skills are perseverance and collaboration. Being

able to coordinate with those around you will help you a lot. We need to be prepared for as many unforeseen circumstances as possible. An unforgettable moment was the beautiful view of nature when I was abseiling. **Felix Djanie Osei-Amoako - G11**

Everyone went out of their comfort zones and challenged themselves. I learned to persevere. The bonfire experience was my best moment because it made me bond with my grade mates. The abseiling and walking a long distance were my greatest challenges because I'm not used



to it. Next time, I will try to push myself more outside of my comfort zone. In case I get stuck in the building and the only way out was to abseil, I would be able to do it because of the experience and perseverance I gained from the camp. A skill that came in handy was leadership and patience. I realized I am stronger in my mind than I think I am. I am brave and I can adapt to any situation and compromise. An unforgettable moment for me was when I tripped while abseiling. I sat on a fold of the mountain and was so scared to move. I thought I would die. I was panicking

but the rangers helped me to keep calm by saying soothing words like you can do it and that gave me the motivation to continue abseiling. It taught me a lot about perseverance and relaxation. Also, I learned that everything is in the mind and if you can overcome it up there you can do it. **Maa Abena Afriyie-Owusu - G11**

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Always closing your tent to prevent insects or crawling animals from entering your tent was something I learned from the camp. Abseiling was my best moment and it was fun especially when I tried to control my breathing while doing it. I had to hike with a cold, fever, and a headache in the rain with crocs. My navigation skills came in handy because I used it to lead my team to our destination. I noticed that some people do not work well under pressure. Try new things and try to enjoy whatever you are doing. Bathing with pure water was my unforgettable experience. **Nana Ampem – G11**

I noticed that to do a lot of stuff we had to work together as a team. During the camp, I learned how to deal with baboons when I encounter any. My best moment was when we were singing in the rain because instead of us nagging and sulking, we made the best of a sad situation and had fun. The greatest challenge I faced was abseiling. I made the mistake of putting my legs together instead of spreading them. This resulted in me losing balance and scraping against the rock. What I would do differently next time is to make sure I spread my legs properly and take my time. During the camp a lot of communication skills were used as a result I could use these skills to create better projects when assigned to a group with peers. Yes, I found that majority of the activities were engaging and challenging, especially when we worked together to lower the helium stick. Another one was when we had to rescue injured people and strategically plan a way to bring them down a hill without injuring them. I learned that communication and risk-taking are good. I noticed that my communication skills have improved. My takeaway from the experience is that communicating and planning are the best things to do. Having to walk in the rain for over two hours and holding a snake for the first time were my unforgettable moments. **Kwadwo Adubofour – G11**



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Walking long distances in groups helps. When walking you would always have to take a look at the map and compass and make sure they are pointed in the same direction. My best moment was when I was descending the mountain when alpha 2 and 4 had finished abseiling. I was running down and jumping from rock to rock. It was just such a thrill and something I liked to do. I am really afraid of heights so when I was abseiling and the ranger told me to take a step down on the mountain before I could start abseiling, it was a lot for me. To overcome it, I had to tell myself that it would be fine and it all worked out. The fact that we had to clean our tents before we slept was like

the way we clean our homes. Survival skills came in handy. I discovered that I am a picky eater than I thought. I have developed the ability to read maps. Anyone could be a leader, not only the assigned leaders. Hiking back in my flip-flops in the mud under the rain was an indelible experience for me. **Franklin Adu-Baah – G11**

I noticed how tough the experience was, combined with the always-changing weather, so I would consider it a very tough journey. I learned how to collaborate with others and easily get rid of my fear of different things during the camp. My best moment was when my group finally reached the campsite after hiking for hours. My greatest challenge during the trip was my endurance ability and stamina always depleted fast every time my group took a break. Encouraging myself was how I overcame the challenge. A skill that came in handy during the camp was how to fix and take down a tent. The activities at the camp for example descending the rocks were fun and challenging because of the height and the risk involved. I learned to be able to control my emotions and be very positive even though I might be scared or nervous about something. I learned how to properly climb rocks and hike long distances. I took away many new memories and abilities that will help me the next time that I decide to go camping and other skills to help me in my daily life. A moment I cannot forget was when a scorpion was found in a colleague's tent. **Ayomi Asante – G11**



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During the camp, I noticed that I was able to survive in unknown surroundings, as well as enjoy the experience. I was able to sense that the rangers and our teachers would make this experience much more enjoyable than we expected. I learned about teamwork and that we should always stick with our teams and go together as a group. No matter the hardships we encounter we should never leave anyone behind. When I abseiled was my satisfactory moment. This is because I conquered my fear of heights. The greatest challenge

I faced was climbing up the mountain to abseil. My asthma was triggered but I still overcame it and climbed the mountain. If I ever decide to go hiking again, I will make sure to take exercises on hiking and climbing before I go. There was an exercise at the camp about rescuing injured people and my alpha group and I used the skill of teamwork to navigate through the difficult time of getting the people to safety for them to get help. I learned how to trust my teammates and help them in their times of difficulty. My takeaway from this experience was that teamwork makes the dream work and it helps organizations to complete group tasks. An unforgettable moment for me was when I fell twice. It was then that I realized that most trees have been marked with white paint to notify people not to cut them down. The names of the trees and their benefits were on a plaque on the ground. **Akua Osafo-Buabeng - G11**

I noticed that I am not afraid of the creatures. At the camp, I learned about leadership skills and the various types of leadership, and the roles we must play individually to show leadership and complete tasks. My favorite moment on the trip was the bonfire experience. We sang and conversed with others, which boosted my confidence. The greatest challenge I faced on this trip was the hike back to the buses when it was raining. It was especially difficult because of how cold it was and the way my skin reacted to the grass. However, since we were in a group, we decided to sing songs to take our minds off the situation so that we could make it. On the hike, there were many points where I felt like giving up and I was motivated by my group members to keep going. This is mirrored in the fact that if you surround yourself with the right people, they will encourage you to reach your goals and vice-versa. The activities were very engaging since everyone had an opportunity to participate and they were also challenging because we had to be courageous to take part in the abseiling. I realized I was able to win against my shyness. I learned to appreciate what I have at my disposal more. Running down a mountain was an amazing experience. **Adrian Okae – G11**



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I learned how to abseil at the camp. Abseiling was interesting and it was my best moment. Walking was a challenge for me but I told myself to keep going it. Next time I will walk with my friend. Cooking, cooperation, and creativity skills came in handy. Yes, the activities were engaging and challenging. I learned that the more we practise challenging things, the less difficult it becomes for you. How to abseil was my takeaway from this experience. Abseiling is the unforgettable moment for me. **Jenny Huang – G11**

During the camp, I noticed that a lot of my grade mates, including myself, were not

athletes and as a result had to take multiple breaks during our hikes. Collaboration is key. Many of our activities were done in groups and as such, we needed to work together effectively to get to our goal. On the second day of our camp, we were faced with an unfortunate situation where we had to shelter ourselves from heavy rainfall. Many of us quickly grabbed yoga mats and other materials to use as shelter. My best moment was during the introduction to the camp. This was the place where we had breakfast and got to know each other better. I was fortunate enough to be able to hold a snake even though I was very frightened. The greatest challenge I faced was during the hike to the campsite. As a non-sporty person, I suffered to keep up with my grade mates. I was able to overcome this by telling myself that it would be over faster if I kept going. On the second day of the camp, we were sent in our groups to rescue casualties. This exercise could help us to know how to help people when they are injured. The skills which helped us as a group were quick thinking and prior knowledge. The activities were extremely engaging and challenging because I was not used to such vigorous activities. I learned that I am very afraid of heights. I developed my critical thinking skills during the second day morning drill. My takeaway from this experience is that you should try out new things because you don't know if you'll ever get the chance to do it again. The bonfire night was an unforgettable moment because of the bonds I created with my grade mates. **Guzelle Cooper – G11**



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Communication and collaboration work hand in hand to be able to achieve a common goal, this was seen when we had to brainstorm to get a person who was in shock and had a spinal injury (simulated scenario) to safety. It allowed people to voice their opinions to develop a



much safe and healthy way to transport the patient. Do not look down on others' opinions. Late at night when we were jamming to songs, me being a very shy person and very careful of how I present myself I was able to overcome the shyness because when my fellow campers start dancing, I also danced which gave me some form of relief. In other words, I came out of my shell. My greatest challenge faced was abseiling. Heights has been my greatest fear, and it was frightening. I overcame it by taking my time and believing that because my fellow campers did it, I can also do it. Leading is not always the person in charge but also members, it starts with looking out

for fellow campers and helping out in every possible way you can. I was anti-social but I learned to be sociable at the camp. Being creative helps you to improvise. Jamming in the rain with friends was my best moment. **Dasebre Ofosu Manu - G11**



I learned new gospel songs at the camp. My best moment was when we were singing gospel in the rain, it was a nice bonding experience. Sleeping in a tent with someone else was quite uncomfortable because normally I roll a lot while sleeping. I had to position myself well to limit myself from moving in my sleep. Digging a hole to ease myself was a beautiful experience. I became braver after my active engagements with the activities at the camp. When I was abseiling, I was terrified but I was able to do it. I learned how to endure tough times due to all the challenges we faced at the camp. I will never forget hiking in the rain. It was truly a challenge however it helped change my mind set about things. Easing myself in the bushes gave me the understanding that there is truly

a difference between living in the wild and the comfort of our homes. **Chris Quarshie – G11**

CAS & DofE Orientation Camp – The Shai Hills Adventure

I noticed that maintaining unity makes things simpler and that teamwork is essential. A strong mindset, team work, courage, and responsibilities are not left out. The class reunion held by the bonfire was particularly awesome because it brought us together as a group. Ascending a mountain to abseil was challenging for me. I prevailed by telling myself that nothing unpleasant would happen and that everything is possible. Next time I would love to be the first to abseil. My ability to operate as a team player with my friends was put to use. When the rain started on Friday, I immediately thought about how we would return and expect a bus to pick us up at the camp area, but it was not the case. We had to hike back though I was freezing and shivering, I continued through till I reached the reception. The activities did indeed help me to learn a lot about myself. I discovered the many personalities of my classmates and discovered that I could handle challenging circumstances and those from which I had no way out. Additionally, it assisted me in enhancing both my physical and internal capacities. I realized that groups perform better because everyone gives their best when there is collaboration. Having great courage also makes anything possible. Handling a snake, abseiling, and sharing a tent are experiences I will not forget. **Gregory Fokou – G11**



I noticed that I survived though I encountered some challenges, and I believe that was possible because I listened to the instructions and worked with my teammates. When challenges come your way, don't let your first thought or action be panicking but keep calm and try and look for ways to tackle the challenges. Instead of trying to do everything by yourself, try and work in a team. The hike to the camp was my best moment because we toured the museum and I got to see animal skins and learn about some animals. Abseiling was my biggest challenge. As I was abseiling the rocks, I forgot to open my legs, so I lost my footing, slipped and scratched my left arm. When that happened, I quickly tried to open my legs and gain my footing, and eventually, I was back on track. Next time, I will try to listen to the instructions, keep my legs open, and lean back while feeding the rope. Teamwork is very important. In real life, when you work in a team, it's easier to achieve your goals. I realized at the camp that I was capable of doing way more than I thought I could do because I like to complain instead of trying to achieve the goal. I also realized that some of the people around me spent more time looking for areas to complain about rather than trying to solve the problems they encountered. I have developed resilience and perseverance from this trip. Instead of complaining about what you don't have, try to take satisfaction in what you have and use it to your advantage. My unforgettable moment was when I held a live snake, specifically the royal python. **Chayil-Anne Mefful – G11**



CAS & DofE Orientation Camp – The Shai Hills Adventure



I noticed the unity among my grade mates and how they helped and encouraged each other throughout the whole experience. A lesson I learned from the camp was resiliency- there were challenges like unexpected rain at the campsite. I overcame that and went out stronger by hiking in the rain. My best moment was when I went abseiling. It was my best moment because it was something I had never done before. I did it with ease and felt good trying something new. The greatest challenge was when it started to rain at the camp. I overcame it by using a mat as a shelter because there was nowhere to hide. Next time I'll pack for any weather to be ready if anything like that happens again. I used a lot of teamwork and perseverance to get through camp. Yes, all

activities were engaging and challenging, especially abseiling and the rescuing exercise. I was able to step out of my comfort zone to try new things. I tried to socialize with some grade mates I had never spoken to before the camp. My takeaway from this experience was that it's good to try something new because if you try something new, you get a feeling of excitement and accomplishment. An unforgettable moment was when my grade mates started singing in the rain and when we hiked back to the bus. **Kevin Agbo - G11**

I noticed some animals I had never seen before, like the agama lizard. After abseiling one



of the mountains, I learned to believe in myself more. Ascending the mountain was my best moment because I got to do something I had never done before. It was fun climbing to the top to see the breathtaking view. My greatest challenge was finding the way back from the campsite in the rain. I overcame it by working with my classmates to find the right path, and we succeeded. We didn't expect the rain, but when it surprised us, we made the most of it. We got there in the end, so in life, not everything will go our way, but we have to make the most of what we have. Some skills that came in handy were putting up and dismantling tents. I learned I can do anything I put my mind to, and an example was abseiling. To believe in

myself and others more are my takeaway experience. I will never forget the experience of ascending a mountain. **Samuel Tagoe – G11**

CAS & DofE Orientation Camp – The Shai Hills Adventure



A generation of brave young individuals was what I noticed. It is always good to challenge yourself. Eating fried yam and fish in the rain was my best moment. My challenge was just a burning foot. All I could do was endure the pain. Perseverance and endurance kept running through my brain. The activities were challenging, but some were not engaging enough. I learned that we should always believe in ourselves and choose to say, "I will try" rather than saying, "I can't". Because what you might think you cannot do might turn out to be the easiest of all after you encounter it. Nelson Mandela once said, "It always seems impossible until it is done." I think challenges

don't just punish us, it teaches. The unforgettable moment for me was when our bus dropped us in the middle of the road where all we had to do was to hike 10 miles or more to Mongo Rock. Panting on our way there, and after our safe arrival, we were denied the abseiling experience on the first day and told to hike back to the campsite because we got there late. **Diana Asante (Learning Support)**

Calmness and self-motivation on the side of the campers were things I noticed. One lesson I have learned is to always prepare for anything. During such experiences, you can't always be sure of one thing. Always have a backup plan and possibly several other options. One must always ask the question, *if this doesn't work, then what else can I do?* My best moment was when I finally made it back to the reception of the reserve with all our students safely after the most unforgettable experience of having to hike 7 kilometres in a heavy downpour!! A sigh of relief. We were tired, but we had to hike that distance before nightfall. We had to increase our pace without regard to how tired we were at the time. Never get too comfortable in a situation. Life will always offer you opportunities (*not necessarily good ones but the bad and the ugly*) to be better than your present self. The resilience to withstand tough situations and remain focused on the goal ahead. I can always motivate myself in the face of adversity instead of grumbling and complaining. I really had fun. **Michael Ansah – Lab Technician and Hostel Parent**





REGISTRATION IS OPEN FOR

DUKE OF EDINBURGH'S INTERNATIONAL AWARD

Registration for Tema International School students to enroll for the Duke of Edinburgh's International Award programme is open. Sign up with this link

<https://docs.google.com/forms/d/e/1FAIpQLSe3xhDk2nESjSjUR4SGZBTlrXOGgXjQc1A39jXtFzSt5Ncz4A/viewform> for your preferred award level. **Registration deadline is 19 September, 2022.**

Registration for young people in the community to enroll for the Duke of Edinburgh's International Award programme is open. Sign up with this link

<https://docs.google.com/forms/d/e/1FAIpQLSenns3fgjUWJhXg6jlj4i-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 photo of students in red life jackets on a beach. Below this are three circular inset images: one showing students in a forest, another showing a student rappelling, 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 Ghana Education Service logo.

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.



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 24years 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

The highest levels of performance
come to people who are centered,
intuitive, creative, & reflective -
people who know to see a problem
as an opportunity.

DEEPAK CHOPRA

Machelle Restaurant is back! Place your order NOW

Machelle Restaurant is a **CAS Project** of **Michelle Jackson** (G11) and **Masere** (G12). They came up as the winner of the **Business Competition** last year (2021).

The **Machelle Restaurant** is having another food sale on Wednesday, 21 September 2022 - **Sporty Family Challenge**.

Fill in your orders and make **payment by Saturday at 4:00 pm - Project Centre** to Michelle or Masere. Only those who pre-ordered and paid will be enjoying our goods at the **Sporty Family Challenge**.

Be ready for delicious food and chill drinks.

Click on the link below and order now

<https://forms.gle/4FZu2SY7JzNL2T4X8>



MACHELLE RESTAURANT
CAS PROJECT

MENU

BUNS		DRINKS	
Hot Dog	Gh 15	Slushy	Gh 10
Chicken Wings	Gh 12	Ice Tea	Gh 5
Samosa	Gh 8		
Chicken Wings Combo	Gh 25		

VENUE	DATE
Sports Complex	Wednesday 21 September 2022

Things NO ONE can do for you

Figure out your purpose

Identify your real friends

Speak up for yourself

Forgive your mistakes

Stop doubting yourself

Understand your value

@_OurMindfulLife

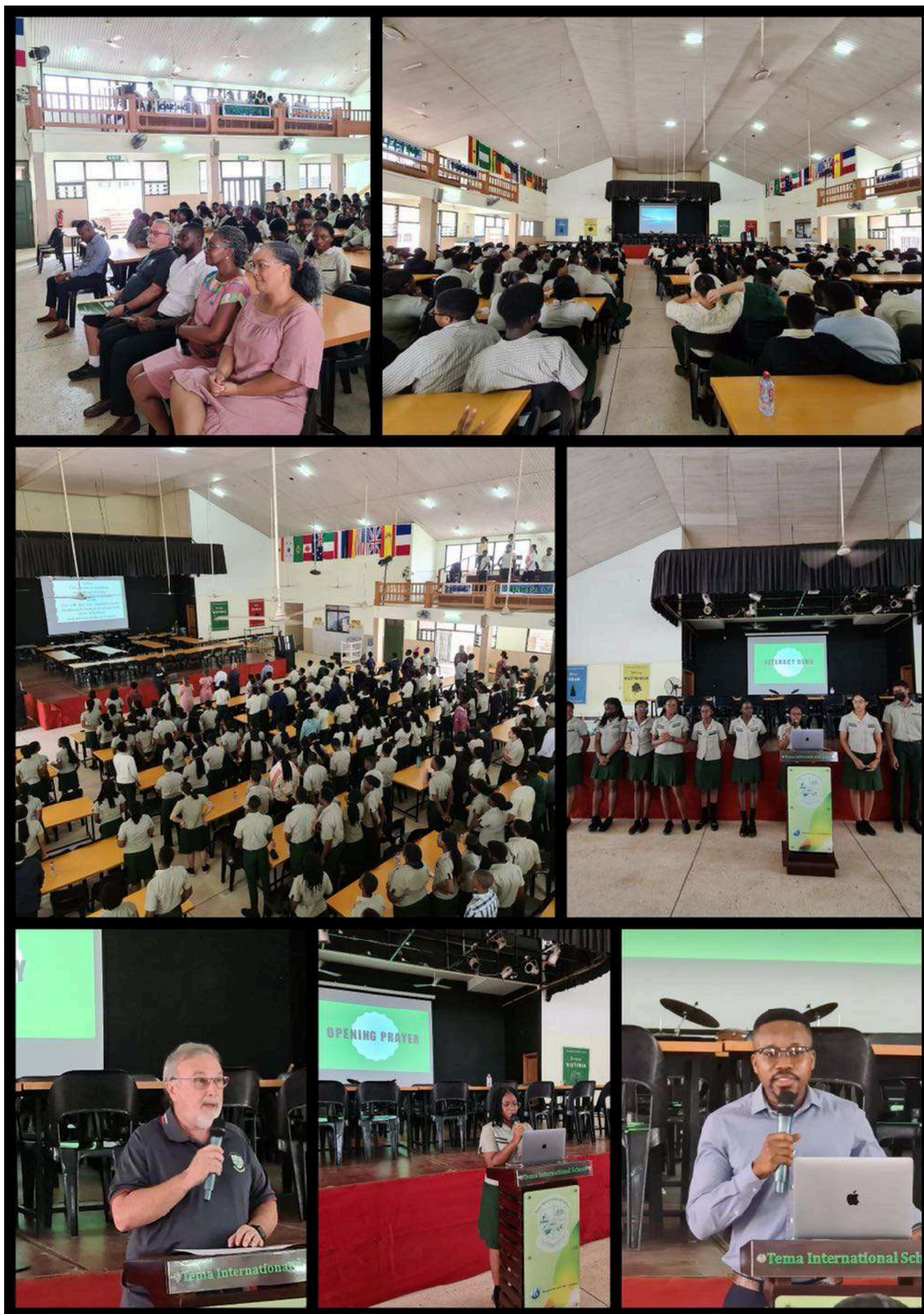




ASA – After School Activities in pictures









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

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



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

GEORGE COUROS

#INNOVATORSMINDSET

COUNSELLORS' CORNER










Dear students, all you need to excel is deposited inside of YOU! Dig into reading and studying. Enjoy the balance of social development through extracurricular and play. Shine On!

DP2s Reminders: The University Applications Driver's Seat



For the University Guides to drive you safely to your dream or best fit universities across the globe, you are in the driver's seat. Please pay attention to these:

-  A must to be present for your one-on-one sessions
-  All Essay supplements ready to be submitted
-  Commonapp information properly filled
-  Questbridge Applications (U.S. Citizens only), Early Decision, Early Actions all documentations ready to be approved by your assigned counsellor.
-  All extracurricular activities stated in the brag sheet, Managebac have been successfully completed.
-  Give us minimum 2 weeks' notice of all deadlines.
-  Pay attention to the timelines and deadlines shared with you on Managebac.



Check out St. George's University (School of Medicine's) Visit to TIS next Tuesday, 20 September 2022. Venue- University Guides' Office, Time: 10am.

About St. George's University

- **No other medical school in the world provides more new doctors to the US healthcare system. Over 990 US residencies in 2022 .**^{**}
- **SGU has contributed over 19,000 physicians to the global physician workforce, with students, graduates, and faculty from over 150 countries. They have practiced in every state in the US, as well as in more than 50 countries.**^{***}
- **Students can start their journey to becoming a doctor in Grenada, the UK, or India.**
- **Clinical rotations are completed in 75+ hospitals and health centers in the US and UK.**

^{*} According to FSMB physician licensure data, 2021

^{**} As the medical school graduating the largest number of students annually, SGU places the largest number of graduates into residency programs each year; based on internal SGU graduate and residency placement data as of July 2022.

^{***}Based on the number of students who have completed the Doctor of Medicine program from 1981-2022.



UNIVERSITY

VISITS



We were thrilled to have Bryant University located in Smithfield Rhode Island USA, Alumna & Trustee, Founder, President and CEO of Personal Development Solutions -Rita Williams-Bogar who visited the University Guides to share more insight about her alma mater. Thank you Miss Hedia, Head of Council IB Class of 2022, highest score in the IB results, for the goodbye visit. Congratulations! Wishing you great success in your undergraduate journey in the UK.

Major University Highlights

YOUR SUCCESS STARTS HERE



99% EMPLOYED

99% of Bryant graduates were employed or in graduate school within 6 months of graduation



\$64K SALARY

Median starting salary of Bryant graduates



TOP 1% ROI

For lifetime earnings and ROI -- Georgetown University CEW

<https://www.bryant.edu/>

First-Time Freshman Academic Scholarships

Bryant University offers a range of scholarships to outstanding applicants. We take into consideration your high school grade point average, SAT performance (if you submitted), high school class rank, your leadership and participation, etc. Scholarships are renewable for up to four consecutive years (eight semesters) of full-time undergraduate study at Bryant, as long as you maintain academic requirements. Academic scholarships are awarded at the time of admission.

•

<https://admission.bryant.edu/financial-aid-and-tuition/scholarships-grants>

- <https://www.collegefactual.com/colleges/bryant-university/paying-for-college/financial-aid/>
- The plan's centerpiece is education for 21st century skills and emerging career opportunities at the intersection of business, the liberal arts and STEM.
- **NEW!** Bryant University has always had majority of students majoring in Business (80%), however, it was exciting to note that they just launched their College of Health and Behavioral Sciences.

Spelman College, USA, Director of Admissions Visit-Chelsea Holley



Financial Aid at Spelman

[Schedule Appointment](#)
[Instructions for Completing Loans](#)

<https://www.spelman.edu/admissions/financial-aid/overview>

- Spelman College, located in Atlanta Georgia, a historically Black college and a global leader in the education of women of African descent, is dedicated to academic excellence in the liberal arts and sciences and the intellectual, creative, ethical, and leadership development of its students <https://www.spelman.edu/about-us> Click <https://www.spelman.edu>

Enjoy Reading Some Reflections from DP1 and DP2 Students

"Upon all my research on universities, it came off as a surprise seeing a private institution solely for black women. And as a person who's always been fascinated by the liberal arts, the discussion of its black origin and incorporation of women empowerment into its courses was enough to have me hooked. Personally, I have always believed that when educated women unite, we become nothing but a disruptive force all must reckon with. So, considering its high end facilities, accommodating staff and desire to uplift women of color, Spelman College is

*definitely one of the most promising HBCUs I've come across. Needless to say, this guidance session was truly informative". **Ewuraba Benyarko DP2***

*"Even though Spelman is a women's-only institute, it didn't stop the representative from keeping my attention throughout her presentation. The things that caught my eye the most during the presentation, was when she gave the class tips and advice of what to do and what not to do during college application. One of striking points was when she stated that you should never place a college's name in your college essay when applying through a portal such as Commonapp, because all the colleges you apply for will be able access your essay and see you applied for their college, but you mentioned a different one. So basically, to play it safe, be broad about the college selection when typing your college essay. I was glad to be in the class and learn from the representative and I would like to thank the counselors for providing this opportunity to my colleagues and I". **Albert Mensah DP2***

*"During our last guidance class we had the honor to hear from an employee at Spelman College in the United States. Personally, I don't plan on attending university in the US but it was a very insightful session because she didn't speak about only American universities, she also touched on college applications, recommendation letters, aptitude tests, common app and many more aspects of applying to universities worldwide. It was a good opportunity to hear about the application process college and what Spelman has to offer students like myself". – **Nana Yaa Owusu-Manu DP1***













– Meeting with the Provost



Dr. Emmanuel Arthur the Provost of Lancaster University Ghana (LUG) visited us in grand style. Lancaster University Ghana located in the beautiful scenery of Haatso.

- With an excellent curriculum and teaching faculty, LUG offers students programmes in;

PROGRAMMES

				
Accounting and Finance BSc Hons	Business Management BSc Hons	Computer Science BSc Hons	Economics and International Relations BA Hons	English Proficiency Programme
				
Executive MBA	Foundation Programme	Law LLB	Marketing BSc Hons	Politics and International Relations BA Hons

- As a diverse community of scholars students have the opportunity to study in the UK campus as well <https://study.lancaster.edu.gh/>
- A campus that boasts of state-of-the-art learning spaces equipped with interactive systems, a dedicated breakout area to socialise and meet friends and engage. Want to know more? Just click: <https://study.lancaster.edu.gh/about-us/about-our-campus/>
- **GREAT NEWS!** It was interesting to note that, for the same quality education, LUG, starting this fall, has reduced its annual school fees to US\$5,200- that's by about 50%! Fees, scholarships and funding just click: <https://www.lancaster.ac.uk/study/fees-and-funding/>

new dates

SAT achieve more **2022-2023 TEST DATES**

- ✓ **DP1s don't wait until the eleventh hour to register. Register now to avoid any disappointments!**



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 Troubles Registering contact Aunty Portia in person or email at portia.atubiga@tis.edu.gh

SAT TEST DATES -2022/2023

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
27 Aug., 2022	8 July 2022
1 Oct., 2022	26 Aug. 2022*
3 Dec., 2022	14 Oct., 2022
11 March 2023 (Digital)**	3 Feb., 2023
6 May, 2023 (Digital)**	31 March, 2023



- ✓ SAT without essay \$103 – Online payment only with visa/credit card. **NEW**; ACCEPTABLE IDs ARE 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>



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

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

PSAT REGISTRATION IS NOW CLOSED. Thank you!

STUDENTS SHOULD TAKE ADVANTAGE OF THE FREE PSAT PRACTISE MATERIALS HERE:
<https://satsuite.collegeboard.org/psat-nmsqt/preparing/practice-tests/paper>



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

- ✓ ACT Registration Fees (Online payments only: Visit www.actstudent.org): ACT Registration Fees \$171.50, with writing \$196.50 (Online payments only :Credit Card)
- ✓ (TIS Test Centre Code: 870390, but inform counsellor first).
- ✓ HARD COPY OF GHANA CARD /PASSPORT IS THE ONLY FORM OF IDENTIFICATION

✓



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

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
10 Sept., 2022	22 July 2022
22 Oct., 2022	2, Sept., 2022
10 Dec., 2022	21 Oct., 2022
15 April, 2023	24 Feb., 2023
10 June, 2023	21, April 2023

Congratulations ACT Test Taker on the 10 September 2022. You rocked the test!



Contact: Roderick -0244167800

Professional Exams Centre

Click here: <https://linearghana.com/>

For all exams: **A valid passport containing the candidate's photograph and signature.**



<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

REGISTRATION OPEN: 1ST August to 20 January 2023

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

BMAT

OPENS: 1st September, **Registration Deadline:** 30th September, **Test Date:** 18 October 2022

Cost: £175

Click here for more information: <https://www.admissionstesting.org/for-test-takers/bmat/bmat-october/dates-and-costs/>

Contact British Council: info Ghana@gh.britishcouncil.org.gh
www.britishcouncil.org.gh

Tel: +233(0)302610090. **Whatsapp** (Sarah Boateng): 0560027838



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

Free University Preparation Tool from the Oxford Scholastica Academy

Oxford Scholastica have developed a free tool for students aged 15-18 who would like guidance on how to maximise their chances of getting into their top-choice university.

To access your free personalised Report, go to <https://www.oxfordscholastica.com/report/> and fill in a short 5 minute questionnaire.

Your Report will include:

- Tailored book, podcast and video recommendations for you, based on your interests and academic level, to help you read around the curriculum
- Data to let you know where you stand compared with other applicants
- Advice and recommendations for how to improve your university application and set yourself up for success

The Report will give you the edge in your university applications, and it's completely free.

Here's the link: <https://www.oxfordscholastica.com/report/>

Error!

Stephanie Lester
Oxford Scholastica
Academy
www.oxfordscholastica.com

ReachOut

Checklist for DISTURBING CONTENT

Work out whether the content is right for your child.

It might be around their age or just their personality, but trust your gut and put boundaries in place.



Read up on the issues it explores.

If you show that you are comfortable and knowledgeable with the issues it explores your kids are more likely to open up to you during a tough time.



Stay up to date with pop culture.

You may not care about the Bieber's or Beyonce's of this world but following sites like Pedestrian.tv and news.com.au will help you stay ahead of the game.



Make sure they know that not everything they see is how it appears.

Have a frank conversation about not taking everything on the internet at face value.



Tell them that they don't have to watch something if they don't want to.

Brainstorm ways they can say no to their peers and feel confident making their own decisions.



Encourage them to practice self-care.

If they are going to watch something make sure they've got an arsenal of things to pick them back up afterwards.



Offer to watch it with them. That way you can talk through anything tough as it comes up. This can be useful even if they've already seen the content.



Let them know where to go for help.

Ask them who they would feel comfortable talking to and connect them with services like [ReachOut](http://ReachOut.com) or Kids Helpline.



THINGS OUTSIDE MY CONTROL

COVID-19

Global Pandemics

OTHER PEOPLE'S
ACTIONS

OTHER PEOPLE'S
OPINIONS

OTHER PEOPLE'S
FEELINGS

OTHER PEOPLE'S
MISTAKES

ADVERSITY

THINGS I CAN CONTROL

MY ATTITUDE
MY BEHAVIOUR
MY ACTIONS
MY EFFORT

Logging onto ManageBac





TIS ACCEPTABLE USE OF ICT POLICY & AGREEMENT

The internet and computers on our network are used to support the educational objectives of Tema International School (TIS). Use of these technologies is a privilege and is subject to a variety of terms and conditions. TIS retains the right to change such terms and conditions.

1. Communication

I will use language that is pertinent and appropriate when submitting academic work, participating in online forums and working collaboratively. I will be thoughtful and mindful about the language I use when posting online or sending messages to someone else. I will be mindful of how my words are interpreted by others. I will not use profanity or any language that is offensive to anyone.

2. Privacy

I will be aware of privacy settings on websites to which I subscribe. I understand that anything I do online or electronically is not private and can be monitored. I will not share any personal information about myself, family or staff. This includes passwords, home addresses, phone numbers, ages, and birth date, unless authorised by the school.

3. Honesty and Safety

I will not engage in behaviour that puts myself or others at risk. I will represent myself honestly. This includes accessing the network using an account other than my own. I will seek help if I feel unsafe, bullied or witness unkind behaviour. I will only communicate with people I know. I will follow safety guidelines posted by sites to which I subscribe.

4. Learning

I will have a positive attitude and be willing to explore different technologies. I will evaluate the validity of information presented online and understand that not everything online is true. I agree to document and properly cite all information acquired through online sources including, but not limited to images, videos and music.

5. Respect for self and others

I will not upload or publish personal information, private communications or photos of other people without permission. I will respond thoughtfully to the opinions, ideas and values of others. I will not send or share mean or inappropriate emails or texts.

6. Respect for school and personal property

I will take care of all equipment on campus. I will report misuse and/or inappropriate content to my teachers and adults. I will use the computers on campus for school-related purposes only. I understand that it is my responsibility to honour the Acceptable Use of ICT Policy and uphold the TIS values both online, offline, at school and at home.

I understand that my actions can affect others and that I will be accountable for my behaviour.
I will not engage in activities that are in violation of the Acceptable Use of ICT Policy.

1- to-1 Personal Devices

Ownership

- The device is owned by the parents/student but is made available for use as part of the school learning program.
- Parents/students should be aware that files stored on the device are private but may be publicly accessed as part of learning programs.
- Each student is required to possess only one personal device (laptop/tablet/iPad). No student is allowed to use or possess a mobile phone, MiFi, USB dongle, wireless router (or any personal internet sharing device) unless permission is granted by the Principal of the school.

Software and Access

- The school will provide information about standard software programs and applications required for installation on personal devices and will advise when new software or applications need to be purchased.
- Explicit permission should be obtained from the school in order to install any other software that is not approved by the school.
- The school reserves the right to monitor, search and screen student's systems/devices and digital communication devices and confiscate devices if not used for educational purposes or breaches the acceptable use of ICT policy.
- Unproductive software (like Virtual Private Networks tunnels - VPNs, Point to Point - P2P tunnels, etc.) are prohibited from usage or from installation on the school's computer devices or student's personal devices.
- Students need permission from the Principal to use or join social media sites or groups or chat platforms or channels.
- Students are advised not to open hyperlinks or attachments in emails unless they know the person or organisation who sent the message. Students should be mindful that viruses, trojans, phishing attacks, etc., can be spread through this medium.
- Administrator accounts on students' personal devices are to be restricted from usage by the student to prevent installation of applications. Administrator accounts and passwords compromised or used by students are prohibited.
- Students' username and password are to be kept safely and securely so that no other person can see or steal it.
 - Parents are responsible for purchasing and installing new approved programs on personal devices. Parents are advised to set up a separate family account (not use their own accounts) to manage purchases for their child's device.
- Usage of the internet (unless permission is given) to download or upload large files is prohibited since that might take up the internet bandwidth and prevent others from being able to access the internet for their work.
- Students are prohibited from the usage of software or programs that bypass the School's filtering or security system.
- The school's computers and student's personal devices are not to be used for online gambling, online gaming, internet shopping, file sharing or video streaming or broadcasting (eg. Netflix) or streaming of pornographic content.

School Support

*Support **will be** provided for:*

- connecting the device to the school network, internet and other digital technologies
- set up and management of school, student email accounts
- all school-based software and associated issues with school applications.

*Support **will not** be provided for:*

- connecting to home networks, the internet, printers, or other devices
- personal email accounts and settings
- software issues
- hardware issues.

User Responsibilities

Users are responsible for:

- bringing devices fully-charged to school every day
- backing up data securely
- carrying their device in an appropriate protective case at all times
- adhering to this Acceptable Use of ICT Policy when using the machine, both at home and at school, including during lunchtime, or when not in the classroom.

I have read the Acceptable Use of ICT Policy and agree to follow these rules and guidelines when using technology. This applies while I am at TIS, as well as when I am off campus. I understand that the school will take disciplinary action against me if I flout any of the rules or guidelines in the Acceptable use of ICT policy. Sanctions may include loss of access to the school network or internet, confiscation of device, internal suspension, external suspension, dismissal and involvement of police in the event of illegal activities.

Student's Name

Student's Signature

Grade

Date

Parent's Name

Parent's Signature

Role

Date

This form must be completed and submitted before access to the TIS network is granted.

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.”**



