

TIS RECORD

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At TIS,

we believe adequate sleep each night will enable students to feel rested in the morning and ready to function at their best to tackle their challenges for the day and tick off plenty of boxes along the way. Without adequate rest, we know it will affect their performance, health, appetite, attitude and behaviour.

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Key Dates

- 1/10/22: SAT
- 3/10/22: TIS Founders' Day
- 15/10/22: PSAT
- 17-21/10/22: Mid-semester break
- 22/10/22: ACT
- 12/11/22: Annual School Play

Thought for the Week

Don't wait for inspiration.
Be the inspiration.

- Dwayne Johnson



Responsibility

An inspection took place this week to ensure students were complying with school regulations. It was disappointing that some students choose to ignore regulations, while others put their health and safety at risk. Upsetting is the fact that some parents condone their child's actions or are oblivious to them.

The major concerns from the inspection are: second devices; mobile phones; personal internet modems; medications; banned food items; and, coffee.

There is a process for a second device (see TIS Bulletin: 9/9/22). Not complying is a serious offence due to its implications.

Mobile phones are not allowed at TIS. The exception is for international students who must hand their phone to their



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

-Steve Bollar

Making Us Proud

- Nanette Ativor (11), Michelle Jackson (11), Caleb Offei (11), Kabukuor Caesar (11), Nadeem Yakuba (11), Philip Kwakye (11), Martin Ayisi (11), Kristine Ayitey-Smith (11), Agormah Agambire (11), Joel Adjei (11), Anastasia Manteaw (11), Claire-Elise Addo (11), Ethan Sunkwa-Mills (11), Afua Osei-Boakye (11), Nissi Arday (11) and Nana Egyei-Mensah (11) for their CAS Camp reflections in last week's Bulletin.
- Congratulations to the Green Colour House for winning the 2022 Sporty Family Day (after a disastrous start).
- Congratulations to the Blue Colour House for winning the 2022 boys' TIS volleyball championships.
- Congratulations to the Red Colour House for winning the 2022 girls' TIS volleyball championships.
- Congratulations to **Genesis Mianoo (G5)** for courageously challenging the entire Primary School to stop food wastage through an announcement on the assembly of her observations and pointing out what everyone needs to do in order to stop the wastage.

hostel parent on arrival and collect it on departure each semester.

All medications, prescribed, or over-the-counter, must be registered with the infirmary. While most will be kept there, some may be kept with the student, if considered safe to do so.

Indomie and noodles are banned food items (to name just a few) as its preparation and consumption can be dangerous and unhealthy.

Coffee is banned for health, wellbeing and integrity reasons. Staying up late, ignoring lights out, sleeping during class, health, behaviour and poor judgement issues are the consequences of sleep deprivation.

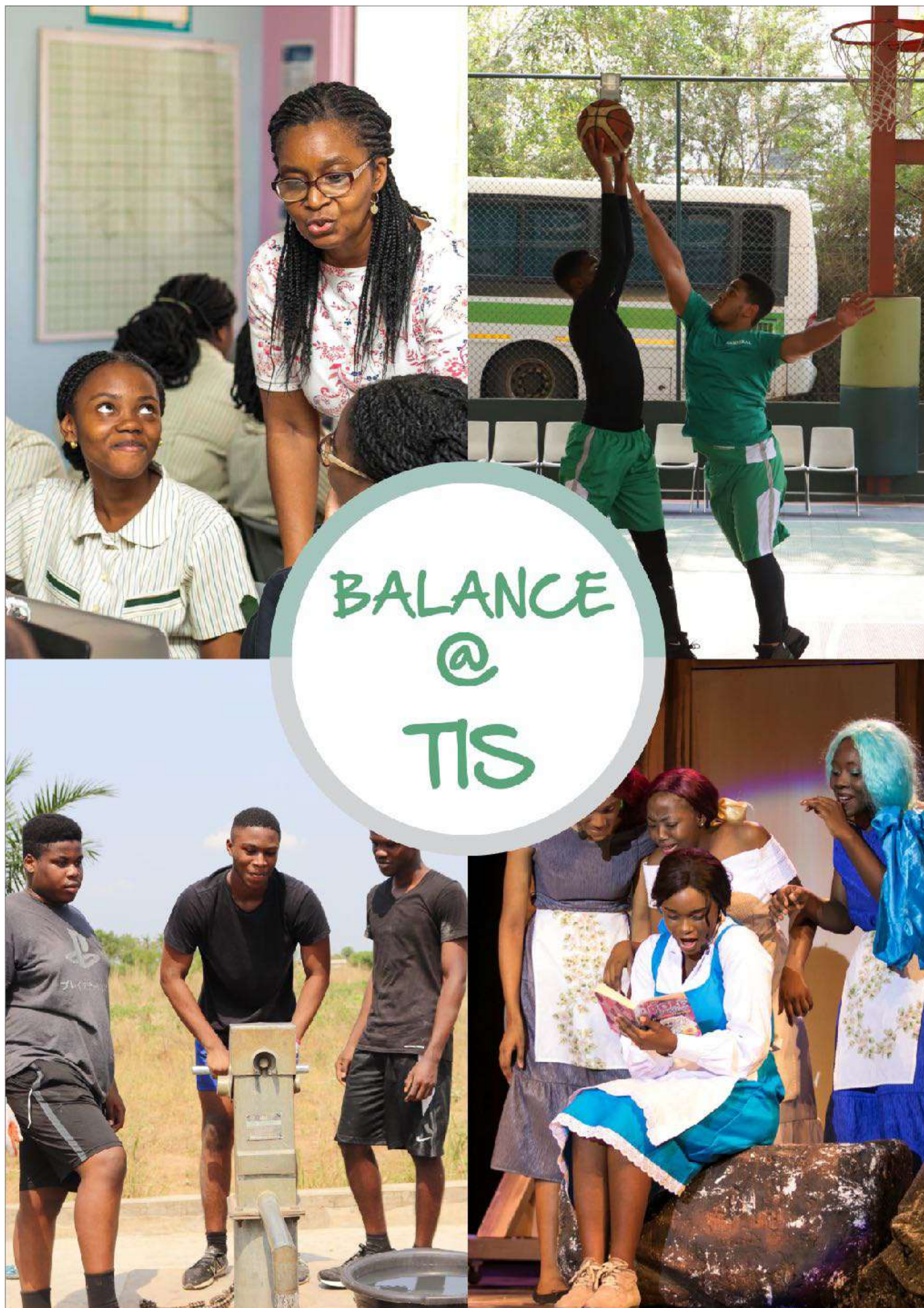
Students' belongings will be inspected when students return from exeat, as well as items left for students at the gates.

We expect students will observe all regulations, as well as their parents. If there are specific issues to be addressed then please discuss them with the relevant person so that an approved solution can be found.

I appreciate your support. Stay healthy.

Dr Ken Darvall (Principal)





TIS

MAIN CAMPUS



Exeat

There are two types of exeats: general and medical.

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

The integrity of an exeat request is critical.

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

Parents/Drivers must show the approval exeat from their phone to enter.

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 Mid-Semester)

For visits until mid-semester parents will be required to book their visit online.

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

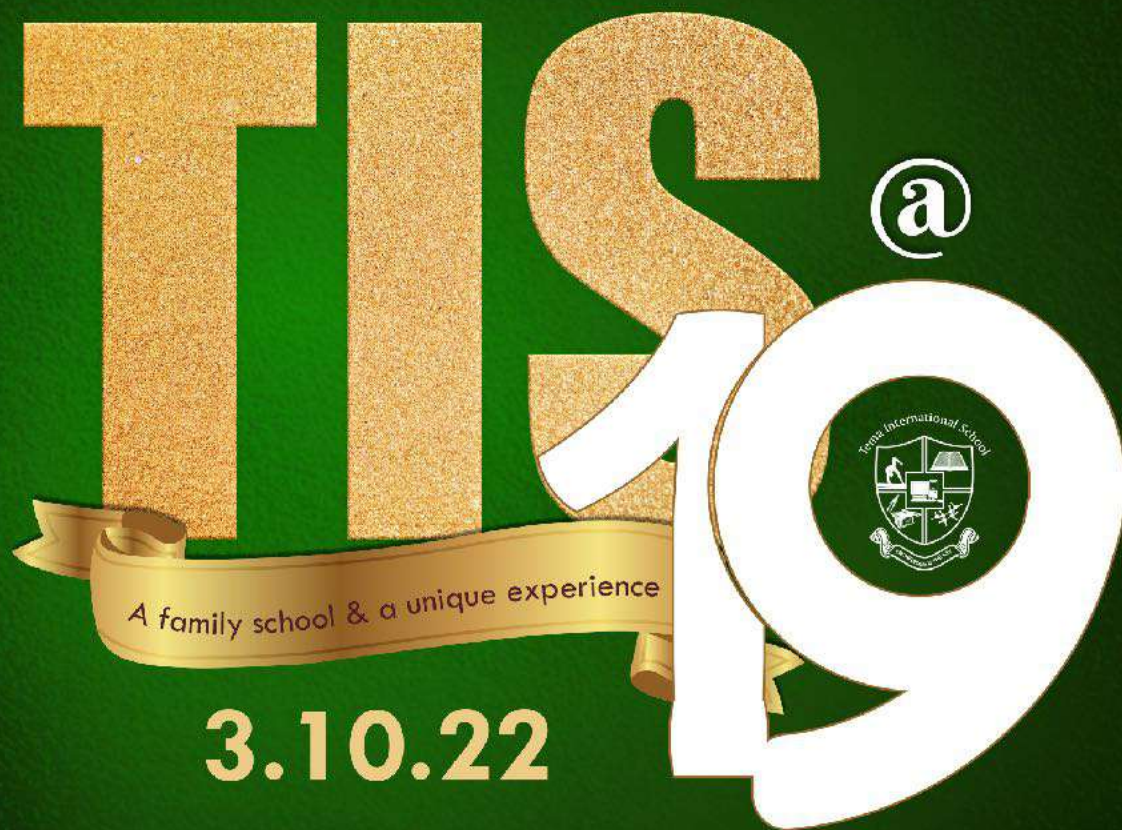
Complete your details and click next to select your day and time. Then click next to receive a confirmation of your booking.

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. Please stick to your allocated session.

No food or drink may be consumed during a visit.

Book early to avoid disappointment. Please ensure your child/ren know the times of the visit.



Theme
**Celebrating our Founders:
The importance of vision and values**

TIS ADMISSION PROCESS

KEY QUESTIONS

- ✓ Why does your child want to come to TIS?
- ✓ How will your child take advantage of the TIS experience?
- ✓ As a parent, why are you applying?

DUE DILIGENCE

- ✓ Go to tis.openapply.com
- ✓ Familiarise yourself with all aspects of the admissions process, including fees.
- ✓ Is this the right school for your child?

APPLICATION

- ✓ Go to: <https://tis.openapply.com>
- ✓ Complete an online admissions application and include all required documents.
- ✓ Pay the application fee.

BOOK A TOUR OF TIS

- ✓ Allow 30-45 minutes for the tour.
- ✓ Be prepared to be surprised when you discover West Africa's best kept secret!

TEST AND INTERVIEW

- ✓ Your child will have to complete an online test.
- ✓ An online interview will be conducted after the test has been completed.

APPLICATION DECISION

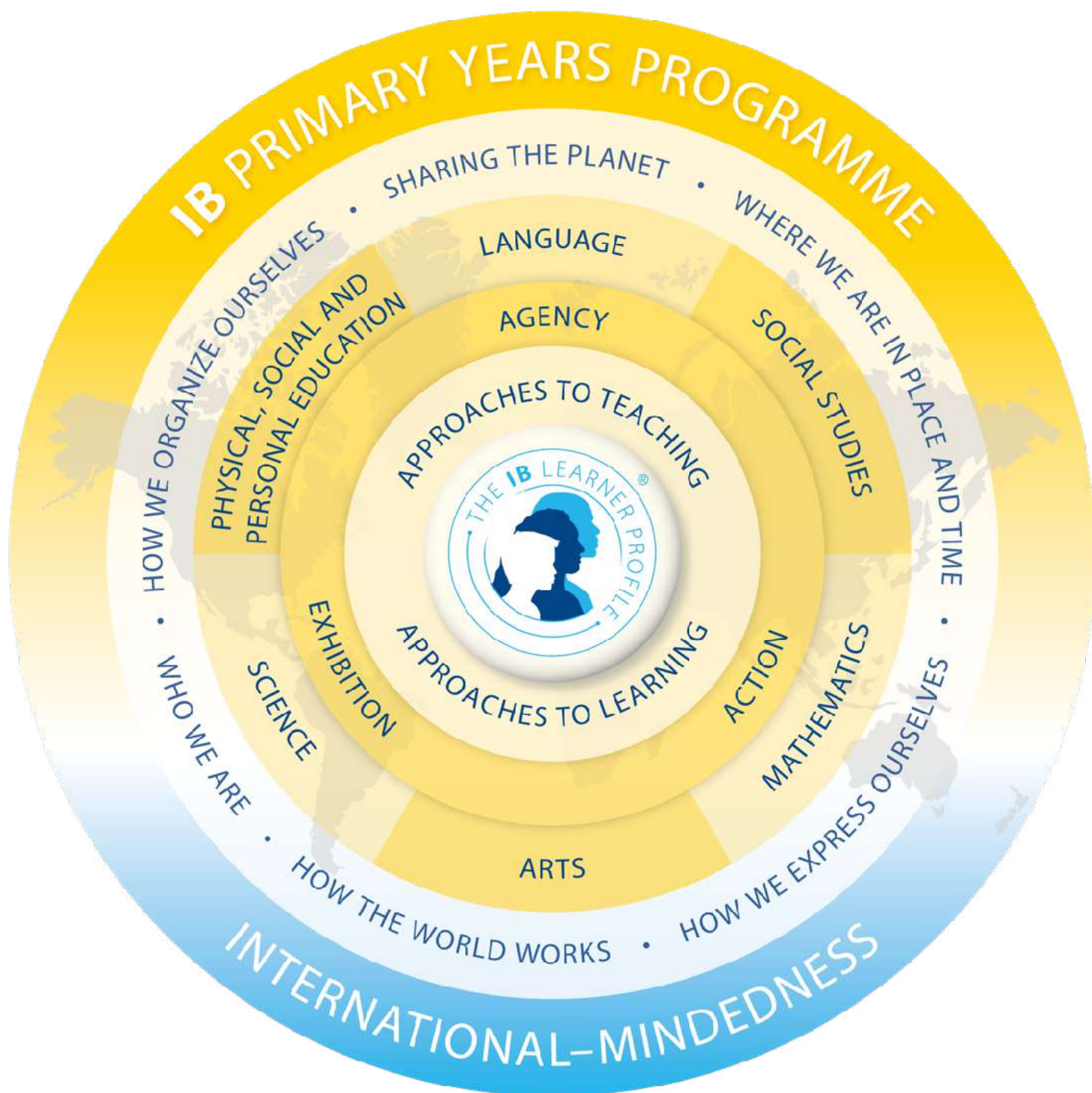
- ✓ If an admission offer is made, you will have 14 days to accept or decline the offer.
- ✓ Otherwise, you will be informed if your child has been unsuccessful or placed on the waiting list.

NEED HELP OR IF YOU HAVE MORE QUESTIONS

- ✓ Please email: admissions@tis.edu.gh
- ✓ Please call: +233 303 305134
+233 24 963 7762

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		Year 12
Grade 12		Year 13



THE ARTS AND THE UNITS OF INQUIRY

Tema International School is a place that moulds future generations. It focuses on the learner's physical, cognitive, emotional, social and moral development. The essentials - knowledge, etiquette, and skills that students acquire to make them responsible, conscious, and independent people - empower them to contribute their part meaningfully to society. We do this by imparting organised formal education that is fun and relevant and aims to bring out the best in our learners.



According to the founder of EL Education, celebrations of learning are more than a display of student work and more than a party at the end of the year. The events compel students to reflect on and articulate what they have learned, how they learned, questions they answered, research they conducted, and areas of strength and struggles. These are powerful opportunities to make learning visible.

Given this, the creative arts staff (art, drama, dance and music) at TIS Primary School take this opportunity to walk you through what learners are working on towards the upcoming unit celebrations slated for today.

Enjoy some snippets of how our preparation is proceeding for the much-awaited celebration.

Grade 6 students were exploring the central idea, **‘the world as a global village’**. In view of that, their art lessons focused on cross-cultural art where students use technological tools to explore artists around the world, make, replicate, modify or get inspired by an artist’s work and make an artwork that has either the artist's style, theme, technique or medium embedded in their work. Students had much fun exploring and making these masterpieces in their own little ways. Their central idea is focused on **‘the world is a small global village’** and lines of inquiries are people around the modern world, impact of technology on globalisation and the needs and benefits of international-mindedness in the modern world.



Learners working on a replica of Vincent Van Gough’s famous Starry Night made in June 1889

Inspired by the view from his window at the Saint-Paul-de-Mausole asylum in Saint-Rémy, Southern France, where the artist spent twelve months in 1889–90 seeking reprieve from his mental illnesses, *The Starry Night* (made in mid-June) is appreciated both as an exercise in observation and a clear departure from it.



This pair is working on their own African version of the famous painting by Leonardo Da Vinci called *Mona Lisa*. Students are exploring with paints and shapes to make beautiful impressions.

Grades 1 and 2 focused on reusing, reducing and recycling of waste into useful artworks that are beneficial to society. This will help them explore their creative skills and develop their research and critical thinking skills. Their Central Idea was **‘our personal choices can change our environment’** and the lines of Inquiry are types of waste materials, reducing, reusing and recycling different waste and personal choices that can help sustain the environment.

Shawn has converted plastic bottles and cardboard to make this magnificent butterfly.

“It took a lot of thinking and research work for him to come up with this great idea”.



She converted waste cardboard into making this nice organizer that she will be using to organize her items.

She converted cardboard and the cards at the central part of a tissue to make a dog.



Grade 3 learners are working on the story of King Agorkorli fused with *misego* dance from the Anlos of the Volta region.





Grades 1 and 2 are practising a dance to a song they created about reducing, reusing and recycling waste

Collaborative dance and drama session among Grades 4, 5 and 6





Grades 1 and 2 created a song on recycling, reducing and reusing waste. It was a wonderful experience putting together words given by students to compose melodious music.

Grade 3 also composed a song for their class drama on the story of King Agorkoli while Grade 4 learners composed a song on how their past histories have affected our future. They are working on three genres, ranging from a traditional song through to a highlife song and then to Reggae dancehall.

Grade 5 also composed a wonderful song on migration and its impact on our society while Grade 6 has also focused on making a melodious tune on technology and its impact on the modern world.



Fine-tuning unit-related music composed by learners





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



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

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

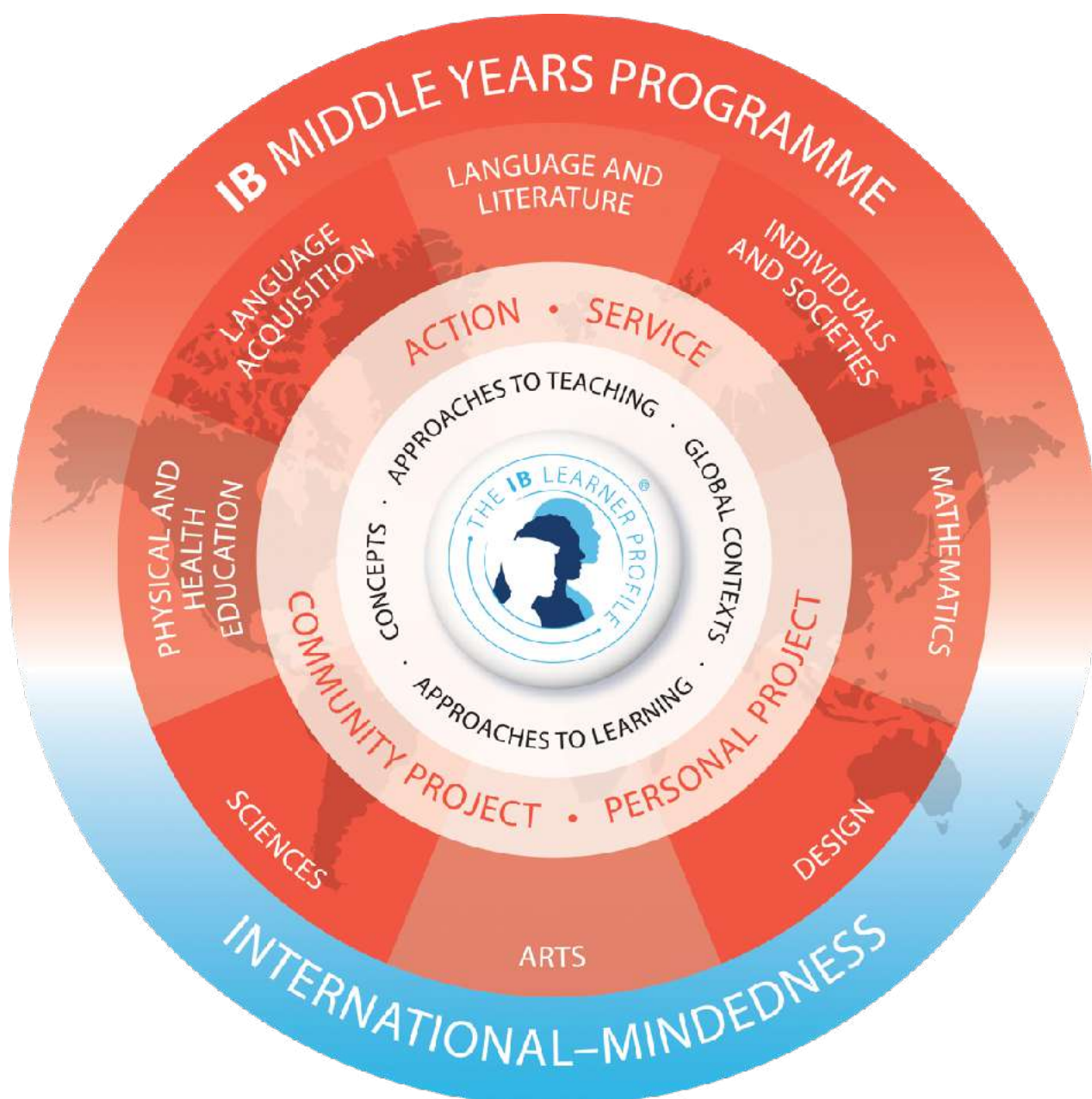
MYP NEWS

Grade 9 Subject selection

Subject selection for all MYP4 has now come to an end for this academic year. Movement between subjects can no longer be permitted. Students must now work to take advantage of the teaching in their chosen subject.

Grade 10 IBMYP Examination registration

IBMYP examination candidate registration will begin next month (October). All students will be entered as examination candidates in their current subjects unless Ms Tagoe is advised otherwise by students and their parents. MYP5 students who have been notified of their 'at risk' status for their MYP certificate, must enroll and remain in support classes with their subject teachers to ensure entry for the MYP certificate.



An Inclusive Learning Environment in MYP

The inclusive learning environment in MYP at TIS has the ability to adapt teaching and learning to meet the needs of every learner. An inclusive environment caters for a variety of ethnic and culture differences where students can be slow learners or be gifted as long as its function is to ensure progress for each learner.

MYP recognises students' diverse learning styles and encourages the development of units of work for all students irrespective of how they learn what they learn. Our spectrum of learning diversity in MYP at TIS ranges from specific learning differences to language differences. Through unit planners, our MYP teachers are making inclusive learning less about formal instruction (teacher-centered) and more about student-centered learning

Our eAssessments and ePortfolios allow our students to be evaluated in different forms of assessment e.g. through the use of pictures, graphs, and videos, while others learn best through auditory means, such as presentations, through which we sometimes assess students. Hands-on activities in our PHE, Design, Arts and Science departments also allow our students to manipulate and work with materials for the better development and processing of new skills. Research tells us that we must do this regularly to establish records of up-to-date needs of our MYP learners and up-to-date teaching resources and support.

Our unit planners on ManageBac form a database in which we establish what works best for our students with different learning needs. Teachers use reflections to evaluate their unit planners and adjust their teaching and learning experiences to meet the needs of the MYP students in all criteria requirements across all subjects. This is how our inclusive learning environment is being developed. Within this environment, students can increase their subject specific skills when they use their reflections to evaluate their own strengths and work to improve their weaknesses.

Relationships – Through student-led activities our students, their peers and their teachers develop connections and relations which have been used to provide for inclusion and planning for learning support.

Activities - As educators, teachers must have high expectations for all students, and through planning for inclusion using the MYP achievement criteria level descriptors we strive to meet the needs of our students and to help them reach their highest attainment in their MYP journey.

Collaborative Learning – Group work is very popular in many MYP classes here at TIS. Required skills and activities help determine what type of groups work best. The goal is to allow all students time to collaborate and share ideas and learn from each other through peer influence. Inclusive learning classrooms continue to be a work in progress at MYP as new situations develop and teachers and students work to take ownership of the new situation to maintain full access to the curriculum for all.





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

Retrieval Practice

Academic corner

What is it ?

Retrieval practice is based on the concept of remembering at a later time.. Recalling an answer to a question improves learning more than looking for the answer in your textbook..

Point 1

Utilize Practice tests: Use practice tests or questions to quiz yourself, without looking at your book or notes.

“ Learning never exhausts the mind ”

search

Point 2

Make your own questions: Create questions you think would be in a test. If you're in a study group, encourage others to do some and trade questions.

Point 3

Use flashcards: Create flashcards, but make sure to practice your retrieval technique. Instead, of flipping a card over prematurely, write the answer down and then check.

By: Karen Magna Quarshie

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
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28	29	30	31			

September 2022						
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October 2022						
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November 2022						
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December 2022						
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January 2023						
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29	30	31				

February 2023						
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26	27	28				

March 2023						
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April 2023						
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May 2023						
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June 2023						
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July 2023						
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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

SI 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
7/10/22	Inter-Colour Language Comp
8/10/22	Inter-Hostel Sports Carnival (9.00am-1.00pm)
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
1/10/22-30/11-2/12/22	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
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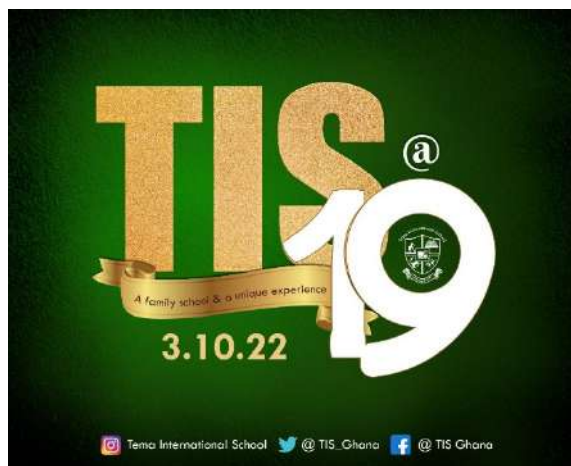
S1 Internal Dates (Primary School Campus)

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 – TIS @ 19 – Founders' Day



Theme
**Celebrating our Founders:
The importance of vision and values**

The Founders' Week organisers (G11s) are busy planning the most important event in TIS, Founders' Day. The Theme for this year's event is ***Celebrating our Founders: The importance of vision and values***. TIS is turning 19 and growing bigger and better! We are looking forward to a week filled with fun, creativity, celebration of culture, sports, delicious food, games and Thanksgiving. See below the events coming up and how we should dress up for each day.

Spirit Week Dress Code - Dresses must be decent and modest. *If you need further clarification, kindly speak with **Maadjoa, Ewuradjoa and Seffirina** (G11) - Leaders of the committee.

1. October – Saturday - Nii Okai Concert

3 October - Monday - Founders' Day

· Special Lunch with our Co-Founder Mrs Comfort Adjavon

**Dress code – Semi Formal*

4 October - Tuesday - Twin Day

**Dress code- Iconic Duos*

5 October - Wednesday – Worlds Teacher's Day

**Dress code – dress as a Teacher or Staff member*

6 October - Thursday - International Day – With focus on Pan Africanism

**Dress code – Celebrate any country in the world. With focus on African Cultures*

7 October - Friday - Freaky Friday

**Dress code - Unconventional Clothing and anything but a bag*

· Evening Event: Inter Colour Language Competition - A touch of your colour group

8 October - Saturday - Sporty Day & Soiree Night

· Event: Grades Sports Competition

**Dress Code – dress according to your favorite jersey*

· Evening Event – Soiree - *Formal Dress

9 October - Sunday - Thanksgiving Service - Guest Preacher - Nii Okai

**Dress Code- White*



Tema International School

IB Class of 2024 Presents

SPIRIT WEEK

TIS @ 19

OCT. 1 - 9

SATURDAY 1 October
Nii Okai Concert

MONDAY 3 October
Founders' Day

Special Lunch with our Co-Founder Mrs. Comfort Adjavon

TUESDAY 4 October
Dynamic Duo Day

Dress up as your favorite dynamic pair

WEDNESDAY 5 October
World Teacher's Day

Dress as your favorite teacher or staff member

THURSDAY 6 October
Pan Africanism Day

Celebrating African culture

FRIDAY 7 October
Freaky Friday/Anything but a bag

Come in your craziest outfits and bring anything but a bag

SATURDAY 8 October
Interhostel day

Come fueled with your hostel spirit to the sporty events and interhostel dinner

SUNDAY 9 October
Thanksgiving Service

Special Sunday service with guest speaker Nii Okai





CLASS OF 2024 INVITES YOU TO A

Special Lunch

MONDAY 3 OCTOBER 2022

Special Lunch with Mrs Adjavon

With

Performances from students



TEMA INTERNATIONAL SCHOOL

Tema International School

SPIRIT WEEK

Dynamic Duo Day



Tuesday
4 October 2022

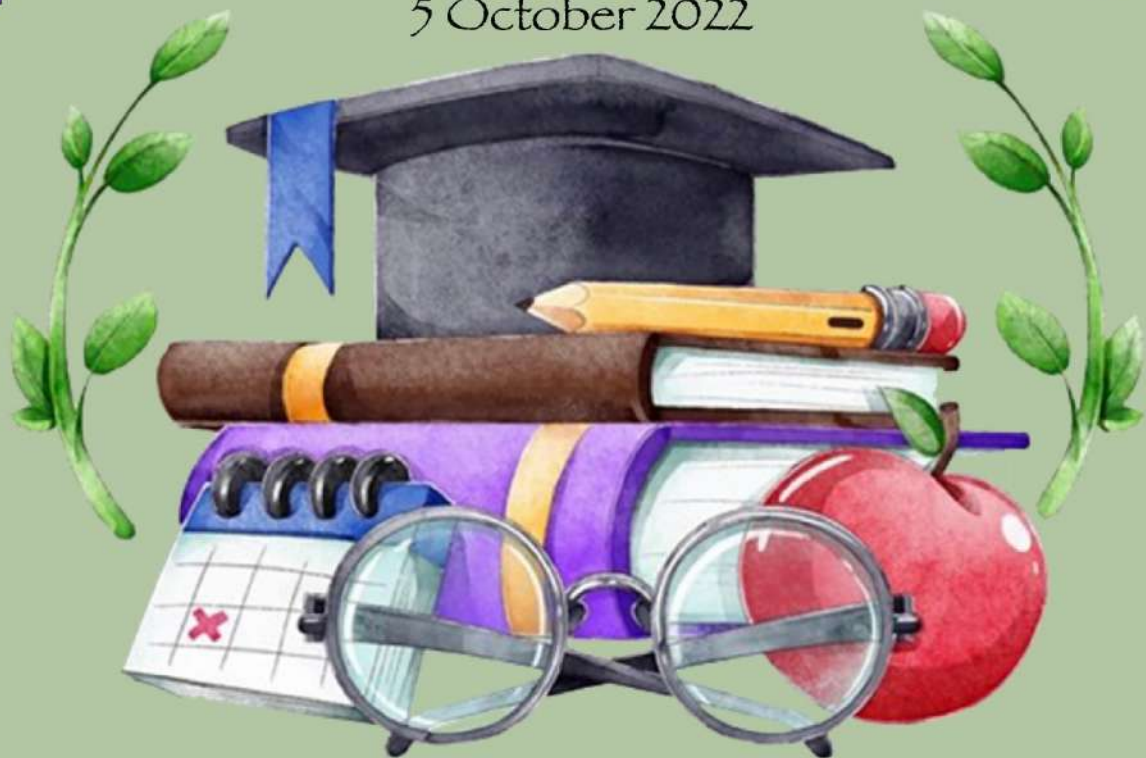
Dress up as your favorite dynamic pair or group

Tema International School

SPIRIT WEEK

TEACHER'S DAY

Wednesday
5 October 2022




Dress up as your favorite teachers or staff member

TEMA INTERNATIONAL SCHOOL
SPIRIT WEEK

**INTERNATIONAL
DAY**

THURSDAY, 6 OCTOBER 2022
WITH THE FOCUS ON PAN-AFRICANISM

**DRESS FROM ANY OF YOUR FAVORITE
CULTURES**



IB CLASS OF 2024 PRESENTS:

FREAKY

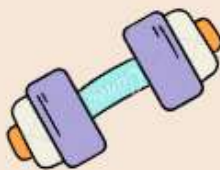
FRIDAY

7 OCTOBER 2022

HAHA!

**WITH INTER COLOUR
LANGUAGE
COMPETITION**

**BRING OUT YOUR CRAZIEST OUTFIT
AND ANYTHING BUT A BAG!**



SPIRIT WEEK

Inter-hostel Sports Day

**SATURDAY
8 OCTOBER 2022**

May the best hostel win



Tema International School





TEMA INTERNATIONAL SCHOOL

Thanksgiving Service

Sunday, 9 October 2022

MPH

Guest Preacher: Nii Okai



Community Project



This is an experience for every MYP 3 student to identify an authentic need in the community and propose an action to meet the requirements of that need. This experience fosters collaboration, gives students the opportunity to identify their responsibility within the community and supports the demonstration of service as action outside the school.

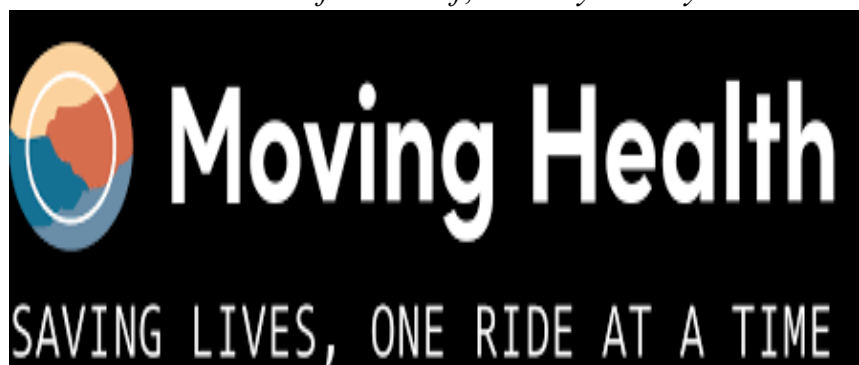
The four processes of Community Projects, *Investigation*, *Planning*, *Taking Action* and *Reflection* allows students to explicitly adopt the ATL skills in reaching their goals. Students learn to research issues across school, the communities, locally, globally and the world at large and take into consideration steps to address these issues through perseverance, managing their time and communicating with the right people to find solutions. In the end, students look back on all that have been achieved and the processes involved by evaluating their strengths and areas of growth.

This current cohort is at the Investigation stage. In groups of 2-3, the teams are working on identifying their personal interest, a common goal, a supervisor and more importantly choosing an authentic need in a community, place or working with an organisation. This is a very important stage as it sets the tone for the entire project.

To birth more ideas, several organisations will be invited via Zoom to speak to the cohort about their mandate. The class will have a Zoom discussion with the ***Moving Health*** organisation on 11 October. Moving Health in partnership with Virtue Foundation and manufactures motorcycle ambulances for Ghanaian communities in Sissala East at the North. The ambulances are within communities transporting pregnant mothers, sick and injured individuals to local clinics and hospitals to provide lifesaving care.

Furthermore, on 30 September, the group will take a community tour around the school environs. Places include the *Tetteh Ocloo School of the Deaf*, *Calvary Presby School* and *HopeSetters Autism Centre*. Moreso, the SDGs will offer authentic ideas that may be linked to global concerns.

We look forward to amazing projects from this cohort, so stay tuned for more updates from the tour and as the various projects unfolds.



Service As Action



MYP 4 students are always poised for action. With a mixture of new students joining, it has become prudent to throw more light on Service as Action to bring everyone on the same page. In view of this, the class has been studying about the various opportunities to *Learn by Doing* and how they can connect their classroom unit to real-life situations.

Representatives from United Nations High Commission of Refugees (UNHCR) visited MYP 4 Service as Action class to share their mandate and speak on possible

collaborative experiences. The agency is responsible for asylum seekers, displaced persons, and refugees in Ghana. They shared how important it is for all persons, young and old, to understand that these persons are harmless and human beings like you and I. Throughout the discussions, students became more aware of what role they can play to support and enhance their livelihoods in Ghana.

There are about four refugee camps and the needs range from quality education, shelter, clothing, jobs and the like. The team introduced one of their initiatives to the class; the *Luquluqu Club* geared at creating pen pals globally and virtually. The session was very informative and insightful, and group of students are already discussing refugee pen pals through the *Luquluqu Club* initiative by the UNHCR. There are exciting service experiences ahead, so stay tuned for updates.



Interact Club



This is a Rotary-sponsored club that was initiated by Anna Maria (IB Class of 2017) as her CAS project. This club is made up of youngsters between 12 and 19 years and supports leadership skills while discovering the power of ***Service above Self***. The Interact Club is required to organise at least two projects every year, one that supports the school community and another that promotes international understanding based on the 7 areas of focus; **Basic Education & Literacy, Maternal & Child Health, Peace & Conflict Prevention/Resolution, Disease Prevention & Treatment, Water, Sanitation & Hygiene, Community & Economic Development and Support the Environment.**

Interact Club of TIS as part of organising a project to support the school has initiated the **Student of the Week** Campaign. This gives students the opportunity to be acknowledged for their outstanding achievements, accomplishments in academics, character traits, sports, after school activities and hostel life during the week.

Student of the Week Award

- A labelled badge worn for the week
- A 10 Cedis voucher at the tuck shop
- A free drink during entertainment.
- First in line for every meal.

For recognition as the Student of the Week, kindly refer to the **poster below**. Be informed that the awarded student will be acknowledged in our prestigious weekly Bulletin and recognized during assembly.

You could be next! Don't miss out! Thomas Seli Awumee - Interact Executive, G12





INTERACT

STUDENT OF THE WEEK

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

Demonstrates good leadership & integrity skills

Demonstrates preparedness for class with a positive outlook

Must have good attendance on ManageBac

Must be dressed appropriately both in and out of school

Must be punctual to all meals

Must be polite and courteous to all

Must abide by all COVID-19 protocols

Must engage well in ASA activities

Represents the school with dignity.

vive la Interact
2021 / 2022 Interact Executives

After School Activities – Chess Club

For information on the upcoming Championship, kindly contact Mr Sylvester Wellington, Patron of the Chess Club



NATIONAL CADETS & YOUTH CHESS CHAMPIONSHIP

U8	U10	U12
Games Will be Played on the 8 th		
U14	U16	U18
Games Will be Played on the 9 th		

Time Control
20mins

8th - 9th
OCT 2022 **9am**

Galaxy Int. School
Ashaley Botwe, Accra

Registration
100Ghc

To Register Call
+233 243 913 047
+233 553 773 534



CAS Trip – Children of the Light – Aburi

Buddies for Change Club, Personal Hygiene Team, Unite to Light Ghana,
Art Affirmation, Build a Hoop, Build a Life (CAS Projects)



When we got to Aburi to visit the Children of the Light foundation, I realized that many happy children were excited to see and be with us. They had so much talent when I interacted with them for storytelling and watched their play, *"Abena and the Corn Seed"*. They were such a joy to be around, and the whole trip was a great adventure! The biggest thing I learned from the outreach is to always give to those who need it when you can and not hesitate to engage with people in need and learn from them. The children taught me many things too. My best moment was when I saw their recycling art competition because they were so creative and crafty with what they had. The greatest challenge was communicating with them in English. Most of them, especially the little ones, could not speak English. I overcame the communication challenge by talking to them in Twi because that was what they understood. Challenge and skills, initiative and planning, collaborative work, commitment, ethics, and growth were the learning outcomes I demonstrated and identified during the experience. The activities were very engaging. I like to do philanthropic things, interact with people and bring myself to create environments where I can see and learn new things. I took myself out of my comfort zone to read to children, help with bead-making, and talk with them. I was amazed by their creativity with the little they had, and it inspired me to keep doing the artistic projects I embarked on at home. My unforgettable moments were watching the play, talking, and meeting the little children. **Nana Akua Adjei Boadu – G12 – Buddies for Change**



CAS Trip – Children of the Light – Aburi

I have noticed that many children older and younger than me have a lot of talents they cannot explore due to the lack of opportunities. I learned that the little you do can make a significant



difference. To always be grateful for everything I have. The art affirmations workshop with the children where we all got to discuss our aspirations and the values, we love about ourselves. Affirming yourself is a vital factor in life, and I feel it helped to boost the self-esteem of many of the children I interacted with on that day. How to effectively communicate with the students without confusing them was a challenge I faced. I overcame it with the help of my partner, Karen Magna, who used her mother language to interact with the children, while I tackled the less heavy interactions, which made the session much more interactive and successful. I demonstrated collaboration as I worked hand-in-hand with my partners at the workshop to plan out the event that would take place there. I

also formed bonds with the children I worked with, got to know them more personally, and even related to some of them. Children being able to explore their artistic minds is of global significance because we need to express ourselves artistically. I feel like this experience did that in many ways through the workshops. The activities were engaging and motivated us to take initiative throughout the experience. I learned that I am a very soft-spoken individual, which helped me get through to the rather shy and quiet children. Throughout the experience, I realized I had the drive to initiate and help wherever I was and was very consistent. I have developed my interaction, collaboration, and initiative skills. Importantly, I am grateful for the opportunities and the access I have to explore myself as an individual compared to other children in our country. Always give back to your communities and be the change. The ice breakers with the first group of the affirmations workshop with Sarah King (TIS Alumna) was an unforgettable moment. - **Ramatu Ibrahim – G12 – At Affirmations, Buddies for Change**



One thing I noticed was how happy the children were. Even though they did not have everything to make their life the very best, they were excited and appreciative of the time we spent with them. Moreover, they appreciated the gifts we gave them after we spent time together. It was inspiring. From this outreach program, I learned a lot from the children. Whatever situation we find ourselves in, we must be content with what we have was a lesson I learned. The children we met are not living their best lives, but they do not allow this to hinder how creative and or progressive they can be. They came up with so many innovative and creative designs during the competition. I felt so inspired.

That was when I told myself I would make it in life, and I will make sure I impact the lives of others and will motivate them to achieve their dreams too. We have ambitions, but sometimes the problem is how we can bring them out of us. My best moment was speaking to the children in the local Ghanaian language (Twi and Fante) because talking to them in the local dialect made it easier for them to understand what we were saying. They understood better and asked questions when I spoke to them in Twi and Fante. The learning outcomes I demonstrated during the experience were demonstrating how to initiate and plan a CAS experience, demonstrating skills, and recognising the benefits of working collaboratively.

CAS Trip – Children of the Light – Aburi

Yes, the activities were collaborative and challenging, especially when we had to climb the hills to meet the bus at the top. One thing I learned about myself is that I am a communicator, and I also noticed that when you are nice to people, you gain respect in return. Through the trip, I became a more caring, risk-taker, and adventurous individual. For me, we must be willing to help others whenever it is in our power to do so because there are so many people out there who do not get to live the life we live, so we must be ever ready to lend a helping hand without any hesitation. An unforgettable moment for me was when I realised one of the children had the same name as me, and after I told him, he was with me throughout the day until he went home. **Samuel Agyenim Boateng – Personal Hygiene team**

I noticed that even though the children wanted the food, they were more than willing to share it with the dogs at the centre. Kindness above self. Give back to your community and put a smile on someone's face, even if it is just for a day. My best moment was when I carried a little girl who slept in my arms. When I placed her on the couch and left her, she immediately woke up and looked around for me. My greatest challenge was the language barrier. I overcame it by learning to say some things in Twi from the older kids who understood English more. Next time, I will try to learn the basics of the language before coming. Demonstrate engagement with issues of global significance. There are so many children out on the street or who do not have a source of food, shelter, and education, and being able to provide an aspect of this put a smile on my face. Identify your strengths and develop areas for your growth. I do not think I have ever cooked on charcoal before, and it was nice to learn. I have realized how words speak volumes. A girl cried for a long time because of what a boy said to her, and it made me reflect on things I said to people and whether that also impacted them negatively. I have, therefore, learned to be mindful of my words. My takeaway is a privilege. Their excitement when they saw the food made me realize how much we complain about, even the variety of food we have. An unforgettable moment will be the play and the joy on their faces. **Moyosola Fajemirokun – G12 – Buddies for Change, Personal Hygiene, Cooking team**



I noticed that although the children didn't have much, they still had big dreams. Some wanted to be authors, architects, and even pilots. No matter your environment or financial situation, you can overcome any obstacle, provided you have a positive outlook. I also learned that it is necessary to be resourceful because there will be times when I won't have access to everything I need, but I will need to find a way to get through it. My best moment was when so many kids surrounded the bead-making table, all eager to learn. Their smiles made me so happy. My greatest challenge was attending to all the kids at the same time. It was hard to help two at a time with five more waiting for their turn, but my teammates helped me get through it by dividing the kids among us. I demonstrated initiative and planning.

CAS Trip – Children of the Light – Aburi

As president of the club, I had to ensure that the activity was planned efficiently, from assigning roles to packaging and waking members up for the trip. The activities were engaging but not very challenging. I learned that I am more patient than I thought I was. I like to rush things, but then, with this project, I took the time to savour this moment. I have developed a more grateful outlook on life because I have so much compared to these kids who are so talented. My takeaway was that no matter your financial situation, you should always try your best to be positive because a negative attitude won't get you anywhere. When one of the girls named Zilpuh gifted me a ring she made for me, I was so happy. - **Ohemaa Asibuo – Gr12 –Buddies for Change, Bead Making team**

During the trip, I noticed the gratitude and excitement of the children. They were extremely eager to learn and try the different activities. I still remember the quote on the wall that said, "Aim for the moon even if you miss it, you will land among the stars" From this, I learned there is nothing too high for us to aim for, even if we don't achieve our intended goals, we will have achieved something in the end. My best moment was engaging with the children during the art affirmations. With this activity, I got to know each of their aspirations and goals for the future. I remember a boy named Samuel told me he wanted to be an architect just like me, and I was amazed. The greatest challenge was the language barrier. I could speak Fante, but I couldn't express myself fully to convey my intentions. All the better, I was able to communicate with them effectively, with the use of expressions and trying my best to formulate sentences. I demonstrated commitment and preservation. At some point during the visit, I had run out of energy, but I had a second group to host. I needed to put the same energy and effort into the second group to create a similar and enjoyable experience for them.



The activities I engaged in were more engaging. I had the opportunity to speak directly with the children and share my aspirations with them. It was challenging because you had to get out of your comfort zone and be the one to initiate a conversation with them. I learned that I am outspoken and confident when I need to be. I can be very engaging and make others enjoy their time. From others, I have learned the gift of appreciation, where you say thank you for little things and live with what I have. Nothing is too far or too great for me to achieve. An unforgettable moment was meeting a young boy named Sammy. He was a fascinating and well-mannered boy. I spent time talking to him and just asking him questions, and he answered with an infectious smile. - **Karen Magna Quarshie – G12. Buddies for Change, Art Affirmation**

CAS Trip – Children of the Light – Aburi

I noticed that the trip was very successful because we were able to help the less fortunate and spread joy and positivity. I learned to care for others more than myself because I engaged with the children. I also learned to be content with what I have because of the wonderful children I saw, who were happy with the little they have. My best moment was when the children performed a play for us. It was so exciting and funny seeing them perform with so much talent. My greatest challenge was starting conversations with people because I was shy, but then I realised that the children were just happy to see us, which made me more relaxed. With my collaborative skills, I was able to do things, such as cooking with other people. The activities were VERY engaging. There was no moment where you weren't doing something exciting with your friends or the children, such as the bead-making or face painting. I noticed how I am a caring person because of my interaction and consideration for the children. My takeaway is to be grateful for whatever you have because there are people with less that are over grateful. Ascending the mountain with my friends was my best moment. - **Diego-Cristiano Nwokolo – G12 - Buddies for Change, Bead Making, Donations.**



When we first got to the destination, I noticed many of the children were very eloquent in their speech. I learned during the outreach how beneficial it is to know more than one craft. When there were very few people at storytelling, it was easy to assist them because of my background knowledge of role-playing. My best moment was when the children and I were having meaningful conversations with them, enlightening me on where they are from and how well they know each other. The greatest challenge I had

was when I longed to do more for the children and how I kept doubting how appreciative they were of the face paintings done on them. A few of the learning outcomes I demonstrated, identified, and recognised were collaboration, strength, growth and challenging skills. The activities were very engaging. It is essential to know more than one language, especially with children. The littlest help you offer goes a long way to change lives. An unforgettable moment was being part of the audience, where the children acted and danced beautifully. **Bellina Anthonio - G12, Buddies for Change, Bead Making, And Story Telling.**

CAS Trip – Children of the Light – Aburi



I realised that though the children didn't have much, they still had a lot of dreams and aspirations. I learned how to make a bead bracelet. My best moment was when my new friend, Fredrick, showed me how he makes a model pencil case using paper, scissors and glue. It was my best moment because I love learning new things, and I admired his creativity as he had several other innovations. The greatest challenge I faced was the language barrier. Through workshops

we had to educate them about many things, personal and oral hygiene. However, they were more comfortable with their local language. Two of the people in our group spoke the language. Thus, we utilized them to overcome this issue. The activities were most definitely engaging. After our little talk, we played the Zip, Zap & Boing game with the children. It was fun and got us to engage more with one another. I developed my ability to speak to people I don't know. I have never been much of a social person, but this trip helped me step outside of my box, interact and get to know people. I gained a new perspective on the world by being exposed to the drawbacks and benefits of their lifestyle. I can think differently about my own life, being aware of how other people live and what cultural values are. An unforgettable moment was when Micheal and I played football with Ferdinand and his friends. It was unique because the football they played was a bit different. They had specific objects that represented goals, unlike the usual goal nets. - **Tamar Tejan-Cole – G12 – Buddies for Change**



What I noticed was the creativity of the children. I learned how to interact better with others, and I learned how to work better with others. My best moment was playing football with some of the children. It allowed me to interact and have fun with them. I showed commitment and perseverance in the CAS experience. I demonstrated the skills and recognised the benefits of working collaboratively. I again demonstrated engagement with issues of global significance. I recognised and considered the ethics of choices and actions. The activities at the outreach were engaging and enjoyable. I learned that some people are incredibly creative because of the recycling competition. It made me realise

that one can use any material to make something meaningful. Always be kind and respectful to everyone, whether from a different background or not, because we're all the same. Hiking up the hill to get to the bus was an unforgettable moment for me. - **Michael Labor, G12 – Buddies for Change**

CAS Trip – Children of the Light – Aburi

These are children who, regardless of their state, have so much potential and utilise whatever opportunity they get. It's one thing to donate things to those who need them, but the impact of this service is what matters more if it comes from your heart. Being with the children made me reflect on what it really means to serve people. It's not just giving up your time but how you use that time to help them. Watching the play performed by the children was my best moment. I and some others



asked one of the children if they came up with the dances themselves and the props as well, and when I got an affirmative answer, I wasn't surprised by their talent. I was impressed at how they used the resources around them to make something so beautiful. The children weren't fluent in English and could only express themselves well in Twi, a language I don't know how to speak. At first, it made it difficult to interact with the children and made it a bit uncomfortable being one of the people who couldn't speak or understand what they were saying, but I didn't allow that to stop me. I made sure I interacted with the children in any way I could, and if they wanted more food, I gave them mine, and whichever advice I could give, I did. I think I will be serious with my friends when I tell them to teach me Twi. Demonstrate that challenges have been undertaken, developing new skills in the process. Identifying your own strengths and developing areas for growth were the learning outcomes I demonstrated and identified. Playing with the children was a bit of a challenge. I spend my time with people in my age group and having to engage with people really younger than me meant running around with them, carrying them, and all sorts. I learned something that I guess had always been there; I don't let myself get easily discouraged. I find ways to overcome that challenge.

I noticed that outside of the TIS environment, people brought themselves down to the level of the children. Collaborating with people in any project is necessary. I remember specifically in the storytelling department how we tried to find ways to engage with the children and not just have them sit around listening to our voices. We asked them questions after reading the story. We sang with them in a circle and had one person read in Twi and English since they wanted both. I could tell everyone had come with the mindset to engage with the children and help them in any way possible. We had to hike a bit on the journey back home, and it reminded me of how wonderful the Dukies camp was, regardless of the physical exertion. I did challenge myself since I'm not a sporty person, and I got through it and still enjoyed the beauty of nature in the mountains. **Nemi Asoka – G12 - Buddies for Change**

CAS Trip – Children of the Light – Aburi

When we got there, I was in so much awe. The centre is beautiful, surrounded by a lot of thick trees. After entering the compound, I got hit by a swift, comforting, and peaceful aura due to the numerous thick trees around me. The children were intriguing, witty, fun, and sassy. The things I indoctrinated from this experience are to be grateful for how comfortable I'm living. I don't have to think about what food I would eat for supper or worry about the availability of specific resources, such as water, stationery, and so on because they are at my disposal. It just made me appreciate certain things which I took for granted.



I cherished the interaction I had with an intriguing boy named Bright. He is a creative, talented soul who reasons beyond surface understanding. He told me about how he made a shoe called the "forgive shoe" Essentially, he took a pair of shoes from his closest friend after an argument. During their misunderstanding, they swore never to speak to each other again. He regretted that decision and decided to pick his friend's shoes, put soil inside with some seeds, and water the seed. The next day he apologized to his friend, and they made peace with each other. So every time that particular friend infuriated him and he felt as though he didn't want to talk to that friend anymore, he would look at the forgive shoe or remember the forgive shoe, and it would remind him to be calm and respectful to his friend. How does one come up with something like that? Learning about the "forgive shoe" was my highlight of the trip because it is different. It isn't something you see or hear about all the time. The challenge for me was engaging with the children and keeping them engaged. Ordinarily, I'm not a person who relates well with children, so it made me a little anxious. But I was able to psych myself for what was ahead of us. I read story books to the children. I realised they were not engaging with the story, so I had to divert from reading the storybook to teaching them Ananse songs and local dances to keep them energised and happy. Some of the learning outcomes I demonstrated were initiative and planning, and working collaboratively with others. An unforgettable moment for me was when we had to walk up the hill. It was very threatening, and I was scared I would tumble and roll down the mountain. But it felt good and fulfilling when I was able to walk up the hill because I didn't think I would make it. **Nina Issah – G12 - Buddies for Change**



CAS Trip – Children of the Light – Aburi

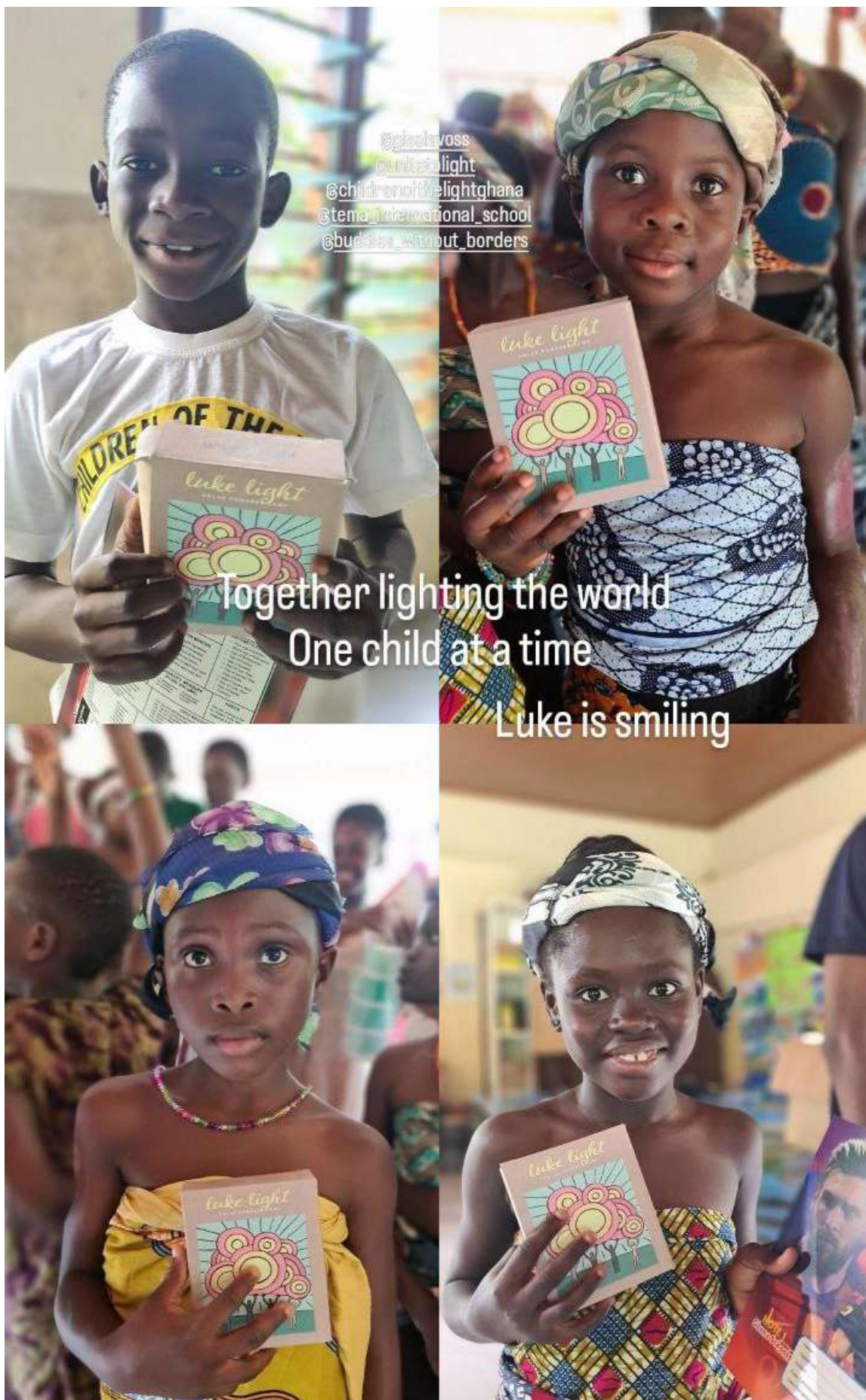


When we first got to the place, it looked nothing like what I had in mind. I thought it would be a place that was a bit neglected by the heads, but upon arrival, I noticed the love and care put into managing the centre. For me, I felt the warmth of a family in the air. During the outreach, I learned to be a communicator. I had to constantly talk to people about issues and send my message to the children at the centre. My best moment was my talk with Mama Su about the children at the centre and the many opportunities they could have if given the chance and platform. My challenge during the outreach was ascending the mountain to get to the bus. I overcame it by encouraging myself and getting all the needed support from my teammates. I worked collaboratively with the people around me and was able to communicate with my peers and the children around me. I persevered throughout the trip because I constantly faced obstacles, but I kept my focus on my goal of the outreach. The recycling activity where the children displayed their talents was engaging and intrigued me as

they could do so much with the little they had. It was challenging to debunk certain myths about menstrual periods in the local dialect (Twi), which I am not very good at speaking. On this trip, I learned I could tolerate people of different backgrounds well. I learned to be more tolerant about certain things. No matter the situation you face, you need the help of friends and even strangers to move on to the next level. It has helped me appreciate people. After the folktale and culture dance, one of the children at the centre approached me and asked if I saw her dancing and then proceeded to ask me for pointers on what to make it better. I felt touched that she was comfortable enough to ask for my opinion and advice. It warmed my heart. - **Vanessa Stephens – G12 - CAS project- Buddies for Change**

I noticed how the children's eyes sparkled and lit up the very minute they saw us. It incited me into a bit of calmness because it was my first time visiting them and going on a CAS trip. Plus, I was the only IB1 there. But that did not stop me from going on this trip and making new friends. Never judge a book by its cover. My best moment was when I went exploring the surroundings of the centre with Mrs. Janet during the workshops. I took great photos and found out about the stream that provides the children water and the different plants that grow there. And she also educated me on the Nyame Dua tree. My best moment was ascending the hills to the bus. I felt like I was going to fall, and it also triggered memories from the CAS trip I attended some weeks back. I embraced the new challenges that came my way, especially during this trip, and I was able to adapt to my role as a photographer. I identified a new passion for interacting with children and wanting to be with them. Always go to new spaces with an open mind. Nina and I judged besties for life was a striking moment for me. - **Akua Osafo-Buabeng – G11 - CAS project- Buddies for Change**





Few Vacancies Available Sign up Closes on Monday, 3 October



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

TEMA INTERNATIONAL SCHOOL

Limited Registration!
Registration Deadline:
3 October 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

Proud to deliver
THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

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.

Few Vacancies Available Sign up Closes on Monday, 3 October

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: 3 October 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¢)



DofE Award Leaders Workshop by HOSA



CAS Trip – Children of The Light – Aburi – Buddies for Change



Inter Colour Handball Competition



Morning Assembly



TIS EcoAid CAS Project needs your help to refurbish the Echoing Hills Village at Madina, Accra/Ghana



Initiators: Joel Adjei, Kwesi Acheampong
Collaborators: Tiffeney Nyarko, Caleb Offei, Chris Quashie, Kevin Agbo and Martin Ayisi.

For the purpose of our **CAS Project**, we initiated **EcoAid**, a project that aims to support the **Echoing Hills Village**, a centre for special needs and street children.

During the summer, we began the investigation stage of our project. We visited the centre and were inspired by the great work the caretakers are doing, despite the various challenges and lack of funds they encounter, especially after the pandemic. **A lot of children look for the centre for shelter, food, health care, medication and learning support.**

In line with the UN, Sustainable Development Goals, **1/No Poverty, 3/Good Health and Wellbeing, 4/Quality Education, 7/Affordable and Clean Energy and 10/Reduce Inequalities**, we aim to support the Centre by refurbishing the boys' dorm, providing solar LED lights and improving the conditions at the Centre.

To provide what is needed, we are asking for **support to reach our goal of raising GHC 40,000**

The best way to find yourself is to lose yourself in the service of others. **M. Gandhi**

***CAS – Creativity Activity Service**

DONATE NOW – click on the link <https://makewe.help/bc6avzz>

or scan the QR Code below or Dial ***920*78#**



EcoAid CAS Initiative Fundraiser at the InterHostel Day – Saturday, 8 October

EcoAid is a project that aims to support the **Echoing Hills Village**, a centre for special needs and street children. We aim to support the Centre by refurbishing the boys' dorm, providing solar LED lights and improving the conditions at the Centre.

We partnered with **Fry 'n' Bake** to sell food in order to help raise money for our initiative.

[Extra Donations Here](#)

<https://forms.gle/n8kat4AdVFAYZLNN6> - Click on the Link and place your orders NOW

The menu is set against a background of various food items like carrots, tomatoes, and onions. At the top left is the 'EA' logo with 'EcoAid CAS Initiative' below it. The title 'Fry 'n' Bake Menu' is in a large, green, stylized font, with 'EcoAid CAS Initiative' written in a smaller script below it. The menu items are listed in bold black text. At the bottom left, 'October 8 Cafeteria' is written in a green script font with a wavy arrow pointing to it. At the bottom right, there is a green 'ORDER NOW' button and a red text box with a warning about pre-ordering.

EA
EcoAid CAS Initiative

Fry 'n' Bake
Menu
EcoAid CAS Initiative

YAM & CHICKEN KEBAB 3 PIECES - 25 GHS

YAM & SAUSAGE KEBAB 3 PIECES - 25 GHS

YAM & GOAT KEBAB 3 PIECES - 25 GHS

YAM & GIZZARD - 25 GHS

YAM & CHICKEN WINGS - 25 GHS

BURGER & FRIES - 25 GHS

3 PIECES OF SPRING ROLLS - 10 GHS

3 PIECES OF SAMOSA - 10 GHS

KELEWELE & GROUNDNUT WITH POPCORN CHICKEN - 15 GHS

October 8
Cafeteria

ORDER NOW

PRE-ORDER NOW ON THE GOOGLE FORM
NO NEW ORDERS WILL BE TAKEN AFTER OCTOBER 4



Proud to deliver

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


REGISTER

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



**QUALIFYING AGE:
14 - 24YRS**

AWARD LEVELS



BRONZE
14yrs



SILVER
15yrs



GOLD
16 - 24yrs

READY FOR CHANGE. READY FOR OUR NEW WORLD.

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

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

APPLY NOW

Email: david.difie@tis.edu.gh

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



CHALLENGE ∞



www.tis.edu.gh



Theme
**Celebrating our Founders:
The importance of vision and values**





Zero Hunger Zero Waste - Innovative Ideas to Shape Our Future

Buddies Without Borders Online Forum - **November 5 - December 18, 2022**

Overview

Students aged 12-18 around the world are invited to brainstorm ideas to solve challenges that impact us all.

One would imagine that having enough food to survive should be a basic human right that is easy to achieve. After all, agricultural technologies, food distribution networks, and public health systems have been the backbone of any civilization for centuries. Indeed, the most recent [Agricultural Production Report \(2022\)](#) shows that there is more than enough food to feed everyone on earth.

Yet, [the World Food Program](#) has declared that 2022 is the year of unprecedented hunger. According to the [UN's Hunger Report](#), about 1 in 10 people on earth don't know where their next meal will be from, and **about 1 in 3 of us are going to bed hungry tonight**. The Russia/Ukraine war and the Covid-19 pandemic further intensified the gaps between the haves and the have-nots: 10% more women than men are suffering from food insecurity, and nearly 70% of hungry people live in 10 countries in Africa and Asia.

Meanwhile, [the Food and Agriculture Organization \(FAO\)](#) estimated that **one-third of all food produced has gone to waste**, from the moment of harvesting in the fields, through transportation across the world to stores, and finally in our kitchens. The waste is also seen in the process of production, including precious water, fertilizer and energy. Finally, food waste in landfill produces [methane - a greenhouse gas that is contributing to climate change](#).

Clearly, something is wrong with this picture. What has been done and what still needs to be done?

How can we incorporate farms into cities so local fresh foods can reach consumers more easily? Urban agricultural designs, from hydroponics and aeroponic systems to community gardens and vertical farms, are just some of the innovative solutions that are available to us. What about circular food consumption? Instead of adding to landfill, how can we transform kitchen waste into compost, biogas, or animal feed? How about APPS that enables people to find food in excess? Finally, let's consider meal-sharing -from soup kitchens to "meals on wheels" to neighborhood potlucks, sharing food locally can be structured into community events and services to minimize waste while building connections among residents.

What are your big ideas?

Click Here for the Application Link

https://docs.google.com/document/d/1gnGWgoUmdYvlztBlc5GXoenk62_sNpAs/edit?usp=s_haring&ouid=109219592692197786819&rtpof=true&sd=true

The Guide CAS Project



The Guide is a CAS project by **Karen Magna Quarshie, Ramatu Ibrahim, Maame Ama Osei and Phoebe Osei**. Our goal is to create a conducive environment for the BECE graduating class of Ashaiman no.2 JHS cluster of schools, to study for their upcoming exams on October 17th through the provision of stationary kits, Indomie noodles (from TIS students) and LED Solar Luke's lights to facilitate learning. Also, aside from that we aim to aid in the refurbishing of the school by providing assistance with its painting. Hopefully, through this project we will bring change to the lives of the students residing in the school.



What seemed to be a distant plan had finally come to play and honestly, it exceeded my expectations. When I and my members chose this school to undertake this project, we had not anticipated going on the direction we ended up with. Initially our concern was providing better hand washing facilities to the school however, there was a much more pressing issue regarding the lack of materials available to the BECE class of 2022 to endeavor in their examinations and as a student who is also in her final year, it felt right to ensure

these students had the right materials to engage in productive studies and get through their exams smoothly. Visiting the students was a surreal and emotional moment for everyone present. I felt connected to each and every one of the students because we all had aspirations and a future we are determined to attain. Our interactive and personal session definitely made changes in their lives and I hope to see each of these students attain the grades they're studying hard for and our donations to them help them do that. However, this isn't the end of our project for No.2 JHS cluster of schools and hopefully this will motivate other privileged people to be the change as well and support our communities. **Ramatu Ibrahim, G12**

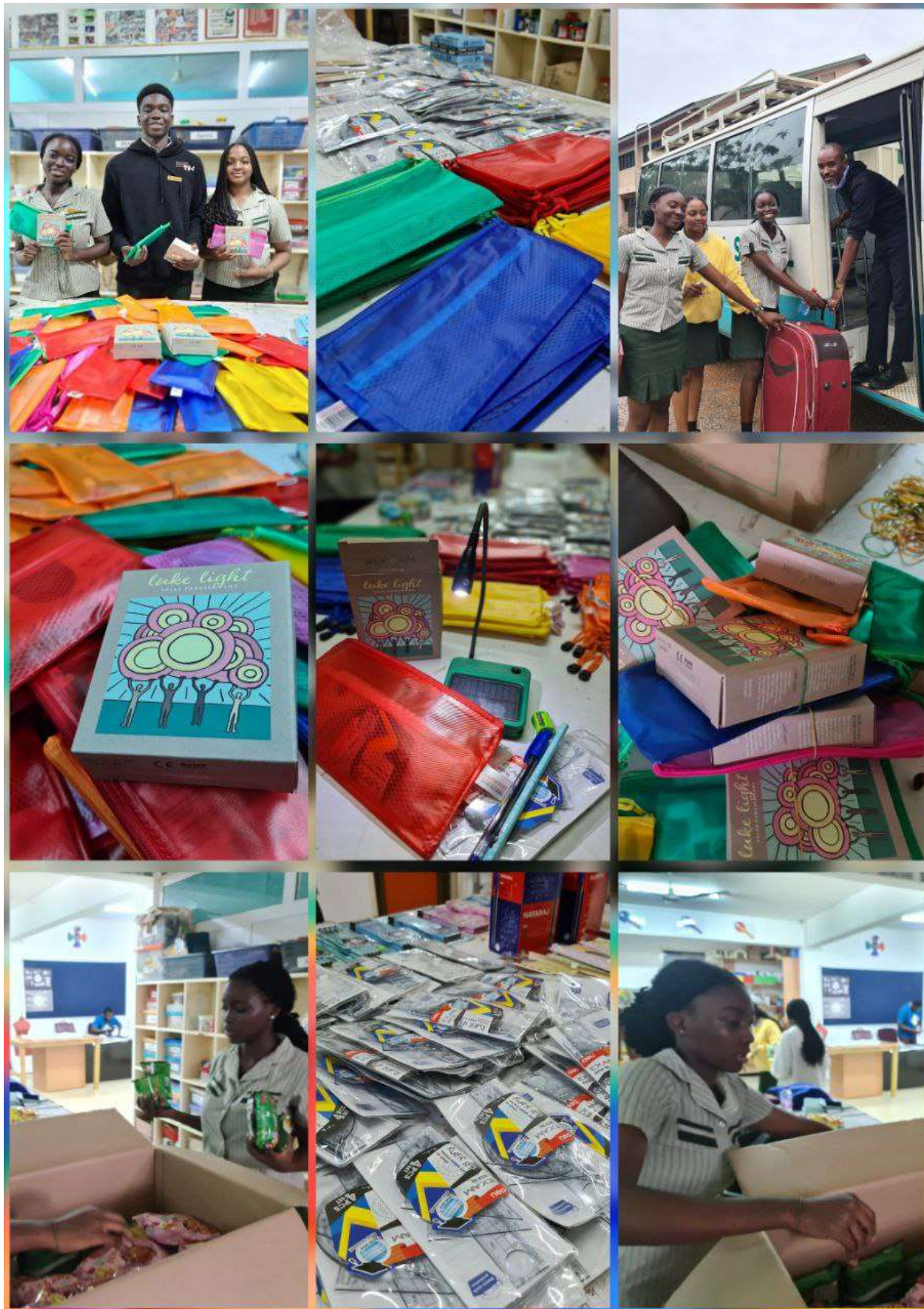
The Guide CAS Project



As a group, we got the opportunity to be a blessing unto other graduation students just like us. We began our project in DP 1, however, implementation took place this semester. The idea was to create a “kit” for the BECE class of 2022. We included blue pens, erasers, sharpeners, math set, pencils and Luke lights. After careful planning, we purchased the items and arranged them accordingly. On Wednesday, 29 September, we visited the school to

make the presentation. Meeting the children will forever be an experience etched in my memory. We met about 100 students who all had wonderful aspirations like air hostesses, footballers and even lawyers. To make the visit more impactful, we had an interactive session where we gave the students tip on staying motivated and disciplined throughout the exam period. Mama Su, who went with us, spoke to them about the power of intention. It was an emotional moment; she spoke about having an intention for everything you do. Just as the students learn for their BECE they should have an intention, which may be to make a change in their country or even impact the world. This is just the beginning of an impactful and unforgettable project with the school and its students. **Karen Magna Quarshie, Initiator – G12**

The Guide CAS Project



The Guide CAS Project





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.



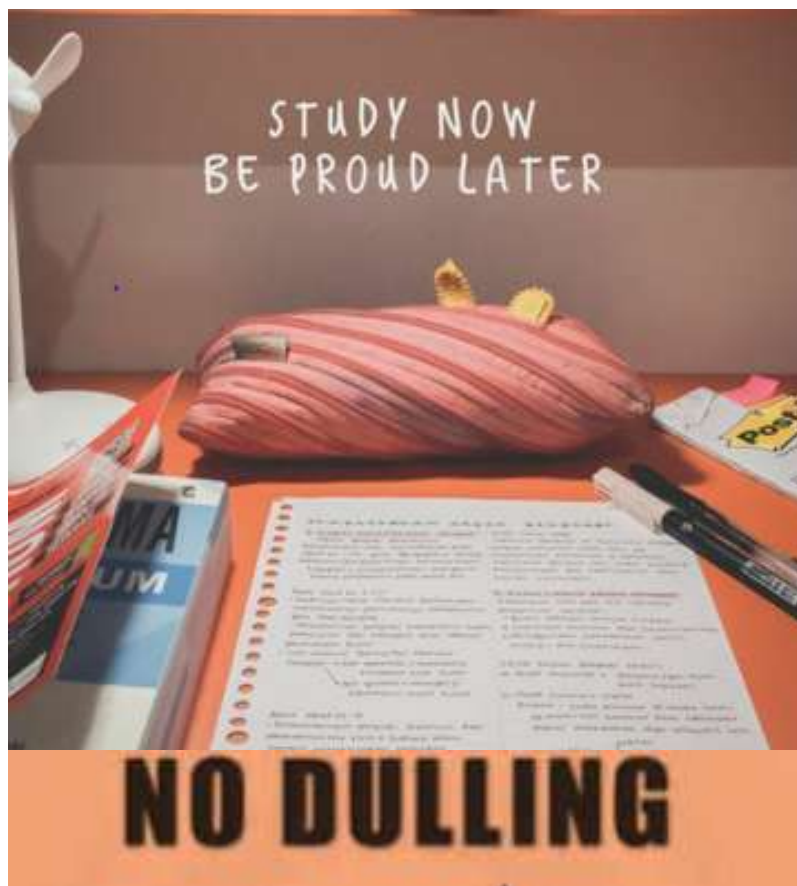
EDUCATION FOR A BETTER WORLD

10 THINGS THAT REQUIRE ZERO TALENT

@MINDSETOFGREATNESS

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

COUNSELLORS' CORNER



Dear students, learning is an involving activity that needs full attention.

The end PRIZE is so fulfilling and rewarding.

Remember: "The more you read the more you know the more you know the smarter you grow"~ Dr. Seuss.

TIS Family is here to support and make your dreams come true!

No Dulling! Study to show yourself approved!



DP2s

Kindly fill in all pertinent information as requested on the form and see your assigned counsellor for perusal and guidance. **Timelines have been updated here and on ManageBac.**

- ✓ FAFSA opens 1 October 2022 <https://studentaid.gov/h/apply-for-aid/fafsa>
- ✓ OUAC opens 1 October 2022 <https://www.ouac.on.ca/>
- ✓ ISFAA opens 1 October 2022
<https://financialaid.stanford.edu/pdf/isfaa23.pdf>
- ✓ CSS profile opens 1 October 2022 <https://cssprofile.collegeboard.org/>

✓ **DP2 University Guidance Timelines 2022-2023**

DP2 Students' Timelines 2022-2023	
Activity	Due Date
Create Commonapp Account	Friday 9 th September 2022
Essays, Personal Statements, school selection sheet, brag sheet, initial updates from Summer break	Friday 9 th September 2022
Quest Bridge all supplement essay submission https://youtu.be/KNZndnqRxQs	Friday 9 th September 2022
Final updated College Essays, & Personal Statements & updated university list, submission to counselors for final review (all DP2s)	Friday 16 th September 2022
EA, ED students with Oct. 15 deadline to submit supplements, USA Early Applicants essay supplements (Commonapp and non-commonapp)	Tuesday 4 th October, 2022
Create OUAC Account	Tuesday 4 th October 2022
Create Meto / Concourse Account where applicable	Tuesday 4 th October 2022
Early UK Applications (MDV)- student submission on UCAS (Medicine, Dentistry, Veterinary Science, health-related courses, Oxford & Cambridge) "CLICK PAY AND SEND"	Wednesday 5 th October 2022
Create Financial Aid Application, remind parents to complete portions (CSS, FAFSA, ISFAA, COF, School-specific..)	Wednesday 5 th October 2022
EA, ED students with Oct. 15 deadline to submit applications to universities	Friday 7 th October 2022
University of Debrecen Registration	Monday 10 th October 2022
Confirmation and submission of official intent to apply for "special scholarships" (mostly counsellor nominated ones)	Thursday 13 th October 2022
Early USA Applications-(Early Decision/Early Action- EA/ED) Commonapp, students' final submission to universities	Friday 14 th October 2022
SAT/ACT Score Reporting	Friday 14 th October 2022
California Schools Portal (UC)	Monday 24 th October 2022
College Essay Supplements for all regular applicants to be submitted to counselors for review, USA, Canada	Tuesday 25 th October 2022
EA/ ED USA Financial Aid Applic. submission, USA Scholarship priority consideration application submission	Tuesday 25 th October 2022
Canadian University application submissions (OUAC & non-OUAC),	Friday 4 th November 2022
Regular UK (UCAS) Application- students' final submissions	Friday 4 th November 2022
All regular USA applications must be submitted. SAT/ACT Score Reporting	Friday 11 th November 2022
Regular USA Financial Aid Submission to universities (ISFAA, COF, CSS Profile, FAFSA etc.)	Tuesday 15 th November 2022
Ghanaian University Applications; purchasing of application forms/scratch cards to submit to counselors	Friday 27 th January 2023

Ghanaian University applications: final online submission to universities by students	Monday 27 th February 2023
Submission of IBIS Forms	Friday 14 th April 2023

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

WITH ANTICIPATED GRADES OUT NOW, ALL DP2s should please review their selected list of schools to ensure they have a balanced list –safeties, target and reach schools that are most suitable for them.

DP1 University Guidance Timelines 2022-2023

DP1 Students' Timelines	
DP1 Students to meet counsellors for initial one-on-one discussion; update on individual game plan, DP subjects, career interests, and country destinations for university.	Wednesday 5 th October to Thursday 29 th September 2022.
DP1 Parents one-on-one meeting with counsellors to discuss the University Application Process	Monday 17 th October 2022- Wednesday 30 November 2022
Personal Statement (draft 1) submission to counsellors for review	Friday 24 February 2023
College Essay (draft 1) submissions to counsellors for review	Friday 3 March 2023
University Selection Sheet- Initial choices to be submitted to counselors for review.	Wednesday 15 March 2023
DP1 Parents one-on-one meeting with counselors to discuss Financial Aid Application Process.	Wednesday 15 March - Friday 28 April 2023
DP1s submit final names of two DP teachers to write recommendations to counsellors.	Thursday 23 March 2023
Completed Brag Sheet submission to counsellors	
Financial Aid Tracker Due (university's financial aid requirements)	Friday 21 April 2023

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

Dates / deadlines in News Bulletin and will also be posted on ManageBac Guidance Files.



EU Business School visits to TIS -Luis Fernando Aguilar Alvares, Regional Recruiter Manager for Africa



- ✓ Established in 1973, EU Business School (EU) is an international, professionally accredited, high-ranking business school with campuses in Barcelona, Geneva, Munich and online.
- ✓ Offers English-taught foundation, bachelor's, master's and MBA programs in subjects which foster entrepreneurship, innovation and leadership and are highly sought-after by businesses. These include business administration, communication & public relations, international business, digital business, sports management, marketing, finance and enterprise, among others. <https://www.euruni.edu/en/About-Us/about-eu-business-school/about-eu-business-school.html>

DP1 Reflections:

"The European Business School (EU) is based in 3 cities in Europe i.e., Geneva-Switzerland, Barcelona-Spain, and Munich-Germany. The difference between a Business School and a University is the area of specialization. As EU Business School is specialized, it's main focus is Business. EU is a very international school with students coming in from all over the world. All classes in the EU Business School are taught in English however whilst staying in the country of your choice amongst these three options, you get to learn about and experience the culture and language spoken in that country. This school sounds like an amazing school with several opportunities for everyone as they have a more practical approach to teaching and learning. You get to work with talented individuals who have established their own Business ventures and visit and work with various companies around. The European Business schools have amazing sceneries and landscapes that cater to the needs of the specific subject being taught. For example, Munich, Germany is the IT capital and Barcelona campus is one of the best

among the three branches for Sports Science. The school also offers other courses in IT, Sports Science, International Relations and the arts, such as Fashion". **Nana Akosua Acheampong**~

"The university visit from EU Business School was insightful and interactive. The presentation highlighted the virtues that the school has to offer including some cultural and ethical benefits of studying there. The presentation additionally provided information on the different campuses located in Barcelona, Geneva, and Munich. The speaker placed emphasis on what the different campuses had to offer within their locations. We were briefly enlightened on some of the companies that are in collaboration with the university in terms of company visits and conferences. Some of these include Nestle, Tesla, Google, Puma, etc. Generally, the university visit was prodigious and I look forward to researching and learning more about the business school". ~Nanette Ativor ~

"I had a very revealing insight into how business schools operate. Going into the meeting, I didn't know what to expect because I was very new to business schools and their operation so this event has been very helpful in helping me understand what is expected of me and the type of experience I would get at that university, especially the type of experience. I look forward to gaining more information for other meetings to help guide my university destination"
~Odassey Tetteh~

MYP2 Guidance Lesson: It's all in the Attitude



At TIS, we are intentional about equipping students with life skills. One of the greatest assets is having and developing a right attitude which open doors for lifetime opportunities. Students were introduced to this life changing lesson in order to sharpen their thoughts, actions and overall wellbeing.

Enjoy reading some reflections from Students

"During yesterday's guidance class, I learnt a lot about what I have to do to become a better person. I learnt that our attitudes affect the way people see us and can affect huge opportunities, such as job interviews, auditions and so much more. But there are negative things that we have in our attitudes that we do every day without even noticing it, such as being cold, the way we dress, our laziness, and the way we handle certain situations. Things that are positive in our attitudes are the way we greet people, the way we talk to them, and the way we interact with everyone. Overall, I learnt a lot in yesterday's lesson about improving my attitude and I can't wait to learn more". ~Emaan Saani Ibrahim~

"During yesterday's guidance class I learnt what attitude is. I also learned that there are good aspects of attitude and negative aspects of attitude. I learned that one negative aspect of attitude is cold relationships. I learned that a cold relationship is when you just let the relationship freeze over on its own, meaning that if you have a bad relationship with someone, instead of trying to fix it, you let your relationship with the person keep getting worse without taking any action at all." ~Juanita Quarcoopome~

"Today I learned about it's all in the attitude and, to me, that meant that everything you do in life, whether you do right or wrong, people will say that is how you are, that's your attitude. In the lesson, we also learned the meaning of some negative words like being cold, envy, dreadful and some of the positive words were helpful, caring and collaborative. What I took away in today's lesson was that your attitude could change your future. A good attitude means a better future." Marie Kufuor~



✓ **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>

**PSAT/
NMSQT**



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! PSAT Math prep support ongoing.

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.

AYEKOO, AKPE AND BLESSINGS TO OUR FOUNDERS!

HAPPY FOUNDERS' WEEK!

AN EXCITING WEEK AHEAD!!! 😊



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

Take Smarter Notes

What's the best way to take notes? This, I'd argue, is the wrong question to ask.

A focus on note-taking assumes that the goal is creating a document. But having a nice piece of paper is useless if it doesn't contribute to the learning that goes on in your head.

Any learning strategy should aim to increase the amount of knowledge absorbed in the learning process. Here notes can help, and they can hurt.

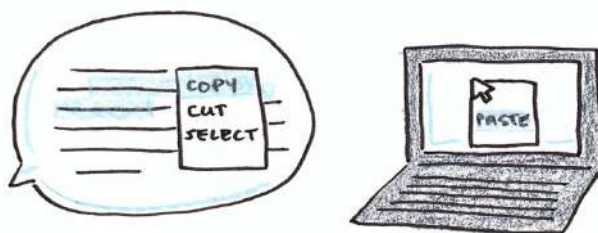
How Notes Help

Good note-taking forces you to pay attention. It's easy to have your attention wander and not realize it. However, when you're taking physical notes, the writing activity encourages you to pay attention.

This, and not the document the notes produce, is the primary benefit. Having nicely written notes is of secondary importance in assisting you in reviewing and studying the material later. This document should only be your primary concern in classes where you expect to spend many multiples of the lecture time actively studying the material.

How Notes Hurt

Note-taking can become a distraction, however. Consider verbatim note-taking, where students seek to transcribe nearly everything a lecturer says. What's going on when you do this?

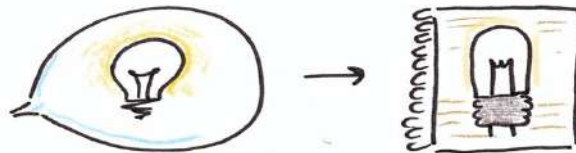


For starters, not a lot of thinking. Keeping up with the lecturer's speech while typing uses up most of your capacity. Since you're copying things mostly as they are said, you don't need to process the material for meaning, just copy it down. Handwritten note-takers perform better than those using computers partly because the former can't keep up with verbatim copying and have to process the material as they go.

How to Take Better Notes

Here are a few simple rules for taking better notes:

1. Paraphrase, Don't Transcribe



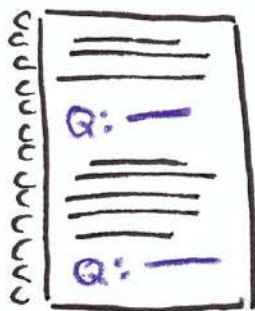
Strive to frame the lecturer's words in your own words. Avoid copying down whole sentences unless the explicit goal is to memorize them later. Paraphrasing forces you to focus on understanding the meaning of what is being said, which will be better for memory later.

2. Note Misunderstandings



In difficult classes, there will be tons that you don't grok immediately. Note these moments and questions as they arise. For videos, I tend to jot down the timestamp of my confusion to follow up on later. In live classes, make a note about questions so you can ask a peer or professor.

3. Ask Questions



Another good strategy is to reframe content presented in terms of the questions that might be asked about it. This is particularly effective for identifying the main principles being discussed rather than just the details.

For instance, a good question for this lesson would be, “Why can note-taking hurt your learning?” Asking, “What was point #2 that Scott made in this lesson?” may be easy to write now. But it is not a good question because it’s tough to answer later and doesn’t force you to think about the main points when framing the question.

The value of writing questions is twofold. First, it allows you to think in terms of the main message. It’s easy to get stuck on details and ignore the main points in a lecture. Yet the questions you’re likely to be asked will be about the main topics—not random factoids. Even when facts are important, they are easier to remember when you’ve mastered the central theme.

Second, questions can serve as recall practice prompts later. Some note-taking methods, such as the [Cornell Method](#), make this tool explicit by keeping separate a third of the page for questions. This lets you cover the actual notes, but not the prompting questions, during retrieval practice.

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