

TIS RECORD

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At TIS,

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.

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Key Dates

- 15-21/11/22: G10 semester eAssessments
- 21-29/11/22: G11-12 semester exams
- 30/11-3/12/22: Dukies' expedition
- 5-6/12/22: Group 4 Project

Thought for the Week

I always wanted to be somebody, but now I realise I should have been more specific.

- Lily Tomlin



What a Performance!

In my opinion, the best TIS play ever!

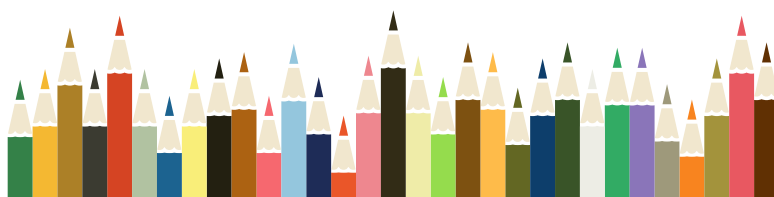
It was:

- Terrific
- ^ Incredible
- Sensational

From our Talented Inspiring Students @ TIS

Watching and enjoying the performance, I felt I was on the island with the ocean on our doorstep. The storyline was interesting, the acting was professional, the singing was superb, while the dancing was a delight to watch. The scene where the peasant girl was told to dance was exhilarating.

As you know, TIS annual productions are an authentic student experience. On stage, back stage, directors, choir and band, it is all about students taking charge. The life lessons the cast and crew learn along the way include: persistence, time-management,



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

-Steve Bollar

SAT & ACT

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

Making Us Proud

- Our Primary School community for their exciting unit celebrations last Friday.
- The entire cast and crew of *Once on This Island* for their stunning and captivating performances. Brilliant!
- Our parents and friends who brought their villages along to support our students. Thank you.
- Two surprises for me this year were Anthony Mayilamene (G11) and Abdoul-Manane Yandja (G10). Two of many great performers from students I would least expect to see on stage. Proud of you.
- Our tireless cleaning, kitchen, maintenance and security staff to ensure everything ran smoothly away from the MPH.

the importance of practice, reflection, social skills, collaboration, respecting others, meeting deadlines, rising to the occasion, meeting and exceeding expectations, self-confidence, going beyond their comfort zone, self-belief and motivation.

For many, these students now realise that they can achieve something special, if they apply themselves.

It was also exciting to see a Primary School student (Sika Tay) involved as a 'first' in a TIS annual production.

Congratulations to all staff, under the guidance of Ebenezer Asime, who put many hours and weeks into last week's performance.

A big shout out to our parents and community who brought their village along to enjoy this wonderful experience. Thank you.

Perhaps, the only surprise was a performance about an island that did not involve a pirate! Perhaps, next year's performance will be 'The Pirates of Penzance'?

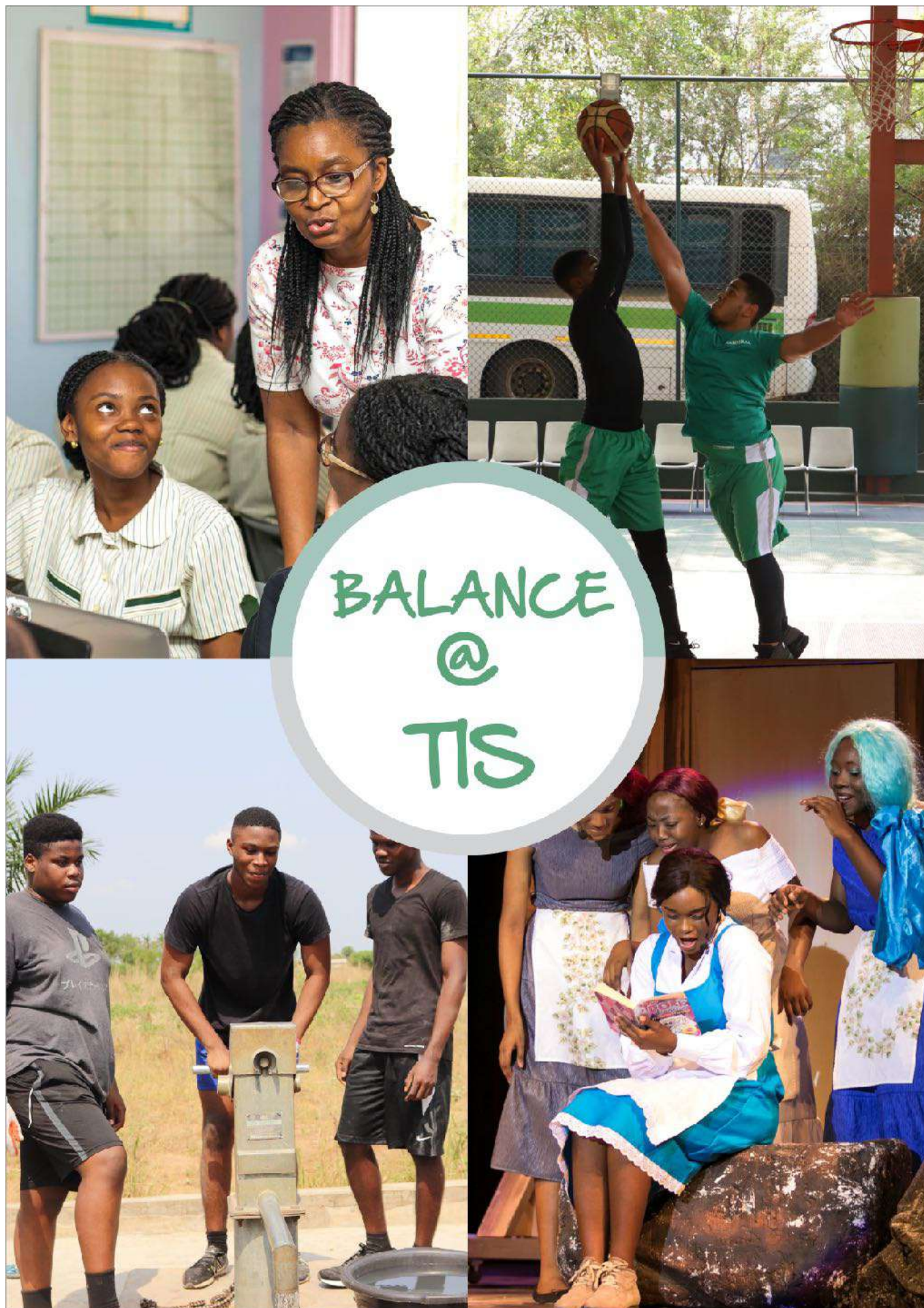
Recommendations

A reminder that any student recommendation request must be made through the Principal. Parents may indicate who they would like to prepare a recommendation but must not approach a staff member directly with such a request. All recommendations are sent directly to the school or university that requests them.

I appreciate your support. Stay healthy.

Dr Ken Darvall (Principal)





TIS

MAIN CAMPUS

INFORMATION



Exeat

There are two types of exeats: general and medical. All students will be allowed two exeats each mid-semester. Please plan accordingly to avoid disappointments.

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. Any requests after this deadline will not be approved.

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 (NO SHOW. NO GO!).

Students must return by 5.00pm on Sundays (weekend exeats).

General Exeat

A general exeat will cover passport and visa matters, as well as family events. These must 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 (during Semester 1)

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. You must keep 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.

2023/2024 SECONDARY SCHOOL ADMISSIONS ARE NOW OPEN

Main School Campus - Grades 7, 8, 9 and 11

- Prospective students are required to complete application forms online via <https://tis.openapply.com>
- An application fee can be paid via [ExpressPay](#), at the school or into the school's account. The account details can be found on the Bank Details page.
- All prospective students will take an aptitude test that does not require special preparation. An interview would be conducted before a final decision is made. Parents will be informed of the outcome of the selection process.
- Only candidates who have fully completed the applications will be contacted for the aptitude test and subsequent interview.
- Prospective families are encouraged to arrange a tour of the school before or during the application process.

Applications open on 3 October of the preceding year. Early applications and admissions are encouraged. Late applications will be considered, if vacancies exist.

Applicants for Grades 7, 8 and 9 will be required to provide three current term or two semester reports.

Applicants for Grade 11 will be required to provide three current term or two semester reports, predicted grade and a recommendation letter. When final results are released, applicants are required to attach a scanned copy on OpenApply. The release of final results will confirm subject selection levels (Standard or Higher).

After the completion of Middle Years Programme (Grade 10), TIS students are expected to complete the IB Diploma Programme in Grades 11 and 12. They will make initial subject selection choices during the second semester of Grade 10. The release of examination results will confirm subject selection levels (Standard or Higher).

Please note that students are not normally accepted into (Grade 10 and 12).



Tema International School



MAIN CAMPUS

**SECONDARY ADMISSIONS ARE OPEN FOR 2023/2024 ACADEMIC YEAR
FROM 3 OCTOBER 2022 UNTIL 31 MARCH 2023**

A family school, a unique experience.

Flexible online admission testing is available

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

Grade 7 (MYP 2)

Students should:

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

Grade 8 (MYP 3)

Students should:

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

Grade 9 (MYP 4)

Students should:

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

Grade 11 (IB Diploma Programme)

Students should:

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

To learn more
scan this.



To enrol scan
this.



The online application process can be completed at: <https://tis.openapply.com>

For further information contact us on phone:

+233 303 305134; +233 303 308737; email: admissions@tis.edu.gh

Or come and visit the school (Opp Afariwa Farms, Off Tema-Akosombo Road)

www.tis.edu.gh

TIS 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

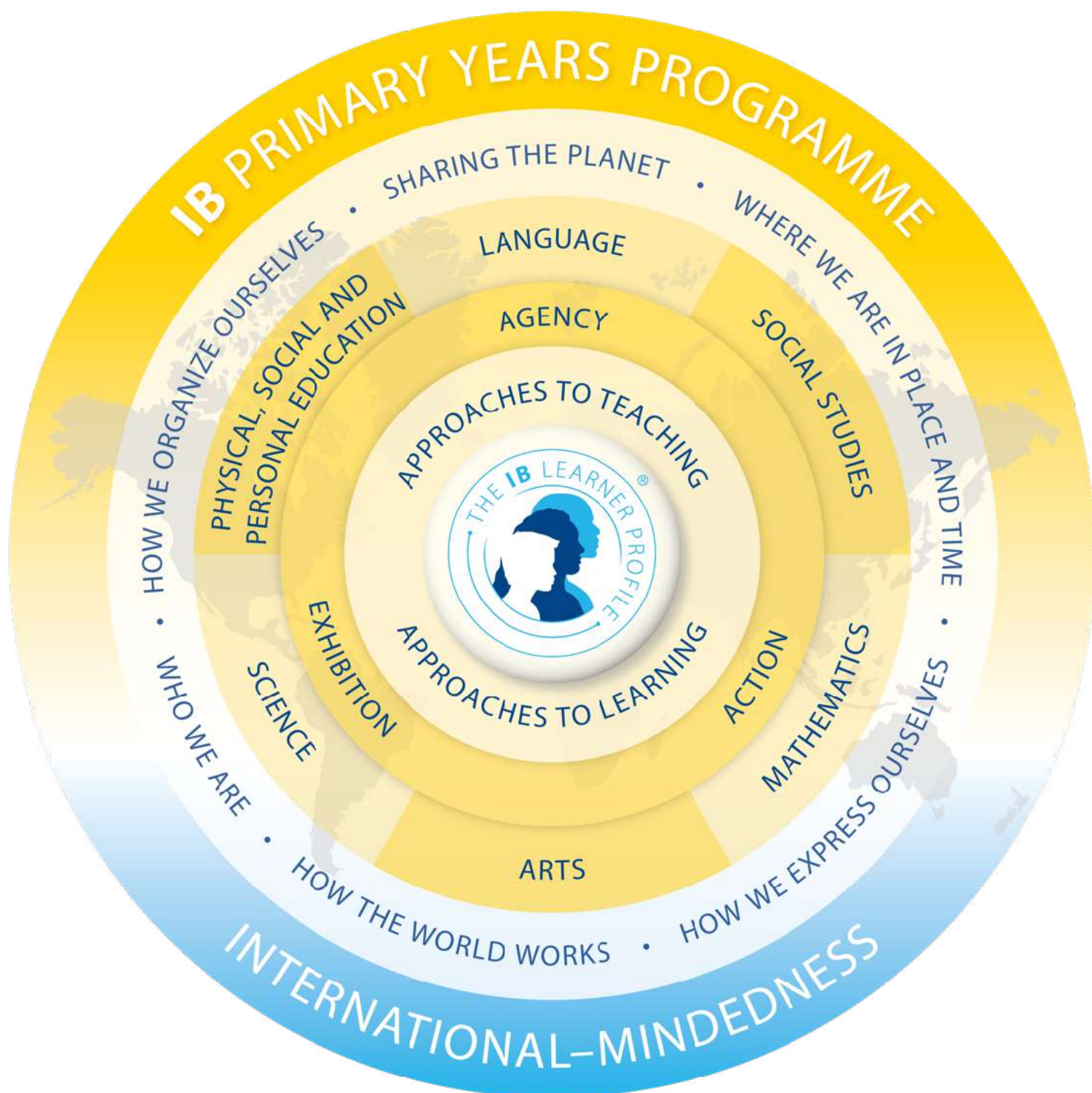
- ✓ If an admission offer is made, you will have 14 days to accept or decline the offer.
- ✓ Otherwise, you will be informed if your child has been unsuccessful or placed on the waiting list.

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



Languages at TIS Primary School

The International Baccalaureate supports multilingualism as its fundamental goal to increase intercultural understanding and international-mindedness. Language plays an important role in the construction of meaning. It encourages learners and improves their critical thinking skills. Through learning of language, learners read, write and spell words correctly. The learning process simultaneously involves learning language as learners listen and communicate with others in their everyday lives; learning about language, learners grow in their understanding of how language works; and learning through language, learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues (Halliday 1980). The IB Policy defines three groups of languages which are English, French and Spanish. This language policy defines the ways by which IB can support schools and teachers in the implementation of its program.



Amongst the three languages which are widely accepted in IB, the English language is recognised as the organisational internal working language in which most operational and developmental activities take place.

ENGLISH AS A LANGUAGE OF INSTRUCTION AT TIS

The language of instruction throughout the school is English. English is the language used in school publications, website, signage, and communication between the school and parents and between members of staff. All students speak or learn English and it is our language of inclusion. In light of this, the school values mother tongue (local language) and encourages its usage by students in learning. Language assemblies are arranged to allow students to exhibit what they have learnt in Mandarin, French, Sign Language and their mother tongue. In general, English is the instructional language used in the classrooms and is encouraged in social settings to promote inclusion.



For more information, visit the school's website to access the language policy through the link below.

<https://www.tis.edu.gh/wp-content/uploads/2020/11/2020-Language-Policy.pdf>

Aside the English Language being the official language, TIS Primary School seeks to encourage learners to be open-minded. TIS Primary School strives to recognise the unique potential of each student and to equip them to play an active and responsible role in a complex, multicultural world through the learning of sign language, Mandarin and French.

Sign Language

Sign languages are as rich, complex and creative as spoken languages, and are composed of hand movements, facial expressions and body language. They were probably the first ways humans communicated, but the first formal sign language alphabet system can be traced back to the 17th century in Europe, where it was used for educating hearing-impaired children. Today, sign languages are the primary language of many hearing-impaired and are also learned by hearing individuals who want to communicate with the hearing-impaired community.

TIS Primary School has allowed its young learners to learn at least one language which includes sign language. But one may ask, what is the essence of sign language for younger ones?

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Tema International Primary School believes that adding Ghanaian Sign Language (GSL) as a Primary Year Programme language acquisition option will add value to the school's curriculum choices. GSL will also provide students with the opportunity to realise that there are diverse ways of living, behaving and viewing the world through language. Additionally, sign language greatly contributes to the holistic development of students and the strengthening of lifelong learning skills. Given this, students already learn new (GSL) Ghanaian Sign Language vocabulary through their Units of Inquiry.

Learning sign language also helps students to develop empathy towards the hearing -impaired and this is in line with IB policies about the development of social skills.

French

In TIS Primary School, students have the opportunity to start learning French. Having already started English as the principal language of instruction in Kindergarten, French is introduced smoothly through the units. Students get to experiment with the language by learning vocabulary and understanding the mechanism of the language starting as early as the early years to Grade 6.

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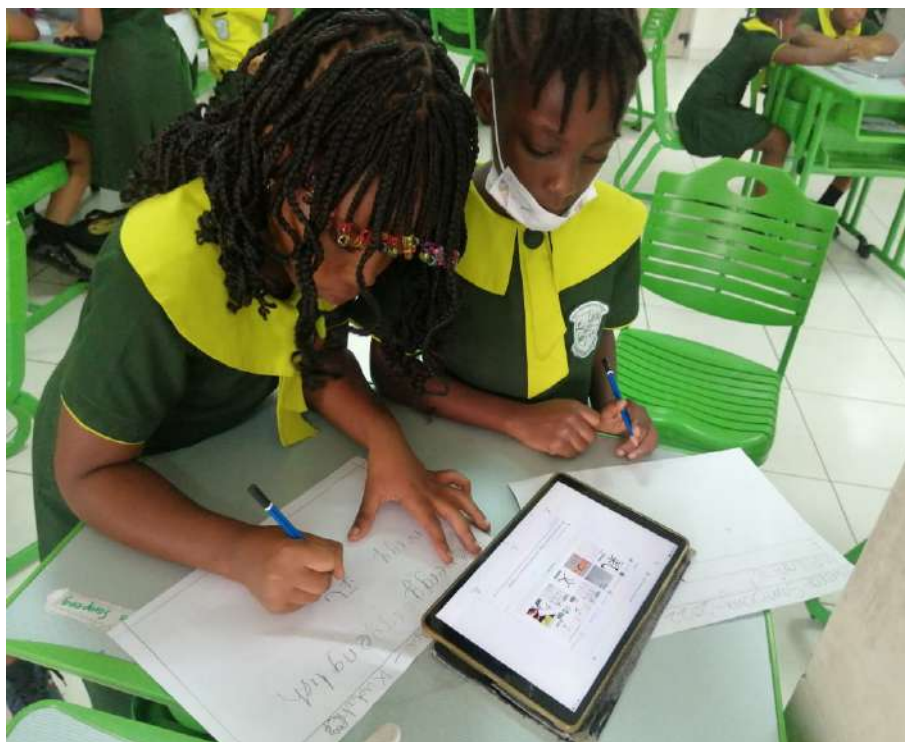
https://drive.google.com/file/d/1x1dmNoTQKgkNfWBU2Q8agyRz7464rx6y/view?usp=share_link

Mandarin

Do you know that by learning Mandarin you can speak with more people than in any other language including English?



Mandarin is the national language of China and is the most widely spoken language in the world. More than one billion of the world's population speak Chinese which means that learning Mandarin gives us the opportunity to speak and learn about the Chinese culture. Also, it is an opened door to a huge job market in all countries where Mandarin is the language of commerce like Mainland China, Taiwan and Singapore. Therefore, TIS Primary School teaches this special language with its characters to develop open-minded students that meets the fast changing world.



LANGUAGE

Having a transdisciplinary lesson is greatly encouraged here by setting aside time to meet both the additional subject teachers including the language teachers and the homeroom teachers to share ideas on how to make their lessons interconnected.



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Students are also grouped according to their abilities during the learning process to share their ideas and express their abilities in class. Language teachers are regularly encouraged to weave all planning around the lines of inquiry to achieve transdisciplinary connections across these languages.



Students learn how to sing in either Sign Language, French or Mandarin which is collaboratively done with the music teacher.



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

TIS 2022/23 School Calendar

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

September 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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October 2022						
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30	31					

November 2022						
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December 2022						
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January 2023						
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29	30	31				

February 2023						
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26	27	28				

March 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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

April 2023						
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30						

May 2023						
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28	29	30	31			

June 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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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

S1 Internal Dates: Main Campus

1/8/22	2022 MYP Results Released; 2021 MYP Enquiries Upon Results Open
1/8/22	Senior management staff resume
8/8/22	Teachers resume; review of school policies
15/8/22	Student Council executive return
17/8/22	Newbies arrive
21/8/22	Continuing students resume
22/8/22	Secondary School classes commence; G9 Subject Selection
27/8/22	SAT; TIS Junior Soccer Championships
28/8/22	School Performance auditions
3/9/22	Health Walk (6.00am)
4/9/22	Thanksgiving Service (11.00am: Students only)
9/9/22	TIS Senior Soccer Championships
10/9/22	ACT
17/9/22	TIS Handball Championships
21/9/22	Family Sporty Day
23/9/22	G12 TOK Exhibition; PP Criterion B draft due
24/9/22	TIS Volleyball Championships
1/10/22	SAT
3/10/22	TIS Founders' Day: Main Campus admissions open for 2023/2024
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 Café
26/10/22	Special assembly: Ms Juls Mills Lutterodts (Surviving Breast Cancer) 8.30am
28/10/22	G9/G11 Changes to Subject Selections close; Intercolour Maths/Science Comp (7.00pm)
31/10/22	PP Criterion C draft due
12-13/11/22	Annual School Play
15-21/11/22	G10 end of semester exams
21-29/11/22	DP end of semester exams
25/11/22	PP Criterion C completion
30/11-3/12/22	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 9.00am.
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
21/1/23	Colour Spelling Bee Competition
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)
5/3/22	TIS swimming championships (3.00 – 5.00pm)
10/3/23	TIS Squash Championships
11/3/23	SAT (Digital)
14/3/23	Pi Day
25/3/23	Expression Day
26/3/23	Exam Candidates Service
30/3-2/4/23	Dukies' Expedition
3-14/4/23	Mid-semester break
15/4/23	ACT; PP Criterion A draft due
20-26/4/23	G9 eAssessments
21/4/23	G11 EE Cafe
28/4-19/5/23	DP Final Exams
5/5/23	G9 (2023/2024) & G11 (2023/2024) subject selections commence;
6/5/23	SAT (Digital)
8 – 21/5/23	MYP eAssessments
9-18/5/23	G11 semester exams
30/5-2/6/23	Dukies' Expedition
2/6/23	Hostel Clean Up
3/6/23	2023 Graduation and Achievers' Day; Last day for Secondary Classes
4-7/6/23	Dukies Award Expedition
9/6/23	Last day for teachers; S2 reports published
10/6/23	ACT

Primary School Campus**Public Holidays**

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

S1 Internal Dates (Primary School Campus)

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

S2

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

6 Principles Shaping the Future of Work



Be Open to Understanding New Technologies and Concepts



Use Mobile Phones for Interactions with Teams



Use Expressive Communication



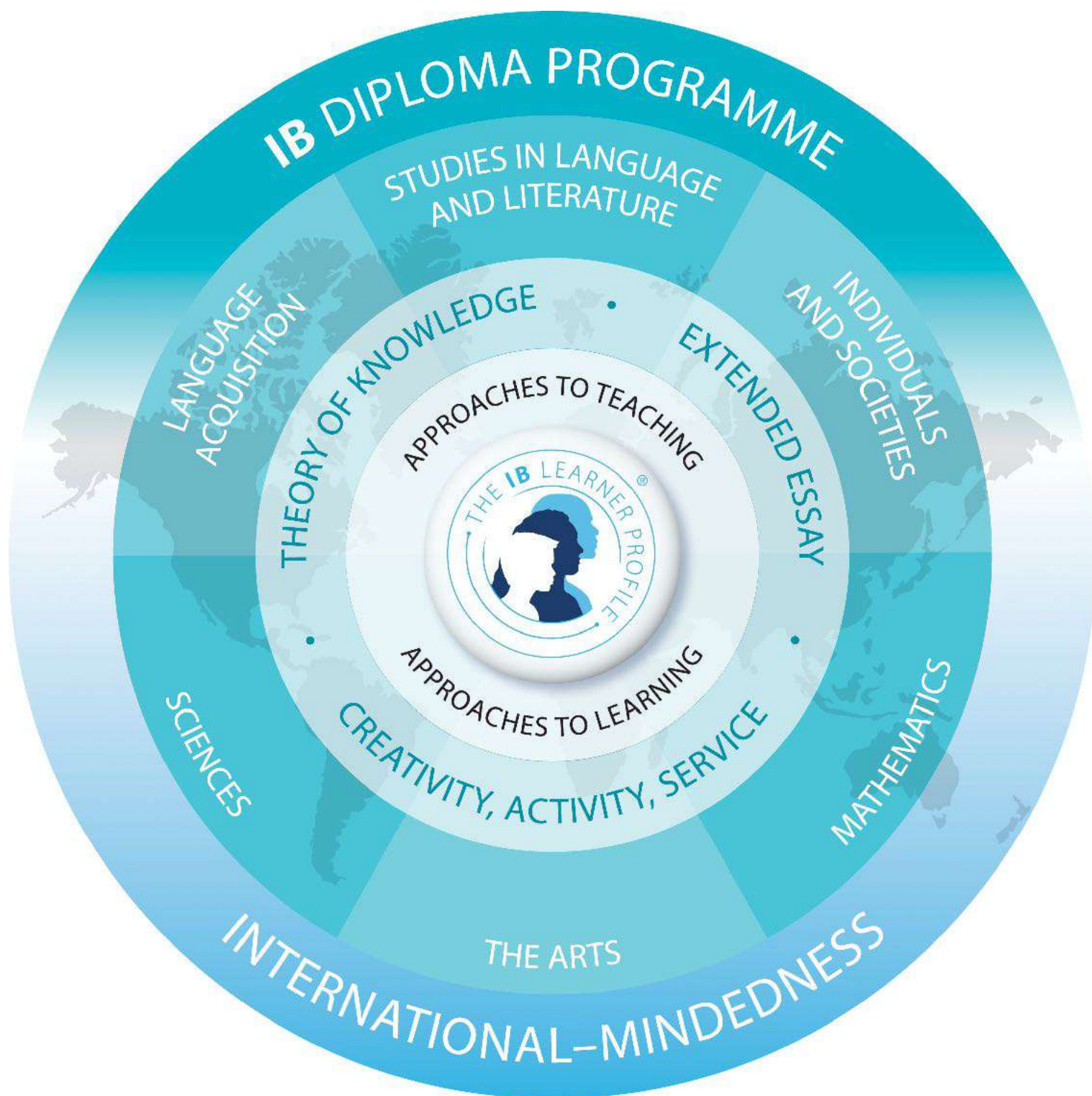
Integrating Team Softwares for Ease of Collaboration



Create Prioritized and Personalized Messaging Between Teams



Connect Workplaces



DP2 GEOGRAPHY FIELD TRIP

Field trips are common with the study of Geography, as they provide students the opportunity to connect theory to real-world situations that enhance their conceptual understanding of topics studied in class. Field trips also provide context to concepts and support the learning of complex theories in the course. Most importantly, data derived from the field study are used for writing a 2,500-word limit research paper for the Internal Assessment (IA) which is a requirement for the DP Geography course. On Monday, 7 November, a team of teachers accompanied DP2 Geography students to embark on this experiential education trip. Below are some of their reflections.



The Geography IA Data Collection Trip was very helpful for me. It gave me the chance to see theoretical concepts we studied manifest in the real world. For example, I was able to apply the knowledge about the changing urban conditions as we move from the low class residential urban areas, to the middle and finally,

the high-class residential urban areas. This trip helped me to easily select an IA topic, and I also bonded with some peers who I didn't previously speak to very often. Overall, this trip was both beneficial and fun, and I hope we get the chance to go on a trip like this again some other time.

- Lexi Forson



Since this was my first time around these parts of Tema it has given me the chance to even compare some areas of Accra where I live to these communities and I say that Tema seems to be a more planned urban area than Accra. There were even extra lands which were probably preserved for further generations. Aside the data collection, this was also a time for which members of the various groups made stronger bonds to enable effective

collaboration between one another. This was a really insightful trip and I wish to explore more under various topics from the geography course. ~**Kelvin Kofigah**

What a way to start of the week! Taking part in the geography trip to collect data for my Internal Assessment (IA) was a new and fun experience. Our topic is centered around urban environments so our data consisted of pedestrian counts, crime surveys, bipolar environmental indexes, and many more. I was put into a group with Daniel and Michael - it was a great time to bond and discuss our point of view regarding our topic. It was very interesting to analyse the environments from the high-income settlements



(community 12), middle income settlements (community 7) to the low-income settlements (community 1) and see how different they are. It was definitely a memorable learning experience and I believe I am well equipped to write an excellent IA. – **Annalisa Boahen**

On Monday, the day I had dreamed of since Grade 9 finally came. I embarked on trip with my geography class to commence the data collection for our IAs. The plan was to go to 3 communities within Tema in groups of 3. Our first stop was Tema community 12, a high residential area. There we collected information, such as traffic and pedestrian count, noise level, building quality survey, sanitation index survey and many more. It was an exciting experience going through the other communities especially community 1. Though we did not go during the rush hour, the community was definitely alive. In a nutshell, I have learnt to improve my data collection skills and make connections between the different parts of a city and their functions. – **Karen Magna Quarshie**



During the trip I was able to see many places and areas that have a lot of interesting things to look at like the type of buildings and the general appearance of the areas. I enjoyed the trip because I was able to work with my friends which was very interesting, and we also had interactions with people in our surroundings. Overall

the trip was very exciting and worth it because it has helped me take the role of a geographer and it has made me more aware of my surroundings. I hope get the opportunity to go on a trip like this again but hopefully for a longer period of time. – **Diego-Cristiano**



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

How to Study Intensely (Without Getting Burned Out)

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

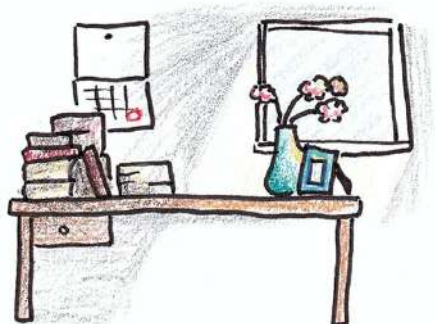
These strategies are critical when studying isn't your full-time job. While a five-hour-per-week project may not sound like much, it can be overwhelming when added to your existing obligations at work and home. People who study after work need to be extra careful about burnout because they have so little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

Here are five tips for staying focused without burning out.

Tip #1: Cleanly Separate Studying from Life

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

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

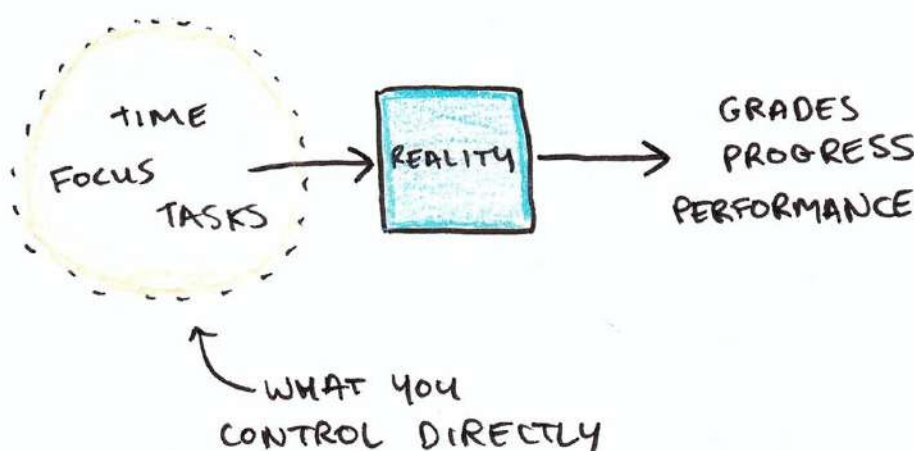


One strategy is to have a clean separation between the hours you're studying and the hours you are not. At peak intensity during the MIT Challenge, for instance, I put in about twelve hours per day. Even so, I always finished by 7 pm, and I never studied on the weekend.

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

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

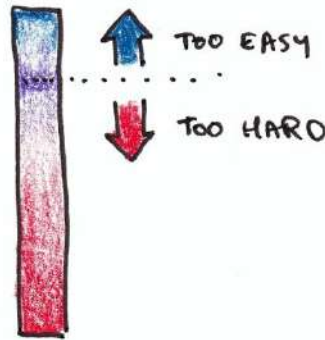
However, for many, studying isn't just effortful. It's painful. They become paralysed by anxiety about failing their test. They feel frustrated by the material or just plain bored.



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

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

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



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

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

Tip #4: Never Cut Sleep

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

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

Tip #5: Exercise regularly

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

Scott Young
20/4/22

CASSA Corner

Once on This Island – Words from the Director

Dear Students,

Thank you!!!

It has been a two-month adventurous journey manoeuvring our way on an island. And for the past two months on this island, we suffered stormy weather, but also shared stories, made friends, sang, danced, and loved. We learnt how to weather the storm, how not to give up, and our collective effort paid off.

To quote **Dr Darvall**, through this two-month journey, we learnt practical life lessons of: **"persistence, time-management, the importance of practice, reflection, social skills, collaboration, respecting others, meeting deadlines, rising to the occasion, meeting and exceeding expectations, self-confidence, and going beyond our comfort zone"**.

As we reflect on the production, I pray that we are able to appreciate these life lessons and be able to apply them to everything else that we do.

I am grateful to everyone.

God bless you and keep you.

Teye-Kwame III





Community Project

As shared in previous Bulletins, Community Project occurs in MYP 3 where students are guided to identify an authentic need in the community and propose an action to mitigate the need in groups of 2-3. This experience fosters collaboration, gives students the opportunity to act locally but think globally and become responsible citizens. This cohort will be the sixth to undertake the Community Project with 10 incredible goals.

The group just completed the *Investigation* stage, and they now begin *Planning* towards the achievement of their goals. See below the details of the various ongoing projects.



Project Title: Operation Fix Play

Initiators: Lois Entsua-Mensah, Bur-Han Deen and Chidubem Akunyili

Goal and Description: Refurbish the playground at the school of the deaf in collaboration with Empower Playground organisation and DP students for their CAS Projects

Community: Tetteh Ocloo School of the Deaf

Supervisor: Grace Ameyibor and Surama King

Project Title: Multicoloured Ribbon

Initiators: Aseye Torkornoo and Adylnn Mate

Goal and Description: Designing a mural with the children to showcase Autism as a special ability not a disability.

Community: Tetteh Ocloo School of the Deaf

Supervisor: Fafa Wensley

Notes: The team has designed two murals and together with the children at the centre will choose and decide together which mural to paint. The team plans to spend 3 days at the centre before and after vacation to get the work done.



Project Title: Puzzle Piece

Initiators: Navil Yakubu, Elikem Gborglah and Mawuena Apreku

Goal and Description: Creating awareness about AUTISM through print media by publishing a research article using the HopeSetters Centre as a case study in the Daily Graphic, Junior Graphic, TIS Bulletin and TIS website

Community: Hopesetters Autism Centre

Supervisor: Louis Welagaamo

**Project Title:** Ready to Play

Initiators: Antonio Osei-Agyemang, Fidel Pangasur and John Opeku

Goal and Description: Seek donations to provide sports equipment for the sports team at a local school

Community: Calvary Presby School

Supervisor: Mr. Tay

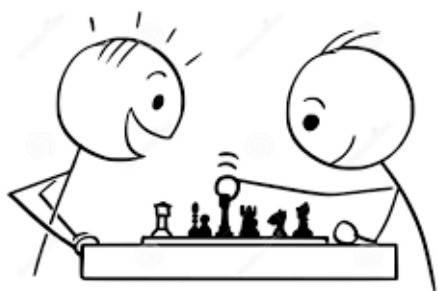
Project Title: Vertical Garden

Initiators: Crissy Amey, Rose Armah and Curtis Aliga

Goal and Description: To reduce plastics, the team will grow flowers in plastic bottles at the Einstein block for beautification

Community: Tema International School

Supervisor: Mr. Kobby and Uncle Eric

**Project Title:** Crystal Pieces

Initiators: Victor Quainoo, Hubert Efrem-Donkor, Kwame Oyorley

Goal and Description: Learning chess to teach the children at Crystal Kids school the basics in chess

Community: Crystal School

Supervisor: Michael Kaleem and Mr. Sylvester



Project Title: Fingers and Gestures

Initiators: Amaris Osei-Agyemang and Vania Stephens

Goal and Description: Organising a Sign Language Club in TIS with Calvary Students

Community: Calvary Presby School

Supervisor: Diana Asante

Notes: The first meeting will be on 18 November at the TIS campus.

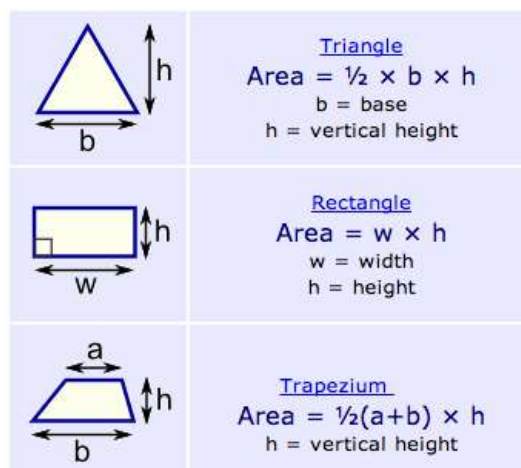
Project Title: Math is Fun

Initiators: Emmanuel Mefful, Ewen Sevor, Nathan Zedomi

Goal and Description: Measuring the area of some garden spaces within the school to create the implication of Math in our environments

Community: Tema Int School

Supervisor: Mr. Jerry



Project Title: Multi Language Signage

Initiators: Eleazer Mantey, Emmanuel Egyei-Mensah and Raymond Asare-Shady

Goal and Description: Naming the stations and centres on campus in two different Languages – French and Spanish

Community: Tema International School

Supervisor: Gilda Afegbedzi and Fafa Wensley

ASA - Gardenholics in Pictures



Festival of Hope – International Baccalaureate



Festival of Hope - We are in



"Can you remember the last time someone made you feel hopeful?"

We know that many of us feel hope when we are engaged in doing something we really care about and that feels important to us. We would love to hear your stories of hopeful action!

They might be really small things, like trying to smile at more people in the corridors to brighten their days. Or they might be really big things like running a gardening project in your community or organizing a free health screening at a nearby local school. Think of the various initiatives taken by you or someone on campus, and think about the impact of what you do around

you. Whatever it is, we'd love to hear from you.

We invite IB students and IB educators to join the **#FestivalOfHope** by recording a video telling the story of how your action brought you hope, or brought it to others.

Share your story of hope below, you will be called by the CASSA team to record your story. The videos' will be summited to the International Baccalaureate on your behalf.

Submissions of stories through this link are due: Wednesday, 9 November, at 8:00 pm.
Submit now - fill in the form <https://forms.gle/agg8m3AzUDiP4fVdA>





TEMA
INTERNATIONAL
SCHOOL



HOPE
+ ACTION = MAKING THE
+ INSPIRATION WORLD A BETTER
PLACE

ONE STEP AT A TIME

As IB learners, we all hope to make the world a better place.

As a result of our actions, we provide the inspiration for others to do the same.

Hope + Action + Inspiration = Making The World A Better Place

Hope requires action that creates inspiration.

One step at a time.

Making The World A Better Place.

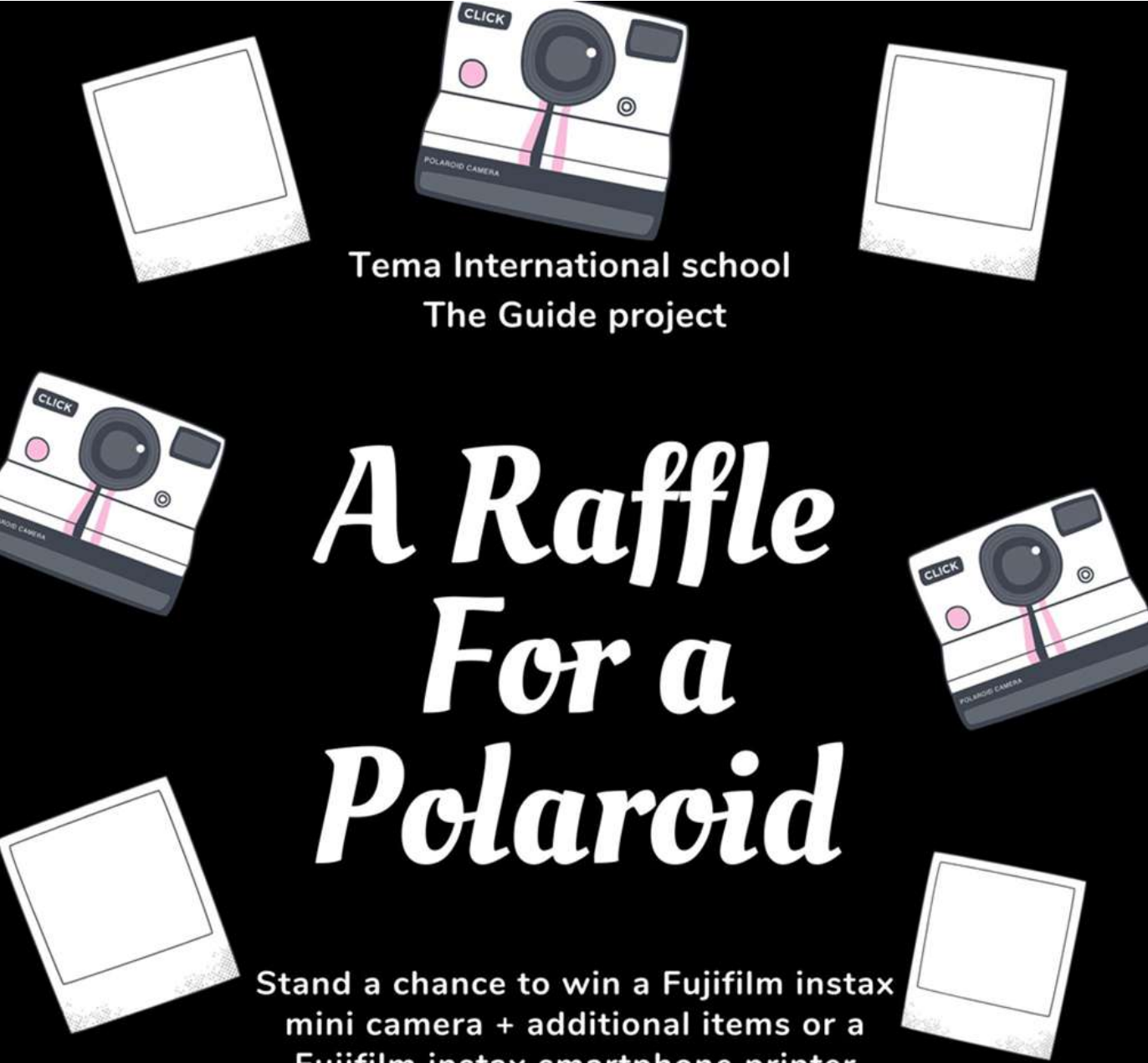
Dr Ken Darvall
Principal



Festival of Hope

I'm in





Tema International school
The Guide project

A Raffle For a Polaroid

Stand a chance to win a Fujifilm instax
mini camera + additional items or a
Fujifilm instax smartphone printer

FOR A PRICE OF 50 CEDIS FOR 5
RAFFLES

To raise funds for phase two of our project; the painting of
NO.2 Ashaiman JHS Cluster of Schools
see Ramatu Ibrahim, Karen Quarshie, Maame ama Osei a&
Phoebe Osei for your raffle!

CAS Projects – We need your HELP

We are final-year students of TIS and the initiators of **The Guide** *CAS Project - Karen Magna Quarshie, Ramatu Ibrahim, Maame Ama Osei & Phoebe Osei. We initiated The Guide to help underprivileged schools within our community. Our goal is to support Ashaiman NO.2 JHS's graduating class through the provision of stationery kits as well as aid in refurbishing the school, specifically its painting. The first stage of the project has been completed; consequently, the second stage is what we aim to tackle with your help.

Our project is associated with the UN Sustainable Development Goal 4/Quality Education and just like Elizabeth Foss said, **“When the atmosphere encourages learning, the learning is inevitable”**. We must realise that it does not just take a book and the teacher but the environment where learning occurs.

*CAS - Creativity, Activity, Service



DONATE NOW - <https://makewe.help/d30skxz>



**12 members of the TIS Chess Club will be attending the
Scholastic Chess Tournament – Best of Luck!**



MIND SPORTS GHANA

13 Days More

Scholastic CHESS TOURNAMENT

RATED AND UNRATED SECTIONS.
PLAYERS OF ALL LEVELS ARE ENCOURAGED
TO PARTICIPATE!

U8, U10, U12, U14, U16, U18

REGISTRATION FEE: GHS 120.00

Register @ mindsportsghana2022@gmail.com

DATE Saturday 19TH NOVEMBER 2022

SCHEDULE

- ◆ DROP OFF: 9:00-9:30AM
- ◆ LAUNCH: 12:00 -12:30PM
- ◆ AWARD CEREMONY: 2:30PM

Top 3 positions in each category will be awarded


VENUE:
NATIONAL THEATRE
(EXHIBITION HALL)
ACCRA

SIDE ATTRACTION

OPEN RATED
SCRABBLE
CHESS
MONOPOLY
DAUGHT RAPID

Alumni Corner

22 students and 5 staff members who are lovers of Poetry, Spoken Word and Art will be attending this event. Stay tuned for more.



KGL FOUNDATION **Apiorkor** **Fablinks Co Ltd** **NATIONAL THEATRE** **Tuniq AFRICA LTD**

“ Is the **black star** still a shining example of black excellence, depth, royalty and sophistication, for the African continent?
Or is the **black star** simply a **black star** - a symbol of darkness, burnt shadows and faded glory...? - **APIORKOR** ”

The Matriarch's Verse
Ghana At 65
The State of the Nation

Tickets

VIP BLACK	Standard RED	Friday, 18th November, 2022 8pm
GH¢300 (Single)	GH¢200 (Single)	
GH¢550 (Double)	GH¢350 (Double)	
Student GOLD	Dial *447*2173# for ticket purchases. Or Call 054 807 9766 for more information.	Venue The National Theatre of Ghana, Accra
GH¢100		Exhibition 6:30pm
		Dress Code Artistic Ghana



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CAS Project Challenge 2022

The aim of the **CAS Project Challenge** is to give you the tools to invent or campaign for something that will make a positive impact in your community. Showcase your project in a [short video](#), and win an all-expenses paid trip for your whole team to present your CAS Project Challenge at one of our [Global Student Conferences](#) in Boston, Edinburgh or Singapore. Watch the video below and follow the process to get started and make that change!
https://www.youtube.com/watch?v=6L5HtonV7rY&feature=emb_imp_woyt

- **STEP 1**

Build Your Team

Your team must consist of 3-6 team members, all under the age of 25. Please also recruit an adult supervisor to oversee your project.

Determine team roles best suited to each team members' strengths by taking this [Changemaker Quiz!](#)

- **STEP 2**

Explore the UN SDGs: Think Global

You will be linking your CAS Project Challenge to one or more [UN Sustainable Development Goals](#).

[Research each of the 17 SDGs](#), their targets and progress in detail, and [watch Emma Watson](#) introduce some inspirational UN SDG student projects.

- **STEP 3**

Identify an Issue in Your Community

Investigate what issues are currently affecting your community to help define what your team can focus your project on. Our **Brainstorming Worksheet** will help you identify issues and select one your team feels passionately about.

- **STEP 4**

Execute the CAS Project Challenge

Organization is the key to success. Structuring a collaborative project is not easy. We have developed an **Action Plan Worksheet**, based on the [5 Stages of CAS](#), to guide your team through each step.

Remember, you will be submitting a video. Document your progress using photo and video, right from the start.



How to Submit Your Challenge

Create a video – no longer than 180 seconds – that details:

- The problem you set out to solve
- The solution that you came up with
- How you implemented your solution
- Which UN SDG(s) you covered
- How you worked as a team and
- The impact your project had and how you measured it.
-

See Mrs King (CAS Coordinator) for final approval and submission.

SUPPORT THE GUIDE CAS PROJECT

Stand a chance to win a Fujifilm instax mini camera + additional items or a Fujifilm instax smartphone printer

FOR A PRICE OF 50 CEDIS FOR 5
RAFFLES

To raise funds for phase two of our project; the painting of
NO.2 Ashaiman JHS Cluster of Schools
see Ramatu Ibrahim, Karen Quarshie, Maame ama Osei a&
Phoebe Osei for your raffle!

**Buy your raffle ticket at the CAS office with Ms Miriam.
GHC 50 for a set of 5 Raffles.**



Free Health Screening Initiative



When we arrived, I noticed that people had gotten there much earlier than expected and were eager to have their checkup. They were all very polite, even the ones older than me. I also realised that this free screening felt like a once-in-a-lifetime opportunity to most people.

The highlight of the trip for me was the fact that there was communication between the patients and me. I never valued the importance of a local language until this outreach, which also encouraged me to learn more about them. The greatest challenge I came across was how to be in different places at the same time. Unlike the others, I did not have a permanent role or station. It widened my

understanding of what everyone was going through, and as much as I appreciated it, the experience was quite overwhelming. The seat spacing among the patients and the other screenings also added to the pressure, as there was no bridge between the registration and other departments. Collaborative skill was the learning outcome I exemplified during the experience. It happened when I was working with people to register others and follow up on unexpected issues with everybody. The activities were engaging.

Overall, I realised I need to be more intentional with my decisions and be conscious that I am working with people. Another lesson I took away from this is to humble and avail myself if and when necessary. The experience was fantastic and left a remarkable feeling in my heart. I feel there is more I can accomplish in many other ways apart from the health sector. **-Bellina Antonio (Grade 12) - My CAS Project**



Free Health Screening Initiative



I noticed the sad conditions people find themselves in and cannot do anything about it. It is heartbreaking that some want to help themselves but fail because they are too young or too old to do so. I learned how to communicate with people and perform breast cancer screening. My best moment was during the screening. I had so much fun talking to the nurse and asking questions. I questioned her on why certain things are done in a particular way and what causes these cancers. I also enjoyed screening some of the young girls and talking to them. One challenge I faced was communicating with adults who did not understand English during the registration. Especially those who do not know some information about themselves. I am not eloquent in our local dialects, but I had to speak it to ease communication. I intend to improve my speaking of my local language so that next time

I can communicate with them better. Commitment and perseverance were the learning outcomes I identified during the experience. There was a point where I was exhausted, I wanted to sleep, but I was determined to keep going despite how tired I was. The activities were not too challenging for me since I looked at the positive side of every situation. However, they were very engaging, which I enjoyed. One thing I learned about myself is that I know how to communicate and work with others. I will always find a solution to a problem despite how big it is, and one thing I used was my management skills, social and balanced order to get multiple things done over a short time. I had so many takeaways from this experience. One of them was my determination and zeal to go into the medical industry increased because I just loved the opportunity to help people going through all sorts of diseases and challenges. I intend to continue such an initiative to ease the lives of some deprived communities. I am already working on a CAS project where we give LED lights to communities that do not have access to electricity or use fewer renewable sources of light.

Maadjoa Obeng-Nkansah (Grade 11) - My CAS Experience

Free Health Screening Initiative



I noticed that it was very problematic for some people to afford medication and basic needs. The experience has taught me to appreciate the value of basic needs, checkups, and the pharmaceuticals we have access to that others don't. The experience was great, and I loved it so much. I learnt to be patient when working with people. Some could speak English, and some couldn't. I learned to come out of my comfort zone. I engaged in multiple conversations with people of my age group and some older people. My best moment was engaging in the breast screening. I learn how to work with women and detect cases of discharge, lumps, and mass. I had interesting conversations with the nurses. I enjoyed it too much, and it gave me a better idea of what I want to do in the future. I doubt I'll be able to pick just one because every minute was memorable and instructive. I also did enjoy checking blood pressure and temperature as well. The greatest challenge I faced was probably sitting and waiting throughout the

whole event. It was tiring, and it required a lot of energy. Commitment and perseverance were the learning outcomes I demonstrated. This learning outcome was good because I had to remain committed throughout the event. Regardless of how tired I was, I kept on going and persevered throughout the day. The activities were very engaging and fun. I enjoyed it to the fullest. It was challenging having to work with so many different people. It made my experience even better and more insightful. I learned that I enjoy working with people and advising them on their health choices. I developed the ability to remain calm and work with people even when they didn't understand what I was saying. I loved the experience so much, and it allowed me to learn about different specialties in the medical field. Because I finally got to work in the medical sector, which I've always wanted to do, I will forever remember this experience. I would love to carry out a similar initiative and focus on other areas of people's health that are also very important and needs to be checked or screened. I would raise funds for medications and collaboration with different hospitals to help provide medicine to these people who are in need. **Ewuradjoa Obeng-Nkansah (Grade 11) - My CAS Experience**

Free Health Screening Initiative



I noticed how most of the people who came were low-income earners and often did not visit hospitals for checkups. I learned how fortunate most of us are to have a clean place to stay, food, and medical services, as well as to be able to go to school. Before realising that medical devices like thermometers cannot harm people, very few people were afraid of them. It made me realise most of these people did not know what some of the medical devices are used for because they don't visit the hospital very often. My greatest challenge was being able to work at my station efficiently and measure the vitals of the screening fast and effectively. I overcame this challenge through the help and guidance of the nurse who worked at the Rabito clinic. She guided me on what to do and how to do it. Next time I do something like this, I

will have this experience to back me up and feel less tenacious and anxious to work effectively. During the health screening, I had to collaborate with the Rabito nurse to check the patient's vitals and check them for malaria. I discovered that effective teamwork allows us to complete tasks quickly. I've learned the value of teamwork and how it helps to do great things. I realised that I have a talent for doing these kinds of activities, which will help me in the future. **Ayomi Asante (Grade 11) - My CAS Experience.**



Free Health Screening Initiative



I observed that many people in my neighborhood needed opportunities like tests and that many of them were either in danger or had undiagnosed illnesses, which spoke a lot about their socioeconomic circumstances and living conditions. I discovered that rural communities like the one I visited require greater attention nationwide because they lack many things that might improve their living conditions. My best moment was when I took it upon myself to hand out the sachet of water to students, parents, and vendors around the campus, not just in the JHS section. But also in the area around the campus's church and Ashaiman No. 3, security guards and painters struggled in the heat as the sun did not seem to spare them. Just the expression of gratitude on their faces as they murmured, "God Bless You," hit the proper chord with me.

Crowd control was a difficulty that I encountered. People who weren't even on the list of individuals we were going to screen came for the screening, which slightly increased the number of individuals, and because of the limited workspace, some rooms were crammed. As a result, we had to put part of the attendees in extended seating lines outside the classrooms that acted as the screening rooms, covered by canopies. If we were to do something differently, I would suggest we engage with them more through quizzes and other interactive and fun activities, as most of them were around my age. Strength and growth were my ability to interact well with people. I have not been the best at public speaking, but through interacting with others in my native language, I have developed the confidence to do so. Challenges and skills were evident when I was at the registration desk when most names seemed unfamiliar, and some were not even on the list. However, with patience, my teammate and I provided good services to people of that calibre. When I decided to make decisions even if some of the team members weren't present, for example, drawing the poster and possible t-shirt, scheduling meetings, and creating tickets and name badges for the team, that was an example of initiative and planning. An example of commitment and perseverance was at the beginning of the project when we were low on funds. Nevertheless, I persisted and was able to raise money from people outside of my immediate family by making pleas on all of my social media channels and through family friends. As a team player and, in most cases, team leader, I had to treat everyone on my team equally to achieve our objectives. I also demonstrated this at the beginning of the outreach when we helped the students set up the venue, taking trips down to a church on campus to collect stacks of chairs, and set up canopies. These are things I have never done before. I was surprised to learn some Twi before chatting with the students, but the activities were engaging and participatory. I noticed that I am much more empathetic than I thought. It was a result of my reflecting when coming across students my age and fathers and mothers who could have easily been my parents but lacked the resources to support their living conditions. My teammates, in particular, showed me that others exhibit quick learning. The medical professionals there gave us instructions on what to do when we first arrived, but to my amazement, my teammates picked it up quickly and appeared to be experts. A key takeaway from this experience is to be content with what I have and not take the fact that I have the opportunity for checkups for granted because people in areas, such as Ashaiman, are appreciative of opportunities like this. Even though I might be a bit busy in the final months before the end of my time at TIS, I will make every effort to contribute to the project from the background, where my presence will still be felt even after I leave the school to continue my studies elsewhere. **Andrew Opuni (Grade 12) - My CAS Project**

Free Health Screening Initiative



I noticed that many people did not know how to apply eye drops or did not even know they needed medication for their eyes. I learned that there are three main types of eyeglass levels; 1.50, 2.00, and 2.50. To prevent the medication from becoming contaminated, I also learned that eye drops should not be applied directly to the eyelashes. Instead, they should be dropped in the inner corner of the eye. I learned the different eye medicines such as Blu-Cipro, Klaro, and Opticrom. My best moment was interacting with some of the students in the school, laughing with them and making small talk with them. I also loved the smiles on their faces when we gave them the free medicine. The greatest challenge I faced was understanding the meanings of the prescription the doctor wrote. However, I overcame it by standing up and asking the Doctor questions for clarification whenever I was unsure, and I learned something new. I found it also challenging to describe the drug administration technique to those who

spoke Twi, the native language, and did not know English. Thankfully, I had one of the staff members of Rabito helping me. However, it is not a guarantee that the staff present might know how to speak Twi, therefore next time, I will be sure to partner up with one of my mates who knows the language or learn it for myself! Challenges and skills were shown when I involved myself in the learning process of prescribing eye medicine and even conducting the eye-reading test. I also demonstrated collaborative skills when I worked with my classmates and the staff or Rabito when offering our services to the registrants of our initiative. I taught my classmates what I had learned, and they also taught me what they had learned. The activities were engaging for me. I discovered I can easily collaborate with new individuals and swiftly adjust to new settings or situations. I have also developed strong communication skills by explaining how to use the medicines to the registrants. I have naturally become more patient because I usually had issues explaining the same thing multiple times. However, with time, I became more tolerant of it and am glad to be part of something great. I'll always be able to overcome obstacles, and I'm never too tiny to have an influence. It starts with your community, then finally, the whole world. Yes, I loved making an impact in the lives of all of the registrants and will be glad to do something like this again. To do this, I will actively participate in the development of a new outreach in a different setting. **Claris Perdison (Grade 12) - My CAS Project**

Free Health Screening Initiative



I noticed that the people who needed reading glasses were the elderly. The outreach made me more grateful for life and good health opportunities. The most memorable experience for me was when I laughed and conversed with other folks from various backgrounds because it made me understand how similar we are despite our differences. At one point during the outreach, I was exhausted, but I kept telling myself that it was helping others and that I needed to learn to develop, which helped me maintain a more upbeat attitude. I demonstrated strength and growth during the outreach when I kept going though I was tired.

Due to a large number of individuals to take care of, the activities were engaging and challenging. I understood that if I put forth a little additional effort, I could go past my comfort zone. People need support, and a little initiative may go a long way to improve someone's quality of life throughout their whole existence, is what I learned from the experience. Yes, because I love to help other people, especially those who cannot help themselves. **Nana Ama Nhyira Owusu (Grade 12) - My CAS Project**



Free Health Screening Initiative



When I registered students, I found that the majority of them had eyesight problems. I uncovered the value of the opportunities I have at TIS and the significance of this outreach. My best moment was being able to talk with one of the former students, Michael, who was the head boy of the school. He was a very bright and clever person who opened up to me about his struggles with his eyesight and how it affected him. He also discussed his plans, as well as his goals and dreams. He explained to me how the project was affecting him, but for me, his story had a significant impact. It made me appreciate the value of such programs and how fortunate I am to have this level of knowledge and the ability to assist others. One of the biggest challenges I faced was getting donations for the project. This experience was my first time raising funds, and I was not sure about how to approach my friends and family.

I realised there was nothing for me to fear because I knew the importance of my project and the impact of the project

would have on Ashaiman N02 JHS students and teachers. I approached several of my friends, relatives, and even strangers with information about the initiative and the critical role their donation would play in its success, and I managed to persuade several who committed to help. When enrolling kids, employees, and instructors alongside co-leader, Andrew Opuni, and assisting my teammates in setting up the screening station, I showed my ability to work with others. There was a lot of planning that went into the project. Making sure I understood how to register and knew the right things to say to the kids to make them as comfortable as possible was entertaining and demanding when it came to registering students and teachers/staff. I noticed that I can do more for myself when I put my mind to my goal.

This initiative benefited a small portion of the population, but even so, it had a lasting effect on those it touched. It taught me the importance of putting out a little effort. After this initiative, I have a better approach to working with other people and the importance of planning. I was able to learn a lot of morals and lessons from this experience. I've realised how important it is to be conscious of the communities around me and educate myself on the issues they encounter. As my colleagues and I pass this project on to the next set of people, I hope they will have a positive influence on the community. We intend to hand over this project to a group of committed Grade 11 students. **Kofi Asante (Grade 12) - My CAS Project**

Free Health Screening Initiative



I noticed how many people were underprivileged in my immediate community and how much they valued the services and goods like the LED Solar lights we donated to them. This experience was incredibly insightful for me. I had no idea how fortunate I was to have a clear vision or how lucky my parents could pay for any necessary medical care. Previously, I didn't appreciate the gift of stable electricity, annual checkups at my doctor, and my parents' ability to fund all of these as much as I needed to. However, after seeing the number of children and adults who do not have access to all these privileges I have mentioned above, I am more grateful and aware. Every time one of the locals showed extreme appreciation for our act of service, I felt a high level of satisfaction and fulfillment. Moreover, when I learned that one particular woman had diabetes, cholera, malaria, and Hepatitis B and that another was on the verge of having a stroke. I was more than happy that my project had revealed

some potentially fatal medical conditions, allowing these patients to now receive the treatment they require to save their lives. The language barrier was a challenge for me. Unfortunately, I don't speak any of the local languages well, so I had trouble communicating with these patients. Fortunately, I had with me a staff member who could translate. Next time, I will bring a team member (student) proficient in some local languages. I learned the skill of putting others above myself. It also holds for dedication and endurance since I wanted to get on the bus and take a nap until it was time to head back to school because I became so exhausted during the screening. But any time such thoughts crossed my mind, I reminded myself of the benefit my service provides to numerous people, so I persevered. My team and I collaborated to share roles in our group to make our service-providing experience efficient. I struggled with communication and perseverance at times. I learned to have patience. There is a lot of fulfillment in putting service above myself. I hope to embark on a project that will improve the lives of the underprivileged at university. For example, by collaborating with a food bank and donating money to help feed people who face food insecurity. **Lexi Forson (Grade 12) - My CAS Project**

Free Health Screening Initiative



I noticed that many people came from the market to get screened. These people included children, parents, and adults. I even saw a girl who looked no older than 10. I was surprised because I was under the notion that Ghanaians did not care about their health, let alone know about breast cancer. I learned how to be patient. I am used to interacting with people who do their things quickly, whether walking or sitting down. There were many adults present, including several older women. Some of them were going

more slowly than I would have liked, so I had to have patience with them because it was not their fault. Again, I learned how to understand. During the screening process, the adults in charge were being a bit harsh on us, the students, and initially, I was annoyed because I didn't understand why they were being so vicious even when we were trying our best. After some thinking, I realised they were just stressed, and they didn't notice that they were being too harsh, and I understood and put myself in their situation. After that, I was calm and tried to do things that would alleviate their stress. The day I spoke to the JHS students who came for screening was my proudest moment. Chatting with them was enjoyable. It reminded me of my JHS days. My greatest challenge was standing for a long time and not quitting halfway through the day. Since I was to direct those who had arrived for the screening as to where to go and what to do, I was required to stand the whole day. Even though my legs were in excruciating pain, and there were times when I wondered what I should do with my life, I chose to go on because I knew I couldn't stop midway, as it wouldn't seem right. I achieved global engagement when I decided to join this CAS Project. It focuses on helping people who do not have the funds for breast cancer screening, especially in a country like Ghana. Again, I showed commitment and perseverance when I kept standing throughout the day and doing my job with all my energy. The activities were very engaging and challenging. I discovered I could speak and understand Twi well. I thought I had some basic knowledge and knew how to say things like, "I'm buying bread." However, I found myself translating what people who couldn't speak English said to my grade mates. I became very aware of my surroundings. As I conversed with them, I saw that they were aware of all these diseases but chose not to seek treatment because they lacked the funds to do so. I became aware of the state of our healthcare system and how some services can be provided without charge to the general people. My takeaway from this was I can always make a difference in someone's life, no matter how small it is, because the things I see as small are big in someone else's life. I intend to continue an initiative of this kind since I enjoy seeing people's smiles. This time, though, I'll focus on the six fatal illnesses as they are common in this region of the nation, and I'd like to follow up with the individuals we serve to see how they are doing.

Mawulolo Agbeli (Grade 11) - My CAS Experience.

Free Health Screening Initiative



I found that most residents of Ghana's less developed regions have malaria but cannot pay for treatment because they lack the funds. I learned that collaboration is an essential factor present in healthcare. The doctors and nurses must collaborate with the pharmacists to diagnose the patient and prescribe the correct medicine. If any of them happens to make a mistake in their respective fields, it could cost a patient's life. My best moment was when the nurse

who helped me give the patients their medications gave me brief explanations of the role of pharmacists and how important they are. I gained a better understanding of the healthcare system and now respect each person's role in the medical industry. The greatest challenge I had was communicating with some of the patients because of the language barrier. Most of the people who came to the health screening were fluent in Twi, and although most of them said they could understand English, some of them seemed to struggle to understand my explanations of the medicine and when to take them. I was also worried that most of them would forget what I said or they did not fully understand but were too shy to say. With the issue of the English barrier, I got help from some of the professionals who are fluent in Twi to help translate what I said to them. During the screening, I felt tired and wished I preferred an "easier" job, but I realised that I was there to help people, and I had to be committed and persevere through the feeling of tiredness. Another learning outcome that I believe I achieved was collaborative skills. I worked with the people near me to effectively package the medicines, prescribe and distribute them among the patients, and explain to them the dosages. The different departments also worked together to direct the patients. The activities were very engaging as well as challenging. They left no room to slack off or be distracted. To know when to act in each of the parts we performed, we had to pay close attention. I noticed that I can be very patient when explaining things to people. Because I was aware of the advantages it would provide for the patients, I found myself wanting to take my time and clearly explain the amount of each medication to them. The project, I believe, helped to better the lives of many people, which could lead them to have a better and brighter future. I know these people will grow up to be good and kind. With this knowledge, we could work to buy more medications for common diseases and more medical kits that correspond to these diseases, which I believe will greatly help the people within the community. During the screening, there was an obvious trend in the diseases for children and adults. Some medical kits also finished as many patients used them, resulting in some people not being fully screened. **Dzidzor Mac-Deh (Grade 11) - My CAS Experience.**

Free Health Screening Initiative



I noticed the state of the area and the school not being in the best of conditions. There weren't any noticeable facilities in the community to get a proper health check. I realised that more non-registered visitors from the neighborhood around the school arrived to be screened than visitors who had already applied. I think this shows how difficult it would be to receive a medical evaluation in the community, and it made me happy for the advantage I had and that I could offer others the same chance.

Health is a matter that concerns everyone, not just the privileged. The ability to interact with the patients and develop connections with them was my proudest moment. I had doubts that they would be interesting, but after you made an effort to be friendly with them, they relaxed, and it was simpler to manage them. My challenge was keeping up with the influx of patients and the language barrier. I had to persevere through these two while properly distributing the effort among my colleagues. I don't think there's anything I could have done differently in that situation. Together with Rabito Clinic, we set up the stations and managed to fit in testing while also enrolling the patients. I'm not as horrible with people as I imagined. Be thankful for the opportunities you have. We hope to hold a second screening over the holiday season. **Melike Agah (Grade 12) - My CAS Project**







Proud to deliver

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

Dukies Corner

Is your period due over an upcoming DofE expedition? This is the thing all people who get periods dread. Having your period over a DofE expedition isn't favourable, but it's not a disaster. If you bring the right products for you, and some extra home comforts, it will be manageable — and is a strong testament to your strength.

The key issues

There are three key challenges that getting your period over a DofE expedition poses:

1. Very few bins
2. The lack of showers
3. The pain of hiking with cramps

Dealing with very few bins

Due to the disposable nature of most period products, the lack of bins you pass over the course of a DofE expedition necessitates a change from your usual routine. Either you carry used products with you until you find a bin, or you use a single reusable item over the course of the expedition. I have outlined the advantages and disadvantages of both options below.

Carrying used products with you

Opting to carry your used products with you means getting your period over the expedition won't require a change from the pads or tampons you usually use. This is great — every woman has their period routine that works for them, and it can be irritating or nerve-racking to try something new.

The problem with this method is the whole holding-onto-your-sanitary-waste-until-you-pass-a-bin thing. On many expeditions you will not find a bin until you reach the campsite at the end of the day, and on Gold expeditions (when you might be wild camping) this could be longer.

Bringing a few sanitary disposal bags will help to reduce the negative effects of carrying used products with you as they allow you to keep every product sealed in a leakproof and odourless bag, preventing potential mess or smell.



Dukies Corner

No showers

#1. Plan ahead

Work out the days of your expedition and when your period is due. Even if it's not due, it might be a good idea to take supplies anyway.

#2. Be prepared

Take plenty of pads or tampons – way more than you think you might need. It might also be a good idea to take a separate waterproof wash bag.

#3. Drink lots of water

Bringing that two litres of water per day is especially important when you're on your period. Stay hydrated throughout the day by drinking little and often.

#4. Factor in timings

Factor in how often you think you might have an opportunity to change and make sure your expedition is not the first time you use a new brand of pad or tampon.

#5. Sleep is your friend

Enough sleep means you'll be well rested and have enough energy and concentration for the exciting day ahead. To help make the most of your sleeping time you could pack some ear plugs or an eye mask.

The lack of showers on a DofE expedition can be a challenge for some, never mind when facing your period. Some campsites may have shower facilities, and if your expedition provider permits it, then you may be able to get in a shower or two — but don't count on it. To keep yourself feeling clean and less susceptible to infection, wipes are an absolute life saver. Unfortunately, the lack-of-bins problem resurfaces here, so carry some sanitary disposable bags (mentioned above) with you too.

Hiking with cramps

I would classify hiking with cramps as an extreme sport. It definitely requires all your mental and physical strength and, sadly, there isn't a quick fix to prevent you having to do this.


That being said, having your preferred period painkiller with you will ease this challenge slightly. As well as this, I would choose to bring some mood-lifting comfort foods with me — and remember to bring more food in general, as you burn more calories when menstruating. Comfort food is a very personal thing, yours can be your favourite food or snacks.


Wearing the right clothes can also massively boost your mood and reduce your cramp level whilst hiking on your period. I would recommend dark-coloured clothes to prevent awkward stains, and would advise you not to wear anything you like too much, as being

away from a washing machine for a while will mean bloodstains will likely cause irreversible damage. Also, avoid anything with too tight of a waistband, as this can worsen stomach pain.

Dukies Corner

YOUR COMPLETE ONLINE RECORD BOOK.

English (United States)



Login

Email

Required field

Password

Required field

[Forgot your password?](#)

Log in

Not Registered?

Register a new account as:

☐ Award Participant

☐ Award Leader

☐ Award Center

Register

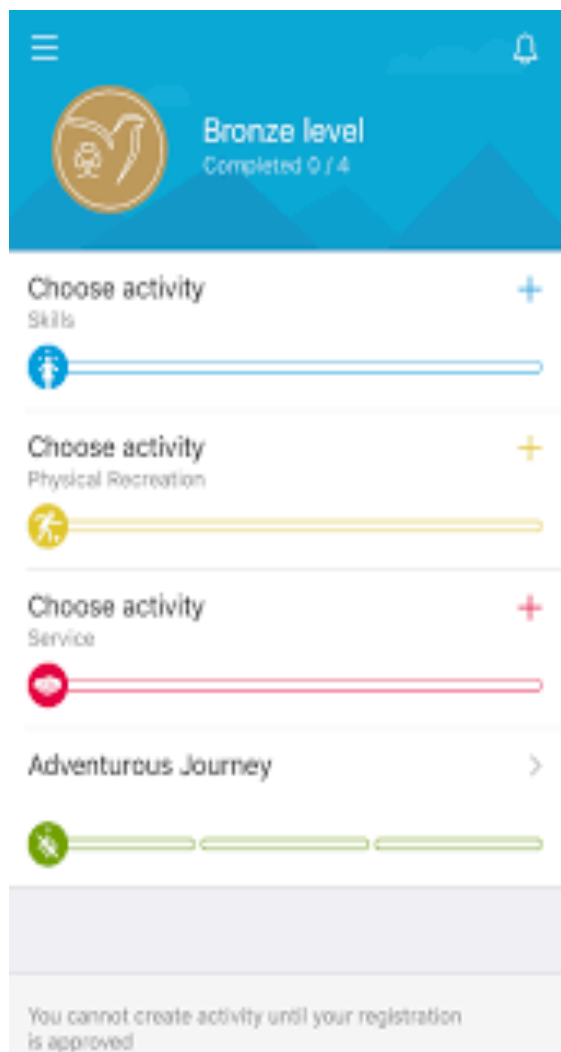
Complete your Duke of Edinburgh's International Award Online Record Book, if you enrolled as a Bronze participant 6 months ago you should be completing your online record book requirements now and ready to sign up for the next award level. Silver participants who enrolled 12 months ago should complete and sign up for the next award level.

All gold participants who enrolled 18 months or a year ago should complete all requirements on the Online Record book to receive the Award in December. Make the after-school activities, CAS projects, Personal Projects and Service as Action count. Participants who fail to complete the Online Record Book requirements will be denied their award. See the DoEIA Coordinator at the Project Centre for any assistance.

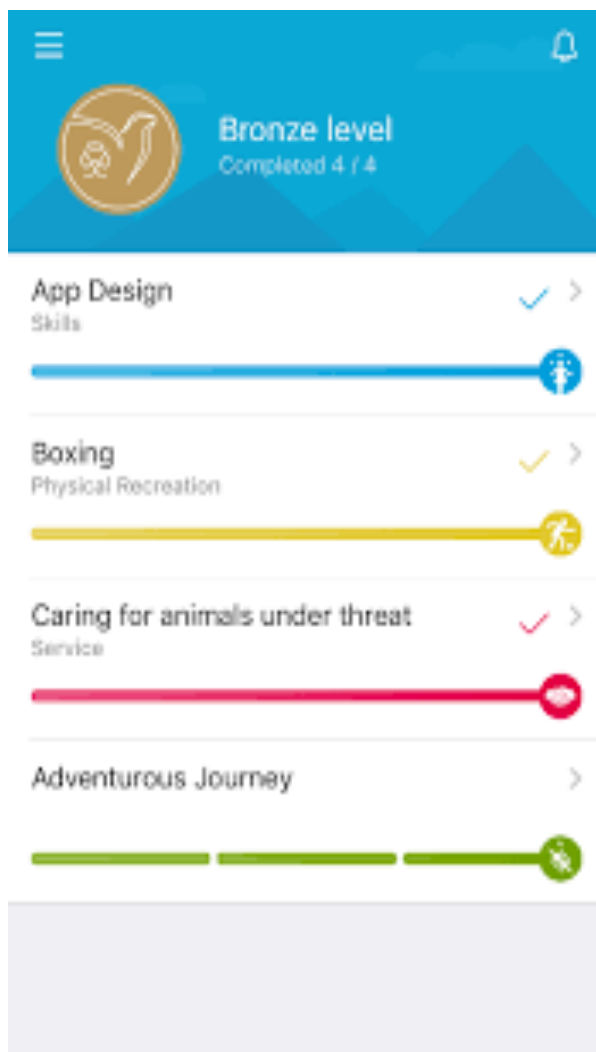


Dukies Corner - MOVE YOUR ORB FROM

HT STATE



TO THIS





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

COUNSELLORS' CORNER



Dear students, with exams just around the corner, know that you are one special and amazingly gifted student who possesses great talents and brainpower to ace your exams. You are more than a conquer. Study Smart!

WATCH THIS SPACE FOR DP2 BRAGGING RIGHTS, WITH UNIVERSITY ADMISSIONS OFFER UPDATES COMING SOON!!!



Getting Ready for Exams? Helpful Tips.

- ✓ Make a realistic revision schedule
- ✓ Find a revision style that suits you
- ✓ Customise your notes to make them more personal.
- ✓ Make sure you understand everything.
- ✓ Look at past exam papers.
- ✓ Take regular short breaks, reward yourself and ask for help if you can.



How To Handle Exam Days

- ✓ Be prepared.
- ✓ Take a few minutes to read and understand the instructions and demands of the questions first.
- ✓ Plan how much time you'll need for each question.
- ✓ Once the exam is finished, forget about it. Do not spend too much time going over it in your head or comparing answers with your friends. Just focus on the next exam instead. Get more [advice about dealing with exam stress from Young Minds](https://www.nhs.uk/mental-health/children-and-young-adults/help-for-teenagers-young-adults-and-students/tips-on-preparing-for-exams/).

Click: <https://www.nhs.uk/mental-health/children-and-young-adults/help-for-teenagers-young-adults-and-students/tips-on-preparing-for-exams/>

The Beauty of Extra-Curricular and Play at the heart of University Applications



What a masterpiece performance. Kudos to all students who were able to juggle and balance their time in order to participate in this year's school play. There are lots of personal pieces of information worth sharing with the Admissions team through counsellor recommendations and the activities bit on various admission portals. The Counsellor recommendations highlights your **persona, titbits on leadership, extracurricular, and unique variables that makes you an outstanding student**. To the Incredible CAS, Arts team (Ebenezer and co.), you

whisk out great talents in students. Bravo!! Well done everyone. To all students, the magic of extra-curricular adds life, brilliance, colour and a personal touch to your holistic assessment by the Admissions Team. Do more to show more while maintaining a fine balance between academics and social skills. That's the take! 😊

DP2 UK Applicants: UCAS Payment Click Pay and Send



Dear parents, we will be most grateful if you can assist with payments of GHC 400 into the **TIS school fees account or momo number** for students applying to the **UK only** by close of Friday, 18 November 2022. **TIS MTN Momo Merchant number: 159850** Kindly let us have a **copy of the confirmation of payment once its done**. Need clarification? Kindly contact eunice.aryee@tis.edu.gh Thank you!



Dearest DP2s, Christmas Break is just around the corner. We entreat you to **finish up all pending university applications tasks before 20 November 2022** which is an extension of the final deadline for all applications- regular, rolling etc. We will be closed for Christmas break and unavailable, hence we outlined clear timelines to ensure you all complete all university applications in November. Applying early increases your chances of being considered for priority scholarship opportunities ~ Sarah, Concordia University, Canada. Finish up by close of this week Friday, 18 November 2022. Thank you!

upcoming events

- ✓ **UNIVERSITY OF WARWICK, UK**- FRIDAY 18 NOVEMBER 1:30PM TIS LEARNING CENTER
- ✓ **UNIVERSITY OF OTTAWA, CANADA**- TUESDAY 29 NOVEMBER 9:30AM TIS LEARNING CENTRE
- ✓ **UNIVERSITY OF ALBERTA, CANADA**- TUESDAY 29 NOVEMBER 1:20PM TIS LEARNING CENTRE

Virtual Meeting with University Guides: for DP1 Parents Only



The TIS University Guides warmly invites all DP1 parents to a virtual meeting.

Topic: University Application Process

Time: Monday 21 November 2022, 9:30am to 10:30am, or 2:00 pm-3:00pm and Wednesday 30 November 2022-11:00pm -12:00pm pm or 2:00pm-3:00pm.

Zoom Link: **EUNICE FIANU is inviting you to a scheduled Zoom meeting.**

Topic: DP1 PARENTS' INFO. SESSION ON THE UNIVERSITY APPLICATION PROCESS 2022

Time: This is a recurring meeting. Meet at the time you have booked for.

Join Zoom Meeting:

<https://us05web.zoom.us/j/89439614269?pwd=MUo1U3Y5Zml2NG5PclpUNEphY2FDZz09>

Meeting ID: 894 3961 4269

Passcode: Ck7rMj

This is a great opportunity to learn more about your role as parents, the holistic application process and to help demystify the myths associated with college applications.

Please confirm your participation by clicking on the Google document in the email sent out to you 2 days ago and also email your ward's Counsellor to confirm which date works for you. DEADLINE TODAY- FRIDAY 18 NOVEMBER 2022

Thank you and see you via Zoom!



Visit:

Alumni and International Recruitment Manager for Africa –Akua Anim Asare



Receiving first hand information and meeting University Admissions, Provost of universities is what TIS does best. On 10 November 2022, Akua Anim Asare, the International Recruitment Manager for Africa visited TIS. It was such an informative session on the University of Waterloo, Canada.

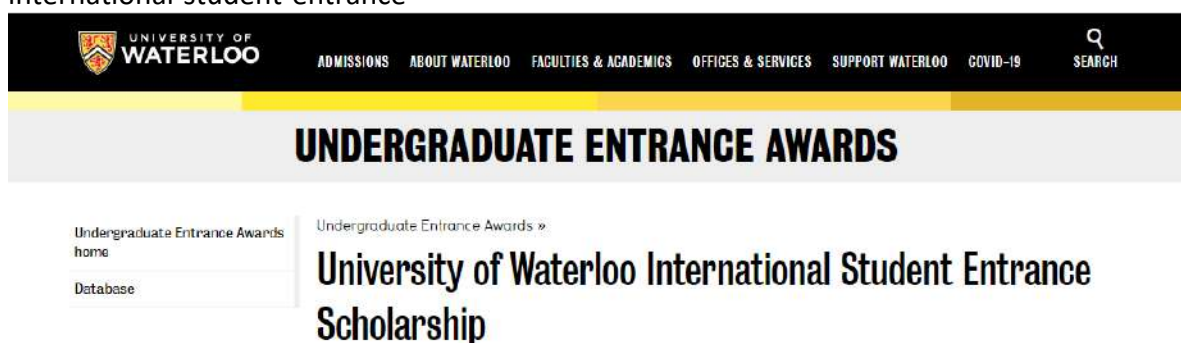
Major Highlights Gleaned from the Presentation:

WATERLOO FACTS



- ✓ Strong niche for academic content and admission of students with intellectual prowess.
- ✓ Centred on programmes from the Sciences, Humanities, Business etc..

- ✓ With a global network spanning more than 220,000 alumni in 151 countries, Waterloo attracts world-class scholars including a Nobel Laureate, leads in providing work-integrated learning opportunities with 7,100+ active co-op employers and fosters an entrepreneurial spirit that's created 5,000+ jobs through Velocity alone, Canada's most productive startup incubator by private investment.
- ✓ The University of Waterloo continues to spur innovation to solve problems on a global scale. Together, with the help of our partners and community, we can accomplish even more. Just click : <https://uwaterloo.ca/about/>
- ✓ <https://uwaterloo.ca/undergraduate-entrance-awards/awards/university-waterloo-international-student-entrance>



- ✓ Just click : <https://uwaterloo.ca/undergraduate-entrance-awards/awards/university-waterloo-international-student-entrance>

Enjoy Reading Students Reflections from DP2 Students:

"University of Waterloo is a fantastic school. It was just something striking about how Miss Akua (Alumni and International Student Recruitment officer) presented the school. The courses seemed so rigorous but exciting at the same time, her descriptions of the school made it seem like every student's dream. She spoke a lot about work studies and how students earn a lot just by working for 6 terms. The most interesting part for me was when she began talking about international opportunities to study outside Canada. Even though the school is very competitive and intense when it comes to education they really do well in balancing it out with the fun activities and extracurriculars. You can partake in over 200 clubs. Students are also allowed to initiate clubs themselves". ~Omar Faruk Abdul Rashid~, DP2

"We were greeted by a lovely admission officer from the University of Waterloo, Akua. Throughout our interactions she shared all the experiences and opportunities we can expect to have if we choose to attend Waterloo, while acknowledging how the school's high academic standards are refreshing. We learned about the career options offered by their Co-op programs, and we also got to learn about the advanced support systems setup for students. She also treated us to a stunning slideshow of their beautiful Ontario campus, a feast for the eyes, located in the heart of Ontario meaning there will never be a shortage of fun activities that we can partake in. All in all, this experience was incredibly informative and has given me a lot to think about which I am ooh so grateful for". ~Chesney Noye, DP 2~

SUMMER PROGRAMS

DEAR GRADE 10 AND GRADE 11 STUDENTS,

NEXT YEAR'S SUMMER HOLDS A LOT OF OPPORTUNITIES FOR YOU TO ENROLL IN EDUCATIONAL, FUN SUMMER PROGRAMMES.

AS MENTIONED IN CLASS, PLEASE CHECK MANAGEBAC FOR A LIST OF SOME OF THE NUMEROUS SUMMER PROGRAMMES, DISCUSS THE ONES OF INTEREST WITH YOUR PARENTS AND INFORM YOUR COUNSELLOR BEFORE FRIDAY, 2 DECEMBER 2022, OF THE ONES YOU WHICH TO APPLY FOR. **USE THE CHRISTMAS BREAK TO WORK ON YOUR APPLICATIONS FOR THE SUMMER PROGRAMMES- writing essays and all.** TIS STUDENTS HAVE BENEFITED FROM THESE SUMMER PROGRAMMES AND TAKEN PART IN SOME SUCH AS OXFORD SCHOLASTICA, IMMERSE SUMMER PROGRAMME, SCAD SUMMER PROGRAMME, YALE YOUNG GLOBAL SCHOLARS (YYGS), YALE YOUNG AFRICAN SCHOLARS (YYAS), TUFTS UNIVERSITY SUMMER PROGRAMME, YORK UNIVERSITY CANADA'S EDUCATIONAL SUMMER PROGRAMME AND MANY MORE! **Check out the list on ManageBac and discover more summer opportunities!**

new dates

 **2022-2023 TEST DATES**

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



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

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

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

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

SAT TEST DATES -2022/2023

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



- ✓ SAT without essay \$103 – Online payment only with visa/credit card. **NEW;** ACCEPTABLE IDs ARE THE VALID UNEXPIRED PASSPORT IN ADDITION TO GHANA'S NATIONAL IDENTIFICATION CARD (GHANA CARD), AS OF AUGUST 2021 ONWARDS. <https://collegereadiness.collegeboard.org/sat/register/international/policies>



2022-2023 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).



- ✓ 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 Dec., 2022	21 Oct., 2022
15 April, 2023	24 Feb., 2023
10 June, 2023	21, April 2023

Dearest Exam Candidates,



May your exam
be a great one
and may you obtain
the highest marks!

**All The Best
For Your Exams!**



International Baccalaureate®
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Ten tips for acting with integrity

Always act with honesty and in a responsible and ethical manner—being conscious of the influence that you have on those around you can set a great example to others.



Familiarise yourself with the school's rules and ensure that you understand what academic integrity means and consists of.

Don't try to gain an **unfair** advantage in coursework, mock examinations, or assessments by copying someone else's answers or using a mobile phone during an exam, for example.



Always reference and cite other people's work that you have used in your essays—be **proud** of explaining that you understood someone else's ideas and thought that they were good. **Seek help** if you are struggling or are not sure of expectations.

Stand up for what is **right**—alert a member of staff at your school if you suspect that someone has cheated.



Learn to **accept** your strengths and weaknesses and do the best that you can.

Take responsibility for your own actions and their consequences.



Know how to **safely collaborate** and share work when using social media and digital collaborative platforms.

Be mindful of maintaining academic integrity during group work/projects and keep track of what each group member is contributing.



Try to **overcome procrastination**. Managing your time wisely will reduce stress-induced, last-minute work which increases the likelihood of cheating.



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TIPS FOR USING EACH CHARACTER STRENGTH IN A NEW WAY

☐ Creativity

Think of one of your problems and two possible solutions. Present the solutions non-verbally as an act or mime to someone.

☐ Curiosity

Try a new food for the first time, preferably from a culture different than your own.

☐ Judgment

Ask one or two clarifying questions of someone who has a different approach to life or different beliefs than you (e.g., a vegetarian).

☐ Love of Learning

Read some of the original works of Gandhi online.

☐ Perspective

For one of your interactions today: First, listen closely. Second, share your ideas and thoughts.

☐ Bravery

Take on a new adventure or hobby that fits with one of your areas of interest.

☐ Perseverance

Complete a small project that you have been putting off.

☐ Honesty

Write a poem that expresses an inner truth.

☐ Zest

Exert your energy in a unique way – jump on a bed, run in place, practice yoga or body stretching, or chase around a child or pet.

☐ Love

Surprise somebody with a small gift that shows you care (e.g., flowers, a Starbucks coffee).

☐ Kindness

Put coins in someone's parking meter that has run out of money.

☐ Social Intelligence

Start up a conversation with someone whom you normally would not say much more to than typical pleasantries. This person might be the woman at the checkout counter, a telemarketer, or a new employee.

☐ Teamwork

Spot and express appreciation for the strengths expressed by your team members.

☐ Fairness

Look for beings (e.g., people, animals) that are cast aside or typically held in disgust and go out of your way to treat them right.

☐ Leadership

Discuss with someone who reports to you about how they can align their top character strength more in their work.

☐ Forgiveness

Let go of a minor irritant or a grudge.

☐ Humility

Ask someone you trust to give you feedback on your struggles and growth areas.

☐ Prudence

Before you make a decision that is typically very easy, take one full minute to think about it before you take action.

☐ Self-Regulation

The next time you feel irritated or nervous today, pause and breathe with the experience for a count of 10 breaths.

☐ Appreciation of Beauty and Excellence

Go outside and stand still in a beautiful environment for 20 minutes.

☐ Gratitude

Tell someone "thanks" who deserves it and is typically not recognized.

☐ Hope

Consider a problem or struggle you are having. Write down two optimistic, realistic thoughts that bring comfort.

☐ Humor

Do something spontaneous and playful around another person (e.g., saying something silly, contorting your body in a weird way, or telling a funny story or joke).

☐ Spirituality

Read about a religion/spirituality different from your own and look for ways in which the core messages parallel one another.

13 EFFECTIVE STUDY STRATEGIES TO HELP STUDENTS LEARN

Strategies for Avoiding Distractions

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

Why We Procrastinate & How to Fight it

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

How to Know When to Stop Studying

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

Source;

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

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

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