

TIS RECORD

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At TIS,

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.

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Key Dates

- Exit requests must be completed online at: <https://www.tis.edu.gh/forms/>
- The frequency of exit requests will be monitored.

Thought for the Week

One of the most overlooked opportunities in life is how you are positioned when circumstances hit. Good positions create opportunities. While bad positions reduce them. Poor positioning kills more dreams than poor decisions. Good positions allow you to master your circumstances rather than be mastered by them.

- Shane Parrish



Essay Success!

We are proud to announce the TIS students who were awarded Gold, Silver, Bronze or Participation certificates at The Queen's Commonwealth Essay Competition, 2022. To learn more about the competition, read the message below or visit the Royal Commonwealth Society web page. <https://www.royalcwsociety.org/meet-the-winners>

"The Queen's Commonwealth Essay Competition (QCEC) is the world's oldest international schools' writing contest, established by the Society in 1883. With thousands of young people taking part each year, it is an important way to recognise achievement, elevate youth voices and develop key skills through creative writing.

Each year, entrants write on a theme that explores the Commonwealth's values, fostering an empathetic world view in the next generation of leaders and encouraging young people to consider new perspectives to the challenges that the world faces. Themes have included the environment, community, inclusion,



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

-Steve Bollar

Off Site

- Dr Ken will be off site from 25/11/22 until 12/2/23 while he supports and cares for his wife, Jan, who is undertaking major surgery next week, as well as their grandchildren, Bella and Harrison.
- Ms Yvonne Tagoe, MYP Coordinator, will be relieving as Principal during his absence.

Making Us Proud

- Congratulations to our chess masters who competed at the first Scholastic Chess Championships last Saturday: Emmanuel Egyei-Mensah - Silver (Under 14); Edwin Jonah - Bronze (Under 14); Kow Yarney - Silver (Under 16); and Michael Kaleem - Silver (Under 18).
- Congratulations to our Primary School 2022 Spelling Bee Champions: Ellis Darko (Early Years), Pat Kow Oppan (Lower Primary) and Priscilla Carboo (Upper Primary).
- For their Health Screening recounts last week: Bellina Anthonio (12), Maadjoa & Ewuradjoa Obeng-Nkansah (11), Ayomi Asante (11), Andrew Opuni (12), Claris Perdison (12), Nhyira Owusu (12), Kofi Asante (12), Lexi Forson (12), Mawulolo Agbeli (11), Dzidzor Mac-Deh (11) and Melike Agah (12)

the role of youth leadership, and gender equality. In the past decade alone, this high-profile competition has engaged approximately 140,000 young people, over 5,000 schools and thousands of volunteer judges across the Commonwealth.

This year, the competition theme was 'Our Commonwealth', reflecting on our Patron Queen Elizabeth II's seven decades of service to the Commonwealth as an inspiring example of the steadfast commitment and important contribution we can all make to our societies. We were thrilled to receive a record-breaking 26,322 entries to the QCEC from every Commonwealth region, with the winners and runners-up from New Zealand, Australia, the United Kingdom and India. Find out more about this year's winners below and watch their reactions on discovering this significant achievement!"

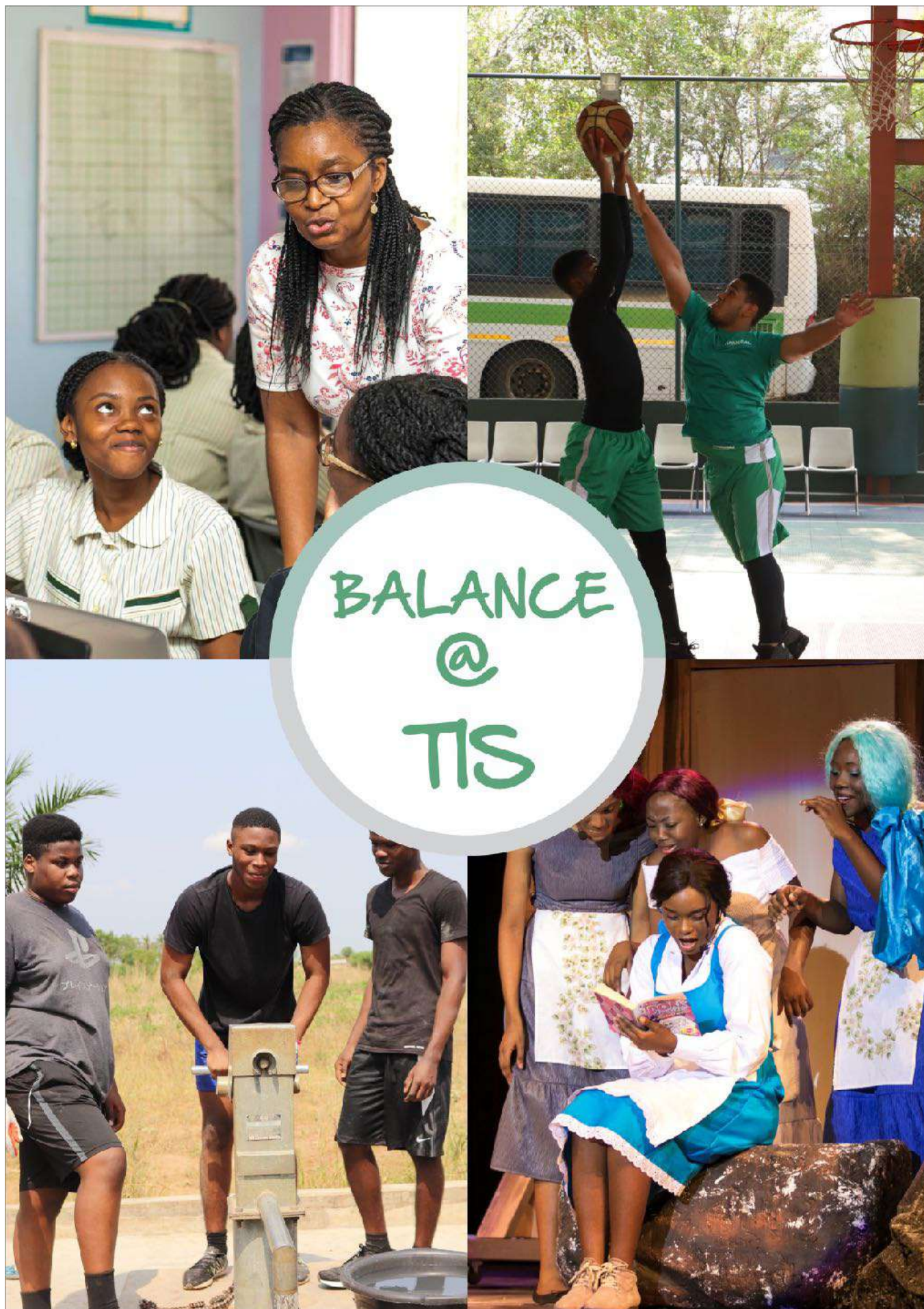
[https://](https://www.royalcwsociety.org/meet-the-winners)

www.royalcwsociety.org/meet-the-winners

1. Charlene Akwei - Grade10 (Gold Award Certificate)
2. Vitus Anaab-Bisi - Grade10 (Silver Award Certificate)
3. Ann Joelle Amey - Grade10 (Silver Award Certificate)
4. Aisha Hussein - Grade10 (Silver Award Certificate)
5. Jaye Asante-Asare - Grade10 (Silver Award Certificate)
6. Joseph James - Grade10 (Bronze Award Certificate)
7. Alswell Adelaide Egbenya - Grade10 (Bronze Award Certificate)
8. Jenelle Mac-Deh - Grade10 (Bronze Award Certificate)
9. Theona Martin Lawson - Grade10 (Bronze Award Certificate)
10. Christian Amoah - Grade10 (Bronze Award Certificate)

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.



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

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).

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

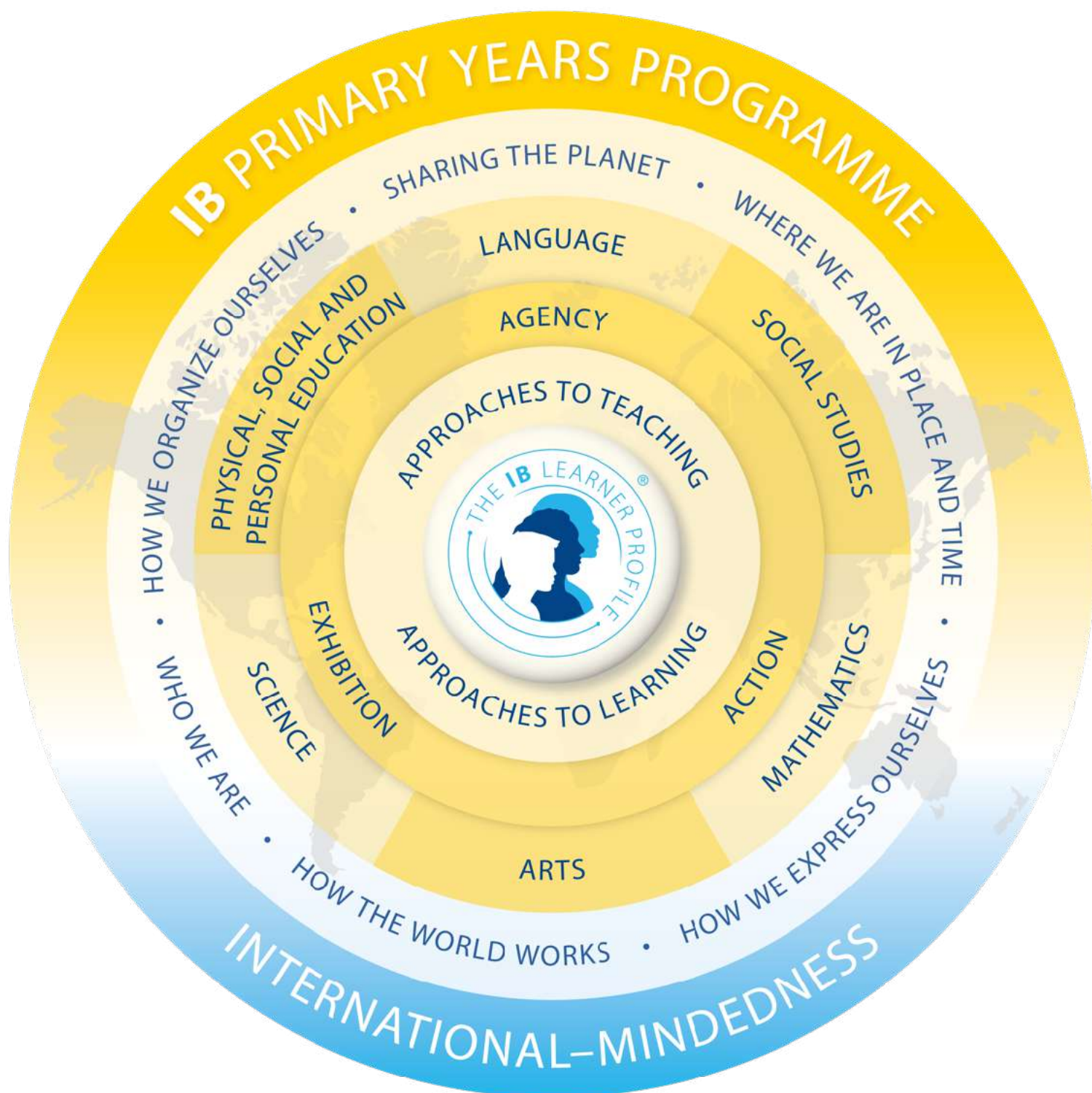
- ✓ If an admission offer is made, you will have 14 days to accept or decline the offer.
- ✓ Otherwise, you will be informed if your child has been unsuccessful or placed on the waiting list.

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	DP	Year 12
Grade 12		Year 13



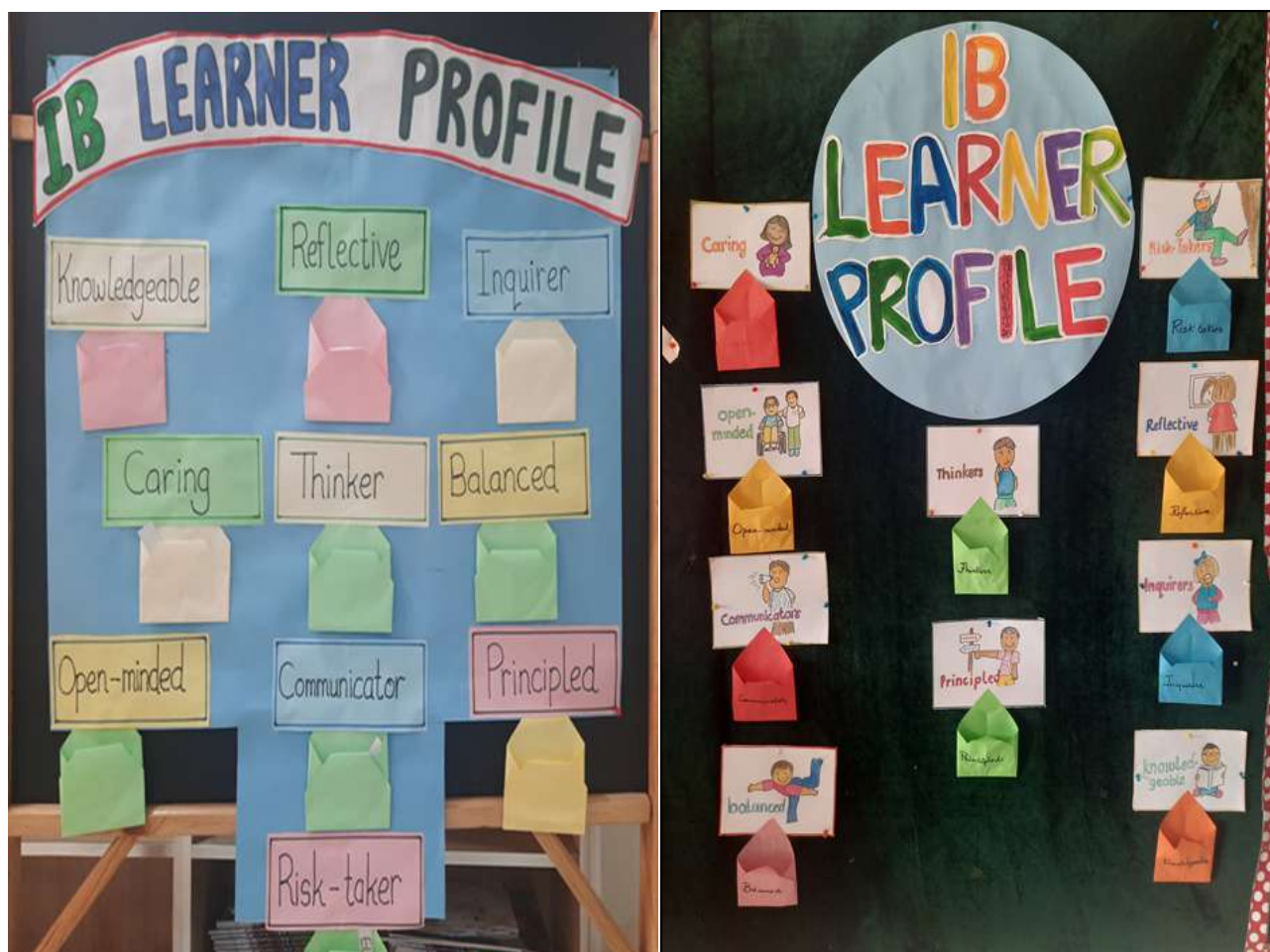
International-mindedness at TIS Primary School

TIS Primary School Campus is a real melting pot where learning is authentic, global and meaningful. It is aligned with the IB mission statement: *“The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”* TIS Primary School aims to fuel that into all activities that take place in the school.

Learning happens here taking into consideration both local and global contexts. The IB learner profile attributes which are a core component of international mindedness is a way of life here at TIS Primary School. Multilingualism, another core component of international mindedness is infused into learning.

• Developing international-mindedness through the learner profile attributes at TIS

The learner profile attributes support the community to work together as global citizens. Our learners are encouraged to exemplify these attributes.



IB learner profile interactive display boards

Each classroom has the IB learner profile attributes displayed. This encourages learners to view these attributes as goals and make it their aim to reach out.



Grade 1, learner profile attributes display.

- **Taking Action to Promote International-mindedness**

These students were moved to donate to the less privileged in the community in their quest to be caring. These learners have realised that they could give back to the needy in their community and have decided to embark on action to help some underprivileged children. Elias Webb came up with a brilliant idea and his peers bought into his idea to help some children who live close to his house. The class has decided to bring some clothes, shoes, water, used toys and non-perishable foods to these children.

This started by collecting and gathering the items.



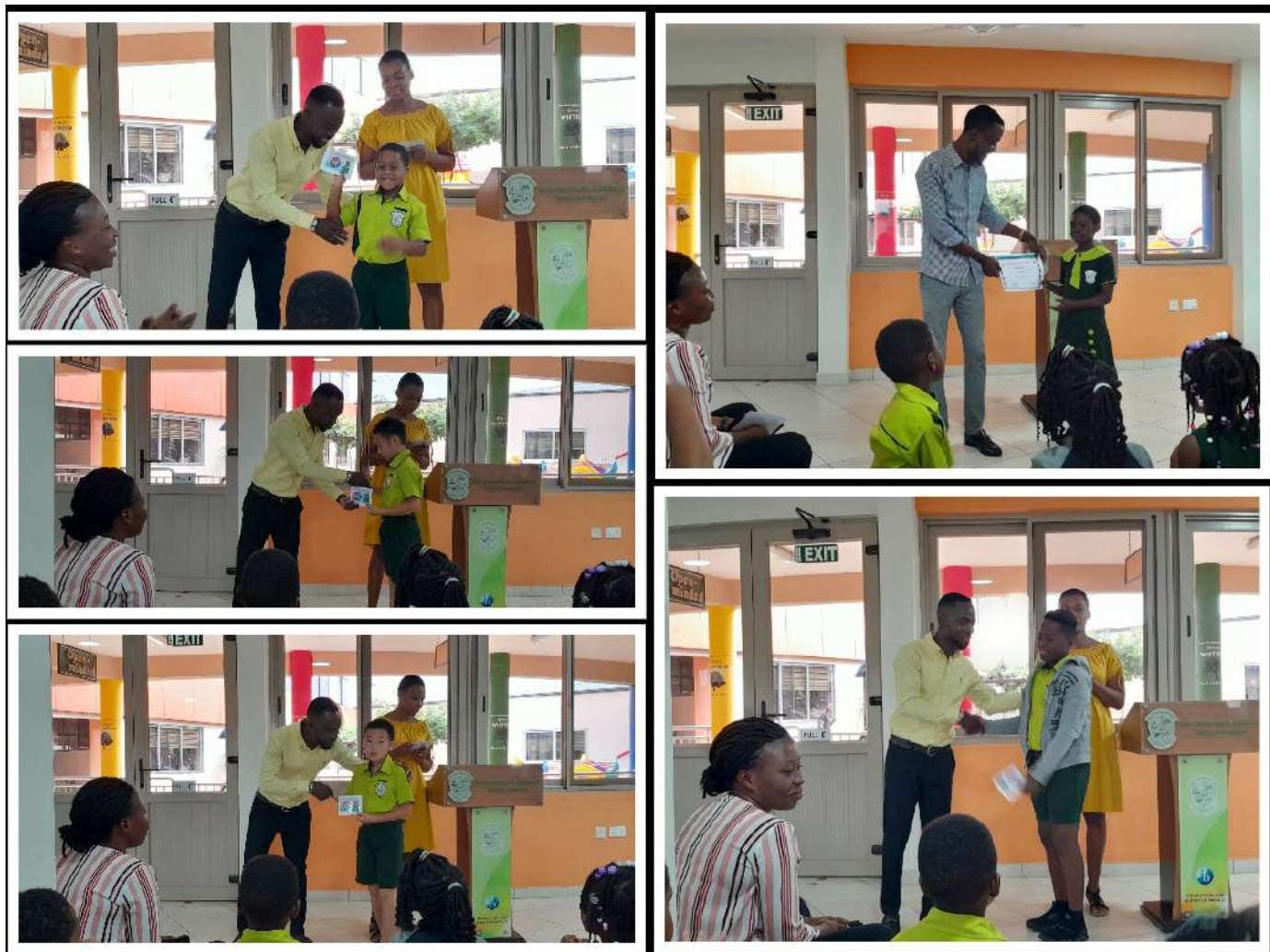
The learners proceeded to visit members of the community on Wednesday, November 15.



Learners meeting with members of the community to donate items to the needy.

These learners are promoting international mindedness by being open-minded and caring, attributes of the IB learner profile.

Learner profile awards are a predominant part of our culture. Learners who have exemplified these attributes are commended for their hard work and encouraged to keep on building on these attributes to make the world a better place.



Learners receiving the Learner profile award

- **Developing international-mindedness through multilingualism**

Our learners have the opportunity to learn French, Mandarin, Sign language and their mother tongues.

How do these promote international-mindedness? Our learners recognise and appreciate other languages. They can make connections to the concepts they are being taught through the lenses of these languages. They begin to respect those languages and their rules, compare it to the language of instruction and are able to speak those languages without discrimination. Through exposure to other languages, they explore their understanding of the world and develop a key IB trait of fostering other perspectives and promoting international-mindedness.

- **Developing international mindedness through our learning engagements**

International mindedness is evidenced at TIS primary through each unit of inquiry. The learning engagements challenge our learners to view things from different perspectives and think globally. The various learning engagements are authentic, meaningful and are based on human commonalities. Our learners are exposed to different cultures, beliefs, values and thus are able to make the connection between those cultures and their own.



A learner painting members of a tribe from Kenya



African pottery



Learning western artists' way of painting (Matisse) Learning Chinese civilisation through art

These are students' thoughts on international mindedness at TIS primary



TIS Primary is a great school. We learn other languages and our mother tongues. We learn about others' cultures and make videos in other languages. *Kendra, Grade 2*



We have the opportunity to express ourselves in different languages. We learn a lot about what is happening in the world and we are moved to action. I love TIS. *Paa Kow, Grade 1*



At TIS, we learn to be open-minded and accommodate everyone irrespective of their backgrounds. *Kwaku, Grade 4*



I have learned to appreciate other cultures and languages. I enjoy learning new things about other cultures. *Nana Adwoa, Grade 6*



I enjoy learning French, mandarin and sign language. I had the opportunity to send a message in sign language about illegal mining. I enjoy our mother tongue classes. It is great. *Kwasi, Grade 6*



I love learning about people from other countries. I enjoyed learning about exploration and famous explorers. I discovered many places through our units and it was fun. I am internationally minded. *Victoria, Grade 3*



I love rapping in music class. It is nice combining the things I know and learn about Ghana with those I learn about other countries. We are kind and we learn to be open minded and caring. *Durowaa, Grade 3*



What Makes TIS Primary A Unique School

TIS Primary is a unique school because: it is a family school; we have qualified teachers; I have good friends, we have great facilities; we are good communicators; and we are open-minded.

Amewusika Tay

21 Communication Skills Every High School Student Should Have

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

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

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



TEMA INTERNATIONAL SCHOOL

ACADEMICS



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



EDUCATION FOR A BETTER WORLD

COUNSELLORS' CORNER



Dearest exam candidates, all the best in your exams. Study smart! You are brilliant enough to obtain the best grade! Shine On!



WATCH THIS SPACE. DP2 BRAGGING RIGHTS, UNIVERSITY ADMISSIONS OFFERS AND MORE UPDATES COMING SOON!!!



ALL DP2 UK APPLICATIONS MUST BE SUBMITTED BEFORE CLOSE OF NOVEMBER, PAYMENT OF THE UCAS APPLICATION FEE OF GHC400 AND PARENTAL APPROVAL OF FINAL LIST OF 5 UK SCHOOLS ARE REQUIRED FOR FINAL SUBMISSION.

• Upcoming events •

- ✓ **UNIVERSITY OF OTTAWA, CANADA-** TUESDAY 29 NOVEMBER 9:30AM TIS LEARNING CENTRE
- ✓ **UNIVERSITY OF ALBERTA, CANADA-** TUESDAY 29 NOVEMBER 1:20PM TIS LEARNING CENTRE
- ✓ **NYU ABU DHABI, UAE-** DECEMBER, TBD, TIS LEARNING CENTRE



Dearest DP2s, Christmas Break is just around the corner. A big thank you to students who applied themselves to submit all applications by the set deadlines. Students with incomplete applications right after exams we have an open window up until **7 December 2022**. Do not miss this last opportunity for regular and rolling applications because **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. Thank you!

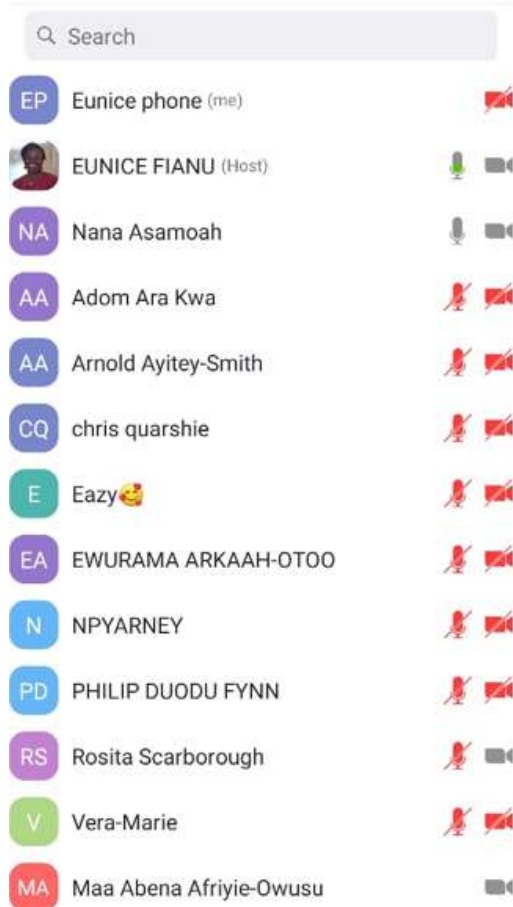


**DP1 Virtual Parents Meeting with University Guides:
Introduction to Navigation of the Holistic College Application Process**



Our heartfelt thanks to parents who were able to join the first session scheduled for November 21 2022 morning and afternoon sessions respectively. We are grateful for your time. Parents who had busy schedules and were unable to join, please see below the next meeting scheduled for **Wednesday 30 November 2022**.

Caption of some parent attendees via zoom



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

Topic: University Application Process

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 university and college applications. **Please confirm your participating 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 25 NOVEMBER 2022**

Thank You and see you via Zoom!



: Admissions Manager's Visit: Ruby Boutilier



It is a TIS University Guides tradition of hosting universities all over the world, so we were thrilled to have Admissions Manager- York University, Canada- Ruby Boutilier. Enjoy reading major highlights from her presentation.



Keele, Glendon and Markham Campus
Contact
(416) 736-2100
Campus Maps

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[Privacy & Legal](#)
[Accessibility](#)
[Careers](#)



Learn More

York is a leading modern, multi-campus, urban University located in Toronto, Canada. Visit our campuses, apply and join our community today.

- ✓ Heart of innovation and research and home for international students. <https://www.yorku.ca/>
- ✓ **Learning for life-long success.** Whether you are finishing high school, transferring from another institution, advancing your career or deciding to study in Canada, York University offers a broad selection of degrees, programs and opportunities to support your learning journey. <https://www.yorku.ca/study/>
- ✓

Scholarships and financial support

<https://sfs.yorku.ca/scholarships-awards-bursaries>



University of Warwick's Visit: Caroline Rushingwa WIE Associate Fellow and University of Warwick Recruitment Lead, Africa



Having strong ties with UK universities and TIS alumni well represented, Caroline visited TIS on November 18, 2022. Another great opportunity to touch on the UK application process and more. Click on the links below to find out more.



Warwick is home to over 9,500 students from 147 countries. We offer a range of study options, including opportunities abroad, the Warwick International Foundation Programme, Summer School and English Language courses. <https://warwick.ac.uk/>

Scholarships and financial support

<https://warwick.ac.uk/study/scholarships-and-bursaries/>

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. **Check out the list on ManageBac and discover more summer opportunities!**

Deadline for registering interest with University Guides- **Friday, 2nd December 2022.**

Summer programme application forms and essays to be worked on over the Christmas break and emailed to your Counsellor for a final check before deadline or first week of school resuming in January 2023.

Find the list below and click on the links for more information:

YYAS 2023 Program Dates:

YYAS Online: 30 July- 5 August 2023

YYAS Zimbabwe: 11-18 August 2023

2023 Update

<https://africanscholars.yale.edu/overview>

<https://globalscholars.yale.edu/yygs-residential>

- **University of Miami Summer Programme**



<https://ssp.dcie.miami.edu/apply-now/international-applicants/index.html>

More information here: <https://ssp.dcie.miami.edu/program-information/academic-landing/index.html>

- **York University Summer Programme:**

Educational
Summer Camp



2023 Educational Summer Camp (ESC) at York University in Toronto, Canada

- An exciting three weeks' Summer Programme @ York University, Canada
<https://yorkinternational.yorku.ca/summer-programs/>

- **Oxford Scholastica Summer Programme**



<https://www.oxfordscholastica.com/summer-courses/>

To Learn More, Visit: <https://www.oxfordscholastica.com/about-us/>

Savannah College of Art And Design (SCAD), USA Summer Programmes



<https://www.scad.edu/academics/pre-college-programs/scad-summer-seminars>

AND MANY MORE!!! CHECK OUT COMPREHENSIVE LIST ON MANAGEBAC!



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,





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



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional



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.



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional



Be a content creator, not a content imitator.

Academic integrity is a responsibility
of the whole IB community

Visit our website to find out more: ibo.org/academic-integrity

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The Academic Research & Writing Principles

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



Free University Preparation Tool from the Oxford Scholastica Academy

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

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

Your Report will include:

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

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

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

Error!

Stephanie Lester
Oxford Scholastica
Academy
www.oxfordscholastica.com

CASSA Corner

TIS 20th Anniversary Production???

Every year, the management, staff and students of Tema International School commit to serving the TIS community with eye-catching performances.

As we look ahead to our **20th Anniversary Celebrations**, we will want to solicit views from patrons to reflect on past productions and help us in choosing an anniversary production that will inspire us all in such an important milestone.

We humbly ask that you make time to fill out this online form in that regard.

<https://forms.gle/cwyhos58M4b1vrZt7>

Tell us about the plays you have seen, which one was your favorite and why, also choose a play that you would like to see staged by TIS students.

Thank you.



Reflecting on our Journey – Once on This Island



The process was challenging, especially the week leading up to the performance nights. I had to constantly remind myself to trust the process and believe that it would be fantastic on that particular day, but there were times when I wasn't so sure. On the night of the performances, I felt their anxiety and fear as though it were my own, but I never stopped supporting them, and in the end, they did me proud. Throughout the production, I gained perseverance

and time management skills. My favourite times were when I saw a cast member grow on stage after we had worked together. When I think back now and consider some of the cast members, they have come a long way from when I first wondered whether they would be able to pull it off. What else can I do to support them? In the end, they came out amazing. Sometimes I could have been nicer or more laid back with them. I tried to be more diplomatic than myself. Working with the cast, the set, the props, and the acting coaches was how I achieved the following learning outcomes. Strength and Growth, Challenge and Skills, Initiative and Planning, Commitment and Perseverance, Collaborative Skills, and Ethics of Choices and Action.

The process did not only challenge me but also enabled me to engage my skills. I learned quite a bit about myself. I learned about my leadership style, working with people despite whatever attitude or problem they gave. The most significant lesson I took away from this experience was the importance of effective communication and listening. When working with others, you need to be able to voice any concerns or ideas you have, and being a good listener is essential for leaders because it shows that you care about your followers rather than trying to control them. Going through the process is similar to riding an emotional rollercoaster. There are good times and bad times, and the deeper you go, the more difficult it becomes, just like in life; the older you get, the more responsibilities you have, and you have to work harder at everything, but you can't give up. You have to survive, grow more resilient, and when life knocks you down, you come back even stronger. The following year's school play will be quite demanding and time-consuming for those participating in it, but you will also learn priceless lessons, make new friends, and develop a wider perspective on cooperating with others. Enjoy the process as you go through it; it will be beneficial to you in many ways. **Nemi Asoka, G12. CAS Project – Student Director**



Reflecting on our Journey – Once on This Island



I loved the first show. Though I could only watch backstage, the response from the audience, the energy of the cast, and the commitment of the costume and make-up team were top-notch. The second show began slowly, but I'm glad that towards the conclusion, things were looking good. I learned how to sacrifice my time to do my work efficiently. I learned to be open-minded to different ideas and not only go with what I knew but try new tactics. My finest moment came after the first night when I was swamped with wonderful feedback regarding the costumes and cosmetics. This motivated me to be better and not disappoint on the second night.

My biggest issue was getting everyone in the cast and ensemble to come to the wardrobe fitting. This resulted in some performers not having costumes, and it was too close to the performance day to have those problems. To give myself plenty of time to address any issues, I would call for change much earlier than is necessary. Strength and Growth, Challenge and Skills, Initiative and Planning, Commitment and Perseverance, and Collaborative Skills are the learning outcomes I demonstrated during the experience. These learning outcomes were achieved through my dedication and commitment to my committee. I collaborated effectively with my members and co-director to ensure we planned properly for each milestone. In addition, it was very challenging to be part of a play that had two nights, so it was something new to learn. I learned that some people can be difficult when it comes to wearing the costume assigned to them, even though it's for the good of the play. Nevertheless, I used this opportunity to build my patience. Work hard at every task given to you and take initiative to ensure the journey is fruitful. I won't be here during the anniversary play next year, but I would love to come back and watch. To those leading next year's production, be dedicated to what you do, and don't take this unique experience for granted.

Annalisa Boahen, G12. CAS Project – Student Director for Costume and Make-up



I noticed that performance is more than just what we see on stage. I learned that I have to be able to manage my time even more efficiently. Engineering the sound effects was my favourite part because it allowed me to feel more involved in the production while assisting with the follow-spot light. My greatest challenge was writing the lighting cues and remembering them. Collaborative skill was a learning outcome I demonstrated during the experience. In light and sound groups, I was able to work with my peers. The process was very challenging and engaging. I learned that I am a good leader and developed my leadership skills. My takeaway from this experience is that hard work always pays off. To anyone participating in next year's school play, be ready to work hard and sacrifice a lot.

Jefferson Agbesi, G12. CAS Project – Student Director for Light and Sound

Reflecting on our Journey – Once on This Island



Given the number of songs the band and choir had to learn, I believe the play presented a significant challenge from the onset. At the beginning of the play, the choir and band learned the song at a slow pace and continued to make several errors along the way. The entire production got together to practise with live music instead of recorded music, and the performance became even more unsettling. Despite this,

the constant practice, especially during the mid-semester break, improved the show. A lesson learned is that the beginning of anything will be rough and raise doubts, however, one must not give up. With consistent practice, whatever the goal is, it can be attained. My best moment was when I was able to successfully direct the choir and encourage them to project their voices when singing. The choir members' tardiness for rehearsals and the amount of noise made it difficult to rehearse because I had to constantly remind them to keep quiet and concentrate on singing or learning the song. It presented my biggest challenge. I was able to overcome this challenge through communication. Before rehearsals began one day, I spoke to them about their attitude, how it was holding us back in rehearsing, and how tiring it was to keep telling them to be quiet and sing. One thing I would have done differently is to make some rules and have them face the consequences if they broke them, to teach them discipline. As someone more of a team player than a leader, being the music



director put me in a leadership role. I was not sure I could handle it. There were occasions when I thought the position should have gone to someone else since I didn't feel I was the right person for the job. However, I recognised the choice had already been made and there was nothing I could do about it, so I just tried to be the best leader I could be, which proved difficult, but I persevered. The process was very engaging and challenging. Being in DP2 the workload became a lot to juggle with the school play, and my time management skills suffered. I have learned that even if I don't see myself as capable of taking on a role or doing something, that shouldn't stop me from at least trying it out. To anyone participating in next year's school play, remember that consistency and effort always reap good results. Plan your time well, and

above all, have fun and make memories. **Chelsea S Davis, G12. CAS Project – Musical Director**

Reflecting on our Journey – Once on This Island



Putting in the work paid off. I learned the importance of letting go and living in the moment. I was reminded several times to live in the present, have fun, and let tomorrow take care of itself throughout this time-consuming process because it was easy to lose sight of the bigger picture in the here and now. I don't think I had a best moment; I enjoyed many moments, from the successful run-throughs to the little naps I got on stage. My greatest challenge was self-critiquing. There were a lot of times I felt like I was too hard on myself. For example, instead of acknowledging my mistakes and moving on when I forget a dance move, don't express a specific emotion, or miss a note, I dwell on them. I was able to overcome this with the

support of others. During rehearsal, I was reminded not to overthink or be hard on myself and only enjoy the process. I achieved the following learning outcomes. Strength and Growth: I enjoy singing and dancing, and it was fun putting those hobbies together and developing them in ways that not only benefitted me. Commitment and Perseverance: As I mentioned before, this process was very time-consuming. At times I had to sacrifice preps and personal time, and I also had to push through despite my tiredness to get to my ultimate goal. The process was incredibly engaging. I learned that it is critical to bring positive energy since we all draw off the dynamism of others. Great things take time, effort, and practice. I intend to participate in the 20th-anniversary production. I enjoyed being a part of all the productions I have participated in, and I can only imagine how big and fun next year's show will be. I hope to take on the role of director. To anyone participating in next year's school play, know and understand your purpose in the production and push all your effort into it. The school play is an indispensable opportunity for you, not a favour you are doing for others. **Seffirina Masoperh, G11. CAS Experience – Cast**



Reflecting on our Journey – Once on This Island



Personally, performing up there in front of all those people wasn't as terrifying as my anxieties led me to believe. It was a fantastic experience I would never forget. The real point was to have fun and perform the activities you regularly engaged in during practice more effectively. I saw how the energy created by our collective apprehension and enthusiasm propelled our performance. Without the genuine support and cooperation of everyone, we could not have accomplished as much. I discovered how useful it was to collaborate with others. For me, this was my first actual acting experience on stage. I don't believe I could have done it without the help of my directors and friends, who assisted me mentally and gave me criticism on how to improve. I learned how important it was to ask for help when I asked a friend about my character, and they helped me

understand what exactly I was to do. I learned that you can do anything you set your mind to. I majored in singing because I was not musically inclined, but I scheduled meetings with the musical director, and he helped me with my song, and from then on, I worked on it until I could sing it well enough. It brings up another lesson in consistency that demonstrates the outcome. The most valuable lesson I took away from this entire experience was to take risks. I had no idea I would be a cast member in the play, and I had not initially anticipated participating in the school play, but I gave it a shot, and I have no regrets. It has been an experience that will stay with me forever! The audition was not my best moment, but it was undoubtedly one of my best. Everyone in the situation felt anxious, but because everyone was having fun and doing the same thing, I wasn't as worried as I may have been. Balancing the play with my studies was a challenge, so I decided to get more organized and make sure I covered everything I needed to in the time I had. Time-management skills came into play to help me survive loads of tests, and I tried to make the most of each moment I had. What I would do differently to de-stress is to plan ahead of time, not just for the day but for the week. The whole production was a collective effort. Backstage was a very demanding area, and I remember how reliant I was on my dresser so that I could be able to change scenes from *Some Girls* to *the Ball*. I learned more about my ability to act and dance. My similarity to everyone else formed a bond with almost everyone involved. I have developed an attitude of gratitude and commitment, learned to understand others, and appreciated the opportunities I was given. I can do anything I put my mind to doing. I would love to take part in next year's school play. It is a once-in-a-lifetime experience, so I urge everyone involved in the 20th-anniversary school play to enjoy themselves and the new bonds they will forge. **Odasey Tetteh, G11. CAS Experience – Cast**

Reflecting on our Journey – Once on This Island



Everyone gave their all from beginning to end to supply the energy required for the performance, which helped to create the overall magic that took place on stage on the final night. As the main character, I learned that you must always believe in yourself and continue, even in challenging circumstances, because it will always pay off in the end. When the project is finally over, you will feel

proud of yourself, and when you see the outcomes, it will be clear how important your efforts were. My best moment had to be when I was assisting my colleagues with their characterisations. It is because it felt so good to be a part of something that will ensure the betterment of others through my assistance and direction. Because of my anxiety, I worried I wouldn't be able to carry out my responsibilities well. I felt I would let everybody down and flop on the stage like a loser. Because of thoughts like these, I undergo panic attacks at the most random times. If it weren't for my peers comforting me during these times, I don't think I would have been able to go on. I was reminded that I am loved, intelligent, and talented. And these reassurances contributed to the reconstruction of my morale. Next time, I will keep these reassurances close to my conscience whenever I feel any negative thoughts

invading it. I will use collaborative skills, strengths, and growth to cite examples. There were many people involved in the production, meaning that at every turn, I would have to interact with different kinds of personalities. We all worked toward the same goal and needed to rely on each other to get things done appropriately. I learned that everyone shines in their unique way and that it is essential to encourage others to let their talent shine through. I encourage current and future members of TIS to join the



next annual school production. I do intend to participate again next year. I would want to be a part of the cast as well as an acting instructor for aspiring actors. Don't give up, and work hard! **Malyka Owusu, G11. CAS Experience – Cast**

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I discovered that your ability to perform something well has nothing to do with who you are as a person once you have practised it enough. It is simply a reflection of how much you have practised. I learned the importance of sleep and time management. At the stage where we started doing run-throughs and how well I performed could purely be based on the number of hours I slept before and nothing else, I realised just how much sleep affects the brain. If I hadn't been able to improve my time management, I would have failed everything throughout this period of my life, not just school. The first time I sang and was told I was on the keynote was when I became convinced I couldn't sing. My greatest challenge was singing and how it made me see myself. I felt like a fish out of water because I was in a musical and couldn't sing. To overcome this, I just had to open my mind and tell myself that singing wasn't a God-given talent but something that could be learned. Next time I face a similar challenge; I will try to overcome it before writing myself off. The play

would have fallen apart if anyone along the way was missing or didn't play their part because it was a completely collaborative effort. And there were times when I genuinely wanted to quit, and a little voice in my head would say, "Keep going; it will be worth it in the end," and it indeed was. That was a demonstration of perseverance. Nothing in life is natural,

whether voluntary or involuntary, and every talent was learned, so you can learn any skill you choose. You can achieve anything if it is what you truly desire. I would love to be a part of the cast again for the 20th-anniversary school play to improve my performance. To the others who will also be participating, trust the process and do your little part. The



rest will figure itself out. **Katari Alhassan, G11. CAS Experience – Cast**

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The musical initially appeared to be a little skeptical, if not downright frightening, but in the end, everyone's dedication paid off, and we had the best school play production since Aku Sika. I learned that you should always trust the process. My best moment was when Tiffany and I kept gossiping about everything and everyone during the song "Waiting for Life." And we kept on judging everyone in the audience and on stage. The greatest challenge I faced was during the song "Rain," when we were all supposed to fall, and I fell on my knee. My knee shifted slightly and moved to the front as a result, making it somewhat challenging to dance and kneel. Three days before the show, I became ill, but thanks to the

medication from the doctor and a chiropractic adjustment, I managed to perform well. Strength and growth came when I progressively got better at the "waiting for life" dance due to the dance sessions we had after school with Uncle Dennis in the black box. I learned that I could push myself to the limit and still pull through. No matter how much stress you are under or how many sacrifices you must make, never stop striving. Stay strong. I would love to participate in the 20th-anniversary play. That would be my final school play, and regardless of which school play they choose for the 20th anniversary, I intend to be a director. I will put in more effort than this year to make it a success. To those who also wish to participate in the school play, good luck with balancing academics and the school play. Good luck with screening if you're running for a council position because there will be a lot of sacrifices required. **Akua Osafo-Buabeng, G 11. CAS Experience – Ensemble**

I've observed that communication is crucial because it's the only way to get things done. One lesson I learned is that communication is always important, every step of the way. My best moment came when I saw all the people I had dressed on stage. It was my best moment because I felt all my hard work had finally paid off. At first, my greatest challenge was communicating with the people I was dressing. By simply talking to them, I was able to overcome that. If I had a second chance, I would just talk to them without hesitation. Because I attended every meeting on time, contributed, and offered suggestions for the costume and makeup of some characters throughout this experience, I can say that I showed commitment and perseverance. I also demonstrated collaborative skills by communicating effectively with my fellow costume and make-up members and the people I was dressing. I must admit, this process was one of the most challenging processes I have ever had to go through. It was very engaging from the get-go. I gathered that I am a consistent, determined, and bold young lady who is almost ready for the future. I learned that everyone has their opinions and that opinions are not facts. My takeaway from this experience was that everyone is different; everyone has their likes and dislikes, and no one is the same. I intend to participate in the 20th-anniversary production. I want to be a part of the costume and makeup team once again because I think I am a good fit. I would advise anyone performing in the school play next year to be confident, but most importantly, to enjoy themselves. **Annette Ajavon, G11. CAS Experience - Costume and Make-up**



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The nights were excessively taut and nerve-wracking because there was no going back and no chance to make things right this time, so what if you screwed up? It was also the day I was the happiest and most relieved. My best moment was during the performance because that is when our efforts can actually pay off. Juggling my summative with rehearsals was my greatest challenge. I just had to learn how to manage my time more efficiently. At one point, I wanted to give up, but despite feeling stressed or depressed, I kept coming to practice. In the end, it was enjoyable, and I liked being a part of something so wonderful. I developed patience and good time management skills during the school play, and I even started to get more organised myself. I would gladly

participate in the next school play. I would love to be involved in the production, the entire process, and the outcomes, not just the directing, so either I am a student dance director in the actual play or both. TIS school play production is fun. Just have fun and enjoy the process, don't let the stress get to you. Keep going, and you can and will do it.

Fadila Adoulzakou, G11. CAS Experience – Ensemble

During the rehearsals, I noticed that, as the date of the show got closer, I was a bit shaky on stage and nervous. I also noticed that on the night of the show, I was very nervous when we first stepped onto the stage, but after some time, the dances flowed, and I remembered every movement. I improved my time management skills because we had practices after school or during prep, and I had to find time to complete all of my work before the deadline.

Participating in Ti-Moune's dance was my best moment because it took me forever to master it, and when I performed it without any mistakes, I felt quite proud of myself. Mastering Ti-Moune's dance was a challenge for me. At first, performing the cultural dances required a lot of effort, and remembering which step came next added to the difficulty. I tried to practise the dance on my own during rehearsals by mentally going over the steps. I was also able to make new friends and talk to people. In all, this school play has been the most enjoyable and challenging event I have participated in since I first came to the school in Grade 7. I've improved my ability to interact with people more effectively and be freer. I also learned more about other students. When you stop whining, you can achieve great things. I want to



participate in the 20th anniversary because I enjoyed being part of the school play production. If I were to join, I would love to be in the ensemble again. Others who will be in the next school play should remember to make time for work so that they can enjoy it afterward. **Theona Martin-Lawson, G10. ASA – Ensemble**

Reflecting on our Journey – Once on This Island



I discovered that persistence pays off, and if you take your time, the results will be greater than you expect. I also learned that there aren't any mistakes in life, and anything you think is a mistake is a new idea. Even the smallest amount of assistance, I discovered, counts as assistance. I also learned not to procrastinate and to start what I have to do as early as possible. My best moment was when we danced as a group on stage during the curtain call. It's because I had the impression that we had achieved something, which is why I felt satisfied. The greatest challenge I faced was balancing school work and studying with meetings. During my free time, I completed some work, but I couldn't turn in all of my assignments on time. I also had to get up earlier to study, especially

when I had a summative. It has taught me to begin learning at the beginning of the semester so that I don't have to jam everything into my mind all at once. Even if something came up, at least I would have some knowledge in my head, and I would not have to struggle to study the morning before. I attended the majority of the meetings, and I stayed and worked with the team throughout to produce the props and help set the stage. We had to work after school, during prep, and after, and because we started a little later, there was a lot of pressure on us. It made the process engaging and challenging. I learned that you should not judge someone based on what is unconfirmed by the person. I noticed that I could push myself to achieve whatever I wanted. I also learned to tolerate people and accept different behaviours and different points of view. Teamwork makes the dream work. I want to be a part of the next production because it was a fun experience for me, and I was able to develop new skills and make friends with people I never thought I'd meet, I was able to learn new skills, and I'd like to learn more. I would have had experience with the school play, so I'd know how to go about things properly now. The school play is a fun experience from the beginning of rehearsals until the end of the performance nights. However, it is time-consuming, so use your limited time wisely and avoid procrastination. **Maame Osei-Amoako, G9. ASA - Set and Props**

I realised that choreographing dance with a large group of people is not as simple as it seems, nor is sleeping in late when you have school the following day due to your rehearsal. If you take the stage for granted, it will disgrace you. The performance days. The excitement mixed with a racing heart and seeing my parents' smiles after an applauding audience was incredible. Not talking backstage was a challenge. Realising the magnitude of the production and its seriousness made me stop talking backstage. I didn't want to ruin it for the school and all the students who put their best efforts into it. It was challenging because, after a rehearsal that could end at 11 p.m., I'd have less than 8 hours to sleep. In the ensemble, I had to learn some challenging dance moves. Attending every rehearsal, tired or not, was my demonstration of commitment, and working towards getting every part of the play right was my demonstration of perseverance.

Reflecting on our journey – Once on This Island

Collaborating with my group members to produce a beautiful scene was a demonstration of collaborative skills. I discovered that I enjoy dancing more than I had previously realised and that making new friends is simpler when you're collaborating with others to complete a common objective. I believe I've developed my dancing skills and persistence. Sacrificing sleep and study time is worth it when you can greatly contribute to your IB portfolio (and get food after performing). I had a lot more fun than I anticipated by participating in my first school play, and I would do it again. To others hoping to partake in the next school play, be ready to sacrifice some sleep and study time. **Ebenezer Agyeman, G9. ASA – Ensemble**



I noticed that at the end of the day, the joy you get from the final day is actually worth the wait. My best moment was performing Ti Moune's dance because seeing the smile on Seffirina's face was very encouraging, and in all honesty, it also made me smile and helped me push through to the end. My greatest challenge may have been remembering to smile while on stage because I was focused on getting the moves right. What helped me overcome this was the thought of my parents watching me perform. Next time, I will try to smile more often so that it comes to me naturally when I need to. I was becoming fatigued halfway through learning Ti Moune's dance, and by the time I concluded, I couldn't wait for it to be

over. The process was both engaging and challenging. I have learned how stress-relieving it is to dance and enjoy yourself while dancing. I have also learned how to organise and plan my tasks. I have learned new theatrical techniques from this experience and have also realised how essential teamwork is. For sure, I'll take part in the upcoming school play once more. I have a keen interest in theatre and intend to participate in every production up until graduation. Since in the previous two stage plays I was in, all I did was dance so I would like to have a speaking role next time. It's worth the messed-up sleep schedule and submitting work late. Remember why you joined and keep going because the entire process is enjoyable but exhausting. **Sedinam Ahlidza, G9. ASA – Ensemble**



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 submitted to the International Baccalaureate on your behalf.





TEMA
INTERNATIONAL
SCHOOL



**HOPE
+ ACTION
+ INSPIRATION = MAKING THE
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 Project – 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 realize 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>



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Scholastic Chess Tournament

The TIS Chess Club attended the **First Scholastic Chess Tournament** last Saturday at the National Theatre. 16 members competed in the various categories. After weeks of tireless preparation they were able to record the following:

- Under 14 category:
Silver - Emmanuel Egyei-Mensah (G8)
Bronze - Edwin Jonah (G9)
- Under 16 category:
Silver - Kow Yarney (G11)
- Under 18 category:
Silver - Michael Kaleem (G12)

Congratulations to each member of the Club. You made us proud!

I am pleased with the Club Members' commitment and very happy to see a girl as part of the team. I hope more girls join the Club and look forward to seeing our players raising the TIS flag higher in Ghana and beyond as they master the craft of Chess. Kudos!!!

A big thank you to **Mr Sylvester Wellington**, the patron of the Club, for all that you do to support our student's development and love for Chess. We appreciate you dearly.



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.**



The Queen's Commonwealth Essay Competition, 2022



We are proud to announce the TIS students who were awarded **Gold, Silver, Bronze or Participation** certificates at **The Queen's Commonwealth Essay Competition, 2022**. To learn more about the competition, read the message below or visit the Royal Commonwealth Society web page. <https://www.royalcwsociety.org/meet-the-winners>

"The Queen's Commonwealth Essay Competition (QCEC) is the world's oldest international schools' writing contest, established by the Society in 1883. With thousands of young people taking part each year, it is an important way to recognise achievement, elevate youth voices and develop key skills through creative writing.

We were thrilled to receive a record-breaking 26,322 entries to the QCEC from every Commonwealth region, with the winners and runners-up from New Zealand, Australia, the United Kingdom and India. Find out more about this year's winners below and watch their reactions on discovering this significant achievement!"

<https://www.royalcwsociety.org/meet-the-winners>

1. Charlene Akwei - Grade10 (*Gold Award Certificate*)
2. Vitus Anaab-Bisi - Grade10 (*Silver Award Certificate*)
3. Ann Joelle Amey - Grade10 (*Silver Award Certificate*)
4. Aisha Hussein - Grade10 (*Silver Award Certificate*)
5. Jaye Asante-Asare - Grade10 (*Silver Award Certificate*)
6. Joseph James - Grade10 (*Bronze Award Certificate*)
7. Alswell Adelaide Egbenya - Grade10 (*Bronze Award Certificate*)
8. Jenelle Mac-Deh - Grade10 (*Bronze Award Certificate*)
9. Theona Martin Lawson - Grade10 (*Bronze Award Certificate*)
10. Christian Amoah - Grade10 (*Bronze Award Certificate*)
11. Keona Martin Lawson - Grade10 (*Participation Certificate*)

To our colleagues who supported our students in the process, making sure they presented their best pieces by the said deadline, we say a huge thank you. We appreciate you. We see you. We celebrate you. We are all winners.

Credit

The English Department (Irene Koree and her team)

The Humanities Department (Emmanuel Sampong and his team)

The CASSA Department

The Queen's Commonwealth Essay Competition, 2022

The Commonwealth Essay provided some excellent analysis. During the summer break, I started writing essays. Along the way, I discovered a lot about Mahatma Gandhi, including his nickname "the greatest souled one," which I used as the basis for the title of my essay. Writing the essay was difficult at first because I kept putting it off and pushing the deadlines. However, with the help of my friend Adelaide, who pushed me to start, I was able to finish the essay and stay on schedule. To get annotations on my essay, I also had to get in touch with my English teacher. While I waited for my teacher to annotate my essay, I tried modifying it even though it often took a while. I struggled to get any sleep the night before the essay's due date because I had so many annotations to make. However, I managed to finish them all before my personal deadline of June 28, despite my efforts. I then turned it in to my school's Duke of Edinburgh International Award coordinator. I waited so eagerly for the results after sending it in. When I got the email letting me know that my entry had been accepted, I was overjoyed because it made me feel like I was coming closer to my goals. I owe a huge debt of gratitude to Adelaide, Mr. David, and my English instructor, Mr. Hygeinus, for assisting me with the QCEC. I was ecstatic to learn that I had won a silver award because it made me feel as though my efforts and hard work had been acknowledged. I was thrilled that I finished the essay ahead of schedule. I want to take part in the QCEC next year and do everything in my power to take home a gold medal. Next time, I'll start earlier and make a conscious effort not to procrastinate. - **Aisha Hussein, G10**



My Commonwealth project was about a young virologist and how she tried to find the cure for Covid-19 with her team and succeeded. It talks about her struggles and how life was before the pandemic. My journey for this project was quite stressful because it took me some time to even think about what to write. I changed the topic of my story many times until I settled on my final thought. I even allocated an hour or more to the project each day until I completed it. It was a bit fun to write the story since I enjoy writing during my free time. I hope to do this next year, as it was a fun activity. - **Theona Martin-Lawson, G10**

When I first heard about the competition, I was excited because I enjoy writing. I decided to join the competition. I chose to write a diary about a girl who wanted to be pediatrician to help children because there was no one to help her as a child. Writing this took a long time to do. It took some time for me to come up with a story that would match with the task I chose. It took nearly my whole vacation to write this short because it was hard to think of what to do. But once I did it was easier for me. There were times where I just sat in front of my laptop with no idea in mind. But in the end, I'm happy I was able to finish it. - **Keona Martin Lawson (Grade 10)**



The Queen's Commonwealth Essay Competition, 2022



The Queen's Commonwealth Essay Competition was in two categories - the Junior Category and the Senior Category. The topics given were related to the Commonwealth and the Covid-19 Pandemic. For my project, I chose to write on a historical figure from the time of Queen Elizabeth and focused on Martin Luther King, his life story and his fight for equality. This competition was an eventful one as it improved my ability to communicate effectively with others and seek their opinion on my essay. Finding

a historical figure from Queen Elizabeth's time was quite a struggle as there is a variety of people to choose from who made a huge impact on our world today. The process of writing the essay was a great experience as it improved my research skills and thinking skills and employed me to devote an hour a day to writing the essay for a week to be able to complete it on time improving my self-management skills. I was surprised when I received the Bronze Award as I was just expecting a certificate of participation. Overall, the competition was a whole new experience and I encourage others to engage in it. – **Adelaide Egbenya (Grade 10)**

The Queen's Commonwealth Essay Competition was an essay competition that catered to all the Commonwealth countries' youth. The winning prize was a trip to the UK. There were 4 (four) different topics that were given to us in the senior category. I picked option which was, ““Whilst experiences of the last year have been different across the Commonwealth, stirring examples of courage, commitment and selfless dedication to duty have been demonstrated in every Commonwealth nation and territory, notably by those working on the frontline who have been delivering healthcare and other public services in their communities.” – Her Majesty the Queen, Commonwealth Day Message 2021. Imagine you are working on the frontline. Write about your experience, explaining why you serve your community and why your service matters.” From this essay competition I got a silver award for the essay I wrote. The experience was quite stressful at first because I wasn't organized and had my thoughts everywhere, but eventually, with the encouragement from my mum, I pushed through. -**Ann-Joelle Amey, G10.**



The Queen's Commonwealth Essay Competition, 2022



TIS Annual Production Review by Anis Haffar

‘Is it better to have loved and lost ...?’: Tema International School stages ‘Once on This Island’ - <https://www.graphic.com.gh/features/opinion/is-it-better-to-have-loved-and-lost-tema-international-school-stages-once-on-this-island.html>

Date: Nov - 21 - 2022, 09:36BY: Anis Haffar Category: Opinion

The musical, “Once on This Island” by Lynn Ahrens, tells the story of a never-ending strife between the haves and have-nots.

On an island where two worlds are never meant to meet, a young girl defies all odds to embark on a soul-searching journey to prove the resilience and tenacity of love. But can love withstand any stormy weather, and even conquer death?

The original Tony-winning musical revival centred on a fearless orphan girl who saved the life of a wealthy boy from the other side of the island and fell in love with him.

The mighty island gods, however, were to make her a pawn in their cosmic bet as to whether love was greater than death.

Set in the French Antilles, “Once on This Island” explores the concepts of life, pain, grief, faith, hope and the power of love to bring people of different social classes together.

The plot evolved around the two main characters: Ti Maune, a peasant girl, and Daniel, with whom she falls in love.

In the end, the peasant girl defied the gods when they admonished her to prove that death was stronger than love so she could have her life back.



Matters of love

The live wires coiled around matters of love are hardly set smooth and straight; each amorous journey is knotted in an orbit of uncertainties. In the TIS flyer, the staff director, Ebenezer Kwame Asime, was to ask: “What will you give for love? How far will you journey to find love? Do you have the heart to love?”

Those questions reminded me of the lyrics of the song by the African-American blues singer Nat “King” Cole. He sang, “Is it better to have loved and lost, than never to have loved at all ... I wonder as my lonely tear drops fall ...”

Before the casting of the play, the principal, Ken Darvall noted: “What always impresses me is that students come out of the woodwork to try and snag a role within the school production, either onstage or backstage. I congratulate everyone listed in this play on their effort, commitment and time to bring back a live performance after the COVID-years.”

Sound quality through technology

Through the whole hour and half of the musical play, I sat enthralled in the front row mesmerised by the magnificent stage effects, the set, the props, the costumes, the make-up, choreography, etc. And to think all those qualities spawned from the effort of the teenagers themselves.

The performance of the two live student bands – each situated at the flanks of the stage – was quite impressive.

What really struck me were the lighting, sounds and the overall acoustic effects through technology. I could not help but reminisce about my teenage years in secondary school where I played the role of King Alonso in William Shakespeare’s tragic-comic play, *The Tempest*, for Mfantsipim School’s 1965 Speech Day celebrations.

The play was staged in the Assembly Hall packed thickly with the student population then of 600 students plus faculty, parents and so on. How on earth could our small whiny voices carry across the hall! And here I was on the stage speaking my lines: “You cram these words into mine ears against / The stomach of my sense. Would I had never / Married my daughter thence, / My son is lost .../”

To speak Shakespearean language was one thing; to be heard and understood across the jam-packed hall was another sombre matter.

TIS Annual Production review by Anis Haffar

Creativity, Activity, Service

The production of the play involved students from the International Baccalaureate (IB) programme levels 7 to 10, and levels 11 to 12. In speaking with Surama King, the CAS (Creativity, Activity, Service) coordinator, she said, the students' participation fulfilled the extracurricular requirements for levels 7 to 10 students.

The CAS engagement satisfied the diploma requirement for the directors in levels 11 and 12. Another key aspect was the raising of money to fund school and student-based projects.

The CAS idea reflects on "the ever-expanding world of service learning [and how] actively exploring service learning improves education for students and identifying the factors that are most compelling for successful projects and experiences."

Over the years, Tema International School (TIS) has staged a collection of brilliant plays including Ama Ata Aidoo's *Dilemma of a Ghost*; Tim Rice's musical, *Joseph and the Amazing Technicolour Dreamcoat*; Mrs Acheampong's comedy, *Dormitory C – The Inspection*; the Broadway musical, *The Lion King*; James Ene Henshaw's *This is our Chance*; Miriam Makeba's musical, *Sarafina*; *Evolution – A Tale of Fragmented Sounds*; and Ben Abdulah's *The Slaves*.

Also in the repertoire were the Hollywood musical, *Beauty and the Beast* (staged at the National Theater, Accra, November 23, 2018), and Efua Sutherland's *The Marriage of Anansewa*. In 2021, *The Legend of Akushika* by Prof. Martin Owusu was played in-house only for students and staff because of COVID-19 restrictions.

This time around, TIS put the pandemic to rest by the public staging of the school's adaptation of *Once on This Island*, played Saturday / Sunday, November 12 / 13, 2022.

The writer is a trainer of teachers, leadership coach, motivational speaker and quality education advocate. E-mail: anishaffar@gmail.com



CAS Project – We need your HELP



The Rhythm & Blues CAS Project Needs Your Help to **Donate Musical Equipment** to the **Chosen Rehab Centre** - Achimota, Accra.

We are Grade 12 students of Tema International School and the initiators of the CAS project, **Rhythm and Blues-Annalisa Boahen, Karen Apietu & Kimi Otuo-Acheampong.**

Our goal is to donate a semi-acoustic guitar and other musical equipment to support the music studio at the **Chosen Rehab Centre**. They are a **non-profit organisation** that

provides free boarding facilities to rehabilitate **drug addicts, alcoholics, and homeless children**. They have outreach programs where they go to slums, hospitals, and prisons three times a week to cater for all those that need help. They have three centres, but the one on Tetteh Okuley Ave, includes a music studio that they built to provide patients with lasting skills that they may utilise once they leave rehabilitation. They have a couple of pianos, one music production equipment, and one semi-acoustic guitar. As a result, we have collaborated with them to create a more suitable skill-learning environment for the individuals who live there.

Our project aims to tackle the UN Sustainable Development Goal 4/Quality education and 8/Decent work and economic growth. With your support, we will not only be able to achieve our goals, but others will be able to fulfil their dreams.

Click on the link and **DONATE NOW** <https://makewehelp.fund/9ag6pct>

No amount is too little or too small.



CAS Project - We Need Your HELP



BC-WeCare is a CAS initiative by Serwah Dabo, Eugene Cobinnah, Kabukuor Caesar, Katari Alhassan, Afua Osei Boakye and Veronica Arthur (G11). We are a group of students in the Diploma Program at Tema International School who are passionate about spreading awareness on breast cancer.

For the past month, we have been writing articles about the disease and educating our school community about the importance of spreading awareness to encourage people to screen early, as we know, **#EARLYDETECTIONSAVESLIVES**. In addition, we are extending this campaign outside of our walls to buy **breast prostheses** for women in Ghana who have undergone **amastectomy** and cannot afford to reconstruct. We are collaborating with **Pink for Africa, a Breast Cancer Foundation** on this cause. <https://www.pinkforafrica.org/>

Currently, a single (quality) breast prosthesis costs \$250. We aim to raise **GHC 25,000 (Twenty Five Thousand Ghana Cedis)** to buy about 6 single breast prostheses (3 pairs). To Support our cause, we would need your donations to reach our goal. Nothing is too small, any amount would be appreciated. We are most grateful.

DONATE NOW, please click on the link below. <https://makewe.help/qkgw4ry>





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.

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.

#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

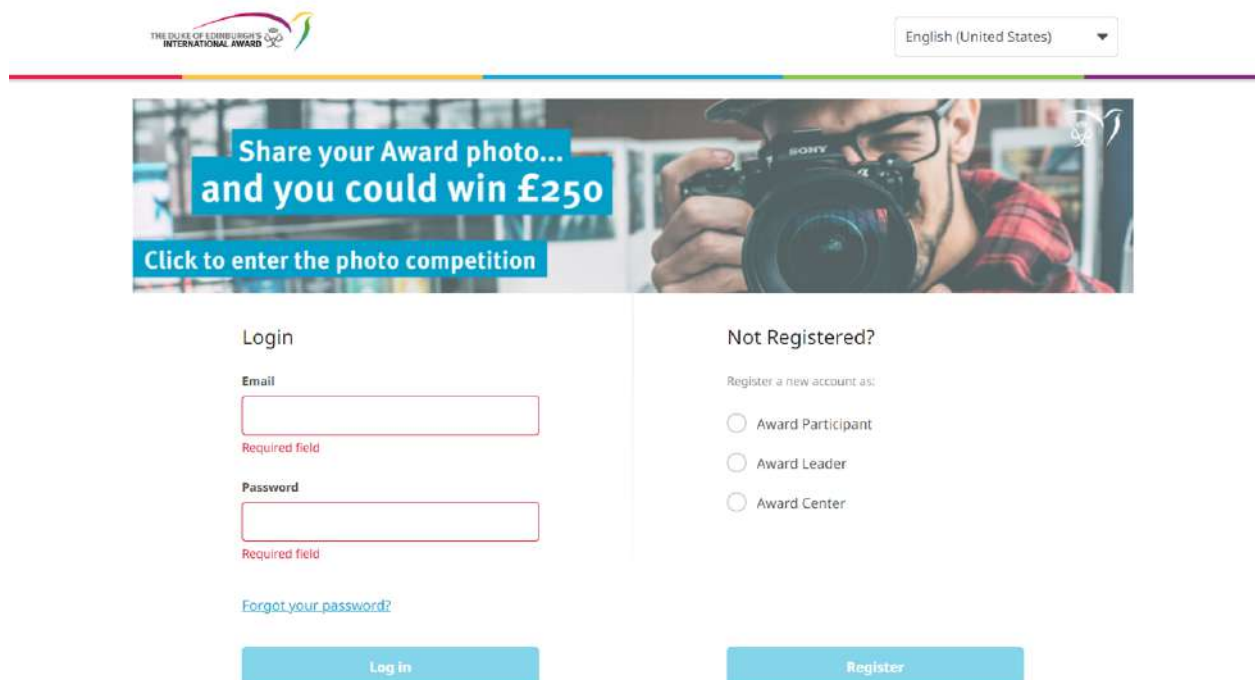
Factor in how often you think you might have an opportunity to change and make sure your expedition is not the first time you use a new brand of pad or tampon.

#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.

Dukies Corner

YOUR COMPLETE ONLINE RECORD BOOK.



The screenshot shows the top of the Duke of Edinburgh's International Award website. At the top left is the logo, and at the top right is a language dropdown menu set to 'English (United States)'. Below the header is a banner for a photo competition: 'Share your Award photo... and you could win £250' with a 'Click to enter the photo competition' button. The main content area is split into two columns. The left column is for 'Login' and contains fields for 'Email' and 'Password', both marked as 'Required field'. Below these is a 'Forgot your password?' link and a 'Log in' button. The right column is for 'Not Registered?' and contains a 'Register a new account as:' section with three radio button options: 'Award Participant', 'Award Leader', and 'Award Center'. Below these is a 'Register' button.

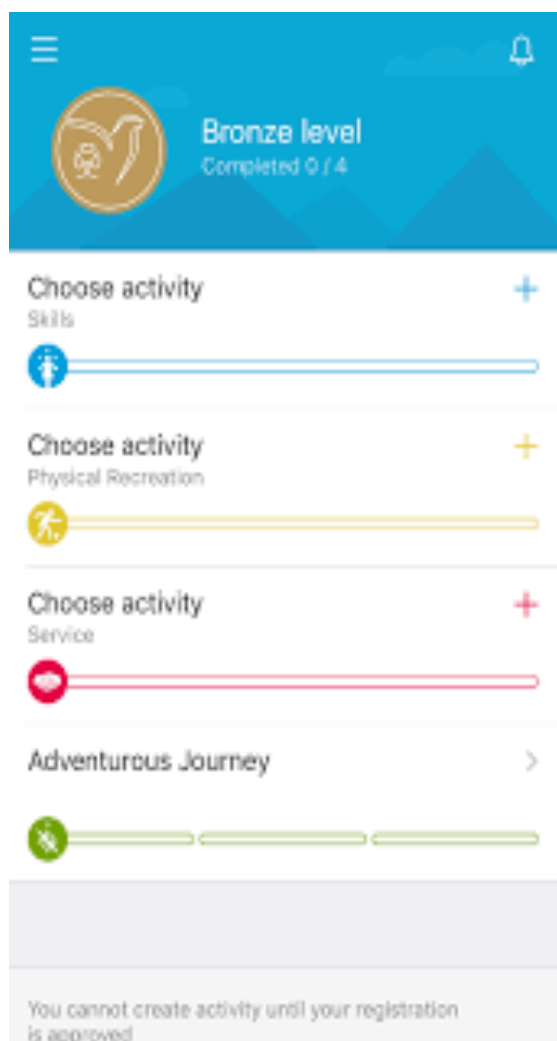
Complete your Duke of Edinburgh's International Award Online Record Book, if you enrolled as a Bronze participant 6 months ago you should be completing your online record book requirements now and ready to sign up for the next award level. Silver participants who enrolled 12 months ago should complete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

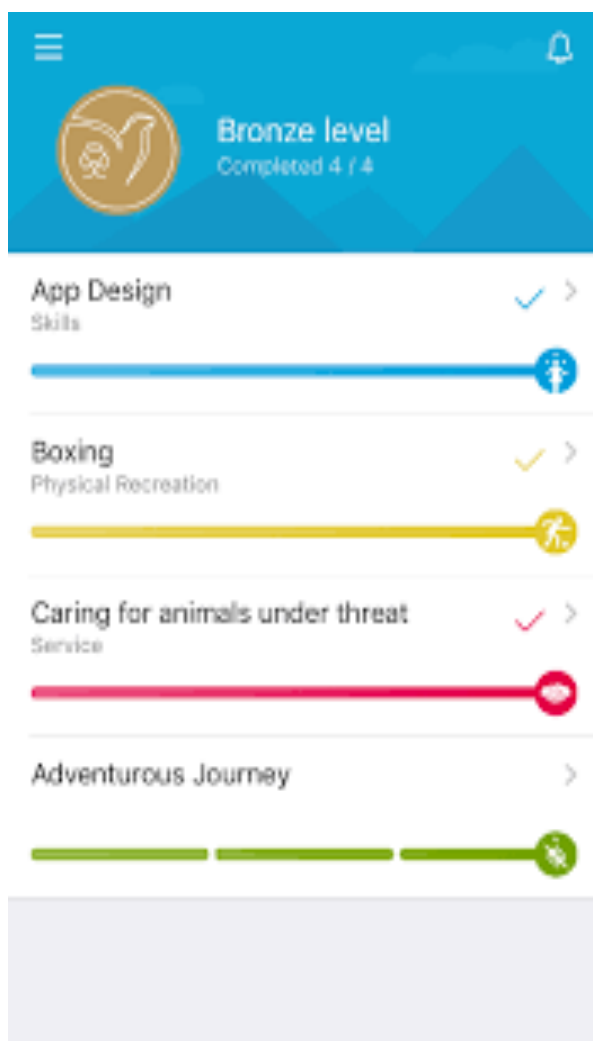


Dukies Corner - MOVE YOUR ORB FROM

HT STATE



TO THIS



**CAS Project – Place and Pay your orders on Friday, 25 November,
4:15 pm at the Project Centre.**

Machelle Restaurant Food Menu

MAIN

STIR FRY NOODLES(SMALL)	GH 25
STIR FRY NOODLES(MEDIUM)	GH 30
STIR FRY NOODLES(LARGE)	GH 35
STIR FRY WITH CHICKEN	GH 40
CHICKEN POPCORN	GH 15



DRINKS

COKAKOLASTIC	GH 8
FANTASPECIAL	GH 8
MOJITO	GH 8



Date: 29 November 2022

Venue : Project Centre

Time : 4:30pm



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

TIS INTEGRITY Code

**“TIS, as a family school that provides unique experiences,
embodies a spirit of integrity and respect for others
which are central to the personal,
academic and ethical development of each member.**

**As a TIS family member,
I promise to uphold and demonstrate its values,
and protect the reputation of the school.
I make this pledge in the spirit of honour and trust.”**



