

TIS RECORD

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At TIS,

we believe that through actions and service that demonstrate our commitment to the UN Sustainable Development Goals, we can make the world a better place. But, we must be active and committed participants and not just vocal spectators.

Contents

- PYP News: Page 10
- CASSA Corner: Page 23
- Guide Post: Page 66

Key Dates

- 17/2/23: End of Unit of Inquiry #4 Celebrations
- 17-18/2/23: TIS basketball and tennis championships
- 18/2/23: Chocolate Friendship Day
- 20-24/2/23: G10 Mock eAssessments
- 20/2-3/3/23: G12 Mock Exams

Thought for the Week

Success is no accident. It is hard work, perseverance, learning, studying, sacrifice, and most of all, love of what you are doing.

Pele



Missed Opportunities (2)

Last week, I mentioned my concern for those students who are limiting their future options by not taking advantage of all the opportunities that are available to them at Tema International School, where we strive to set each student up for their future success.

The key variables are the decisions students make and the actions they take.

Key activities that each students should be engaged in include: school events, service activities, ASAs, and the Dukies' program (age restrictions).

An essential activity is the Dukies' expedition that is usually conducted 2-3 times annually. Reading the students' reflections after each expedition reveal the value of moving



"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

Congratulations and admiration for those TIS students who were presented their Gold Level Dukies' Award by the President of Ghana in December: Phoebe Osei, Nina Aisha Issah, Semi Asoka, Ilona Ohene, Lexi Forson, Kofi Asante, Brendon Christian, Annalisa Boahen, Mia Abena Afriyie-Owusu, Jason Chigabatia, Michael Labor, Sean Baffour, Tamar Tejan-Cole, Daniel Markin, Selorm Essey, Dasebre Ofusu-Manu, Arlene Agbotui, Kelvin Kofigah and Karen Magna Quarshie.

You make us all proud!

Well done.

students out of their comfort zones and without their devices.

By limiting oneself to minimum or no involvement in ASAs, students will not discover talents that may have in cultural, creative or sporting areas, as they have not challenged themselves.

My best advice in terms of making the most of TIS opportunities to maximise the inherent value of doing so is:

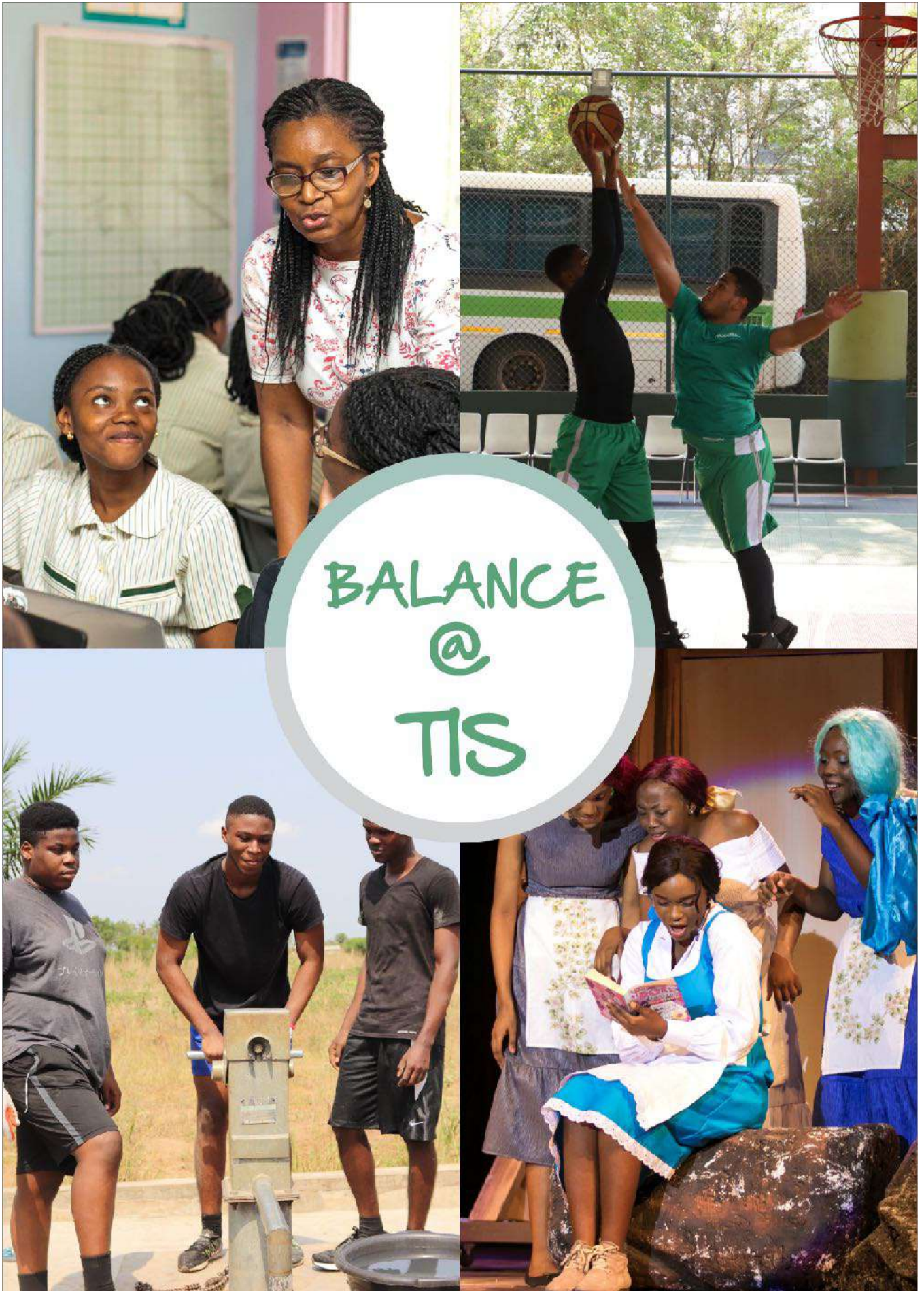
1. Maintain a balance (academic, culture, service, sport.)
2. Always challenge yourself in everything you attempt.
3. Take action to demonstrate evidence (and reflect on it).
4. Be authentic in what you do. (Do something because you want to do it and not because you were told to do it.)
5. No excuses. (Individual responsibility).
6. Enjoy the journey, its experiences and its rewards.

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 preceding 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.

No exeats will be granted during the last week before a semester break.

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

For visits during semester 2, parents will be required to book their visit online.

Please go to: <https://www.schoolinterviews.com.au/code/a9uu7>

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.

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.

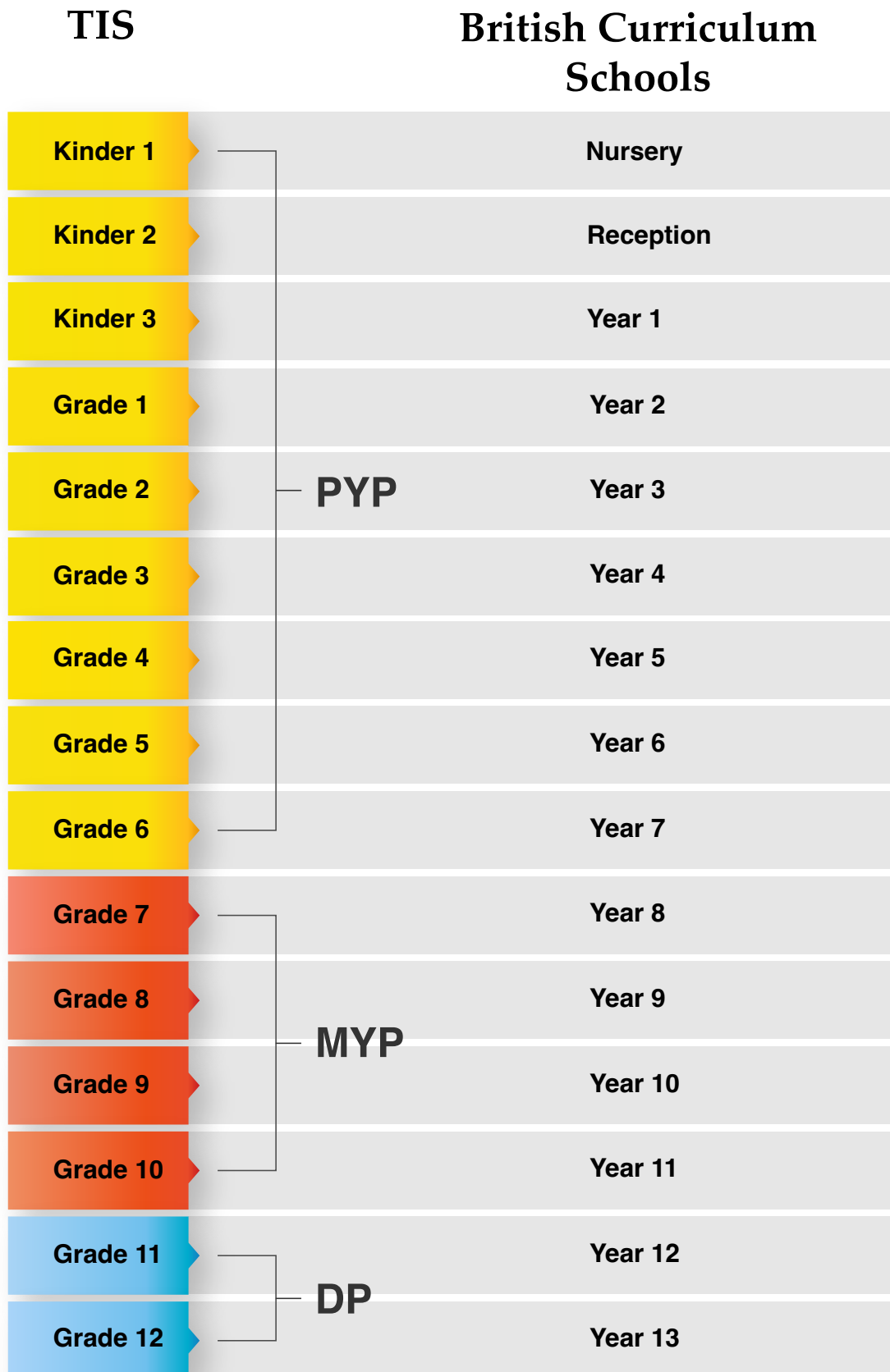
APPLICATION DECISION

- ✓ 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

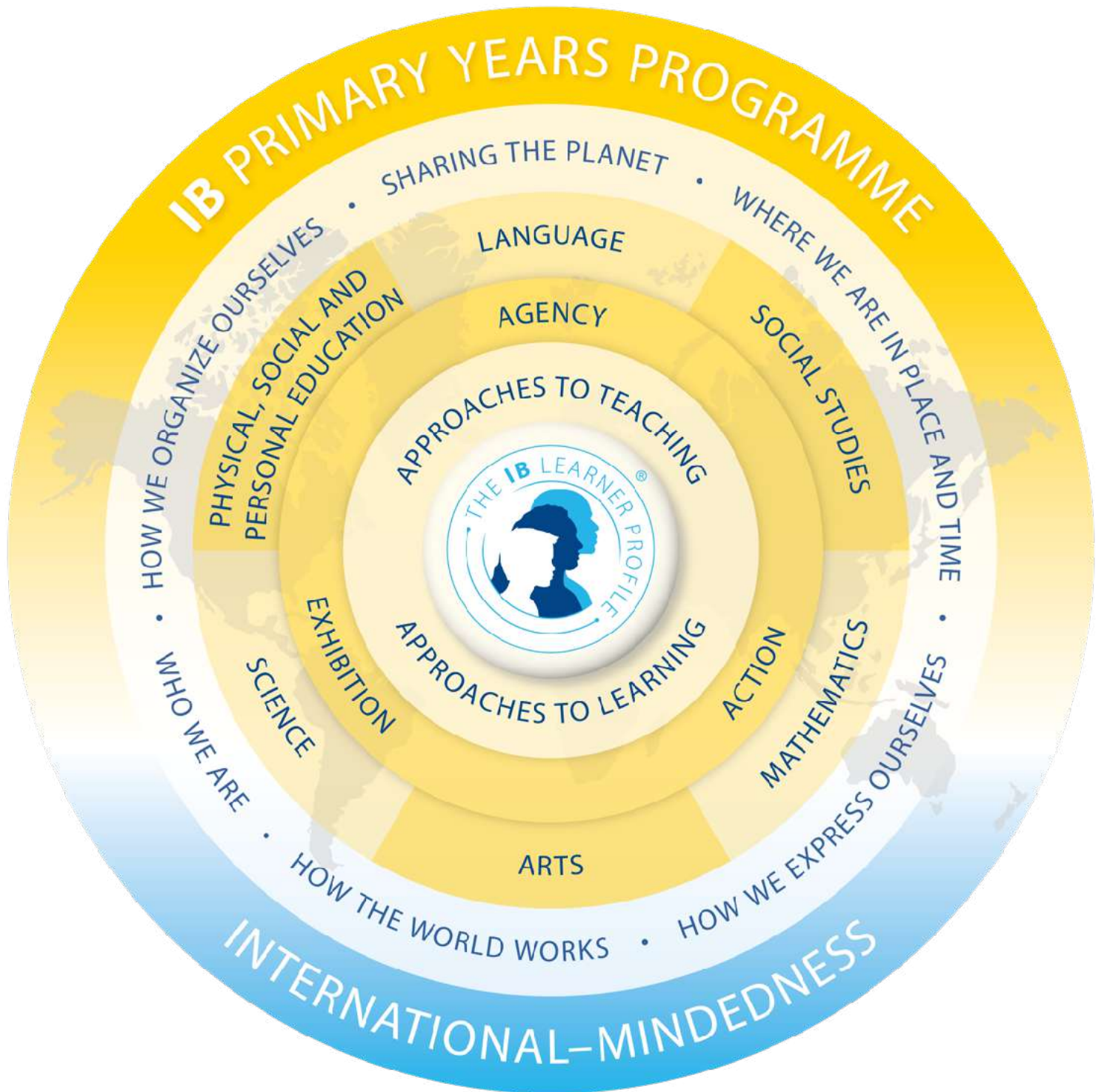


What Makes TIS Primary A Unique School



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



TAKING AUTHENTIC ACTION

A desired outcome is certainly a driving force for taking action. After getting an idea or identifying a problem, one may need to brainstorm every available means or solution that seem the most plausible to make the most difference. Then comes undoubtedly, the need of taking action; without which every concept, purpose or device would be as good as a mist in hand.

At TIS Primary School, there is a groundswell of support given for all learners to be action-oriented, which reflects the numerous activities drawn from the myriad of learning experiences and real-life situations. Learners are given room to try, make mistakes, learn and grow.



TAKING ACTION THROUGH ARTS



PREPARING TO CELEBRATE OUR UNIT.

Everyone makes an impact on the lives of their friends, family, school and the entire community at TIS Primary Campus. As a culmination of the five essential elements of PYP, taking action is termed the conclusion of learning.

Thus, students by applying what they have learnt gain a lasting and working knowledge of these concepts. They make connections between their learning to their existing life scenarios. This is a sure way to make ready learners for the life.

A Change in Our Behaviour: Lifestyle Choice

“Dreams don't work unless you take action. The surest way to make your dreams come true is to live them.” This is the force that drives both our learners and teachers to take action or make choices that would go a long way to benefit us or the community we live in. Learners evidenced their learning and demonstrate change in behaviour after inquiring about the need for healthy living and making balanced choices.



Exercising to keep healthy.



Educating the school community on the need to eat healthy.



DONATION TO SUPPORT FAWZAN



Service Through Action

In the PYP, action is considered to be both an application of learning and an opportunity for students to engage in a form of contribution or service. Learners strive to take authentic actions in and out of the school community as a way of putting into practice the knowledge and skills they have gained. Among the many services that have taken place is from learners in Grade one who had the opportunity to take action when they discovered that some children around their school community needed some basic needs to improve their livelihood. They came up with a brilliant idea to mobilise used items and non-perishable food for these children. They planned, acted on their ideas and put broad smiles on the faces of the community members. Authentic action took place!



Learners discuss ways to support the community and donate items for this good course.



Raising Awareness Through Cultural Diversity

Raising awareness as a form of taking action is essential in making real-life connections to learning. Through raising awareness the voices of learners are heard and hence learner agency is evident. At TIS Primary School, learners are internationally minded and acknowledge that cultural differences and similarities are important. Learners in grade four appreciate that behaviour and beliefs are a result of different cultural backgrounds and K2 learners also understand the connection of different artefacts to our way of life. In raising awareness as a form of taking action, the learners in Grade 4 and K2 shared various presentations to the school community during their unit assemblies to encourage others to respect and appreciate cultural diversity.



Cultural diversity fosters international mindedness; taking action during unit assembly



EARLY-YEAR LEARNERS AFTER AN AMAZING UNIT ASSEMBLY



BEAUTIFUL PRESENTATION FROM THE EARLY LEARNERS



Taking Action Through Advocacy

Advocacy is an integral part of the Primary Years Programme (PYP). It encourages students to take on leadership roles in responding to local and global issues. Through advocacy, students use their knowledge and skills to create, change and make a positive impact on their community. By developing their capacity to advocate, students, gain a sense of empowerment and ownership over issues that matter to them and develop an increased understanding of their potential to create a more just and equitable world.

Grade 6 students were tasked with identifying a problem within the school community and addressing it through a speech as part of exploring leadership. In addition to composing their write-ups, they provided solutions to the problems they identified, and they delivered their speeches to the concerned classes. The following are some key points from their presentation.



Our learners take *authentic, meaningful, responsible, mindful and responsive action*. Consequently, every member of our learning community becomes an active agent of change for the common good.



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
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25	26	27	28	29	30	

October 2022						
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23	24	25	26	27	28	29
30	31					

November 2022						
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20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	Mo	Tu	We	Th	Fr	Sa
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25	26	27	28	29	30	31

January 2023						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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

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

May 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

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

COLOUR KEY

	School Closed/ Holidays		Teacher in-Service Day (no school for students)
	Main Campus Event		First and Last Day of School (Main Campus)
	Primary Campus Event		First and Last Day of School (Primary Campus)
	SAT Test		ACT Test

Public Holidays

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

SI Internal Dates: Main Campus

1/8/22	2022 MYP Results Released; 2021 MYP Enquiries Upon Results Open
1/8/22	Senior management staff resume
8/8/22	Teachers resume; review of school policies
15/8/22	Student Council executive return
17/8/22	Newbies arrive
21/8/22	Continuing students resume
22/8/22	Secondary School classes commence; G9 Subject Selection
27/8/22	SAT; TIS Junior Soccer Championships
28/8/22	School Performance auditions
3/9/22	Health Walk (6.00am)
4/9/22	Thanksgiving Service (11.00am: Students only)
9/9/22	TIS Senior Soccer Championships
10/9/22	ACT
17/9/22	TIS Handball Championships
21/9/22	Family Sporty Day
23/9/22	G12 TOK Exhibition; PP Criterion B draft due
24/9/22	TIS Volleyball Championships
1/10/22	SAT
3/10/22	TIS Founders' Day: Main Campus admissions open for 2023/2024
7/10/22	Inter-Colour Language Comp
8/10/22	Inter-Hostel Sports Carnival (9.00am-1.00pm)
9/10/22	Founders' Day Thanksgiving Service (11.00am)
15/10/22	PSAT
17-21/10/22	Mid-semester break
22/10/22	ACT
25/10/22	G12 EE 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)
24-26/1/23	IDU Days; G12 EE; G11 EE, 11/12 CAS Dukies Reflection Day
27/1/23	TIS Athletic Championships
4/2/23	SC Leadership Camp
5/2/23	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
20/2-3/3/23	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; 11/12 Geography excursion
11/3/23	SAT (Digital); TIS Silver and Bronze Dukies' Awards Ceremony (7.00pm)
14/3/23	Pi Day
25/3/23	Expression Day
26/3/23	Exam Candidates' Service
27/3/23	G12 Grad photos (All day)
30/3-2/4/23	Dukies' Expedition
3-14/4/23	Mid-semester break
15/4/23	ACT; PP Criterion A draft due
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
22-26/5/23	G9 eAssessments
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
10/2/23	G1-2 excursion to Shai Hills
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



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

CAS-SA Corner

STUDENT COUNCIL LEADERSHIP WORKSHOP



Before the leadership training camp, I was expecting to hear "the same old" information about being a leader and was not necessarily expecting to hear too much new information. However, following the meeting, our incredible facilitators proved me wrong and were able to redefine the meaning of leadership on a whole new level. Some lessons I learned throughout the leadership camp are that to be a leader, there are primary steps that one has to go through to achieve shared aspirations.

These major steps are modelling a vision or goal, developing the necessary steps required to reach that goal and getting the followers on board to understand the importance and value of the goal and also share the same desire to reach that intended goal.

As a leader, I know it is important to have a communication style that fits my leadership style. It is important because how you can communicate certain information to the student body and their ability to absorb that information are also dependent on the style of communication you choose to use to share certain information. Of all the leadership programs I have engaged in, I believe this has been the most engaging and practical camp I have attended. Because not only were the activities practical, but they also held importance in terms of leadership. My personal favourite was the blindfold exercise, which was thought of as the importance of understanding perspectives and letting others know that sometimes, as a leader, individuals would not see the vision that the leader has for the team because they were only blindfolded, but with the right guidance and composure, you could make the blind man even say, "I see."

In the first session of our leadership camp, we engaged in a temperament quiz to help us individually discover our personalities and leadership styles. This activity helped me understand why I act the way I do, as well as my companions, and how we can maximize our strengths as a council and get rid of our weaknesses. My major takeaway from this experience is that "leadership is a verb, not a noun." It should be more about action and doing than just a title or position. I plan to learn these skills to help me understand how to work well with my fellow council members and work efficiently with others in a group activity, be it in school group tasks or even in projects I would work on outside of school. An unforgettable moment I will never forget is when we beat the record for an activity in an objective ball game held by our predecessors. It was a moment we were all proud of, and I am sure we will never forget it. To the facilitators, I would like to thank you for helping us truly find ourselves as leaders in society and letting us understand that we were chosen for a reason. You helped us redefine and change our perception of leadership and how it works. May God continue to bless and keep all of you. **Eugene Cobinnah, G11.**

STUDENT COUNCIL LEADERSHIP WORKSHOP

I expected to learn about leadership in diversity. My expectations were met as we learned about our temperaments, their pros and cons, and how to make the most of them. Leadership is a verb, not a noun, and it runs on shared aspiration. I intend to make sure my vision as a leader is shared and understood, so it becomes a shared one. The workshop was very engaging. Facilitators took a very hands-on approach. We were involved in activities from which we derived different lessons on leadership. I found out about my dominant temperaments, the traits associated with them, and how to make the most of them. The pillars of leadership are service, good communication, trust, setting a good example and ultimately leaving a strong enough legacy to be followed. I want to inspire change wherever I go by leading by example. The most unforgettable moment for me was during the blindfold exercise when I had to blindly follow instructions to go down and up the Einstein Block. To our facilitators, thank you so much for the insightful workshop. It was a pleasure getting to know more about leadership, myself and my colleagues to start this journey. - **Seffirina Masoperh, G11.**



Coming into the workshop, I expected it to be a 6-hour workshop just about leadership and how to be a leader. I didn't expect it to be as interactive and thrilling as it was. I learned so much during the workshop. But one thing that stuck with me was that "leadership" is not a noun but a verb. A person's actions define them as a leader, not the word "leader," which only serves to describe them. Another lesson I learned is that a leader knows the way, goes the way and shows the way. And it is very important to lead by example. I intend to apply

these lessons learned throughout my time on the student council and I intend to lead by example and know the way, go the way and show the way. For example, as the sports executive, I would follow the rules of the sports complex (for example, by dressing appropriately) and set a good example for those who come to play so that they understand the rule and follow it accordingly. The workshop was engaging throughout. We did a lot of fun activities that kept us active and lively throughout the day. For example, in the blindfold activity, which was one of my favourites, I learned about my different personality traits; for example, I learned that I am an even mixture of choleric, sanguine and melancholic, and a bit of phlegmatic. My biggest takeaway from the experience is that "a leader is not a noun, it's a verb." I plan to apply the lessons I've learned throughout my time on the council, in my classes and even at home. I plan to use my teamwork and leadership skills acquired from the workshop to ensure peace and composure in all aspects of my life. An unforgettable moment for me was an activity we did where we had to pass the ball to each other in a specific order in less than two seconds. It took a lot of communication and teamwork to get through the activity, but the moment we accomplished it was a moment I'll never forget. To all the facilitators, thank you so much for a wonderful and memorable experience. - **Agormah Agambire, G11**

STUDENT COUNCIL LEADERSHIP WORKSHOP

I expected to learn about the actions of very effective leaders. I got what I came for. Leaders model thinking. I discovered that leaders inspire a shared vision. Leaders challenge the process. Leaders enable others to act. Leaders encourage the heart. In my daily life, I have decided to model the actions I desire in the student body. I aim to inspire a desire in the student body for them to be ambitious to achieve a shared goal of mine. I discovered that I have a dominant temperament type of phlegmatic, which means that I have a calm and reserved personality. I plan to effectively persuade others to fight alongside me using the lessons I've learned. I sincerely thank Lead Afrique, as well as Jay Jay, for their leadership talks. They will always be remembered. - **Jason Chigabatia (Grade 11)**

I expected to identify areas I needed to improve upon to be a more effective leader and they were met. I learned how to communicate clearly, listen actively, and respond appropriately to different situations. I also learned how to inspire and motivate others to work towards a common goal. I would apply what I learned in my entertainment committee by establishing clear and attainable goals for the committee and collaborating with the members to ensure they are met.



The workshop was engaging because of the interactive activities that kept us engaged and allowed us to apply what we had learned. The workshop also gave me opportunities for self-reflection. It allowed me to assess my leadership style and identify areas for improvement. I gained insight into my strengths as a leader, what I can do to leverage these strengths to lead more effectively and how to work effectively with others with different leadership styles. My approach to a situation can change the outcome of the situation. I plan to use the lessons learned by developing strong relationships with other members of the school community and by being a trustworthy and approachable leader. An unforgettable moment for me was when everyone came together to share ideas and achieve a common goal, which was to break a record in an activity.

To the facilitators, I want to express my gratitude for the recently conducted leadership workshop. Your expertise and passion for the subject matter were evident in every aspect of the program, and I found the experience to be both engaging and challenging. The interactive activities, diverse perspectives, and opportunities for self-reflection truly helped me to understand and apply the concepts of leadership. Your ability to effectively communicate ideas and create a positive and supportive learning environment was inspiring. I am grateful for the knowledge and skills you have imparted to me, and I feel confident that I can use what I learned to continue to grow as a leader. - **Kevin Agbo (Grade 11)**

STUDENT COUNCIL LEADERSHIP WORKSHOP



Before the workshop, I expected to learn how to be a leader who has an impact on the people she leads. The first lesson I learned during the workshop was that everyone is going through a battle we do not know about. The second was that I should learn to understand before being understood. Lastly, I learned that a leader doesn't push or pull people along but walks with them throughout the journey. I believe these lessons go hand in hand, so to be a good

leader, I will listen to others before acting and always try to be on the same page with the student body and administration in order to effectively satisfy everyone involved. The workshop was very engaging. It was memorable, and I learned so much about myself and others. And it was challenging to a very low extent. I discovered the four different types of personalities; Sanguine, Phlegmatic, Choleric, and melancholy. I learned that we all have a mixture of both, but we should learn to eliminate the negatives and accept the positive aspects and try too always be better. My greatest takeaway was that everyone is different, so we have to learn to deal with everyone differently to make an impact on each other. I will continue to collaborate with others when I need help in school and be considerate of everyone I come into contact with. An unforgettable moment for me was when we all shared two things about ourselves that no one knows about us. I would like to thank the facilitators very much for taking the time to come and speak to us. Your effort is not going to be forgotten, and I would like to let you know that through us, you have impacted more people than you intended to. God bless you. - **Maame Dabo (Grade 11)**

I initially thought it would be a very boring, long workshop where I would barely remember anything. However, this workshop was very active and insightful, and I took away so much that it changed my perspective on leadership, which I will greatly utilize. I have learned to be a leader by example, so I can show that you are a humble leader and I am ready to help whenever. I also learned that how we approach a situation changes its outcome. I intend to apply these lessons as an MPH prefect. For example, when we are preparing the MPH for events, I will have to engage myself to motivate the juniors to also do the same. I will also handle situations like crossing cues with calmness to ensure a better outcome. The workshop was surprisingly engaging, with the objective ball game. Through the temperament test, I got to know that I was a phlegmatic (a laid-back person who is active around the right people). I also got to know how to relate properly with other personalities and how to be a better leader as a phlegmatic. Understanding others before they understand us as a leader is crucial to leadership, as is just providing collaborative aid when needed. I plan to apply these lessons in any situation I find myself in where I have to be a leader. I also plan to educate others with the lessons I have learned. My favourite memory was when we played a game where the object was to group a certain number of people after moving around for a while; if you can't, you have to dance in front of everyone, which is what happened to me; I then danced, which was enjoyable for me and made everyone happy. I am so grateful to have been in the workshop. I took away many unforgettable lessons that will be useful in my leadership position. I want to say a big thank you to the organisers, Mama Su, her team, Mr. Richard Domey and the facilitators, Jayjay and Mr. Michael Ohene-Effah, for making this possible.



- **Mercedes Armah (Grade 11)**

MIND MAPPING, RED CROSS & PUBLIC SPEAKING WORKSHOP



I thought it was going to be very exciting and was going to teach some very fundamental lessons, especially about helping people. I learned about the history of the Red Cross and that the person who brought it to Ghana was called Doctor Selwyn Clarke. I also learned about the different principles of saving lives. They are Danger, Response, Airway, Breathing, Circulation, Deformity and Exposure.

My best moment was learning about the various stages of unconsciousness and the stages that could potentially lead to death. The first two stages, dizziness and fainting, won't lead to death, but when the casualty goes into shock, stupor, or a coma, the person is at a higher risk of death. The class was very engaging and collaborative. We were split into groups and given a question. The entire group had to decide whether it was more crucial to assist someone with a broken leg, someone who is severely bleeding, or someone who is unconscious. I learned how well I could collaborate with my group members and how interested I was in knowing the basics of lifesaving. I must always be on guard because anything can happen at any time, so I must be prepared by trying to enhance my knowledge and learn more about different situations that can happen at any time. To others who will sign up for such a workshop, don't be afraid to join. Even if you don't think so right now, it's a fun experience and a skill that will be useful in the future. **Samuel Tagoe, G11 - First Aid Training Workshop (Ghana Red Cross)**



Initially, I was a bit unsure about the workshop and its effectiveness. I learned the importance of categorizing my thoughts and the tasks I need to achieve. Making my vision board was my best moment. It allowed me to reflect and think about what I want to achieve in future.

The workshop was energetic and very engaging. The challenging aspect for me was that I had to make a presentation to the class when usually, I prefer to stay in the background. I realized that a visual representation of my ideas or tasks allows me to have a better strategy to achieve them than just noting it all down in my head. Henceforth, I will take more time to reflect and plan out the tasks I want to achieve and also appreciate my progress. I intend to apply the lessons learned within the school and beyond by making yearly vision boards for my plans and mind maps to organize my thoughts when I have a lot to do. To those students taking such workshops, don't think it is useless or unimportant; embrace it and learn as much as you can. - **Nemi Asoka (Grade 12) - Mind Mapping, Vision Board workshop**

MIND MAPPING, RED CROSS & PUBLIC SPEAKING WORKSHOP

I knew the workshop would be engaging, but I was skeptical about its effectiveness in other aspects of my life. I learned what mind maps are, how they differ, and what they are most commonly used for. Creating my vision board was my best moment, as it gave me a reason to reflect and think about how we wanted to improve our lives. I learned more about how I present myself to strangers. I learned a lot about mind mapping. I intend to use mind maps in my notes and my daily planning. - **Kimi Otuo-Acheampong (Grade 12)**



My initial thoughts about the workshop were that I was going to learn skills that were going to be vital to my life. I learned how to save someone who has fainted and how to keep people calm when they have experienced an injury. My best moment was learning how to take care of someone who has fainted, which we practiced on the mannequin. It was my best moment because I got a sense of how it felt in real life. When it came to working with others and completing a task, I discovered that I am very patient and cooperative. My takeaway was being able to learn first aid skills. I intend to put the lessons I've learned into practice by using the Red Cross team at school-related activities, being available to help out when needed, and using my skills to save lives outside the classroom. Every bit of information is essential because when you miss one step, the whole procedure fails. - **Kwesi Kutu (Grade 11) - First Aid Training Workshop (Ghana Red Cross)**



At the start of the day, I thought the workshop would be fun and interactive and there would be a lot of presentations. During the workshop, I learned about how, when speaking to a crowd, even if you do not know what to say or are scared to say something, you should carry yourself with energy and gesture. My body movements say a lot about me, so I need to pay close attention to them. My best moment during the workshop was the presentation of the mind map of the 2020 elections. Each group member chose a presidential candidate and imitated them for us to see how the elections unfolded. The workshop was engaging and challenging since I struggle with speaking in front of a crowd (my grade-mates included). I learned that as long as I can stay calm before speaking, everything will go well. One should always have a mind map and a vision in mind. I will apply the mind mapping skills I learned to my visual arts class, allowing me to show my graphs well. - **Franklin Adu-Baah (Grade 11) - Public Speaking Workshop**

MIND MAPPING, RED CROSS & PUBLIC SPEAKING WORKSHOP

I expected that the workshop would cover how to build confidence in public speaking. I learned that body language is important when communicating with people. My best moment was when we had to make our vision boards. I liked the activities because they made it simple for me to plan and picture my future. The workshop was engaging because the facilitator gave us topics to present on and gave us feedback on how to improve. She also asked questions and gave us many opportunities to engage in conversation and discussion. I learned that if I push myself, I will confidently speak in front of a crowd. I also learned that a lot more people are nervous about public speaking. My takeaway from this experience is that confidence is crucial if you want to be a good communicator. Within the school, I intend to use the knowledge I learned to improve my class presentations and make myself a better communicator to everyone around me. My advice for students who will take this workshop is to engage themselves in what is being taught and push themselves to be more open to taking advantage of such opportunities. - **Guzelle Cooper (Grade 11) - Public Speaking Workshop**



While I initially anticipated the workshop to be very educational, I also expected it to be boring. However, I decided to go with the mindset of receiving the information and allowing myself to visualize and enjoy it. The first lesson I learned was that to save lives, I must be able to control my emotions and adrenaline at the same time in order not to cause more harm to the injured person. I must also be sure that I am not endangering myself by caring for another person. Lastly, it is better to try than not try at all. My favorite moment was debating with my group members when we were given a life-threatening scenario to decide what to do. It was interesting to see the different perspectives from which people think, and it helped me learn to work with people even under pressure. The workshop was very engaging; however, it was easy to grasp the concept but quite challenging to apply it to a real-life scenario. Through this experience, I learned about my excitement when learning about people. I also better understood my desire to take care of people and save lives. My greatest takeaway is that it is better to help someone before they die than not try. I will apply this by being present during every game or situation that will require a Red Cross member to be present. I will also continue to increase my knowledge of first aid so I can confidently make a positive contribution in case of an emergency. Anyone considering joining the Red Cross should be very serious about it because every choice has the potential to save or end someone's life. On the other hand, learn to enjoy it to help you work with love and patience while caring for an injured person. - **Serwah Dabo (Grade 11) - First Aid Training Workshop (Ghana Red Cross)**

MIND MAPPING, RED CROSS & PUBLIC SPEAKING WORKSHOP

My initial thoughts of this workshop were to gain knowledge and essential skills in emergency medical care. A lesson that I learned was the importance of preparedness and planning for emergencies. The workshop was engaging, as what we learned from the theory aspect of the workshop was then applied practically in real life to aid understanding. I learned I could work together with others in dire emergencies, which helped me build relationships, trust, and cooperation skills.



By learning how to help others in emergencies, I developed a greater sense of empathy and compassion for those in need. I gained confidence in emergencies. By participating in hands-on training and scenario simulations, I have gained confidence in applying my newly acquired first-aid skills. Within school: As a participant in the workshop, I can share my newfound knowledge with classmates, teachers, and staff. It can create a culture of preparedness within the school and ensure that everyone is equipped to respond in case of an emergency. The skills I learned at the workshop can be applied in my daily life and can be crucial in saving a loved one or a stranger in an emergency. Any student who participates in this workshop is likely to gain knowledge that can save lives in emergencies, which will be helpful to them personally as well as to their community. - **Winston Mwindaaire (Grade 11) - First Aid Training Workshop (Ghana Red Cross)**



I had anticipated that I wouldn't be as interested in the workshop or what it could offer. I learnt a lot about planning and how it can affect different aspects of your life. Because I wouldn't have any visual reminders of my future objectives without the vision boards we had to create, that was the best part of the process for me. The workshop was very engaging, and this is one aspect of it that showed me how valuable it was. I discovered that mind mapping the

event helps me and my classmates learn and understand concepts better. Mind mapping is a remarkable skill to have for the future. It is the key to becoming a very successful planner. I intend to use them to plan my time more wisely. I advise future students to listen to instructions and follow their mind maps if they intend to create them regularly. They should also make regular vision boards for themselves. - **Omar Abdul Rashid (Grade 12) - Mind Mapping, Vision Board workshop**

MIND MAPPING, RED CROSS & PUBLIC SPEAKING WORKSHOP

I assumed we would practise writing impromptu speeches and learn to manipulate our tones to make powerful statements. To effectively communicate my points, I have learned that I need to become more confident. Creating my vision board was my favorite part of the session, and I'm sure the other participants would agree. It gave me time to think about what I wanted to do in the future and how public speaking could help me get there. It was very engaging, as we had a lot of interactive activities that were easy to participate in. I realized that I had the habit of saying "Ummm" a lot. This workshop made me more conscious of it, and I have taken steps to monitor myself when I talk to ensure I'm not saying it as much. My takeaway from the workshop is that you must have a power pose that will dominate and captivate the room without you having to say a word. As a member of the Assembly team, I had the chance to practise my public speaking skills, which have significantly improved. Those planning to attend one of these workshops should keep an open mind to the new information they will receive and try to apply it after the workshop. - **Annalisa Boahen (Grade 12) - Public Speaking Workshop**



I initially considered the workshop as a way to help me overcome my public speaking phobia. I discovered how much body language communicates. My best moment was when we were supposed to make a mind map as a group with limited time. It was an intriguing opportunity to open up to other people and share ideas while having fun at the same time. The workshop was an engaging process where we got to bond with each other. I realized that I couldn't speak in front of people. My takeaway from the workshop was how to express myself no matter what environment I find myself in. It was a fun experience. If you sign up for a workshop like this, just be calm and trust the process. - **Dilei Kanneh (Grade 11) - Public Speaking Workshop**

In all honesty, I had expected it to be dull and uninteresting, but it turned out to be the complete opposite. Madame Chichi made sure we had a good time and ended the workshop with us creating our beautiful vision boards. It is okay to be nervous right before you're about to do some public speaking. My favorite moment was when my group and I presented on the future of technology (we had the best presentation ever). When it was my turn to talk, I pitched my book to my classmates and explained how AI helps you with essay writing and helps you get rid of writer's block. The only thing that was difficult for me was trying to stay awake because, at one point, my eyes began to close on their own, but I made sure to get up and move around while enjoying the ginger toffee that Madame Chichi had provided. Due to my fascination with Madame Chichi, it was interesting the majority of the time. I discovered that I could speak to a sizable crowd without my voice breaking or my throat becoming suddenly dry. I can say that I'm finally confident enough to break out of my shell and implement my takeaways from the public speaking workshop in my life. "Don't stop breathing." It will be my mantra whenever I do any form of



MIND MAPPING, RED CROSS & PUBLIC SPEAKING WORKSHOP

public speaking because Madame Chichi said it's always good to have your mantra in your head when you're about to do some public speaking. I also occasionally forget to breathe when I'm speaking in front of an audience. These lessons would be applied through constant practice. In terms of any event that might require public speaking, I have decided to channel all the lessons I've learned from Madame Chichi. Always pay attention if you sign up for such a workshop because you might miss a crucial piece of advice from Madame Chichi that might be crucial in the future. - **Akua Osafo-Buabeng (Grade 11) - Public Speaking Workshop**



I initially believed that our session would consist solely of mind maps. It is an arts and crafts activity. I discovered the many uses of mind maps in daily life and the value of regularly using them as a tool for thought. The best moment was hearing people's presentations on their vision boards. Seeing the similar and different objectives and trajectories we have for our lives was incredibly motivating. It was very engaging, but I would not say it was challenging.

The facilitator, Chichi, did an excellent job of being clear in her presentation and giving group tasks that made the workshop fun and interactive. I learned more about how I prefer to plan. I've always known I enjoy using visual aids and representations, but I specifically resonated with the radial mind map, which made me more aware of the way I process ideas. The most important lesson I learned was how to use mind maps for both the biggest and smallest aspects of life. From a new recipe to a 10-year life plan, mind maps help understand and develop complex ideas and concepts. I intend on using more mind maps to plan my academics and to help me set goals that will serve as an impetus and motivation. I would advise any student who takes part in such a workshop to take it seriously because this workshop taught me more than just the background and theory of mind maps; it also taught me the value of visualizing one's objectives, ideas, and thoughts in life. - **Ama Andah (Grade 12) - Mind Mapping, Vision Board workshop**

I didn't think there would be an essence to mind mapping. I learned that before having a vision board, you must have a mind map to help you achieve everything that you place on the vision board. Making the vision board was the best moment because it made me come to terms with some things, I knew were wrong with me, and being able to see them visually (I'm a visual learner) helped me realize the extremeness of them. I'm now more convinced I can do everything I put into it. I learned that I'm not just an average person in my class, but there are many things I can say when marketing myself. My takeaway from this was that being true to myself is key in everything and not knowing where I'm going for now is not an issue. I need to take a step back and plan, and I will get somewhere. I intend to apply mind mapping more to what I do, whether for a class or in my daily life, because using a mind map can help you see what needs to be done visually and clearly, instead of doing things in an unorganized manner. Students who will sign up for a workshop like this should be open and ready to listen because, as much as it seems irrelevant, it isn't. - **Ryan Tano (Grade 12) - Mind Mapping, Vision Board workshop**



MIND MAPPING, RED CROSS & PUBLIC SPEAKING WORKSHOP



I had heard of mind mapping, but I had never really explored it in depth. I was curious to learn more about it and see how it could help me in my day-to-day life. I discovered that mind mapping is a fantastic tool for arranging ideas and making connections between them. It can help to break down complex topics into more manageable chunks and to identify patterns and relationships between different concepts. The workshop helped me stay organized. I

was able to create a visual representation of the project and the tasks that needed to be completed. I discovered that I am a visual learner and that I respond well to visual representations of information. I realized that everyone had different ways of approaching the task of mind mapping and had different strengths and weaknesses when it came to the process. It was interesting to see how everyone approached the task differently, and to learn from each other. I learned that problem-solving and decision-making can be aided by mind mapping. It can help identify potential solutions to a problem and weigh up the pros and cons of each option. It can also help identify potential risks and opportunities associated with a decision. I intend to use mind maps more often to plan out my tasks. - **Jason Van-Tay (Grade 12) - Mind Mapping, Vision Board workshop**

I knew the workshop would cover the basics of how to mind map. I learned about the variety of real-life applications of mind mapping, the different types, and some of the benefits. My best moment was when we had to create our vision boards. It was a source of motivation for me and allowed me to realize my goals by putting my thoughts to paper. The workshop was engaging, from the number of interactive activities to the opportunities to create my mind map and vision board. It was fun. I learned how ambitious I am and some of the goals people in my class had set for themselves. My main takeaways from the experience were the necessity of writing down my goals and the law of attraction. I have currently been using mind mapping in language and literature, in Paper 2, to brainstorm ideas that run through the texts we have studied in class. The effectiveness of brainstorming in this way as a visual learner has astounded me. They should take it very seriously, especially the aspect of the workshop that speaks about the various real-life uses of mind maps. - **Lexi Forson (Grade 12) - Mind Mapping, Vision Board workshop**



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MIND MAPPING, RED CROSS & PUBLIC SPEAKING WORKSHOP



I've been eager to get my first aid training. The workshop taught me to always be prepared, get used to working with people I don't know well and think things through before concluding. My favorite moment was when we tested our responses by playing a game in which we responded to spoken instructions until one of us was eliminated. I learned that I am capable of simultaneously processing a lot of information and applying it. It only takes a second to save or end a life, so always be

ready for anything. I intend to apply the lessons learned within the school and beyond by sharing some of the knowledge acquired with people who couldn't attend the workshop so they can also save lives in the absence of others. Anyone attending such a workshop should give it their full attention and try to review it occasionally because most things are closely related and an error can be made with ease. - **Nadeem Yakubu (Grade 11) - First Aid Training Workshop (Ghana Red Cross)**



Initially, I thought it would be a boring seminar. Body language is as important as the words you speak. My best moment was when I had to flirt with a girl (a scenario). It was fun, and I got to show off some pick-up lines. I discovered that I am a talented public speaker. The whole workshop was entertaining and informative. I'm going to join the assembly team and start practicing public speaking regularly. - **Katari Alhassan (Grade 11) - Public Speaking Workshop**

I was excited to learn basic first-aid skills that I could one day use to save a life. The workshop taught me to have patience, compassion, and commitment. Hearing stories of other people in the Red Cross was great because we were able to laugh and learn from their mistakes, and these stories made me understand the lessons more and remember most of the stuff in time for the test. It wasn't that challenging, but it was engaging. Sometimes you need to take your time and think before you do. I learned to be calm from this experience. Well, I have already started using the lessons from the workshop because I helped several people during the recent sporting competition at school. - **Fadilatou Abdoul Zakou (Grade 11) - First Aid Training Workshop (Ghana Red Cross)**



MIND MAPPING, RED CROSS & PUBLIC SPEAKING WORKSHOP

The workshop was just what I had imagined it to be. It was interactive and involved a presentation of some kind. Before the start of the workshop, I envisioned it to be a very interactive session, and it was as I expected. I gained communication skills and confidence in my ability to present to a group of people during the workshop. My best moment was when we made our vision boards because I got the opportunity to envision my life in the years to come and found a

creative way to express my desires and goals for life. The workshop was engaging and informative. We had the opportunity to make group presentations and get to know one another, including the workshop facilitator. I gained an understanding of the value of confidence and public speaking in any setting through this experience. I also discovered how important public speaking and mind mapping are for every person's life. My main takeaway is that I can achieve incredible communication skills, provided I am willing to step outside my comfort zone. I want to be more involved and put myself in situations where I will speak up and give my opinion. I would advise any other students considering attending this workshop to do so earnestly and come prepared with some goals in mind. **Nana Yaa Owusu-Manu (Grade 11) - Public Speaking Workshop**



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Tuesday, 21 February 2023 – Via Momo 0543936488 or pay cash at the CAS office to Ms Abigail Ahiadorme

WORKSHOP DETAILS

The Art of Public Speaking; A Speaker Prepares

Tuesday, 28 February – Friday, 3 March 2023

Public Speaking

From the mundane to the profound, nothing gets done without communicating clearly, persuasively, and convincingly. Public speaking, like any skill, can be taught, developed, and improved with the proper training, techniques, and guided practice. Arguably, ideas run the world, and the only way to give your ideas the power they need to garner all the requisite elements to make them thrive and “rule the world” is through communication.



There are three critical components of any form of communication; the communicator (speaker), the audience, and the material (or content). When these three come together harmoniously, magic is what happens. This four-day training session will delve into the nuts and bolts of public speaking to equip you with the tools you need to present your ideas to an audience of 1 or a billion and still achieve the desired effect.

As a skill, the only sure way to actually develop is practice. You will not only be introduced to profound concepts of communication but also get the opportunity to try your hands on and get constructive feedback that will shatter all the myths and fears about public speaking.

By the end of the session, you will:

The Art of Public Speaking; A Speaker Prepares



- Exude confidence and deliver a TED-style talk.
- Develop your unique voice and presentation.
- Develop your unique preparation process that will enable you to deliver quality presentations at all times.
- Become familiar with various presentation forms and techniques you can adopt for all and any situation.
- Develop techniques to generate incredible ideas on the fly.
- Develop a sixth sense for collecting material for your presentations.

Training sessions

DAY 1 | 28 FEB 2023

The Speaker - Confidence in the room

- The Speaker as a tool
- Developing confidence
- Overcoming stage fright
- Body language for impact
- Honing your voice
- Practice session I



DAY 2 | 1 March 2023

The Audience -

- Reading a Room
- The End from the Beginning
- Practice session II

DAY 3 | 2 March 2023

The Material - Crafting to bend/creating impactful content???

- Presentation techniques
- Elevator pitches
- Business presentations
- Engaging debates and advocacy
- Developing your process
- Mind mapping and ideation techniques

The Art of Public Speaking; A Speaker Prepares

DAY 4 | 3 March 2023

Practice leads to perfection

- Practice
- Practice
- Practice

PARTICIPANT REQUIREMENTS

- A Journal and writing tools (for each participant)
- Laptop

BONUS

- The top three participants will get three months of free one-on-one coaching.
- The participants will elect two.
- The trainer will select one.
- All participants will receive a certificate upon completion.



Trainer Profile - Elorm Adjaho is a software entrepreneur, a strategic management consultant, a project manager, a creative director, a public speaker, and a creative writer with over two decades of experience. **Elorm** has produced and directed several stage productions, from professional to amateur. He has worked with people from different backgrounds to help them unearth their potential for captivating a room and getting their ideas across in the most profound ways.

As an entrepreneur and management consultant, he founded three start-ups, helped craft many business plans and proposal documents, pitched at different software developers' conferences to investors and partners, and managed various projects. **Elorm** regularly delivers public speeches, especially to young adults at camps and conferences, inspiring them to live the best version of their lives.



Science Fair 23 – Message from the Organisers



It was an incredible exhibition last Saturday! From months of planning to the day of the exhibition, as the student organisers, we have learnt a lot about our individual selves and one another. Furthermore, organising the 2023 Science Fair and exhibition taught us skills like communication, collaboration, creative thinking and effective self-management skills which are essential in our lives both inside and outside of TIS.



On behalf the Science Fair and exhibition student organisers, namely: **Maame Serwah Dabo, Eugene Cobbinah, Dzidzor Mac-Deh, Lolo Agbeli, Nana Yaa Owusu Manu, Afua Osei-Boakye, William Ansah, Emmanuel Essel, Ewuradjoa Obeng-Nkansah and Maadjoa Obeng-Nkansah**, we are extending our gratitude to all parents and invited schools that graced our event with their presence as well as the

science department that gave us this opportunity and made our vision a reality. We will also like to say a big thank to all students who participated in the fair and exhibition as well as student ushers (Ethan, Paa, Nana Aba, Anastasia, Fareeda, Michelle and Tiffany) who helped our visitors feel welcome. Thank you all once again!

2023 TIS Science Fair and Exhibition Student Organisers



TEMA INTERNATIONAL SCHOOL



IB CLASS OF 2024 PRESENTS

CHOCOLATE FRIENDSHIP DAY, 23

*'Love: a work
of heart'*



**IN COLLABORATION WITH
OPERATION SMILE TO RAISE
FUNDS TO PAY FOR THE
SURGERY OF CHILDREN WITH
CLEFT LIP AND CLEFT PALATE**

A PHENOMENAL PARTY BY THE POOL,
WITH FOOD, DRINKS, A LIVE BAND
AND MUCH MORE ON
SATURDAY, 18 FEBRUARY AT 7 PM.

TO LEARN MORE ABOUT OUR CAUSE,
KINDLY CHECK THE
BULLETIN CAS-SA CORNER.

TOGETHER WE CAN CHANGE LIVES



Chocolate Friendship Day, 2023
“Love: A Work of Heart”
Help Us Funds to pay for the surgery of Children
With Cleft Lip and Cleft Palate.



The Creatives, the IB Class of 2024 (Grade 11s), are eagerly preparing the best-ever **Chocolate Friendship Day** event in TIS. The organizing committee has so much in store for you. Get your Chocolate form and make that special order for a friend or yourselves.

*Kindly see below the **Chocolate Chart**. Choose your chocolate and who you will share it with, fill out the form (s) and submit it to the CFD rep.

There is also a **special gift fair**, grades are invited to the Design Lab, where the fair is happening after school, to choose from Eau de parfum, body splash, body scrub, and jewelry, all in order to **raise funds for children with Cleft Lip and Cleft Palate**.

Stay tuned for a phenomenal **party by the pool**, with food, drinks, a live band and much more on **Saturday, 18 February at 7 am!** The **Chocolate Friendship Day Committee** in collaboration with **Operation Smile** is raising funds to pay for the surgery of **children with Cleft Lip and Cleft Palate**. Each surgery costs **US\$ 1000 at Korle-bu Teaching Hospital**. Most families cannot afford to pay for the surgery and treatment needed for their children. We are appealing to you, **students, staff and parents** to support us.

Dear Parents, DONATE, via Momo, cash or contact our CAS Coordinator, Mrs Surama King - surama.king@tis.edu.gh we need your help! To our **teachers and staff**, a member of the committee will see you. **Your support is appreciated.**

Mawulolo, Aseda and Dwayne – Leaders of CFD 2023 – ‘Love: A Work of Heart.’

Help Us Raise Funds to pay for the surgery of Children With Cleft Lip and Cleft Palate.



Meet Seraphine Aklasu was born at Amasaman on 14/01/22. She has been diagnosed with a unilateral cleft lip, her mother became a laughing stock because of the condition of her daughter. Godfred her father used to beat her mother Esther every day, asking her to give the name of its real father because he didn't believe Seraphine was his daughter because they did not have a history of any on with a cleft condition in their family.

The mother was very happy when she heard about Operation Smile, she moved out of her husband's house and got a sewing job to be able to take care of her daughter and since they started coming for the nutrition program, her weight has improved and she is ready for surgery." I always dress my daughter up beautifully because I don't care about the stares I get from people anymore, Operation Smile is going to do the surgery for my daughter", she said happily

when she was asked why she is hopeful and dresses her daughter up always.

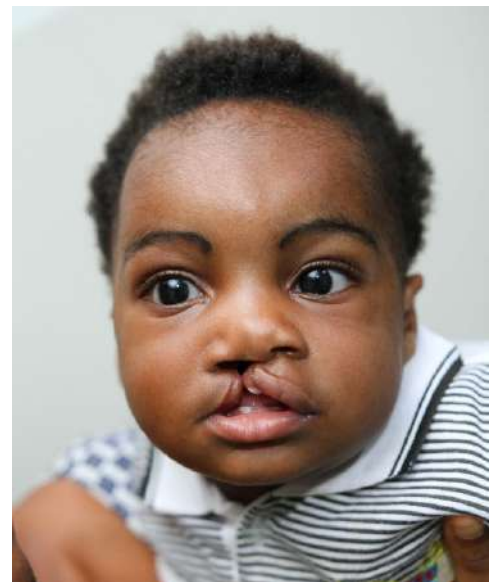
The Class of 2024 believe they can raise the funds to support Seraphine's mother. We need your support, donate now.

Albert Arthur, (19/12/21) has both a unilateral cleft lip and unilateral cleft palate. His mother Grace Mensah was left to sleep under a tree for three days after she came home from birthing him. Her husband denies fathering the child and calls him all sorts of names. He does not provide money for the child to be fed and he abuses her on a daily. Operation Smile Volunteers and staff has had to raise funds to give her to be able to feed the child. Sometimes although their transportation to and from Korle-Bu will be reimbursed, Grace finds it hard to get money to come for nutrition clinic.

Albert has been battling with malnutrition and is currently on his journey to receive his surgery.

The clock is ticking. We can make a difference. We can support Albert and Seraphine to get their surgery.

Donate NOW. All profits from the Chocolate Friendship events will be donated to Operation Smile to support Albert and Seraphine's surgery. Each one needs approximately GHC 13,000.





Proud to deliver

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD



TEMA INTERNATIONAL SCHOOL

Limited Registration!
Registration Deadline:
28 February 2023

Duke of Edinburgh's International Award (DoEIA)

EXPEDITION CAMP

For Bronze, Silver and Gold Award Levels

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

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

30 March - 2 April 2023 **Akateng**

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

The 8th edition of the Tema International School Duke of Edinburgh's International Award Expedition Camp (for Gold, Silver and Bronze) participants registration is open. We can assure you an experience of a lifetime while meeting the requirements for CAS (DP students) and the DofE. This is a unique opportunity to develop skills, open up to a new culture, challenge yourself, reflect, be in touch with nature and create long-lasting memories.

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

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

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

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

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

Orientation and safety training– Monday, 29 March, 3:00 pm at the Design Lab with all participants and Expedition Leaders.

Departure: TIS campus Tuesday, **30 March 2023, 7:00 am**

The team will **return to TIS Campus on Sunday, 2 April 2023** by 5 pm. Parents are reminded to pick up their wards for the Mid-semester break.

Duration: 4 days

Comprehensive Outdoor Risk and Liability Insurance: Inclusive

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

Venue: Akatin, Upper Manya Krobo

Register now! LIMITED space available.

Cost: GHC 3,500 - Registration deadline: 28 February 2023- Kindly pay by the said deadline.

*Click on the link below to register. **Payment receipt will be requested to complete the registration.** A kit list is also attached to the form, ensure you have all items on the kit list prior to the Camp.

https://docs.google.com/forms/d/e/1FAIpQLSfK2av3mBi_YL9Ky7C6zl8Gfh_EQPXGqo_4Vhom7PJzhSfOQRQ/viewform

When making the payment in any of the accounts below kindly state the purpose: TIS DoEIA Expedition Camp, 8th Edition.

Expedition Camp Cost: **Ghc 3,500**

TEMA INTERNATIONAL SCHOOL ACCOUNT DETAILS

BANK: ABSA BANK

BRANCH: Tema Main

ACCOUNT #: 060-1798808 (GH¢)

BANK: Ecobank Ghana Limited

BRANCH: Tema Main

ACCOUNT #: 0020014471692201 (GH¢)



Proud to deliver

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD



REGISTER

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



QUALIFYING AGE: 14 - 24YRS

AWARD LEVELS



BRONZE
14yrs



SILVER
15yrs



GOLD
16 - 24yrs

READY FOR CHANGE. READY FOR OUR NEW WORLD.

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

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

APPLY NOW

Email: david.difie@tis.edu.gh

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



www.tis.edu.gh




Registration for Tema International School students to enroll for the Duke of Edinburgh's International Award programme is open. Sign up with this link <https://docs.google.com/forms/d/e/1FAIpQLSe3xhDk2nESjSjUR4SGZBTlrXOGgXjQc1A39jXtFzSt5Ncz4A/viewform> for your preferred award level. **Registration deadline is 20 January, 2023.**

Registration for young people in the community to enroll for the Duke of Edinburgh's International Award programme is open. Sign up with this link <https://docs.google.com/forms/d/e/1FAIpQLSenns3fgjUWJhXg6j1j4i-qoUlqcoKJQO3A-dlDou45oAl67w/viewform> for your preferred award level. **Registration deadline is 10 February, 2023.**

WORLD-CLASS LEARNING, OUTSIDE THE CLASSROOM

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

GET INVOLVED

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

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

GLOBAL YOUTH MOBILIZATION

ABOUT EVENT

On 15 February 2023 the Big Six Youth Organizations, supported by the World Health Organization and United Nations Foundation, invite you to join and participate in a virtual event and accompanying side events showcasing the impact of youth-led solutions, launching our impact report, and celebrating the achievements of the Global Youth Mobilization (GYM) over the last 2 years.

Join us at this key moment as we reflect on the impact from the young people leading youth-led solutions to the health and societal negative effects created by the COVID-19 pandemic, whilst taking stock of the challenges they continue to face in this work. Bringing together leaders and experts in conversations with young advocates and change-makers, we will be charting a roadmap for the future of global youth-led solutions and looking to hear your thoughts every step of the way!

Keep an eye out on this page for more information on the programme, our exciting guest speakers, and ways to engage with the upcoming events!

REGISTER HERE: <https://globalyouthmobilization.org/unstoppable-registration/>

Virtual Event

UNSTOPPABLE TOGETHER
Celebrating 2 years of Youth-led Global Action

Date	Time (EDT)	Time (UTC)	Time (SGT)	Event Name	Description
11 February 2023	08h00	13h00	21h00	YOUTH ROUNDTABLE	The Young Decision-Makers Driving Youth-Led Solutions
15 February 2023	08h00	13h00	21h00	MAIN EVENT	Unstoppable Together: Celebrating 2 Years of Youth-led Global Action
15 February 2023	09h45	14h45	22h45	PROJECT SHOWCASE	Youth-led Solutions Project Showcase

Proud to deliver

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

THE HEAD OF STATES AWARD SCHEME
Developing Young People

Bronze & Silver AWARD PRESENTATION Ceremony

EQUIPPED FOR UNCERTAINTY

DATE: Sat. 11 March, 2023
VENUE: TIS MAIN CAMPUS MPH
TIME: 7:00 PM

www.tis.edu.gh

#WORLDREADY

All Bronze and Silver participants are advised to complete their requirements by 20 February 2023 to receive their award in March.

The Bronze and Silver award presentation ceremony will be open to parents of awardees, Tema International School students, staff and Head of States Award scheme officials. Parents of awardees will receive an official invitation.

This is going to be Tema International School's third Duke of Edinburgh's International Award Bronze and Silver Award presentation ceremony but the first in-person, so it is promised to be prestigious.

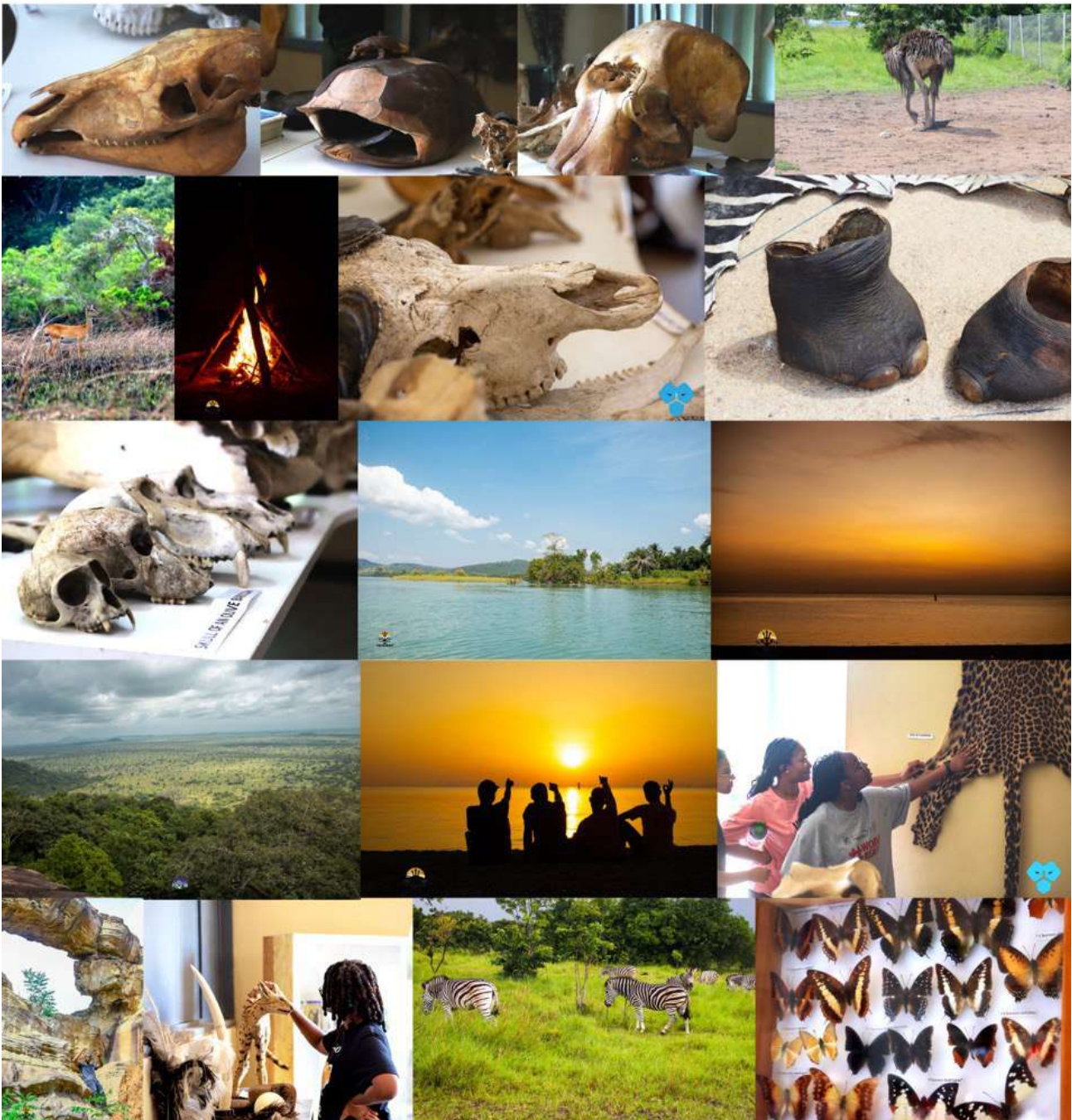


Proud to deliver

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD



EXPLORE & DISCOVER





Proud to deliver

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD



ADVENTUROUS JOURNEY





Proud to deliver



VOLUNTARY SERVICE





Proud to deliver



PHYSICAL RECREATION



CAS Project – We need your HELP

The Rhythm & Blues CAS Project Needs Your Help to **Donate Musical Equipment** to the **Chosen Rehab Center** - 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 Center**. They are a **non-profit organization** 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, Rd 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://makewe.help/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 Ceasar, 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>



Operation Re-Play – Community & CAS Project

This is a joint project by DP 1 and MYP 3 Students as part of Community Project and CAS (Creativity, Activity, Service) requirements at TIS. **Bruhan-Deen Hussein, Lois Entsua Mensah, Akunyili Chidubem (Grade 8) and Maa Abena Afriyie, Annette Adjavon (G11)** have initiated Operation Re-play with the intent to raise funds and to refurbish the playground. The target amount is to GHC 28.000 (Twenty-Eight Thousand Ghana Cedis).

During the break, the team solicited for funds through the *makewehelp* portal. With about GHC 14, 000 more to raise, the team is determined to complete this project by February in collaboration with **Empower Playgrounds**. Stay tuned for more updates, kindly support this course by visiting the portal https://makewehelp.fund/home/single_fundraiser/6816764b-baac-4f82-bca4-6b68f02801a3 and donate under Operation **Re-play fundraiser**. No amount is too small.

With your support, we can make a positive impact at **Tetteh Ocloo School of the Deaf**. The project is connected to the **UN Sustainable Development Goals** - No 3/ Good Health and Well-Being and No 9/Industry Innovation and Infrastructure.



Happy Birthday, Auntie Cecilia! The TIS Family celebrates you.





What a week! The Fast & Furious TIS



What a week! The Fast & Furious TIS



What a week! The Fast & Furious TIS





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



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.



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



The Academic Research & Writing Principles

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

1

Explore

a wide range of research. Research the topic thoroughly to develop your knowledge base, discover new ideas and strengthen your own line of argument.

2

Evaluate

the reliability of your sources. Take some time to evaluate all your sources, particularly if information has been accessed online. Consider who has created the information and why.

3

Organise

your research notes. Note taking is a fundamental part of the research process. Keep notes neatly organised and retain a copy of each source used.

4

Write

an original paper. The best defence against plagiarism is original writing. Unless quoting directly from someone else's work, express all ideas in your own words.

5

Paraphrase

other people's ideas. An essential academic skill, some find it helpful to note down key words and concepts before paraphrasing other people's ideas.

6

Differentiate

other's work from your own original insights by referencing or paraphrasing. Avoid accidentally plagiarising someone else's work by using academic referencing.

7

Cite

all of your sources. A citation in your paper shows exactly what information has come from another source. Remember to cite all borrowed words or ideas, including those which came from one of your own previous papers!

8

Reference

all of your citations correctly. Depending on the referencing system used, this may end in a list of sources as a 'bibliography'. Most students are aware of referencing requirements surrounding books and journals, but we must also reference sources like YouTube videos, images, diagrams and yourself!

9

Use

the relevant referencing system consistently throughout your assignment. Referencing can vary across module units or each course so check which system you should use and follow the relevant formatting guidelines.

10

Ask

your teacher or instructor for their feedback on any drafts you have written in advance of the deadline. Writing multiple drafts and implementing the feedback you receive can help to make you a better writer.

11

Double check

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

12

Submit your final piece through Turnitin

Turnitin will check your work against other sources in the Turnitin database and use this information to generate an originality report.

COUNSELLORS' CORNER



“Don’t just do things anyhow. Whatever you do; whatever you say, whatever you want to achieve be intentional about it! Be committed and deliberate in pursuit of your personal and career goals”.

~Mrs. Cecilia Ajavon Oppan, General Manager TIS~



Being intentional means having the ability to see specific results in the future, and if you achieve them, will make things bigger and better for yourself, your business, and your life.

- ✓ Being intentional increases your focus on what’s most important to you.
- ✓ Intentional people are action-orientated and have an unshakeable determination and strong mindset to accomplish what they’ve set out to achieve.
- ✓ You become self-aware and practise gratitude.

- ✓ You set better boundaries around your time and the areas of your life that are important.
- ✓ When you are intentional, you focus on a bigger picture.
- ✓ Be deliberate with your day and cultivate a positive mindset.
- ✓ Be aware of your mental health and be careful with your finances.
- ✓ Have a clear structure for your day.
- ✓ Your time is aligned with your bigger purpose which increases creativity and productivity.
- ✓ Get clear on your vision and act with purpose.
- ✓ Develop healthy habits, be clear on the result you want, and be purposeful with your time
- ✓ Be mindful of your most important relationships. Click here: <https://balancethroughsimplicity.com/intentional-living-and-4-easy-ways-you-can-live-with-intention-now/>



Brag Rights.

Congratulations, DP2s, YOU GOT IN! What next? Let each day count. Make academics your priority. You cannot afford to miss your slot. Study as much as you can to secure your spot. You belong to the Top! Go for Gold!

- ✓ Duquesne University, US
- ✓ Maine Maritime Academy, US
- ✓ Suffolk University, US
- ✓ Knox College, US
- ✓ Kenyon College, US
- ✓ Baylor University, US
- ✓ Georgia State University, US
- ✓ Butler University, US
- ✓ Louisiana State University, US

DP2s Responding to UK University Offers through UCAS



Before you respond to an offer make sure to check the boxes for the following;

ACTIVITY
<input type="checkbox"/> Have received replies/offers from all 5 universities I applied to.
<input type="checkbox"/> Have written down the details of all offers from each school, be it conditional or unconditional.
<input type="checkbox"/> Have taken note of my reply dates/deadlines for each of my universities that gave me offers.
<input type="checkbox"/> I have created a table listing & comparing each of my U.K. university offers, indicating their locations, total cost of attendance per year, programmes of study, conditions attached to the offer, advantages (positives) & disadvantages (negatives).
<input type="checkbox"/> I have taken into consideration, my family's preferences.
<input type="checkbox"/> I have identified my "Firm school"- preferred or First Choice University or Course. My FIRM SCHOOL IS...
<input type="checkbox"/> I have identified my "Insurance school"- back-up choice in case I don't meet the grades for my Firm choice. My INSURANCE SCHOOL IS...
<input type="checkbox"/> I am aware that all other choices will be withdrawn once I choose my Firm & Insurance Schools.
<input type="checkbox"/> My parents have submitted a written consent to my Guidance Counselors (GCs), about my final choice of schools (Firm & Insurance), via email.
<input type="checkbox"/> I have replied and selected my Firm and Insurance Choices on UCAS Track. Date:
<input type="checkbox"/> I have informed my Guidance Counsellor to input my Firm & Insurance schools on the IBO site for my final results to be sent directly to my schools when available.

Click here for more information: <https://ahzassociates.co.uk/replying-to-uk-university-offers/>

DP2s Responding to US and Canadian Offers



Once you have received an email from your school after submitting your application, please note the following:

USA & CANADA

- ✓ Be proactive to respond via email
- ✓ Take note of the log in details they provide .Log in to each university’s portal and take note of all to do’s and missing documents.
- ✓ Check on your school’s portal for university responses daily. From spam to the notification email. Unsure of how to draft a response ? Let your counsellor check first!
- ✓ US Responses to admissions: Denied, Waitlisted, deferred, Admitted or Waitlisted. Stay on the school’s radar until there is an open slot for you. Just hang in there until you hear from your school. Even if you decide to remain on the waitlist, prepare to attend another college.
- ✓ Make sure you understand and know the full package that you are receiving from the school. Scholarships, financial aid, etc? If unsure ask if it is renewable or just a one-time scholarship.
- ✓ If unclear about something always ask the University Guides we are happy to assist!
- ✓ All offer responses will out in April 2023. This will give you ample time to discuss with mum and dad and choose the most suitable school based on families preferences.



NAME OF UNIVERSITY	LOCATION	TIME AND DATE OF VISIT (To be Confirmed TBC)	TIME	VENUE
Trent University	Canada	16 February 2023	1:30pm	Library
Savannah College Of Art &Design	USA	17 February 2023	2:00pm	Einstein Block
Hult International Business School	U.S/UK	24 March, 2023	1:30pm	Library

Ghanaian University Applications Open for Now



<https://study.lancaster.edu.gh/postgraduate/#:~:text=Admissions%20now%20open%20for%202023,Start%20your%20application%20now.>



Click on this link to apply: <http://www.webster.edu.gh/>

Ashesi University Undergraduate Admissions



<https://ashe.si/advantage>
admissions@ashesi.edu.gh



SAT[®] 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/>

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

SAT TEST DATES 2023

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
11 March 2023 (Digital)**	24 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>



ACT[®] 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 2023 (COMPUTER-BASED TESTING ONLY!)

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
15 April 2023	24 Feb. 2023
10 June 2023	21, April 2023



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

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/>

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.”



Tema International School

