

TIS RECORD

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At TIS,

we believe that sport, as one of the four pillars for student balance and ensuing success, promotes teamwork, challenges personal best and emphasises the importance of appreciating how to lose before knowing how to win.

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Key Dates

- 4/3/23: MYP Projects Exhibition (Community and Personal)
- 5/3/23: TIS swimming championships
- 11/3/23: Dukies' Silver and Bronze Awards Presentation

Thought for the Week

Over time, the person who approaches life with an openness to being wrong and a willingness to learn outperforms the person who doesn't.

- Shane Parrish



The IB Continuum

TIS is authorised to offer the PYP (Primary Years Programme), MYP (Middle Years Programme) and DP (Diploma Programme). Yes, TIS is a proud IB World School.

Offering each program from a continuum, or continuing learning experience from Kinder 1 right through to Grade 12 ensures a smooth transition as students move from the Primary School through the Junior Secondary School and finally the Senior Secondary School.

A culminating and compulsory learning experience for PYP students is the PYP Exhibition in which students work collaboratively to conduct an in-depth inquiry into a real-life issue or problem that is pertinent to them.



"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

- Oparebea Okoampah (7) for her Exploring Shapes service as action project.
- Sybil Amekugee and Katie-Louise Assan for their Esta es Mi Familia service as action project
- Maadjoa Obeng-Nkansah (Bronze), Ewuradjoa Obeng-Nkansah (Bronze), Ayomi Asante (Bronze), Imani Webb (Bronze), Mercedes Armah (Bronze), Claris Perdison (Silver), Frederica Ayitey (Silver) and Moyosola Fajemirokun (Silver) for their reflections in last week's Bulletin
- Annalisa Boahen, Karen Apiece and Kimi Otuo-Acheampong for their Rhythm and Blues CAS Project.

The next step for IB students is the Community Project (Grade 8) which is again a collaborative effort, followed by the Personal Project which is compulsory for students completing MYP.

This continuum experience continues in DP where students must complete an Extended Essay of 4000 words on a topic of their choosing (and hopefully in an area in which they will pursue further studies at university). The CAS service project is also linked to their continuum experience.

On Saturday, 4 March, our Grade 8 students will be presenting their Community Projects while our Grade 10 students will be discussing their Personal Projects and its impact on them. **We hope all MYP students and their families will join these students and be amazed by their efforts.**

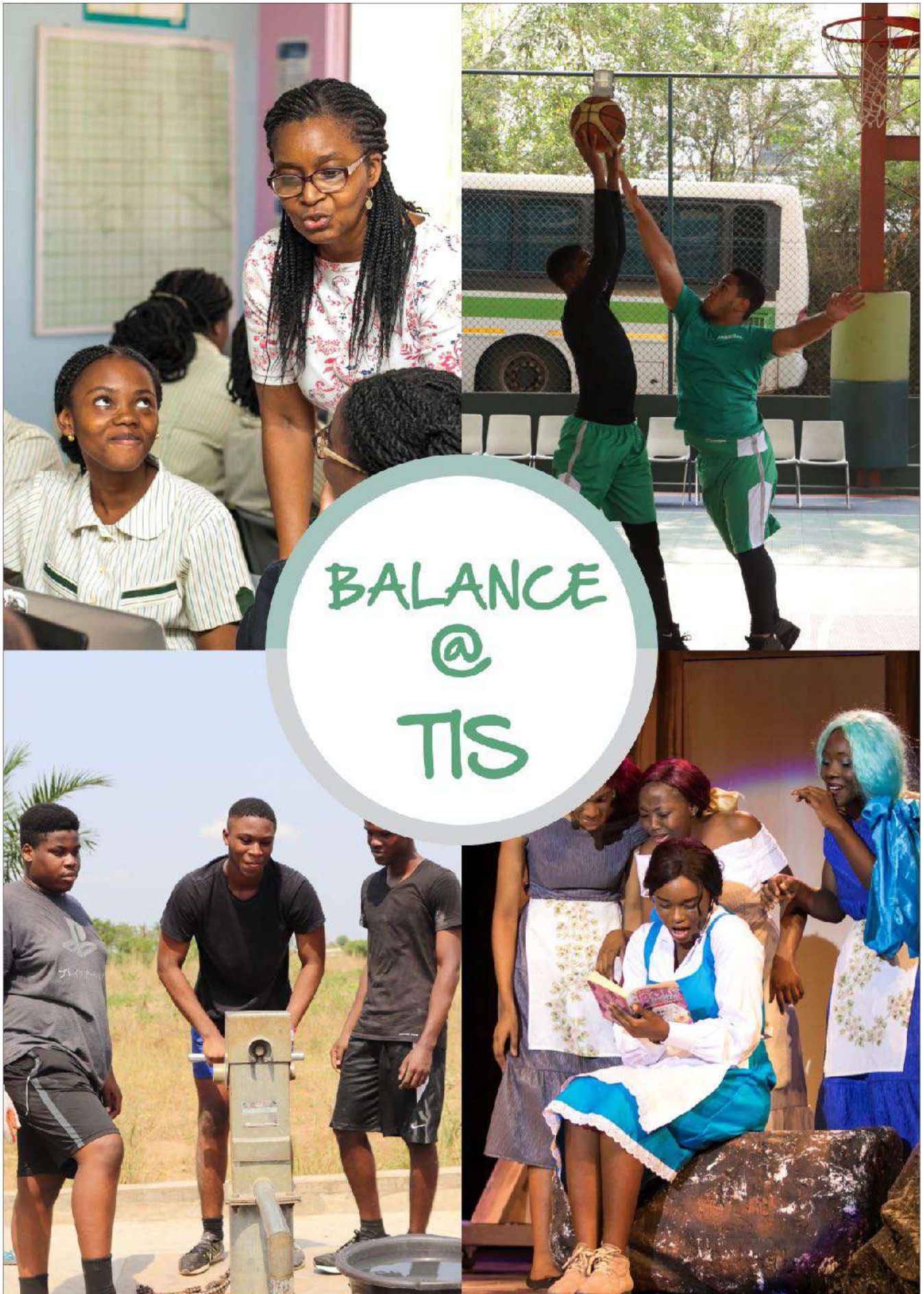
Exeats

Hopefully, exeats are purposeful and not just an avoidance strategy. The parents' role in completing exeat requests will determine the outcome.

I appreciate your support. Stay healthy.

Dr Ken Darvall (Principal)





BALANCE
@
TIS

TIS

MAIN CAMPUS



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.



TEMA INTERNATIONAL SCHOOL

MIDDLE YEARS PROGRAMME



PROJECT EXHIBITION

COMMUNITY & PERSONAL PROJECTS



DATE:
SAT. 4 MARCH

TIME:
1 - 4PM

VENUE: **TIS MAIN CAMPUS (GARDENS)**

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
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28	29	30	31			

September 2022						
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October 2022						
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November 2022						
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December 2022						
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January 2023						
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February 2023						
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March 2023						
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

April 2023						
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30						

May 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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28	29	30	31			

June 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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July 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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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

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**

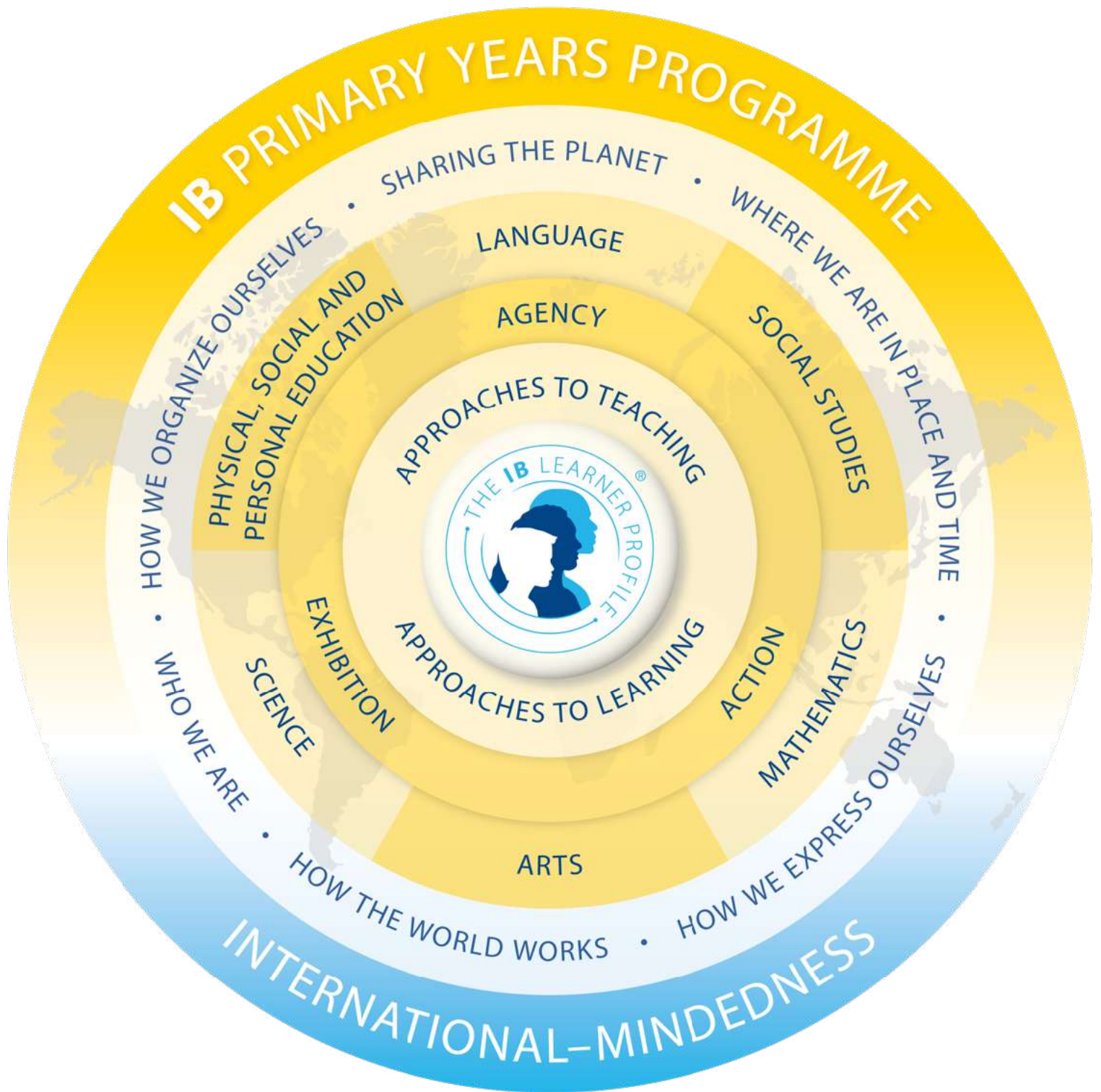
21/9/22	Kwame Nkrumah Memorial Day
2/12/22	Farmers' Day
9/1/23	Constitution Day
6/3/23	Independence Day
7/4/23	Good Friday
10/4/23	Easter Monday
24/4/23	Eid Al Fitr (TBC)
1/5/23	Labour Day

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



MOTHER TONGUE AT TIS PRIMARY SCHOOL



Learning a language is a great way to expand one's knowledge and increase the understanding of one's culture and that of others.

Mother tongue describes the native language a

person acquired at home; a language mostly associated with their tribe, or ethnic group.

The mother tongue is sometimes the second language learned if the person does not understand their native language. The mother tongue is the language that a person who has learnt multiple languages at once as a young kid used the most at home prior to attending school.

A person can only claim to speak more than one mother tongue if they learnt each language at the same time and are still able to communicate with each one. The mother tongue is the language that is used to speak to a child at home the most frequently if they have not yet learned to speak.

Learning a new language can improve creativity, develop other mental processes, and increase appreciation for other cultures.

At TIS Primary School, we have a mother-tongue program that helps to educate learners on their native language, their culture and traditions. This program enlightens them on the need to learn these languages with tailor-made student-centered activities that makes learning easier and fun.

Our mother-tongue languages at TIS Primary School comprise of Ga, Ewe, Twi and English for our international students who have deficiency in the English language.

The learning goals of our mother-tongue language lessons is achieved with fun base activities like poetry, drama, music, dance, role play, discussions and many others.

The mother-tongue program at our school helps learners to maintain cultural identity, allow students to communicate with family and friends, it enables the learners to access

cultural and historical information. It also helps to improve literacy skills and can open career opportunities for the learners. Additionally, it can help to build self-confidence and self-esteem, and can even provide a sense of belonging in their native communities and connections with their respective communities and beyond.

GA LANGUAGE SESSION



Ga students performing the kpanlogo dance.

TWI LANGUAGE SESSIONS



Learners having a Twi drama presentation.



EWE LANGUAGE SESSIONS.



Students performing the Gota dance.

STUDENTS' REFLECTIONS ON OUR MOTHER TONGUE PROGRAM.



We learnt how to sing Ewe songs and the names of animals in Ewe. Example Avu for dog and koklo for hen.

AMEWUSIKA TAY AND ELLIE SEVOR (Grade 1)



I like mother tongue lessons because of all the interesting things I have learnt about the Akan tradition. I have even learnt how to say colour green (Ahaban bunu) in Twi and when to wear the colour green.

DAVID DARKO (Grade 2)



When I joined the Twi class, I was able to learn a lot of Twi words easily. I want to continue learning so that I can learn more and have beautiful conversations with my family at home.

HEAVEN MEFFUL (Grade 2)



Mother tongue class has helped me to interact with my father very well because he is an Ewe. I want to learn more on foods and dances from the Volta region.

ELSA SEVOR (Grade 3)



I love the Ga traditional dance we learnt and how we can now introduce ourselves in the Ga language. I want to learn more on the Ga traditions.

NANA YAA ADUSEI (Grade 3)



Ga lessons are fun. I enjoyed every moment in the Ga class. I will love to learn how to write in Ga.

OWUSU - ASARE CALEB (Grade 5)



I can now speak some simple sentence in Twi and say some names of colours in twi. Mother tongue lessons have been very helpful to me.

WIAFE- AKENTEN NANA KWAME (Grade 5)

I have learnt how to do the Gota dance. I will want to learn on how to fluently speak the Ewe language.

AGYEKUM KEKELI (Grade 5)



I have learnt how to write, speak and introduce myself in Twi. I learnt how to tell folk tales in Twi. I even took a role in one of our role play lessons as Opetey a mischievous character. I love the Twi class and I can't afford to miss it.

REGINALD DANQUAH (Grade 4)



I can now greet in Ga, say the days of the week in Ga and I also learnt the Kpanlogo dance with the help of the mother tongue lessons.

TETTEY - AMLALO ASHANTI (Grade 4)



Mother tongue lessons are fun, educative and entertaining. It has taught me how to say new things in Twi everyday. It has helped me improve on my Twi language.

AMA DARKO(Grade 6)



The Ewe class has taught me how to do the Gota dance. I have also learnt how to play a little Ewe traditional drums.

ELIKEM AMOO (Grade 6)



The semester has been an exciting learning experience for Ewe learners. They have had diverse opportunities to learn the Ewe language and culture through oral presentations, dance and music. The learners appreciate the Ewe culture and are proud to share what they learn to the entire learning community. We look forward to helping learners increase their vocabulary and start making simple sentences to improve their speaking skills.

PERFECTA ESSO
Ewe Patron



Language lends learners multiple auspices for thought and ideas formation. They certainly become a part of our ability to construct meanings and offer diverse perspectives on subjects. Our mother tongue learning at TIS includes the context within which language is spoken. As a teacher of the Ga language, I see the need to equip learners adequately to only speak the language but to understand the culture of the natives on whose land we have our school. It's always a great to reach others on their mother tongue. The connection is more than skin deep.

MR. KWEKU DARKO
Ga Patron



Though the world is moving into a world where speaking fluent English is largely essential, it is also crucial that our local languages are kept alive and given some importance. This is what TIS primary campus stands for hence, the introduction of the Twi enrichment class. This Twi language lessons has seen massive patronage by the learners as they learn Twi songs, explore Akan values, Akan traditional dances, naming ceremony, names of objects and many others. The Twi students have evidenced their learning through school assemblies and presentations of different form. Looking forward, we are looking at learning being able to hold effective conversations and write simple sentences in Twi.

TEYE - KUDJO CHARLES
Twi Patron



What Makes TIS Primary A Unique School



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

Amewusika Tay



TEMA INTERNATIONAL SCHOOL

ACADEMICS



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



EDUCATION FOR A BETTER WORLD



Tema International School



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)

<p>Grade 7 (MYP 2)</p> <p>Students should:</p> <ul style="list-style-type: none"> a) Have completed Primary 6. b) Be aged 11+(at the time of admission). c) Complete a general aptitude test and interview. 	<p>Grade 8 (MYP 3)</p> <p>Students should:</p> <ul style="list-style-type: none"> 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.
<p>Grade 9 (MYP 4)</p> <p>Students should:</p> <ul style="list-style-type: none"> 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. 	<p>Grade 11 (IB Diploma Programme)</p> <p>Students should:</p> <ul style="list-style-type: none"> a) Have successfully completed MYP 5, the IGCSE (Or its equivalent) or awaiting the results of the IGCSE. b) Be aged 16+(at the time of admission). c) Complete a general aptitude test and interview for non IGCSE & GCSE students (i.e. WASSCE, OCR, AQA).

To learn more scan this.



To enrol scan this.



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

2023/2024 SECONDARY SCHOOL ADMISSIONS ARE NOW OPEN

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

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

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

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

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

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

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

TIS ADMISSION PROCESS

KEY QUESTIONS

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

DUE DILIGENCE

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

APPLICATION

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

BOOK A TOUR OF TIS

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

TEST AND INTERVIEW

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

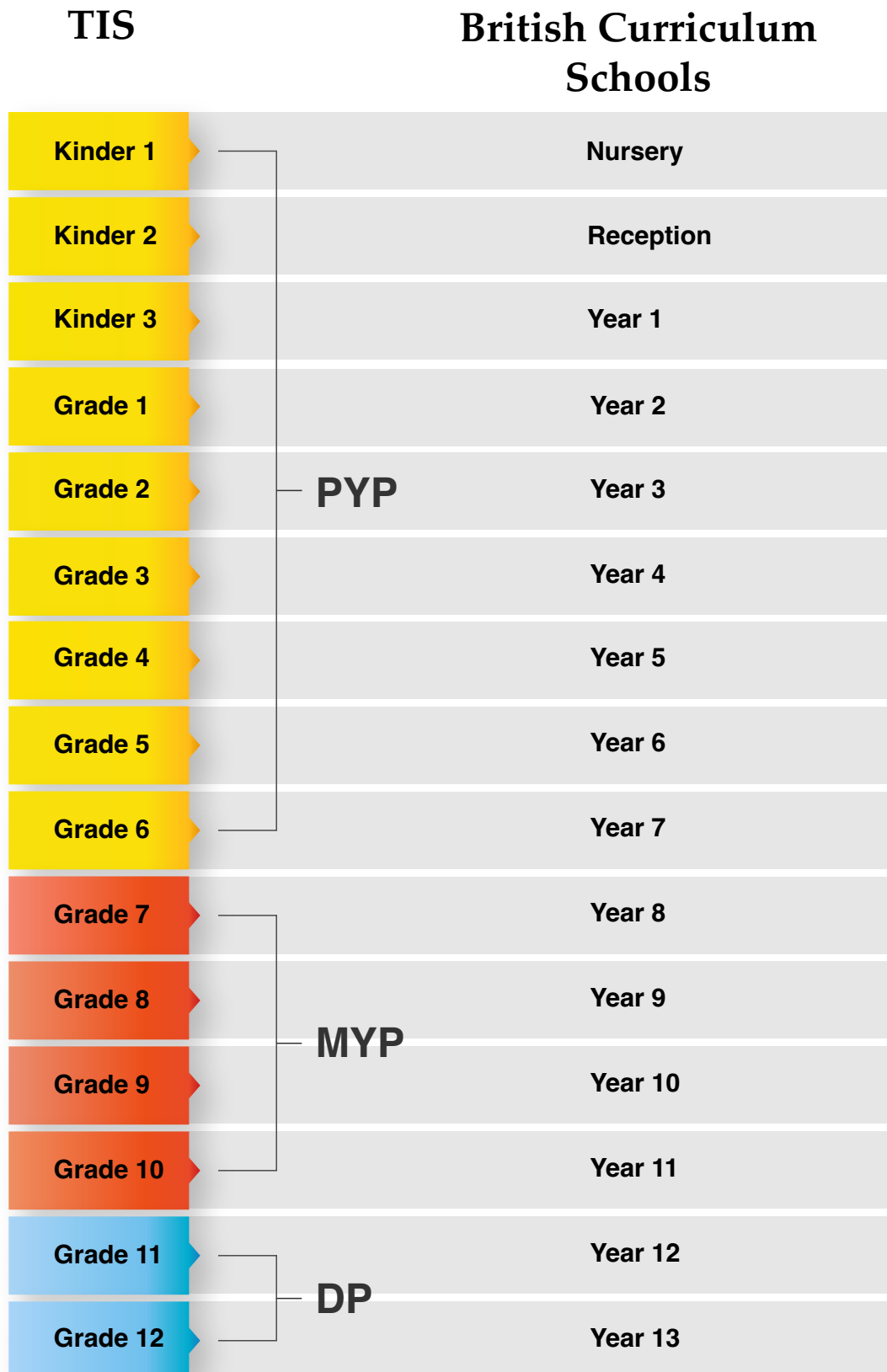
APPLICATION DECISION

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

NEED HELP OR IF YOU HAVE MORE QUESTIONS

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

TIS Admissions Grade Chart



CAS-SA Corner MYP Projects Exhibition

After a 4-year break due to the pandemic, the **MYP Projects Exhibition** is back!

We are excited to invite the school community on **Saturday, 4 March 2023** to witness the presentation of **Personal and Community Projects** by MYP 3 (Grade 8) and MYP 5 (Grade 10) students. They will engage you on how they have applied skills to achieve their personal and product goals and how they have engaged with the community showing evidence of their planning and teamwork to meet their group community goals.

Don't miss this experience happening from 1.00 – 4.00 pm at the **TIS Main Campus**.

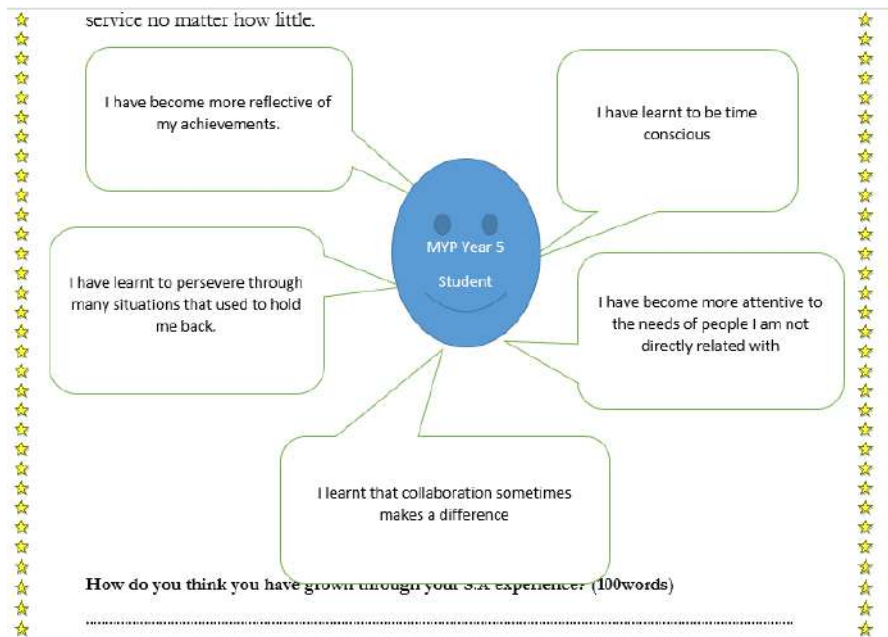
PROJECT EXHIBITION

COMMUNITY & PERSONAL PROJECTS

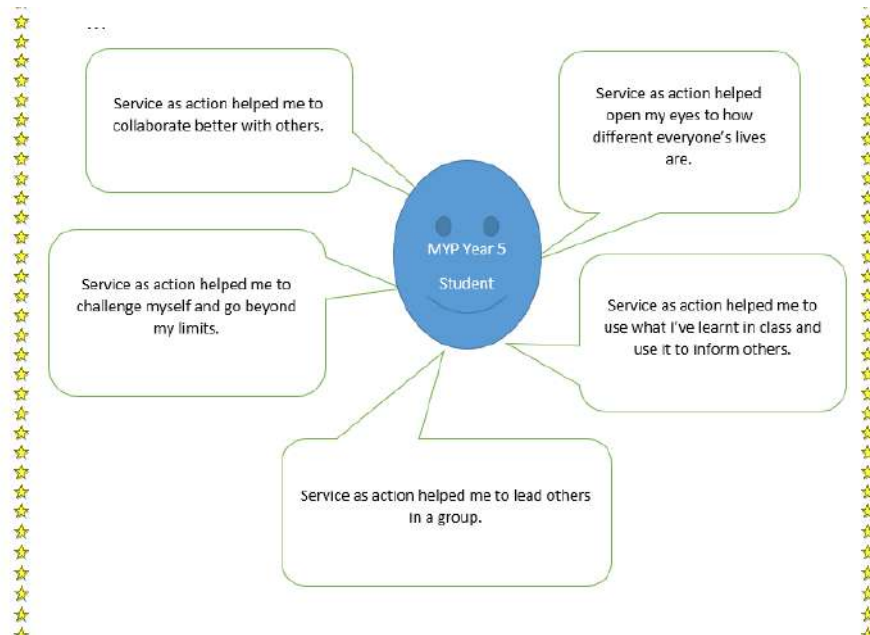


Service as Action

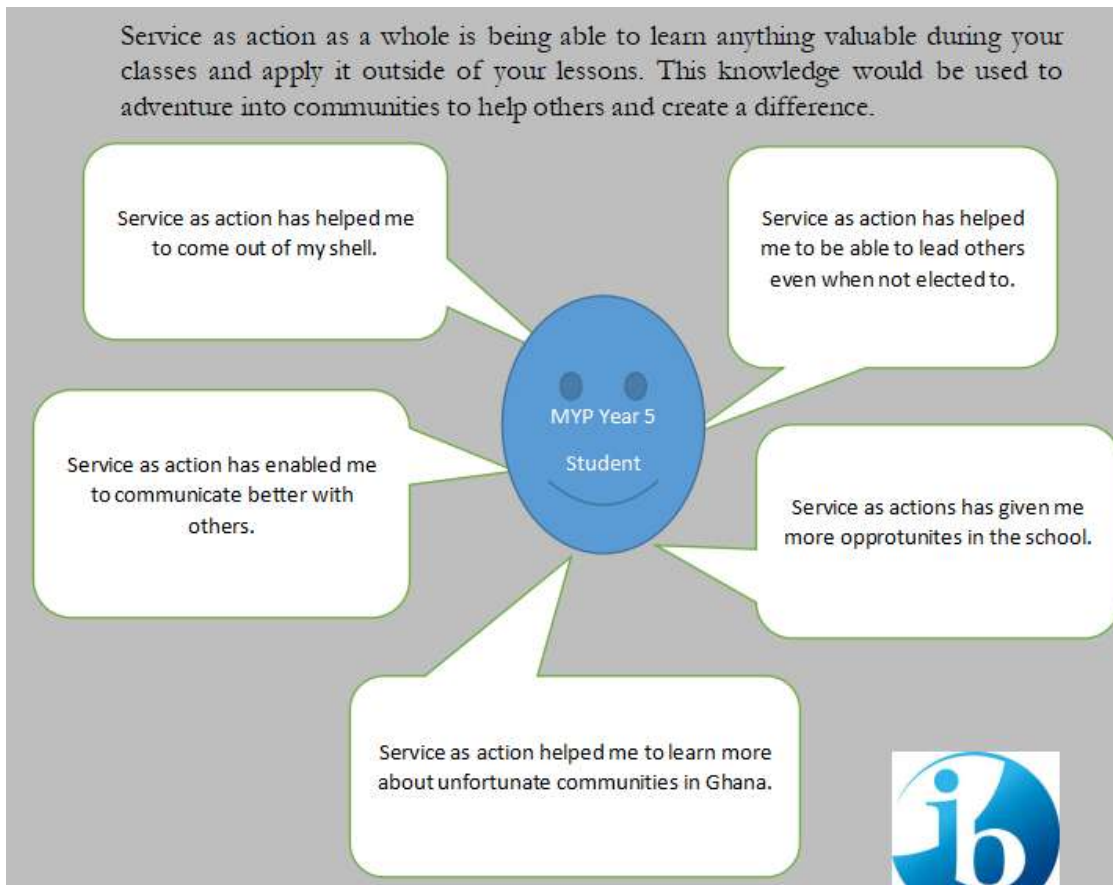
As MYP 5 students gradually draw the curtains on Service as Action, they are required to complete a 13-page transition worksheet. This exercise shows a cumulative effect of all their experiences; a detailed reflection on all their engagements linking to the 7 learning outcomes and how they have developed or embodied the Learner attributes. They have the opportunity to share some ideas for possible CAS projects as they move on to the DP level. Read on, as students describe five ways SA has impacted them below.



- Nhyira Ntim, MYP 5



Keona M. Lawson, MYP 5



-Theona M. Lawson, MYP 5

I have come to realize that Service as Action serves as a time in which students could make use of their learning experiences in class and transform them into solutions. Service as Actions also proves to help students learn more about and embody the Learner Profile attributes. SA has impacted me in the following ways:

- I have become more balanced as an individual
- I have come to acknowledge the essence of teamwork
- The various reflection writing has taught me the importance of reflection
- I have learnt how to communicate with my grade mates and those above me
- I have become more open-minded to think about my surroundings and beyond.



Adelaide Egbenya, MYP 5

• What do you think Service as Action means and in at least 5 ways describe how it shaped you? (Importance of Service as Action)

I think that Service as Action is an integral part of the IB curriculum, and it helps shape different individuals into who they'll be in IB DP. It pushes us to do more and to be more aware of our surroundings and what is going on around us. It also helps people develop certain passions that they will carry into the real world.

I have stepped out of my comfort zone by doing more activities and taking up leadership roles.

I have become more open-minded, and I have developed more kindness for people.

I have realized that I enjoy being a humanitarian and I like helping others.

I enjoy leadership roles more than I used to, and I want to take up more leadership roles in my school environment.

Kayla Searyoh, MYP 5

• What do you think Service as Action means and in at least 5 ways describe how it shaped you? (Importance of Service as Action)

In my opinion, Service as Action is the application of class studies, interests, and personal values to assist in one's knowledge and growth as a person. That can be, learning the importance of ethical values, learning more about a new-found interest, discovering the efficiency of collaboration and unlearning bad habits or qualities.

I have discovered one of my weaknesses—procrastination. Service as Action has helped me in working on it.

I have discovered how happy it makes me to help others and make people less fortunate than myself smile.

I now understand what a "real-life" work situation is like because of an internship I took.

I have been able to step out of my comfort zone by trying out new sports such as Handball and going on an expedition, the Duke of Edinburgh International Award Expedition.

I have acted on my love for my subject theatre, by participating in two School Plays.

Peyton Kidd, MYP 5

MYP Projects Exhibition

As already communicated in this edition, MYP Projects Exhibition is back!

We are excited to invite the school community on **Saturday 4 March 2023** to witness the presentation of **Personal and Community Projects** by MYP 3 (Grade 8) and MYP 5 (Grade 10) students. They will engage you on how they have applied skills to achieve their personal and product goals and how they have engaged with the community showing evidence of their planning and teamwork to meet their group community goals. Check out some pictures from previous years' exhibition.

Don't miss this experience happening from **1 pm - 4 pm** at the **TIS Main Campus**.







TEMA INTERNATIONAL SCHOOL



MIDDLE YEARS PROGRAMME

PROJECT EXHIBITION

COMMUNITY & PERSONAL PROJECTS



DATE:
SAT. 4 MARCH

TIME:
1 - 4PM

VENUE: TIS MAIN CAMPUS (GARDENS)

FaceLift for Zenu Kindergarten Department

In the light of service, **Fredricka Ayitey** is organising an egg and pepper sales during **MYP Project Exhibition** to gather funds to support the kindergarten department of Zenu KKMA 2 Primay School in Ashiaman. The roof leaks anytime it rains leaving learners stranded. All are encouraged to support this project by making a purchase at the *FaceLift for Zenu* stand. Check out the poster for more details. The event will happen on **Saturday, 4 March, 2023** during the **PP and CP Exhibition**.

Tema International School Service As Action Project

Order
Now



Egg and Pepper,
Samosa, Spring rolls
and Drinks.

10 GHC for a set of egg and
pepper, spring rolls and
samosa.

5 GHC for drinks.

**Goal: To raise money to support
Zeno Primary School in Ashiaman
with stationary materials.**

Order Now

Service as Action - Hope for Autism

Elikem Gborglah, Mawuena Apreku and Navil Yakubu, MYP 3

HopeSetters Autism Centre is a small autism centre located in Tema. At HopeSetters, they teach and help autistic children to acquire basic knowledge like numbers, shapes, how to ask



people for something, how to greet people, amongst other important things. They strive to provide a safe haven for all autistic people in Ghana. As part of our community project, which focused on throwing light on less privileged people in our society, we interviewed the founder of HopeSetters who spoke to us about autism, how the center helps children with autism learn, and the challenges they face. After the interview, we were given

a tour of the facility and introduced to the different classes and departments, which helped us appreciate the important service the center offers. This article's main focus is to shine light on HopeSetters Autism Centre and bring to fore what services are on offer. This, we hope, will give hope to parents and guardians who have autistic children and are struggling to care for them, and cause people to donate generously to the important work of the center.

Before talking about the centre, however, it is important to provide some basic education on what autism is and how it manifests. Autism is a neuro-developmental disorder. It has more to do with the brain and how it functions and how the brain develops in individuals. Its resultant challenges are usually manifest in many ways. One of the challenges has to do with speech and language, where people with this challenge have difficulty engaging in verbal interaction. Some people with this challenge can be totally non-verbal while others can be partially verbal. The main areas of difficulty for people with this challenge is communication, social interaction and imagination. This means that people with this challenge will likely struggle with basic human interactions like greeting, asking people for something before taking, or requesting things from someone, saying 'sorry' or 'thank you'. In terms of social interaction, autistic children usually want to be by themselves. With imagination, they prefer repetitive things like watching a fan go round or a repetitive routine, which means that when the cycle breaks, when the routine is different, they are likely to have meltdowns, which is common if a cycle is broken. Autistic children also need subjects to be really broken down in order for them to understand. One has to be patient and teach the child how to express anger without being too aggressive, be persistent but resilient, maintain a positive attitude at all times, not giving-in too much to unnecessary attention-seeking behavior, interact largely through physical activity, etc. One must demonstrate affection and curiosity for their way of learning in order to develop a connection with children on the spectrum to be able to understand where their passions lie, and these are the very things that HopeSetters Autism Centre is best known for.



Service as Action - Hope for Autism

Elikem Gborglah, Mawuena Apreku and Navil Yakubu, MYP 3



The centre started operating about ten years ago in September 2013, out of a strong belief of the founder, Mrs Baaba Enchill, who held that creating an enabling environment for children with Autism and their families would help them live a fulfilling life in society without any discrimination. Ever since then, she has been able to care for many children living with autism by making sure she understood them. HopeSetters has ultimately become a safe

haven for children with autism, a place where they can come and be themselves. The center gives them confidence and allows every child to reach their highest potential. They support them with special language therapy, academic therapy, and behavior management. They go through different therapy for each child to gain results because of their belief in the idea that not all persons are the same. They give them rewards for good deeds and for paying attention in class. They give the children so much love and support. HopeSetters has since then been able to allow autistic children to show their true talent. An example of HopeSetters bringing out the best in their students is Edwin Atta Dennis who joined HopeSetters at the age of 9 not being able to express himself verbally, but now can express himself verbally, and has gotten support in his interest in the drawing and painting of animals. Another example is Maame Bema Baffuor Awuah who joined HopeSetters



at the age of 12 and has had support to develop her talent of beading, hair braiding, and photo modelling, she is also now verbal.

HopeSetters Autism Centre has proven to be able to unlock and unearth talent and help autistic children learn basic skills needed to be able to live meaningful and fulfilling lives without discrimination



Recognizing the crucial work of the center in our society, the Apostolic church of Ghana - Tema Comm. 5 District, has donated land for the purpose of constructing a new multipurpose complex with excellent facilities that makes it possible for the center to even do better in their service to mankind. The center, however, requires your support to be able complete the building and for the day to day running of the center. Your donation will go a long way to help the many children living with autism who are under the care of the center, and even the many children who will make the center their home in the future. You can contact the founder on **Mrs. Baaba Enchill +233242172405** to make your donations.



Proud to deliver



TEMA INTERNATIONAL SCHOOL

Registration Closed!

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

Registration Closed!



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-qoUlqcoKJOQ3A-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.

Proud to deliver

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

THE HEAD OF STATE AWARD SCHEME
Inspiring 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.

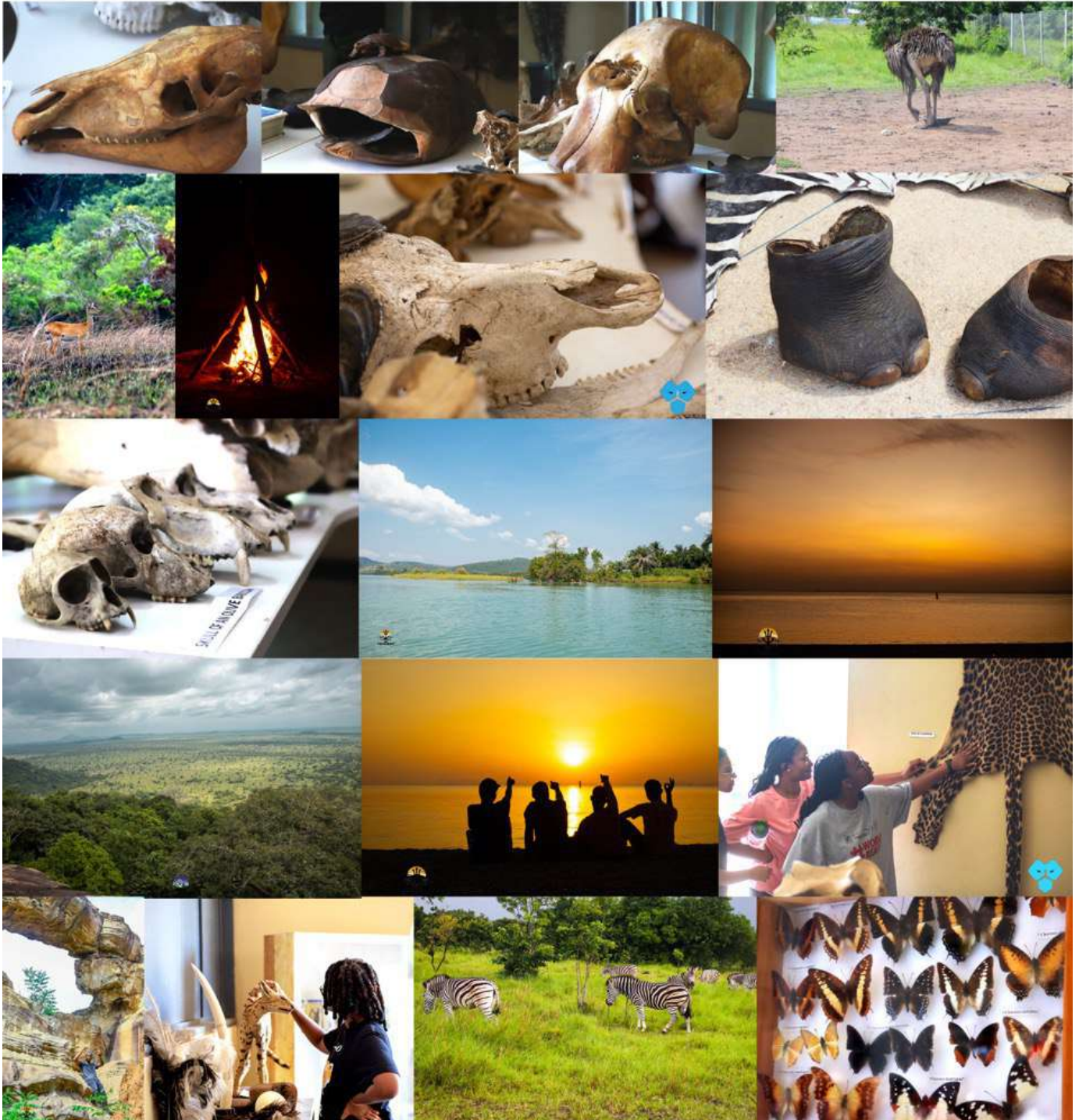


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THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD



EXPLORE & DISCOVER





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ADVENTUROUS JOURNEY





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THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD



VOLUNTARY SERVICE





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



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.



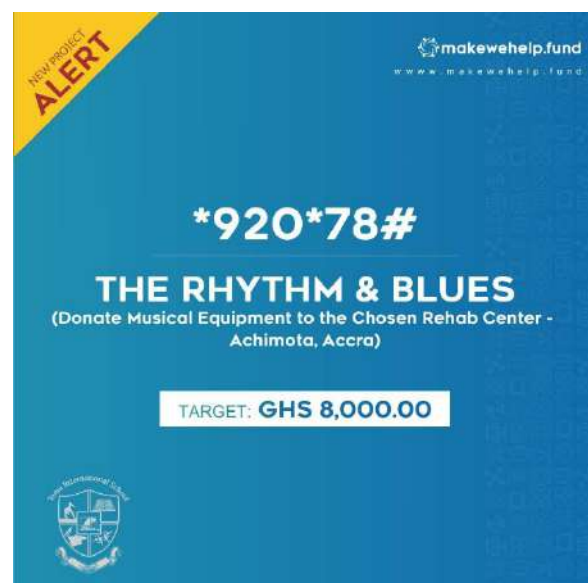
We are grade 12 students of Tema International School and the initiators of the CAS project, **Rhythm and Blues- Annalisa Boahen, Karen Apietu & Kimi Otuo-Acheampong.**

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 **a mastectomy** 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>



Ignite CAS Project



Tema Newtown.

The **St. Nicolas School** is run entirely by voluntary donations and receives no state funding. Knowing the facilities at our disposal that aren't always used, makes it extremely heartbreaking that their playground is inaccessible.

Therefore, we would like to extend an earnest request to you for your assistance in raising **GHC 25,000.00** (Twenty-Five Thousand Ghana Cedis) to refurbish the **School playground**. There is no doubt that this generous act of yours will not go unnoticed by these students, and that the value of your gift will be returned to you in a much greater measure. It doesn't matter how small the contribution is, it makes a difference. Thank you.

Ignite team

Ignite CAS Project <https://makewehelp.com/donation/ignite-cas-project-2>

Kindly share the link and support our students CAS initiative to refurbish the **St Nicholas Charity School Playground**.

To **DONATE** click on the link and look for the yellow button ***DONATE NOW*** and follow the prompt.

Together we can do more.

Developing tomorrow's world begins with children, and we must help them make it better. Everything in this world has its time. A time for learning, and a time for playing. While every child deserves a moment of rest and relaxation, some children cannot enjoy such opportunities.

In reference to this, we would like to present the **"Ignite" CAS (Creativity, Activity, Service)** project to you, initiated by **Maadjoa Obeng-Nkansah, Maame Serwah Dabo, Ewuradjoa Obeng-Nkansah, and Nana Yaa Owusu-Manu, (G11)** from **Tema International School**.

There is no complex or lengthy story behind **"Ignite"**, the **CAS project** simply seeks to introduce the importance of play and activities in children's lives by refurbishing the **St. Nicholas Charity School Playground** in

The Entrepreneurship and Innovation Club

By George Manu – Club Patron



The Entrepreneurship and Innovation Club is an After School Activity (ASA) here at Tema International School which aims to provide guidance to aspiring young business leaders to pursue their business ownership dream while working toward achieving academic excellence. It is a platform which encourages Learning-by-doing where students can achieve their entrepreneurship skills. Students in the club will participate in the development of a business at minimum by learning from attending meetings, but ideally developing a start-up. These Innovative Entrepreneurs are creative problem-solvers that invent new products, services and solutions to improve the lives of their customers with focus on how their product will change society and the world at large.

On the last day of February we had a workshop for the members of the club with resource persons from **Junior Achievers Digital Entrepreneurship Extension Program (JA DEEP)**, a member of **JA Worldwide**, one of the largest global non-profit organizations dedicated to activating youth for the future of jobs. Their unique and experiential program focus on the areas of work readiness, entrepreneurship and financial literacy. JA DEEP funded by Boeing, provides an online-based interactive entrepreneurship program which allows learners the opportunity to experience the risks and rewards of entrepreneurship by walking them through how to start and operate a business that fills a need or solves a problem in their communities. Students will be enrolled to participate in an Entrepreneurial Skills Pass (ESP) exam and given an internationally recognized certificate, after completion of all JA modules. Learners also form teams to compete against others from various schools in national and regional competitions to reward the best business at the end of each cohort.

We encourage every student who has aspirations of owning a business or who have a business already running to sign up for the class so we can nurture you to become that great and global genius the world has always been waiting for.

“WATCH OUT FOR YOUNG BUT GREAT MINDS READY TO TAKE UP THE WORLD OF BUSINESS BY STORM”





Expression, 23 – Curating 2030: The World of Tomorrow

By Seffirina and Veronica – G11 (Committee Leaders)

The counting down to a mind-blowing event in TIS has begun. **Expression 2023** is just around the corner. With a very intriguing theme: **Expression, 23 – Curating 2030: The World of Tomorrow**.

This is the opportunity for students to express their ideas on how we can achieve the **Sustainable Development Goals by 2030**. How can we creatively overcome poverty, eradicate hunger, promote health, provide quality education, reduce inequalities, nurture gender equality, provide clean water and sanitation, adopt renewable energy, create good jobs and economic growth, be innovative in creating sustainable infrastructure, reduce inequalities, create sustainable cities and communities, be responsible consumers, initiate climate action, protect life below water and life on land, create a peaceful and just world for all and bring partnerships for the goals in our community?

Call for creatives – If you have a creative idea of how we can achieve the SDGs, you are a lover of Art, Music, Art and Craft, Dance, Drama, Film, Photograph, Ceramic work and have a **CAS project** that you like to showcase, raise funds or get the community involved, this is your time. The event is open to students, from G7 to G12. Get involved, no place for spectators.



CAS Project Chocolate Friendship committee meet Seraphine



On behalf of the entire **Chocolate Friendship Committee** we would like to thank every member of Tema International School for the tremendous support we received during the entire fun-packed Chocolate Friendship Week.

Today we are here to announce the amount we have raised in order to fund the surgery of Seraphine, a one year old cleft lip patient. The Chocolate Friendship Committee **raised GHS 12, 875**. Aside from the festivities, we would like to highlight the importance of service for the TIS community and how this event is much more than sharing chocolates and having fun, it is about coming together as a community for the good of others, in this case to support the cause of Cleft Lip and Cleft Palate by creating awareness and paying for the surgery of the patients on the Operation Smile list.

Once again thank you for your support!

Today, **Operation Smile** team visited us, they were accompany by little Seraphine and her mother. When her mother was called by Operation Smile to inform her that her daughter's surgery was fully paid by TIS students, her joy was not something that can be described with words. Meeting her was such a joyful moment for us. We are eager to continue raising funds for the other 2 children on the **Operation Smile** list that is **Albert and Baby Adobe**. All proceeds from the upcoming **Expression, 23** will go towards these surgeries.



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 Afriye, 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 9, 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**.



Operation Re-Play in action

Operation Re-play as communicated in previous bulletin editions, is a **Community/CAS project** by **Deen Bur-Han, Lois Enstua-Mensah, Chidubem Akunyili, MaaAbena Owusu-Afriyie and Annette Adjavon**. The goal is to refurbish the playground at Tetteh Ocloo School of the deaf. After months of fundraising, work has begun and going on smoothly. The broken and rusted parts of the playground stands have been removed and replaced with galvanized steel and sprayed with Anti-rust paint as first coat to give it a lasting life.

Today the team visited the site to assist the welder and inspect the work done so far. The team has been excited about the progress and felt more satisfied to take part in the process. They weld and hammer some parts to fit, and spray painted the slide.

Empower Playground was on site to share feedback and applaud the team for their efforts.



CAS Project – Eradiating Hunger & Poverty



Eradiating Hunger & Poverty is a CAS (Creativity, Activity, Service) Initiative of **Ayomi Asante, Samuel Tagoe and Nhyiraba Arkaah-Otoo, (G11)**. In line with the Sustainable Development Goals, **No Poverty and No Hunger**.

Through this **CAS project** we hope to raise funds to purchase food provisions and cloths for children who lack them in our community.

After investigation we identify a home for children that call **Maa Paulina Children Foundation**, located at Ashaiman Lebanon Zone 2. Maa Paulina is a home for many children in the Ashaiman community, who run from home because their families cannot take care of their basic needs. According to the Caretaker and founder Madame Maa Paulina, she is struggling to feed them once a day. Food provisions and cloths is something she pray we can assist her with.

With the high cost of living in Ghana at the moment she can barely meet the children's needs as they come. She also mentioned that, she has some brilliant children who come to her place to get support to go to school. Some are doing so well in school despite their challenges. She also hope they can be sponsor to go through education and maybe even go to university and have better opportunities in life.

We like to appeal for the support of everyone here at our school community. We will have some fundraiser initiative's to support the **Maa Paulina Children Foundation**.

You can donate food provisions, clothes and cash. To know more about how to support our project, speak to us: **Ayomi, Samule and Nhyiraba (G11)**. Parents who would like to support can reach out to our CAS Coordinator, Mama Su, Surama.king@tis.edu.gh

ASA – Gardenholics in action



ASA – Crocheting Club



ASA – Preparations for PP exhibition and Service as Action



ASA – Crocheting Club, Public Speaking, Alumni Visit, Project planning



ASA – Cooking Class – Grade 7 Chefs in the making



Reflecting on our CAS experiences

Chocolate Friendship Week



I participated in this event because Chocolate Friendship Day has always been an inspiration to me. It is a great school event for showing your friends how much you care about them. I was on the labelling and the party by the pool planning committee. Throughout the process, I identified several strengths of mine. These include resilience, creativity, and patience. It was occasionally challenging to stay committed to the requirements associated with the creative process. For instance, labelling the different chocolate orders or printing out the list of finances. I was especially challenged during the Heartbeat Dance preparation day. Thankfully, I learned that working with others and asking for help is key. Also, believe in yourself as well. I was appointed head of the decor by Mama Su at the last minute and had to allocate a lot of energy to making sure the sports complex would look beautiful by recruiting some of my colleagues to help. There were many times when I wanted to give up, particularly when I had to continuously walk by myself back and forth from the hostel to the sports complex for supplies. But I persisted and tried my best to finish the task. At every point in time, I attempted to utilize my skills and collaborate with others to assist me in the process. The goal of Chocolate Friendship Day was to raise money for children with cleft lips who need surgery. I was determined to play a role in this because I find it very important to help these children. I recognized and considered the ethics of my choices because I knew that they would affect not only me but everyone involved. An unforgettable moment was watching some of my colleagues drop balloons into the pool unintentionally. Advice for those in charge of the next annual chocolate friendship week is to take everything seriously and have fun. **Malyka Owusu (Grade 11)**

I wanted to make sure everyone got their chocolate, so I joined the finance committee. I guess I got a bit of experience in accounting, which I did pretty well in. Handling, communicating, and cooperating with the people I was in charge of proved difficult, and although many were cooperative, I still needed to clarify some instructions to others and people above my chain of command. I mostly ensured that the orders matched up with the money given. I mostly just remained consistent and present for my duties. I collaborated with others to help set up for the party by the pool. I was very concerned about fair trade. I just made sure people were at least aware of it and the nature of modern slavery. The only ethical consideration I have when handling money is making sure the math works out and returns the surplus. My favorite moment was learning about my grade's accomplishments. The next chocolate friendship Week organizers should prepare scripts because people like you will interrupt you in the middle of your presentation if you pause even a moment. **Anthony Mayilamene (Grade 11)**



Reflecting on our CAS experiences Chocolate Friendship Week

I decided to participate in this event because it has been going on for a while, and I wanted to be a part of it to experience it. I was part of the Financial Committee. I discovered, among other things, that I can effectively organize myself because it required a lot of calculations. I faced challenges when it came to tallying. I was easily confused and had to start over. It taught me the value of paying attention to small details to avoid making costly mistakes. I was not a leader, so I did not take part in many of the initiatives, but I did



help in the planning process to ensure everything turned out as planned. I sacrificed a lot of my free time to get people's orders and count the money I made. It helped me improve my self-management skills, which I have struggled with a lot recently. I worked with one of my close friends, so I enjoyed doing this job, and we were both able to come up with effective ideas to get the task done. One global issue is the inflation rate currently happening in Ghana. Therefore, we looked for ways to establish reasonable prices so that people would not have to spend lots of money on their purchases. An unforgettable moment for me during this experience was when we gathered in the MPH to tally the chocolate people bought. We looked at who bought what and were happy about their show of love. Keep calm, be patient, and trust the process if you happen to lead the next annual chocolate friendship week.
Maadjoa Kakra Obeng -Nkansah (Grade 11)

I joined the party by the pool committee because I wanted to help with planning and preparations for the event. I faced challenges with organizing and getting the place ready for the event. I was committed to making sure there were sufficient chairs and tables available at the venue. I recognized the benefits of working collaboratively when we were decorating the place. I was concerned with the juniors' equal participation in the event and their enjoyment of it. Partying with everyone and having fun was my best moment. For the next annual chocolate friendship week, planners should do their best and not worry. They should just work together, and everything will fall into place.
Dilei Kanneh (Grade 11)



Reflecting on our CAS experiences Chocolate Friendship Week



I participated in this event to show my support for kids with cleft lip and cleft palate and to share in the joy of receiving chocolate from friends. I was the head of the design committee, along with my partner Tiffany. I also played parts in the party by the pool committee, packaging and labelling. The entire process gave me insight into how small local businesses operate. The process aided in time management and meticulousness. I feel like the highest challenge throughout the whole event was the constant attention needed. Everything needed critical

attention at all times to reduce minimal errors as a result of the problems they could cause if not done correctly. I can confidently say CFD played a big part in rounding out my time management skills since I had to balance my academics and dedicate enough time to my objective tasks. My partner and I decided to take the initiative to see how the gorgeous poster about the price and the chocolate that would be sold throughout the process was designed. Throughout the CFW, I was very committed and showed high levels of perseverance. I showed this through my effort in the labelling committee, packaging and the party by the pool. The point at which my collaborative skills were most useful was during packaging. This moment was very hectic; hence, I needed to work closely with my colleagues to make it easier. There were so many exciting moments throughout the week, but I think my favorite part of it all was the live band playing their wonderful songs. My advice to the next leaders of CFD is tally the chocolates well. **Kwadwo Adubofour (Grade 11)**

I joined the event to help raise funds for children with cleft lip and cleft palate. I joined the party by the pool committee. Through this experience, I have developed an attitude of perseverance. Even though I was held back by my academics, I stayed to help with the committee I chose. I've learned to be more organized when overwhelmed with lots of responsibilities and plans. I was challenged by the demands of the tasks I had to undertake, and through this, I learned how to improve my organizational skills. I had to ensure



that the MPH was ready for church as the MPH executive and be ready in time to get to my stand for the party by the pool, so I needed to develop good organization and communication skills to ensure I got this stuff done. In getting the names of those who ordered, I had to work with my partner to be able to record them accurately. I also discovered this through working collaboratively with my "Lucky Dip" partner, where we had to stand in place of

Reflecting on our CAS experiences Chocolate Friendship Week



each other when the other could not make it. I had to keep the initiative's goal in mind as I collected funds from sales and the lucky dip so that I could give Operation Smile an accurate sum of money. In preparation for the event, a lot of work went into the party by the pool. This experience of working together towards a common goal was an unforgettable one for me. To the organizers of the following year's Chocolate Friendship Week, come up with better ideas to make this event continue to improve. Make sure you are committed from the start if you want to see this event yield. **Odasey Tetteh (Grade 11)**

I joined the event committees to gain knowledge and skills I would not have in my day-to-day role. I want to learn from my classmates, hear different points of view, and broaden my knowledge. I was a part of the Party by the Pool Committee and Labelling Committee. It helped me feel more confident about my ability to plan and organize events, which I already knew to be a strength. Along with two of my grade mates, I wrote "happy chocolate friendship day" on the chalkboard. The planning and preparations were stressful but not impossible. Planning and preparation for eight weeks paid off. I had to commit to attending meetings while continuing to balance my academic work. In the latter part and as the event got closer, I showed abilities and understood the advantages of working in a team. My choices and actions were based on my core character values like trustworthiness, respect, responsibility and fairness. It gave the majority of the journey a solid foundation and made it simpler and more productive overall. My best moment was when the committees posed for photos while sitting in front of the scenery. Expressing your ideas is the best thing you can do during this process; time management and self-control should also be your best friend. That's the piece of advice I have for whoever organizes the upcoming annual Chocolate Friendship Week. **Claire-Elise Addo (Grade 11)**

I joined this event because I have experienced it before, and I wanted to be part of the team that would create the unique excitement I felt at opening my gift bag for others. I was part of the chocolate decision-making and finance committee. I realized throughout the planning of this event that I have an inkling for keeping things organized and for working collaboratively for the success of an event. I think an area for personal growth I realized throughout the process is self-motivation. Although I was actively able to help with the preparation, I needed a push to fight the urge to sleep after school instead of heading to the CAS office. It made me realize the need to improve on self-motivation. I think this event did challenge me a lot. I needed quite an amount of motivation to actively participate in what I needed to and go the extra mile of lending a helping hand to the committees I wasn't part of; I think this helped me to develop my willingness, which is an essential factor in acts of service. In the chocolate decision-making committee, I and my other committee members played the essential role of deciding the chocolates and prices for this event.

Reflecting on our CAS experiences Chocolate Friendship Week

I believe the planning and preparations throughout this CAS experience were phenomenal, as we were able to plan it in such a way that the students had enough time to pay and we could finish packaging early and not take up our supervisors' whole night. We were called several times after school, when I should have been sleeping, to take part in this activity. Although I dreaded it, I knew I wanted to impact the students because I knew it was for a good cause. I think one moment where I demonstrated collaboration skills was during the packaging. Everyone who came to assist was able to work together to efficiently package the students' gift bags and arrange the chocolate by their names. Because of this, we finished packaging way earlier than expected, which was a huge benefit. The main issue this event helped to address was cleft lip, and through our service, we raised enough money to pay for the cleft lip surgery of one child in our local community. I knew that simply taking one chocolate or candy for myself may not have seemed as bad at the moment, but knowing that stealing was not only wrong but that the chocolates helped raise money for children who were heavily stigmatized helped to affirm my decisions and actions. An unforgettable moment was waking up at 1 a.m. to go to the CAS office and get the gift bags to share with the students. Planning and organization are essential to the success of every event, so the team in charge of the next CFD should keep this in mind. **Dzidzor Mac-Deh (Grade 11)**

I participated in this event because I wanted to be a part of the committee whose main goals were to make someone smile during the love season. Therefore, I decided to be a part of the finance committee and be responsible for all funds necessary for the cause. I realized that my good collaboration skills helped me to work with my fellow finance committee members. I faced a lot of pressure, especially during the special items sales period when I had to work in very distracting and noisy conditions. But I was able to handle the pressure, improving my self-awareness. I was fully committed to ensuring that everything in finance was perfect, with no untied knots. I realized how collaborative I was when tallying the chocolates with the price people paid. I was able to collaborate effectively and successfully with my partner. As a leader in the finance department, ethics were undoubtedly important. Confidentiality was very important, especially when dealing with special items. And I believe this was very necessary for the success of CFD. One uncomfortable moment for me was when I had to stay in a hot room to make sure that orders were sorted and tallied with the right people. To the leaders of the next annual chocolate friendship week, start early and communicate more. **Bradley Hoedoafia (Grade 11)**



Reflecting on our CAS experiences Chocolate Friendship Week



I initially joined this event because I wanted to be a part of one of TIS' most beautiful traditions. I was a member of the packaging committee, the special items committee, and the party by the pool committee. This experience allowed me to strengthen my collaboration and communication skills when working alongside others to achieve a common goal. Staying consistent with to-do lists was very challenging. As a DP student, there's always work to be done. Balancing my work with these activities was a skill I got the opportunity to sharpen, and I'm grateful for that. There were times when I wanted to give up during the planning and sales process because there was so much to do and it eventually became overwhelming. However, I was able to effectively manage my time and persevere to the very end of it all. On the day of the

party by the pool, there was a lot of work to be done. I spent my whole day at the sports complex working on decorations and setting up for the event. I was extremely disorganized initially, but at the end of the day, I realized that everything wouldn't have worked out completely if I hadn't collaborated with others. The main aim of this year's Chocolate Friendship event was to raise money to pay for the surgeries of individuals with cleft lip and cleft palate. Although we needed students, staff and the TIS community to make purchases so we could gain more money, we needed to make sure that their money would not go to waste and that their purchases would be valid. An unforgettable moment was the night we packaged all the items. I felt revitalized by the time I got to spend with my teammates in the design lab. It won't be simple, but the next CFD leaders should persevere because it will be worthwhile. **Nanette Ativor (Grade 11)**



Reflecting on our CAS experiences

Climate 360 Outreach



Global warming is a rising issue that has had multiple negative impacts on the earth and continues to do so. I feel the need, as an IBDP student, to use my privileged attributes to help people raise awareness and solutions for global warming. I would say a challenge I faced during the trip was translating from English to Twi. I struggled to translate some words quickly or accurately, causing them to appear a little out of context. I demonstrated the following learning outcomes during the experience: challenge and skills, initiative and planning, commitment and perseverance, collaborative skills, global engagement, and ethics of choices and action. When it comes to collaborative skills, I had to work hand in hand with my peers to translate the language from English to Twi just so the women present would understand. The experience was very hands-on. We had to speak to a set of mothers, share the LED Luke's Lights, and speak to their wards too. Overall, it was very engaging and exciting. The issue of global warming requires immediate action. Given that there is still much that I can do to combat global warming, I would probably want to continue this initiative after it has been completed. **Kwadwo Osei Adubofour (Grade 11)**

To educate my local community on the definition and benefits of renewable energy, highlighting the dangers of non-renewable energy not only to ourselves but also to our country, was my reason for being part of this initiative. One of the biggest challenges I faced was the language barrier between myself and the community (Tema Newtown) of the outreach. However, I overcame this through the help of a colleague who could speak the language, and a member of the community of Tema Newtown also translated for us. The learning outcomes I demonstrated and recognized during the experience were initiative and planning, collaborative skills and global engagement. Throughout the process leading up to the outreach day, I actively engaged in discussions with the G-ROC team leader and the CAS team to determine and agree on a suitable day to conduct this outreach, demonstrating initiative and planning. I worked collaboratively with my team members to organize meetings in which we discussed topics about renewable energy to share on the outreach day and created posters to that effect. We also collaborated with another project to provide members of the community with solar lights. The whole aim of this project, which is to promote renewable energy, is itself an example of global engagement, as we are tackling a global issue. It was very engaging. We were constantly sharing the solar lights, presenting our posters, or having conversations about how to proceed with the meeting. They were also presentations given by the G-ROC team, which emphasized more on the dangers of non-renewable energy and its sources within the community as well as solutions. Education, not only in the sense of schooling, is a critical factor for our survival. This was what I learned from the experience. I intend to continue with this initiative. Going to Newtown more than ever exposed the negative impacts of non-renewable energy on our families, communities, and country. During the outreach, many people shared medical complications caused by the smoke from their coal pots. I also saw how the rising sea levels washed away many houses, and the idea of being in such a position was enough to push me to continue this initiative. An unforgettable moment was sharing the solar lights, knowing that they could improve the lives of the people in that community. **Dzidzor Mac-Deh (Grade 11)**





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.

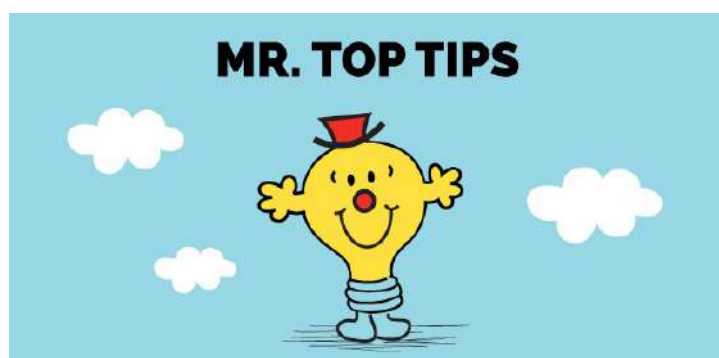
COUNSELLORS' CORNER



Hello, March! A month to March Forward!

Oh, Yes! Dearest exam candidates, studying for exams is a test of knowledge. Relax, Dig into reading and know that YOU ARE SIMPLY THE BEST! Study Smart and Finish Strong!

Exams Reminders



- ✓ Arrive 30 minutes early. Understand the question, know what is expected of you and draw out a plan of answers before you begin to answer the question.
- ✓ Read instructions carefully.
- ✓ Carry the same enthusiasm for learning for the first paper to the last paper.
- ✓ Don't panic! Don't waste time on a question if you do not know the answer. Rather skip to the next question and answer that later.
- ✓ Write clearly and boldly!

DP2s

THIS IS IMPORTANT



DP2s, when universities invite you for an interview, it is a great chance to sell yourself. They want to:

- ✓ know you and put a face to the application.
- ✓ know whether you possess the university specific DNA based on what they are looking for such as bold spirit, zest, resourceful attitude, interest in the world, creative intellect, etc.
- ✓ **NB:** It is compulsory to see your counsellors for mock interview sessions.

THREE P'S



BE PREPARED

*Know yourself (academic & non-academic, goals, values, strengths, weaknesses, favourite extracurricular engagements, lessons & skills learned, every pertinent detail in your application eg: college essay etc..)

***Research**-Know the school (unique aspects about programme of interest, strengths of the school, what you like about it etc)

- Appearance: Dress for success! Business casual, look smart!
- Avoid fidgeting, sit confidently!
- Maintain Eye Contact

❖ **BE PUNCTUAL**



❖ **BE POLITE, SMILE**

❖ **SHOW YOUR ENTHUSIASM FOR THE SCHOOL. DON'T FORGET TO SEND A NOTE OF THANKS**

Helpful links:

<https://www.prospects.ac.uk/applying-for-university/getting-into-university/preparing-for-a-university-interview>

<https://www.topuniversities.com/student-info/admissions-advice/how-prepare-university-admission-interview>

<https://www.youtube.com/watch?app=desktop&v=2YPLb1btN74>



Ghana

Visit with: Dr. Govindha Yeluripati (Head of Department for Computer Science Lancaster University Ghana with DP1 Students



What an insightful presentation by Dr. Yeluripati on **“Choosing the Right Career Paths in an ever-changing world”** .He laid much emphasis on choosing careers based on the market value, market niche, passion, interest and ambition, money, satisfaction and fulfillment. With a heightened interest in the Sciences, Arts, Business etc. the focus of one’s career should be an immediate response and need to the community.

Enjoy Reading DP1 Students’ Reflections

“I was fortunate enough to witness the HOD of Computer Science at Lancaster Ghana talk on career choices at my school. The career choice talk was insightful and thought-provoking, and I gained valuable information on career choices and the importance of having an ambition. The HOD emphasized the importance of choosing a career path that aligns with one's interests, skills, and values. He stressed that it is crucial to pursue a career that one is passionate about and enjoys doing, as this will lead to job satisfaction and success in the long run. Moreover, he highlighted the need to continuously learn and upskill oneself to remain relevant in the workforce. He emphasized that the job market is constantly evolving, and individuals must be willing to adapt to changes and acquire new skills to remain competitive. He was also engaging by letting us share our personal experience with how we discovered our career paths. He encouraged us to explore different career options and not be afraid to take risks and try new things. Personally, I found the talk to be inspiring, and it motivated me to explore different career paths. I was particularly interested in the opportunities available in the field of technology, which is something I had not considered before. In terms of evaluating the talk, I think he did an excellent job of presenting the information in a clear and concise manner. However, I would have appreciated more time for questions at the end of the talk, as I had some specific queries that were left unanswered. Fortunately these question can be easily answered through research. Overall, I think the talk was a valuable experience, and it

helped me gain clarity about what I want to do in the future. I am grateful to the HOD of Computer Science of Lancaster Ghana for taking the time to visit our school and share his expertise with us”.

~Winston Mwindaaare~

“We had a very informative session with the Lancaster University representative. In this session, he spoke about all the doubts I believe we called came across in choosing a career, and even added more. He showed us many reasons why we may choose a specific career path making sure to acknowledge the rapidly changing world we are going to face. Through this session I was able to learn about how I should choose my career and among these which I find most important to me. I now know to think outside the BOX when I want a career, finding something that no one expected I would do what I love. Although I am aware of the tough world out there, I am rest assured knowing that I can do multiple careers if I choose to as long as I am happy doing so”. ~Odasey Tetteh~

On the 27 February 2023, we were paid an insightful visit by Lancaster University. We had a session on how to choose the right career. During the session we looked at the factors to look into when choosing a career. The first factor was the market demand of the career. This is how much the career would be needed in the future. The market demand affects the probability of gaining employment in that specific career in future. Careers which have low market demands do not have a high probability of employment in the future because they would not be essential in the future-especially in this age of technology where AIs are being used for certain jobs. The second factor is your abilities. This means you have to choose a career in your abilities. For example, if you are extremely weak in Math, it is not recommended you choose a career that has math as its foundation. I think this session was very important because I am at a critical time in my life where every decision, I make is crucial to my future and having the right guidance towards each decision would help me in my future. ~Mawulolo Agbeli~

“During this session, I learnt a lot regarding career choices and reasons to choose the right career based on interest, location, market, opportunity, trends, and ability. The session was really engaging and interactive because we were asked questions about the career we wanted to do in the future. The presentation mostly focused on the reasons why one should select a career. What I gathered at the end of the session was that a career should be chosen according to one’s interest, ability, and skills that have a connection with their personality and can help one excel in the profession as well. It should also be selected according to how it’s trending in society and the effect of the job market on the profession. Lastly, opportunity plays an important factor when deciding on a career path because it creates varieties of career paths and it can also influence a person’s interest in the career field”. ~Nhyira Caesar~

“We had a discussion based on choosing our future career paths. The presenter mentioned the usual factors to consider like our interests, strengths and abilities, money, influence from our community, friends and family and even market demand (high or low) i.e. opportunities present at the time. However, we also spoke about how the world of today has impacted many jobs, for instance, the introduction of artificial intelligence, geopolitical and financial crises as well as the start of the pandemic. "Balancing everything is a great deal" is a sentence that stood out to me, it allowed me to ponder upon the weight of my decision to take a particular career path and gave me more motivation to seriously consider many of the factors that he mentioned throughout the presentation. All in all, it was very insightful and I am glad that we had this discussion”. ~ Dzidzor Mac-Deh~



DP1s- UK APPLICANTS ONLY

- ✓ To study Medicine, some universities will require UCAT/BMAT exams.
- ✓ To study Law, some universities will require LNAT exams
- ✓ Kindly check directly with your schools via email to confirm
- ✓ Cost and dates for registration are for the year 2023 but subject to change.
- ✓ Kindly contact the registration centres DIRECTLY for updates as stated below.
- ✓ Click on the helpful links below and START PRACTICING NOW!!



Linear Assessment Centre. Contact Person: Roderick -0244167800

All students who want to take the professional examinations: UCAT, LNAT should please contact Linear Assessment Centre for assistance. Click here: <https://linearghana.com/>

For all exams:

Primary ID	A currently valid passport containing the candidate's photograph and signature. An unsigned passport is only acceptable if it is a biometric passport and does not contain a location for a signature.
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- ✓ Registration: <https://www.ucat.ac.uk/about-ucat/ucat-test-cycle/>
- ✓ OPENS: 11TH July to 29th September
- ✓ **Deadline:** 10 September (***)Based on availability of slots, register now, slots get filled up quickly)
- ✓ Cost: £115
- ✓ Test Day Deadline for UCAS Application: 15 October - Application deadline for all Medical, Veterinary and Dental Schools in the UK.
- ✓ **Practice Links:** <https://www.ucat.ac.uk/prepare/practice-tests/>
- ✓ <https://www.12minprep.com/knowledge-hub/free-ucat-test-practice/>
- ✓ <https://www.blackstonetutors.com/free-ukcat-practice-questions/>



<https://lnat.ac.uk/registration/dates-and-deadlines/>

- ✓ Candidates may only take the LNAT once per year (from September 1 to July 31.)
- ✓ Cost: £70
- ✓ Student must create accounts and have their username and passwords ready before time.
- ✓ **REGISTRATION OPEN:** 1ST August to 20 January
- ✓ (**Deadlines: NOTE;** Oxford and Cambridge registration and testing deadline- before 15th October, London School of Economics- registration and testing deadline- before 31st December, all others, before 20th January.
- ✓ **Practice links:** <https://lnat.ac.uk/how-to-prepare/practice-test/>
- ✓ <https://www.thelawyerportal.com/lnat/lnat-prep/lnat-practice-questions-free-lnat-questions/>
- ✓ <https://psychometric-success.com/aptitude-tests/test-types/lnat>
- ✓ <https://thinkstudent.co.uk/what-is-a-lnat-test/>

BMAT



BRITISH
COUNCIL

Ghana

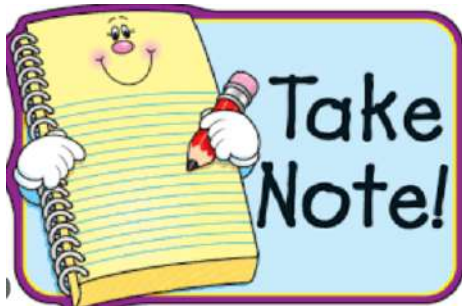
Accra:

+233 (0)30 2610090

Kumasi:

+233 (0)30 2610090

- ✓ **OPENS:** 1st September, **Registration Deadline:** 30th September, **Don't wait, Register now!**
- ✓ Test Date: 18 October 2023
- ✓ Cost: £100/\$137
- ✓ Click here for more information: <https://www.admissionstesting.org/for-test-takers/bmat/bmat-october/dates-and-costs/>
- ✓ **Practice Links:** <https://www.admissionstesting.org/for-test-takers/bmat/preparing-for-bmat/practice-papers/>
- ✓ <https://www.themedicportal.com/application-guide/bmat/bmat-past-papers/>
- ✓ <https://thelowkeymedic.com/bmat-preparation-guide/?v=0f177369a3b7>



Kindly take note of the following;

- ✓ Check first with the schools of your choice if they require professional exams and the score points needed.
- ✓ Helpful links of schools that require BMAT. However it is subject to change and is not the comprehensive list. <https://6med.co.uk/bmat/guides/how-universities-use-bmat/>
- ✓ Helpful links of schools that require UCAT. However it is subject to change and is not the comprehensive list. <https://www.themedicportal.com/application-guide/ucat/ucat-universities/>
- ✓ Helpful links of schools that require LNAT. However it is subject to change and this is not the comprehensive list: <https://universitycompare.com/advice/student/lnat>



- ✓ **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 without essay \$103 – Online payment only with visa/credit card.

SAT TEST DATES 2023

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
11 March 2023 (Digital)**	24 Feb. 2023
6 May 2023 (Digital)**	31 March 2023



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

**Surround
yourself with
people that
reflect who you
want to be and
how you want
to feel, energies
are contagious.**

AUTHOR
RACHEL WOLCHIN

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

