

TIS RECORD

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At TIS,

we believe balance, by maximising opportunities and experiences to enhance learning and challenge oneself, inside and outside the classroom, is the key to success.

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Key Dates

- 21/4/23: G11 EE Cafe
- 21/4/23: PS Book Day
- 28/4-19/5/23: G12 Final Exams Session
- 6/5/23: SAT (Digital)
- 8-21/5/23: MYP eAssessments (Grade 10)

Thought for the Week

Effective executives, in my observation, do not start with their tasks. They start with their time. And they do not start out with planning. They start by finding out where their time actually goes.

- Peter Drucker



Overseas Excursions

After the COVID period that stopped normality for a couple of years, overseas excursions are now back on the agenda. In June, the annual Spain and France trips will resume. Each is a fabulous cultural experience that enriches each participant's language development. Other university summer programs are also popular with our students.

However, TIS needs to ensure that each participant will be the best ambassador for Tema International School. These trips are not a case of simply pay and play. Participants need to have demonstrated our expectations consistently in order to attend.

For example, students who take regular exeats aren't taking advantage of our available opportunities and experiences.



"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

- Dr Raphaela Agyarko, IB Class of 2016, for being awarded four major prizes for her final year in Medicine at the University of Ghana: best female student in ophthalmology (2 separate awards); best student in surgery; and, best student in ophthalmology. Always setting the highest standards Dr Raphaela. Always making us proud.
- Joshua Mefful, IB Class of 2022, for being awarded the 2023 Overall Outstanding Community Member of the Year at the University of Toronto Scarborough. Making us proud from Canada. Well done, Joshua!
- The Beacon of Hope CAS project team under the leadership of Hadi Amoussa and Kwesi Acheampong.

Students who are not part of a Dukies program will not take advantage of the overseas experience. Students who do not regularly participate in ASAs do not demonstrate the balance and commitment required to be a TIS Ambassador.

Intending students for the June trips will be required to list how they satisfy our expectations next week so they earn the right to attend the trip.

Exeats

Exeats are limited to two per mid-semester period. Many are abusing the system by requesting a medical exeat for regular weekend exeats (leave Friday and return Sunday). If a student does not return the same day, it is not a medical exeat.

Regular exeats restrict students from important school experiences. Next year, there will be declared 'no exeat' weekends to ensure students are active participants in school events. TIS is not a school for spectators.

I appreciate your support.

Enjoy each day.

Dr Ken Darvall (Principal)

principal@tis.edu.gh





TIS

MAIN CAMPUS

INFORMATION



Exeat

There are two types of exeat: general and medical. All students will be allowed two exeat 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 exeat will be granted if a student has outstanding work.

No exeat 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 exeat).

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



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.

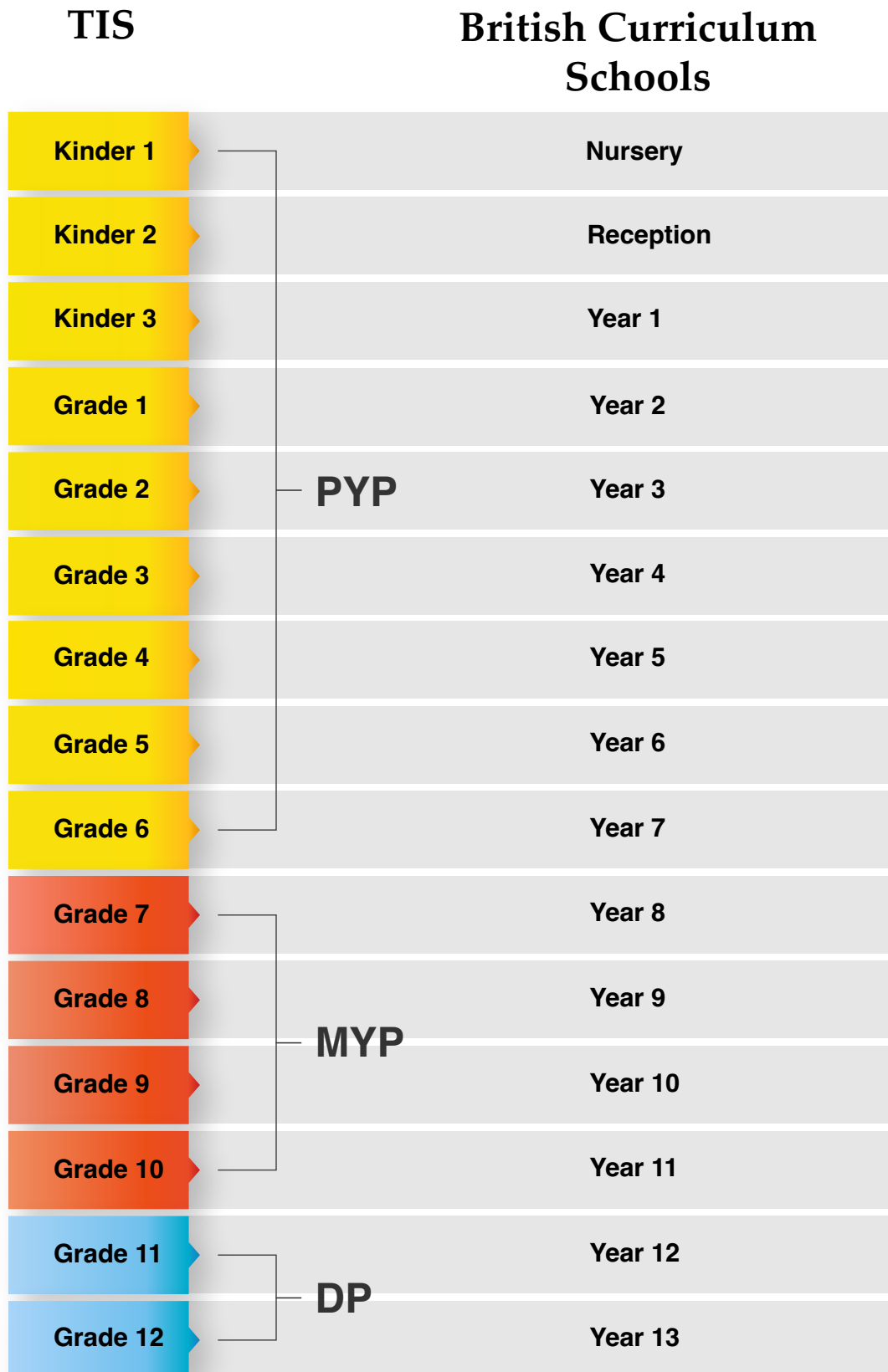
APPLICATION DECISION

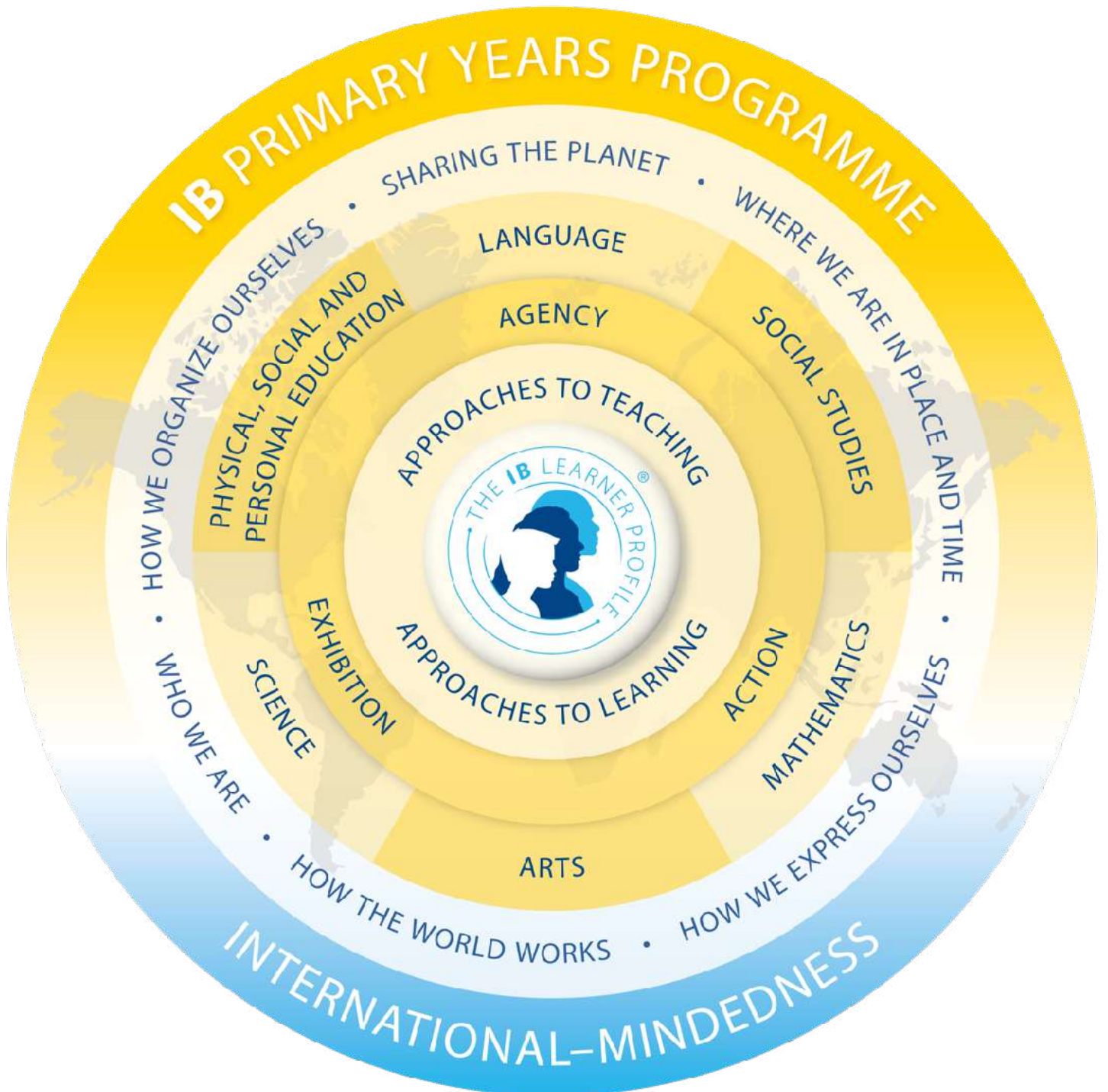
- ✓ If an admission offer is made, you will have 14 days to accept or decline the offer.
- ✓ Otherwise, you will be informed if your child has been unsuccessful or placed on the waiting list.

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





Transdisciplinary Learning and The Unit Celebrations



Having been to the last unit celebration at the TIS Primary school, one could not miss the display of the various pieces of evidence of authentic learning. The performances put up on the stage were born out of really collaborative, student-owned inquiry which, most importantly, captured the various concepts and ideas put forth in the units from each class. To the trained eye, the showcasing of knowledge and skill in different ways details the transdisciplinary connection of the inquiry that takes place in the school. In the following update, we share snippets of these pieces and performances to point out some of the many transdisciplinary connections drawn from each area and more so, from real-life contexts. To put things in their proper perspective, it would be great to rehash the concept of transdisciplinary learning and how it undergirds learning and inquiry at TIS Primary School.

Transdisciplinary Learning

Transdisciplinary learning is concept-based inquiry that transcends the subject disciplines and incorporates into learning real-life scenarios that make the construction of meaning contextual and relevant. Transdisciplinary learning is an educational approach that integrates multiple academic disciplines into a cohesive learning experience. It goes beyond traditional subject boundaries and encourages students to make connections between different fields of knowledge. Transdisciplinary learning is focused on solving real-world problems and it promotes critical thinking, creativity, collaboration, and a more comprehensive understanding of concepts.

Here at the TIS Primary School, students are not just learning facts and information but are also mastering practical skills that will help them succeed in the future. They are encouraged to explore concepts from multiple perspectives and to apply their learning to real-world situations. Transdisciplinary learning prepares students for the challenges of the future by equipping them with the skills and knowledge they need to solve complex problems across

different fields. It is a powerful approach that can help students become more adaptable, innovative and able to think critically about the world around them.

Benefits:

Transdisciplinary learning at TIS Primary School has proven to be a great gain for our students and the entire learning community. Here are examples of these benefits.

Enhance critical thinking: Transdisciplinary learning has encouraged students to approach concepts and questions from multiple perspectives. This expands the spectrum and breadth of thinking and deepens critical thinking skills. The approach has helped students connect knowledge across different subjects and apply them to real-world problems.

Spurs creativity: At TIS Primary School, transdisciplinary learning always culminates in creativity as students explore concepts through different strategies offered by the amalgamation of perspectives from multiple disciplines. It affords our learners to develop new independent ideas and approaches through the fusion of knowledge from different areas.

Promotes collaboration: Transdisciplinary learning at TIS Primary School is enriched by continuous collaboration among students and teachers from different subjects, which helps build teamwork and communication skills. The outcome of these collaborative endeavours is the transformative learning engagements that help students co-construct meaning and appreciate different viewpoints and work together to solve problems and create new ideas.

Provides holistic understanding: Transdisciplinary learning at our happy school provides strong contexts for the understanding of concepts by integrating knowledge from different subjects while relating to real-life scenarios. Our students see how concepts weave in connections and applications from different subjects and how these lend collective context to real-world problems. The subjects do not remain isolated fragments of knowledge to be learned but a relevant set of tools for everyday life.

Future-ready Students: At the rate at which the world is changing, in 10 or 20 years, only those equipped with the relevant skills would excel. The transdisciplinary learning engaged at TIS Primary School shapes our students for the complex challenges of the future by making them ready with the skills and qualities needed to solve problems across different fields. It helps students become more adaptable, innovative, and able to reason critically about the world around them. They are wired to take action for positive change.

Evidence within Our Unit Celebrations

(With scenes from our last unit celebrations)

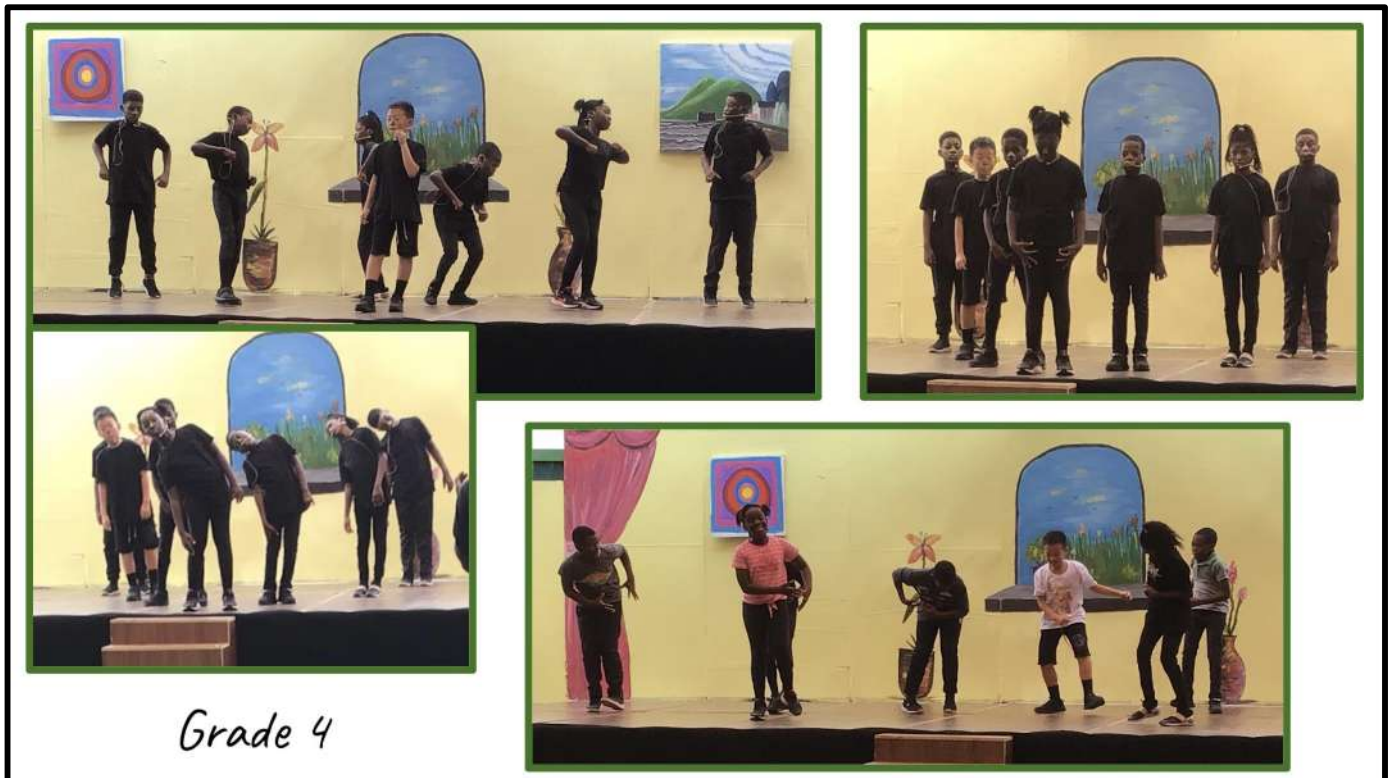
Unit celebrations are great platforms to demonstrate transdisciplinary learning here at TIS Primary School. During a unit celebration, students showcase their learning across different subject disciplines and how they have integrated that learning to create a final piece or product. Here are some ways in which transdisciplinary learning was demonstrated in our last unit celebration.

***Integrating multiple subjects and perspectives:** A unit celebration can showcase how students have integrated learning from different subjects to create a final project or product.

In this unit celebration, Grade 3 for example, drew from their unit on the sustainability of world resources to create a debate scene at the "court of judge earth". The arguments included learning about scientific explanations of the threats of fossil pollution, the mathematical trajectory of this environmental malpractice, and what social interventions could be made to lead us on the path to sustainability. They used the vehicle of drama and the languages (French, GSL, Mandarin and English) to send out the message.



During the unit celebration, students presented a project that showed how they had applied concepts from all these subjects to create a solution for a real-world sustainability issue.



Under the same broad theme of “Sharing the Planet” as Grade 3, the members of Grade 4 deployed their prowess of poetry, dance, drama and art to display learning and convey messages about keeping habitats for living things intact. In their performance, salient and connective aspects of math, science and social studies could not be missed.

***Collaborative learning:** Transdisciplinary learning often involves collaborative learning, and a unit celebration is an opportunity for students to work together and showcase their teamwork. Students can collaborate on a project, sharing their skills and knowledge to create something that demonstrates how different subjects can work together. Grades 5 and 6 learners from the theme of inquiry, “how the world works”, were able to bring a piece that reflected the different conceptual or central ideas in the learning.



Grade 5 choreographed the evolution of music through time and demonstrated how changing technology has influenced the creation and recording of music. In the end, they collaboratively produced beats for their unit song on how to care for modern devices such as laptops and tablets.

Grade 6 demonstrated through drama how scientific phenomena, like changes in the state of matter, can influence our environment and daily lives. Through dance steps, they worked together to show the molecular structure of the particles of liquids, solids and gases. To drive the points home, they further used dramatisation to explain the water cycle and the hydrological effects.



***Real-world problem-solving:** Transdisciplinary learning is focused on solving real-world problems, and our unit celebration demonstrated how students have applied their learning to real-world problems. From their unit, “How we organize ourselves”, Grade 1 focused on community organisations and their services included learning about social studies, language arts, and math.

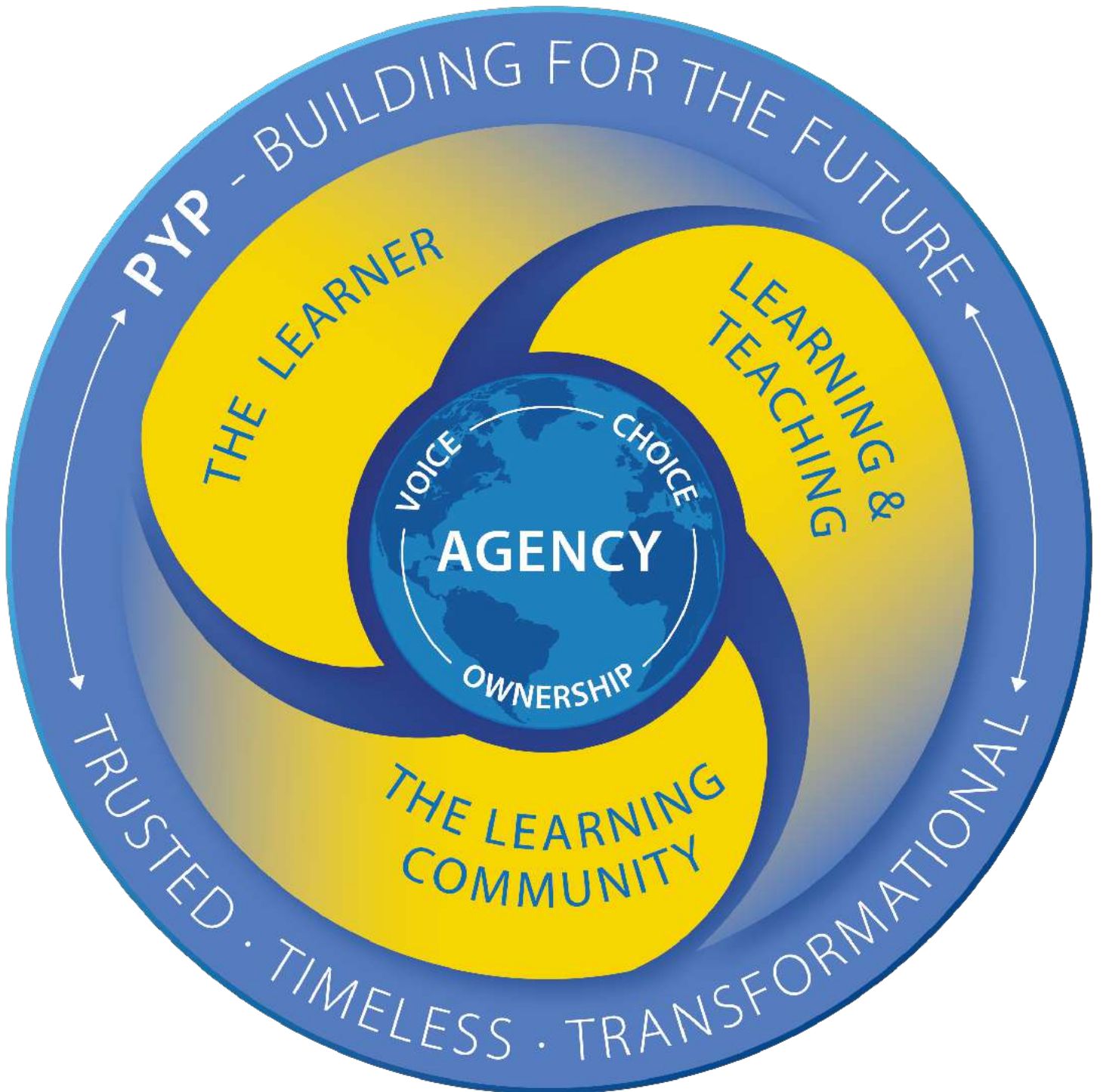


During the unit celebration, Grade 1 and 2 students presented a series of drama, dance and music pieces that demonstrated how they have used concepts from all of the other subjects to recommend a positive change in organisations, community services and or a general public behaviour.



Overall, a unit celebration can be an excellent way to demonstrate transdisciplinary learning in education by showcasing how students have integrated learning from different subjects to solve real-world problems. Even as young as they are, learners from the early years were not left out in being able to demonstrate how they understand real-world issues and act consciously as internationally minded and responsible global citizens.







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

TIS 2022/23 School Calendar

August 2022						
Su	Mo	Tu	We	Th	Fr	Sa
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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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May 2023						
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June 2023						
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July 2023						
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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)
29/3/23	G12 Exam Readiness Workshop
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
10/3/23.	G3-4 excursion
24/3/23	G5-6 Excursion
24/3/23	Additional Languages Day Activity
31/3/23	End of UOI #5 Celebrations
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



**Don't
wait
until it's
too late!**

Dr Ken Darvall

TIS@ WAISAL MUN Conference.

TIS participated in the first annual West African International School Activities League (WAISAL) MUN Conference held in Accra, Ghana from 30 March to 1 April 2023. The Conference themed “Achieving Gender Equality and Empowering All Women and Girls (SDG#5)” enabled students to demonstrate their debating skills and create awareness of global issues as world-class citizens.

Below are excerpts from the conference.





Geography Trip to Boti Waterfall Ecotourism Park Reflections

Field trips play a pivotal role in comprehending man and his environment. Trips connect classroom discussions to real-world events. Therefore, to understand the management and role of ecotourism in Ghana, the Geography DP class visited Boti Ecotourism Park in the Eastern region. The visit served as a springboard for students to explore the beauty of nature, be it the waterfall, umbrella rock, the Giant Footprints, the Three-Headed Palm Tree, Fertility Stones,



the plains, and the undulating nature of the landscape as well as the people of Huhunya. This exposure has equipped students to enrich their case studies relating to Butler's Model of

Tourism Development. Students appreciated the stages that tourist destinations go through to attain their sphere of influence.

For many of the students, it was their first experience at the Boti Ecotourism site so they were impressed with how the site was intact with its heritage. Students found out how the ancient people used the holes in ancient rock found in caves to call for meetings. Students also had the opportunity to explore the Akuapem – Togo range and its scenic landscapes.

Students were able to apply concepts and relate them to real-life experiences.

".....we were able to identify the physical properties and apply our knowledge in real-life contexts." (a Grade 11 geography student's reflection).

The trip not only provides the opportunity for students to learn but to also bond well with the other geography classes. The DP 2 students share their learning experiences in geography with the DP 1 students.

“.....and it also helped me build my communication and cooperation abilities.” (a DP 1 student).

Final-year students also seized the opportunity to refresh after the mocks. As indicated by a student *“.....the trip was a revitalizing experience”*. The trip to Boti Ecotourism enabled students to assess the management of the environment, ecological footprint, and perseverance



of primary touristic features. Post-trip discussions brought out the observations students made in the assessment of the management of an ecotourism destination. A student observed that “there

were bins strategically placed throughout the area to discourage trash and maintain the area clean”.

To end with this report, the students’ trip to Boti Ecotourism was a success regardless of the student’s inability to see the “Ponmpon” river falling off the outcropped igneous rock due to its seasonal and intermittent flow.



The Three Headed Palm Tree



The Talking/Sound Ancestral Cave



The Plunge Pool of The Boti Waterfall



The Umbrella Rock



TEMA INTERNATIONAL SCHOOL

CULTURE



At TIS, we believe that culture as one of the four pillars for student balance and ensuing success, develops and enhances the creative, artistic and performing skills and talents in each student.



EDUCATION FOR A BETTER WORLD

MY CIRCLE OF CONTROL

I WILL FOCUS ON WHAT I CAN CONTROL



THINGS THAT ARE OUT OF MY CONTROL

What other people do

Things from the past

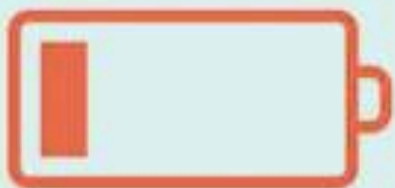
Other people's choices

What other people say

How other people feel

The weather

Energy Takers



- Sugar
- People pleasing
- Fear and doubt
- Sitting all day
- Overthinking
- Worrying
- Dehydration
- Living on autopilot
- Junk food
- The news
- Resentment
- Gossip
- Clutter
- Hate

Energy Givers



- Sunlight
- Being authentic
- Positive self-talk
- Movement
- Living in the moment
- Deep breathing
- Filtered water
- Living mindfully
- Nutritious food
- Music
- Acceptance
- Friends
- Minimalism
- Love

@derricchew

CAS-SA Corner Buddies For Change



Buddies for Change is a breakaway of the **Buddies Without Borders Initiative**, a global program that aims to inspire students to be the change in their communities. Recently, one of our members participated in a global forum, collaborating with hundreds of students from clubs around the world. The goal of the forum was to create a website advocating for mental health awareness and she was placed third overall. **Fadila Abdulzakou** is the first ever Ghanaian in BWB history to rank on the podium in a forum. But she didn't participate on her own, she was joined by two of our other members **Nissi Arday** and **Tiffeney Nyarko** who were both placed third in the People's Choice award for the forum.

"Well, I'll say that it was a very interactive and enjoyable experience. Just being able to discuss with other teens across the world an important topic like mental health and trying to work on solutions together while making friends. It was encouraging to see other teens making the effort to work together, despite our different perspectives. Our final product was a website that was fun and challenging to make, I'm glad at how it turned out. I would definitely recommend everyone to join the club and try and participate in a unique experience like the international forums".

Fadila Abdulzakou, G11.

As a result, we have started working on our local action project, which is centred on SDG Goal 2, "Zero Hunger." Our club made an insightful decision to raise awareness through a documentary to help students in TIS and our community as a whole, about the effects of food waste, as well as why people waste food. Our club wants to uncover in depth how TIS and Tema as a community can achieve 'Zero Hunger, Zero Waste.' Not only are we filming a documentary but shall engage the student body in open forums every two weeks and surveys. We hope to find the real underlying cause of why we human beings waste food? **Akua Osafo-Buabeng – G11 – President of BFC Ghana**

Service as Action Transitions into (CAS) Creativity Activity Service



MYP 5 students are drawing the curtains on their experiences for Service as Action and preparing for the next phase – CAS. Students understand what it means to connect their learning to real-life situations, think globally and act locally. They appreciate the essence and role of NGOs and social centres in making the world a better place and most importantly, they have a good understanding of achieving the 7 *Learning Outcomes*. Students were asked to share ideas for CAS at the DP level. Below are

a few submissions from the transition booklet; enjoy!

I would love to create an architecture club with a group of students where we create structures, and learn the types and different concepts of architecture. I will be able to handle this club as I have gained prior knowledge from my personal project experience which was founded in my Design class.

Another interest I have and want to use as an idea for CAS in DP is to spread awareness of Mental Health for teenagers by collaborating with an organization with the same mandate.

Jenevieve Achemdey



I would like to initiate a Renovation project, perhaps a hospital Ward with a group. My primary goal is to provide a secure area for all sick individuals in a setting that is poorly maintained. Secondly, I would like to volunteer at a children's hospital or orphanage during summer break to offer a helping hand to support children. **Charlene Akwei**

I plan to take up the following in CAS. Clean-ups and tree-planting exercises to promote awareness of global warming and pollution. I would like to build on my community project experience where we constructed a plastic house tank to store plastic bottles. Creating opportunities for least fortunate children to have access to education by providing books and resources for quality education and finally educating young girls in marginalized communities on menstrual cycles and providing a reusable form of sanitary towels. **Eyram Addom.**

Service as Action Transitions into (CAS) Creativity Activity Service

An idea I have for DP CAS is to create a club for philosophy: In this club, we will discuss philosophical concepts and ideas. We will share our interpretations of different texts such as *Become What You Are* by Alan Watts, *Descartes's Meditations on First Philosophy* and *Letters to A Stoic*. I believe some of these discussions will give us a good boost for our TOK lessons. **Phebe Tweneboah**



I have numerous ideas for my CAS project in DP, however, one of them is a mental health workshop. It would be called “Breaking the stereotypes” This will aim at helping students to understand mental health better. It also aims to break the stereotypes and prejudices around mental health by answering some of the questions that have been misinterpreted by society.



I would want to also share my knowledge with younger generations that do not have the opportunities that I have, by giving French lessons to children at an orphanage and organising an entertainment day for them in French culture style.

Last, I would like to host a fundraiser (selling snacks or food), and the money collected will be used in an all-star game between two teams. Each team will be playing to win the cash prize for the NGO or cause of their choice. The team which wins gets 80% of the cash prize and the team that loses gets the 20% of the funds. All of the money goes to the NGO each team has picked to play for. **Farah Agoro Dikeni**



A topic that is dear to my heart is the lack of awareness for **Testicular Cancer**. I wrote an article about it as an SA experience and wish to build on it at the CAS Level. I would like to raise awareness through public gatherings, such as speaking during assemblies and common room meetings. Testicular cancer awareness programs can be implemented in schools and workplaces to educate young men about the signs and symptoms of the disease. I would also organise a video about the TC for upload on our school’s YouTube channel to spread awareness to a wider audience. **Senanu Ahlidza.**

Service as Action Transition into (CAS) Creativity Activity Service

I would like to cover the Creativity and Service strands of CAS, so for service, I would first like to reinstate the Animal Lovers Club. At least once a semester I would like us to make a trip to either a zoo or habitat for animals to learn more about them and to have a presentation on an endangered species. As I also plan to be a part of the assembly team I would like to introduce animal facts of the week.

For creativity, I would like to initiate a philosophy club. I am someone who takes interest in it and I have gone ahead to study it to a point, mostly absurdist by Camus but also cynicism by Diogenes etc. I would love for us to pick a philosophical book and read either the book or an extract and speak on what it means to each of us. We could also have our input on a philosophical question and my third idea is that of a movie club. I think this would be of particular interest to film majors. It would focus on the analysis of movies, from direction to plot to camera shots and at the end of the semester we



would make our very own movie which would be posted on the school's YouTube. **Edudzi Mac-Deh.**



Organise an entertainment fundraiser to support a cause by collaborating with an NGO. **David Poku**

Under the Activity strand of CAS, I wish to introduce **Netball** as a new sport discipline and as an ASA - After school Activity. **Keona Martin Lawson**

Raise funds to purchase dental supplies for children living in marginalised communities or teach basketball to a local school and learn American football. **Kelvin A. Boateng.**

What does CAS stand for?

<p>CREATIVITY Experiences that encompass original thinking, including artistic activities and other learning and teaching experiences.</p>	<p>ACTIVITY Experiences that contribute to a healthy lifestyle through participation in individual/team sports, as well as any other activity which focuses on physical exertion.</p>	<p>SERVICE Experiences that involve interactions with individuals or groups, which provide benefits to the community. These experiences should not only involve contributions to others, but also with others, while developing a deep commitment.</p>
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Spectrum Connect CAS Initiative



Spectrum Connect is a CAS (Creativity, Activity, Service) Initiative of **Nissi Arday and Ethan Sunkwa-Mills**, Grade 11 students at **Tema International School**.

Our goal is motivated by our desire for inclusivity and integration of autistic and neurodiverse children in Ghana. **Spectrum Connect** aims to raise awareness and dispel stigmas about the autistic and neurodiverse community. We started this initiative because we have personal interests and connections to the subject of **autism spectrum disorder (ASD)**

We hope to highlight our goal during Autism Awareness Month (April 2023) by publishing articles, having talks on televised and broadcasted platforms to help disseminate our message, and most importantly raising funds. Our goal in spreading awareness is straightforward: we think that information has power. We wish to break the stigma and barriers that surround autism and ASD in Ghana, establishing a space for dialogue, connection, and development. When there is a high level of public awareness, people will be more educated about symptoms, the earliest age of diagnosis, treatments, or therapies that will be beneficial in increasing the possibility of early interventions.

In order to create awareness and support the **HopeSetters Autism Centre**, we intend to raise a grand total of **GHC18,000**. With the funds, we will also be able to organise a play day in collaboration with Autism Centres, such as HopeSetters Autism Centre, and bring together autistic kids in a sensory-appropriate environment. We are starting with HopeSetters as we both have a long history of collaboration with them and they are in the vicinity of our school.

Gradually, as the initiative grows, we will expand our efforts to the Greater Accra region and eventually Ghana as a whole.



DONATE NOW by clicking on the link below.

<https://makewehelp.com/donation/spectrum-conect-cas-project-2>

No amount is too small. With your donations and support, we will be able to erase preconceptions and misunderstandings about ASD by educating the general public through various print and audiovisual media. Your support will also help us to set up methods of supporting and delivering financial and emotional support to parents and carers. Together, we can break down existing barriers to ASD awareness and build bridges towards acceptance and inclusion.

For further information, you can contact our CAS Coordinator, Mrs King via email surama.king@tis.edu.gh



NEW PRODUCT ALERT

***920*78#**

SPECTRUM CONNECT CAS PROJECT
(RAISING AWARENESS AND DISPELLING STIGMAS ABOUT THE AUTISTIC AND NEURODIVERSE COMMUNITY)

TARGET: GHS 18,000.00

Ado TV
am.Ghana

TOPIC:
AUTISM AWARENESS

NISSI ARDAY
TEMA INTERNATIONAL SCHOOL

ETHAN SUNKWA MILLS
TEMA INTERNATIONAL SCHOOL

HOST: **KWAME NANA KOKORATE**

FRIDAY 14TH APRIL, 2023 @9:30AM
Don't Miss it!
LET'S WATCH IT TOGETHER ON ADO TV. AdoTV! Bringing good things to life.



Reflecting on Expression 2023



I had some potential or ideas about dance before I joined the dance club, and I already knew how to do some dance moves, so it was very easy for me. It was a very tough journey, but over time it became better. Some of the dances were so hard that I had to ask my friends to teach me. And over time, I became better at it. I also had the plan to dance with my three other friends (John, Moses and Adyln) separately. So, I spoke to them, and we dedicated our time, our after-school activities period, to practising very hard for the dance because we had never danced in front of a lot of crowds like that before. So, it was a bit challenging. We had to make sure we practised every single day to be perfect at the dance moves and flow with the vibe of the song. We became more serious the day before the day of Expression. I even felt like quitting, but if I remember where we started, it has been a very long journey. I had to choose between playing basketball and practising dance. I remember when a lot of people were telling me they didn't know I could dance like that. And I had people tell me they liked the energy I put into the dance. It was a memorable moment for me. My advice to those who will lead, perform, or participate in the next Expression is to remember why and where you started if you feel like quitting. - **Hubert Efrem-Donkor (Grade 8)**



I have always wanted to both lead and dance. I was the leader of a dance committee for Expression. My challenges were getting people to listen to me and getting them to take initiative and make an effort to express themselves. I took the initiative to make sure everyone attended the rehearsal, and I actively recruited new members to form their distinct groups. Even though I was tired, stressed, and packed with summatives that week, I would still come and stay for every rehearsal. We were able to help each other when we didn't get the moves and give suggestions to improve the dance. I had to think about SDGs that were related to dance and figure out how to represent them. Performing in front of an audience was an unforgettable moment for me. Be assertive

and stern if you want to lead. I'd advise anyone who performs, organises, or participates in the next Expression event to do that. **Fadilatou Abdoul Zakou (Grade 11)**

Reflecting on Expression 2023



I joined various sets of Expression because I wanted to participate and, especially in the case of music, showcase the beauty of the double bass, create art, and crochet lots of pretty stuff that I thought people would like. I was the art committee head for Expression. The artwork I was creating tested me. I came close to giving up several times because the wire kept cutting me, and the injuries to my hands kept getting worse, but I managed to finish it. Then came the paper mache, which required a great deal of work as well but went a lot quicker. Finally, I had a lot of help from Felix and Ama with painting the bottles after gluing them on, and I am just so thankful. I developed my perseverance, independence, and ability to collaborate well with others. I also learnt when to take a tough stance and when to be more soft or relaxed, especially in terms of organising students to finish their artwork for Expression, which took a great deal of resilience and patience I never knew I had. I struggled to gather all the students to work at the same time, so it was a challenge to check up on every student now and then to make sure they were on track, and if they were falling behind, they would require some verbal incentives to push on, but it all worked out great despite my stress. I made sure to get the students to start work early to minimise stress for everyone. After school and prep sessions, I was available to work in the art room for almost two weeks leading up to D-day. I also had to finish my artwork and watch over my students while simultaneously managing my time to practise music by myself and with my partner Boahen. It was a lot of work, and I didn't feel overwhelmed until the end came around. I worked on it every day and had to give up my after-school time to complete my work and supervise the students participating in art during an after-school period and prep time. When it finally hit me that I didn't have to do all this alone and that there was a committee, I called upon Felix, who was the only committed committee member who showed up and helped me check up on the students taking part in the art for Expression. I had to think about the SDGs, which were the framework for the Expression event, and create a piece of art to highlight a subject that I felt wasn't discussed enough namely bees. They are a dying breed, and we depend heavily on them for many functions. All kinds of plastic are in the air we breathe every day, and the smaller creatures are affected a lot quicker than we are. We must learn to reduce our dependence on plastic and reuse materials that can be reused instead of producing more items like plastic that take forever to break down. Successfully playing two songs on stage despite my hesitance right before I had to go on stage was unforgettable. It was my first time playing the double bass without my friends physically backing me up on stage, and I killed it. To those who would like to take part in Expression in the future, be ready, start early, and have lots and lots of fun. The art of proper organisation is key to reducing stress. - **Nana Akosua Acheampong (Grade 11)**

Reflecting on Expression 2023

I joined Expression because it was the first event at TIS that truly showcased the creative arts as a main focus since my time at TIS. I am very passionate about all forms of art, and I saw it as extremely necessary to participate in the event's organisation. I was the leader of the drama committee and supervised all performances that fell under the drama category. Some of the strengths I identified during this journey were communication and resilience. There were times when I had to rely on these specific strengths to get things done as a committee leader. One challenge I faced was a lack of confidence in myself. Even after applying for a leadership position, I still had some underlying doubts regarding my ability to perform well. I overcame this by reminding myself of my capabilities and relying on my co-leaders for assistance whenever I felt overstressed. All in all, the day went off without a hitch. I had to direct the drama club performance for this year's Expression. I was anxious because it was my first time directing anything. I had to hold various after-school and prep rehearsals with my co-leader and sometimes even by myself. The process wasn't easy, as I had to build a plot and structure for the performance based on a concept given to me by my supervisor, though it was still very fun. And I had such a lovely time working with everyone involved. Many times, especially during certain rehearsal times when it seemed like nothing was going right, I felt on the verge of giving up. But I had a lot of faith in the people I was working with, so I convinced myself not to give up on the process and see it through to its completion. I used communication to get in touch with everyone in the drama category about the pieces they would be presenting, and I used resilience each time I encountered a new challenge. As a leader and director, I realized that my words and actions would affect not just myself but a large number of people as well. That is why I had to recognize and consider the ethics of my choices throughout this experience. All the hilarious rehearsals with my committee and the drama club are among the journey's unforgettable moments for me. My advice to those who will lead the next "Expression" is to believe in themselves and to enjoy every moment. - **Malyka Owusu (Grade 11)**

I joined this event because I loved the concept of Expression. I was the head of arts and crafts. I identified that as a leader, I must lead by example. Sometimes I had to allow others to do things rather than do them all myself. As a result of my slow work pace, I was always sleeping in late. I just had to keep telling myself that the situation is temporary. I took the initiative to sign up first and foremost, and during preparations, Mama Su would be busy, so I had to make some pivotal decisions for the group. There were a lot of nights I didn't want to show up, but I still pushed myself to come because I had to finish what I started. I demonstrated the skills and recognised the benefits of working collaboratively throughout the entire process of Expression. Because in Arts and Crafts, we used a kind of assembly-line work model, where we had some people painting, others drawing, outlining, etc. It was very beneficial because everybody got to work based on their strengths rather than learning every skill in a short time. Throughout this experience, especially when it came to waste, I thought about the ethics of my decisions and actions. Although everyone in the school is anti-pollution, I noticed that more often than not, there were way too many materials wasted in the creation of these items for Expression. One moment I could never forget was when I accidentally painted over the whole board and covered the design. My advice to the next group of expression leaders, participants, and performers is: Don't overthink it; do something you know you will enjoy doing, and the rest will come to you. - **Katari Alhassan (Grade 11)**

Reflecting on Expression 2023



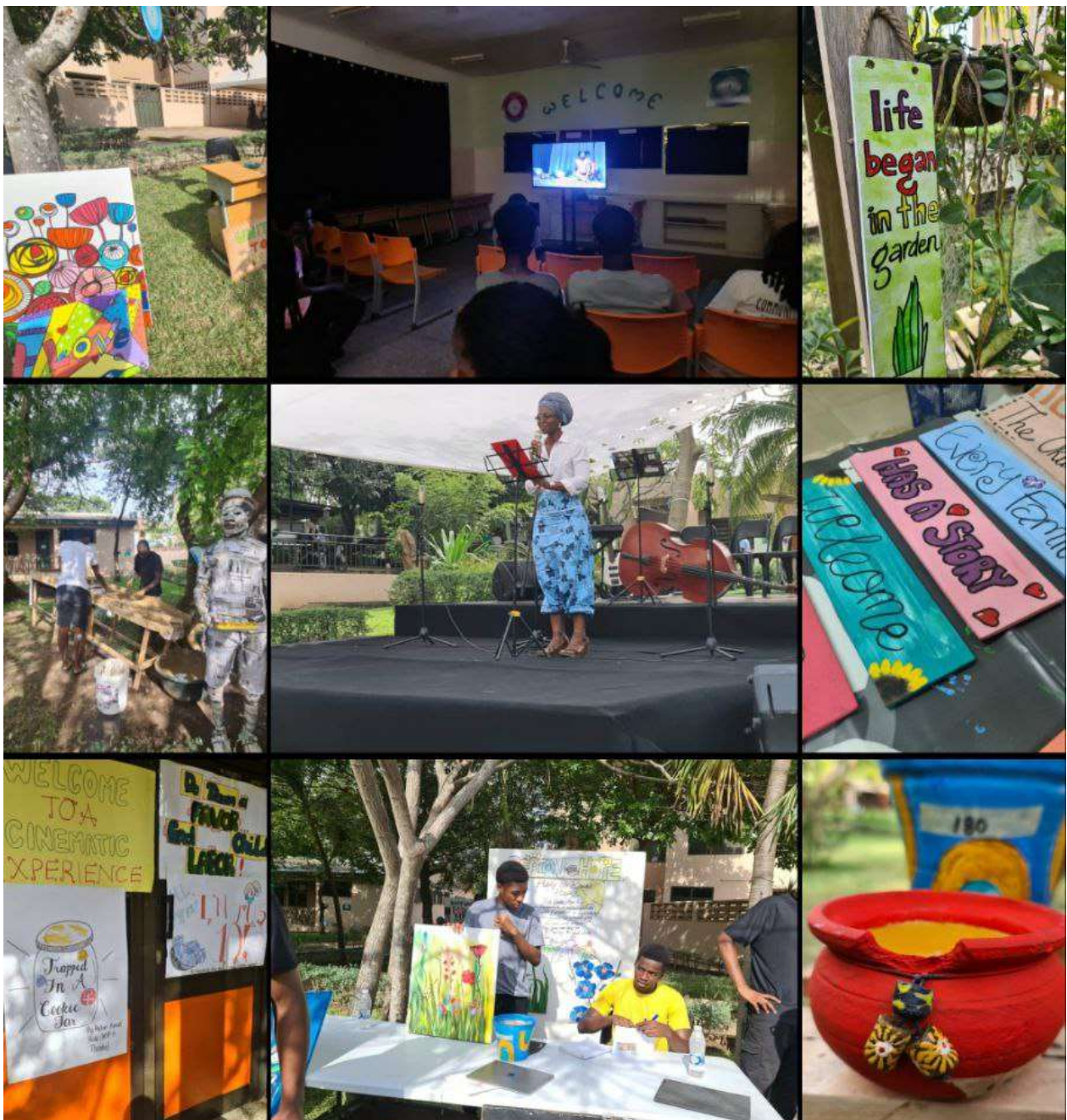
I originally wasn't planning on joining, but then friends of mine convinced me to join, and I decided to join the Grade 9 Pop Band. I was able to find out my strengths and develop areas for personal growth through the process of playing the drums. At first, I thought I couldn't play the drum beat I was supposed to play, but then, after more practice, I perfected it. I was anxious and worried that I would make a mistake, but I performed excellently. The practice was quite time-consuming and tiring. After school, after prep, and until about 11 p.m., I stayed for every practice we had. When I started getting used to playing my drums, I realised that we were more in sync, and I realised the advantages of working collaboratively. An unforgettable moment was when I played the song, Alone by Burna Boy, with the Grade 9 Pop Band. Keep practising and don't be nervous while playing because it's honestly not that bad. That is my advice to anyone who wants to perform in the next Expression. - **Fiona Bagnah-Gamon (Grade 9)**

I played the guitar for the Grade 9 pop band performance, where we performed Alone by Burna Boy and Dandelions by Ruth B. My ability to learn new things quickly came to light during practice as a strength. Getting the timing right during rehearsals with my bandmates was a challenge for me. However, I was able to overcome this challenge by continuously practising together, which helped us synchronise our playing and perfect our timing. My fellow band members and I were committed to honing our skills and improving our performance, so we always made time to practise together. Whether it was after school or during our free periods, we found ways to come together and work on improving ourselves. I would come to the music room during my free periods, after school, and even during prep the entire week before Expression to practise and improve my synchronisation with my fellow band members. During practice sessions in the music room, I demonstrated collaboration skills and realised the benefits of collaboration when we had to play together and get the timing and synchronisation just right. An unforgettable moment occurred during practice when my fellow band members and I performed the song for the first time. I recommend doing something you enjoy to those who will participate in the next Expression so you don't have to force yourself to go and practice. - **Sujan Allotey (Grade 9)**

I didn't want to participate in Expression because I am not artistic; however, Mr Ebenezer put me in charge of the MC for Expression. When I realised I had been given the job of MC, I became very distressed. Standing in front of people and talking is not an easy feat. I was constantly thinking, "What if I make a mistake?" And what if the crowd doesn't like me? I went to Mr. Ebenezer and told him how I felt, and he told me, "I know you can do it." When he said that, all the thoughts running through my head vanished. I started thinking, "Just be yourself, and you will be fine." I started practising how I would introduce each performance. Honestly, it was really fun to create different scenarios in my head. My advice to the MC in the next Expression is to enjoy yourself. - **Mawulolo Agbeli (Grade 11)**

Reflecting on Expression 2023

I participated in this event to raise awareness about climate change and to use my artistic expression. I learned how to express myself in a way that allows me to continue doing what I love while also bringing attention to the issues that we all face in society. My greatest challenge was time management. Starting the work on such short notice made me stay for longer hours and use my free time to complete it before the day. Staying overnight to be sure everything was perfect after a long day of school made me realise that I was truly committed to finishing the work. One of my favourite experiences was finishing the task and watching my parents' faces light up when they saw my painting. First, I urge every student to participate in Expression because it is an amazing experience I will always remember. Also, I advise everyone to manage their time appropriately to make sure their work is perfect. - Samantha Arthur (Grade 9)



Ghana Food Movement Panel Discussion



My reflection on the conference is this. Seeds are not only vital for the growth of crops but are also essential for maintaining the genetic diversity of plant species. Unfortunately, in recent years, the diversity of seeds available to farmers and growers has declined due to the increased use of genetically modified seeds and the consolidation of the seed industry into a few large corporations. This has resulted in a loss of valuable genetic traits that could be important for developing new crops that are more resilient to climate change, pests and diseases. So in conclusion, if the students can establish awareness of the seeds, thus maintaining our traditional seeds, it would be helpful. **John Aidoo – Chaperone, Lab Technician**

Attending the GFM (Ghana Food Movement) panel discussion was an incredible experience. I learned a lot from the discussions held by many specialists and educators in the field of seed development, which was eye-opening because, as a student, I had the opportunity to see what truly happens in the business sector, right down to the individual farmers in Ghana and its economy in its entirety. I was able to gain a new perspective on seeds and grasp their numerous types, including hybrid, traditional, and GMO (genetically modified). Moving forward, it was brought to our attention to think of which sorts of seed would be more suited to Ghanaian land and weather, allowing agriculture to be improved as it currently exists. **Gregory Fokou – G11**

My interest in agriculture has grown as a result of attending the GFM panel discussion, which was also a great learning opportunity. During the conference we learnt about the different types of seeds, which are: traditional seeds, hybrid seeds and genetically modified seeds. We were given the opportunity to listen to different educationalists and specialists in this field and they spoke about how seeds are affecting the business sector, the farmers, and the economy as a whole which gave me the opportunity to appreciate seeds from a different perspective. **Papa Fynn – G11**



"The GFM Ghana Movement panel discussion was a very insightful and amazing learning experience. Hearing the opinions of these agricultural specialists and educationalists from different parts of Ghana dealing with different aspects of seed development enabled me to better understand seeds, the types of seeds we have, and the best ones to grow in Ghana with the kind of weather we have. Knowing the impact that technology had also had on the development of seeds will help us Plantasium Initiators to know the step forward into the type of seeds we would want to grow, which ones are suitable for our piece of land and how well these seeds can bear fruit in making our mini farm a success." **Maaadjoa – G11**

Ghana Food Movement Panel Discussion



Beacon of Hope CAS Project at Osuboi – Easter Drive, 23



ASA – After School Activity – Fast & Furious mood



ASA – After School Activity – Fast & Furious Mood



ASA – After School Activity – Fast & Furious Mood



Expression, 2023





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

How can students prepare to summarize?

Strong summaries grow from careful reading. Your students can follow this close reading process to help them uncover the main points of written texts:

1. **Skim the reading.** Review the title, headings, pictures, graphics, and topic sentences.
2. **Read the full selection.** Don't rush!
3. **Take notes and annotate.** To *annotate* means to mark up a text while reading—highlighting, underlining, and writing notes in the margins.
 - Note headings and topic sentences, which often contain main points.
 - Note repeated words or ideas. Authors often say important things several times.
 - Ignore trivial details. Don't write down details that are of little importance. If they are not key to the meaning of the text, do not include them in your notes. Instead, focus on the “big ideas.”
4. **Answer the 5 W's and H questions** to make sure you understand the essential information. ([Complete this minilesson.](#))
5. **Review your notes** and answers.
6. **Reread** parts you still don't understand.



Open Book Exam pilot

What to expect

Your school has been chosen to participate in a study looking into the impact of offering different types of open book exams on the whole school community. The intention of these OBE formats is to relieve students of the need to recall specific details and to focus on the application of knowledge.

We would like to inform you on what this will mean for the students taking the open book exam format as part of the study.

1. Normal exam procedures will apply. Students cannot bring in digital devices and other unpermitted materials.
2. Students must maintain academic integrity as normal.
3. Inclusive access arrangements will still apply as normal.
4. All students in the subject will sit the exam in the format assigned to the school.
5. Students will sit the same exam as all other students, the only difference to the exam is that students can bring in the permitted resource as outlined in the guidance.
6. The allowed resources are designed to maintain consistency of standards across participating schools.
7. IB will ensure that the grades for students doing open book and the standard exam are aligned, and that there is equity across groups.
8. Students with consent will be invited to complete surveys throughout the DP course. Completing surveys is voluntary but encouraged because it contributes greatly to the success of this study.
9. The outcomes of the study will contribute to IB decisions on future offerings of OBE format.

If you have any questions or concerns, please contact us at obepilots@ibo.org.

ReachOut

Checklist for DISTURBING CONTENT

<p>Work out whether the content is right for your child. It might be around their age or just their personality, but trust your gut and put boundaries in place.</p>		<p>Read up on the issues it explores. If you show that you are comfortable and knowledgeable with the issues it explores your kids are more likely to open up to you during a tough time.</p>	
<p>Stay up to date with pop culture. You may not care about the Bieber's or Beyonce's of this world but following sites like Pedestrian.tv and news.com.au will help you stay ahead of the game.</p>		<p>Make sure they know that not everything they see is how it appears. Have a frank conversation about not taking everything on the internet at face value.</p>	
<p>Tell them that they don't have to watch something if they don't want to. Brainstorm ways they can say no to their peers and feel confident making their own decisions.</p>		<p>Encourage them to practice self-care. If they are going to watch something make sure they've got an arsenal of things to pick them back up afterwards.</p>	
<p>Offer to watch it with them. That way you can talk through anything tough as it comes up. This can be useful even if they've already seen the content.</p>		<p>Let them know where to go for help. Ask them who they would feel comfortable talking to and connect them with services like ReachOut or Kids Helpline.</p>	



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.



TIPS FOR USING EACH CHARACTER STRENGTH IN A NEW WAY

☐ Creativity

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

☐ Curiosity

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

☐ Judgment

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

☐ Love of Learning

Read some of the original works of Gandhi online.

☐ Perspective

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

☐ Bravery

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

☐ Perseverance

Complete a small project that you have been putting off.

☐ Honesty

Write a poem that expresses an inner truth.

☐ Zest

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

☐ Love

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

☐ Kindness

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

☐ Social Intelligence

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

☐ Teamwork

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

☐ Fairness

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

☐ Leadership

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

☐ Forgiveness

Let go of a minor irritant or a grudge.

☐ Humility

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

☐ Prudence

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

☐ Self-Regulation

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

☐ Appreciation of Beauty and Excellence

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

☐ Gratitude

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

☐ Hope

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

☐ Humor

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

☐ Spirituality

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

COUNSELLORS' CORNER



**Your preparations towards the final exams makes a whole lot of difference.
Dearest exam candidates, DP2 and MYP 5, keep focus!**



Bragging Rights
ACCOMPLISHMENTS WE ARE PROUD OF

Congratulations, DP2s, on your university offers

- ✓ Denison University, USA
- ✓ Villanova University, USA
- ✓ Towson University, USA
- ✓ University of Maryland Baltimore County, USA
- ✓ University of Maryland College Park, USA
- ✓ New York University, USA
- ✓ Leeds Beckett University, UK
- ✓ University of Toledo, USA
- ✓ University of Iowa, USA
- ✓ Hanze University of Applied Sciences, Netherlands
- ✓ Fordham University, USA
- ✓ Loyola University, USA
- ✓ Michigan State University, USA
- ✓ University of Minnesota Morris, USA
- ✓ Duquesne University, USA

DP1s' Parents Financial Aid One-on-One Meetings are Ongoing



Dear DP1 Parents, financial aid meetings are ongoing with the University Guidance and Counselling Department.

Meeting start date: 27 March 2023

Meeting end date: 18 May 2023

Our cherished parents are encouraged to sign up for any of our sessions either morning or afternoon based on your availability. **Kindly confirm via email when you receive our invitation.**

Thank you and we are excited to see you via Zoom!



SCHOLARSHIPS ANNOUNCEMENT



Scholarships & Bursaries

Recognizing Excellence and Supporting Your Goals

We look forward to celebrating your achievements and supporting your success as you invest in a university education. At York we offer a variety of financial supports to recognize your accomplishments in all forms, including your leadership, determination and resilience.

[Apply for International Student Scholarships and Awards](#)

[Apply for Domestic Student Scholarships and Awards](#)



TENTANDA VIA AWARD

45 domestic awards valued at \$40,000
(*\$10,000 x 4 years*)

15 international awards valued at \$120,000
(*\$30,000 x 4 years*)

Capturing the enduring spirit of York's motto, the *Tentanda Via Award* recognizes undergraduate students who have demonstrated resilience in overcoming significant personal barriers in the pursuit of a university education and changemakers who are committed to progressive and sustainable development issues.

[Learn More](#)

To find out more just click on this link: <https://futurestudents.yorku.ca/financing-your-degree/scholarships-bursaries>

PRESIDENT'S INTERNATIONAL SCHOLARSHIP OF EXCELLENCE

20 international awards valued at \$180,000
(*\$45,000 x 4 years*)

The President's International Scholarship of Excellence will be awarded to international high school applicants who demonstrate academic excellence, commitment to volunteer work and extracurricular activities, and leadership skills. Recipients will represent a variety of regions around the world and will be referred to as 'President's International Scholars'.

[Learn More](#)

YORK AUTOMATIC ENTRANCE SCHOLARSHIP

Our entrance scholarships are available to domestic high school applicants admitted to a direct entry undergraduate program. This entrance scholarship is automatically applied, renewable at each year level, and can be regained when you recover the minimum required GPA. Recipients of this scholarship who elect to participate in an exchange program in years 2, 3 or 4 will also receive the York University Study Abroad Award, valued at \$1,500.

[Learn More](#)

To find out more just click on this link: <https://futurestudents.yorku.ca/financing-your-degree/scholarships-bursaries>



DP2s: Ghanaian University Applications 2023



[Lancaster University Ghana - Apply Online Now](https://study.lancaster.edu.gh)

study.lancaster.edu.gh
<https://study.lancaster.edu.gh>



Click on this link to apply: <https://admissions.ashesi.edu.gh/>



ADMISSIONS IN PROGRESS

Note: Academic City only accepts applications that are submitted online. There are no fees or payments needed to submit an admissions application and to receive a decision from our admissions department. You can download a copy of the online application to prepare all the materials and information you will submit, and then return to this page to fill it out. Good Luck!

Click on this link to apply :<https://acity.edu.gh/applyonline/>

Click here to apply <https://www.ashesi.edu.gh/admissions/innovation-experience.html>



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



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	17 March 2023
10 June 2023	21 April 2023

PSAT EXAMS TEST DATE: OCTOBER 2023

Reasons Why You Should Take The PSAT

- ✓ The PSAT Familiarize You with the Test Questions and Format of the SAT
- ✓ You'll get A "Dress Rehearsal" For Test Day
- ✓ Your PSAT Results Can Guide Your Test Prep
- ✓ Colleges Will Not See Your Score
- ✓ You identify your areas of weakness
- ✓ Qualifies you for a National Merit Scholarship as a national
- ✓ Helpful Link: <https://www.collegedata.com/resources/prepare-and-apply/reasons-to-take-the-psat>

STUDY MATERIALS



HELPFUL LINKS TO CONSIDER

- ✓ <https://www.kaptest.com/study/psat/>
- ✓ <https://www.kaptest.com/study/psat/psat-free-practice-quizzes/>
- ✓ <https://www.varsitytutors.com/psat-practice-tests>
- ✓ <https://www.khanacademy.org/test-prep/sat/full-length-sat-1/paper-sat-tests/a/full-length-psat-nmsqt>
- ✓ <https://satsuite.collegeboard.org/psat-nmsqt/preparing/practice-tests>
- ✓ <https://study.com/academy/course/psat.html>
- ✓ <https://uniontestprep.com/psat-nmsqt-exam/study-guide>



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



Real knowledge is to know
the extent of one's ignorance.

CONFUCIUS

GRACIOUSQUOTES.COM

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

