

TIS RECORD

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At TIS,

we believe adequate sleep each night will enable students to feel rested in the morning and ready to function at their best to tackle their challenges for the day and tick off plenty of boxes along the way. Without adequate rest, we know it will affect their performance, health, appetite, attitude and behaviour.

Contents

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Key Dates

- 25/8/23: Junior soccer
- 26/8/23: SAT; senior soccer
- 27/8/23: School performance auditions
- 2/9/23: MYP Parent Information Session (10.00am)

Thought for the Week

Careful with your actions, they become your habits. Careful with your habits, they become your character.

- Vince Lombardi



Thank You

A big shout out to students, their parents and staff for ensuring a great start to the new academic year which commenced on Monday.

We trust our Newbies and parents are happy with the settling-in process.

Our 20th anniversary year marks Fast & Furious version 20. So, we trust that everyone is prepared to contribute and make the most of this exceptional year.

Exeats, Visiting, Et Alia.....

Secondary students have two types of exeats: general and medical. A medical exeat is for same-day leave to attend a medical appointment. If an appointment requires overnight



"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.

Visiting@Main Campus Protocols

For visits until 10 December, parents will be required to book their visit online. Please go to: <https://www.schoolinterviews.com.au/code/xwrgv>

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.

Pizza and soft drinks (no glass bottles) are allowed on the proviso you take the rubbish away with you.

Book early to avoid disappointment.

absence, then it is classified as a general exeat. Details about exeat requests and processes can be found on page 4.

Visiting times for secondary students can be booked online. There are usually sessions available on Saturdays and Sundays from 2.00-5.00pm. Sessions are 60 minutes in duration. Please familiarise yourself with the visiting protocols as listed in the lefthand column on this page.

The Diploma Certificates for the Class of 2023 have arrived early. Students or their parents may collect their certificates from the school by arrangement.

All parents should have access to ManageBac. If you are not and would like access, please email me so this can be arranged. Please remember to confirm your MB email address when requested.

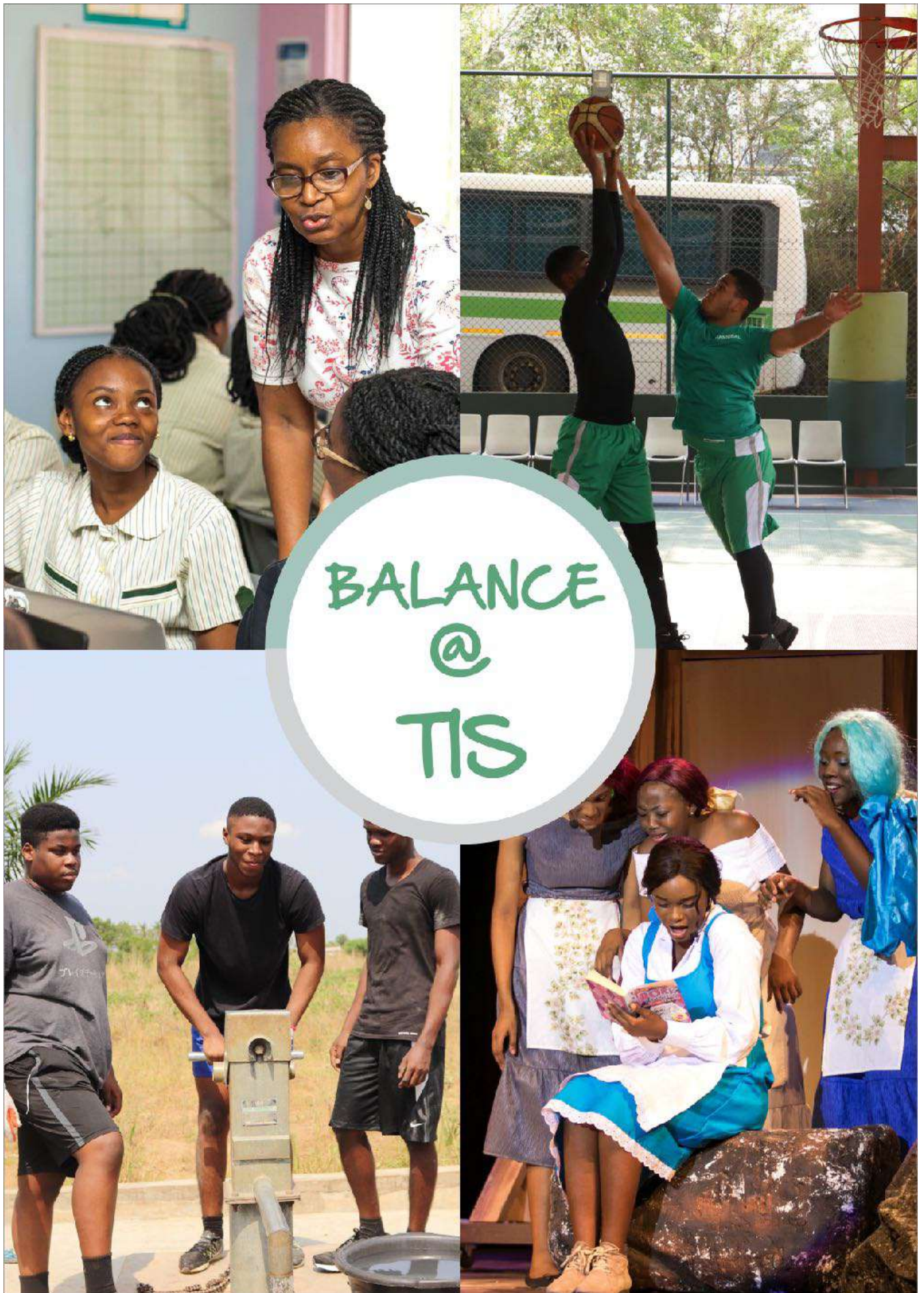
A reminder that ICT Agreements are now overdue. No agreement means no internet access which means no need for a device at school.

I appreciate your support. Enjoy each day.

Dr Ken Darvall (Principal)

principal@tis.edu.gh





BALANCE
@
TIS



TEMA INTERNATIONAL SCHOOL

MAIN CAMPUS INFORMATION



Exeat

There are two types of exeats: general and medical.

All students will be allowed two exeats each mid-semester. Please plan accordingly to avoid disappointments.

All exeat requests must be completed online and submitted with at least 48 hours' notice, with the exception of urgent medical issues. Weekend exeat requests must be received by the preceding Wednesday. Any requests after this deadline will not be approved.

The integrity of an exeat request is critical.

No exeats will be granted if a student has outstanding work.

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

Parents/Drivers must show the approval exeat from their phone to enter (NO SHOW. NO GO!).

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

General Exeat

A general exeat will cover passport and visa matters, as well as family events. These must not exceed more than two per mid-semester.

Access the general exeat form from here: <https://www.tis.edu.gh/exeat-form/>

Medical Exeat

A medical exeat will cover medical, dental, optical, and hospital appointments. When possible, appointments should be made for Saturdays, to minimise learning loss.

Access the medical exeat form from here: <https://www.tis.edu.gh/medical-exeat-form/>

A medical exeat is for the same day departure and return. Otherwise, it is a general exeat. Requesting a medical exeat with a departure on Friday and a return on Sunday is a weekend (general) exeat.

2023/24 TIS School Calendar Overview

August 2023						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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October 2023						
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29	30	31				

November 2023						
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December 2023						
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24	25	26	27	28	29	30
31						

January 2024						
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28	29	30	31			

February 2024						
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March 2024						
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31						









April 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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May 2024						
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June 2024						
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30						

July 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

COLOUR KEY

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

Public Holidays

4/8/23	Founders' Day
21/9/23	Kwame Nkrumah Memorial Day
1/12/23	Farmers' Day
7/1/24	Constitution Day
6/3/24	Independence Day
29/3/24	Good Friday
31/3/24	Easter Monday
9/4/24	Eid Al Fitr (TBC)
1/5/24	Labour Day

SI Internal Dates: Main Campus

24-27/7/23	Dukies' Gold expedition camp
1/8/23	2023 MYP Results Released; 2023 MYP Enquiries Upon Results Open
1/8/23	Senior management staff resume
7/8/23	Teachers resume; review of school policies
14/8/23	Student Council executives return
16/8/23	Newbies arrive
20/8/23	Continuing students resume
21/8/23	Secondary School classes commence; G9 Subject Selection
22/8/23	PP Criterion B draft due
23-25/8/23	MYP IDU Days
24-25/8/23	G11 CAS & Dukies Orientation Camp
25/8/23	TIS Junior Soccer Championships
26/8/23	SAT; TIS Senior Soccer Championships
27/8/23	School Performance auditions
1/9/23	TIS Handball Championships;
2/9/23	MYP Parents Information session. (10.00am) NO EXEATS
3/9/23	Thanksgiving Service (11.00am: Students only) NO EXEATS
8/9/23	Legal Minds mooted competition
9/9/23	ACT ; TISSA Soccer Championships/TISSA Badminton Championships
16/9/23	TISSA Handball Championships/TISSA Tennis Championships
21/9/23	TIS@20 Sporty Family Day. NO EXEATS
22/9/23	G12 TOK Exhibition; PP Criterion B final due. NO EXEATS
23/9/23	TIS Volleyball Championships. NO EXEATS
2-6/10/23	20 th Anniversary TIS Spirit Week. NO EXEATS
2/10/23	TIS Education Forum: 2.00pm NO EXEATS
3/10/23	TIS Founders' Day - Special Assembly: Main Campus admissions open for 2024/2025
7/10/23	SAT; Anniversary Durbar. NO EXEATS
8/10/23	20 th anniversary Thanksgiving Service. NO EXEATS
9-14/10/23	Mid-semester break
14/10/23	PSAT
15/10/23	Students return to hostels
16-18/10/23	MYP Evaluation Visit
23/10/23	Student Council (SC) shadowing process commences; SEC Universities Fair (2.00-4.00pm)
24/10/23	G12 EE Café
28/10/23	ACT
30/10/23	PP Criterion C draft due
31/10/23	G9/G11 Changes to Subject Selections close
4/11/23	SAT
18/11/23	20 th Anniversary Musical Production (National Theatre). NO EXEATS
20-30/11/23	G10-12 end of semester exams
27/11/23	PP Criterion C completion
2/12/23	SAT
3/12/23	SC applications open for 2024 elections
4-5/12/23	Group 4 Project (G12)
7/12/23	Christmas Lunch
8/12/23	PP Final Report due
9/12/23	ACT;
10/12/23	20 th Anniversary Christmas Concert
12-14/12/23	Dukies' Bronze & Silver expedition camp
13/12/23	Last day for the first semester: Students may depart after 3-Way interviews.
15/12/23	Last day for teachers

S2

11-12/1/24	Staff training days
14/1/24	Students return to hostels; applications for 2024 SC positions close
15/1/24	Second semester commences.
15-21/1/24	Alumni Homecoming Week
21/1/24	Alumni Thanksgiving Service
22/1/24	SC Manifesto Readings
24/1/24	2023 Student Council elections by voting (7.00am-4.00pm)
27/1/24	TIS Athletic Championships
29-31/1/24	IDU Days; G12 EE; G11 EE, 11/12 CAS Dukies Reflection Day
3/2/24	SC Leadership Camp
4/2/24	Student Leadership Induction Ceremony NO EXEATS
9/2/24	TIS Badminton Championships; TIS Junior Tennis Championships
10/2/24	TIS Science Fair. NO EXEATS
12-16/2/24	MYP Mock eAssessments
15/2/24	G11 TOK Exhibition
16-17/2/24	TIS Basketball Championships; TIS Senior Tennis Championships
17/2/24	Chocolate Friendship Day
19/2-2/3/24	DP Mocks
28/2/24	PP standardisation and moderation (teachers)
2/3/24	MYP Projects (Personal & Community) NO EXEATS
3/3/24	TIS swimming championships (3.00 – 5.00pm)
9/3/24	SAT (Digital); TIS Squash Championships; TISSA Basketball Championships
14/3/24	Pi Day
16/3/24	Expression Day NO EXEATS
25-27/3/24	Dukies Bronze & Silver expedition camp
25/3-6/4/24	Mid-semester break
8/4/24	G12 Grad photos (All day)
13/4/24	ACT
14/4/24	Exam Candidates' Service NO EXEATS
19/4-17/5/24	DP Final Exams
21/4/24	PP Criterion A draft due; G11 EE Cafe
4/5/24	SAT (Digital)
6 – 17/5/24	MYP eAssessments
8-17/5/24	G11 semester exams
19/5/24	Leavers' Dinner
24-29/5/24	G9 eAssessments
30/5/24	MYP4 (2024/2025) subject selections
1/6/24	2024 Annual Achievers and Graduation Ceremony; Last day for Secondary Classes
7/6/24	Last day for teachers; S2 reports published.
8/6/24	ACT
9-12/6/24	Dukies' Gold Level expedition camp
22-25/7/24	Dukies' Gold Level expedition camp

Entertainment Night Events

- TIS Speaker of the Year
- Inter-Colour Language Competition

Primary School Campus**Public Holidays**

4/8/23	Founders' Day
21/9/23	Kwame Nkrumah Memorial Day
1/12/23	Farmers' Day
7/1/24	Constitution Day
6/3/24	Independence Day
29/3/24	Good Friday
31/3/24	Easter Monday
9/4/24	Eid Al Fitr (TBC)
1/5/24	Labour Day

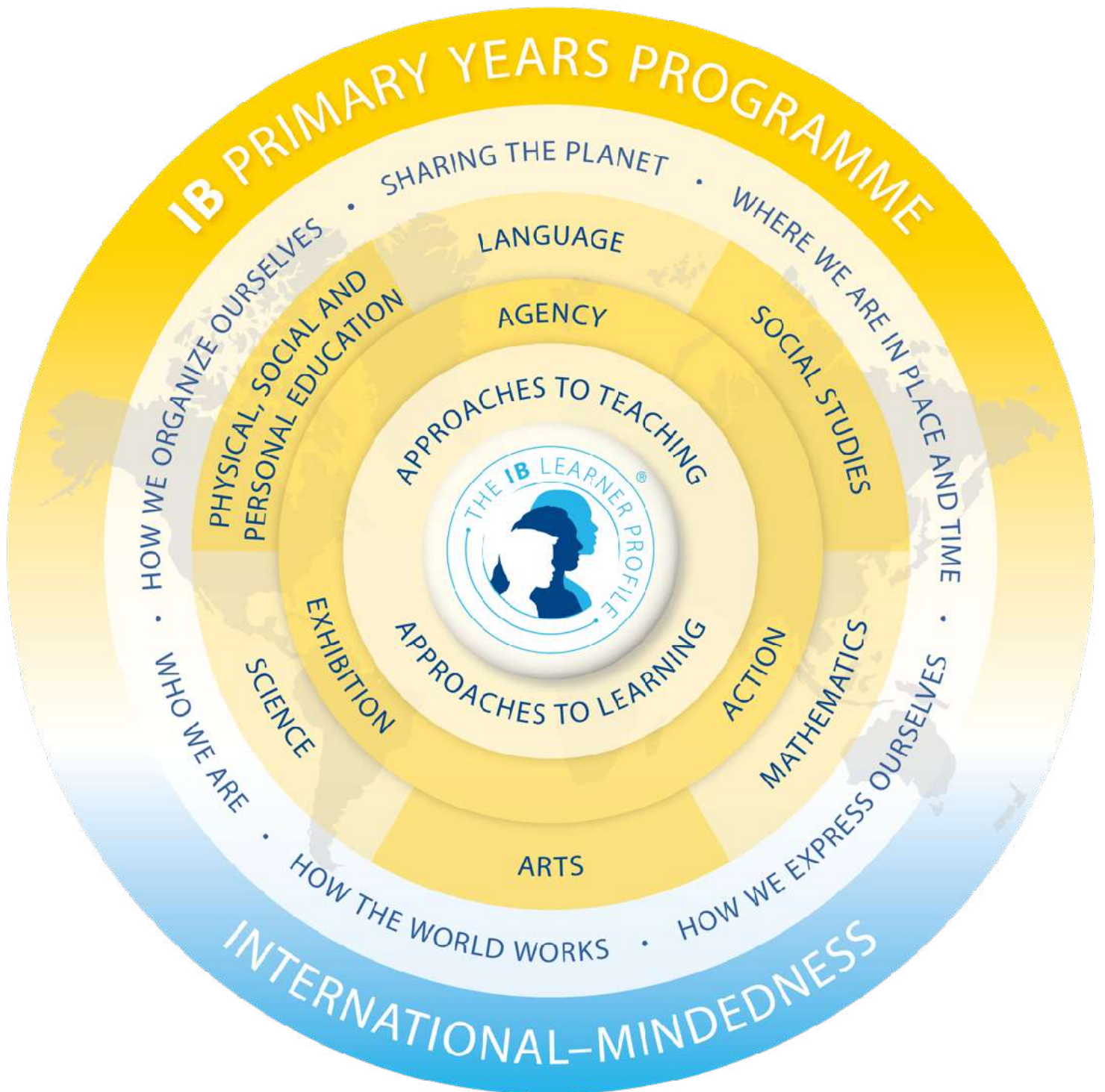
S1 Internal Dates (Primary School Campus)

7/8/23	Staff prep commences
18/8/23	Meet the teacher session
21/8/23	First semester commences
22/9/23	Sign Language Day
29/9/23	End of UOI #1 Celebrations
20/10/23	Sports Festival/Wellbeing Day
23-27/10/23	Mid-semester break
10/11/23	End of UOI #2 Celebrations
24/11/23	Spelling Bee
13/12/23	End of UOI #3 Celebrations; Last day of semester
15/12/23	Last day for teachers

S2

11-12/1/24	Staff Training Days
16/2/24	End of UOI #4 Celebrations
15/2/24	Mother Tongue Day (Celebrating Culture)
15/3/24	Celebrating Additional Languages
22/3/24	End of UOI #5 Celebrations
25/3-6/4/24	Mid-semester break
19/4/24	Book Day
10/5/24	Environment Day/ Unit Celebrations (K1-G4) & Visual Arts Exhibition
17/5/24	PYP Exhibition/ (Sports Picnic K1-G4)
24/5/24	2024 Achievers and Graduation Ceremony
2/6/24	Last day for teachers; S2 reports published

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Transdisciplinary Learning

In the ever-evolving landscape of education, the International Baccalaureate (IB) Primary Years Programme (PYP) stands as a beacon of innovative and holistic learning. At the heart of the PYP philosophy lies transdisciplinary learning, a pedagogical approach that transcends traditional subject boundaries to cultivate interconnected, real-world knowledge.

Transcending traditional subject boundaries, transdisciplinary learning in the PYP empowers students to connect ideas, collaborate across disciplines, and engage with real-world challenges. Let's delve into the transformative power of transdisciplinary learning through the Units of Inquiry in the various grades, showcasing how it equips young minds with the skills and attitudes needed to thrive in a dynamic global society.

Kinder 3

Our unit is on the theme “Who We are.”

We will focus on the Central Idea: Human beings use their senses to explore the world around them. Students will learn to use their senses to explore the world around them. This unit will guide students to study the importance of their senses and understand ways of being responsible to take care of the senses.

The selected conceptual understanding is drawn from understanding the different types of senses and the body organs that support these senses. The students will also use their senses to be able to describe the observable properties of different objects. Having understood the importance of the sense organs, the students will be able to develop responsible ways of taking care of these organs and their bodies at large.

Grade 2



In an upcoming Unit of Inquiry, students will adopt a transformative transdisciplinary learning approach centred around the idea that our daily actions contribute to environmental waste. This approach transcends traditional subjects, fostering collaboration, critical thinking, and creativity, empowering students to address real-world challenges across disciplines. Second-grade students will engage in hands-on experiences throughout this journey to understand how their choices impact the environment. They'll study consumption patterns, waste management systems, and product life cycles, blending science, math, social studies, and language arts.

Empowered by these insights, students will take genuine action to reduce waste, from campaigns to adopting sustainable practices, becoming proactive guardians of the environment through transdisciplinary learning.

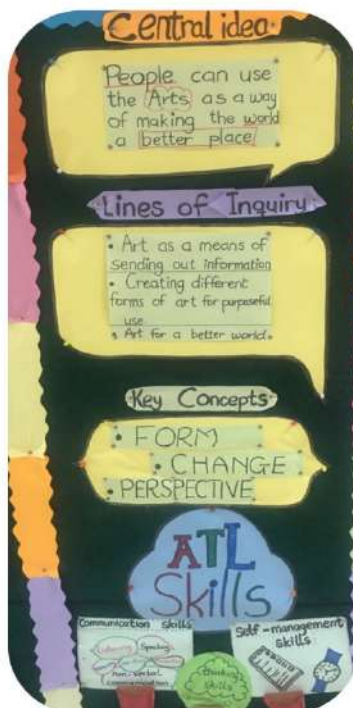
Grade 5

Central to our exploration is the idea that "People can use the Arts to make the world a better place." Our journey will take us through three lines of inquiry:

- ❖ Art as a means of sending out information: Art is not just for aesthetics. We will explore how art can be a powerful medium to convey information, ideas, and sentiments.

- ❖ Creating different forms of art for purposeful use: We will delve into creating various forms of art with a definite purpose. This goes beyond just creating; it is about making an impact.

- ❖ Art for a better world: Finally, we will touch on how art can be a force for good, driving change, and creating a better world.



PIC-COLLAGE

In this unit, we'll explore three key concepts: form, change, and perspective, shaping how we understand art's transformative power. The unit integrates various subjects around art's ability to drive change. From historical and cultural contexts to the science of perception, we'll examine how art connects knowledge. Language in art, such as poetry, will be studied for its message. Students will analyse influential artists, text-based art, and cross-cultural influences. Math will also play a role, in exploring geometry in art and patterns. Music will highlight songs as agents of change, from folk to hip-hop. Ultimately, the goal is to inspire students to use art for positive impact, leading to action-oriented projects that raise awareness and drive change.

Grade 3



Learners in grade 3 are delving into ideas involving the use of imagination to express themselves. This inquiry's central idea is: "Imagination extends our ability to think, create and express ourselves." Learners are beginning to compose ideas across the various disciplines to showcase their imaginations. Thankfully, these ideas will not remain as imaginations but will transform into visible life actions to solve real-world issues. How we express ourselves as third graders needn't only be verbal and conceptual but constructive, tangible and resourceful contributions to life.

Together with other members of the learning community, the grade 3 learners would use every opportunity the transdisciplinary learning at TIS Primary School, to make expressive compositions.

Kinder 2

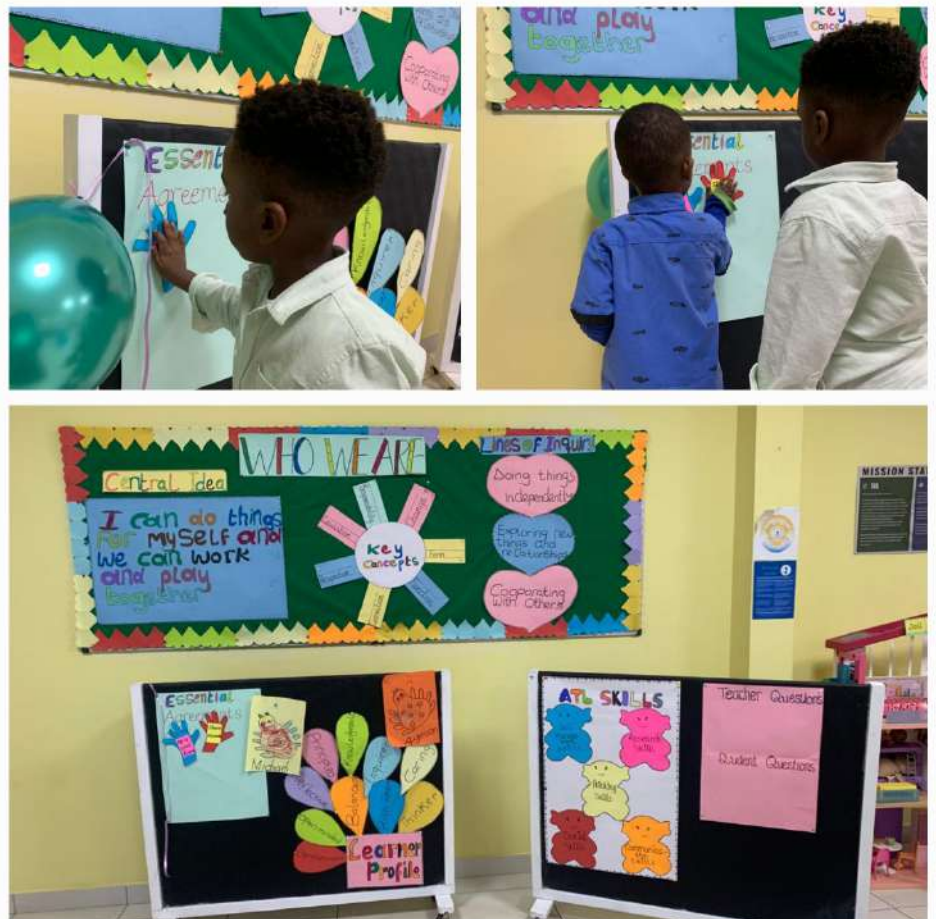


In kinder 2 the learners will explore how friendships are initiated in different contexts and nurtured to blossom into meaningful relationships. This unit will introduce students to building strong and lasting friendships. Students will explore the meaning of friendship and reflect on their experiences with friends. This unit supports the learning outcome of explaining the importance of building strong and lasting friendships.



Nursery/ Kinder 1

In this exciting first unit, our Nursery and Kinder one scholar will dive into the central idea that they can accomplish things independently and work and play together harmoniously. We will embark on self-discovery and connection, exploring new things and building meaningful relationships. Our young learners will start by mastering the art of doing things independently, fostering a sense of self-sufficiency and confidence. They will then venture into the exciting world of exploration and encounter new experiences and understandings.



The unit will then transition into relationships, where learners will make new friends to learn the importance of cooperation and teamwork. They will understand how these connections with others can greatly enhance their learning experience and overall growth. With key concepts such as change, connection, and responsibility, the unit is designed to instil a sense of self-reliance while also emphasising the importance and joy of cooperation and community.

Grade 1



Describing living things through drawings



In our first exciting educational endeavor, Grade 1 learners are embarking on a learning journey to deepen their understanding of the intricate relationships that exist among living things and the environment. They will have the opportunity to explore, research and witness how different organisms depend on each other in various ways and the role they play in maintaining the ecosystem's health.

One great way to connect the disciplines is through the "Ecosystem Diorama" project where learners can select a specific ecosystem, such as a rainforest or a pond, and construct a diorama that illustrates the diverse organisms and the ways they rely on each other for survival. This hands-on activity will not only conceptualize their learning but also foster creativity and critical thinking.

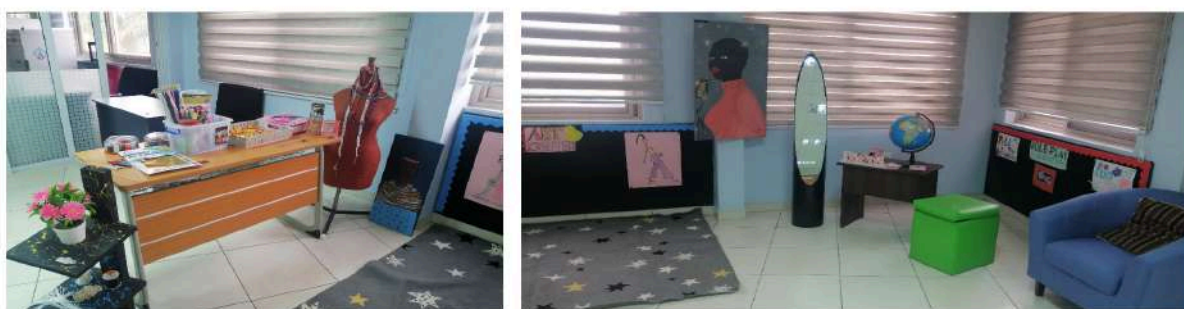
By immersing themselves in the wonders of nature, first graders will take important steps towards becoming responsible stewards of our planet and appreciate the intricate connections that sustain life.

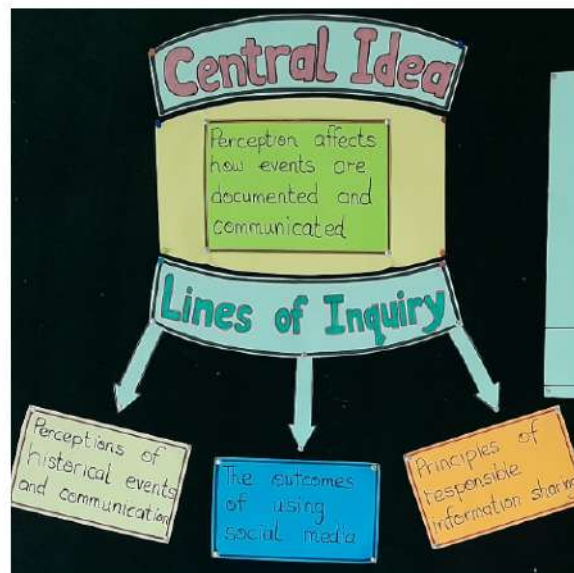
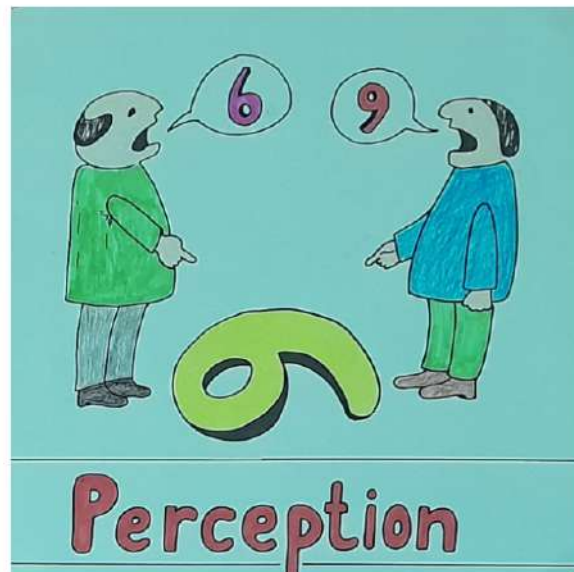
Grade 4

In our exciting new unit, "How We Express Ourselves," we will delve into the intriguing world of human behaviour and appearance and how they shape how we perceive the world around us. We will explore the idea that how we present ourselves and act can create powerful first impressions and influence how people think about us. Through engaging activities and discussions, we will also discover fashion's role as a unique and creative form of self-expression. We will also engage in descriptive writing, using vivid language to capture appearances by designing visual representations of ourselves and others. We will experiment with colours, shapes, and styles to express feelings and personalities on canvas. The grade 4 learners will analyse data to understand how different factors influence people's perceptions and explore how body language and expressions communicate emotions and thoughts. As we delve deeper into our unit, learners will have the opportunity to discover that understanding how we express ourselves goes beyond just academic knowledge. We will have a "Fashion for All Show" to celebrate individual expressions and our actions and impact our school community. Prepare for the grade 4 learners as they embark on a journey combining creativity and critical thinking.



Grade 4 creative learning centers: Expressing Ourselves through Art



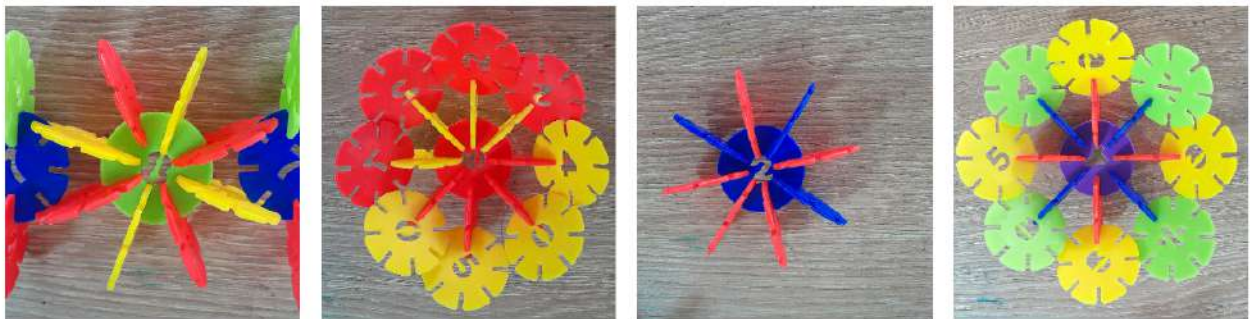
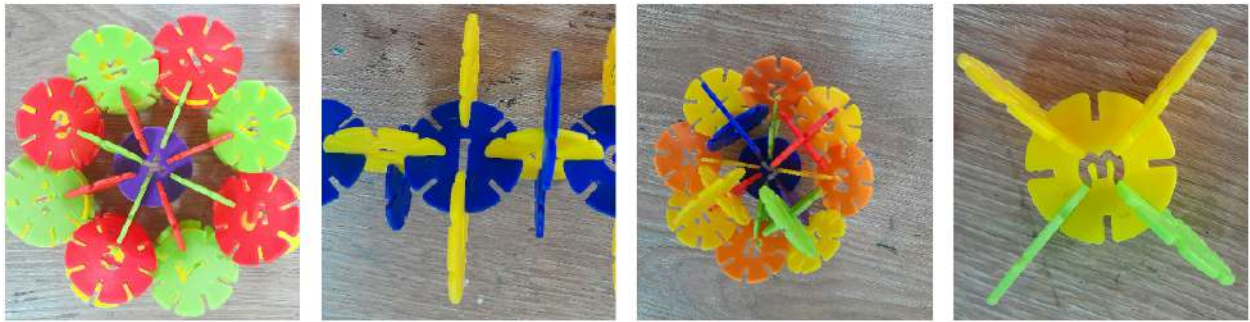
Grade 6

Students in Grade 6 are exploring the transdisciplinary theme, “How we express ourselves”. In this engaging unit, students will embark on a journey to explore how perception significantly influences the documentation and communication of events. By delving into historical events, students will examine how various perspectives shape how these events are documented and subsequently communicated to others. They will critically analyse how the advent of social media has transformed the landscape of information sharing, investigating both positive and negative outcomes. Through hands-on activities, discussions, and research, students will develop a deep understanding of the principles of responsible information sharing, emphasising the ethical and social responsibilities associated with disseminating

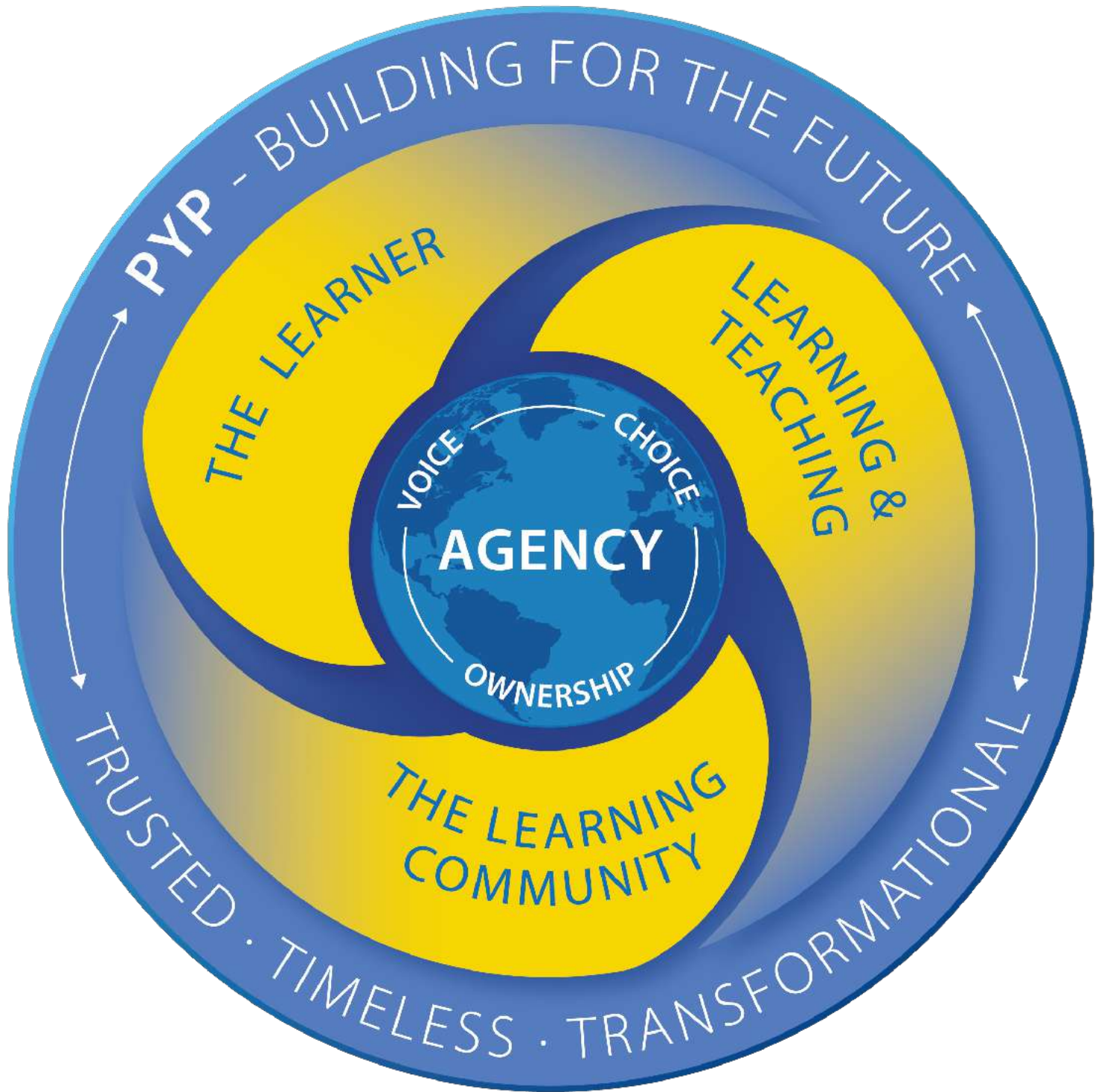
information in the digital age. Through this experience, students will become better digital citizens.



During our learning journey, students got really creative! They made patterns to explore different ways of seeing things. Just like artists use different colours to create a beautiful painting, our patterns helped us show how people can have different viewpoints about the same object. It was like making a puzzle where each piece shows a unique perspective.



In the dynamic realm of education, TIS Primary School shines as an innovative force, embracing transdisciplinary learning to cultivate holistic growth. This approach empowers students to transcend conventional subject boundaries, fostering collaboration, critical thinking, and engagement with real-world challenges. From exploring friendships and sensory perception to understanding ecosystems and responsible information sharing, each grade journey enriches students with skills, attitudes, and perspectives vital for thriving in our ever-evolving world. Through art's transformative power, ethical information sharing, and the exploration of diverse viewpoints, TIS Primary School nurtures global citizens ready to shape a positive future.





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

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


ReachOut

Checklist for **DISTURBING CONTENT**

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.




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.



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.



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.



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.




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.



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.



Let them know where to go for help. Ask them who they would feel comfortable talking to and connect them with services like [ReachOut](http://ReachOut.com) or Kids Helpline.



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.

CAS-SA Corner



The **After School Activities program** reflects our **4 pillars** and the variety of experiences will challenge, engage and inspire you through the semester. **Crocheting class** is so much fun, the **Chess Club** offers many opportunities to compete on the national and international levels, **Swimming Club** on Sundays will help you relax and prepare for the week ahead, and the **Anniversary Production, with the adaptation of The Prince of Egypt**, is just the right platform to discover your talents while we celebrate TIS @ 20. The delicious **cooking classes** will satisfy all your cravings, and the variety of **sports activities** will keep you fit, these are just a few of the opportunities available for you. These experiences will fuel your learning by stimulating creative thinking, improving your social and organisational skills, developing your interests and talents, and, best of all, offering you the chance to do something you enjoy and demonstrate **BALANCE**.

The **ASA program** will also help you meet the requirements for **CAS (Creativity, Activity, Service – DP students only)** and the **DoEIA (Bronze, Silver, and Gold levels – Dukies only)**. These experiences will make your university transcript stand out from the many other candidates worldwide. Remember, the best Universities seek the best candidates in all areas, **academics, sports, culture and service**. The **TIS experience** allows you to become that candidate.

Don't miss the **Sign-up Day on Wednesday, 23 August, at 4:15 pm at the Project Centre Cafeteria**, Patrons will be there to assist you, so be punctual, note that some classes can get filled in no time.

***Kindly find below the ASA timetable for semester 1. Start planning the activities you are interested in, every TIS student are expected to engage in a minimum of 3 activities per week, no double sign-up, only one activity/Club per day.**

Enjoy another fast and furious ride. Make the best of your time here. You can find me at the **CASSA office**, or reach **Abigail - ASA Leader** (via email abigail.Ahiadorme@tis.edu.gh <https://youtu.be/YoHWrQHAtAw> - Visit our YouTube Channel and learn more about the CAS-SA team.

ASA – After School Activity Time Table



TEMA INTERNATIONAL SCHOOL



ASA - After School Activities – 2023/2024 Academic Year – Semester 1

DAY 4:30 - 5:30PM	ACTIVITY	INSTRUCTOR/PATRON	VENUE	VACANCY /GRADE
MONDAY	Brass Band	Borsah & Shadrach Asaase	Music Room 3 – Handel & Picasso	All grades
	Cosmetology	Abigail Ahiadorme	Strands Saloon	10 Ss- All grades
	Crocheting Club	Rita Tay & Chidubem G9	Design Lab 2	12 Ss – All grades
	Chess Club	Abass Amidu & Franklin Adu-Baah, G12	Design Lab 1	30 All grades
	Piano Lessons	Prosper & Emmanuel H., Robert H.	Music Room 2 – Handel & Picasso	Individual lessons - All grades
TUESDAY	Debate Society	Louis & Welagaamo & Ms Irene Koriee	C6:LL2	30 Ss G7-G11
	Cooking Club – G7	Abigail Ahiadorme and Eyram Mahoney	Project Centre Kitchen	8 Ss – G7
	Badminton & Tennis	Sports Team	Sports Complex	All grades
	Anniversary Production – The Prince of Egypt	Ebenezer, Prosper & Mawuli	*Black Box – Handel & Picasso	Auditioned Students only
	Squash	Takasi Nyande	Sports Complex	All grades
	Sewing Club (Machine Sewing)	Donald Dodoo	Design Lab	8 Ss – G11s
	Tennis	Sports Team	Sports Complex	All grades
	Cooking Club – G8	Abigail Ahiadorme	Project Centre Kitchen	8 Ss – Grade 8
	MUN	Emmanuel S., Richard D, Daniel G. & Gilda	C12 IS4	50 Ss- All Grades
	Innovation & Entrepreneurship Club	George M. Nicholas S. Mr Kunah-Noi, Mr Arthur	Library	18 Ss- G9 - G11
WEDNESDAY	Cosmetology	Fafa Wensley	Strands Saloon	10 Ss- All grades
	Modeling Society	Louis W., Eunice and Constance	C6:LL2	25 Ss - G9 - G11
	TIS Orchestra	Shadrach Asaase	Orchestra Room – Handel & Picasso	All grades
	Anniversary Production – The Prince of Egypt	Ebenezer, Prosper, & Mawuli	*Black Box – Handel & Picasso	Auditioned Students only
	Badminton	Sports Team	Sports Complex	All grades
	Chess Club	Abass Amidu & Franklin Adu-Baah, G12	Design Lab 1	30 Ss - All grades
	TIS Choir	Prosper Fiebor, Shadrach Asaase & Portia	Music Room 3 – Handel & Picasso	All grades
	Reading Club	Setor Adih, Emmanuel Hygienus	Learning Center	24 Ss - All grades
	Operation Smile Club – First Wed of each Month	Nissi, Selfirina and Bradley – G12	TBC	All grades
	Insight TV	David Difie	Media Room	15 Ss - G9 - G12
THURSDAY	GardenHolics	Eric Brownson & Grace Ameyibor	Project Centre Garden	12 Ss - G7 - G10
	Cooking Class – G9 & G10	Abigail Ahiadorme & Linda Adika	Project Centre Kitchen	8 Ss – G9 - G10
	Anniversary Production – The Prince of Egypt	Ebenezer, Prosper, & Mawuli	*Black Box – Handel & Picasso	Auditioned Students only
	Handball & Squash	Sports Team	Sports Complex	All grades
	Art & Craft	Mama Su & Donald Dodoo	Design Lab	12 Ss – G9 – G11
	Squash	Takasi Nyande	Sports Complex	All grades
	Pop Band	Borsah	Music Room 3 – Handel & Picasso	Individual lessons - All grades
	Interact Club of TIS - Meeting 2 x Month	Grace Kabukie & Gilda Afegbedzi	I&S CL113	20Ss - All grades
	Cooking Club – G11	Setor Adih & Rita Tay	Project Centre - Kitchen	8Ss - Grade 11
	STEM CLUB	Science & Math Team	Einstein Block	All grades
FRIDAY	Dance Club – Prep for Production	Dennis Dzah	Dance Room – Project Centre	16 Ss – Auditioned Ss Only
	TIS Orchestra	Shadmeh Asaase	Orchestra Room – Handel & Picasso	All grades
	Photography Club	Dennis Akortah & Joshua Nartey	Media Room – Project Centre	14 Ss – All grades
	Anniversary Production – The Prince of Egypt	Ebenezer, Prosper, & Mawuli	*Black Box	Auditioned Students Only
	School Choir	Prosper Fiebor, Shadrach Asaase & Portia	Music Room 3 – Handel & Picasso	All grades
	Piano Lessons	Prosper & Robert Hayford	Music Room 3 – Handel & Picasso	Individual Lessons - All grades
	Visual Art Club	Albert Downona	Visual Arts Studio – Handel &	10/All grades
	Mindfulness	Mama Su	Dance Room – Project Centre	12 Ss – G11 & G12
	Anniversary Production – The Prince of Egypt	Ebenezer, Prosper, & Mawuli	*Black Box	Auditioned Students Only
	Volleyball – After lunch	Sports Team	Girls Hostel Court	All grades
SATURDAY	Equestrian – Horse Riding (2pm– 5pm)	Assigned Chaperons led by Michael Ansa	Polo Club House – Burma Camp Accra	12 Ss – G9 – G11
	Swimming Club	Dr Ken Darvall & Swimming Team	Pool - Sports Complex	All grades

Service Projects - An opportunity for Service as Action and CAS Students to develop their Service projects within the community. Discuss the project logistics with your coordinator or supervisor. Check the list of NGOs you can collaborate for the purpose of your Service Learning projects at the CASSA office.

CAS projects: G11 & G12 Students must submit the Project proposal form to the CAS Coordinator before starting a project.

Red Cross Club: Meetings once a month for all those who are certified by Red Cross Ghana Society. Sign up for the 4-day online workshop. Date and time TBC – Patrons: Mr. Hayford Gyasi and Abigail.

Performance/School Event organizers: Open to all students. Look out for opportunities on the Notice Board, Bulletin or ManageBac

Workshops: Opportunities will be shared on the Weekly Bulletin - CAS-SA Corner and ManageBac. You will learn valuable skills in these workshops. Don't miss out.

DoEIA - Dukies - Kindly follow up the Dukies Group on ManageBac for updates. To register for **Bronze, Silver or Gold Award Level** contact Mr. David D - david.difie@tis.edu.gh

All students are expected to participate in at least 3 After School Activities during the week. Sign up with the activity patron/instructor. **Commitment and Balance are essential.**

MB* - ManageBac - Ss* - Students.

*Black Box – The School Play Production Venues will be determined by the directors. They may use Music Room (s), Orchestra Room, MPH, Sports Complex, Dance Room, and Einstein Hall as per their need.



Proud to deliver

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

Registration for Tema International School students to enrol 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. The registration **deadline is 15 September, 2023.**

Participants will have to conclude their enrollment by making payment about the Award Level.

Momo number - 0597621047 (Abigail Ahiadorme - Award Leader)

Bronze registration fee: 80ghc

Silver registration fee: 100ghc

Gold registration fee: 120ghc

Parent, please indicate the participant's name in the reference when completing the transaction.

Summary of the requirements from participants and parent/guardian

Award Levels & Timeframes			
	BRONZE	SILVER	GOLD
Minimum Age	14	15	16
Minimum Participation Period*	6 months	6 months or 12 months*	12 months or 18 months*
Service 	3 months	6 months	12 months
Physical Fitness 	3 months	6 months	12 months
Skills 	3 months	6 months	12 months
Adventurous Journey 	2 days / 1 night	3 days / 2 nights	4 days / 3 nights
Residential Project 			5 days / 4 nights

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 **discovering 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 recognised accreditation which is valued by governments, businesses and universities around the world.

READY FOR NOW

The Award is a commitment which encourages young people to:

1. Stay mentally and physically healthy
2. Connect (safely) with others
3. Give back to their communities
4. Embrace structure and purpose
5. Readjust to formal education*
6. Enjoy themselves!

READY FOR THE FUTURE

The Award develops positive foundations for the future, including:



1. Essential life skills
2. Employability
3. Goal setting and planning
4. Increased community engagement
5. The ability to build resilience and therefore thrive in an ever – changing world

* The Award helps young people to readjust to formal education by developing skills such as resilience, adaptability, problem solving and communication.

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.





National Business Pitch Competition

JA DEEP - Júnior Archivers Digital Entrepreneurship Education Programm



Among many wonderful achievements, TIS has again made it to the top finalists of this year's National Business Pitch Competition organised by **JA DEEP - Júnior Archivers Digital Entrepreneurship Education Programme**. Over the period of vacation, an internal video pitch competition was organised for members of the Entrepreneurship and Innovation

Club and out of 5 teams that participated, one team was selected to represent TIS at the National level to compete against 14 other schools from all across Ghana.

Team TIS, ASC (ALL SYSTEMS CONNECTED), have been tirelessly working to meet the requirements of the competition even though school was on vacation, and they have proven that nothing can become a barrier in the pursuit of excellence. The competition has 5 stages: Writing a company report, Stage Presentation, Boardroom Interview, Trade Fair Exhibition and Making a Promo Video.

Jaye Asante-Asare (CEO), Prince Cobinah (PRO), Kelvin Ansong (CFO) and Moses Armah (Marketing Manager), all students of Grade 11 look forward to making a tremendous mark at the competition with the business idea that seeks to solve a problem of missing out on important information in the health sector. This will be done by connecting people to healthcare facilities more easily and faster through a mobile app to help save more lives than usual. Additionally, as the business progresses, 5% of the annual profit will be used to support Operation Smile, an organisation that supports cleft lip and cleft palate children in need of surgery and treatment, we hope to put back beautiful smiles on the faces of people affected by the condition.



Also, we entreat all TIS students, staff and alumni to click on the link provided to like and share our promo video to win the public choice award on the day of the competition. <https://youtu.be/AfeU67YOss8>

This wonderful experience is a platform to encourage students to sign up for the Innovation and Entrepreneurship Club or any other After School Activity (ASA) to enhance their potential and channel them into achieving great success in the pursuit of academic excellence.

#Reflection

National Business Pitch Competition



Crafting a business idea alongside Prince, Moses, and Kelvin has been illuminating. Our collaboration brought together a medley of skills and viewpoints that breathed life into our concept. Prince's innovative thinking frequently sparked fresh directions, Moses' market insights grounded us, and Kelvin's technical finesse ensured feasibility.

Communication emerged as our bedrock; open discussions and brainstorming sessions kept us aligned, even as we learned to navigate occasional disagreements. Challenges became our stepping stones, prompting growth as we tackled everything from business model refinement to funding hurdles. Decision-making was a collective effort, enriched by diverse perspectives. Milestones, whether modest or monumental, became celebrations of our synergy. This experience highlighted the profound impact of cohesive teamwork in turning roadblocks into launchpads. Collaborating with Prince, Moses, and Kelvin birthed a promising business idea and illuminated the essence of unity in entrepreneurship. **Jaye Asante-Asare - CEO, G11.**

Participating in the JA DEEP competition was an exhilarating experience that challenged me unexpectedly. The opportunity to apply classroom knowledge to real-world scenarios tested my strategic thinking and problem-solving skills. Collaborating with my team under pressure showcased the importance of effective communication and teamwork, as we brainstormed ideas and refined our presentation late into the night. Presenting our solution to a panel of judges was both nerve-wracking and rewarding. The experience honed my public speaking abilities and taught me to think independently. While the competition pushed me to my limits, the sense of accomplishment was undeniable, regardless of the outcome. The event expanded my business acumen and provided a platform to connect with like-minded peers and industry professionals. Overall, this experience solidified my passion for business and underlined the value of continuous learning in a practical setting. **Prince Cobinnah - Deputy CEO/Head of website/head of finance, G11.**

#Reflection

National Business Pitch Competition

Embarking on the journey of co-creating a business while assuming the role of head of marketing and design has been an invigorating experience. Collaborating with my team to shape our idea into a tangible venture has illuminated the power of synergy. The amalgamation of diverse skills, viewpoints, and expertise has enriched our business concept and enabled well-rounded decision-making. Taking on the responsibility of spearheading marketing and design has been challenging and rewarding. Crafting the visual and strategic elements that define our brand required a delicate balance of creativity and strategic thinking. Engaging with Prince, Moses, and Kelvin has been pivotal in understanding their vision and incorporating it seamlessly into our marketing endeavours. This dual role has deepened my appreciation for holistic business development, from designing our brand identity to conceptualising campaigns. The journey has showcased that effective teamwork and a cohesive marketing and design strategy are the cornerstones of transforming ideas into a thriving reality. **Moses Armah - Head of marketing, G11.**

Leading as the head of programming in my group was an incredibly rewarding experience. As a club member, I collaborated with motivated peers to tackle a complex challenge: unparalleled communication between unhealthy persons and emergency services or hospitals. The competition demands creativity, critical thinking, and effective communication, pushing us to devise innovative strategies that address market dynamics and consumer needs.

The role taught me the art of efficient delegation, fostering innovation within a team, and aligning tech with business objectives. Witnessing our creation come to life during the competition was a testament to the power of cohesive teamwork and ignited a passion for combining technology and entrepreneurship. **Kelvin Ansong, Head of IT/Programming, G11**





Plantasium is a **CAS project** initiated by 4 grade 12 students who were interested in making an impact on society. During the summer vacation, we were going through the SDGs and found SDG number 15 worth working on. From that, we decided to base our project on SDG goal number 15 (Life on land). This project is important because we will be able to learn new skills such

as gardening and working with infrastructure for our plant stand. Our main purpose is to learn the skill of gardening, which would also promote self-gardening by encouraging others and spreading awareness. Self-gardening is important to our community because it encourages the use of space and makes it easier to have access to basic crops. Self-gardening also reduces the rate of agricultural expansions, which would also reduce the rate of animal extinctions.

This upcoming semester, we plan to begin planting a few plants around the school, but in order to do this, we want to raise some money to buy the needed pieces of equipment to start the project. We are also collaborating **GFM-Ghana Food Movement**, we hope to tap in their knowledge on agriculture issues and educate our community on the importance of sustainable farming. and with **Gardenholics** who will assist us in our planting, help buy our equipment, and attract other students to join us in planting and sharpening their gardening skills. In order to do this, we will also sell a few attractive items during school events and weekends to raise more to support our initiative.

We invite you to catalyse positive change by supporting our impactful CAS project. Your contribution will directly fuel our efforts to create a lasting impact on the TIS community and students. By joining hands with us, you become a part of a collective effort to foster change and empower our community. Regardless of size, every donation brings us closer to achieving our goal. Your support is not just a financial contribution; it's an investment in a better tomorrow. Join us in this transformation journey and be a force for positive change. Together, we can create a brighter future.

Thank you for considering and supporting our cause. **Plantasium** Initiators, Maadjoa, Franklin, Ewuradjoa and Jeffrey.



CAS @ TIS DPI EXPECTATIONS

CASTrips

What is CAS?

Unlock the meaning of CAS!

Creativity

- Original ideas, thinking & expression
- Talents
- Imagination

Activity

- Physical Exertion
- Contributing to a Healthy lifestyle
- Healthy habits
- Individual or team sports

Service

- Collaborative, reciprocal community engagement
- A response to an authentic need
- Unpaid or voluntary exchange
- Show initiative, responsibility & accountability

Also see Evidence & Documentation, 7 Learning Outcomes & CAS Project

For more information, talk to your CAS Coordinator

Check out our resources at castrips.org

Let's go!

I anticipate CAS to be a very challenging and enjoyable journey. Being a previous product design student who enjoys doing hands-on work and being able to express myself creatively, I do not doubt that CAS will be an experience to remember. Positive experiences do not often come effortlessly, and I expect CAS to be an example of this. - **Jenelle Mac-Deh (Grade 11)**

I expect to learn many things from the activities I'll be participating in. I also expect that I'll be able to make an impact in some communities with the skills I acquire - **Kelvin Kk Asante (Grade 11)**

I expect that I can learn many things from the activities I'll be participating in. I also expect that I'll be able to make an impact in communities with the skills I've acquired - **Jeffrey Ansah (Grade 11)**

My expectations when it comes to CAS is that it should be engaging and fun - **Charlene Ama Tiwaa Akwei (Grade 11)**

To initiate projects that will help in my improvement as a person and simultaneously benefit my community - **Kelvin Kasami (Grade 11)**

I expect to learn more about taking initiative and serving the community. – **Prince Johan Cobinnah (Grade 11)**

I expect CAS to help me become more creatively minded and sociable with others. – **Ezra Anim-Somuah (Grade 11)**

I expect to step out of my comfort zone and do things that will allow me to discover new things, as well as be able to come up with ideas that are not only creative but thoughtful and that could make an impact in my society. - **Farah Agoro Kerim-Dileni (Grade 11)**

Engage in projects that give back to society and help change someone's life while learning new things and having fun. - **Mekaila Offei (Grade 11)**

CAS @ TIS DPI EXPECTATIONS

I hope to grow in terms of personal skills. I know that CAS won't be easy and can be quite challenging at times, but I hope to put my perseverance to the test. - **Kayla Searyoh (Grade 11)**

To explore the attributes of the IB learner profile in a physical and adventurous manner. - **Evaristus Nii Appiah Amah (Grade 11)**

To be collaborative - **Amina Nasir-Deen (Grade 11)**

Within this CAS trip, I expect to grow mentally and personally, and I plan on challenging myself to know more about myself. I plan on collaborating with my grademates to learn more about them and also become a better person. I plan on taking risks to learn more about life and enhance my abilities. - **Kelvin Agyenim Boateng (Grade 11)**

My experience with CAS will help me embrace new challenges and demonstrate team player skills. I also expect to develop new skills. - **Immanuella Kafui Ashiagbor (Grade 11)**

Bringing new ideas to help make the world a better place through passion and interest. - **Abena Asare (Grade 11)**

I expect to gain valuable life skills that will aid me both in and out of school. I aim to participate in various activities that help me give back to my community and inspire me to aid in creating a better world on a local and global scale. - **Phebe Tweneboah (Grade 11)**

Learn new skills and get used to doing things for the community. – **Naeem (Grade 11)**

I look forward to taking risks, learning new things from friends, mentors and my community and then giving back to society. In addition, enhancing personal experiences through collaborating with others. I am also looking forward to coming up with new ideas to make a change. – **Allyson Achiampong (Grade 11)**



CAS @ TIS DP1 EXPECTATIONS

CASTrips
The 5 Stages of CAS
IPARD is the 5-stage framework for CAS

- Investigation** (Magnifying glass icon): Establish what it is you want to do. Clarify ideas and do your research.
- Preparation** (Clipboard icon): Action plan and organisation. Tasks, resources needed & timeline.
- Action** (Target icon): Where you actually DO IT! Make your project happen.
- Reflection** (Two people talking icon): Focus on emotions & what you learned. Reflect before, during & after.
- Demonstration** (Person pointing icon): Choose a platform/space & showcase your experience with an audience.

Document your CAS Experiences with evidence. Reflect on the challenges faced, the Learning Outcomes you engaged with and your emotions!

For more information, contact your CAS Coordinator or visit us at castrips.org and download our Action Plan worksheet!

A strenuous yet worthwhile aspect of the IB Diploma Programme will allow me to see the practicality of what I study in the four walls of the classroom and better connect to the world around me. – **Senanu Ahlidza (Grade 11)**

Build more confidence, be more physically active and help people. – **Andy Nyamekye Afawuah (Grade 11)**

To help fulfil the needs of people in need in any way possible. – **Ryan Lokko (Grade 11)**

I expect that CAS will be very engaging and fun and through all the various activities I will involve myself in, I will be able to know myself better while serving my community and learning new things. – **Frederica Ayitey (Grade 11)**

To be able to make a positive impact on my community.

– **Joseph James (Grade 11)**

I expect to explore more on my creativity side and become more self-aware about myself and the problems around my surroundings and community. – **Awura Abena Mensah-Asante (Grade 11)**

I am looking forward to expressing and showcasing my creativity in all aspects. – **Nhyira Ntim-Adu (Grade 11)**

To contribute to my community by using my knowledge from school. To get out of my comfort zone to participate in projects. – **Ninette Eyram Addom (Grade 11)**

I hope to develop my creative thinking skills by engaging in physical and intellectual activities and I also hope these activities positively impact my life. – **Kelvin Ansong (Grade 11)**

I hope to discover new traits about myself along this journey and learn new things that will help me aid our community through my work. – **Jaye Asante-Asare (Grade 11)**

CAS @ TIS DPI EXPECTATIONS

My expectations for CAS experiences and projects are for CAS to be productive and fun simultaneously so that I'll be able to enjoy CAS, whilst also learning different skills and experiences. – **Brenne Aliga (Grade 11)**

I expect to be able to serve the community through my acts of service, and my creative skills. I also expect to learn new activities and apply them in real-life situations. - **Carel Phelan (Grade 11)**

I expect to gain an arsenal of new skills and become an overall better person through CAS experiences and projects. - **Blessed Kwesi Quashie (Grade 11)**

Becoming a better version of myself. - **Nana Aisha Hussein (Grade 11)**

Learning more about the essence of collaboration and the effective ways to collaborate with my peers. - **Adelaide Egbenya**

I hope for a positive experience working with the people in my group to create the best project we can. – **Peter Hu (Grade 11)**

I hope to learn new things - **Moses Armah (Grade 11)**

I expect CAS fun, challenging and a whole new experience with ups and downs. - **Terrie Tenge (Grade 11)**

To experience new things - **Breindelle Kusi Boateng (Grade 11)**

To have the best experience and enjoy the fun - **Emily Maria Asafo-Boakye (Grade 11)**

I hope to learn new skills - **Olga Fola (Grade 11)**

The CAS Project

- Collaborative**
Plan, deliver & evaluate your project
Build your team, identify the issue and solution
- Series of Sequential CAS Experiences**
Minimum one month, 1-3 CAS strands
All five stages stages of IPARD
- Well-considered**
Well thought-out purpose
Consistent Reflection, Be flexible - plans change
- Organization & Structure**
Commitment
Excellent planning and teamwork

For more information, please consult your CAS Coordinator.

More tools, worksheets and resources for your CAS Project can be found on our website cstrips.org/casproject

CAS Trips

CAS @ TIS DP1 EXPECTATIONS

CAS Trips

CAS Experiences

During your 18 months of CAS, we recommend to complete at least 3 for each CAS strand:
Creativity, Activity, Service

Ask Yourself

- Is this going to lead to personal development?
- Which strand of C-A-S will this satisfy?
- Which of the 7 Learning Outcomes could this meet?

Always ask HOW or WHY - question everything!
Choose something MEANINGFUL and ENJOYABLE!

For more information, talk to your CAS Coordinator or visit castrips.org

Good Luck!

It's what you learn, not how much you do!

To have new experiment and have fun - **Abdoul-Manane Yandja (Grade 11)**

My expectations for CAS are that it will be a very exciting, challenging, and vigorous program that will allow me to grow and have new experiences that will help me greatly in life. - **Peyton Amiah Kidd (Grade 11)**

I am ready to use my platform and resources as an IB DP student to improve my community by doing acts of service relating to my talents and hobbies. - **Mika Mensah (Grade 11)**

I think they will be challenging but memorable. - **Keziah Korkor Botchway (Grade 11)**

I expect the experiences to be safe as well as fun and interactive. I hope for the

projects to be enjoyable and challenging. - **Nana Yaa Ankomah Arthur (Grade 11)**

I hope to learn more about myself and others. Self-discovery journey. - **Val Mapri Mzeka (Grade 11)**

To learn new skills in which I can use in my daily activities, to harness the true creativity in me, and finally to do activities that push me to my limit. - **Sasu Boamah (Grade 11)**

I expect them to be fun and I also expect it to be something that everyone will be willing to participate in. - **Nana Ama Adjagar (Grade 11)**

Innovation, hospitality and leadership. - **Ndukaire David (Grade 11)**

To come up with ways to help my community and plan events - **Ann-Joelle Amey (Grade 11)**

CAS @ TIS DPI EXPECTATIONS

Personal growth and balance -
Lemuel Entsua-Mensah (Grade 11)

I hope to engage in various activities to help me gain new skills and help my community. -
Casey Quao (Grade 11)

I'm expecting CAS to be a very fun experience and challenging. -
Eunice Adubofour (Grade 11)

To be able to help others and develop communities. - **Abdul Salam Abanga (Grade 11)**

New experiences and collaborating with others. -
Obaapanin T-koduah (Grade 11)

What I seek to expect from CAS is learn how to use my knowledge and resources to help better the society around me. - **Vitus Anaab-Bisi (Grade 11)**

Exciting and an opportunity to learn about myself - **Jenevieve Achemdey (Grade 11)**

I expect engaging experiences and projects that allow me to use my privileges and give back to the community. - **Maame Ekuba Bervell-Ackah (Grade 11)**

I am very excited to engage in CAS experiences and projects. I am looking forward to the challenges and progress. - **Paa Kwesi Dennis (Grade 11)**

To try many new activities, learn skills, and participate in service. - **Oyedele Tinuoye (Grade 11)**

To gain the knowledge and skills needed to successfully plan and carry out projects and experiences in and outside of the school. - **Jeffrey Boahen. (Grade 11)**

A chance to improve myself. - **Jeremy Tackie (Grade 11)**

It will be fun. - **Jerry Huang (Grade 11)**

To increase the confidence level and independence of the individual. - **Kuukua Fynn (Grade 11)**

The CAS experience and projects will be engaging, challenging and impactful in preparing the students to be world-ready. - **Mika Mensah (Grade 11)**

The infographic is titled "Understanding Reflections" and features the CAS Trips logo. It explains that reflections are the way we turn experience into learning and knowledge. It includes three icons: gears for "Process & understand", a head with gears for "Turn experience into learning", and a plant for "Personal growth". Below these, it asks "There are so many ways to reflect and guess what? They can be easy too! Ask yourself:" followed by a list of reflection questions. At the bottom, it provides a URL for more information: castrips.org/reflection-center/.

Process & understand

Turn experience into learning

Personal growth

There are so many ways to reflect and guess what? They can be easy too! Ask yourself:

- How did I feel before, during and after this CAS activity?
- What skills did the activity teach me?
- How did my activity help other people?
- Which global issues of importance did I encounter?
- If I had the chance to do it again, what would I do differently?
- How has the activity changed me or my perceptions of the world around me?
- Who surprised, disappointed or inspired me and how?

For more information, please consult your CAS Coordinator or read real reflections examples at castrips.org/reflection-center/



All About Evidence

Your CAS portfolio should contain evidence to prove you have achieved each of the 7 Learning Outcomes, so keep a record of everything - what you have **done**, and what you have **learned** and **your reflections**.



Evidence can be almost anything!



For more information, see your CAS Coordinator or visit castrips.org



All About SDGs!

UN Sustainable Development Goals

The SDGs were developed by the UN in 2015 as a universal call to action to end poverty and protect the planet.

How can I use these goals? Think Global, Act Local: use the SDGs as a lense to analyse a global issue you feel passionately about and then investigate it in your own community.



-  17 goals
-  169 quantifiable targets
-  193 member states
-  Sustainable future by 2030



The UN SDG website has tonnes of resources: sustainabledevelopment.un.org
 You can also consult your CAS Coordinator and learn more about CAS Trips and the UN SDGs at castrips.org/unsdg



7 Learning Outcomes

...and what they *REALLY* mean!

1

Identify your own strengths and develop areas for personal growth

What are you good at and what do you enjoy doing? What areas can you improve? Which aspects of your CAS experience did you find challenging and how would you do things differently in future?

2

Demonstrate that challenges have been undertaken, developing new skills in the process

What have you done to push yourself? What was unfamiliar about it? What skills do you think you developed?

3

Demonstrate how to initiate and plan a CAS experience

Document how you organized it, who you contacted, what resources you used and what were the planning and implementation processes involved?

4

Show commitment to and perseverance in CAS experiences

CAS is a requirement of the DP so your commitment to your CAS experiences is vital. If you hit any road blocks, try to find your way around them. Keep going and solve the problems as you go!

5

Demonstrate and recognise the benefits of working collaboratively

One of the best and most fun parts of CAS is working with and learning from others. This can range from playing a new team sport to being involved in a play or volunteer group.

6

Demonstrate engagement with issues of global significance

What issues of global significance do you care about and how can you help in your local community? Think global, act local.

7

Recognize and consider the ethics of your choices and actions

Think about the CAS activities you are doing and how they affect you, others and the world around you. What are the consequences of your choices and actions?

For more information, please consult your CAS Coordinator or visit cstrips.org



What is International Mindedness?

In simple terms, International Mindedness is:

- ✓ Understanding, respecting and valuing different cultures
- ✓ Embracing diversity
- ✓ Knowing that different perspectives have a great deal to offer

Let's take a look at some ways we can actively engage in IM:

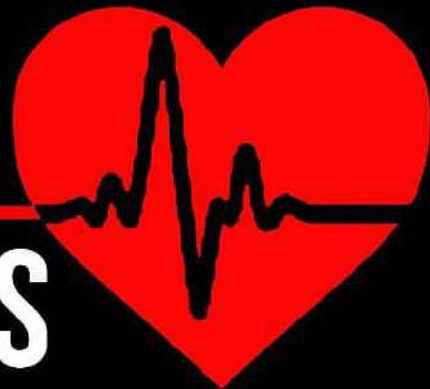
- Strive to live up to your school's ethical standards in your day-to-day school life. Question everything!
- Celebrate your community. Discover and interact with your local community and become aware of their cultural values
- Language learning is a great skill and complements the way you think about and perceive the world around you
- Become actively involved in Service Learning in your school - develop empathy and practice self-reflection
- What are the issues in your local community or host country and how does this fit into global issues?

Developing international mindedness will enable you to help change the world for the better!

For more information, please consult your CAS Coordinator, open a discussion about IM with your classmates and visit our blog on castrips.org

Healthy Heart: Healthy Life CAS Project Fund Raiser

IT'S A BEAUTIFUL DAY
TO SAVE LIVES



DONATE NOW: <https://makewehelp.com/donation/healthy-heart-healthy-life-2>

We are excited to introduce our **CAS Project, Healthy Heart: Healthy Live**. Our team, led by **Nana Aba Egyei-Mensah, Seffirina Marsopah, Kwadwo Adubofuor, and Mawulolo Agbeli**, is passionate about changing our community. This initiative was started in 2021 by Tema International School (TIS) Alumni **Jano Attionu, Madiba Gondoe, David Safo and Caleb Hammond (IB Class of 2022)**. However, due to the effects of the Covid-19 pandemic, they could not raise sufficient funds for **Benjamin**.

Benjamin has been waiting for his surgery for about 2 years, and each day that goes by, his condition becomes more regressive. He was diagnosed with Tetralogy of Fallot, a congenital heart defect that affects the structure of the heart and the flow of blood through it.

Tetralogy of Fallot can cause oxygen-poor blood to be pumped from the heart to the rest of the body, leading to many other life-threatening effects.

This project aims to raise funds for Benjamin, who desperately needs life-saving surgery. His mother, a single parent, cannot afford the surgery and has reached out to **The Children's Heart Foundation Ghana** for help. We believe that everyone deserves a chance at a healthy life, and we want to do our part to help Benjamin receive the medical care he needs. That's why we have re-launched **Healthy Heart: Healthy Live**, a fundraising campaign to help cover the cost of his surgery.

In collaboration with **The Children's Heart Foundation Ghana**, we aim to raise awareness about congenital heart disorders and encourage our school community to donate towards this cause.

There are many ways to support **Healthy Heart: Healthy Live**. You can directly donate to our campaign by clicking on the **DONATE** button, purchasing our T.Shirt, sharing our message on social media, or hosting a fundraising event to help us reach our goal. Every contribution can make a difference in his life, no matter how big or small.

DONATE NOW - Have a heart, save a life. <https://makewehelp.com/donation/healthy-heart-healthy-life-2>

**IT'S A BEAUTIFUL DAY
TO SAVE LIVES**



CAS PROJECT

Healthy Heart: Healthy Life
The clock is ticking
Benjamin needs our help

CAS Project – SaniFlush

SANIFLUSH CAS PROJECT – WE NEED YOUR HELP.

[Home](#) / [Donations](#) / [SaniFlush CAS Project – We Need Your Help.](#)



SaniFlush is a CAS project initiated to aid the Ashaiman No. 2 JHS with a modernized, functioning washroom system, and the members are a group of DP1/G11 students of Tema International School: **Gregory Fokou Kotang, Papa Duodu Fynn, Bradley Hoedoafia, Kow Yarney, Nadeem Yakubu, Odassey Tetteh, and Malcolm Enimil Ashun.**

We are determined to solve a pressing problem in our community, and we found an opportunity to make a difference at Ashaiman No.2 JHS. After interviewing the headmistress, we learned that the school struggled with a large student-to-washroom ratio. The deteriorating condition of the washrooms not only had health implications for the students but also had a negative impact on their overall learning experience. The lack of clean and safe washroom facilities made it difficult for students to attend school regularly, as they were more prone to falling ill and required time off to recover. This interrupted their academic progress and could lead to poorer academic performance. Additionally, the lack of adequate washroom facilities created a sense of discomfort and unease among the students, which affected their concentration and focus during class. This could ultimately lead to a decline in their overall academic performance and achievement. It is clear that the poor condition of the washrooms had far-reaching consequences on the health and well-being of the students, as well as their academic success, highlighting the urgent need for renovation and improvement. Also, most of the children lacked appropriate toilet facilities at home, causing them to resort to defecating outside the school. Due to the poor toilet facilities, even though we wore masks during the interview, the smell from the washrooms lingered about a kilometer away, showing the severity of the situation.

After surveying the area, a professional plumber presented a budget. We needed to raise approximately GHC 28,000 to cover the cost of renovating the washrooms. Through Expression sales we manage to raise GHC 7, 600. We have raised so far GHC 22,300. To meet our target we need GHC5,700.

Our project aims to address several UN SDG Goals, including **Good Health and Well-Being, Clean Water and Sanitation, Industry, Innovation, and Infrastructure, and Life on Land.** We believe that by undertaking this project, we can make a meaningful contribution towards creating a sustainable future for the community, improving the lives of people, and protecting the environment around us. By aligning with the UN SDG goals, we hope to inspire others to join us in our efforts and help create a more equitable and sustainable world for future generations.

To support our cause, we need your donations to reach our target amount. Any amount donated will be most gratefully and heavily appreciated. **DONATE NOW, by clicking on the following link – <https://makewehelp.com/donation/saniflush-cas-project-we-need-your-help-2>**

Ignite CAS Project



GH¢15,941.00 Raised Of

GH¢28,000.00 Goal

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.

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 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.

There has been a successful fundraising effort of GHC 15,000! Despite this, we aim to raise GHC 28,000. It's down to GHC 13,000!

Thank you very much for your tremendous support during the fundraising campaign for the ignite CAS

project.

The condition of the St. Nicholas charity school in Tema Newton playground is deteriorating, and we would appreciate your help to raise funds to improve them and put a smile on these young children's faces.

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.

Eradicating Hunger and Poverty CAS Initiative



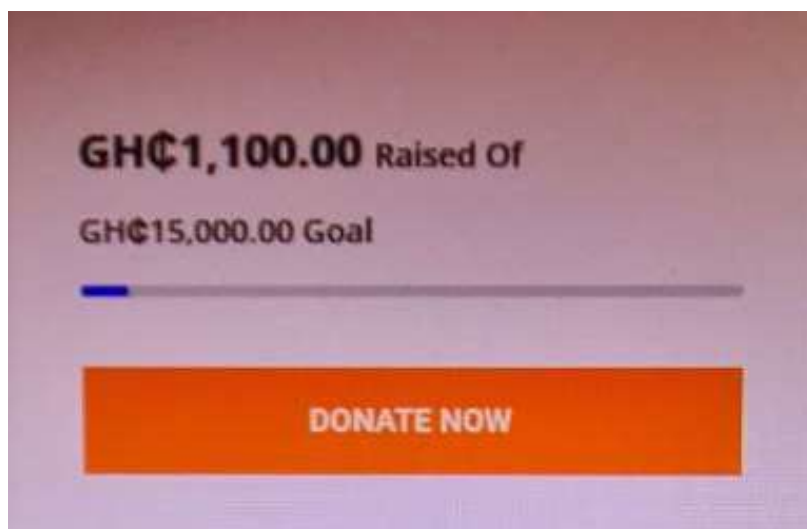
SUSTAINABLE DEVELOPMENT GOALS

Eradicating 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 clothes for children who lack them in our community.

After investigation, we identified a home for children called **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 handle their basic needs. According to the Caretaker and founder Madame Maa Paulina, she struggles to feed them once daily. Food provisions and clothes are something she prays we can assist her with.

With Ghana's high cost of living, 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 hopes they can be sponsored to go through education and maybe even go to University and have better opportunities in life.



We like to appeal for your support to the **Maa Paulina Children Foundation**. We aim to raise GH¢15,000 to support the home with food items and school fees for some children.

For further details, you can reach out to our CAS Coordinator, Mama Su, Surama.king@tis.edu.gh

To **DONATE**, click on the link below. No amount is too small or too big, we need your help.

<https://makewehelp.com/donation/eradicating-hunger-and-poverty-initiative-2>

The TIS experience – Newbies Trip to Aburi



The TIS experience – DP Orientation



Newbies Inter Colour Sports Competition



Newbies Inter Colour Sports Competition



CAS Project – Code Red



Goes Reusable!

PLEASE DONATE to aid in the production of our own **reusable sanitary towels** to support girls in need.

Momo: **Abigail Ahiadorme-0543936488**

Reference code: **CODERED**

TEMA INTERNATIONAL SCHOOL
VIRAL CONJUNCTIVITIS ("APOLLO")

Dear Parents,

We would like to inform you of a recent occurrence of viral conjunctivitis, popularly known as "APOLLO," within the community. TIS has not recorded any such cases.

However, viral conjunctivitis is a contagious eye infection that can spread in close-contact environments like schools. It is transmitted by hand to eye; that is by touching the eyes with hands that have been in contact with an infected surface.

An Infected Person May Experience:



Redness And Irritation
Of The Eye(S)



Swelling Of The
Eyelids



Watery Or Discharge
From The Eye(S)



Itchy Or Gritty
Sensation



Sensitivity to light

In order to maintain a safe school environment, we encourage the following:

1. **Frequent Handwashing**
2. **Avoid Touching Eyes**
3. **Avoid Sharing Personal Items like towels, handkerchiefs, and eye makeup.**
4. **Stay Home if Sick:** If your child displays symptoms of viral conjunctivitis, they are encouraged to stay at home until symptoms subside to avoid transmission to others.
5. **Disinfect Surfaces:** The janitorial team will intensify the regular cleaning and disinfection of surfaces that come into contact with hands, such as doorknobs, desks, and communal items.

Kindly notify the medical team if your child has been in recent contact with someone with viral conjunctivitis.

We appreciate your cooperation in ensuring the health and safety of our school community.

Sincerely,
Dr. Yalley





TEMA INTERNATIONAL SCHOOL
20TH ANNIVERSARY PRODUCTION



CALL FOR AUDITIONS

THE PRINCE OF EGYPT

DATE: SUNDAY, 27 AUGUST 2023 | TIME: 2:00 PM

VENUE: SPORTS COMPLEX



DELIVER US!

ROLES: DIRECTORS | ACTORS | SINGERS
DANCERS | CREW (LIGHT & SOUND,
SET & PROPS, COSTUME & MAKEUP)

DP Orientation – CAS Session



DP Orientation – Team Building



DP Orientation – Team Building





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

IB: COLLEGE/UNIVERSITY ENROLMENT**Australia**

Australian Catholic University

Barbados

American University of Barbados

Bulgaria

Medical University of Pleven

Canada

Algoma University
 Brock University
 Carleton University
 Concordia University
 Dalhousie University
 Lakehead University
 Memorial University of Newfoundland
 McGill University
 McMaster University
 Queen's University
 Redeemer University College
 Ryerson University
 Simon Fraser University
 St. Mary's University
 Trent University
 UOIT
 University of Alberta
 University of British Columbia
 University of Calgary
 University of Guelph
 University of Lethbridge
 University of Manitoba
 University of New Brunswick
 University of Northern British Columbia
 University of Ottawa
 University of Regina
 University of Saskatchewan
 University of Toronto
 University of Victoria
 University of Waterloo
 University of Windsor
 Vancouver Institute of Art
 Western University
 Wilfrid Laurier University
 York University

China

Dalian Medical University
 Shanghai Jiao Tong University (SJTU)

Cyprus

University of Nicosia

Czech Republic

Charles University

France

American University of Paris
 EPITA France
 Jean Moulin University
 Sciences Po
 Université Grenoble Alpes
 University of Lille
 University of Savoie Mont Blanc

Germany

Jacobs University Bremen

Ghana

Academic City College
 Accra College of Medicine
 Ashesi University
 Central University College
 GIMPA
 Kwame Nkrumah University of Science & Technology
 University of Cape Coast
 University of Ghana
 Lancaster University, Ghana
 Webster University, Ghana
 Wisconsin International University College

Hungary

University of Debrecen
 University of Pecs Medical School

India

DR. M.G.R. University and Research Institute, Chennai
 Loyola College
 Institute of Fashion Designing

Ireland

University College Cork
 University College of Dublin
 University of Limerick
 Royal College of Surgeons Ireland

Italy

John Cabot University

Kenya

United States International University (USIU), East African branch

Malaysia

Institute of Medical Sciences at Mantin

Mauritius

African Leadership University
 Middlesex University

Qatar

Northwestern University

Rwanda

African Leadership University

Singapore

Nanyang Technological University

Slovakia

University of Safarik

South Africa

University of the Witwatersrand

South Korea

Incheon National University
 Sookmyung Women's University

Spain

IE University
 European University (EU) Business School

The Netherlands

Radboud University
 University at Twente
 University of Amsterdam
 University of Groningen
 Utrecht University
 Vrije Universiteit Amsterdam

Switzerland

European University (EU) Business School

United Arab Emirates

New York University- Abu Dhabi
 Herriot-Watt University Dubai
 University of Birmingham Dubai

UK

Abertay University
 Aberystwyth University
 Anglia Ruskin University
 Aston University
 Bath Spa University
 Birmingham City University
 Brighton & Sussex Medical School
 Brunel University
 Buckinghamshire New University
 Cardiff University
 City University- London
 Coventry University
 De Montfort University
 Glasgow Caledonian University
 Heriot-Watt University
 Keele University
 Kings College- London
 Liverpool Hope University
 London Metropolitan University
 London South Bank University
 Loughborough University
 Manchester Metropolitan University
 Middlesex University
 Newcastle University
 Nottingham Trent University
 Oxford Brookes University
 Plymouth University
 Queen Mary University of London
 Queen's University Belfast
 Ravensbourne University London
 Robert Gordon University
 Royal Agricultural University
 Staffordshire University
 Swansea University
 Teesside University
 The University of Law
 Ulster University
 University College London
 University for the Creative Arts
 University of Aberdeen
 University of Birmingham
 University of Bolton
 University of Bournemouth
 University of Bradford
 University of Brighton
 University of Bristol
 University of Cambridge
 University of Central Lancashire
 University of Chester
 University of Durham
 University of Dundee

University of East Anglia
 University of East London
 University of Edinburgh
 University of Essex
 University of Exeter
 University of Glasgow
 University of Gloucestershire
 University of Greenwich
 University of Hertfordshire
 University of Hull
 University of Kent
 University of Kingston
 University of Lancaster
 University of Leeds
 University of Leicester
 University of Lincoln
 University of Liverpool
 University of London
 University of Portsmouth
 University of Newcastle
 University of Northampton
 University of Nottingham
 University of Portsmouth
 University of Reading
 University of Salford
 University of Southampton
 University of Stirling
 University of Sunderland
 University of Surrey
 University of Sussex
 University of Warwick
 University of West England, Bristol
 University of Westminster
 University of Winchester
 University of Wolverhampton
 University of York
 UWE Bristol

USA

Adelphi University
 Agnes Scott College
 Albright College
 Allegheny College
 Augsburg University
 Augustana University
 Azusa Pacific University
 Babson College
 Baldwin-Wallace College
 Barnard College of Columbia University
 Barry University
 Beloit College
 Bennington College
 Berea College
 Bentley University
 Binghamton University
 Boston College
 Boston University
 Bowling Green State University
 Bradley University
 Bryant University
 Bryn Mawr College
 Bucknell University
 Buffalo State College
 Caldwell University
 California State University- Long Beach
 Calvin College
 Carnegie Mellon University
 Castleton University
 Champlain College
 Chapman University
 Clark Atlanta University
 Clarkson University

Clark University
 Cleveland State University
 College of Charleston
 College of Saint Elizabeth
 College of Wooster
 Colgate University
 Columbia College- Chicago
 Columbia University
 Concordia College
 Connecticut College
 Cornell University
 Dartmouth College
 Denison University
 DePaul University
 DePauw University
 DeSales University
 Dickinson College
 Drake University
 Drew University
 Drexel University
 Duquesne University
 Earlham College
 East Stroudsburg University
 Elms University
 Embry-Riddle Aeronautical University
 Emerson College
 Emory University
 Fashion Institute of Design and Merchandising
 Fisk University
 Florida Institute of Technology
 Florida Southern University
 Fordham University
 Franklin & Marshall
 Full Sail University
 Georgia State University
 Goucher College
 Guilford College
 Grinnell College
 Gustavus Adolphus College
 Hampshire College
 Hanover College
 Harrisburg University of Science & Technology
 Hartwick College
 Haverford College
 Hawaii Pacific University
 High Point University
 Hofstra University
 Hope College
 Houghton College
 Hult International Business School
 Illinois College
 Illinois Wesleyan University
 Iona College
 Iowa State University
 Indiana University
 Indiana University- Purdue University Indianapolis
 Ithaca College
 Jacksonville University
 James Madison University
 Juniata College
 Kalamazoo College
 Kennesaw State University
 Kent State University
 Knox College
 La Salle University
 Lafayette College
 Lake Forest College
 Lawrence Technological University
 Lehigh University
 Loyola Marymount University

Loyola University
 Luther College
 Lycoming University
 Macalester College
 Manhattanville College
 Marietta College
 Marist College
 Marquette University
 Maryland Institute College of Art
 Massachusetts College of Pharmacy and Health Sciences
 Massachusetts Institute of Technology
 Mercer University
 Mercyhurst University
 Merrimack College
 Miami University, Oxford, Ohio
 Michigan State University
 Middlebury College
 Millersville University
 Milwaukee School of Engineering
 Monmouth University
 Montclair University
 Mount Holyoke College
 New York Film Academy
 New York Institute of Technology
 New York School of Art and Design
 New York University
 Northeastern University
 Oberlin College
 Ohio Wesleyan College
 Old Dominion University
 Pace University
 Parsons, the New School of Design
 Pennsylvania State
 Pepperdine University
 Philadelphia University
 Pratt Institute
 Princeton University
 Purdue University
 Quinnipiac University
 Regis College
 Rider University
 Ringling College of Art and Design
 Rocky Mountain College of Art and Design
 Rollins College
 Roanoke College
 Rochester Institute of Technology
 Rowan University
 Rutgers University
 Santa Clara University
 SCAD
 School of Art Institute of Chicago
 Seattle University
 Seton Hall University
 Shippensburg University of Pennsylvania
 Skidmore College
 Spelman College
 Smith College
 Spelman College
 State University of New York, Plattsburgh, New York
 St. Lawrence University
 St. Leo University
 St. Louis University
 St. Olaf University
 Stony Brook University
 Suffolk University
 SUNY Buffalo
 SUNY Plattsburgh
 Syracuse University
 Temple University

Texas Christian University
 The George Washington University
 The School of the Museum of Fine Arts
 The School of Visual Arts
 The University of the Arts
 Trinity University
 Truman University
 Truman State University
 Union College
 University at Albany
 University of Arizona
 University of California-San Diego
 University of Central Florida
 University of Cincinnati
 University of Colorado- Boulder
 University of Delaware
 University of Florida
 University of Hartford
 University of Iowa
 University of Kentucky
 University of Lynchburg
 University of Maine
 University of Maine at Fort Kent
 University of Maryland Baltimore county
 University of Massachusetts- Amherst, Boston, Dartmouth
 University of Miami
 University of Michigan
 University of Minnesota
 University of New Haven
 University of Northern Iowa
 University of Pennsylvania
 University of Pittsburgh
 University of Rochester
 University of Rhode Island
 University of Richmond
 University of San Diego
 University of South Florida
 University of Tampa
 University of Toledo
 University of Tulsa
 University of Wisconsin
 Utica College
 Vassar College
 Villanova University
 Virginia Commonwealth University
 Virginia Polytechnic Institute & State University
 Walsh University
 Wartburg University
 Washington College
 Washington & Jefferson College
 Webster University
 Wellesley College
 Wells College
 Wentworth Institute of Technology
 Westchester University of Pennsylvania
 Whittier College
 Williams College
 Wilson College
 Woodbury University
 Worcester Polytechnic Institute
 Yale University

West Indies

Saint George's University School of Medicine, Grenada



TEMA INTERNATIONAL SCHOOL



Hostel Corner

I'm a newbie at TIS. Although this is an exciting and life-changing moment, it can be a daunting experience too. Students are out of their comfort zone in a unique boarding school. At TIS, we do it differently. With the right calibre of Hostel Parents and other staff, students are able to fit in and feel safe.



“It's a new dawn, It's a new day, It's a new life for me. And I'm feeling good.”

NINA SIMONE

Enjoy some reflections from our newbies:



'My name is Nana Yaa Arthur and I am a "newbie" at Tema International School. The first night I spent in TIS was lonely; I had no friends and was very shy. Now I can confidently say that this is no longer the case. I have made wonderful friends with different personalities all thanks to the various activities and orientations the student council and staff put together over the past week. My favourite aspect of the orientation was when we went on a trip to Papaye Recreational Village and saw a live acrobatic performance. Honestly, my mind was blown. It was the first time I had ever seen such a thing in real life and I will always cherish it. When I compared myself to them a week ago, I saw a change. TIS brought that opportunity of change to the friendly students, the caring hostel guardians, the peer buddies and the kind kitchen staff. They made my first boarding school experience really fun, delicious and comfortable. I certainly do not regret coming here and I am ready for the fast and furious journey to come! **Nana Yaa Arthur, DP 1**



Over the past six days in Tema International School, I have experienced so much that I could have only felt in the time span of two years. Coming into the school, I did not really know what to expect or feel, it was like I did not even realize that I was changing schools. It wasn't until I saw the signboard of TIS was when it hit me that wow, I am actually here. During my first day, the minute I walked in I felt right at home. Everyone was welcoming and it clouded my feelings of anxiety. Everything during these past few days has been a blur but, from what I can remember for my first day; it was the best first day I have ever had and I can only hope that my fellow newbies felt the same. I think my favourite memory since I have been here is when you went out for a day. Though it rained the food was amazing and the performance was very entertaining because I have never watched an acrobatics show before and for the first time, I think that it was really good and I do wish I could see one in another lifetime. I have been on only a handful of school trips and I think out of that handful, it is one of my favorites. **Kuukua Fynn, DP 1**



'If you asked me 2 years ago if I wanted to come to TIS, I would have most likely said yes. At the time, I really wanted to expose myself to a new environment. However, once I found out I was accepted leading to the day before the newbies orientation, it actually began to hit me since I had not been a new student in the past 5 years. Several mixed emotions flooded my brain that I actually regretted my decision. I remember feeling, in a nutshell, the first day, very emotional, and reflected a lot. Although there were welcoming peer buddies around, it still felt hard to adjust to the new space. My first few days in the hostel were actually good. I would say the students were friendly, lively, and comforting. My most enjoyable moment during the orientation was the visit to the Papaya Resort. There were lots of entertaining performances which I really found amusing to watch. It also burst my bubble and allowed me to open up more. Following up to this day, there are times that I still feel low and anxious once in a while but the past week has been enjoyable and great so far'.

Olga Fola, DP 1



My experience in TIS so far has been good. Yes, there are some challenges and responsibilities to take care of and adapt to when in the boarding house. I have done some work that I was assigned just like everyone. I cleaned windows, empty the bin and swept. We have good meals every day and I make sure I eat so I can grow proper and healthy. We played a variety of sports and also had an inter-colour competition. I made new friends. **Nabil Naasr-Deen, MYP 2**



'My experience has been such an adventure. I have met so many good people and seen great things. I was not expecting this. First of all, it was a tough transition going from my home in the States all the way to boarding school in Ghana. I cried a lot. I still cry to this day, missing my home very much. Luckily, I have amazing roommates, Ama, Ivy, Nana Yaa, Princess and Vania.

They have helped me a lot especially Ivy and Nana Yaa. The food here is great nothing like where I came from. I enjoyed the Papaya Recreational Village field trip and inter-colour sporty competition. I have many days to come and cannot wait. I won't say it has been easy but it hasn't been bad. **Gabriella Som, MYP 3**



My TIS experience has been great so far, especially since I am with all my siblings and they get to share this amazing experience with me. I was expecting not to be regarded by anyone but I have been proved wrong. I have been shown so much kindness and hospitality by everyone here. The room monitor and roommates I have are incredibly helpful. They shared some rules and regulations of TIS, showed me around the school and helped me settle down here in TIS.

I am also thankful to my grade mates for making me feel more comfortable, however, I am still yet to get used to the environment fully. I am incredibly happy with my lively grade mates, and I hope we will learn from each other. My favourite thing about TIS is the people. If I was entering my former school for the very first time I wouldn't have been treated as well as I have here in TIS. Normally people would have mentioned the facilities. I am lucky to be in TIS. As the saying goes, 'you know how valuable someone or something is until you lose it'. **Bryan Tamakloe, MYP 3**



'On the 16th of August 2023, I entered the TIS campus as a student for the first time and I am pleased to say it was a very remarkable moment that will be with me for a long time. On that very day, all newbies, parents and staff of the school were supposed to attend an orientation, which I of course attended as a newbie with my dad right beside me. There were a lot of people at the orientation and a lot of people were called upon to share some of their experiences with TIS and I have to say there were a lot of statements from student council to staff and even parents. It was a bit boring to say but I managed to listen to everyone all the way through to the end. The orientation went on for about 2 to 3 hours but unfortunately, the principal Dr. Ken was not able to make it. After the orientation was over, I went to my room in the hostel named Francis and it was the second room that I was placed in. I packed all of my stuff in my locker with the help of my brother and father, prepared my bed, and arranged my food box.

After all the packing, my brother and my father left me and went back to the house. I was all alone until I met my first roommate Nana Yaw. At first, it was very hard to cope with him but as time went on, I got to know him and understand him better. On my first day, I didn't really do anything except walk around with Nana Yaw until it was time to sleep. I found it very hard to sleep because I had a lot of things running through my mind, thinking about family and friends I left behind, but I managed and fought it and ended up sleeping. A few days passed by and I actually started making friends and coping with everyone around me and at a point I knew I was going to like TIS. I have actually played a lot of sports since I came including football, basketball, handball and other sporting activities. I've been here for just about a week now and every single day I had to eat 4 very tasty meals and I enjoyed every single last bite for each meal. All continuing students returned on Sunday and the school gets packed. School started the following day which was a Monday and I came to class not really knowing anyone and excited to make new friends. Not too long after, I started making friends, relatable and nice to me and met a few of the teachers and they were all really nice to me. I've really loved and enjoyed this school and hope I'll live to enjoy every second of my time here. **Ambrose James MYP 2**



During my time in TIS, I have realised that students in TIS need to be inquirers. So far, TIS seems like a friendly and safe place to be. The food is great and the people too. At first, I didn't want to be here, but I am getting a bit more comfortable. I love the fact that this school allows students to use their gadgets within school hours. I love the fact that the school has so many options for ASA. Boarding house life is okay, although being home would have been nice. In conclusion the school is great and I don't mind being here. **Bryana Tamakloe MYP3**



My time in TIS has been exciting, fun and we did a lot of things like playing games, going on trips, sports, tours and many others. I also made new friends. It was a fun experience. My time here at TIS has taught me to be balanced, creative, communicative, and confident. I am also learning how to be independent. In a nutshell, my time here has been fun, and TIS is an amazing school. **Princess Kuivi MYP 3**



'The TIS experience is something everyone should experience. My experience at TIS was fun and exciting, from the trips to the sports to going to the hostel and catching up with friends was nice I got to meet new people and become friends with them. A lot of people greet you with a smile, and the teachers, hostel parents, and most of the staff treat you with kindness and also like family. TIS has helped me become more organized and balanced as well as making me good with time management. As the years go by, I feel I will improve even more. **Kyla Addo, MYP2**



I arrived at TIS with a tugging feeling in my stomach and a blend of different emotions, but a group of peer buddies rushed to the car with smiles. At that moment, I felt safe and cared for, which eased my nerves and allowed me to develop a more positive approach for my new life at TIS. This transition was not easy, but the orientation week helped me adapt to the

change. The DP team hosted a series of meetings to give us clarity on the program. They have given me confidence about matters concerning my academics and a better sense of direction toward the college application process. The CAS team has an exciting orientation camp for us and I am looking forward to that. Thanks to the amount of support I have received so far, I am anticipating an incredible IB journey ahead of me. **Tracy Adjei, DP 1**



My journey at TIS so far has been quite an interesting one, to say at least. Wednesday was a day full of feelings of equal anxiety and excitement as I began my TIS experience. I had my whole family to support me when I came. Together we unpacked all my belongings into their appropriate places. At 2 pm, there was a meeting in the multi-purpose hall for all the newbies and their families, welcoming us into the school and introducing most of the

staff. When the meeting ended, refreshments were served. After our families left at 4 pm, I was officially alone. I shed a few tears but put on a brave face as I walked to my dorm room. Later, after I had met a few of my roommates, it was time for dinner. There, we were introduced to grade 12 council members who told us about some rules of the school. After dinner, all the girls met in the ladies' lounge for a brief meeting, where we were talked to by our hostel parents: Auntie Setor, Auntie Janet, Auntie Nora and Auntie Rachel. Lights out was at 9:30 but before that, we all got ready for bed. On Thursday morning, we woke up at 7 am and went for breakfast at 8. After breakfast, all the newbies had a meeting at the Einstein block where we were told about the school and its teachers. Later in the day, we went outside to play a few games with seniors and got to know other people. After lunch at 1pm, we were divided into groups for a tour of the school, which involved us walking all around the school. After the tour, we returned to the dorms, ended dinner and called it a day.

On Friday morning, we woke up extra early because, after breakfast, we boarded VIP buses and drove to the Papaya Recreational Village at Aburi. The trip there was boring but the whole experience made it worth it. We played a few games at the first venue, including Chinese whispers and a dance competition. After the games, we were served with steaming plates of Papaya, which brightened up the mood further on such a rainy day. After we had eaten, we moved to our second venue, where we got to play carnival games and ate popcorn with drinks. Acrobats were entertaining us with many daring stunts. Around 4 pm, we left Aburi and started our journey back to school. Once we got back to school, it was already time for dinner. After dinner, our PHE kits were distributed, and we returned to the hostel. Early Saturday morning after breakfast, an inter-colour sports competition was held at the sports complex. The colours, yellow, red, blue and green, competed in a series of games which included “fill in the bottle,” “lime and spoon,” “team walker,” and sack race. In the evening, after dinner, we had a movie night in the MPH, where we watched “Army of Thieves.” After the movie, we returned to the hostel to rest for the day. After such a short time, there were a lot of emotions; from tears, to laughter, to even annoyance. It’s been a roller coaster of emotions already, and I can’t wait to see what’s to come. **Nana Yaa Acheampong**
MYP 4



My journey at TIS started with warm smiles and welcomed into the school. After my parents left, some peer buddies introduced me to a few people in my grade and others in theirs. Around 6 p m , we headed for dinner, where I met the newbies and the council members. After dinner, all the girls headed to their common room where we introduced ourselves, including two fun facts. Later we headed to our dorms, where I met my roommates and discussed our day. The following Thursday, we all participated in group activities in which I learnt the day of birth of other newbies and also participated in other ice breakers. After lunch, the peer buddies and council members took us on a tour and told us some historical facts about the school, like how the infirmary was named after the founder’s granddaughter. After the tour, we went for dinner and ended the day. Friday, after breakfast, we went on a trip to Papaya Recreational Village. The trip started on the bus, where we all fell asleep. Once I woke up, we had already gotten to our destination where we took a bus to our first stop, played games, and ate food. After we headed to our next stop where there were acrobats for our entertainment. At about 4 pm we headed back to school. We arrived at dinnertime, ate and got our PE kits. On Saturday, after breakfast, we went to the sports complex to play games like lime and spoon, sack race, team walker and fill in the bottle.

After dinner, we stayed in the multi-purpose hall to watch a movie titled “Army of Thieves” in which I really enjoyed the plot. So far, my experience at TIS has been very interesting and has taught me how to socialise and at the same time, be independent. **Ivy Adjovu MYP4**



I came here on August 17, 2023. TIS so far has been fun and amazing. Everyone is very friendly. I came to TIS to be focused and enjoy my time. My first night in TIS was weird for me staying away from home for the first time. The next day we went on a trip to Papaye Recreational Village. After lunch, we watched some acrobats, who put on a great show and displayed amazing skills. On our way back, there was a lot of traffic, but by the grace of God, we eventually got to school. We had dinner, and after that, the NEWBIES got their colour groups. I got the colour yellow. After that, I went to sleep. Night 2 was not so bad. The next day we had a sports activity, and I represented my colour, YELLOW. We came in 2nd in the competition. I was not too happy, but at least we were second. On Monday, I was surprised because there was a schedule change. Things operated differently. During the orientation, I was able to open up more, and I spoke to people, made new friends and had fun. During the orientation, I learned many things concerning the IB Diploma Programme. On Tuesday, the teachers oriented us on all the subjects we could do from Group 1 to 6. Later in the day, I got my uniform measurements and got a little insight on our CAS camp from Thursday to Friday. We have a game on Saturday, which is FRANCIS vs ANTHONY Hostel and I am I am very excited about it. Life so far in TIS has had both ups and down but I hope to make memorable memories and great achievements in the school. **Val Mapri Mzeka DP 1**



My experiences at TIS so far have been far from uneventful. Firstly, my life in the hostel has helped me build friendships with ease as well as improve my social and communication skills. This has made it easier to work together in maintaining our rooms and thus improving our teamwork. With morning tasks and jobs to complete, has shown me discipline and efficiency. Secondly, my interactions with fellow newbies, show a wide spread of cultures, backgrounds and age groups. This has helped me warm up to the school as they are all in the same situation as me, which helped to create bonds that may last years. My experiences with the staff have been amazing, from hostel parents to teachers and cooking staff. They have all helped me settle in, making me feel like family while missing my own. During our educational talks about CAS and school classes, the teachers were informative, helping me choose my subjects and understand the Diploma Programme. To finish, I would like to add that TIS has shown me life skills that I may not learn anywhere else. **Daniel Tuffour, DP1**



The sixteenth of August was my first time coming to the school as a student. I was excited because I had heard good things about the school. When I came into my room, I met my first roommate Enoch. He was quiet most of the time but eventually warmed up to me. After my parents left, I felt bored because there was nothing to do so I walked around until eventually I got a tour from a Peer Buddy named Fredrick, which was the best part of my day. The second day of school was equally as boring we did not do anything but had a meeting in the common room at the end of the day. On the third day, we went on a school trip to Papaye Recreational Village, which was fun. There were people blowing fire from their mouths and twisting their bones. We also played some arcade games and enjoyed some good food. I had a lot of fun on Saturday and Sunday we did not do anything then we started our introduction to MYP on Monday. **Joseph Paintsil MYP 2**



My first day in TIS had many emotions, the first 10 minutes I felt scared and confident simultaneously. Later I went to my hostel to see my roommates. They were friendly but somewhat shy because we were all new. My first meal in TIS was dinner because I came late. I was surprised by how nice the food was because of the stories you **heard** about boarding school.

I thought the food would be bad, but I enjoyed it. Later I returned to my dorm and tried to sleep, but I could not. The orientation was fun. It helped me escape from my shell and socialise because I'm naturally shy. My stay in the hostel was fun but did not have enough energy initially. Later on, the continuing students came, and they brought energy. They were loud, so at first, I was a little sad, but it was normal. So that is how my hostel life has been so far. **Kafui Adjagar, MYP4**



My time at TIS has been fun and memorable. The school arranged fun activities for us, such as a trip to Papaya Recreational Village, newbies orientation etc. Let me tell you what happened. For the newbies' orientation, we came to school, then they told us some things about the school, such as the rising bell, the members of the student council etc.

They took us around the school the next day to get us used to the compound. They took us to the sports complex the MYP block and the Einstein block. The trip to the Papaya Recreational Village was so much fun. We rode in a miniature train that took us to the game centre, where we played games such as throwing darts at balloons. We also saw acrobats and they did back flips, turned their hands 360 degrees, breathed fire and balanced themselves on top of each other. On Saturday, we had the Newbies' Inter-colour sports competition with games such as ill the bottle, lime and spoon, and a handball competition. **Mohammed King Fahad Hussien MYP 2**



It was hard in the beginning not knowing who anyone was and changing from a day school to a boarding school. To my surprise on the first day, everyone treated me so nicely, and this left me speechless knowing that in other boarding schools, the older students are mostly bullies. In addition, the seniors helped me to lay my bed. It was very easy to get to know people at the start of my journey, knowing that the school is a family-friendly school, and is very easy to socialise with people in the school. In fact, ever since I got here I have made more than ten friends, which is twice the friends I was making in my previous school. It has also been a very nice experience getting to know the other students. I was assigned the chore of sweeping the room. For the first two days, it was a bit difficult but as time went on, I got used to the surroundings with the help of my peers. Lastly, I would like to say that to all the other people out there thinking that boarding schools are scary and are the last place you would think of please reconsider, and think of coming to TIS. I was like all of you once upon a time but after doing just a few days of the school it made me realize just how much experience of life I have been missing. **Reyeis Nsiah MYP4**



The first day was like a blur. I arrived at the gate on 16th August excited to be in my new home for the next two years. In front of the girls hostel I was met by an array of smiling faces which quickly made me feel at ease; but once my parents left it all started to hit me. I was nervous and scared as I hadn't been a new student in so many years, and to add to that I had never been to boarding school. I began to wonder if I had made the right decision. However, the friendly nature of the students and other newbies helped me feel welcomed and at home. The TIS experience so far has been quite interesting and I'm looking forward for what's yet to come'. **Keziah Botchway DP1**



My time in Tema International School has been a rollercoaster. When I first came, everyone welcomed me nicely and made me feel at home, the only issue I had was my inability to make new friends. I was acting anti-social, not talking much, and that caused a problem for me. I was too shy to talk to new students and will always be quiet. The students always made me feel welcome and always tried to start a conversation with me and try to break out of my shell, but I was too shy to come and engage with other people, which caused a problem for me.

One of the things I enjoyed in the newbie's week was the sport, although I didn't do much because I was afraid of embarrassing myself, it was still fun. Going to the Papaya recreation centre was nice, eating the fried chicken and fries, watching students perform and watching men doing some weird things with their bodies was nice.

I had to leave the school for a while for a dental appointment, but when I came back to school, it was like everyone had gotten nicer, and when some of the old students saw me, they were very welcoming and nice. I'm trying to make sure to open up and become less anti-social, but in all, my experience in Tema International School has been wonderful.

Ewurama Fynn MYP3



'I walked through the gates of TIS feeling very anxious since I didn't remember what being a new student was like as time passed, the staff and students made me feel comfortable and welcome. The students are very friendly, and the environment is holistic. I enjoyed the inter-colour sports competition and I can say I am proud of my sports colour. I am excited about the CAS orientation camp. I can't wait to see what the CAS team has in store for us. I also hope to get closer to my grademates. This whole week has taught me that teamwork collaboration is key to success. TIS offers an opportunity for new experiences, new relationships, new knowledge, and new skills. I am glad I decided to come here! **Emmanuella Ashiagbor DP 1**

GENERAL NOTICE

TO PARENTS AND GUARDIANS

Allowed for Birthdays

- Cakes: muffins or cupcakes
- Pizza
- Plastic bottled or canned soft drinks
- Non-alcoholic wine

Not allowed for Birthdays

- Cooked food (chicken, fries, jollof, etc.)
- Cakes with butter icing

Please Note

All items will be inspected and approved by a hostel parent and security officers at the hostel gate. Items which do not fall within the 'allowed' list will not be accepted.

Visiting Times - Saturday & Sundays

Chicken, pizza and plastic bottled or canned soft drinks are allowed.



Scan to book a visit



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.



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.

COUNSELLORS' CORNER



**FULL
HOUSE**



Feel the energy in the air. It's the TIS Family back in one full house. Welcome on-board continuing students to a brand new academic year of hard work and personal skills development. Be actively engaged and prepared!



Newbies we are so excited to have you here! Get on board! Don't be a spectator be a participant~ Dr. Ken Darvall~

- ✓ You are uniquely and creatively gifted to explore CASSA.
- ✓ Take a chance to enjoy the wonderful plethora of opportunities knocking at your doorstep!
- ✓ Step out of your comfort zone
- ✓ Do not hesitate to ask a question if you have one.
- ✓ Take it a step at a time!



You Are 
on
the Right Path

DP2s:

As discussed already, consider these easy to go steps for your university applications

WHAT DOES A HIGH SCHOOL STUDENT NEED IN ORDER TO APPLY TO COLLEGE?

1 **Personal Statement**
(500-650 word essay that most colleges ask for)

2 **Online College Application**
(consists of student's personal info, family info, & school info)

3 **Recommendation Letters**
(from your school counselor & usually 2 teachers)

4 **Application Fee**
(each college has a different fee; some are \$0; some can be waived for low income students)

5 **Transcript**
(this is a record of all of your final grades of every year in high school - your counselor sends it to colleges, not you)

6 **Standardized Test Scores**
(this includes SAT/ACT and AP/IB scores - colleges have diff. requirements)

7 **Supplemental Essay Responses**
(some colleges ask for them; others don't)

@road_to_uni

1. Use websites that **FILTER COLLEGES** based on your stats, interests, & needs. Some good ones are:

- College Board's Big Future
- Niche.com
- Naviance (if your high school uses it)

2. Categorize colleges into **REACHES, TARGETS, & SAFETIES**

3. For every college that you search, pay attention to the average student GPA, average student SAT/ACT score, and the acceptance rate (%). **THESE NUMBERS WILL HELP YOU DETERMINE WHICH CATEGORY** a college falls into.

4. Make a **LIST OF 9-12** colleges to increase your odds. While some students apply to more than 20 nowadays, this is really not necessary if you do your research well.

5. Apply to **MORE TARGET** colleges than **REACH** colleges in order to have a good amount of colleges accept you. If you apply to mostly reaches, you'll **most likely be disappointed** and might end up without good financial aid options.

6. **APPLY "Early Action"** to as many of the colleges on your list as possible. If you apply to your target colleges early, you are more than likely to have a few acceptances by the holidays!

@road_to_uni

Link to click:

https://www.mhs.nyc/apps/pages/index.jsp?uREC_ID=353567&type=d&pREC_ID=766017



- ✓ TIS University Guides will assist you at every step of the way!
- ✓ See your counsellor as scheduled and keep your counsellor in the loop about new university changes and development.
- ✓ Make it a priority to attend all university fairs.

College Visits



UNIVERSITY VISITS LINED UP AT YOUR DOORSTEP! SEE YOU THERE!

NAME OF UNIVERSITY ORGANIZERS	LIST OF UNIVERSITIES IN ATTENDANCE	DATE & TIME	VENUE
WREN University Fair	SCAD UMASS Amherst UC Davis Babson NYU Abu Dhabi Indiana University, Bloomington Emerson College George Mason University of Johannesburg The New School	Tuesday 17 Oct. 2023, 4-5:15pm	TBD
SEC University Fair	Auburn University University of Alabama University of Arkansas University of Florida University of Kentucky University of Missouri University of Mississippi University of South Carolina Louisiana State University	Monday 23 Oct. 2023, 2-4pm	TBD
University of Calgary, Canada	University of Calgary, Canada	TBD	TBD
University of Toronto, Canada	University of Toronto, Canada	TBD	TBD
University of Pecs, Hungary	University of Pecs, Hungary	TBD	TBD
Western University, Canada	Western University, Canada	TBD	TBD
Northeastern Univ., USA	Northeastern University, USA	TBD	TBD
New Zealand University partners and pathways	New Zealand University partners and pathways	TBD	TBD
QS Holiday Inn Univ. Event	QS Holiday Inn University Event	TBD	TBD
St. George's University	St. George's University	TBD	TBD
Nelson Mandela University	Nelson Mandela University	TBD	TBD
University of British Columbia, Canada	University of British Columbia	TBD	TBD
McMaster University, Canada	McMaster University, Canada	TBD	TBD

DP2s:



INTERESTED IN MEDICINE OR LAW IN THE UK? IF YES THINK OF TAKING LNAT ,UCAT OR BMAT IF YOUR UNIVERSITY REQUIRES IT!



- ✓ **PLEASE REGISTER NOW FOR THE LNAT, UCAT, AND BMAT RIGHT AWAY!**
- ✓ **CONTACT THE COUNSELLORS FOR THE UCAS BUZZWORD OR IF YOU NEED HELP**
- ✓ **NOTE: TIS IS NOT A TEST CENTRE FOR THESE TESTS**



Professional Exams Centre

DP2s, PLEASE REGISTER NOW FOR THE LNAT, UCAT, BMAT BEFORE RETURNING TO SCHOOL! CONTACT THE COUNSELLORS FOR THE UCAS BUZZWORD OR IF YOU NEED HELP.



Contact Person: Roderick -0244167800

All students who want to take the professional examinations: UCAT, LNAT and BMAT 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: 20TH June to 21ST September

Deadline: 2nd September 2023 (**Based on availability of slots, register now, slots get filled up quickly)

Cost: £115

Test Day Deadline for UCAS Application: 15 October 2023



NATIONAL ADMISSIONS TEST FOR LAW

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

Candidates may only take the LNAT once per year (from September 01 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 2024

(**Deadlines: NOTE;** Oxford and Cambridge registration and testing deadline- before 15th

October 2023, London School of Economics- registration and testing deadline- before 31st

December 2023, all others, before 20th January 2024.

BMAT

OPENS: 1ST September 2023, **Registration Deadline:** 29TH September 2023, **don't wait, Register now! Exam registration takes place at the British Council**

Test Date: 18 October 2023

Cost: £104

Click here for more information: <https://www.admissionstesting.org/for-test-takers/bmat/bmat-october/dates-and-costs/>

BMAT CONTACT: SARAH BOATENG: +233-560027838

BMAT WILL BE DISCONTINUED AFTER THIS YEAR



- ✓ **DP1s don't wait until the eleventh hour to register.**



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

DIGITAL SAT TEST DATES 2023/24

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
26 August 2023	August 11, 2023
7 October 2023	September 20, 2023
4 November 2023	October 18, 2023
2 December 2023	November 15, 2023
9 March 2024	February 2024 TBD
4 May 2024	April 2024 TBD

SAT 26 August 2023 is this Saturday. All exam takers should please note the following;

- ✓ Download blue book and show it to Aunty Portia for approval
- ✓ Submit your unexpired passport or Ghana Card to Aunty Portia before Friday August 25 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).

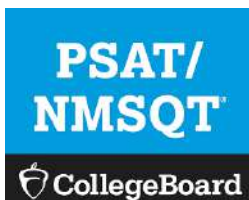


- ✓ click: <https://global.act.org/content/global/en/products-and-services/the-act-non-us/registration.html>

***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 2023/24 (COMPUTER-BASED TESTING ONLY!)

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
15 April 2023	17 March 2023
10 June 2023	12 May 2023
9 September 2023	28 July 2023
28 October 2023	15 September 2023
2 December 2023	20 October 2023
13 April 2024	2 February 2024
8 June 2024	26 April 2024



2023 PRELIMINARY SAT (PSAT) COST IS GHC 400

EXAM DATE AND REGISTRATION DEADLINE:

PSAT EXAM DATE	REGISTRATION DEADLINE	GLOBAL ORDERING DEADLINE
14 October 2023	25 August 2023	28 August 2023

Please email the University Guides right if interested (Open mainly to grade 10 Students and DP1s only): Kindly email payment receipt details to constance.quaye@tis.edu.gh

PAYMENT OPTIONS FOR PSAT GHC 400;



BANK PAYMENT DETAILS

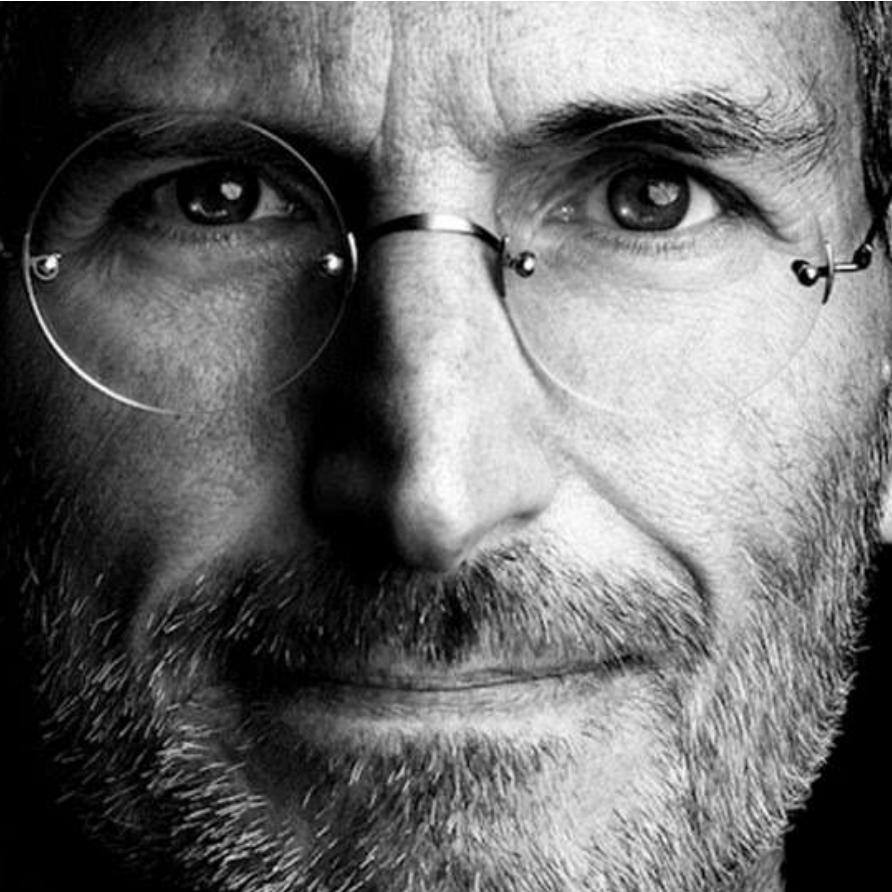
Bank Name: ABSA Bank Ghana Limited
Bank Address: P. O. Box 2949, High St. Accra, Ghana
Bank Account Number: USD (\$) 064-1350990
Bank Account Number: GHS (¢) 060-1798808
Bank Swift Code: BARCGHAC
Bank Sort Code: 03:01:64

MOMO PAYMENT DETAILS FOR PSAT GHC 400 ONLY



TIS Merchant Number for MTN for Momo Payment is 159850

**The most important
decisions you make
are not the things
you do — but the
things that you
decide not to do.**



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.”



