

TIS RECORD

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At TIS,

.....
we believe that integrity, or the lack of it, defines the individual and their reputation. We strive to display it as our badge of honour.

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Key Dates

- 2/9/23: MYP/DP Parent Information Session (10.00am)
- 9/9/23: ACT; TISSA soccer and badminton championships.

Thought for the Week

.....
The gap between knowing what you want and going after it is where fear thrives. You don't need enough courage for the entire journey. You only need courage for the next step.

-
Shane Parrish



2023/2024 Initiatives

Each new year is full of excitement and new initiatives. This new academic year will be no different.

Of course, 2023 is the 20th Anniversary of TIS and celebrations will continue throughout the semester. While TIS Founders' Day is the most important day of each year at TIS, our annual performance at the National Theatre in November will also feature prominently in our highlight reels.

Our MYP will have its evaluation visit in October and we look forward to recognising our achievements, and identifying new directions over the next five years.

Equestrian is a new ASA program this semester and will initially be conducted on Saturdays. ASA is one of our tipping points at TIS.



"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 your rubbish away with you.

Book early to avoid disappointment.

IB is trialling Open Book Exams in a few DP subjects this year and TIS is one of the schools involved in this initiative. Grades 11 and 12 will be involved this year.

Some teachers across P-12 are trialling the use of AI in their planning. We will explore how we can use AI to advantage in our learning programs.

DP students will benefit from learning options that are part of Passport when using ManageBac (MB).

At the Primary School Campus, staff have been revising the PYP Program of Inquiry to reflect the change in class structures.

Other Matters

Please check the calendar overview and note times when exams will not be approved (Secondary students only).

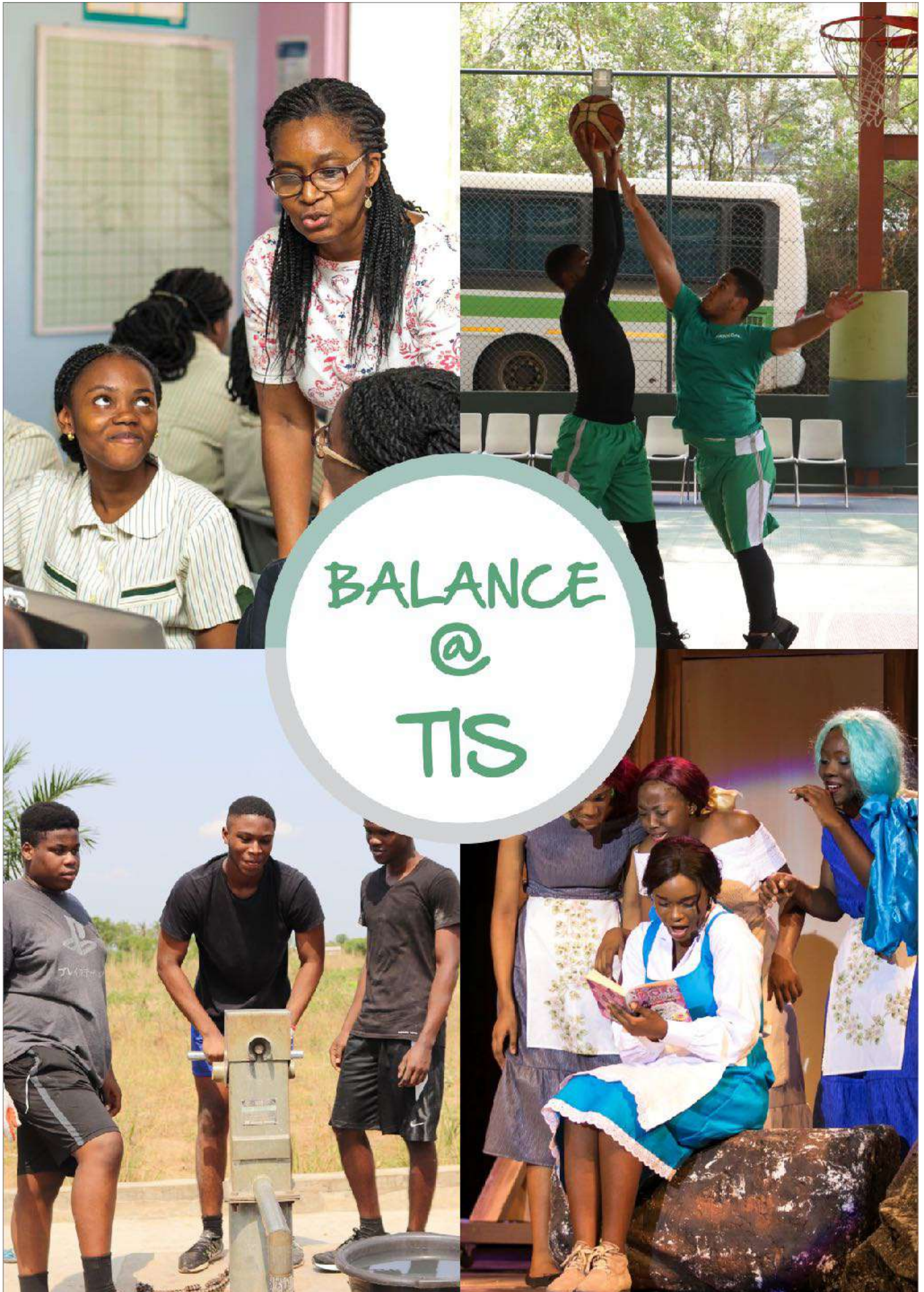
When completing online exams, please enter the correct email address, as this is a common issue and results in the sender not receiving approval.

A reminder that masks must be worn if you are feeling unwell. Let's heed the lessons of COVID and keep everyone safe through our personal hygiene practices.

I appreciate your support. Remain healthy.

Dr Ken Darvall (Principal) principal@tis.edu.gh





BALANCE
@
TIS

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
					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

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

November 2023						
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26	27	28	29	30		

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

January 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			

February 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

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









April 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				

May 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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12	13	14	15	16	17	18
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26	27	28	29	30	31	

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

July 2024						
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			

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

S1 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 mooting 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
15/6/24	France/Spain trips commence
5/7/24	France/Spain trips end
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
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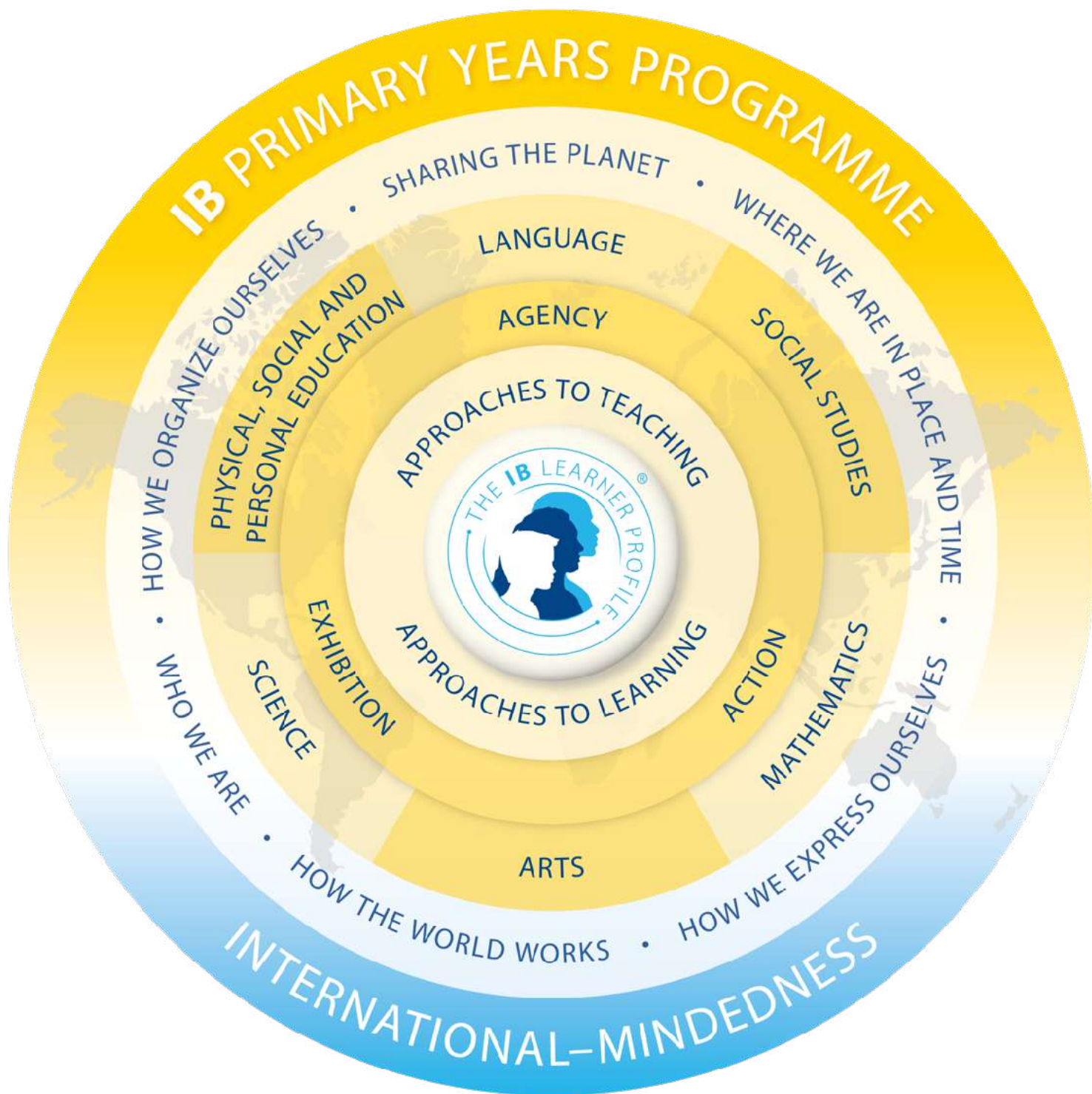
S1 Internal Dates (Primary School Campus)

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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EVIDENCING LEARNING

The TIS Primary School Perspective

At TIS, assessment is about process and not just the product. Assessments are often designed with the learning. Our goal is to be able to tell the story of learning – where it began, how it grew, how thinking changed, and what understandings were brought about.

However, the big question remains, “How do we check for student understanding while they are still learning?” “How do we design meaningful and balanced assessment for a unit of inquiry?” “Are our students learning relevant skills and concepts?”

At TIS Primary School, assessment holds different meanings for different stakeholders. Assessment influences much more than just grades. It affects instruction, placement, and student understanding. It pushes us to ask hard questions like, “Are we teaching effectively?” “Are all students catered for?” “Do teachers use assessment to better teaching and learning practices?”, “How are we performing as a school?”.

Before we dive into the “what” and “how” of assessment, it is essential to align on the “why”. We will discuss the conceptual question, “Why does assessment matter across the learning community?”

For the teacher, assessment is the feedback that drives all of the decisions made in the classroom. The evidence compiled provides a comprehensive picture of where the students stand about the goals set. Through this feedback, the teacher can establish what students know, understand, and can do and use that information to design a path forward for learning.

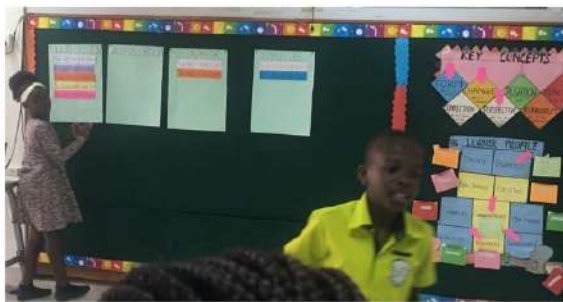
Assessments help the teacher answer the questions of:

- What are the student’s current understandings and skills?
- What are the student’s needs and challenges?
- What is the student interested in?

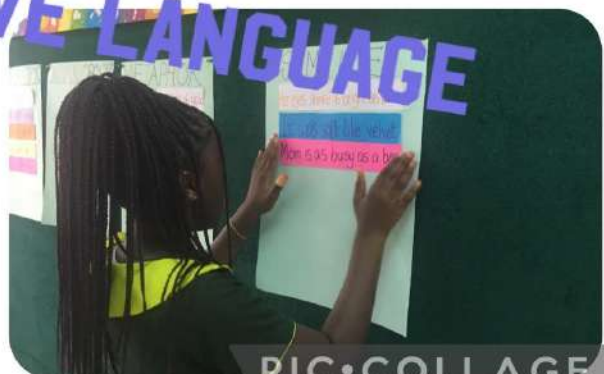
As partners in the learning process, students use the assessment feedback as clues for the next steps in their learning. They work alongside their teachers to recognise grade-level success criteria, develop a learning plan, and adjust their learning pathway to meet their goals. They reflect and monitor how their achievement and thinking have grown through their

experiences in and outside of the classroom. Assessments help students answer the following questions:

- Where am I right now in terms of my knowledge, understanding, and skills?
- Where am I going?
- How can I close the gap?



MATCHING OF FIGURATIVE LANGUAGE



PIC-COLLAGE



Creating posters using a checklist



At TIS Primary School, there is an increased emphasis on viewing planning, teaching and assessing as interconnected processes using a range and balance of assessment strategies and tools. Some assessment tools used include:

Rubrics, which are an established set of criteria for rating students in all areas. The descriptors tell the teachers/students what characteristics or signs to look for in the work and how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.

Exemplars are samples of students' work that serve as concrete standards against which other samples are assessed.

Checklists are lists of information, data, attributes or elements that should be present. A marking scheme is a type of checklist. This can also be co-constructed in collaboration with students.

Anecdotal records are brief written notes based on observations of students.

Continuums are visual representations of developmental stages of learning. They show a progression of achievement or understanding.

We also use the following strategies:

- **Observations**
- **Performance assessments**
- **Selected responses**
- **Open-ended tasks**

Other emphasis is also on

- Involving learners in self- and peer- assessment
- Using a range and balance of recording and reporting strategies
- Seeking student responses to their current understanding
- Using formative assessment to give students regular and ongoing feedback throughout the unit
- Enabling students to see assessment as a means of describing learning and improving learning
- Evaluating collaboratively using an agreed flexible system
- Assessing the levels of students' current knowledge and experience before embarking on new learning.

At TIS Primary School, we evidence learning broadly rather than the narrow end of academic period testing and examinations.





Observation, anecdotal evidences, checklists and exemplars are common in Early Years assessment



PIC • COLLAGE





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 week-end (general) exeat.

6 Principles Shaping the Future of Work



Be Open to Understanding New Technologies and Concepts



Use Mobile Phones for Interactions with Teams



Use Expressive Communication



Integrating Team Softwares for Ease of Collaboration



Create Prioritized and Personalized Messaging Between Teams



Connect Workplaces



Open Book Exam pilot

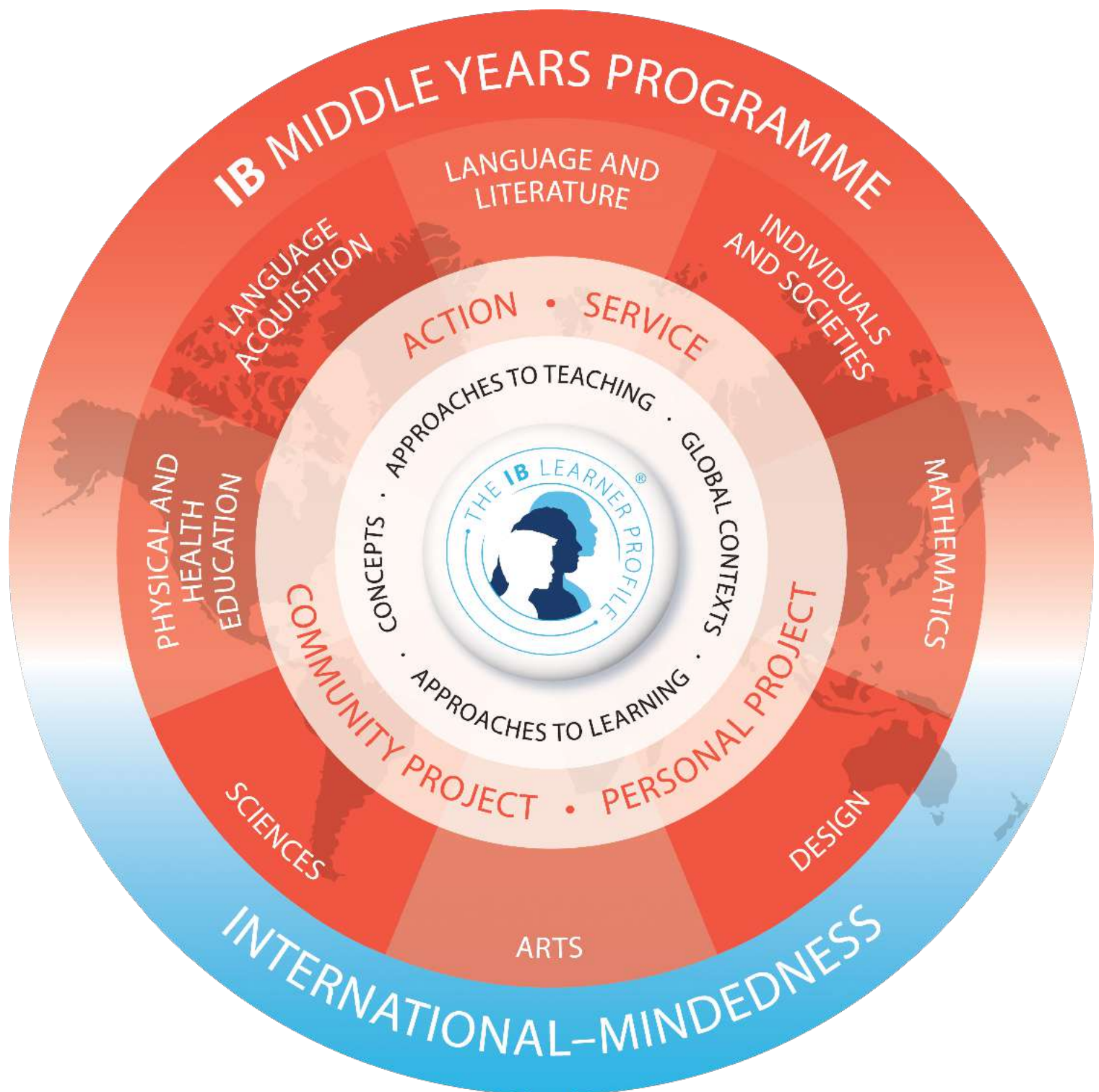
DP Economics

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. In this case your school will be piloting an OBE in the DP Economics paper 1 exam.

We would like to inform you on what this will mean for the students taking this exam at your school.

1. Students will be sitting the exact same paper but will be allowed to prepare and bring in a maximum of 2 A4 pages summarizing real-world examples that students may use in the exam.
2. Student summaries will be allowed to be either in the format of mind maps or short written summaries for each real-world example up to a maximum of 60 words per example and approximately 1200 words in total.
3. Students may use a combination of both mind-maps and written summaries.
4. Written or digital versions of their resources are allowed but written is recommended.
5. If students choose to write their resource, this must be legible.
6. Students must not include definitions of terminology, explanations of concepts and theories, nor any analysis or evaluation.
7. Students will not be allowed to include visuals including tables, figures, or diagrams.
8. Different colours will be allowed, as well as bullet points and acronyms.
9. Students will be allowed to include details of real-world examples not in their resource should they wish.
10. Student resources will need to be checked at least 1 month before the exam.

Teachers have received further clarifications and details regarding these expectations. If you have any questions or concerns, please contact us at obepilots@ibo.org.



MYP 2023 Results

Since the IBMYP was adopted as the pre-IB Diploma Programme of choice at TIS, the programme has developed into one whose aims continually align with our school mission to be an inclusive learning centre. Over the years, TIS has not only been trailblazing the IB Middle Years Programme route in Ghana, TIS has also demonstrated its intention to offer every student an opportunity for an inclusive MYP experience.

We have aimed to have all students participate in the IBMYP final examinations. We are proud to say that again this year, 100% of our MYP5 (Grade 10) students sat for the IB onscreen assessments and submitted electronic portfolios. Of this group, we achieved 91% pass rate, an increase from last year.

Despite being relatively new to entering students for the final MYP assessments, our authentic delivery of the MYP has resulted in an ever-increasing number of students attaining the MYP certificate in the three years we have submitted entries.

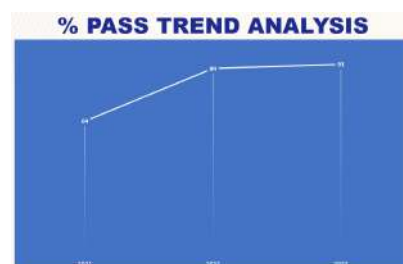
IB MYP Results 2023		TIS	
No. of candidates		65	
No. of full certificate candidates		52	
No. of individual course candidates		13	
Percentage with final grades of 3-7		91%	
Percentage with Personal Project grades of 4 -7		100%	
		TIS	World
Highest aggregate score		47	49
Average aggregate score		37.29	36.03



Discussions with students about their options and a provision for students with specific learning diverse needs, from providing extra time during examinations to allowing students to sit onscreen examinations or hand in e-portfolios in their native language. Our Personal Projects and the interdisciplinary learning (IDL) showcase our authentic MYP experiences. Congratulations again to all students who sat the MYP 2023 examinations.

Year	IDL Candidates	% with Grade 4 – 7
2021	59	80%
2022	75	80%
2023	65	82%

Year	Personal Project Candidates	% with Grade 4 – 7
2021	59	98%
2022	75	95%
2023	63	100%





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



STUDY IN OXFORD
INFO@OXFORD-IQ.ACADEMY

2024
COURSES

Oxford Essay Contest

<https://oxford-iq.academy/oxford-essay-contest-2024>



TIS Homeroom Advisors

2023/2024 Academic Year

Albert Dowuona	MYP 2
Phoebe Fafa Wensley	MYP 3A
Donald Dodoo	MYP 3B
Emmanuel Hygienius	MYP 4A
Rita Tay-Agboso	MYP 4B
Daniel Gyan	MYP 4C
Gilda Afegbedzi	MYP 5A
Reginald Tackie	MYP 5B
Philemon Agah	DP 1A
Callistus Sullo	DP 1B
Nathaniel Mishio	DP 1C
Eric Amomah	DP 1D
John Mensah	DP 2A
Gabriel Atseku	DP 2B
Linda Adika	DP 2C
Amidu Tikiwi Abass	DP 2D



TEMA INTERNATIONAL SCHOOL



Congratulations IB Class of 2023 on your outstanding achievements in the DP exams.

UPDATE OF IBDP MAY 2023 RESULTS



UPDATE OF IBDP MAY 2023 RESULTS Continuation



**Celebrating Tema International School IB Class of 2023
100% IB Diploma Passes - Congratulations!**



**Ama Eduwa Andah – IB Class of 2023
IB Diploma Points in the May 2023 Examination Session - The Best in Ghana**



HOSTEL CORNER



Being in a boarding school is a big change to adapt to, especially if leaving home for the very first time. To belong to a community of scholars like TIS, students are encouraged to get involved, participate and reach out to others.

Saturday night was awesome! It was freshmen's night, and seeing newbies showing their talent on stage was so exciting and relaxing. Some memorable captions of students on stage and reflections;

"Coming to Tema International School was a huge decision I made with my parents. The reason was, I had to leave the comfort of my home and have a change of environment. I came to TIS with the expectation of nothing but excellence. One of the many things that attracted me to TIS was the serene environment. I learned about Freshmen's Night the week I joined Tema International School. I had mixed feelings. I was happy because freshmen's Night was an opportunity to showcase my talent and nervous because I did not know if I could handle being in front of a crowd. Luckily, I was performing in a group so I decided to give it a shot because I knew I would not be entirely the center of attention. My group stepped and danced to the famous 'Antenna', sung by Fuse ODG. To my surprise, the students were supportive, we were cheered on as we performed. Honestly, I would have regretted it if I did not perform that night. It was such a fun and memorable experience. Even though I did not fully overcome my fear of the crowd, I could take a step and challenge myself. I believe that it is the effort that counts". **-Hillary Laryea MYP 4**

"My experience with freshman night was great. I was excited to show the dance and step part of me. I am very passionate about dance and steps. Hearing Brianna say my name was nerve-wracking. But when I saw everyone watching, I knew they were in for a surprise. When I started, I felt free and comfortable. The last part was my favourite because I could show what I got. Doing this, I strongly

believe that I built strong friendships. After the performance, I had a lot of fun watching. I even lost my voice over it. That night I realised what community I am in". **Christine Pratt Bango MYP 4**

"We were told about Freshmen's Night a week before Saturday night. Everyone pondered over what it was as a senior explained that it was a night where all newbies were to perform any of their talents. It could be singing, dancing, playing an instrument, you name it. While others were already talking about what they would wear and what they would be doing, I was busy thinking of how I wasn't going as I had stage fright. I had already put it in my head that I wasn't going and had already put it in mind. On Friday, it was time to write names and I knew I wasn't going to write my name but it was compulsory. I had to go through a list of things I could do. I took out singing, dancing and playing an instrument and decided to read a poem. I was a little scared as I didn't like the idea of going on stage but my name was already written on the list, and it was too late. I started practicing for my poem and later on, my friend Nana Yaa told me she wanted to join me and that made me feel relieved as I was happy I wasn't going to be alone on stage. Saturday night had come, and I felt more unprepared than ever. At least I had someone to perform with. As the night began, the crowd roared and cheered as people performed. Soon, it was my turn (our turn because I was performing with someone) my heart beat as fast as ever. When we got on stage, I was shy and scared that people might laugh, but people cheered us and I did it. It wasn't as memorable as the other performances, but at least we were brave enough to try. It was a great experience for me and to boost my self-confidence". **Anastacia Mzeka MYP 4**

"Fresher's Night was first announced to us the newbies on Thursday (24/08/2023). We were told it was a night where freshmen showcased their talents to everyone. Not participating was totally out of the question to the event coordinators. My usual self would have repudiated and hidden but there was nothing I could do; I had no say. The following night was the try-out, where one could practice before the day. I saw others hyped up; some said their roommates who were continuing students filled them in on more details about their experiences. That was what pushed them to participate. I personally, was brainstorming about what I could do to quickly get off the stage but also catch the attention of the audience. I went to my friend's room to check up on her, only to find one of her roommates asking me whether I was participating. We were accompanied by her friends, who helped me find something and cheered me on to perform. Ultimately, I danced with a group of dancers on Saturday (26/08/2023). I am not going to lie, but it was one of the best moments I've been in. There was cheering and lots of supporters, everything was like a concert...I loved it, and I certainly had not expected the experience". - **Nana Adjoa Asante MYP 4**

"When it came to Freshmen night, it was a little stressful because some of our group members didn't want to dance, but the day before, we started practising and eventually learned some moves, but not all. Other than that, everything was fine and cool, and Fresher's Night went pretty well. It was enjoyable, and we all had a good time". -**Akua Kumi MYP 2**

"Fresher's Night was fun. I loved the performance by other people. There was a lot of screaming. I had the opportunity to showcase my talent that night. I took to the stage to dance to "Shake It" by

NLE Choppa with my friends. Looking back, Fresher's Night was a night to remember. In the end, entertainment was a good one". - **Kwesi Ayisi MYP 2**

"On 26 August 2023, we experienced our first Fresher's Night and all the other new students. It is one night where every new student showcases a talent or performance and Ambrose and I decided to perform a rap song named Sprinter by Central Cee and Dave. At first, we were very nervous and did not know what to expect, but as time passed, we became less nervous after our first rehearsal in front of a mini crowd. Then there came the night of the performances. When it was our turn to perform, we felt very confident in front of many people, including teachers and students. We managed to go through the whole song together without any mistakes and we have to say it was quite fun, as the crowd sang along and cheered us on, which boosted our confidence even more. After the performance, we walked off the stage feeling very good about ourselves after we gathered such a big crowd that we could not even hear ourselves rapping. Overall, we had a very fun experience and would love to watch the other newbies join next year and have the same experience that we had". **Nabil MYP 3**

"Before and during Fresher's Night was an amazing experience, from finding time after prep to practice our dance in the common room then finally going on stage to showcase what we worked on. I also saw other newbies' talents, such as singing, dancing and even poetry recitals. I had an amazing time, which I enjoyed. I cannot wait for next year's Fresher's Night"! -**Lebene Biga MYP 3**

"I recently performed at Fresher's Night in TIS! I did not know about the event until it was almost too late, but I managed to prepare on time. I planned to perform a song called "Put it on God" but after listening to my friend's advice, I ended up performing it "Found" instead. I would say it was a good experience because I got the opportunity to express myself through one of my favourite ways... music. For that matter, I will forever be grateful - to God, to my parents, and TIS"! -**Louisa Ayem MYP 4**

"For the first time, my experience at Fresher's Night was enjoyable. I was nervous and anxious a few days before the big day because I did not know what to do for Fresher's Night. Later on, I chose to dance, and my partner was one of the boys in my grade (9th grade). I eventually changed my mind and chose to sing a song with two of the boys in my grade (9th grade). My group (Kwaku, Fareed, and I) decided to start by practising singing the song. The song's title was "Won da mo," and we divided the song's parts amongst ourselves so that we could sing it much better as a group. My group performed second on Fresher's Night. As part of the entertainment, there was sausage and chicken kebab, and in my opinion, the chicken kebab was the best since it was so soft, tender, juicy, and spicy and still soft, which made it bussing. The live performance was a little exciting. To summarise, I had a great time at TIS's first Freshers' Night". - **Nana Kwame MYP 4**

"Ever since my first week at TIS, I have heard much about Fresher's Night. Honestly, I was so uncertain about what to do for the longest. At first, I was going to be part of a group. However, I later changed my mind at the last minute and sang alone. The feeling was very nerve-racking and agitating because of my stage fright. However, I feel like I felt slightly more comfortable through the support of my peers.

The event was amusing to watch until it was my turn. The crowd was energetic and lively, which lessened my tension. Although I was still anxious at the start, the end felt like relief. Overall, I would say the event was an interesting public experience, which brought out a lot in me". – **Olga Fola DP 1**

"One of the highlights of my time at TIS since I first arrived was Freshers' Night. Some of my old classmates from my previous school had told me about having to showcase talent in front of the entire school before I joined the TIS family. I was nervous after hearing this. On Freshers' Night, there was a ton of fantastic talent on display, including singing, dancing, and even playing instruments. The way individuals supported one another was one of the things I admired most; it gave others confidence and inspired them to give their best. Suddenly, people got up from their seats and surrounded the stage to support me. I was so enthusiastic and immediately faced my fears of being shy and performed well. I will always remember this night because it was memorable". **Andy Afawuah DP 1**

Freshmen's night was an exciting and enjoyable experience. I had lots of fun and watching my peers perform during my performance. We cheered for everyone, be it was singing, dancing or whatever. During rehearsals, I met new people who had different skills than me, but this one friend group helped me master a dance steps (terminator).I rushed rehearsals and only practised a day before freshman's night. My friends and I in the dance group usually practised before or after dinner and rehearsed until we all got our steps right. My group's performance wasn't all so scary, old students cheered for us before we even got onto the stage and cheered a lot more for us on the stage and after our performance. We performed for about 2 minutes, and I am sure I can say we had lots of fun for the rest of my group. Overall i really enjoyed my and other people's performances and can't wait for next years! **Nubuke Dzantor MYP 4**

I first came to Tema International School on the 16 August on a Wednesday. That day was stressful but exciting at the same time. Surprisingly I did not cry on the first day, but that was because I was still processing everything. After all, the next day, I cried. When I first heard of Freshman's Night, I was very hesitant. I heard about it from other students and was pretty scared because I thought people would judge our talent, and I don't like crowds. My group started practising the dance the day of the auditions, which was crazy. But it was fun and by the next day we got the whole dance down. That was when Freshman's Night started getting exciting. At the last minute, I decided to rap one of my favourite songs, Money Trees by Kendrick Lamar. I barely told any of my friends because I wanted to surprise them, but I also surprised myself.

While rapping, I just relaxed and my stage fright went away, and it was like I was in my room singing by myself. Christine, Olisa, Hillary, Sylvia, Doqua, Nayra, Tricia, and I did step and dance. We danced to Antenna by Fuse ODG. My inner dancer came out as soon as I got on the stage. I'm a dancer, I love to dance, and the Freshman's night performances were one of the best performances I have performed. Everyone hyped us up, it was terrific. At first Freshman's Night can be scary, but don't worry you'll wish you performed again. **LesleyAnn Hyde MYP 4**







TEMA INTERNATIONAL SCHOOL

CULTURE



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



EDUCATION FOR A BETTER WORLD

CAS-SA Corner – ASA Sign UP



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, the variety of **sports activities** will keep you fit, and these are just a few opportunities available. These experiences will fuel your learning by stimulating creative thinking, your social and organisational skills will improve, it will develop your interests and talents, and best of all, it will offer you the chance to do something you really enjoy and be **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 are seeking the best candidates, the best in all areas, **academics, sports, culture and service**. The **TIS experience** allows you to become that candidate.

Kindly find below the **ASA timetable for semester 1**. Keep record of the activities you **sinned up for**. Be on time for the activities, wear the correct attire and be engaged. If you missed the ASA SIGN-UP on Wed, 30 August, maybe you were unwell at the infirmary or went home, see Ms Abigail or Mama Su at the CASSA office. No one will be left behind.

Enjoy another fast and furious ride. Make the best of your time here @ TIS. The CASSA team is available to support you.

<https://youtu.be/YoHWrQHAtAw> - Visit our YouTube Channel to know 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 Ahiadorne	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
	Debate Society	Louis & Welagaamo & Ms Irene Koree	C6:LL2	30 Ss G7-G11
	Cooking Club – G7	Abigail Ahiadorne and Eytam Mahoney	Project Centre Kitchen	8 Ss – G7
TUESDAY	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 Ahiadorne	Project Centre Kitchen	8 Ss – Grade 8
	MUN	Emmanuel S., Richard D. Daniel G. & Gilda	C12 IS4	50 Ss- All Grades
WEDNESDAY	Innovation & Entrepreneurship Club	George M. Nicholas S. Mr Kumah-Noi, Mr Arthur	Library	18 Ss- G9 - G11
	Cosmetology	Fafa Wesley	Strands Saloon	10 Ss- All grades
	Mooting Society	Louis W., Emice 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
THURSDAY	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, Seffirina and Bradley – G12	TBC	All grades
	Insight TV	David Difie	Media Room	15 Ss - G9 - G12
	GardenHolics	Eric Brownson & Grace Ameyibor	Project Centre Garden	12 Ss - G7 - G10
	Cooking Class – G9 & G10	Abigail Ahiadorne & 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
FRIDAY	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
SATURDAY	Dance Club – Prep for Production	Dennis Dzah	Dance Room – Project Centre	16 Ss – Auditioned Ss Only
	TIS Orchestra	Shadrach 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 Dowuona	Visual Arts Studio – Handel &	10/All grades
SUNDAY 4 - 5 PM	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
SATURDAY	Volleyball – After lunch	Sports Team	Girls Hostel Court	All grades
	Equestrian – Horse Riding (2pm– 5pm)	Assigned Chaperons led by Michael Ansa	Polo Club House – Burma Camp Accra	12 Ss – G9 – G11
SUNDAY 4 - 5 PM	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/1FAIpQLSe3xhDk2nESjSjUR4SGZBTlrXOGgXjQc1A39jXiFzSt5Ncz4A/viewform> for your preferred award level. The **Registration deadline is 15 September, 2023.**

Participants will have to conclude their enrollment by making payment in reference to 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

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 education¹
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

¹ 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.



CAS & DoEIA Orientation Camp #Reflection

I noticed at the camp our rich natural reserves and a lot of insects around. I learnt how to manage my resources. I managed to sleep in a tiny and hot space. Now I know how to kayak and abseil. Capsizing was my best moment. Despite my fear



of water, I enjoyed myself while participating in the capsizing drill. Abseiling was a challenge for me at the camp. There was a part where we had to hang on the rope with our legs in the air. When I was going down, I got stuck and hit the rocks. Next time, I will listen to the instructions, lean back, and trust myself. I identified and demonstrated the following learning outcomes: Strength and Growth, Initiative and planning, Commitment and Perseverance. I increased my stamina during the hike and didn't nag about the pain. I planned well for the trip. I kept abseiling, even though I was terrified. The activities were engaging and challenging. The singing during the hike took my mind off the pain. Also, my arms started to ache from kayaking. I learnt that I am brave and daring. This experience taught me to be self-conscious and made me aware that we often do not appreciate the little things in life until they are taken from us. **Immanuella Ashiagbor (Grade 11)**



At first, I thought the camp would be hectic and boring because we did not have our laptops, running water, or electricity. However, I have found that social interactions are much more beneficial than using a device. I discovered that anything you set your mind to can be attained. And I realised it is wise to seek assistance when you need it. My best moment

was during the bonfire because the view was exhilarating, and I enjoyed the beauty of nature and the night in the woods overall. Kayaking presented the biggest challenge for me because it was a long sail, I had to exert more force to turn the kayak, and I got tired. I overcame it by psyching my mind to make the journey feel smaller. I will start practising much earlier the next time before camp. I demonstrated perseverance during the hike. I could not focus most of the hiking because I was feeling dizzy, but I was determined to finish it because I had not yet reached my end goal.

CAS & DoEIA Orientation Camp #Reflection

I also gained new skills during the kayak ride, like the 180-degree turns and saving a kayak when it capsizes. I worked with different calibres of people, from the rangers to staff to students. I had to work with them to make the camping experience worthwhile. I had to plan before the camp to bring the necessary things to help me survive. The activities were engaging because I got to involve myself fully and develop new skills that required my output. I learnt that if I put my mind to something, I can get through many difficulties. I have improved my thinking abilities and working collaboratively with other people. My key takeaway from this experience is that no matter how uncomfortable or distraught you find where you are, you can make your living comfortable. And you can live without technology.

Nana Aisha Hussein (Grade 11)

Although the camp was challenging, it was an intriguing experience. I learnt on the camping trip to always try new things. My best moment was when I capsized because the water was refreshing after staying under the sun for a long time. I found sleeping in the tent in the heat my greatest challenge. I overcame this challenge by just enduring the heat. I swim on the lake or have a cold bath before bed next time I go camping. We picked up any trash we accidentally dropped on the ground



while camping at the paintball field and were careful not to leave any trash behind while hiking. It is a demonstration of the ethics of choices and actions. The activities were engaging but not challenging. I found the activities interesting because I didn't struggle to complete them. One thing I learned about myself is that I like trying new activities because I am excited about them. This experience taught me that I like nature more than I thought. And because of this experience, I would sign up for the Duke of Edinburgh Gold Award.

Blessed Quashie (Grade 11)

The camping was astonishing, but the tent was unbearably hot. I discovered that if you work collaboratively as a group, then everything will be much easier. The best moment for me was capsizing because I enjoy being in the water. It was the first time I capsized. Abseiling was the greatest challenge I faced. I was very focused on the instructions the ranger gave me. By leaving my family, I have seen growth and gain strength from mountain climbing. The activities were challenging and engaging, and it's because those activities are things I haven't tried before. Since I am new to everything camp-related, I am personally seeking out more knowledge. I have also discovered my colleagues' and teachers' hobbies and living habits. I now know how to mountain climb, abseiling and capsizing. **Jerry Huang (Grade 11)**

CAS & DoEIA Orientation Camp #Reflection



I discovered that resources are scarce in some parts of the world, so we have to sustain resources. I had to overcome my fear of water and heights. I was able to do this by challenging myself from my comfort zone and facing my fears. I had to kayak, which was something I had never done. I was scared, so I had to challenge myself to face my fears and learn a new skill. I have developed the skill of adapting to other living environments. I have started to place a higher value on things like water and a house. My takeaway is that we should always be content with what we have because others may not have what we have, which makes us privileged. **Kelvin Kasami (Grade 11)**

The camp trip was fantastic. I had a more intense encounter than I had anticipated. There were many obstacles to overcome, but I persevered. I learned that when you are out of your comfort zone, you should not complain because other people also suffer. I also learned to work as part of a team because you cannot accomplish everything alone. My best moment was when I went kayaking because I was terrified to capsize at first, but once I did it, I loved it and wanted to stay in the water for longer. Capsizing was the most difficult challenge I faced. I observed that other individuals had capsized, which motivated me to get through mine. I demonstrated Commitment and Perseverance at the camp. It was evident to me during abseiling. I was terrified when I first started, but because I couldn't go back up, I had to commit and finish abseiling. The activities were enjoyable but not too difficult. Hiking and abseiling, for example, were not difficult since I was determined to complete them. I discovered that I can live outside and enjoy being in water, even though I cannot swim. I've learned to be patient and cooperative. I have learned to be grateful for everything I have and stop whining. **Paa Kwesi Dennis (Grade 11)**



CAS & DoEIA Orientation Camp #Reflection



I discovered that I am incredibly fortunate and that resources are not always available. I didn't trust the rope when I was abseiling, but next time I will do it without fear. Strength and Growth, Challenge and Skills, Initiative and Planning were the learning outcomes I identified and demonstrated. It was evident when I faced my fear of heights during abseiling. In our efforts to complete tasks in groups, initiative and planning were also visible throughout the camping.

The activities were engaging. I discovered that I can be a good leader. We shouldn't take what we have for granted, was my takeaway from the camping experience. **Naeem Naasr-Deen (Grade 11)**

Living in the wild is distinct from life in the city. I developed a stronger sense of responsibility and a constant appreciation for the resources I have at home and school. Because it was my first time performing the drill and my best moment at the camp. Before the exercise, I was frightened, but after completing it, I enjoyed it and wanted to perform it again. Abseiling was the only activity I found challenging among all the activities. When I was abseiling, I wanted to quit because I didn't want to look down and get more frightened, but I persisted. I looked down to see where to put my legs and continued abseiling until I reached the bottom. The activities were engaging and challenging, especially the abseiling. I discovered I am friendly and always willing to help anyone in need. To always be grateful for what I have rather than complaining was my takeaway from this experience. **Kelvin Asante (Grade 11)**

Throughout the camp, I realised that sometimes one has to step away from the busy life in of the city and seek refuge in nature. Even though some tasks must be completed alone, one still requires the help and support of those close to them to meet their needs fully. One of my favourite memories is paintballing because it showed me how competitive some of my classmates and teachers are and reminded me how important it is always to pay attention. Hiking has to be the greatest challenge I faced during the camp. I found it difficult to hike, especially up steep hills, after spending two months at home and doing no exercise. Next time, I would engage in physical activities at least a week or two before the camp. Since there was no trash when I arrived on the island, I had to make a conscious effort to always pick up after myself to leave the area in the same condition as when I arrived. For initiative and planning, it was demonstrated during the hiking period that you have to be attentive and plan well not to fall or cause destruction while hiking. The activities were very engaging as they were entertaining and caused us as a grade to bond effectively.

CAS & DoEIA Orientation Camp #Reflection



I have learned from this experience that it is important always to appreciate what I have around me and not take things for granted. I have also learned to be attentive and developed a new attitude toward how I treat people and the things around me. Teamwork is essential and produces the best out of you. In times when too much may be going on, it is necessary to take a step back into nature and let it heal you. **Alswell Adelaide Egbenya (Grade 11)**

I learnt how much of my privileges I have taken for granted. I learnt to be grateful to God for the opportunities and privileges He has given me. I learnt to be tough as well. My best moment was the kayaking and capsizing drills. I learned to enjoy kayaking and appreciate the surroundings. It was so peaceful. I find abseiling to be complicated. It was really scary the first time I did it, but

my Alpha team supported and guided me through it. Next time, I hope not to be too scared and ensure proper pictures of me are taken. Kayaking requires a lot of strength to row. Abseiling was challenging for me, but I was able to do it. For skills, I learned how to set up and fold a tent and what one should do in the event of a capsized kayak. I committed and persevered through every activity done at Trident. Abseiling was tough because it was my first time doing it. I enjoyed hiking because I was in the middle of nature and I went with a fun group. We sang songs and chanted our motto. I learnt that I am stronger than I initially thought. I learnt to be mindful and patient with others and encourage those scared. Now, I can confidently say that I know how to set up and fold up a tent, abseil and even kayak (just a little). Always appreciate and thank God for every privilege and opportunity I have was my takeaway from the experience. **Nana Yaa Arthur (Grade 11)**

I had anticipated the camp to be a very challenging and uncomfortable experience, but as it turned out, it was not all that bad if you fully committed to the process, and it was enjoyable. I learnt the importance of teamwork and physical activity. Some activities, like kayaking and even hiking, require teamwork to be successful. It's necessary to do enough physical activities to become fit and healthy. My best moment was the kayaking. I thoroughly enjoyed moving in the water as it made me feel closer to nature and appreciate the beauty of nature more. The greatest challenge I faced was sleeping in the outdoors. It was very uncomfortable, and there was a lot of insects. However, through teamwork and perseverance, I was able to overcome this.

CAS & DoEIA Orientation Camp #Reflection



My partner and I had to look out for each other to ensure we didn't get bitten. Next time I'll get a better brand of insect repellent and go for the camp with a new mindset, ready for any casualties. I realised strength and growth during the hiking. At first, it wasn't easy, but as I continued, it became easier and more enjoyable. I recognised challenge and skill when setting up the tent. It was very

challenging to do but now, it's a new skill I can add to my itinerary. I demonstrated initiative and planning during the paintballing. My group had to plan a strategy that we thought would make us win, and I had to take the initiative to lead the group to success. The kayaking taught me commitment and perseverance. I had to be fully committed to the process and persevere to make it to the end. Lastly, during the hike, I learned the ethics of choice and Action. The rangers always reminded us to throw rubbish in bins and not on the ground as that is home to a different species, and we must be mindful of it. Kayaking was a very engaging activity as I enjoyed moving along with the waves of the water while also pedalling and taking directions. However, it was also very challenging in some areas as it required a lot of arm strength and perseverance. It engaged my muscles in a challenging but fun way. Through this experience, I discovered my love for nature and the outdoors. I learnt how important it is for me to step out into nature once in a while to be more in touch with my surroundings. As working in pairs made the process simpler, I also realised that everyone needs someone to respond to. I developed a new attitude of putting myself out there and the mindset that I can do anything I want. I realised I need to be more conscious of my surroundings and what is happening around me. I also learnt sometimes it's important to get closer to nature to improve your wellbeing. **Keziah Botchway (Grade 11)**

The camp would be extremely challenging and not very enjoyable. Awareness of how my mistakes and choices affect my team helped me learn to take accountability for them. An example of this was setting up my tent with my partner. The time we went abseiling was my favourite because it felt liberating to finally overcome my fear of falling. My greatest challenge was abseiling. I overcame it by quickly changing my mind from fear to focus. When I experience that fear, I try to take deep breaths and concentrate on completing the task at hand rather than on my fear. My strength and growth were achieved during my abseiling. I was able to conquer my fear of heights and cliffs. Doing this allowed me to grow past my fears. The activities were engaging and challenging because they required lots of work and effort to achieve the goals. Hiking is a good example of this; it was challenging. I learnt that the things I fear aren't as big as I make them seem. I have learned how to pitch a tent and have a risk-taking mindset. In terms of values. At this point, I am appreciative of my current life. My main takeaway from this experience was that difficulties and challenges lead to development and strength. **Dentu Gymapo (Grade 11)**

CAS & DoEIA Orientation Camp #Reflection



My perception of the camp was that it would be a fun experience and that I would learn new skills, which I was able to accomplish. I noticed the camping was indeed fun because I experienced new skills. I learned self-rescue during capsizing drills and how to put up a tent. My best moment was capsizing because it was my first time, and I initially didn't want to participate, but when I did, I proved myself wrong by thinking it would not be fun. My greatest challenge was hiking because it had been a while since I participated in such activities, but I overcame it by motivating myself. I will prepare better next time and have extra motivation. I demonstrated Strength and growth during the hiking. I was able to learn new skills and new experiences from capsizing and abseiling. I had to plan by packing and putting up the tent. I was able to work as a team. All the activities seemed scary at the beginning, but I was able to grasp the action in seconds. I did that by trusting the process. I learnt that I am stronger than I thought I was during the hiking, and I enjoyed creating things with my hands during the time I was putting up the tent. I even learnt that I can grasp things early from the abseiling and mounting the tent. My main takeaway from the camping trip was to keep trying new things and not give up on myself. **Jenevieve Achemdey (Grade 11)**





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 catrips.org

Let's go!



CASTrips

What is Not CAS?

Ask yourself the following questions to see if your experience qualifies as CAS...



Remember, CAS Experiences should NOT be:

- Passive experiences (such as attending a concert or museum)
- Habitual (family duties, religious devotion)
- Financial rewards (babysitting, work)
- Internship or work experience
- Simple or repetitive (household chores or school chores)
- Activities that cause division among people or community



CAS Trips

The 5 Stages of CAS

IPARD is the 5-stage framework for CAS



Investigation

Establish what it is you want to do
Clarify ideas and do your research



Preparation

Action plan and organisation
Tasks, resources needed & timeline



Action

Where you actually DO IT!
Make your project happen



Reflection

Focus on emotions & what you learned
Reflect before, during & after



Demonstration

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 catrips.org and download our
Action Plan worksheet!

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 castrips.org/casproject



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!



Understanding Reflections

Reflections are the way we turn experience into learning and knowledge.



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:

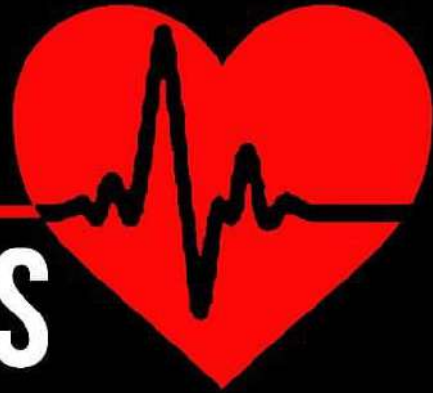
- Strive to live up to your school's ethical standards in your day-to-day school life. Question everything!
- Celebrate your community. Discover and interact with your local community and become aware of their cultural values
- Language learning is a great skill and complements the way you think about 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 modernised, 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 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 had health implications for the students and hurt 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 academic performance and achievement. 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 children lacked appropriate toilet facilities at home, causing them to defecate 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 kilometre 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 renovating the washrooms. Through Expression sales, we managed 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 people's lives, 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



00 Days
00 Hours
00 Min
00 Sec

GH¢15,941.00 Raised Of

GH¢28,000.00 Goal

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

About this, we would like to present the **"Ignite" CAS**

(Creativity, Activity, Service) project to you, initiated by **Maadjoa Obeng-Nkansah, Maame Serwah Dabo, Ewuradjoa Obeng-Nkansah, and Nana Yaa Owusu-Manu, (G11)** from Tema International School.

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



The **St. Nicholas 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 GH¢ 15,000! Despite this, we aim to raise GH¢ 28,000. It's down to GH¢ 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 in raising 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



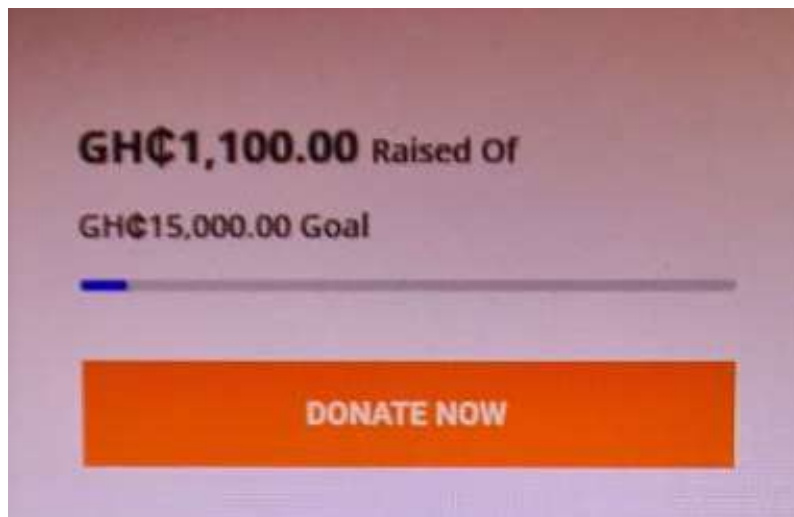
SUSTAINABLE DEVELOPMENT GOALS

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 that is 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 – Morning Assembly



The TIS experience – Morning Assembly



Anniversary Musical Production Audition



CAS Project – Code Red

Hi everyone! I am Veronica Arthur here with Balma Naasr-Deen and we are the co-founders



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**

of **CODE RED**. Code Red started off as a Service as Action initiative to supply girls in our community with sanitary towels. We did some research and found out that most of them can't afford sanitary towels, so they end up using unhygienic, unconventional methods to deal with their blood flow. In that situation, we raised a large sum of money which we bought and donated to Tetteh Ocloo School of the Deaf. They were so grateful, and it was really humbling and amazing to see the appreciation they had, and the genuine joy on their faces.

However, since our last major outreach, we've been doing some thinking and

realised that although it was a good initiative, it was not sustainable. That's when we decided to go reusable! We thought it was a great idea to make reusable sanitary towels and rather donate that, as we are actually ending the problem. The reusable sanitary towels can be used over and over, and can even be used as a method for girls to practice hygiene, as there will be constant washing of the towels.

Last Christmas, during our Christmas drive, we donated 55 reusable kits. That was mind-blowing and the young girls who received are using these kits till now. This new phase puts an end to the disposal of plastics which damages our environment, cuts out all costs, and begins the journey in the sustainable direction, and we are more than glad to be doing this with a supportive team. We intend to raise 20,000 Ghana cedis to be able to purchase all materials necessary for the production of reusable sanitary towels. We are hoping to make over 200 kits. Without all that being said, we ask that you donate a generous amount to the number **on the flyer below**, so we can make this aspiration possible.



IMPORTANT NOTICE INCREASING CASES OF URTIs IN TIS COMMUNITY



Dear TIS Community,

We would like to bring to your attention an important health update regarding the increased cases of Upper Respiratory Tract Infections (common cold/ flu).

As we strive to ensure the health and safety of our students, staff, and faculty, we kindly request your attention to the following information and recommended preventive practices.

COMMON SYMPTOMS



Feeling weak



Sneezing



Headache



Fever



Sore throat



Cough



Runny nose



Chills

PREVENTIVE MEASURES

- To minimize the spread of the flu and protect the health of everyone in our community, we strongly advise the following preventive measures

MASK WEARING

- The wearing of face masks will be compulsory for all students showing the above symptoms. Masks may be obtained from the nurse-on-duty at the infirmary.
- All other students are encouraged to wear face-masks in public places to minimize their risk of being infected.

The situation is being continually monitored and compulsory wearing of masks for all students may be reintroduced if indicated.

RESPIRATORY ETIQUETTE

- **Cover your mouth and nose** with a tissue or the inside of your elbow when you cough or sneeze. Dispose of tissues properly and wash your hands immediately.
- **Disinfection:** Regularly clean and disinfect frequently touched surfaces, such as doorknobs, light switches, and shared electronics in your hostels and classrooms.
- **Report to the Infirmary immediately** if you experience any of the above symptoms for prompt medical attention.
- Students are encouraged to drink enough water, get adequate rest and take their multivitamin supplements where available.
- Parents are encouraged to provide their children with enough facemasks for their protection, and if preferred, supplementary Vitamin C and a multivitamin of their choice.
- We are closely monitoring the situation and will provide updates as necessary. If you have any questions or concerns, please do not hesitate to reach out to the school health office or administration. Your cooperation and vigilance in these matters are greatly appreciated.

Thank you for your attention to this important matter. Stay healthy and safe.

Sincerely,
Dr. Yalley
[School Doctor]

Regina Owusu
(School Nurse)

Theodora Ekuadzi
(Asst. Head Nurse





TEMA INTERNATIONAL SCHOOL



P R E S E N T S

TIS PARENTS' INFORMATION SESSION

*Have the opportunity to develop a better understanding
of the various aspects of the IB programmes (MYP/DP)*

- **Date:** Saturday, 2 September, 2023
- **Time:** 10:00 - 12:30 pm
- **Venue:** TIS Main Campus -
Einstein Examination Hall

Knowledge is key | Come and learn about the IB@TIS





TEMA INTERNATIONAL SCHOOL

SERVICE



At TIS, we believe that Service, as one of the four pillars for student balance and ensuing success, provides a hands-on experience to how we can make the world a better place through action and an understanding that success comes from helping others grow and becoming empowered.



EDUCATION FOR A BETTER WORLD

COUNSELLORS' CORNER



On your mark, the momentum and continuous involvement in activities that grow you academically (school work), personally and in all social spaces requires your **NECESSARY ATTENTION** and **FOCUS**! Dearest students, stay on track!



When we first set out to accomplish something, nothing can stop us. We have a dream and a deep belief that we will achieve that dream. Then somewhere along the line, life gets in the way. We lose our focus and begin to feel stuck. These plateaus are a normal part of progress. Want to stay on track? Consider these.

- ✓ Take Responsibility
- ✓ Connect With Your Purpose
- ✓ Don't Let Self-Talk Derail You
- ✓ Create Empowering Positive Habits
- ✓ Learn How To Say "No" and be Assertive
- ✓ Make A Plan and Take Everyday Action
- ✓ Feed Your Mind The Right Fuel

Click here to read more: <https://www.tonyrobbins.com/productivity-performance/staying-on-track-with-your-goals/>

DP2s:



The Counselor's Cabinet



UCAS Application at a glance

1. Apply online

Check course details to see which deadline your application should arrive at UCAS by.

- 15 October for Oxford, Cambridge or professional courses in medicine, dentistry or veterinary medicine/science.
- 15 January for the majority of courses.
- 24 March for some art and design courses.

5. Looking for more courses

If you have no offers or you've declined them all you can still find other courses.

- Either by adding more choices one at a time in our Extra service.
- Or if you didn't meet the conditions and Clearing has started, you can see which courses still have vacancies.

2. Wait to hear back

The universities or colleges will decide whether to make you an offer.

- Either unconditional if you've already met the entry requirements.
- Or conditional if the offer's based on your exam results.

4. See if the university or college confirms your place

They might not if you don't meet the conditions of an offer.

- But if they do then you're in – hooray!
- (If you've met and exceeded your offer conditions you might be able to look for alternative courses in our Adjustment service while still holding your original confirmed place.)

3. Reply to your Offers

Once all their decisions are in you have to reply to your offers by a specific deadline.

- If your firm acceptance is an unconditional then the place is yours.
- Or if it's conditional it's yours if you meet the entry requirements – you can choose an insurance acceptance as a backup.
- And decline the rest.



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
Univ. of Calgary, Canada	University of Calgary, Canada	TBD	TBD
Univ. 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 School of Medicine	St. George's University School of Medicine, Grenada, West Indies	TBD	TBD
Nelson Mandela University	Nelson Mandela University	Thurs. 31 Aug 2023, 2:30-3:30pm	Einstein Exam Hall
Univ. of British Columbia, Canada	University of British Columbia	November 1 st	TBD
York Univ., Canada	York University Canada	TBD	TBD
McMaster Univ., 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

Congratulations to all SAT Test Takers on August 26 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>



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
9 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

PSAT PAYMENT DEADLINE EXTENSION LATEST- MONDAY 4 SEPTEMBER 2023

WHY TAKE THE PSAT? 6 GOOD REASONS....

<https://www.collegedata.com/resources/prepare-and-apply/reasons-to-take-the-psat>

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

NB: PLEASE CHECK ON MANAGEBAC FOR FREE DOWNLOADS OF PSAT HELPFUL TEST MATERIALS.

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

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.”**



