

TIS RECORD

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At TIS,

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

Contents

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Key Dates

- 16/9/23: TISSA Handball and Tennis Championships
- 21/9/23: TIS@20 Sporty Family Day. No exeat
- 22/9/23: G12 TOK Exhibition; PP criterion B final due

Thought for the Week

People who are unable to motivate themselves must be content with mediocrity no matter how impressive their other talents.

- Andrew Carnegie



Feeling Sporty?

Next Thursday, 21 September, will be a great morning not to miss. 8.00am-12.30pm at the school oval (Main Campus).

Do enjoy exercise at your level? Participating with your children? Enjoying fun and new events?

Or are you very competitive with a can-do approach?

Then it's game on next Thursday for our TIS 20th Anniversary Sporty Family Day.

We want everyone there. PYP. MYP. DP. In fact, your whole village.

You know all those legends you have told your children about being champion in every sporting endeavour? Well, next Thursday is your day to show and tell!



"My definition of integrity is a set of beliefs, values, and actions that others can depend on."

-Steve Bollar

SAT & ACT

- Best advice: students who are required to complete SAT and/or ACT requirements should do so by the end of Grade 11. Leave it until G12 and you have created a personal time-management monster.
- Please follow instructions and details provided in the weekly Counsellors' Corner section of the TIS Bulletin.

Making Us Proud

- Eliana Owusu-Afriyie (G11) has been selected to represent Ghana at the 2023 World Junior Badminton Championships which will be held in Spokane, Washington (USA) from 24 September - 8 October. WOW!
- Our Grade 1 Students: Elikem Ahorlu, Ilyanna Brown-Glover, Elisha Akwada, Sedinam Ahorlu, Yaa Ayisibea, Ellis Darko, Angele Edward, Miracle Nnaemeka, Seli Okudzeto, Abena Obaa Sarfo, and Yohannes Webb for making an informative unit assembly on living things and our responsibility towards other living things.

It's a public holiday, so there are no excuses.

But please wear your House Colour so the points you win go to the right team.

Anniversaries

While this year's most meaningful anniversary is the TIS 20th Anniversary, others also deserve mention.

This year, the International Baccalaureate celebrates 55 years. Initially commencing with the Diploma Programme (DP), over the years it has established a continuum commencing with the Primary Years Programme (PYP) followed by the Middle Years Programme (MYP). These are the IB programs TIS is authorised to offer. Happy 55th, IB!

Also celebrating 20 years is a sister IB World School, Al Rayan International School. It also offers the Career Programme (CP) as part of the full IB continuum. Happy 20th, ARIS.

On a personal note, I celebrate 50 years in school education and have marked the occasion by publishing a book, *The Teaching Guarantee: Every Day is Different*. You can find out more at: www.drkendarvall.com

I appreciate your support. Enjoy each day.

Dr Ken Darvall (Principal)

principal@tis.edu.gh





**TEMA INTERNATIONAL SCHOOL
PRESENTS**

Sporty Family

It's Game Time!!!
PYP, MYP & DP

**Bring the whole village
& Support your colour group.**



**THURSDAY
21 SEPT
2023**

**8:00AM
-
12:30PM**

@Main Campus Sports Complex

ON SALE Waakye, Khebab, Fruit Juices, Bubble Tea, water & More.

All proceeds go towards supporting the corrective surgery of babies with Anorectal Malformation (ARM)



BALANCE
@
TIS

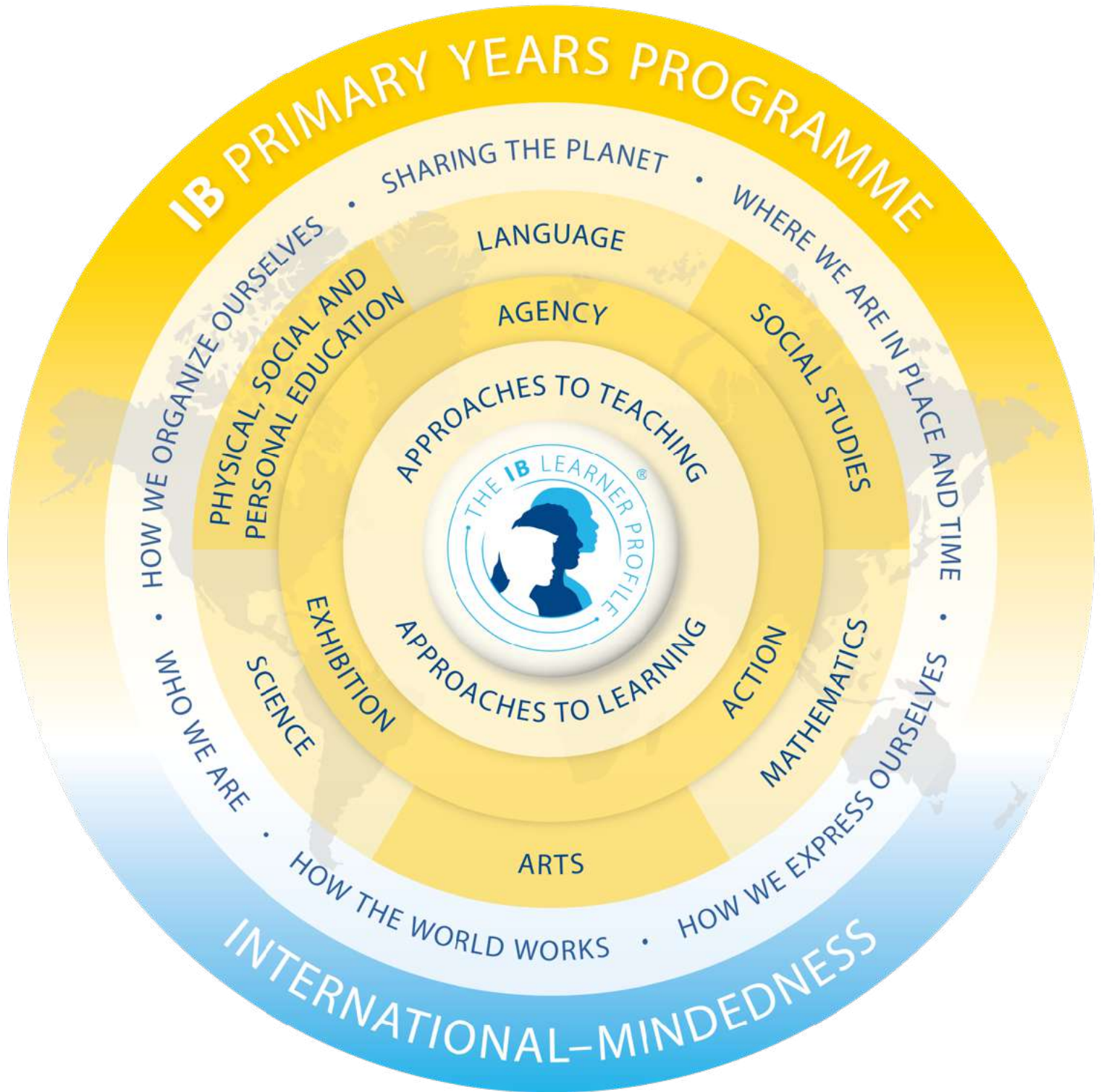


STUDY IN OXFORD
INFO@OXFORD-IQ.ACADEMY

2024
COURSES

Oxford Essay Contest

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



PYP: Nurturing International Mindedness

International mindedness can be considered a unique key to understanding the world better. It is like going on an exciting journey where you explore different cultures, languages, and ideas, much like discovering new and exciting places. Imagine it as a compass that helps you find your way in our big, connected world, encouraging you to approach it with curiosity, respect, and an open mind. It goes beyond accepting differences; it is about genuinely appreciating all the unique and beautiful things that make our world diverse. Each culture, language, and tradition add a distinct colour to the complex picture of our shared global story. So, international mindedness stands for the great idea that being curious and open-minded about our amazing world is a fantastic way to live.

Tema International School, Primary Campus, is committed to nurturing young minds to become globally aware, empathetic, and culturally sensitive individuals. One of our core strategies for achieving this goal is the promotion of international-mindedness. We foster international mindedness through learning multiple languages, embodying the IB Learner Profile attributes, involving guest speakers to enrich learning, and placing a strong emphasis on global context and cultural respect.

Multilingual Education: A Gateway to Global Understanding

AT TIS Primary Campus, we understand that language is a means of communication and a bridge to understanding different cultures. In addition to English, the school offers a diverse language program that includes Mandarin, French, Sign Language, and even Mother Tongue. This comprehensive approach allows students to appreciate linguistic diversity, embrace different scripts and communication modalities, and cultivate a sense of unity with their global peers.

The commitment to preserving our mother tongues reflects a vital aspect of our international mindedness, serving as a link to our cultural heritage. When we nurture our mother tongues, we preserve our identity and respect the beauty of languages worldwide. Each student selects Twi, Ewe, or Ga, promoting the study of the mother tongue within our school community. At the TIS Primary School Campus, learning our mother tongues is akin to nurturing the roots of a grand tree in the global forest of cultures, promoting unity through celebrating our unique differences.



Language (Twi) learning through music and dance





**Drama-Infused
Ga Language
Learning**





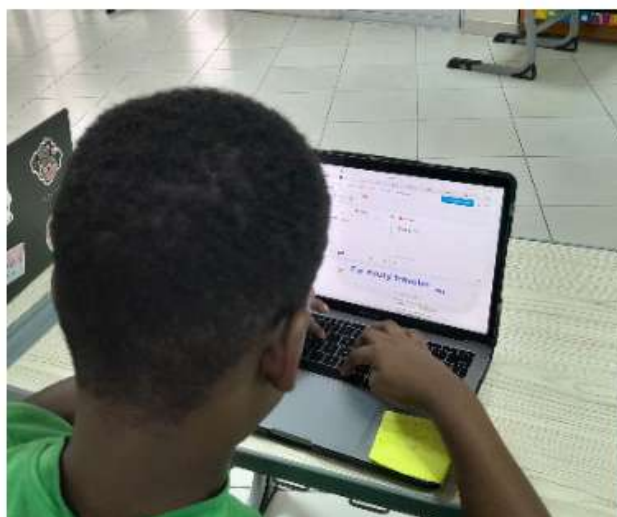
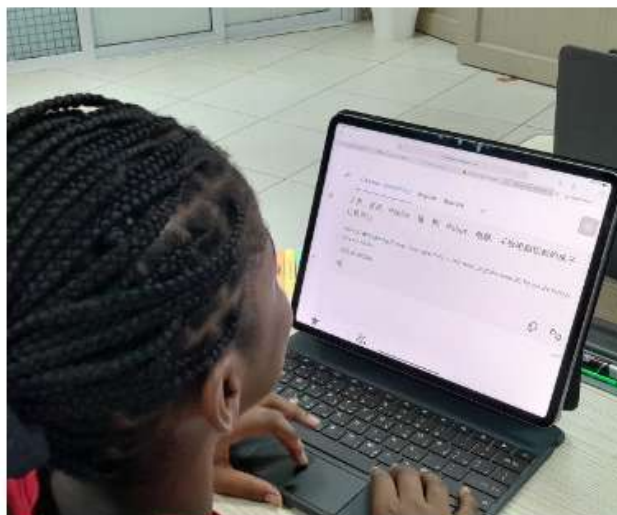
Video-Based Ewe



Language Learning





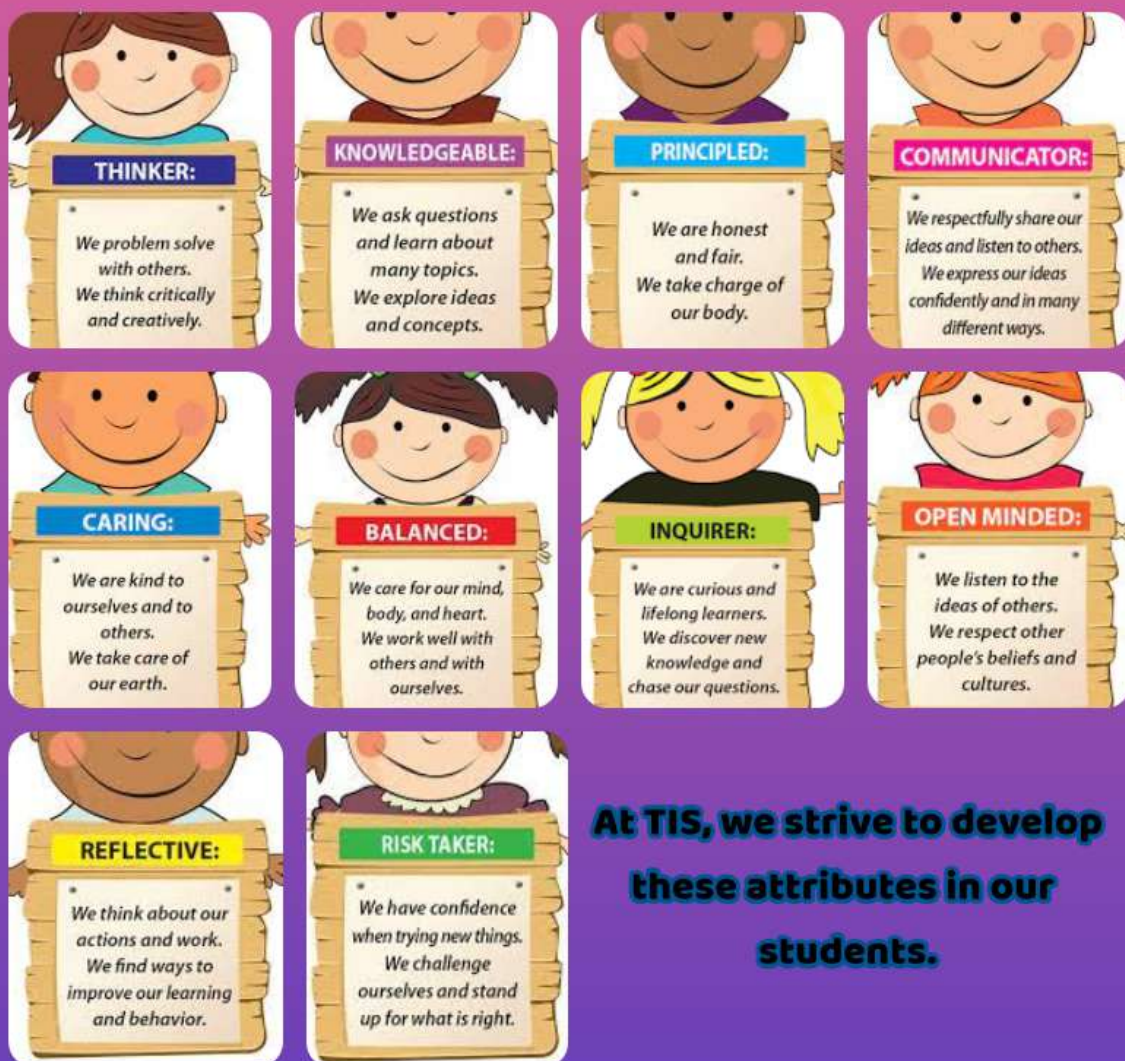


**Mandarin Language
Learning with the
Aid of Technology**

Exemplifying the IB Learner Profile

IB Learner Profile Attributes

The International Baccalaureate (IB) Learner Profile consists of ten attributes that aim to develop students who are well-rounded, globally minded, and prepared for success in a rapidly changing world. These attributes are:



The IB Learner Profile attributes are at the heart of Tema International School's pedagogical approach. Students are encouraged to embody these attributes in their daily lives, both within and outside the classroom. To reinforce students' commitment to this culture, those who exemplify the attributes of the IB Learner Profile are awarded fortnightly. Below are the recent award winners.



Recognizing Exemplary Learners: Honoring our Learner Profile award recipients with a special assembly ceremony. 🌟🏆

Guest Speakers' Impact

Guest speakers significantly impact education by bringing diverse perspectives, real-world experiences, and fresh insights into the learning process. Their presence can inspire students, ignite curiosity, and encourage critical thinking. Interactions with guest speakers also enhance communication skills and cultural awareness, fostering empathy and respect for different backgrounds. Guest speakers enrich the educational experience and help prepare students to become more internationally-minded individuals.





Tema International School, Primary Campus, stands as a shining example of promoting international mindedness through multilingualism, the embodiment of the IB Learner Profile attributes, and a strong emphasis on guest speakers. By nurturing students who are proficient in multiple languages and culturally aware and engaged with guest speakers from diverse backgrounds, the school is shaping the next generation of leaders who will confidently navigate our interconnected world with empathy, respect, and understanding.





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

2023/24 TIS School Calendar Overview

| August 2023 | | | | | | |
|-------------|----|----|----|----|----|----|
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| September 2023 | | | | | | |
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| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| October 2023 | | | | | | |
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| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| November 2023 | | | | | | |
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| December 2023 | | | | | | |
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| January 2024 | | | | | | |
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| February 2024 | | | | | | |
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| March 2024 | | | | | | |
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| April 2024 | | | | | | |
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| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
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| May 2024 | | | | | | |
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| June 2024 | | | | | | |
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| July 2024 | | | | | | |
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| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

COLOUR KEY

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

Public Holidays

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

SI Internal Dates: Main Campus

| | |
|-------------|---|
| 24-27/7/23 | Dukies' Gold expedition camp |
| 1/8/23 | 2023 MYP Results Released; 2023 MYP Enquiries Upon Results Open |
| 1/8/23 | Senior management staff resume |
| 7/8/23 | Teachers resume; review of school policies |
| 14/8/23 | Student Council executives return |
| 16/8/23 | Newbies arrive |
| 20/8/23 | Continuing students resume |
| 21/8/23 | Secondary School classes commence; G9 Subject Selection |
| 22/8/23 | PP Criterion B draft due |
| 23-25/8/23 | MYP IDU Days |
| 24-25/8/23 | G11 CAS & Dukies Orientation Camp |
| 25/8/23 | TIS Junior Soccer Championships |
| 26/8/23 | SAT; TIS Senior Soccer Championships |
| 27/8/23 | School Performance auditions |
| 1/9/23 | TIS Handball Championships; |
| 2/9/23 | MYP Parents Information session. (10.00am) NO EXEATS |
| 3/9/23 | Thanksgiving Service (11.00am: Students only) NO EXEATS |
| 8/9/23 | Legal Minds mooted competition |
| 9/9/23 | ACT ; TISSA Soccer Championships/TISSA Badminton Championships |
| 16/9/23 | TISSA Handball Championships/TISSA Tennis Championships |
| 21/9/23 | TIS@20 Sporty Family Day. NO EXEATS |
| 22/9/23 | G12 TOK Exhibition; PP Criterion B final due. |
| 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 |
| 29/3/24 | Good Friday |
| 31/3/24 | Easter Monday |
| 9/4/24 | Eid Al Fitr (TBC) |
| 1/5/24 | Labour Day |

S1 Internal Dates (Primary School Campus)

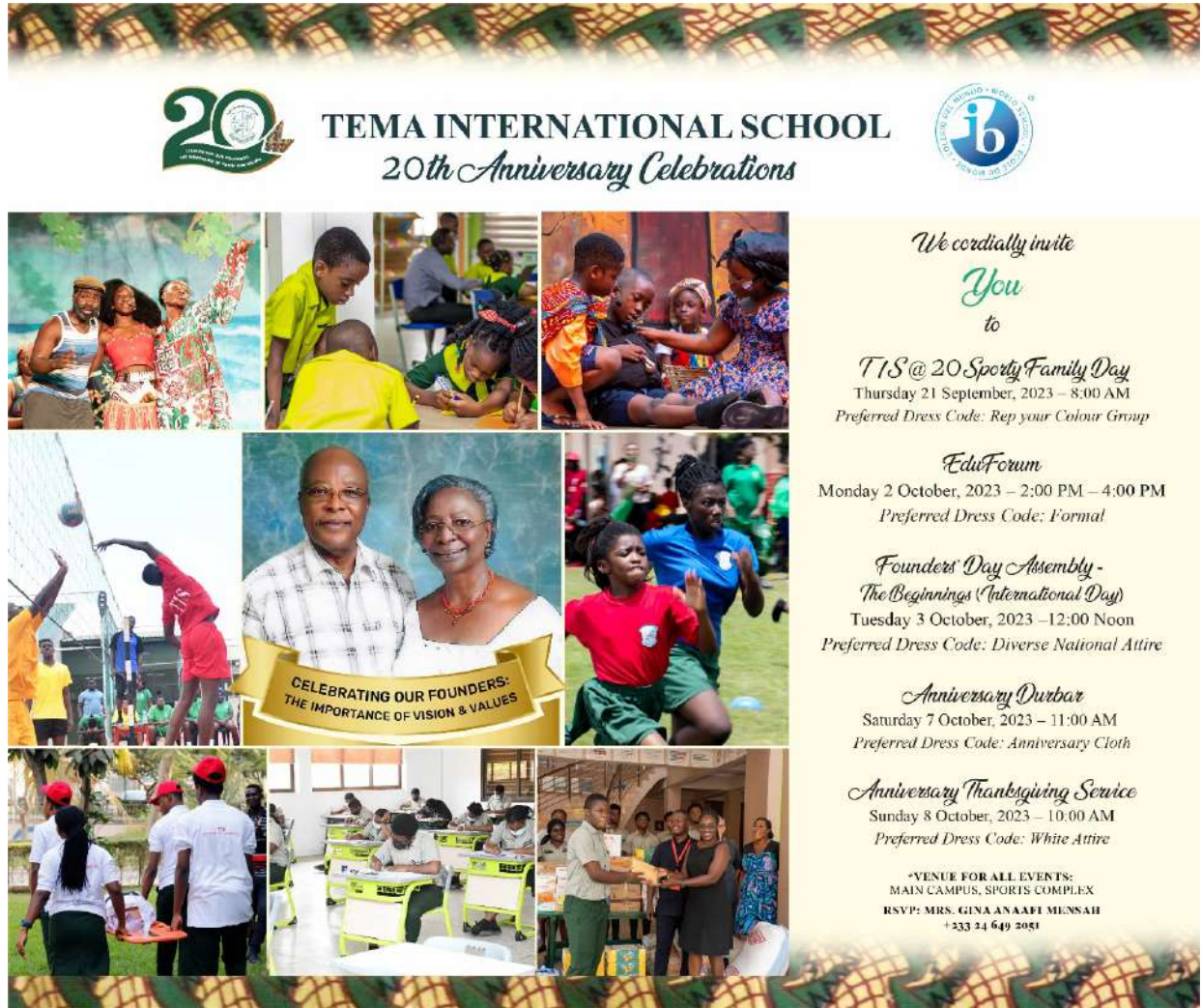
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| 7/8/23 | Staff prep commences |
| 18/8/23 | Meet the teacher session |
| 21/8/23 | First semester commences |
| 22/9/23 | Sign Language Day |
| 29/9/23 | End of UOI #1 Celebrations |
| 9-14/10/23 | Mid-semester break |
| 20/10/23 | Sports Festival/Wellbeing Day |
| 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 |

v. 090923

CAS-SA Corner – TIS @ 20



20 TEMA INTERNATIONAL SCHOOL
20th Anniversary Celebrations

We cordially invite
You
to
TIS @ 20 Sporty Family Day
Thursday 21 September, 2023 – 8:00 AM
Preferred Dress Code: Rep your Colour Group

EduForum
Monday 2 October, 2023 – 2:00 PM – 4:00 PM
Preferred Dress Code: Formal

**Founders' Day Assembly -
The Beginnings (International Day)**
Tuesday 3 October, 2023 – 12:00 Noon
Preferred Dress Code: Diverse National Attire

Anniversary Durbar
Saturday 7 October, 2023 – 11:00 AM
Preferred Dress Code: Anniversary Cloth

Anniversary Thanksgiving Service
Sunday 8 October, 2023 – 10:00 AM
Preferred Dress Code: White Attire

*VENUE FOR ALL EVENTS:
MAIN CAMPUS, SPORTS COMPLEX
RSVP: MRS. GINA ANAFI MENSAH
+233 24 649 2051

20th Anniversary Calendar of events

Theme: “Celebrating our Founders: The Importance of Vision and Values.”

- 21 September (Thursday) – **TIS @ 20 Sporty Family Day** – SPMC
Launching - Service initiative – “Transforming Lives”.
- 2 October (Monday) – **EduForum** – 2:00 PM – SPMC
- 3 October (Tuesday) – **Founders' Day Assembly** – 12:00 Noon - SPMC
- 7 October (Saturday) – **Anniversary Durbar** – 10:00 AM – SPMC
- 8 October (Sunday) – **Anniversary Thanksgiving Service** – 10:00 AM SPMC

Send your Well Wishes to Tema International School

We are thrilled to announce that our beloved Tema International School is celebrating its 20th anniversary! This significant occasion calls for joyous celebrations and an opportunity to reflect on our remarkable journey as a school community.

To commemorate this milestone, we invite you to send your well wishes and congratulatory messages to Tema International School through this form. <https://forms.gle/qWwpGYcDLutBQnMS9>

20th Anniversary Committee – IB Class of 2025



Every year, Spirit Week is observed by the whole school, students and staff. The activities for this year are planned to celebrate the school's **20th Anniversary** and how far the school has come. This year's anniversary theme is **“Celebrating our founders: The importance of vision and values.”** Activities, programs, and experiences throughout Spirit Week will highlight TIS Four Pillars: Sports, Culture, Academics, and Service.

During Spirit Week, we as students will have the chance to deepen our understanding of the world and of ourselves and capture memories that will last a lifetime. You cannot imagine how exhilarating an experience this anniversary will be; once again, we are so pleased to bring this experience to you. When you're older and think about how much fun you had in high school, this coming spirit week will be what you think about. **Jenelle Mac-Deh & Joseph James (G11) – Co-Leaders of The Anniversary Committee**

Subcommittee Leaders

- **Decor committee leader** - Nhyira Ntim-Adu and Peyton Kidd
- **Durbar Committee** - Allyson Achiampong and Kuukua Fynn
- **Education Forum** - Vitus Anaab-Bisi and Tracy Adjei
- **Founders' Day** - Charlene Akwei and Ekuba Bervell-Ackah
- **Toddlers' vs Oldies** - Awura Mensah Asante and Alberta Aduaa-Owusu
- **International Day** - Frederica Ayitey
- **Media** - Jeffrey Boahen and Kafui Ashiagbor
- **Over all Organizers** - Dentu Gyampo and Nana Ama Adjagar
- **Performance:** Obaapanin Tweneboah and Sasu Boamah
- **Power Night (Concert)** - Mekaila Offei and Eunice Abena Adubofour
- **Spirit Week** - Farah Agoro Kerim-Dikeni and Terrie Tenge
- **Sporty family** - Jenevieve Achemdey and Evaristus Amarh
- **Teachers' Day** – Kelvin Asante and Blessed Quashie
- **Thanksgiving Service:** Prince Cobinnah and Adelaide Egbenya
- **Uniform Change -Up-** Ann-Joelle Amey and Paa Kwesi Dennis

TEMA INTERNATIONAL SCHOOL IB CLASS OF 2025 PRESENTS

SPIRIT WEEK @ 20



SATURDAY - SMART
CASUAL ATTIRE
30 SEPTEMBER

**GOSPEL
EXPLOSION**



EDUFORUM

MONDAY- FORMAL ATTIRE
2 OCTOBER



TUESDAY- INTERNATIONAL
ATTIRE
3 OCTOBER

**FOUNDERS
DAY**



UNIFORM CHANGEUP

WED- UNIFORM STYLED
UNCONVENTIONALLY
4 OCTOBER



THURSDAY- FUTURE CAREER PATH
ATTIRE
5 OCTOBER

TEACHERS DAY



**TODDLERS VS
OLDIES**

FRIDAY- DRESS AS A KID OR AN OLD PERSON

6 OCTOBER



TIS Core Values and Vision:



At our school, we believe in the power of core values and vision to shape our actions and guide our decisions. Yesterday, we launched the **TIS Core Values segment** during our weekly assembly, marking the beginning of a cycle where we will reflect on these values and their significance in our everyday lives.

Having a clear vision for ourselves allows us to set goals and have direction in our lives. It gives us purpose and motivates us to work towards something meaningful. At our school, aligning our personal visions with the values of our institution is essential for success and fulfilment.

Our core values serve as a foundation for our actions and behaviours. They guide us in making ethical decisions and treating others respectfully and kindly. **Excellence** is striving for the best in everything we do by pushing ourselves to reach our full potential. **Teamwork** encourages collaboration, cooperation, and the recognition of the value that each individual brings to the table. **Respect** teaches us to appreciate diversity, honour differences, and treat others with empathy and dignity.

Honesty and **transparency** are key to building trust and fostering a positive school community. Being open and truthful in our words and actions creates an environment where everyone feels safe and valued. **International-mindedness** encourages us to embrace different cultures and perspectives, fostering an understanding of global issues and a sense of interconnectedness.

Creativity and critical thinking are vital skills that help us solve problems, think outside the box, and adapt to an ever-changing world. By incorporating these values into our learning experiences, we not only become more innovative individuals but also develop the ability to analyze and evaluate information effectively.

Service is an embodiment of empathy and compassion. It involves giving back to our community and making a positive impact on the lives of others. By engaging in service activities, we develop a sense of social responsibility and become active contributors to society.

As we continue to celebrate our founders and their vision for our school, let us remember the importance of these core values. Let us strive to embody them in all aspects of our lives and allow them to guide us in our pursuit of excellence. Together, we can create a school community that lives up to its vision and values, making a difference not only within our campus but also in the world at large. **Surama King, CAS & Events Coordinator.**

Team Work – A Core value of TIS

Our school's vision is: "To be an international school of choice, nurturing world-class citizens, responsive to the needs of the society."

TIS has nine core values: **Excellence, International mindedness, Honesty, Respect, Critical Thinking, Creativity, Teamwork, Transparency and Service.**



This week's value is Teamwork.

The Merriam-Webster dictionary describes teamwork as work done by a group acting together so that each member does a part that contributes to the efficiency of the whole. Teamwork as a core value is a principle that emphasises the importance of collaboration, cooperation, and working together effectively to

achieve common goals and objectives. This value was essential in creating the wonderful school we now call home. It was there 20 years ago and is still here today, and next week, you will see **PYP, MYP and DP** students exhibiting this value in the 20th anniversary sporty family. This value is shown inside and outside the classroom through teaching departments, hostel guardians, peer collaboration shown in school clubs, CAS projects etc.

The idea of teamwork is as old as civilisation itself. The driving force behind some of humanity's greatest accomplishments, from constructing the pyramids to setting foot on the moon, has been teamwork. Teamwork is still paramount in today's fast-paced, connected environment. Teamwork is really about people working together to use their abilities, skills, and expertise to accomplish a common objective. Individuals with various origins, experiences, and points of view come together through teamwork. This diversity serves as a fertile foundation for invention and creativity. When people with different viewpoints work together, they can generate original ideas, approach challenges from different angles, and develop unusual solutions. Diverse teams' ability to work together effectively frequently results in breakthroughs and advancements.



CAS objectives, school projects and community service are frequently accomplished more quickly and at a higher standard when people join together and work together towards their objective. This is possible because team members can benefit from one another's skills and strengths. A sense of connection and shared responsibility are created by teamwork. Team members are more motivated and dedicated to the success of the group when they believe they are a part of something bigger than themselves. As people work harder to live up to the standards of their team and accomplish shared goals, this drive may result in increased levels of dedication and effort.

Team Work – A Core value of TIS



This school's foundation is built on teamwork. It was only by the efforts and collaboration of each founding family member that the school is what it is today. It took Mrs Ajavon's love of teaching, it took Mr Ajavon's determination and every other member's commitment to a vision it took their faith in the unseen. TIS operates with the “alone we can do so little; together we can do so much” philosophy. Hence, we apply our knowledge to activities and group research, establishing collaboration and cooperation among students, teachers, and parents. There is not a single event held in TIS that comes together by one person's effort.

In the end, teamwork is not just a nice-to-have, but a need. And as a school we must learn to work as teams to solve the most complex of problems. As a result of teamwork's advantages, such as improved productivity, a diversity of viewpoints, improved problem-solving, motivation, learning, and efficient communication, success in a variety of spheres of life is attainable. Embracing teamwork is a guaranteed method for us to achieve our goals as students and realize our full potential,

whether we are in school, playing sports, or taking on community projects. **Jenelle Mac-Deh and Joseph James, G12 - Anniversary Leaders.**

Authentic Service as Action



The exciting feeling of starting a new school or moving on to the next class is always immeasurable. Thus, I wish you all the best for the academic year, a special year indeed. As we celebrate our 20th Anniversary, take advantage of the events' lineup, engage, and participate in challenging yourself where you can.

This is how Service as Action for the year looks like for you.

MYP Year 2 students will be introduced to the standards and requirements of Service as Action through the handbook and how they can take action from classroom units.

MYP Year 3 students will undertake the Community Project. They will identify an authentic need in the community and in groups of 2-3 will propose an action to address the need.

MYP Year 4 students will take advantage of the SDG goals, collaboration with NGOs, After School Activities with service component, current global/local issues, classroom Units to fulfill their Service as Action requirements

MYP Year 5 will finalize their pending engagements and submit their 13-page transition into CAS Workbook.

In previous bulletins, Service as Action has been defined as an opportunity for students to make connections between their classroom learning and real-life happenings. Accordingly, students are mandated to come up with ideas to meet this requirement. Such ideas are derived from Classroom Units, SDGs, Collaboration with NGOs, International Days, ASA with a Service Component and Leadership Roles.

Ideas emanating from Classroom units makes an authentic SA, students however focus more on the other areas overshadowing the main requirement of SA. After School activities rarely counts as Service as Action. Students tend to lump all their experiences together as SA on ManageBac; which does not present a precise SA experience on students' individual end of year reports.

For students to record authentic experiences, the main objective this year is to highlight the main goal of Service as Action. To kickstart this process all experiences that are not SA inclined will be taken out of individual worksheet.

*Start where you
are. Use what
you have. Do
what you can.*

- Arthur Ashe

Authentic Service as Action

Student A in Grade 9 has recorded 22 experiences but would be modified to suit an authentic SA worksheet on MB. Only activities connected to the 7 Learning outcomes and Classroom Unit would remain. Check out a sample as shown below.

| All school Activities and Experiences | Service as Action Experiences |
|---|---|
| Basketball | PE – Taekwondo Performance @ Grad, 23 |
| Cooking with Auntie Grace | Operation Re-play – Community Project 2023 |
| Color Group Cedar | Designing Inter-Color Stickers |
| P.E – Taekwondo Performance @ Grad, 23 | Presentation of Sustainable Train – Science Fair |
| TIS Expression 23 | Class Representative – Grade 7 |
| Project Exhibition – CP | Integrated Humanities – Conflict Resolution Forum |
| Operation Re-play – CP 2023 | Volunteer – Bottle House Tidy-up |
| Designing Inter-Color Stickers | Designing Grade T- Shirt |
| Presentation of Sustainable Train – Science Fair | Pop Band |
| Inter – Hostel Sports Carnival | |
| Inter – Hostel Junior Soccer Championships | |
| Class Representative – Grade 7 | |
| Bible Study Leader | |
| Tennis | |
| Piano Lessons | |
| Inter-Hostel Junior Soccer Championship | |
| Pop Band | |
| Basketball Championship | |
| Inter Hostel Competition (Tug of War) | |
| Integrated Humanities – Conflict Resolution Forum | |
| Volunteer – Bottle House TidyUp | |
| Designing Grade T- Shirt | |

Parents Information – Service as Action/Community Project

Service as Action sits at the centre of MYP for students to make a connection between their classroom learning and real-life contexts. This connection is a unique opportunity for students to gain a deeper understanding of the various topics across the disciplines. MYP students have an hour each on their timetable to develop ideas and take actions from their classroom units.

For example:

| |
|--|
| Measuring the amount of food surplus from dinning emanating from a Mathematics class or an Area in the School |
| Presenting at Assembly or staff meeting about a topic. “How the body works” etc.. |
| Member of the Interact Club or an ASA with a service component |
| Being a Peer Buddy/Peer Tutor or class representative |
| Making Laboratory safety symbol signs from the Science class. |
| Translating the school anthem/core values/learner profiles in Spanish |
| Writing poems or an article about ancient kings and chiefs from the History and English class as a poster for the school community |
| Standup Comedy or a monologue performance from the Drama/Theatre class for Entertainment |
| Translating a portion of the school bulletin into French or Spanish |
| Touring visitors, newbies, and parents around school. |
| Describing the topography of our school to an audience from the Geography class |
| Having a column on the School Bulletin discussing “Teenagers & Money” from the Business Management Class |

These tasks/actions are assessable based on students’ efforts to achieve specific learning outcomes.

You can always track your wards’ progress on MB under the Service as Action Icon, where you will also see all the experiences your ward has been involved in the semester.

Community Project

When these actions are demonstrated in the Community it is known as the Community Project, which occurs in groups at MYP 3. Here, students go into the community to identify and address an authentic need. Students are introduced to NGOs, Charity organisations, Social Centres, SDG affiliate groups, local clinics, local schools and the like to foster collaborations.

For example:

| |
|---|
| Fundraising to purchase medical supplies for a Local clinic |
| Writing a letter to a policy maker to advocate for change within a setting e.g., request for a zebra crossing near school locations |
| Making a mural about nature from a Geography class in a slum |
| Organizing craft activities for the aged during a summer break |
| Investigating the influx of plastics and addressing your findings by writing an article for publish |

| |
|---|
| Collaborating with NGOs by partaking in their mandate. |
| Creating awareness about ancient ornaments with concepts from the design class at a Community Fair for educational purposes |
| Organizing a friendly football match with an orphanage. |
| Creating awareness about Cyber or peer Bullying within a local school |
| Volunteering at an Autism Center |



The Community Projects are assessed formatively on MG and appears on students report at the end of the second semester. Parents can always check on their wards progress and group projects on MB under the Community Project Icon. Service as Action/Community Project;

- Helps student to apply their academic, social and personal skills to improve their surroundings, making a connection between classroom lessons and the community.

Concepts into Context.

- Allows students to develop new skills, interests, and talents.
- Gives Students p an understanding of the world and their responsibility within it.
- Aids students to Create a sense of awareness about Global and Local issues.
- Develop responsible citizens to become problem-solvers.
- Foster confidents young adults through collaboration



Role of Parents

- Connect Organisational Bodies and NGO to your wards’ supervisor
- Offer ideas and provide recent issues to assist your child during the brainstorming stage
- Monetary assistance, if need be, especially during the planning stage and fundraising exercises organised by your ward
- Attend your child’s presentation, which usually occurs in March.
- Check on your wards’ progress with the SA Coordinator
- Be proud!

CAS & DoEIA Orientation Camp - #Reflection



Before the camp, I had the impression that there would be a lot of difficult tasks to complete and that everything would be very difficult. The lessons I learnt at the camp were that, first of all, we shouldn't waste our resources. It was because we had limited resources to work with, and the more resources became scarce, the harder it became to live. Another thing I learned was that communication and collaboration are very important. My best moment was

helping my alpha members overcome their challenges, especially during the hiking. I enjoy lending a hand to people. Whenever my alpha members were left behind or almost fell, I always enjoyed helping them persevere through that and seeing the smiles on their faces after completing the hike was one of my best moments. The greatest challenge I faced was abseiling. From the top, looking down at a body of water from a cliff and being held by ropes was very scary at the beginning. Ultimately, I persevered through active communication with the ranger guiding me. Through communication, we demonstrated commitment and perseverance as we faced various challenges throughout the camp that we were only able to overcome. At the camp, constant communication with other participants paved the way for success because most obstacles required teamwork. The activities were very challenging and engaging, the reason being that most of them were very physical. I found that Abseiling, Capsizing, and Hiking were the most difficult because I had never done them before, and they seemed impossible. These activities were also very physical, and I even ended up with bruises on my leg after abseiling, but overall, I enjoyed it. Through the experience, I discovered that I could overcome any obstacle by interacting with others and that, in reality, I was not at all afraid of the things I had previously believed to be frightening. I believe we should always respect, care for, and appreciate our environment. My takeaway from this experience is that yes, you can do it and that we must always appreciate the things we are surrounded by because we never know how. - **Joseph James (Grade 11)**

My perceptions of the camp were not too great. I kept an open mindset and made sure I enjoyed both the good and bad times of the trip. From the terrifying heights of the abseiling to the victorious screams from winning the paintball my time during the camp was unexpected. As much as people told me that the camp would only "stress" me out, I still kept my head high and enjoyed the camping. I noticed a lot of things at the campsite. From the captivating



CAS & DoEIA Orientation Camp - #Reflection



showcase of nature to the cold water of the Volta River. I noticed the nice and small villages and towns we drove through during the ride to and from the place. At the campsite, I saw creatures I never considered seeing, from the scorpions that ran at the sides of our tents to the fishes that swam away when we capsized. I noticed many new and nice things, which added to the

experience to make it lovely. I learnt that although we may not use all the skills learnt, it is still good to learn skills to give you experience and with each skill you learn, your perspective about things changes. I had a lot of fun moments during the camp, all filled with mixed emotions. My best moment during the camp was winning the paintball match. After winning the match and proving to many people who thought my group wouldn't make it, I felt this achievement that made me feel like I had grown and overcome an obstacle. During that moment, I was overjoyed and filled with so much happiness. I even went on to coach the next group that went. The greatest challenge I faced was trusting the rangers and knowing the activities were safe for me. One way the Rangers helped me overcome this was constant reassurance. I feel that because of the lack of trust, I wasn't able to enjoy the trip and everything fully, so if I had the opportunity to go again, I think that one thing I would do differently is fully trusted the rangers and the environment so that I wouldn't hold back and enjoy the trip and the activities. For the planning, during the paintball, my team and I had to create a plan to defeat and win the other team. I had to collaborate with my team and understand all the good ideas and plans they brought up. The challenges were there and were also hard, but with time I overcame them, ultimately giving me a sense of growth. During the abseiling, commitment and perseverance were used. The most engaging activities for me were the abseiling and the paintball. The reason for the abseiling was that to descend and move, you had to lean back and relax and always listen to the rangers, but the only thing holding me back was fear, which I feel I overcame by calming down and relaxing and trusting that the rangers will ensure my absolute safety. I learnt that if I relax and let myself enjoy the good times through the bad times, I will enjoy everything in life. My takeaway from this experience was to try everything, and in everything, you try to put in your best effort to enjoy it and become better at it. Keep an open mind. - **Kwabena Boamah (Grade 11)**

CAS & DoEIA Orientation Camp - #Reflection



One main thing I realised during the camp was how we often ignore nature and don't see its beauty. We are always so caught up in school learning or worrying about things that we forget to take time off and explore nature. One major lesson I learnt during the camp was that you can do anything you put your mind to, and perseverance is fundamental, if you want to accomplish a goal. I also

learned that teamwork and collaboration are essential skills. My best moment was sitting by the lake with friends, talking about how beautiful it is to be in nature and realising we take it for granted. It made me appreciate nature more. I also liked kayaking and would do it again if I got the chance to do it. My greatest challenge was at the beginning of the hike when I was having difficulties breathing, but after two breaks, I could breathe normally again and completed the hike with the support of friends. Initiation and planning were evident when packing and preparing for the camp. I demonstrated ethics of choices and actions by ensuring I picked up litter that was dropped on the ground and avoided littering or leaving my things around. I used perseverance during the hiking trip and made it to the end. All the activities were very engaging and partly challenging. Although my alpha couldn't go for the abseiling, we did everything else, and they all required us to stay within our alpha and work together. It was a suitable opportunity to socialise and get to know each other better. The kayaking was very engaging, and collaboration and communication was very essential. I learnt that I can adapt to a change in an environment, but not everyone can. I learned to persevere, and I also learned how to build a tent. I also realised that I don't spend much time with nature. CAS requires hard work, perseverance, and stepping outside my comfort zone. I have to be willing to make myself uncomfortable to reach my goal. **Mekaila Offei (Grade 11)**

Some lessons I have learnt during this camp are always persevering and being determined to achieve a goal. I also learnt to always try and adapt to whatever environment or situation you find yourself in. And to always keep an open mind because you never know how something is until you experience it for yourself. The greatest challenge I faced was hiking. During the hiking, we climbed the mountain. I kept getting tired and just wanted the hike to be over. Even though I was tired and wanted to stop, I kept pushing myself, and my group members encouraged me to keep going. At this camp, I did most of the activities that we did, I had done before except one, which was the capsizing drill, but through this camp, I have been able to try something new, and I am glad I was able to perform this drill. I have learnt what to do if I ever do find myself by accident in the water and how to manage and control my emotions.

CAS & DoEIA Orientation Camp - #Reflection

Also, at the camp, there were times when I was extremely tired, especially during the hiking, but I had to persevere to complete the hiking. All the activities were engaging and challenging. This is because there were certain activities I struggled with, and I know I wasn't the only one struggling. I pushed myself to complete the various activities no matter how hard it was or how scared I was. I learnt that teamwork is essential in almost everything you do.



Through this camp, I noticed I am not a collaborative person, and I plan on working on this weakness to collaborate more and better with others. My takeaway from this experience is that, no matter where I find myself, I must always be open-minded and ready to adapt to all situations. Through this camp, I was able to create new bonds with some of my grademates and grow old ones. Overall, this camp was beneficial, and I would do it again. **Frederica Ayitey (Grade 11)**



I assumed the camp would be challenging, but I noticed it was enjoyable once you listened to the instructions. Never give up when you are scared. Bonding moments was my best moment. The abseiling was my greatest challenge because I was extremely scared of heights. But next time, I would calm my mind as I know it is safe and have fun. I learnt to set up tents and overall survive in the wilderness. I also learnt to never give up on abseiling. The activities were extremely challenging and engaging. They pushed

you to your limit. I learnt to be more understanding and to take risks. And I learnt that others will always have your back. I will forever have the lesson of hard work and perseverance.

Breindelle Kusi Boateng (Grade 11)

CAS & DoEIA Orientation Camp - #Reflection



Being able to experience nature partially is worthwhile. A phrase that will stick with me throughout the rest of the Diploma Programme and the rest of my life is, “**nfere oibara**” which means don’t be shy of anyone. With that mindset, it is extremely easy to experience whatever I commit myself to fully. My favourite part of the camp was swimming in the River Volta with my friends and peers while embracing the lure of the landscape all around us. The hardest

part of the camp was realizing how much I took electricity for granted. Without it, I had to face a new reality. It made me see how much I rely on technology and routines. Although it was tough, this challenge helped me value a simpler life without constant technology, making me more aware of the resources we often ignore. I followed the "Leave No Trace" principle, picking up all my trash and using established trails. Using eco-friendly products and respecting wildlife were important too. Picking a proper campsite, following fire regulations, and treating fellow campers hospitably was all part of being responsible. I also learned about the area's history and left the cultural sites undisturbed. Safety mattered, both for me and the environment. Overall, I wanted to enjoy nature while leaving it as untouched as possible for others. Engaging in the kayaking and hiking activities proved both thrilling and challenging, especially for someone like me who had never attempted them before. Maneuvering the kayak through the water currents demanded newfound physical and mental dexterity while navigating the rugged hiking trails tested my endurance and determination. Despite my initial inexperience, the support of instructors and fellow participants transformed these challenges into opportunities for growth and an unforgettable adventure. The camp showed me how comfortable I am with change than I thought. Dealing with the lack of familiar things highlighted how well I can adapt. It made me feel more confident about-facing challenges and trying new things. Being perceptive will equip me to navigate challenges wisely, ensure safety in the camp and the case of academic work, and aid in decision-making. Being perceptive heightens my awareness. It would help me to adapt quicker in situations. - **Senanu Ahlidza (Grade 11)**

I learnt that it's always beneficial to step outside your comfort zone. I enjoyed the hiking, because of the view from the top. Probably my biggest challenge was the abseiling. Since I'm afraid of heights, I was a bit scared, but with encouragement from the rangers and those in my alpha, I managed to overcome it and finish the course. For challenge and new skills would probably apply to abseiling. I learnt that if I push myself, I can do a lot of things even if they seem impossible. It's always good to step out of your comfort zone.

CAS & DoEIA Orientation Camp - #Reflection



My perceptions of camp were what I expected them to be. There were a lot of trees and nature. It was very different from the perks of living in a big city because of the lack of technology, electricity and running water. Although it took some getting used to because it was my first time, it was fun. Some of the lessons I learnt during the camp were that it is good to take a break from technology once in a while to appreciate God's creation and nature. I learnt that

trying new things can be nerve-racking but fun, and you will never know what you like or are good at unless you try. I learnt how to set up and dismantle a tent, among many other things.

I think my best moment cannot be just one. It is hard to fit my best moments into one thing, but I will say that one of the top ones was the bonfire night, just hanging out with all my friends. There was no technology, so everyone conversed with one another. It was fun, and I got to know more about my friends. The greatest challenge I faced was kayaking. At first, my kayak mate and I were finding it quite challenging to navigate and steer the kayak, but with the help of my teammate and Mr David's advice, we worked together to coordinate and get to the other side, which was the island. It took strength for me to participate in activities like hiking, kayaking, and abseiling, and I experienced strength and growth as a result of being able to camp outside in the open in a strange place. Because I had never participated in any of the activities, I had to overcome challenges I eventually overcame. I also learnt kayaking, abseiling and hiking skills, as well as setting up and dismantling a tent. Initiative and planning were achieved in planning and packing all I needed to bring for the camp to be well prepared for anything.

Commitment and perseverance were constantly achieved for me because the whole trip required commitment and perseverance to learn new things and keep going even when things seemed tough. The activities were engaging and more fun than challenging because I was excited to try everything. The activities allowed me to discover a side of me that I didn't know I had. I learnt that I can do anything I put my mind to. I am willing to try new experiences. I also learnt that not everyone is open to new things, and it's fine, but you should understand everyone. I have developed the ability to live in uncomfortable conditions, find a creative way to make them comfortable and develop an attitude to be more open to working with others. This experience has taught me quite several things. Some of them are skills and abilities to try new things. This experience has helped me to better my collaborative skills, and I can do whatever I put my mind to. Not many things scare me, and I am a risk-taker. - **Allyson Achiampong. (Grade 11)**

CAS & DoEIA Orientation Camp - #Reflection

I thought going to the camp wasn't going to be a fun experience, but later on, I noticed that stepping out of my comfort zone was not bad, and I was able to do things I didn't think I would be able to do if I put my mind to it. One of the main lessons I learned from the camp is that challenging myself is the only way to discover my capabilities. The greatest challenge I faced was getting myself to sleep. I found sleeping extremely hard because of how hot it was in the tent. I couldn't do anything about it because of where we were. I had to force myself to adjust to the situation I found myself in. One of the learning outcomes I achieved during the camp was a challenge and new skills. I challenged myself to do things I never thought I could do, and those difficulties helped me to gain new skills. I learnt that I can adjust to being in environments that I am not comfortable being in.-

Nana Ama Adjagar (Grade 11)



Registration for Tema International School students to enrol for the Duke of Edinburgh's International Award programme is open. Sign up with this

link <https://docs.google.com/forms/d/e/1FAIpQLSe3xhDk2nESjSjUR4SGZBTlrXOGgXjQc1A39jXtFzSt5Ncz4A/viewform> for your preferred award level. The **Registration deadline is 15 September, 2023.**

Participants will have to conclude their enrollment by making payment 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 education†
6. Enjoy themselves!

READY FOR THE FUTURE

The Award develops positive foundations for the future, including:



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

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

WORLD-CLASS LEARNING, OUTSIDE THE CLASSROOM

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

GET INVOLVED

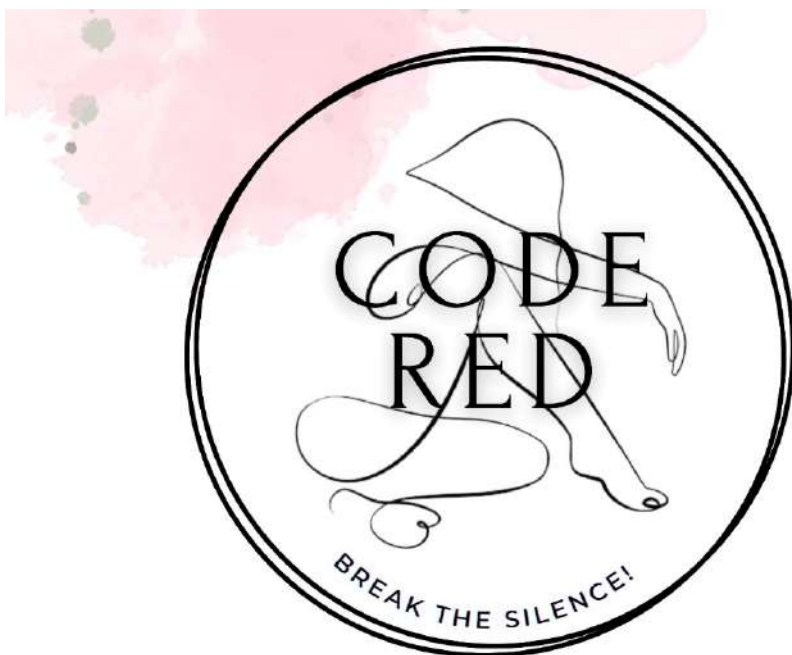
-  **Encourage** your child to unplug and expand their horizons, by taking part in the Award.
-  **Embrace** the Award and learn more about the benefits and impacts it can have. Many of the extra-curricular activities your child is already doing can contribute to their Award.
-  **Support** young people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

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



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**

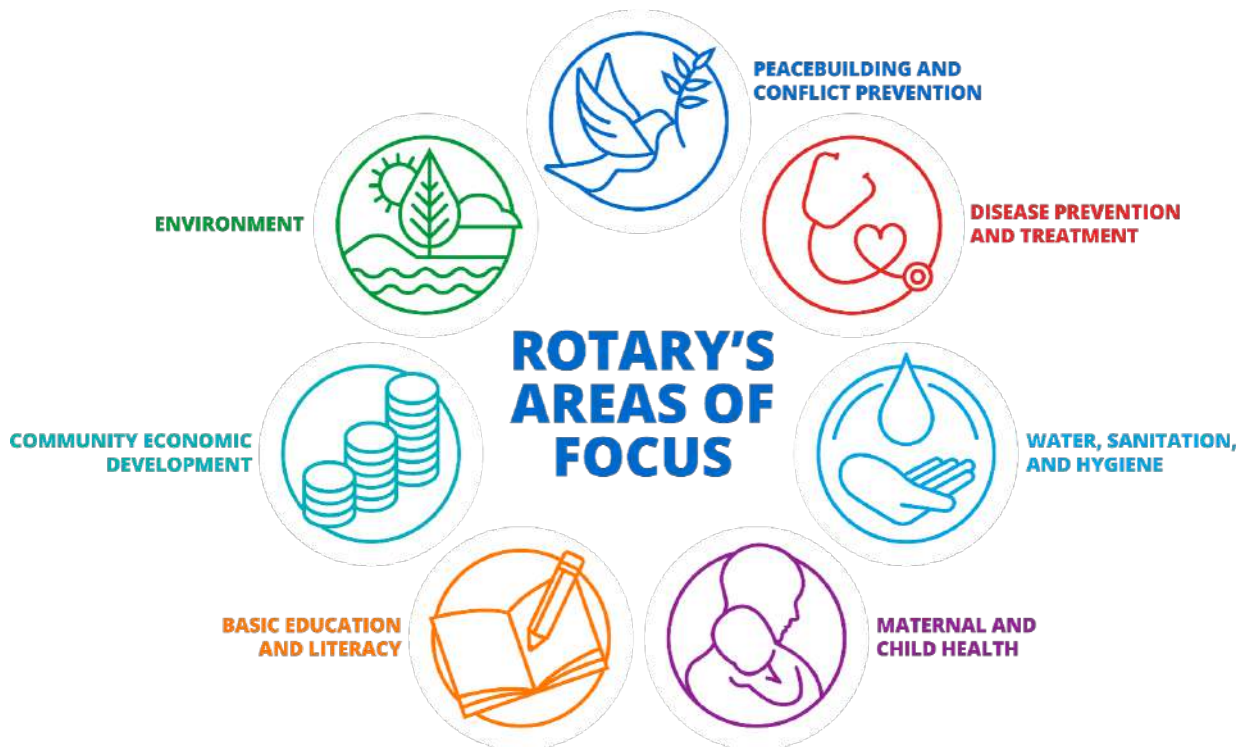
of **CODE RED**. Code Red started off as a Service as Action initiative to supply girls in our community with sanitary towels. We did some research and found out that most of them can't afford sanitary towels, so they end up using unhygienic, unconventional methods to deal with their blood flow. In that 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 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 than donate them, as we are putting an end to 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 a 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 the 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.

Interact Club of Tema International School



Have you joined the most inspiring club on campus yet? Join the Interact club and experience a sense of leadership, the essence of volunteerism and service above self. In the spirit of our forthcoming 20th Anniversary, the club wishes to embark on a life-changing Service project to commemorate the year and the growth of the club.

The club will undertake a project under *Basic Education and Literacy* area of Focus of the Rotary. The objective is to provide computers and refurbish and ICT Centre for a deprived Community School in collaboration with **Empower Playgrounds**.



Empower Playgrounds recently collaborated with community Projects and CAS students to erect a playground at Tetteh Ocloo school of the deaf, thus a credible NGO to work with again. They have also pledged to support our fundraising and aid throughout the process till handing over. This beneficiary school is under the auspices of Empower Playgrounds projects.

Obosono Basic School has about 160 pupils, located in Mamfe Koforidua Road, about 5km from Adwaso and 35km from Tema (a 2hr drive). A local school with very limited resources and access to basic learning tools like desks, whiteboards, school supplies, computers and the like.

To purchase and install used computers, *Empower playgrounds* estimates 10pcs at **GHC 25,000**. To set a complete ICT Centre, we may have to install metal bars on the doors and windows for security at

Interact Club of Tema International School

GHC 3000 and *EP* will provide Desks and Chairs, a Rachel Plus Router (an Internet server designed for use in offline schools, health centers or places of learning worldwide where internet access does not exist) costing about USD800, connect us with *MohaTek Company* in Achimota to purchase the computers at an affordable price. MohaTek deals in used computers imported from Japan.

Empower playgrounds is a member of the Accra Kanda Rotary club and pledges to bring his club on board. They will also be responsible for the installation and safe keeping and maintenance of the Centre. The estimate as tabulated below.

| Item | In charge | Price |
|---|-------------------|------------|
| 10 Pcs of Used Computers from MohaTek Company | TIS Interact Club | GHC 25,000 |
| Metal Bars for safeguarding | TIS Interact Club | GHC 3000 |
| Desk and Chairs | EP | GHC 2000 |
| RACHEL-PLUS Router | EP | USD 800 |

The Club in total wishes to raise **GHC 30,000** to realize this objective. An amount of **GHC3,500** has been raised and is appealing to the community to kindly donate via Momo to **Abigail Ahiadorme – CAS Advisor- 05497621047 - Reference Interact Club**

To further support our cause, kindly visit our stand at the Sporty Family event and get yourself some delicious snacks.

All donations are channeled towards the cause.



SaniFlush CAS Project



TEMA INTERNATIONAL SCHOOL
CREATIVITY, ACTIVITY, SERVICE (CAS)

IN COLLABORATION WITH
ASHAIMAN No.2 J.H.S P.T.A.

"SANIFLUSH CAS PROJECT"

Co-initiators: Papa Duodu Fynn, Bradley Hoedoafia,
Kow Yarney, Gregory Fokou Kotang.

Collaborators: Nadeem Yakubu, Odassey Tetteh,
& Malcolm Enimil Ashun.

(IB Class of 2024)

Refurbishment of the Girls and Boys Toilet of Ashaiman No.2 J.H.S

THURSDAY 7 SEPTEMBER, 2023 | PROJECT SUPERVISOR: SETOR ADIH

For our **CAS project**, my group members wanted to solve a problem around our community since most people do not live in very good conditions. During our search, we found a school called Ashaiman No.2 JHS. They lacked clean and safe washroom facilities, making it difficult for students to attend school regularly, as they were more prone to falling ill and required time off to recover.

To solve this problem, my group members and I raised money to refurbish their toilet facilities. We raised money by explaining to parents what our project was about and they donated money to us and we also raised money by selling artwork. From this, we raised an amount of approximately **31,000 Ghana Cedis** to refurbish their toilet facilities completely. In the process of completing this project, we made use of collaborative skills and communicative skills. I worked with my supervisor, Auntie Setor and my group members through collaboration and communication. Effectively we communicated our aims and goals to parents and the school community and got them involved in supporting our project. The project was not one without challenges; we encountered financial problems and insufficient resources but with careful planning and teamwork, we overcame this setback. These difficulties taught us the value of hard work, determination and perseverance.

The project was handed over to the school on September 7th, 2023. When the project was done, I was in complete shock. Seeing their toilet facility transform from a run-down unsanitary place into a safe and clean space was incredibly exciting and truly amazing to watch. The teachers and staff of the school were so grateful and happy because they knew we had solved a problem

SaniFlush CAS Project



that they had been struggling with for years. One of the teachers said, “We are very grateful for this project, I pray that you succeed in everything you do, God bless you”, That statement was very sentimental and showed me beauty of helping your community.

To sum it up, embarking on this project was quite an experience and I am glad my group members and I decided to start **SaniFlush** to

help Ashaiman No.2 JHS. Our project touched on the UN SDG Goals: Good Health and Well-Being, Clean Water and Sanitation, Industry, Innovation, Infrastructure, and Life on Land. By completing this project, we have made 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 motivate others to join us in our efforts to create a more equitable and sustainable world for future generations. **Papa Duodu Fynn, G12.**

Completing the toiletry facilities restoration project at **Ashaiman No.2 JHS** school community has been a tremendously rewarding experience. As a team, we set out to improve the sanitation conditions in the local school, understanding the beneficial impact it would have on the students' well-being and the long-term impact it would have on the school community.

The importance of community collaboration was one of the first lessons I learned while working on this project. We were lucky to have the assistance of volunteers such as student parents, school administration, and our parents, who went far beyond to assist with this project. Their excitement and dedication were inspiring, making the entire process more meaningful. The project was not without its difficulties. We encountered budget limits and had to carefully manage our resources to ensure the project was completed satisfactorily. It took careful planning, teamwork, and adaptability. We had unanticipated setbacks but learnt the value of perseverance and problem-solving in the face of adversity.

Seeing the toiletry facility develop throughout the project was simply amazing. What was once a run-down and unsanitary area was transformed into a clean, safe, and practical space for these students to use. It was encouraging to think about how this will improve the students' daily life. The most rewarding event was probably the completion of the project and the handover to the school on September 7th, 2023. It was profoundly emotional to witness the school staff and pupils' excitement and gratitude. Knowing we had helped to improve their quality of life and provide them with better facilities gave me a sense of satisfaction and purpose.

SaniFlush CAS Project



Throughout the project, I learned significant lessons about community engagement, resource management, and the tangible effect that collective efforts can create. It reinforces the concept that simple acts of compassion and community service can have a long-term influence on the lives of those less fortunate than us.

As I reflect on this project, I'm struck by the significance of giving back to our

communities and the satisfaction of making a positive difference. I hope the school's restored toiletry facility will continue to serve the school community for many years, promoting improved hygiene and a brighter future for the students. To all of the students to encourage them to accomplish and leave a mark in the community from which they come, to make an impact, to have influence, and to implement change for which they will be remembered.

Gregory Fokou Kotang, G12.

Completing our CAS Project has marked a significant milestone in my IB DP 2 program journey. From its inception in the 11th grade, this project has been a focal point of our efforts, and I can confidently say that I have no regrets about being part of it. Throughout this year-long endeavour, my classmates and I set out to address a pressing issue in our community that had been adversely affecting the lives of its residents. Our mission led us to Ashaiman No.2 Junior High School, where we discovered an unsanitary toilet facility that posed many problems.

Witnessing the critical conditions in the school's washrooms was a stark wake-up call. Many students contracted infections due to these unsanitary conditions, which hurt their health and academic performance. It underscored the importance of having a clean and conducive environment for basic human needs. Thus, we embarked on a journey to raise funds and renovate the school's toilet facility, transforming it into a more developed and sanitary space.

Raising funds was a pivotal aspect of our project, demanding consistent effort and effective presentation skills. At school events, such as our SaniFlush stand, we sold paintings and educated parents about our project. Their generosity played a crucial role in our fundraising success, enabling us to gather an impressive GHC 31,000 to support the renovation efforts.

Additionally, our group made multiple visits to Ashaiman No.2 JHS to assess the materials required and gather crucial information for the renovation process. This hands-on engagement with the community further deepened our understanding of the project's impact and reinforced the importance of community involvement.

SaniFlush CAS Project

This CAS Project taught me invaluable lessons about the power of community engagement and teamwork. It highlighted the positive change that can be achieved when individuals come together with a shared purpose. As we look back on our journey from the 11th grade to our final year in grade 12, I am proud of what we accomplished and grateful for the meaningful experiences and lessons learned along the way. **Bradley Hoedoafia, G12.**

Undertaking the "SaniFlush" CAS project with my team, aligning with Sustainable Development Goal 6: Clean water and sanitation, has been an incredibly enriching and transformative experience. This project allowed us to make a tangible difference in our school and imparted profound lessons in collaboration, initiative, planning, and the significance of giving back to the community.

The cornerstone of our project's success was our ability to work harmoniously as a team. We harnessed the collective efforts of our team members and raised funds from various sources, including the generous contributions of friends, family, and school staff. This collaboration reinforced the bonds within our group and highlighted the immense power of teamwork. It illuminated the idea that remarkable outcomes can be achieved when people unite for a common purpose.



The "SaniFlush" project began with a simple but powerful spark of initiative. Recognising the deplorable state of the girls' and boys' washrooms, we took it upon ourselves to address this pressing issue. We organised fundraising activities, such as selling artwork at our school's expression event, demonstrating our commitment to the cause. This experience reiterated the importance of seizing opportunities and taking proactive steps to drive positive change. It taught us that initiative is the driving force behind transforming intentions into impactful actions.

Effective planning was an instrumental component of our project's success. We engaged a plumber to assess the condition of the facilities and meticulously allocated project funds to necessary materials, such as new taps, toilets, sinks, and paint. This phase underscored the significance of setting clear objectives, establishing realistic timelines, and budgeting appropriately to accomplish our goals. It emphasized that comprehensive planning is the bedrock upon which successful projects are built.

SaniFlush CAS Project

We encountered various challenges throughout the project, from meeting our fundraising goals to unexpected issues during the refurbishment and ensuring that the donated resources were used efficiently. These challenges were invaluable in fostering our growth. They encouraged us to adapt, think critically, and persevere. We learned that setbacks are not roadblocks but opportunities for learning and innovation. Our interactions with the children enhanced our communication and empathy skills, reinforcing that real-world experiences are potent tools for personal development.

One of the most profound lessons from the "SaniFlush" project was the importance of giving back to the community. As we completed the refurbishment and provided essential supplies to the school, we also taught the children how to use these resources properly. This act of giving back underscored the idea that we are not just improving physical infrastructure but also contributing to the well-being and dignity of those in need. It reminded us of our responsibility as global citizens to positively impact our immediate community.



In conclusion, the "SaniFlush" CAS project served as a testament to the power of collective action and the transformative potential of youth-led initiatives. It instilled in us the values of

collaboration, initiative, and effective planning, while also highlighting the rewards of overcoming challenges and acquiring practical skills. Most importantly, it left an indelible mark about the importance of giving back and making a positive difference in the lives of others. This project has enriched our lives and reinforced our commitment to making the world a better place, one small initiative at a time. **Kow Yarney, G12.**

SaniFlush is a CAS project initiated by me and my group members: Kow Yarney, Papa Fynn, Gregory Fokou Kotang, Bradley Hoedafeia and Nadeem Yakubu. We wanted to solve a problem in our community. We researched and found Ashaiman Number 2 school. For this project we made use of SDG 6: Clean water and sanitation, to embark on this project.

We realised their WC was not in good shape. Their WC was not secured, therefore many people in the community climbed the walls to use the facilities and left them unclean. The lack of sanitation brought about diseases among the students in the school. For some of the staff when they wanted to ease themselves, they had to travel back home to do so. Many students also fell ill because they couldn't ease themselves. We then embarked on Sani flush to solve this problem.

SaniFlush CAS Project



To solve this problem, we had to plan and find various ways of raising funds for the project. In planning we came up with an idea for raising funds: selling students paintings to event guests. We also explained our project to the guests and asked if they wanted to donate towards our project. We also got donations from our family members, friends, and teachers. They also played a pivotal role in raising funds for the project. All of this could not be done without collaboration. Collaboration has played a huge role during this project. Through collaboration and determination, we raised about GHC 30,000 for the renovation of the WCs in the school. As of 7 September, 2023 we handed the new WCs to the school.

In conclusion, through collaboration and hard work we managed to renovate the WC's for Ashaiman Number 2 school. Through this project I have learnt to collaborate with colleagues, many ways of planning and raising funds and I have gotten an experience of a lifetime.
Malcolm Ashun, G12.

Visiting Ashaiman No. 2 and participating in the renovation of their washrooms was an incredibly humbling and rewarding experience. It's moments like these that remind us of the power of community and the impact that a small group of dedicated individuals can have. As I stepped into Ashaiman Number 2, the warmth and hospitality of the community members immediately struck me. Despite the challenges they face, their spirits were high, and their smiles were contagious. The sense of togetherness and resilience in the face of adversity was palpable.

SaniFlush CAS Project



The renovation of the washrooms was a collaborative effort that brought us closer as a team. Witnessing the community's excitement and gratitude as we worked tirelessly to improve their facilities was heart-warming. The joy in their eyes as they saw the transformation unfold was truly priceless.

Donating tissues and cleaning detergents may seem like small gestures, but they can make a significant difference in the residents' daily lives. It's often the basic necessities that we take for granted that can have the most profound impact on those in need. These simple items will help maintain hygiene and cleanliness in the newly renovated washrooms, ensuring a healthier environment for everyone.

The most touching part of the visit was interacting with the children of Ashaiman Number 2. Their curiosity and enthusiasm were boundless. We spoke to them about the importance of education, dreams, and the endless possibilities that lie ahead. Their dreams and aspirations filled the air with hope and promise, reminding us that every child deserves a chance to dream and achieve greatness.

Leaving Ashaiman Number 2, I couldn't help but reflect on the interconnectedness of our world. While we may come from different backgrounds and circumstances, our shared humanity unites us. It's a reminder that giving back and supporting one another, even in the smallest ways, can create ripples of positive change that extend far beyond our immediate actions.

This experience in Ashaiman No. 2 reinforced my belief in the power of community, empathy, and collective action. It's a testament to the fact that, regardless of where we are in the world, we all have the capacity to make a difference in the lives of others. As I carry the memories of this visit with me, I am inspired to continue seeking opportunities to uplift and empower communities in need, knowing that the bonds we create are stronger than any challenges we may face. **Nadeem Yakubu, G12.**

SaniFlush CAS Project



SaniFlush CAS Project



Colour Group meeting – Planning for Sporty Family



Morning Assembly



ASA – After School Activities



Mooting Competition



Entrepreneurship & Innovation Club





TEMA INTERNATIONAL SCHOOL
PRESENTS



Sporty Family

It's Game Time!!!

PYP, MYP & DP

Bring the whole village
& Support your colour group.



THURSDAY
21 SEPT
2023

8:00 AM
-
12:30 PM

@Main Campus Sports Complex



Waakye, Khebab, Fruit Juices, Bubble Tea, water & More.

All proceeds go towards supporting the corrective surgery of babies with Anorectal Malformation (ARM)



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

Take Smarter Notes

What's the best way to take notes? This, I'd argue, is the wrong question to ask.

A focus on note-taking assumes that the goal is creating a document. But having a nice piece of paper is useless if it doesn't contribute to the learning that goes on in your head.

Any learning strategy should aim to increase the amount of knowledge absorbed in the learning process. Here notes can help, and they can hurt.

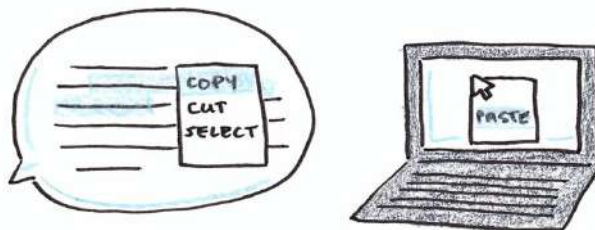
How Notes Help

Good note-taking forces you to pay attention. It's easy to have your attention wander and not realize it. However, when you're taking physical notes, the writing activity encourages you to pay attention.

This, and not the document the notes produce, is the primary benefit. Having nicely written notes is of secondary importance in assisting you in reviewing and studying the material later. This document should only be your primary concern in classes where you expect to spend many multiples of the lecture time actively studying the material.

How Notes Hurt

Note-taking can become a distraction, however. Consider verbatim note-taking, where students seek to transcribe nearly everything a lecturer says. What's going on when you do this?

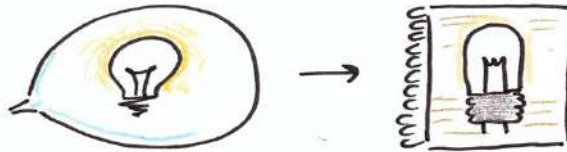


For starters, not a lot of thinking. Keeping up with the lecturer's speech while typing uses up most of your capacity. Since you're copying things mostly as they are said, you don't need to process the material for meaning, just copy it down. Handwritten note-takers perform better than those using computers partly because the former can't keep up with verbatim copying and have to process the material as they go.

How to Take Better Notes

Here are a few simple rules for taking better notes:

1. Paraphrase, Don't Transcribe



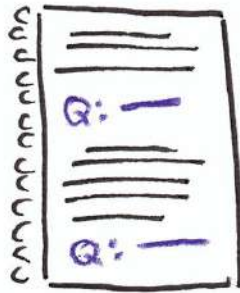
Strive to frame the lecturer's words in your own words. Avoid copying down whole sentences unless the explicit goal is to memorize them later. Paraphrasing forces you to focus on understanding the meaning of what is being said, which will be better for memory later.

2. Note Misunderstandings



In difficult classes, there will be tons that you don't grok immediately. Note these moments and questions as they arise. For videos, I tend to jot down the timestamp of my confusion to follow up on later. In live classes, make a note about questions so you can ask a peer or professor.

3. Ask Questions



Another good strategy is to reframe content presented in terms of the questions that might be asked about it. This is particularly effective for identifying the main principles being discussed rather than just the details.

For instance, a good question for this lesson would be, “Why can note-taking hurt your learning?” Asking, “What was point #2 that Scott made in this lesson?” may be easy to write now. But it is not a good question because it’s tough to answer later and doesn’t force you to think about the main points when framing the question.

The value of writing questions is twofold. First, it allows you to think in terms of the main message. It’s easy to get stuck on details and ignore the main points in a lecture. Yet the questions you’re likely to be asked will be about the main topics—not random factoids. Even when facts are important, they are easier to remember when you’ve mastered the central theme.

Second, questions can serve as recall practice prompts later. Some note-taking methods, such as the [Cornell Method](#), make this tool explicit by keeping separate a third of the page for questions. This lets you cover the actual notes, but not the prompting questions, during retrieval practice.

Scott Young

22/4/22


www.scotthyoung.com

COUNSELLORS' CORNER



The beauty of lifelong learners is to learn, relearn, and unlearn. Dear students, treasure the habit of in-class learning that develops life skills for success through CASSA magic, Arts, Sports, Culture, and learning through life that births wisdom.

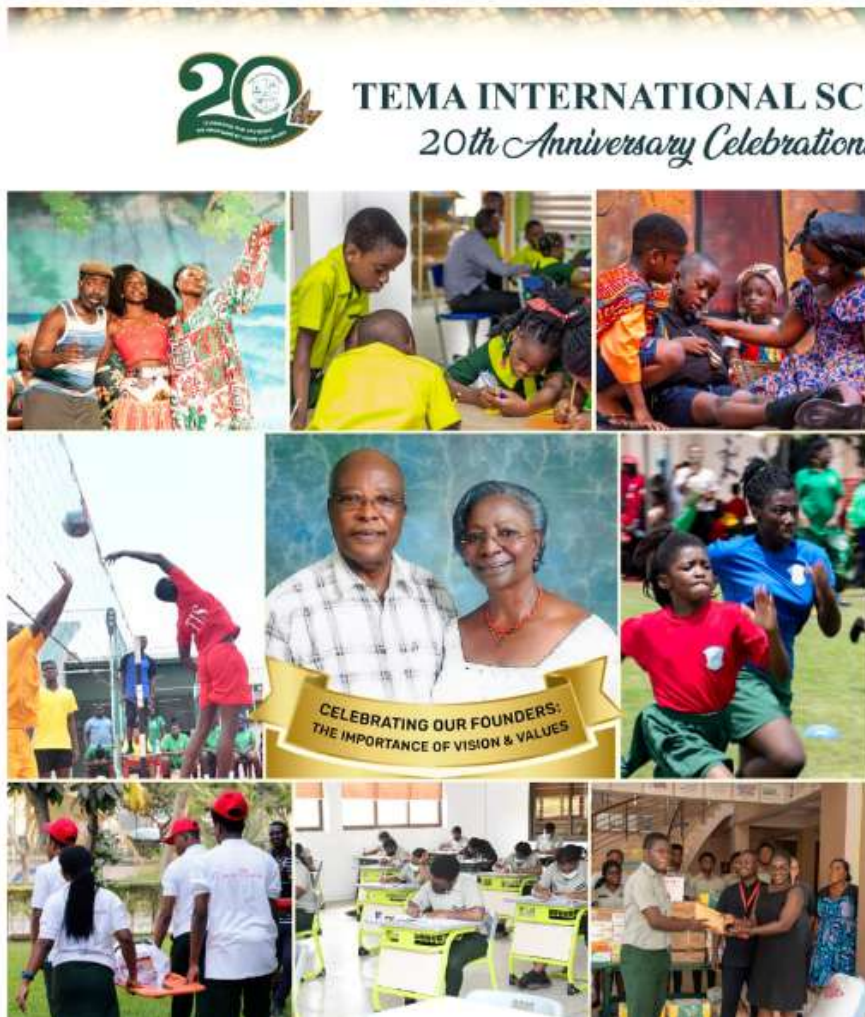
DID YOU KNOW?



INTERESTING FACT

- ✚ University Guides will send your transcripts to your prospective universities from Grade 9. Here's the news. Top universities want to see academic growth!
- ✚ Seeking support early is the best decision ever for both academics and social life. Don't wait until it's too late.
- ✚ Being a lifelong learner is contagious. Hang around other like-minded students who want to grow daily to be a better version of themselves.
- ✚ TIS is a life-changing educational institution. To experience this positive transformation and brilliance in your life, avail yourself!

TIS 20TH ANNIVERSARY ALUMNI INVITATION



20 TEMA INTERNATIONAL SCHOOL
20th Anniversary Celebrations

ib

We cordially invite
Alumni
to

TIS @ 20 Sporty Family Day
Thursday 21 September, 2023 – 8:00 AM
Preferred Dress Code: *Rep your Colour Group*

EduForum
Monday 2 October, 2023 – 2:00 PM – 4:00 PM
Preferred Dress Code: *Formal*

*Founders' Day Assembly -
The Beginnings (International Day)*
Tuesday 3 October, 2023 – 12:00 Noon
Preferred Dress Code: *Diverse National Attire*

Anniversary Durbar
Saturday 7 October, 2023 – 11:00 AM
Preferred Dress Code: *Anniversary Cloth*

Anniversary Thanksgiving Service
Sunday 8 October, 2023 – 10:00 AM
Preferred Dress Code: *White Attire*

***VENUE FOR ALL EVENTS:
MAIN CAMPUS, SPORTS COMPLEX
RSVP: MRS. GINA ANAAFI MENSAH
+233 24 649 2051**

Dear Alumni,

We are counting on you for a successful event.

Sporty Family is next Thursday, come and represent your colour and cheer your colour on! 😊

So far, many of you will be coming for the Thanksgiving Service. Hope you will be there too.

We are expecting a good number of you for the Anniversary Durbar too...

Kindly contact Constance.Quaye@tis.edu.gh if you will be attending any of these special celebrations carefully put together ❤️ with you in mind!!

Thank you

UPCOMING COLLEGE VISITS

2023

| NAME OF UNIVERSITY ORGANIZERS | LIST OF UNIVERSITIES IN ATTENDANCE | DATE & TIME | VENUE |
|--|---|---------------------------------------|----------------------------|
| Nelson Mandela University | Nelson Mandela University | Thurs. 31 Aug.2023, 3-4pm | Einstein Exam Hall |
| St. George's University, Grenada | St. George's University | Mon. 11 Sept. 2023, 1:20pm | Learning Centre |
| EU Business School, EU | EU Business School | Tues. 12 Sept. 2023, 1:20pm | Learning Centre |
| University of Calgary, Canada | University of Calgary | Wed. 13 Sept. 2023 1:20pm | Learning Centre |
| Minerva University | Minerva University | Wed. 13 Sept. 2023 3:00 pm | Counsellors' Office |
| University of Toronto, Canada | University of Toronto | Friday 15 Sept. 2023, 1:20pm | Learning Centre |
| Education USA Fair (50 universities, state and private) | Yale, Arizona State University Boise State University Bryant University California College of the Arts California State University - San Bernardino California State University - Sacramento California State University - Sacramento Calvin University See poster below for detailed information. | Saturday 16 Sept. 2023, 10:00am | Movenpick Ambassador Hotel |
| NYU Abu Dhabi | NYU Abu Dhabi | Monday 18 Sept. 2023, 2:00pm | Einstein Exam Hall |
| York University, Canada | York University | Monday 18 Sept. 2023, 2:30pm | Einstein Exam Hall |
| Northeastern University, USA | Northeastern University | Tuesday 19 Sept. 2023, 1:30pm | Learning Centre |

| 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, USA | Auburn University University of Alabama University of Arkansas University of Florida University of Kentucky University of Missouri University of Mississippi University of South Carolina Louisiana State University | Monday 23 Oct. 2023, 2-4pm | TBD |
| University of Calgary, Canada | University of Calgary, Canada | TBD | TBD |
| University of Pecs, Hungary | University of Pecs, Hungary | TBD | TBD |
| Western University, Canada | Western University, Canada | 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 |
| University of British Columbia, Canada | University of British Columbia | TBD | TBD |
| McMaster University, Canada | McMaster University, Canada | TBD | TBD |



College Fair at Movenpick

Ambassador Hotel on Saturday 16 September 2023. Time 10:00 am.

Parents are cordially invited. Click here to register:

https://docs.google.com/forms/d/e/1FAIpQLSesm_SP0mUIJXhTLDcyWMz44dpi5EsMJTxS-SsHzb-dsloc2A/viewform



List of Participating Universities

- | | |
|--|---|
| Arizona State University | Ohlone College |
| Boise State University | Old Dominion University |
| Bryant University | Pace University |
| California College of the Arts | Quinnipiac University |
| California State University - San Bernardino | Seattle Colleges |
| California State University - Sacramento | Southern Methodist University |
| California State University - Sacramento | TCS Education System |
| Calvin University | Troy University |
| Central Connecticut State University | Tufts University, Fletcher School |
| Drexel University | Tulane University |
| East Carolina University | University of Alabama, The |
| Embry-Riddle Aeronautical University - Daytona Beach | University of Central Arkansas |
| Emory University School of Law | University of Colorado Denver |
| Full Sail University | University of Maryland - Baltimore County |
| George Washington University | University of Nebraska - Omaha |
| Grambling State University | University of New Hampshire - Manchester Campus |
| Hamilton College | University of Oregon |
| Hult International Business School | University of Texas at Dallas, The |
| Kent State University | University of the South, Sewanee |
| Millersville University of Pennsylvania | University of Tulsa |
| Minerva University | University of Virgin Islands |
| New Mexico Institute of Mining and Technology | University of Wisconsin - Madison |
| New York University - Abu Dhabi | Washington State University |
| North Carolina State University | Weber State University |
| Northeastern University | Western Carolina University |
| Northern Illinois University | Xavier University |
| Ohio Dominican University | Yale University |
| Ohio State University | |



St. George's University
Grenada, West Indies

Time with Utibe-International Recruitment Officer @ St. George's University



In a hearty conversation with Ms. Utibe, it was time for our prospective doctors to engage and ask questions about medicine. In addition to the School of Medicine, St. George's also has a School of Veterinary Medicine, a School of Arts and Sciences, and a School of Graduate Studies. To find out more about St. George's University please click on the link <https://www.sgu.edu/>

Enjoy Reading Students' Reflections:

"Today, representatives from the St. George's University of Medicine were invited to introduce their university to us. We were met by very friendly people who, despite the little time, greatly informed us. The talk taught me that they are the Number 1 University of Medicine in Grenada. They also informed us that the school was filled with only medical students, which allowed students to have a lot of amazing peer-to-peer learning experiences. I learnt that with a pass of 32 IB and a minimum of 5 in 2 higher HL subjects, mainly Biology and Chemistry, IB students will start their third year straight away with only 4 more years till they graduate. They have breathtaking campuses, one in India, one in the UK, and one in the USA. It is filled with unique experiences and allows students to have direct hospital experiences in their last 2 years. This unique opportunity helps them figure out better and conclude what specialty they want to enter at the end of their university journey. Finally, they have a whopping 20,000 physicians graduating from their school in almost 50 years they have been established. The university visit was very educative, and I am excited to see if this is where my future career will lead me. I would not mind at all attending this beautiful school". ~Allyson Achiampong, DP1~

"Today, after our lunch break, we were happy to be graced by the presence of St. George's University, which is ranked number one in medicine in Grenada. St. George's University has three campuses based in the UK, the US, and India. Their representatives gave us a short and informative introduction to the school. Although we were pressed for time, we were shown their wonderful campus and their gracious and supportive medical community. We also looked at their acceptance rate, accommodation and financial aid for international students, and how their school takes one step at a time to ensure you are guaranteed success in the medical field after graduating. They spoke about how in your last two years with them, you would mostly be practising medicine in hospitals; if you would like to practice medicine, you would move to one of their stunning campuses, so for St. George's University, you could either study in the UK, the US, or India, which is fantastic. As an academic student trying to venture into law, St. George's University has given me a lot to think about about my future career path. Still, it is a fantastic institution that allows for medical care and allows young minds to be nurtured and cared for". ~ Ryan Lokko, DP1~



Time with Mr. Hamza International Recruitment Manager in Africa



EU Business School is a private business school with campuses in Geneva (Switzerland), Barcelona (Spain), and Munich (Germany). It is a member of OMNES Education Group since 2022. To read more click: https://en.wikipedia.org/wiki/EU_Business_School

Enjoy Reading Students' Reflections:

"The visit from the EU Business University was truly an insightful one. A representative from the university, Mr. Hamza, visited to acquaint us with the institution. He elaborated on several pivotal aspects, providing a comprehensive understanding of the university's operations, geographical location, course offerings, and the advantages of attending the institution. The university is in Europe, spanning three distinct countries: Spain, Switzerland, and Germany. This unique institution offers the flexibility for students to transfer among these host nations, fostering a dynamic international educational experience. The university offers a range of courses, including finance, blockchain marketing, business administration, and Business Analytics and Data Science. Class sizes are intentionally kept small, typically comprising 12-15 students per class. This deliberate choice fosters an intimate and focused learning environment, facilitating close interaction with instructors to provide personalised support and promote student success. To secure admission to the institution, prospective students must attain a minimum of 20 to 24 International Baccalaureate (IB) points, while achieving a score of 31 IB points or higher qualifies a student for scholarship consideration. The university offers a range of benefits to its attendees. Firstly, it collaborates with various housing

providers, catering to diverse budgetary preferences, to ensure comfortable accommodation for students. The institution also facilitates internship opportunities and part-time employment options, enabling students to earn income to support their living expenses and purchases. Among the three countries where the university operates, Spain stands out as the most cost-effective option for students.

*Furthermore, the university boasts a dedicated career services department committed to assisting students in securing rewarding employment opportunities after completing their chosen academic programmes. It provided valuable insights". **David Poku DP1~***

*"EU University's recent visit to our school was informative and inspiring. As a university representative engaged with our students, they offered a glimpse into the academic excellence and opportunities that await us. Their presentation highlighted EU University's commitment to quality education and global perspectives. Learning about the university's diverse programmes and cultural enrichment opportunities was particularly enlightening. This visit served as a reminder of the exciting possibilities ahead for us as we consider our higher education journey. It's reassuring to know that institutions like EU University are dedicated to nurturing our potential and shaping our futures". ~**Chris Quarshie, DP2~***

*"My recent interaction with the EU University Representative left a lasting impression. It was an eye-opening experience, shedding light on the higher education landscape in the European Union (EU). During the session, I learned about the rich diversity of universities and programmes in EU member states. The EU's dedication to global collaboration and accessible education resonated with me. I was particularly inspired by their commitment to cultural diversity and inclusivity, fostering an environment welcoming students from all backgrounds. The discussion on scholarship opportunities and support for international students was invaluable, reaffirming my aspiration to pursue higher education abroad. The interactive nature of the meeting allowed for meaningful exchanges and connections with peers who share similar dreams. In retrospect, this meeting expanded my horizons and emphasised the importance of embracing diversity in education. As I consider pursuing education in the EU, I carry the inspiration and insights gained from this session. In conclusion, my meeting with the EU University Representative catalysed my academic aspirations, reminding me of the transformative power of global education and collaboration". ~ **Nadeem Yakubu, DP2~***

DP2s:



✓ **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 |
| 10 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! WELCOME on board October test takers!



- ✓ 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 |
| 10 December 2023 | 20 October 2023 |
| 13 April 2024 | 2 February 2024 |
| 8 June 2024 | 26 April 2024 |

PSAT IS NOW DIGITAL! SAMPLE PAPER VERSIONS OF THE DIGITAL TEST WILL BE POSTED ON MANAGEBAC, AS WELL AS LINKS TO ONLINE PRACTICE. MORE DETAILS TO FOLLOW! STUDENTS WILL TEST USING THEIR LAPTOPS AND THE BLUBOOK APP.



TEMA INTERNATIONAL SCHOOL

SPORTS



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



EDUCATION FOR A BETTER WORLD



Open Book Exam pilot

What to expect

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

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

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

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

ReachOut

Checklist for **DISTURBING CONTENT**


Work out whether the content is right for your child. It might be around their age or just their personality, but trust your gut and put boundaries in place.



Read up on the issues it explores. If you show that you are comfortable and knowledgeable with the issues it explores your kids are more likely to open up to you during a tough time.




Stay up to date with pop culture. You may not care about the Bieber's or Beyonce's of this world but following sites like Pedestrian.tv and news.com.au will help you stay ahead of the game.



Make sure they know that not everything they see is how it appears. Have a frank conversation about not taking everything on the internet at face value.



Tell them that they don't have to watch something if they don't want to. *Brainstorm ways they can say no to their peers* and feel confident making their own decisions.



Encourage them to practice self-care. If they are going to watch something make sure they've got an arsenal of things to pick them back up afterwards.



Offer to watch it with them. That way you can talk through anything tough as it comes up. This can be useful even if they've already seen the content.



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



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.”



