

# TIS RECORD

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## At TIS,

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

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## Key Dates

- **NOTE: 7/3/24 is a normal school day.**
- 2/3/24: MYP Projects (Community & Personal) : NO EXEATS
- 9/3/24: SAT (Digital); TIS Squash and Basketball Championships.
- 14/3/24: PYP -> MYP Parents Info Session at Main Campus

## Thought for the Week

When you tolerate failure, you promote mediocrity. People lose respect when you don't stay true to your word.  
- Dan Rockwell



## The Importance of Sleep

What happens to our mental health if we don't get enough sleep? An analysis of 18 studies found that while sleep deprivation worsened a person's ability to think clearly or perform certain tasks, it had a greater negative effect on mood.

When people have trouble sleeping, it changes how they experience stress and negative emotions. You can become irritable ('tired and cranky'), less patient and far more anxious.

Adults need between 7-9 hours of sleep a night, according to the US Centres for Disease Control and Prevention. Teenagers and young children need even more.

So, the important messages are:



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

-Steve Bollar

## Visiting Link

- For visits until 26 May 2024, parents will be required to book their visit online. Please go to: <https://www.schoolinterviews.com.au/code/hn8s8>
- Complete your details and click next to select your day and time. Then click next to receive a confirmation of your booking.

**If you do not receive confirmation of the date and time, then you have not completed your booking.**

## Making Us Proud

- **Judah Armah (G6)** exemplified the IB Learner profile of Caring during the Prince of Egypt watch party by proactively providing a trash bin for his peers. He has also been working diligently to complete his poster work, showcasing commendable initiative for our school community.
- **The cast and crew of The Prince of Egypt.** It has great to recall the brilliant performance you enthralled the lucky audience at the National Theatre on 18 November. Each and every one of you made TIS so proud with your acting, singing, dancing, costuming and stage production that transported everyone to Broadway, New York, for such a memorable experience. I hope everyone gets the chance to view it again until 31 March!

- Don't cram, by staying up late and getting up early, before exams;
- Don't cut your sleep to finish something on which you procrastinated.
- Get a good night's sleep before an important event or activity.

Sleep impacts your performance, for better or worse.

Source: <https://www.smh.com.au/lifestyle/health-and-wellness/what-happens-to-our-mental-health-when-we-don-t-get-enough-sleep-20240222-p5f73q.html>

## Admissions 2024

We are coming to the end of the second round of 2024 admissions for the Main Campus. Don't be disappointed by leaving applications to the last moment. Apply online at:

<https://tis.openapply.com>

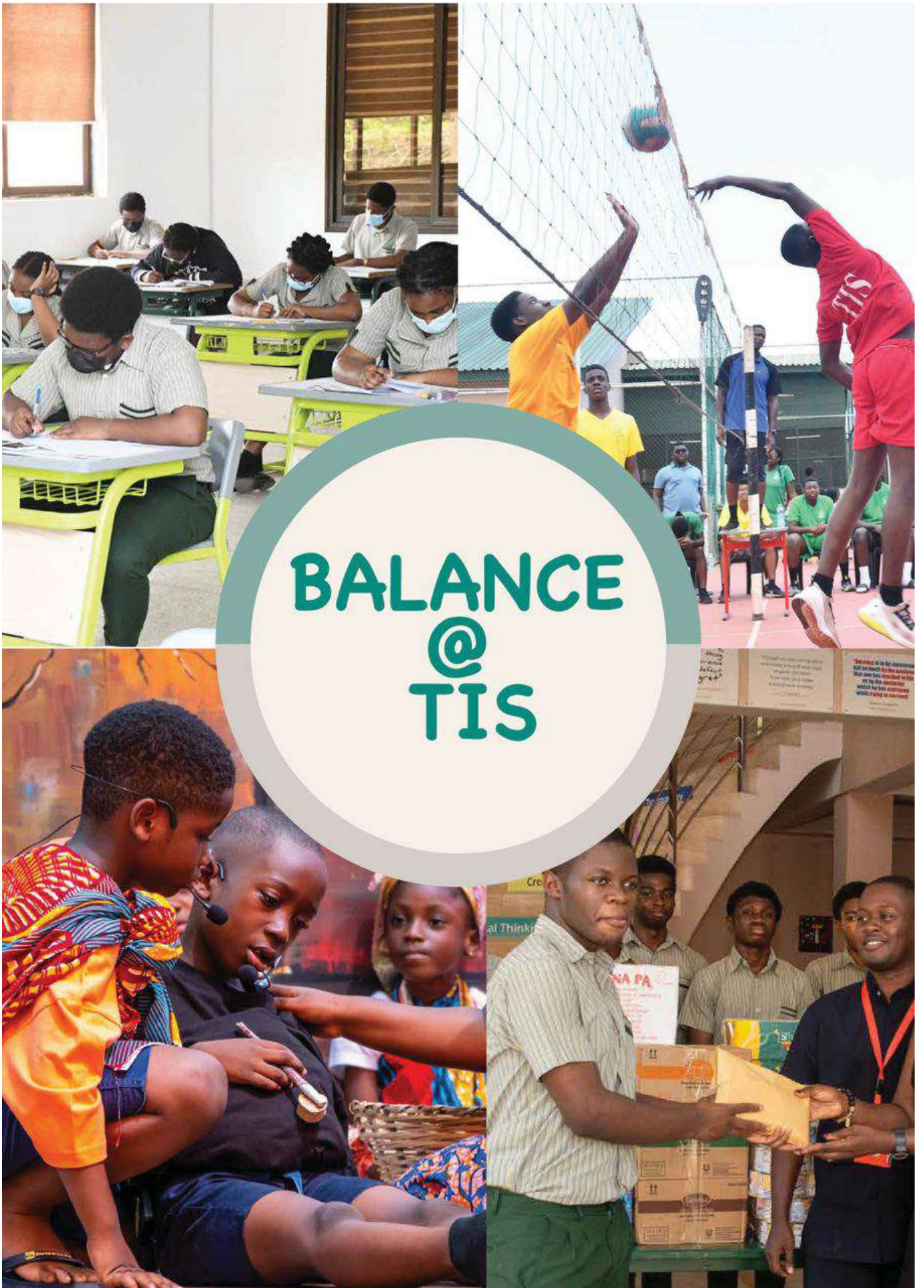
I appreciate your support.

Enjoy each day.

Dr Ken Darvall

Principal. [principal@tis.edu.gh](mailto:principal@tis.edu.gh)





# Change <sup>the</sup> World Through Excellence

## #Make a Difference





# TEMA INTERNATIONAL SCHOOL

## MAIN CAMPUS INFORMATION



## Exeat

There are two types of exeats: general and medical.

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

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

The integrity of an exeat request is critical.

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

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

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

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



## General Exeat

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

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



## Medical Exeat

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

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

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

# 2023/24 TIS School Calendar Overview

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

September 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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24	25	26	27	28	29	30

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

November 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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December 2023						
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24	25	26	27	28	29	30
31						

January 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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21	22	23	24	25	26	27
28	29	30	31			

February 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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March 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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24	25	26	27	28	29	30
31						









April 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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14	15	16	17	18	19	20
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28	29	30				

May 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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June 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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23	24	25	26	27	28	29
30						

July 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## COLOUR KEY

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

**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	<b>TIS Athletic Championships. NO EXEATS BEFORE 1.00PM</b>
29-31/1/24	IDU Days; G12 EE; G11 EE, 11/12 CAS Dukies Reflection Day
3/2/24	<b>SC Leadership Camp NO EXEATS FOR SCHOOL LEADERS</b>
4/2/24	<b>Student Leadership Induction Ceremony NO EXEATS</b>
9/2/24	TIS Badminton Championships; TIS Junior Tennis Championships
10/2/24	<b>TIS STEM Fair. NO EXEATS</b>
12-16/2/24	<b>MYP Mock eAssessments NO G10 EXEATS</b>
15/2/24	<b>G11 TOK Exhibition. NO G11 EXEATS</b>
16-17/2/24	TIS Basketball Championships; TIS Senior Tennis Championships
17/2/24	Chocolate Friendship Day
19/2-2/3/24	<b>DP Mocks. NO G12 EXEATS</b>
28/2/24	PP standardisation and moderation (teachers)
2/3/24	<b>MYP Projects (Personal &amp; Community) NO EXEATS</b>
3/3/24	TIS swimming championships (3.00 – 5.00pm) POSTPONED
9/3/24	SAT (Digital); TIS Squash Championships; TISSA Basketball Championships
14/3/24	Pi Day; PYP/MYP Info Day at Main Campus
16/3/24	<b>Expression Day NO EXEATS</b>
20/3/24	Your University Hackathon (G9-12)
21-23/3/24	Dukies Bronze & Silver expedition camp
22/3/24	Three way interviews (8.30am- 3.00pm). Students may depart hostels after interviews.
25/3-6/4/24	Mid-semester break. Students return to hostels on 7/4/24.
8/4/24	<b>G12 Grad photos (All day). NO G12 EXEATS</b>
13/4/24	ACT
14/4/24	<b>Exam Candidates' Service NO EXEATS</b>
19/4-17/5/24	DP Final Exams
20/4/24	MYP5->DP1 info session
21/4/24	PP Criterion A draft due; G11 EE Cafe
4/5/24	SAT (Digital)
6 – 17/5/24	MYP eAssessments
15-23/5/24	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

**TBD**

- Group 4 Project (G12)
- TIS Speaker of the Year
- Inter-Colour Language Competition

**Primary School Campus****Public Holidays**

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

***S1 Internal Dates (Primary School Campus)***

7/8/23	Staff prep commences
18/8/23	Meet the teacher session
21/8/23	First semester commences
22/9/23	No classes. Sign Language Day
29/9/23	End of UOI #1 Celebrations
9-14/10/23	Mid-semester break
10/11/23	End of UOI #2 Celebrations
24/11/23	Spelling Bee
13/12/23	End of UOI #3 Celebrations; Last day of semester
15/12/23	Last day for teachers

**S2**

11-12/1/24	Staff Training Days
16/2/24	End of UOI #4 Celebrations
15/2/24	Mother Tongue Day (Celebrating Culture)
14/3/24	PYP/MYP Info Day at Main Campus
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



## 13 EFFECTIVE STUDY STRATEGIES TO HELP STUDENTS LEARN

### *Strategies for Avoiding Distractions*

1. Change your space (make it distraction-free).
2. Don't choose distraction (don't multitask).
3. Ask: Do you want social media or Enjoy it? (There is a difference between wanting to go on social media and actually enjoying being online may be significant to the student.)
4. Plan breaks (if constantly distracted you may need a break. Planned breaks are more effective than spontaneous ones.)
5. It's still school. (Parents can help students structure their mindsets to tune out distractions.)

### *Why We Procrastinate & How to Fight it*

6. Start work in class (simply beginning the work makes headway against procrastination.)
7. Use a Planner – and make it a habit. (When students don't plan or schedule, their work, they struggle. When planning, whatever time estimate you come up with, double it.)
8. Practise breaking down tasks. (Students need to learn how to break up large tasks into bite-size chunks.)

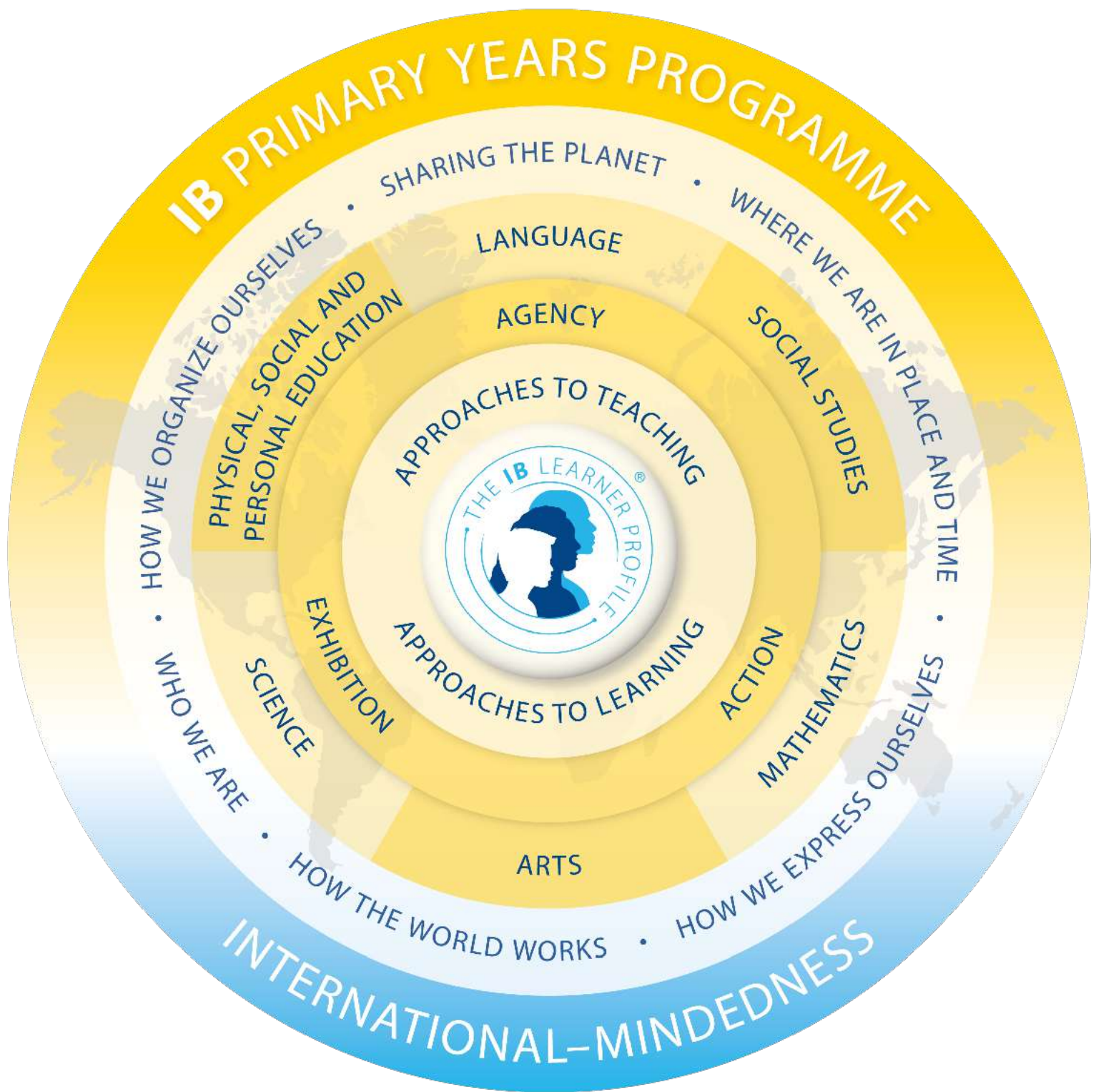
### *How to Know When to Stop Studying*

9. Feeling that you know something is not reliable. (When students assess whether they know a topic, they should consider whether they're only familiar with it.)
10. Studying until you know is not enough. (To protect themselves against forgetting, students should plan their studying so that it includes time to study even after mastering a self-test.)
11. Creating study materials is studying. (Making their own study guides or flashcards not only allows students to review their notes but ensures the materials they use are on topic and accurate.)
12. 'Knowing' means being able to explain. (Knowledge means being able to explain it to oneself.)
13. Use in-class queries. (Quick tests that require students to produce knowledge allows them to check their understanding of a concept.)

*Source;*

[https://www.kqed.org/mindshift/57644/13-effective-study-strategies-to-help-students-learn?utm\\_medium=Email&utm\\_source=ExactTarget&utm\\_campaign=Mi...](https://www.kqed.org/mindshift/57644/13-effective-study-strategies-to-help-students-learn?utm_medium=Email&utm_source=ExactTarget&utm_campaign=Mi...)

Caroline Smith  
13 Effective Study Strategies To Help Students Learn  
5 April 2021. Mind/Shift



## TAKING ACTION AT THE PRIMARY SCHOOL.

Taking action is an integral part of the Primary Year Program learning process, and it intends to encourage learners to be internationally minded, and socially responsible, encourage agency and instil the learner profile in them. In the Primary Years Programme (PYP), taking action is not just a concept but a way of life. It is about empowering young minds to make a difference in their community and the world. It is about instilling in them a sense of responsibility and empathy. And it is about giving them the tools and the confidence to take action based on their learning.

At Tema International Primary School, we take action seriously. We believe that every child has the potential to make a positive impact, no matter how big or small. That is why we incorporate taking action into every aspect of our curriculum. In the classroom, students are encouraged to reflect on their learning and identify ways to apply their knowledge to real-world situations. It will amaze you to know that learners at the Primary School have exhibited all the five categories that every action is supposed to cover. In terms of:

Participation

Advocacy

Social justice,

Social entrepreneurship

Life choices

The Grade 1 unit focused on products and that inspired learners to create different items such as tie-dye fabrics, jewellery pieces, handmade soap, delicious ice cream, and baked chips. What began as a classroom lesson swiftly transformed into a practical endeavour of skills development and cultivated an entrepreneurial spirit. More significantly, they agreed to take action by supporting an orphanage with proceeds from the sales, fostering a sense of empathy and social responsibility among the young minds. This initiative teaches valuable skills and instills the importance of giving back to the community, enriching the educational journey. Their learning journey continues, with students exploring a new unit centred on energy. As part of their ongoing commitment to taking action, they have identified issues with the school's light use and announced their intention to reduce energy consumption during a recent unit assembly.

In the Grade 5 unit, they inquired on personal fitness and that led to taking an action of leading an aerobic session for students and the staff, showcasing the importance of fitness during their unit assembly.

Outside the classroom, our students are involved in various service projects that address local and global issues. Grade 6 learners at the Primary School recently embarked on a heart-warming initiative to explore the unit "Who We Are." Recognising the importance of social responsibility, they organised a donation drive to support The Tetteh Ocloo Deaf School in their community with the theme "*Put a smile on someone's face*". The students, eager to make a positive impact, communicated their intentions to their peers, parents, and teachers to collect essential items for the deaf school. We also believe that taking action is a lifelong skill. That is why we involve parents in our efforts to promote taking action. We encourage parents to support their children in taking

action at school and home. They gathered various resources, including educational materials, toiletries, snacks, clothes, shoes, bags and other items that will be of need to the deaf students. They also took the time to learn about the unique needs of the deaf community. They willingly learned signs to aid them in their communication with the deaf learners, fostering empathy and understanding. This initiative demonstrates the students' commitment to social responsibility and highlights their dedication to inclusivity, compassion, and social responsibility. By taking action and supporting others, these young students set a powerful example for their peers and the wider community. Their efforts serve as a reminder that small acts of kindness can make a significant difference in the lives of others.

### Students' reflections after the donation



*In this amazing field trip we journeyed to the school of the deaf to hand out donations. At the deaf school I learnt not to judge a book by its cover and how giving is important to put smiles on peoples face. I can apply what I learnt in the deaf school by raising awareness for deaf people. – Kekeli Agyekum*

*In this wonderful field trip to the Tetteh Ocloo Deaf School, I learnt that sharing with people in need is much better than keeping what you do not need. In the future, I can help the deaf and to get educated in learning sign language to communicate, and I can create posters on how to help them – Genesis Mainoo*



*At the Tetteh Ocloo School for the Deaf, I realized that even small acts of kindness can make a significant difference in the lives of those in need. It was inspiring to see the joy that a simple donation can bring to someone's face. This trip has shown me that we all have the power to make a positive impact on the world by lending a helping hand to those who need it most. – Kadmiel Annan.*

But taking action is not just about doing good deeds, it is also about developing critical thinking and problem-solving skills. Our students are encouraged to think critically about the issues they care about and come up with creative solutions. The Grade 2 students took a similar initiative as they identified a problem in the school which was about noise making and they decided to take an action to curb the situation by coming up with a structure at the cafeteria to ensure discipline and silence during dinning and at school gathering. All classes were tasked to elect table heads to

ensure orderliness. This does not just end there, they are looking at organising elections to elect leaders and prefects across the Primary school to enable our learners assume responsibilities and understand the need for structures in an organisation. This initiative undertaken by Grade 2 students has significantly contributed to the improved conduct of our Grade 4 students in both the cafeteria and classroom environments, positively influencing them to implement what is called, "Table Head" system in the classroom to ensure that they follow essential agreements at their tables.

Furthermore, as a class, they have embraced the idea of taking proactive steps towards leadership, hence their idea to elect class leaders and school leaders in their current unit on government. By electing class leaders and aspiring towards school leadership roles, they actively participate in shaping our school community's culture and dynamics. This initiative promotes leadership skills and encourages students to take ownership of their learning journey. Taking action as a class in our learning endeavours has always been an exciting experience. It brings a sense of purpose, engagement, and real-life relevance to our academic pursuits.

A Kinder 2 learner took action by writing her own stories. Inspired by the stories she read in class, this young student decided to create her own imaginative tales. With the guidance of her teacher, she used her creativity to craft her narratives, drawing pictures to accompany her words. By taking action and creating her own stories, this young student demonstrated the IB learner profile attributes of being a thinker, communicator, and risk-taker.

## **Exhibition**

As Grade 6 students prepare for their upcoming Exhibition, anticipation builds for the action they will take as part of their project. This action is a crucial component of the exhibition, as it will allow students to apply their knowledge and skills to impact their community positively. This year's PYP exhibition will centre on the Sustainable Development Goals (SDGs), which address various global challenges. The Sustainable Development Goals cover a spectrum of issues, including but not limited to poverty, hunger, health, education, gender equality, clean water, and climate action. Students will be exploring these goals, developing a deep understanding of the challenges they pose and working towards meaningful solutions. Given the universal significance of the SDGs, students are expected to delve into a specific SDG of their choice. In their unique ways, they will take responsible actions and propose solutions related to their selected SDGs. Some students have already shared compelling ideas on how to contribute to minimising, if not eradicating, global issues associated with their chosen goals. The ultimate goal of this year's exhibition is to empower students to envision the future we want.



*Grade 1 learners taking action as they collaboratively work with their teacher to make fabrics.*



*Grade 5 learners taking the initiative of educating the learning community on wellbeing as they engage in aerobics during their unit assembly.*



*The Grade 6 learners engaging in social responsibility as they identified a problem in the society and worked on solving it by donating items to the Tetteh Ocloo State School for the deaf.*



*The Grade 2 initiative of table heads has drastically reduced noise making at school gatherings and it has had significant impact on the Grade 4 learners as table heads are selected to oversee the completion of all given tasks.*

In conclusion, taking action is at the heart of the PYP. It is about empowering young minds to make a difference in their community and the world. It is about instilling in them a sense of responsibility and empathy. And it is about giving them the tools and the confidence to take action based on their learning. At the TIS Primary School Campus, we are proud to be a part of this important journey.







# TEMA INTERNATIONAL SCHOOL ACADEMICS



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



**EDUCATION FOR A BETTER WORLD**

# Change <sup>the</sup> World Through Teamwork

## #Make a Difference



**CAS\_SA Corner**  
**MYP Projects Exhibition**

 **TEMA INTERNATIONAL SCHOOL** 

Middle Years Programme  
**Personal & Community  
Project Exhibition**



 **Saturday 2 March, 2024**  **1:00 PM**  
 **Classroom Block, Main Campus**

Our MYP Projects is tomorrow and students are actively preparing for the exhibition. This year, we are excited to announce that the exhibition will take on a hybrid format, offering both board presentations in the gardens and digital presentations within the classroom block. The aim is to empower students to choose the presentation format they are most comfortable with, allowing them to share their MYP Projects journey effectively.

With **10 Community Projects** and **38 Personal Projects**, students can showcase their learning and highlight their personal and group experiences. We warmly invite all members of the TIS community, particularly supervisors of the various projects and parents, to attend this year's exhibition and support the presenters.

\*Kindly refer to the poster for more information on the exhibition.

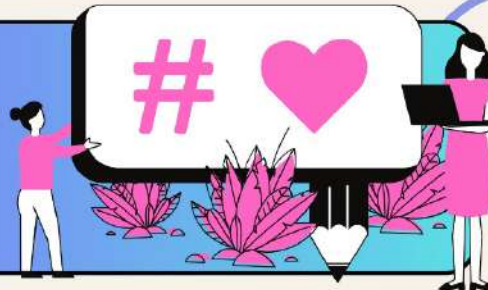
## MYP Community Project – Part 3 - ‘Jumping Words’

Tema International School



# Raising Dyslexia Awareness

There are so many people around the world that aren't aware dyslexia is a thing . Because of this , when people are seen with the symptoms , they tend to see it as laziness which brings about more stigma. It is very essential that we tell others about it,so here are some ways we can so .



### .Start Conversations and engage on Social media

The more we talk about dyslexia tto others , the more the world gets to know about dyslexia .

By normalizing it and talking about it frequently you can bring awareness to it and others get the chance to learn about it.



### .Host Events About It

We can create events to inform others on what dyslexia is and create posters and articles on it to give people a better understanding on Dyslexia

### Connecting With Others & Resources


#### Are you Dyslexic??

-Here is some support organisations if there's anything you don't understand about it . Africa Dyslexia Organisation <https://africadyslexia.org/>

An MYP3 Community Project by :Katie-Louise Assan , Nabil Naasr-Deen, Drew-Agness Mbavaya

# MYP Community Project – Part 3 - ‘Jumping Words’

Tema International School



## EMPOWERING DYSLEXIA

Supporting It and  
Disregarding  
Stereotypes



Though being dyslexic comes with advantages and superpowers, there are also numerous challenges dyslexics must confront every day, particularly with reading and spelling. These are all activities we all do on daily. Because of this, they can sometimes get frustrated when it comes to these activities and the surrounding stigma do'sent help. To help them with this, instead of treating them negatively and creating more stigma; we can support them. Here are some ways we can do so.



One common stereotype on this learning disability is that "they are just lazy" no they are not. Due to the way their brain works they just find it difficult, but this doesn't stop them. This stereotype shouldn't be taking as true



**.STOP THE STIGMA  
.INFORM OTHERS** **01**

The more we can inform others about Dyslexia, the more we can reduce the stigma that comes with it. Due to difficulties they face with reading, society usually sees them as lazy and lack of intelligence. This needs to stop and by telling others more about dyslexia, they will know more and it will normalize and accepted



**02** **. MAKING LEARNING EASIER**

. By knowing more about dyslexia, we can create activities to make life easier for them, especially when it comes to learning. Providing Visual aids and understanding their struggles can also help with this. There are so many dyslexia friendly fonts like Comic Sans that we can learn to use and recommend to others to make reading more comfortable for them. Even just knowing it makes things way easier for them. Lets all a support each other and make life easier for them.

An MYP3 community Project by Katie-Louise Assan, Nabil Naasr-Deen, Drew-Agness Mbavaya

## MYP Community Project – Part 3

Agnes Drew, Nabil Nasr-Deen, Katie Louise Assan, Grade 8/MYP2

### ‘Jumping Words’ - Beyond Awareness: Let's Talk About Dyslexia

Hey there! Welcome back to our exploration of **Dyslexia**. We hope you're enjoying the journey with us. We're a group of MYP 3 students, and our mission is fuelled by our project, ‘Jumping Words.’ Let's revisit why we chose this path and what ‘Jumping Words’ is all about:

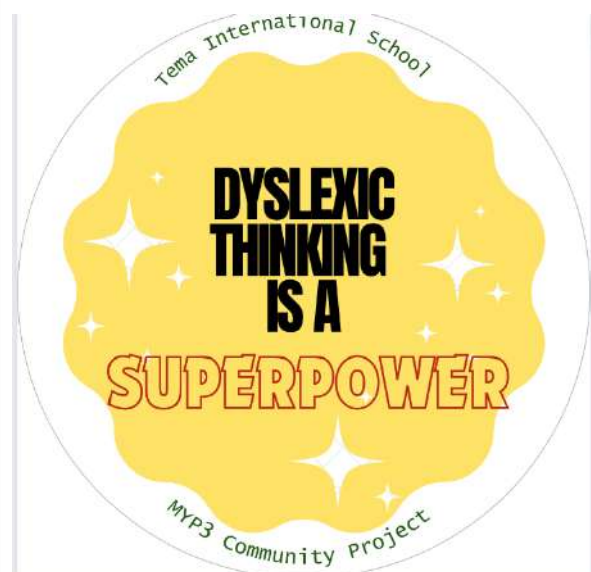
‘Jumping Words’ aims to:

1. Raise Awareness: Break myths and misunderstandings about dyslexia.
2. Encourage Kindness: Foster empathy towards those facing challenges with reading and writing.
3. Empower Others: Share information and resources to make a real difference in the lives of people with dyslexia.




We're happy to announce our upcoming presentation on Dyslexia this Saturday! Our 'Jumping Words' project has been all about spreading awareness, and now we want to share more insights with you. Join us to learn, discuss, and support this important cause. On Saturday, 2 March, at 1 PM, TIS Main campus at the MYP Project Exhibition.

After the presentation, we'll sell our exclusive stickers for just GHC 10. All proceeds will contribute to sending our infographics about Dyslexia to public schools. Your presence and support mean a lot to us. Let's make a positive impact together! See you on Saturday!



**Expression 2024**  
**'The Founders' Dream: A Glimpse Through Time'**

20 TEMA INTERNATIONAL SCHOOL 

P R E S E N T S

**EXPRESSION**  
"INDE" 2024 "SOM"

• >>> ≡ **THE FOUNDERS' DREAM** ≡ <<< •

*A Glimpse through Time*

- ART & CRAFT - MUSIC, DANCE & DRAMA - UNVEILING OF FOUNDERS' PORTRAIT

**SATURDAY, 16 MARCH | 1:00 PM TO 5:30 PM | MAIN CAMPUS**

Excitement is in the air as we unveil the details of a spectacular event just around the corner – **Expression 2024!** In celebration of our school's **20th anniversary**, we extend a warm invitation to dive into art and creativity like never before.

#### Event Details:

- **Date:** Saturday, 16 March 2024
- **Time:** 1:00 pm to 5:30 pm
- **Venue:** Main Campus – Gardens
- **Aim:** Celebrate the arts and raise funds for corrective surgery for babies with Anorectal malformation.

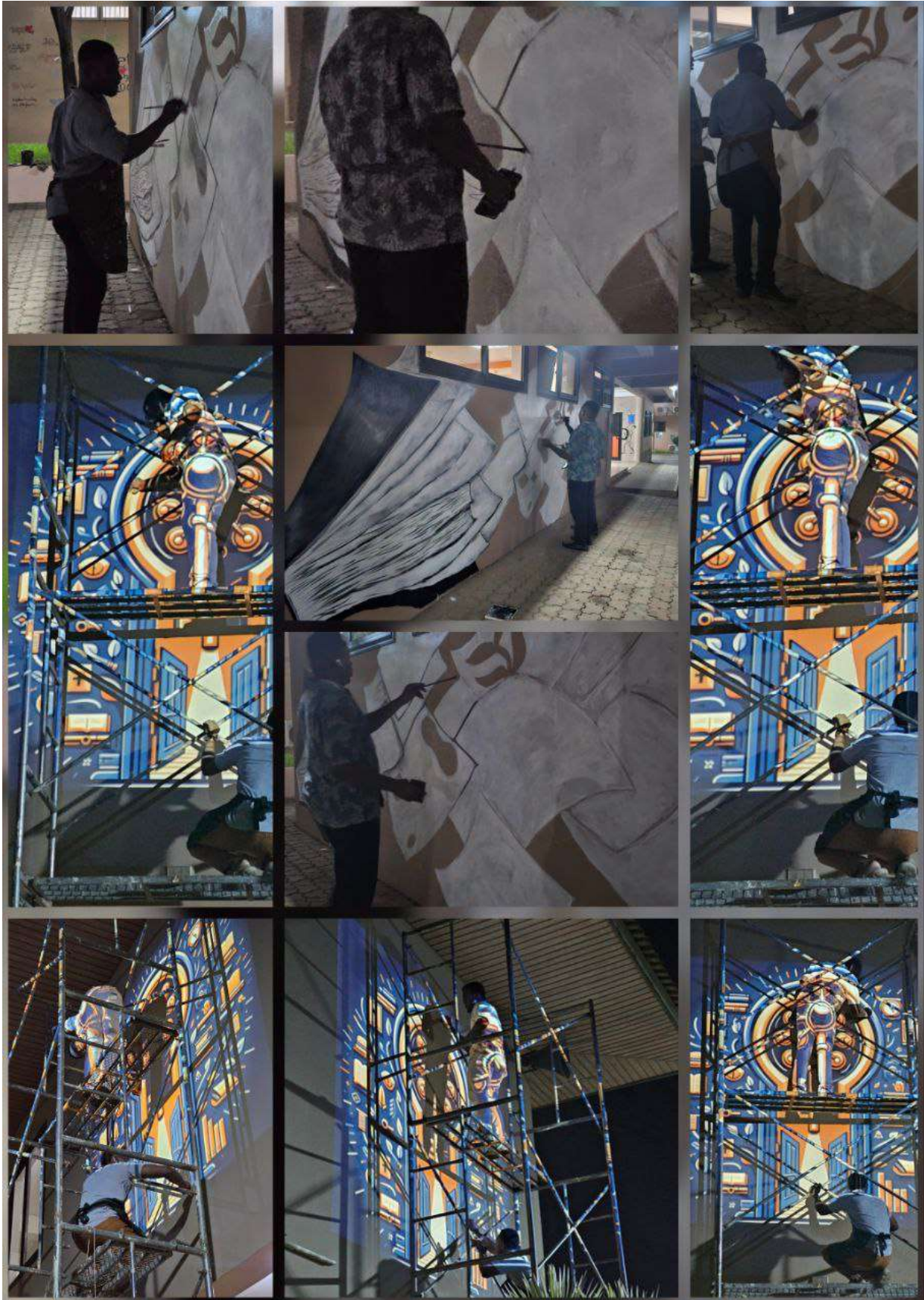
**Theme: 'The Founder's Dream: A Glimpse Through Time.'** Expression 2024 promises to be a captivating journey through history via various art forms. Brace yourselves for a Street Art Festival featuring spellbinding exhibitions, enthralling drama performances, soul-stirring music, mesmerising dance, and exquisite crafts. The unveiling of our Founders' Portrait by talented students across different grades, from PYP Kinder 1 to Grade 12, will undoubtedly be a highlight.

We encourage all students to seize this incredible opportunity, embark on an artistic adventure, and contribute to a noble cause.

Let's unite as a community and make **Expression 2024** an unforgettable event!



**Expression 2024 – A Glimpse Through Time.**



## ASA Patrons Corner



### Hello, Meet your Reading Club Patron: Aunty Setor

I'm **Setor Adih**, and I'm delighted to be your guide in the Reading Club! Our club is a haven for book enthusiasts, where we share stories, engage in vibrant discussions, and explore the fascinating world of literature. Brace yourself for an exciting journey filled with book reviews, spelling bees, scavenger hunts, and lively debates.

**A fun fact about me:** I have a profound love for popsicles; they are my ultimate go-to treat.

Beyond the Club, you'll often find me supervising CAS and Community Projects, exploring different corners of the world, engrossed in reading, or expressing myself through

art, I love painting.

Join us at the Learning Centre, and let's embark on an adventure into the enchanting realm of books together!

### Hello, meet your Innovation and Entrepreneurship Club Patron: Mr. George Sandy Manu

**Fun fact:** Back in my school days, I was one of the best in sports and served as a sports prefect. Interestingly, my father was oblivious to this because I was prohibited from playing soccer in school, all because I had a penchant for destroying my school shoes.

In addition to my love for sports, I find immense joy in encouraging people, almost as if it's a hobby. Whether providing support or sharing words of inspiration, I revel in making a positive impact.

My hobbies include playing soccer, reading (with the Bible being my favourite book), writing words of inspiration, listening to good Christian music, engaging in lively conversations with friends, and occasionally indulging in video games (especially FIFA).

Why did I choose to be the patron of this club? Well, my passion for business dates back to my childhood, and I envision Africa ascending to the pinnacle of success through various business endeavours. Being the club's patron allows me to contribute to mentoring and encouraging these young minds who will undoubtedly lead the charge in the future. OH, Let's not forget the fact that Mama Su has a hand in this decision, too! (laughs)

Where to locate my office: Right within the Learning Centre.



# Buddies for Change Club Call for Action Operation 'We Act Together'



**TEMA INTERNATIONAL SCHOOL**

**WE ACT TOGETHER**  
**CAS PROJECT**

**EMPOWER YOUNG LIVES,  
SPARK CHANGE**

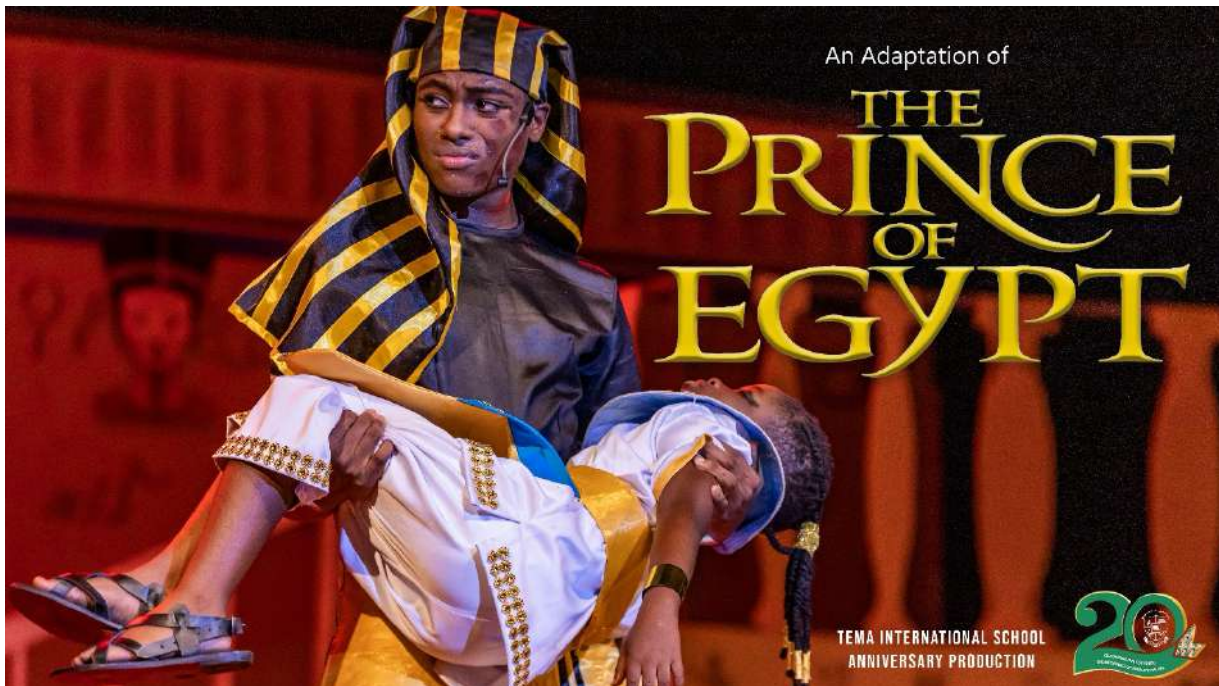
**Initiator:**  
**Buddies for  
Change Club Ghana**

**AIM**

**Donate educational supplies to the Senior Correctional Centre, Ridge Accra**

**CONTACT FOR DONATION: Momo: 0597621047 – Abigail Ahiadorme – Reference: We Act Together – CAS Project**

## TIS Anniversary Production



Dear Parents,

We're thrilled to announce that the premiere of our anniversary production by TIS students has concluded successfully! 🎉 Now, the play is available for viewing on Selar.

In our ongoing mission to fund corrective surgeries for babies with Anorectal Malformation at the Korle Bu Teaching Hospital, we extend our heartfelt gratitude for the generous donations received so far. If you haven't had the chance to contribute yet, any amount from GHc 50 will significantly support the Transforming Life CAS Project.

To experience the magic from the comfort of your home, visit Selar.co. Click on the link to access the TIS Anniversary Production, an adaptation of The Prince of Egypt:

<https://selar.co/the-prince-of-egypt>

The viewing link is open from 24 February to 30 March 2024. Don't miss this extraordinary event and the opportunity to contribute to a great cause!

🎬 Enjoy the trailer here: [https://youtu.be/ybaYVnqE1\\_g](https://youtu.be/ybaYVnqE1_g)

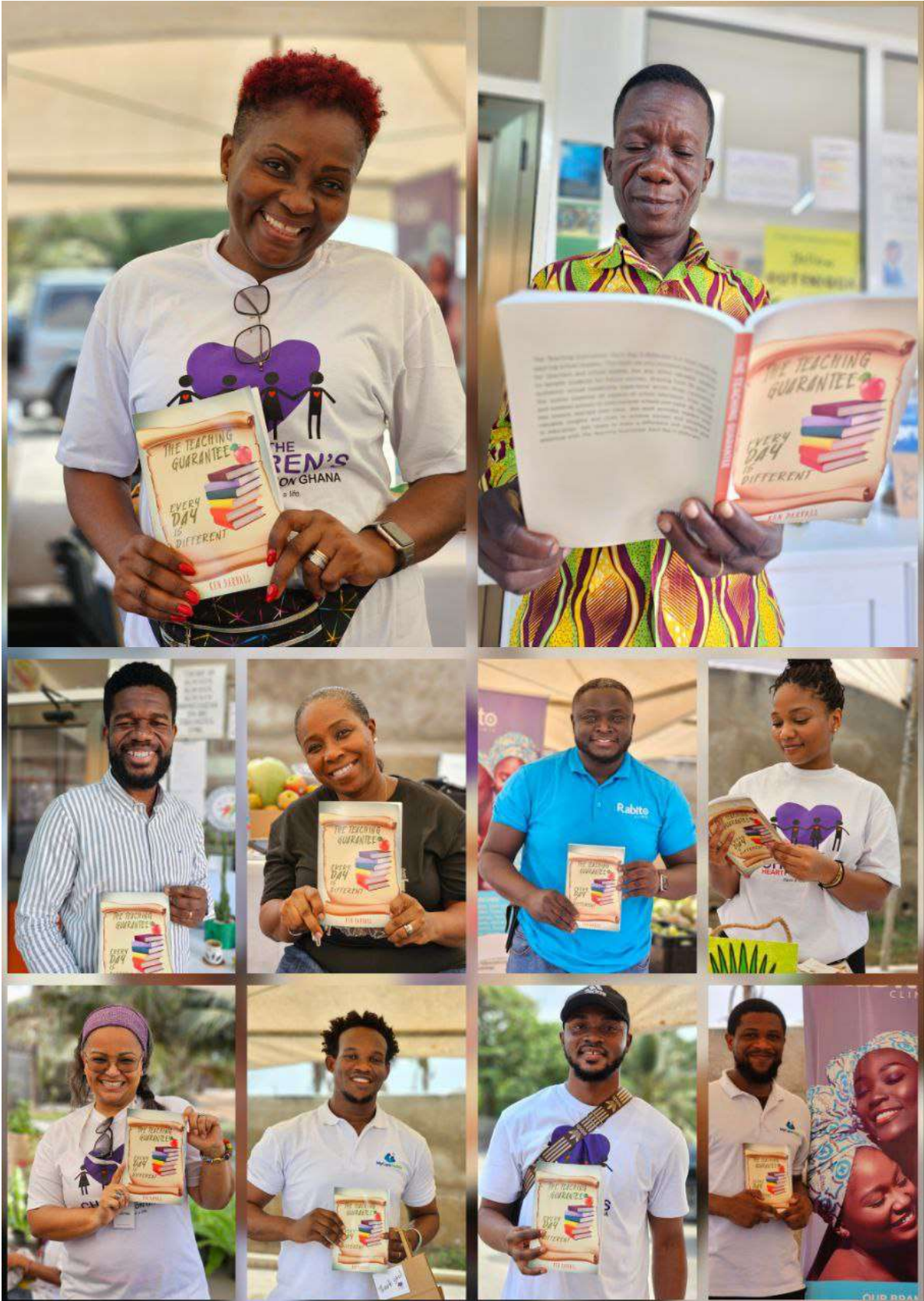
To secure your virtual seat and continue supporting corrective surgery for babies with anorectal malformation, grab your tickets at <https://selar.co/the-prince-of-egypt>. Share the link <https://selar.co/the-prince-of-egypt> with your family and friends, and let's make this a night to remember!

Thank you for joining us in positively impacting these young lives. We look forward to seeing you at the limited-time premiere!

For any support or inquiries, please contact [david.difie@tis.edu.gh](mailto:david.difie@tis.edu.gh) or call +233272232889.

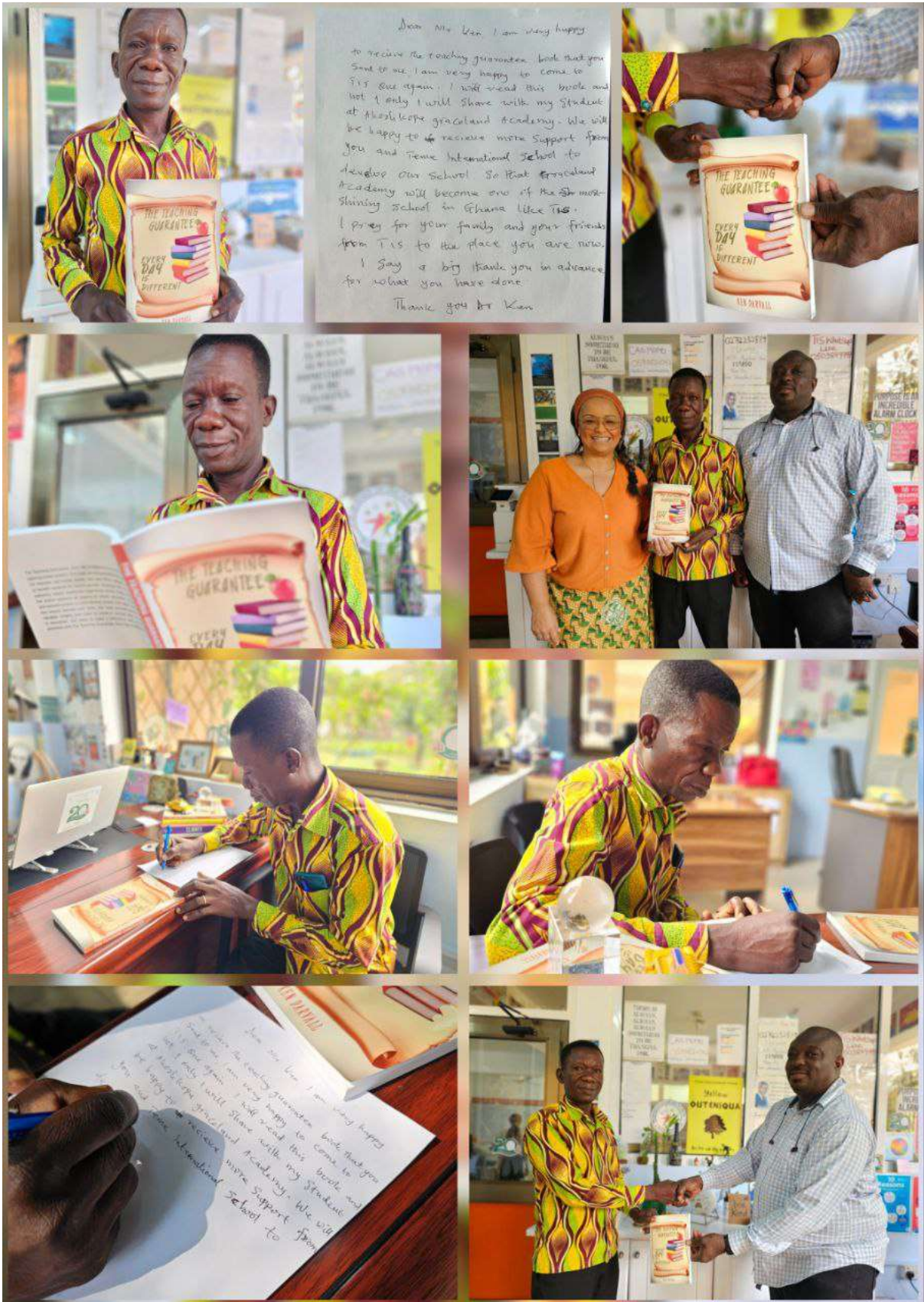
Best regards,

**The Teaching Guarantee: Every Day is Different – Dr Ken Darvall**  
Sold out at The Children’s Heart Foundation Health Walk – All proceeds support the corrective surgery for babies with Anorectal Malformation.



## The Teaching Guarantee: Every Day is Different – Dr Ken Darvall

A special copy to Pastor Steven, the Founder of Graceland Academy at Akorlikope



## The Children's Heart Foundation Ghana Health Walk

The TIS Family showed up, Alumni, Parents, Staff and students



## The Children's Heart Foundation Ghana Health Walk





# The Children's Heart Foundation Ghana Health Walk



# The Children's Heart Foundation Ghana Health Walk



**The ever-ready Assembly team – B for Bravo!!!**



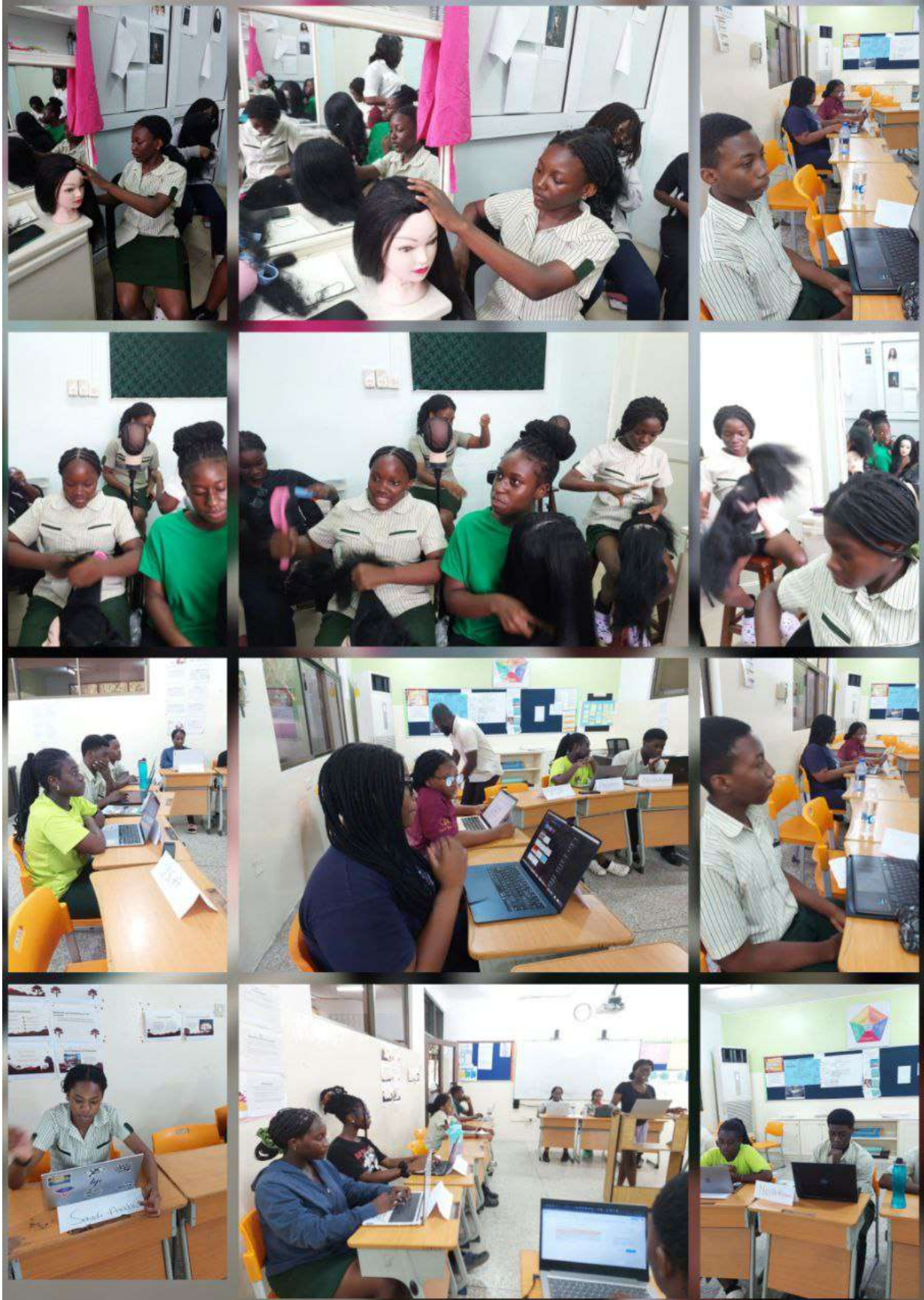
**ASA – Those who commit and persevere go far**



# ASA – A land of opportunities for everyone



# ASA – Experiential Learning at it's best



## 10<sup>th</sup> DOEIA Expedition Camp

There is a change in the schedule for the upcoming DoEIA expedition camp. The new dates are Thursday, 21 March – Saturday, 23 March 2024. We understand that this change may affect your prior arrangements, and we sincerely apologise for any inconvenience caused. We believe this adjustment will still allow for a fulfilling and enjoyable experience for all participants while accommodating the necessary modifications to our original plan.

We advise a kit list for participants to be provided or available by Sunday, 17 March at the latest. **Participants will depart from campus at 7:00 am on Thursday, 21 March and return to campus by 4:00 pm on Saturday, 23 March. With this update, parents can pick up their wards on Saturday, 23 March, for the Mid Semester Break.**

We appreciate your understanding and flexibility. If you have any concerns or questions regarding this date change, please get in touch with the DoEIA Coordinator, Mr David Difie, at [david.difie@tis.edu.gh](mailto:david.difie@tis.edu.gh)

Registration for the 10th DoEIA expedition camp is closed. Having 35 bronze, silver and gold award participants. There will be an orientation session with all expedition camp participants on Wednesday, 10 March 2024.



The poster features a large group photo of participants in front of a red bus, with three circular insets showing kayaking, hiking, and survival activities. Logos for Tema International School and the Duke of Edinburgh's International Award are visible.

**TEMA INTERNATIONAL SCHOOL**

**Registration Closed**

**Duke of Edinburgh's International Award**  
**EXPEDITION CAMP**  
 For Bronze, Silver & Gold Award Level.

Challenging & Equipping Young People, Transforming Lives, Changing the World.

Adventurous journey, hiking, life & survival skills, map reading & compass use, first aid, radio communication, boat cruise, creativity and leadership experiences & much more.

**Thu. 21 - Sat. 23 March. 2024**    **Survival Island**

For more information email  
 DoEIA Coordinator - [david.difie@tis.edu.gh](mailto:david.difie@tis.edu.gh)

## TIS Innovation and Entrepreneurship Club At the Lancaster Business Cup Challenge



I am pleased to share the remarkable journey of our Innovation and Entrepreneurship Club in the recent Lancaster Business Cup Challenge. Being the CAS Coordinator for the past 13 years and witnessing our students participate in such a prestigious competition has been inspiring.

The **TIS Innovation and Entrepreneurship Club** embraced the challenge enthusiastically, taking on the theme of sustainability for the **2024 Business Cup Challenge**. The commitment and hard work displayed by "**Team Innovators & Team Luminous**" and their patrons, Mr. George and Mr. Nicholas, are commendable. Despite not clinching victory or bringing a trophy home, the club's members, represented by the talented **Immanuella Ashiagbor, Jaye Asante-Asare, and Prince Cobinnah** and others, have gained invaluable skills and lessons.

**Immanuella (G11)** shared her experience of overcoming challenges in developing cost-friendly and environmentally friendly solutions. **Jaye, (G11)** eloquently described how the competition went beyond mere participation, fostering personal growth, teamwork, and cultural understanding. **Prince (G11)**, despite the outcome, emphasised the practical experience gained in various business aspects, turning setbacks into stepping stones for future success.

This competition characterises experiential learning, reinforcing the belief that it is not just about winning trophies but about acquiring skills that transcend the classroom. Once again, I commend the students for their dedication and the patrons, Mr. George and Mr. Nicholas, for their unwavering support and guidance.

To all students, I extend an invitation to join the **TIS Innovation and Entrepreneurship Club**. These competitions showcase the potential for personal and professional development through real-world applications of economic and business knowledge learned in the classroom. Your participation can contribute to the club's success and broaden your horizons.

Let us continue to encourage our students to dream big, think innovatively, and apply their classroom knowledge to real-world challenges. Together, we can nurture a community of forward-thinking individuals ready to make a positive impact. **Surama King - CAS Coordinator**



## Reflecting on the Lancaster Business Cup Challenge

The **Innovation and Entrepreneurship Club of TIS** was honoured to participate in this year's **Lancaster Business Cup Challenge**. It was a special moment filled with thrills and hopes of emerging winners of the competition. The delight of watching students present their pitches after days of brainstorming and teamwork was such a fantastic view to behold. Watching our students progress to the semi-finals was a moment filled with so much joy and pride. Although they couldn't make it to the finals, the experiences are something we believe will hold them up to be successful in every facet of their glorious and unique lives. **George Sandy Manu (Patron)**

My team and I, the Innovators, took up the task of competing in the **2024 Business Cup Challenge**, dwelling on the theme of sustainability. The task was to develop original and cutting-edge solutions to the problems assigned to us. We encountered difficulty ensuring that our solution was cost-friendly and environmentally friendly. This competition allowed us to come out of our shells and be innovative young students. Even though we didn't win, I learned a lot of new skills and improved my public speaking skills. **Immanuella Ashiagbor. (Grade 11)**



While the outcome of the **Lancaster University Business Competition** wasn't what I had hoped for, it was still a valuable learning experience. Here are some key takeaways. I am proud of the effort I put into the competition, and I appreciate the collaboration and support from my teammates. The competition allowed me to gain practical experience in various aspects of business, such as developing an idea, pitching to potential investors, and answering tough questions.

While it's natural to feel disappointed about not winning, it's important to remember that setbacks are a part of the learning process. Focusing on the positives and using the experience for future growth can turn this into a valuable learning opportunity. **Prince Cobinnah. (Grade 11)**

Representing my school with my colleagues as "Team Luminous" has been an incredible experience that went beyond just attending events. It was a journey of personal growth, where I honed my communication and teamwork skills while embracing responsibility. Being a school rep meant embodying our values, filling me with pride and purpose. Interacting with students from diverse backgrounds, like Dominion International, ICS, PRESEC, and more, was eye-opening. It taught me the importance of teamwork, cultural understanding, and making connections across different communities. This experience has broadened my horizons and inspired me to continue being a positive force for change wherever I go. **Jaye Asante-Asare. (Grade 11)**

**TIS Innovation and Entrepreneurship Club**

**At the Lancaster Business Cup Challenge**



**TIS Innovation and Entrepreneurship Club**

## At the Lancaster Business Cup Challenge



## Community Project – Servitude

Child labour is a pressing issue that affects millions of children worldwide. In response, **Nana Yaa Agyenim Boateng, Marie Kuffour, and Terrie Tenge – MYP3** have embarked on a community project titled “*Servitude*” aimed at raising awareness about this critical issue through print media for publication in the **Junior Graphic**. In their efforts to shed light on the dark reality of child labour, the team conducted a random survey to understand public perceptions and attitudes towards this issue. **Rueben Brewoo – Project Supervisor**

Read the survey outcome followed by the article for your reading pleasure. Key Survey Findings:

### 1. Definition of Child Labour:

- A significant 70% of participants defined child labour as taking advantage of children and forcing them to work.
- Another substantial 60% associated child labour with the overworking of children by organizations.
- Varied opinions emerged, with 50-65% attributing child labour to making children work at a young age, exploitation taking away childhood and skills, and the abuse of children.
- Smaller percentages, ranging from 25-40%, identified child labour as children working instead of going to school for education or as children working on farms.

### 2. Reasons Behind Child Labour:

- A notable 55% linked child labour to a lack of manual resources and financial constraints.
- A significant 65% associated child labour with poverty and abuse within families.
- Other percentages highlighted broken homes and the compulsion for children to work (40%), adults wanting children to work for them (30%), lack of access to good education (45%), and parents' financial constraints (50%) as reasons.

### 3. Legal Perspectives:

- A considerable 55% expressed that child labour should be legal to some extent for teaching responsibility and gaining experience.
- A substantial 80% believed child labour should be illegal due to its harmful impact on children.
- A percentage, around 35%, indicated ambivalence, stating that the legality of child labour depends on specific circumstances.

### 4. Allowing Children to Work for Money:

- A notable 70% supported the idea of children working for money to learn financial management and responsibility.
- Another substantial 60% believed children should work for financial independence.
- Smaller percentages, ranging from 30-50%, expressed varied opinions on children working to support siblings, depending on circumstances, and working but not being forced.

### 5. Impact on Social Life:

- A significant 75% observed that child labour decreases social ability.
- Another substantial 65% believed child labour negatively impacts connections in the future.
- Varied percentages, ranging from 45-60%, associated child labour with affecting mental, physical, and social aspects, spending too much time on work impacting friendships, and making children avoid people when chasing money.

This summary gives you a clear look at what people think about child labour from our survey. It shows that many people, like around half to most of them, are worried about kids being forced to work, and they connect it to things like working too much, abuse, and bad effects. Most people, like a big 80%, think child labour should be totally illegal because it's so harmful. Also, about 60-70% think it's okay for kids to work a bit to learn about money. It's pretty clear that some ideas are more popular than others. It is kind of like we need to really understand all the different parts of child labour because it's not just one thing. There are lots of different opinions, and we need to think carefully about how to deal with it.

## Shedding Light on Child Labor



Child labour remains a big problem worldwide despite efforts to stop it. According to the International Labour Organization (ILO), child labour is work that takes away children's childhood, potential, and dignity. It's harmful to their physical and mental growth. Children should grow up in safe environments, but child labour abuses their rights and freedoms. It makes them do dangerous work, like forced labour, slavery, and even sexual abuse. Sadly, kids, often called "future leaders," face such challenges. Where are the laws and agencies that should

protect them?

Children are part of the global labour force illegally. Even though laws like Article 28 of Ghana's Constitution protect children, child labour still exists. Children who should be enjoying their parents' care end up working to support their families. This stops them from going to school or getting healthcare. Africa has the highest number of child labourers, with 86.6 million children affected. So, are laws just for show while children suffer?

Families facing hardship and lacking basic needs in rural areas push parents to send their kids to work in cities. In Ghana, many migrate to cities seeking jobs and better lives. But they face unemployment and no access to hospitals, electricity, schools, and water. So, they take menial jobs and involve their children, too. These children face harsh working conditions and are vulnerable to abuse and exploitation. They work as hawkers, car washers, and "Kayayoo" (head porters). They earn little and often sleep on the streets. Even though efforts have been made to help them, child labour in Kayayoo continues.

Child labour might not seem urgent, but it harms children's health, education, and future. While some might think it's cultural or necessary, international standards say otherwise. Initiatives like the New Ghana Accelerated Action Plan and UNICEF help fight child labour. We must support these efforts and enforce laws to end child labour.

In Ghana, child labour is widespread, and it's a big challenge to stop it. But it's illegal for children under 18 to work. Child labour might seem okay to some, but it hurts the nation's future. We can't rely on a few privileged people to lead if many children are deprived of their rights. We need to protect our future leaders.

In our survey, most people knew about child labour, but opinions differed on whether it should be legal. Some kids are okay working for money, but they shouldn't be forced. However, child labour should be illegal because it harms children and their futures. Some children work to support themselves and their families, but it's still not right.

**Nana Yaa Agyenim Boateng, Marie Kuffour, and Terrie Tenge – MYP**

**30TH MARCH**

**TREASURE CHEST MISSION**

**Giving 200 Kids School Supplies**

**OPEN DONATION**

**We're giving each child:**

- 5 Exercise Books
- Pencil Case
- 2 Pens
- 2 Pencils
- 1 Eraser
- 1 Sharpener
- Water Bottle
- School Bag



# 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 demonstrate 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**

# Change <sup>the</sup> World Through Creativity

## #Make a Difference







# Be a content creator, not a content imitator.

Academic integrity is a responsibility  
of the whole IB community

Visit our website to find out more: [ibo.org/academic-integrity](https://ibo.org/academic-integrity)



## Open Book Exam pilot

# DP Economics

Your school has been chosen to participate in a study looking into the impact of offering different types of open book exams on the whole school community. In this case your school will be piloting an OBE in the DP Economics paper 1 exam.

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

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

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



# COUNSELLORS' CORNER



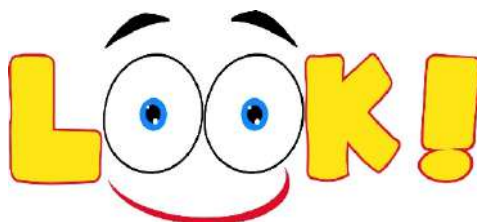
**The Art of Happiness. A disciplined mind leads to happiness, and an undisciplined mind leads to suffering. Dalai Lama XIV**

**Dear students, if you need anything in your life jacket, choose discipline. It sets you apart!!**

## How to Build Self-Discipline

- Identify growth areas.
- Choose your goal (and start small).
- Visualize your outcome.
- Set your environment.
- Don't wait for it to feel right.
- Know how you'll measure progress.
- Get an accountability partner.
- Take things off your plate.
- Build new reward associations.

Click here: <https://blog.hubspot.com/sales/self-discipline>

**DP1s****WRITING A PERSONAL STATEMENT? HERE'S THE STRUCTURE****? Why are you applying?**

Your personal and practical skills combined will create a unique picture of who you are and why you'll be a successful student, so definitely include both.

**📄 Do your studies relate?**

Prove your enthusiasm for your current study and take the opportunity to demonstrate your skills and knowledge now and how you want to build on that.

**⚠️ Why are you interested?**

This is your chance to show your passion and really demonstrate who you are. If you have hobbies or volunteering experiences related to the subject, include them here.

**🎓 Why will you be great?**

Your personal and practical skills combined will create a unique picture of who you are and why you'll be a successful student, so definitely include both.

**Your personal skills and achievements**

- ✓ Universities like to know the abilities you have that will help you on the course, or generally with life at university.

- ✓ Don't forget to include evidence to back up why you're so excited about the course(s) you've chosen.
- ✓ Be bold and talk about the achievements you're proud of.
- ✓ Include positions of responsibility you hold, or have held, both in and out of school.
- ✓ What are the things that make you interesting, special, or unique?
- ✓ Your work experience and future plans are important to include. You should share details of jobs, placements, work experience, or voluntary work, particularly if it's relevant to your course.
- ✓ Try to link any experience to skills or qualities that'll make you successful.
- ✓ If you know what you'd like to do after as a career, explain how you plan to use the knowledge and experience that you'll gain to launch your career.



### **Annabell Price, L'Oréal Degree Apprentice (Professional Products Division)**

"I made sure that I was straight to the point. You don't have the word capacity to elaborate on unnecessary things."



### **HERE'S THE THING**

## **Don't be tempted to copy or share your statement**

UCAS scans all personal statements through a similarity detection system to compare them with previous statements.

Any similarity greater than 30% will be flagged and we'll inform the universities and colleges to which you have applied.

[Find out more](#)



**DP1s: A MUST ATTEND EVENT VIA ZOOM.**

**CIS** University Exploration Day  
Africa and Middle East

**Tuesday**  
**26 March 2024**

**12:00 – 15:00 CAT**  
**11:00 - 14:00 WAT**  
**13:00 - 16:00 EAT**

**Meet college and university representatives from all over the world at this FREE virtual event!**

**PLUS...join a student panel session to hear from your peers!**

Register and see the full list of universities attending:  
<https://cis.swoogo.com/Africa-and-Middle-East2024>

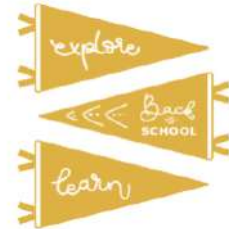
***REGISTER HERE: <https://cis.swoogo.com/Africa-and-Middle-East2024>***

***FIND THE LIST OF UNIVERSITIES ATTENDING BELOW:***

<b>Institution Name</b>	<b>Country</b>
Bishop's University	Canada
Bocconi University	Italy
Calvin University	United States
Cardiff University	United Kingdom
Carleton University	Canada
César Ritz Colleges Switzerland	Jordan
Columbia College Chicago	United States
ESSCA School of Management	France
Falmouth University	United Kingdom
Ferris State University	United States
Florida Institute of Technology	United States
Griffith University	Australia
IE University	Spain
Imperial College London	United Kingdom
King's University College at Western University	Canada
Leiden University College The Hague	Netherlands
Les Roches Global Hospitality Education	Switzerland
Mondragón Unibertsitatea	Spain
Northwestern University in Qatar	Qatar
Otis College of Art and Design	United States
Saint Mary's University	Canada
San Jose State University	United States
Siena College	United States
St. John's University	United States
Stony Brook University	United States
SUNY College of Environmental Science and Forestry	United States
Tel Aviv University	Israel
The American University of Paris	France
The Education University of Hong Kong	Hong Kong (SAR) China
The University of British Columbia	Canada
The University of Sheffield	United Kingdom
Toronto Metropolitan University	Canada
Trinity College Dublin, The University of Dublin	Ireland
Università Ca' Foscari Venezia	Italy
University College Roosevelt	Netherlands
University of Alberta	Canada
University of Calgary	Canada
University of Huddersfield	United Kingdom
University of Illinois Springfield	United States
University of Reading	United Kingdom
University of San Francisco	United States
University of Southampton	United Kingdom
University of Tennessee, Knoxville	United States
University of the West of England, Bristol	United Kingdom
University of West London	United Kingdom

University of Westminster

United Kingdom

**TIS @ 20 COLLEGE AND UNIVERSITY VISITS EDITION**

NAME OF VISITING UNIVERSITIES	DATE OF VISIT	VENUE OF EVENT	TIME OF VISIT
METO Institution ( US, Canada, UK etc presentation)	Wed. 7 February 2024	Learning Centre	1:20pm
Laurentian University, Canada	Thurs. 8 February 2024	Learning Centre	1:30pm
University of Surrey, UK	Wed. 28 February 2024	Learning Centre	1:30pm
Carleton University & University of Guelph, Canada (Stuart Rennie)	Thurs. 29 February 2024	MPH	2pm
African Leadership University, Mauritius/Rwanda, Academic City University College Ghana	Mon. 11 March 2024	Einstein Exam Hall	2pm
Forum with Students from Louisiana State University, USA	Fri. 15 March 2024	Einstein Exam Hall	3pm
Ashesi University Ghana, Lancaster University Ghana	Tues. 19 March 2024	Einstein Exam Hall	2pm
Problem Solving Hackathon with York University, Canada	Wed. 20 March 2024	Einstein Exam Hall	4:10pm
Engineering pathways, Engineering Design for Health, York University Canada	Thurs. 21 March 2024	Learning Centre	1:25pm

**2023- 2024 TEST DATES**





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](mailto:portia.atubiga@tis.edu.gh)

**DEADLINE FOR MARCH 9 SAT WAS LAST FRIDAY 23 FEBRUARY 2024!  
REGISTER FOR MAY SAT RIGHT AWAY!**

**DIGITAL SAT TEST DATES 2023/24**

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
9 March 2024	February 23 2024
4 May 2024	April 2024 TBD



- ✓ SAT without essay \$103 – Online payment only with Visa/credit card. **NEW;** ACCEPTABLE IDs ARE THE VALID UNEXPIRED PASSPORT IN ADDITION TO GHANA'S NATIONAL IDENTIFICATION CARD (GHANA CARD), AS OF AUGUST 2021 ONWARDS. <https://collegereadiness.collegeboard.org/sat/register/international/policies>

**ACT 2023 TEST DATES (COMPUTER-BASED TESTING ONLY!)**

- ✓ ACT Registration Fees (Online payments only: Visit [www.actstudent.org](http://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
13 April 2024	2 February 2024
8 June 2024	26 April 2024



# 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**

# 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.”**



