

TIS RECORD

P: +233 303305134 | E: info@tis.edu.gh | W: www.tis.edu.gh

At TIS,

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

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Key Dates

- 28/11/2025: PYP End of Unit 3 and 3-way interviews
- 11-18/11/2025: MYP5, DP1 and DP2 end of semester assessments

Thought for the Week

It's a healthy practice to approach our work with as few accepted rules, starting points, and limitations as possible.

Rick Rubin



Celebrations

We welcome celebrations at TIS especially birthdays as this gives our students the opportunity to share their joy with friends and classmates. These celebrations should not be marred by a lack of integrity on the part of any of us. Let us remember that (cup) cakes with any sort of icing must not be brought onto any of the school campuses. To avoid misunderstandings and disappointment, please refer to the school poster on food items. *"Integrity is making sure that the things you say and the things you do are in alignment."* - Katrina Mayer.

School productions

After the Primary school production of Ajenuloo, the secondary school campus put on a great show of Ola



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

-Steve Bollar

Student Priorities

- Organise and set goals: a clear start builds momentum and reduces stress.
- Re-establish routines and healthy habits: consistency in sleep, meals and study routines supports focus and wellbeing.
- Prepare mentally and emotionally: a positive mindset helps students engage with learning and overcome challenges.

Accounts

- When paying an amount into our school's account, always **ensure you use the student's family name and student ID as the payment reference.**

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 the instructions and details provided in the weekly Counsellors' Corner.

Rotimi's Grip Am! Superb acting was interspersed with beautifully choreographed sections which produced a very entertaining play. Well done to students and staff who worked tirelessly together to make Grip Am! happen.

Re-focus

This week we turn our attention to book week at the Primary Campus and preparations for the end of semester assessments for MYP5, DP1 and DP2. There are **no exeats for MYP5 this weekend (14th to 16th November)**. Similarly there are **no exeats for DP1 and DP2 this and next weekend (14th to 16th November and 21st to 23rd November)**. Families are encouraged to sign up for school visits instead.

Yvonne M. Tagoe

Principal, principal@tis.edu.gh



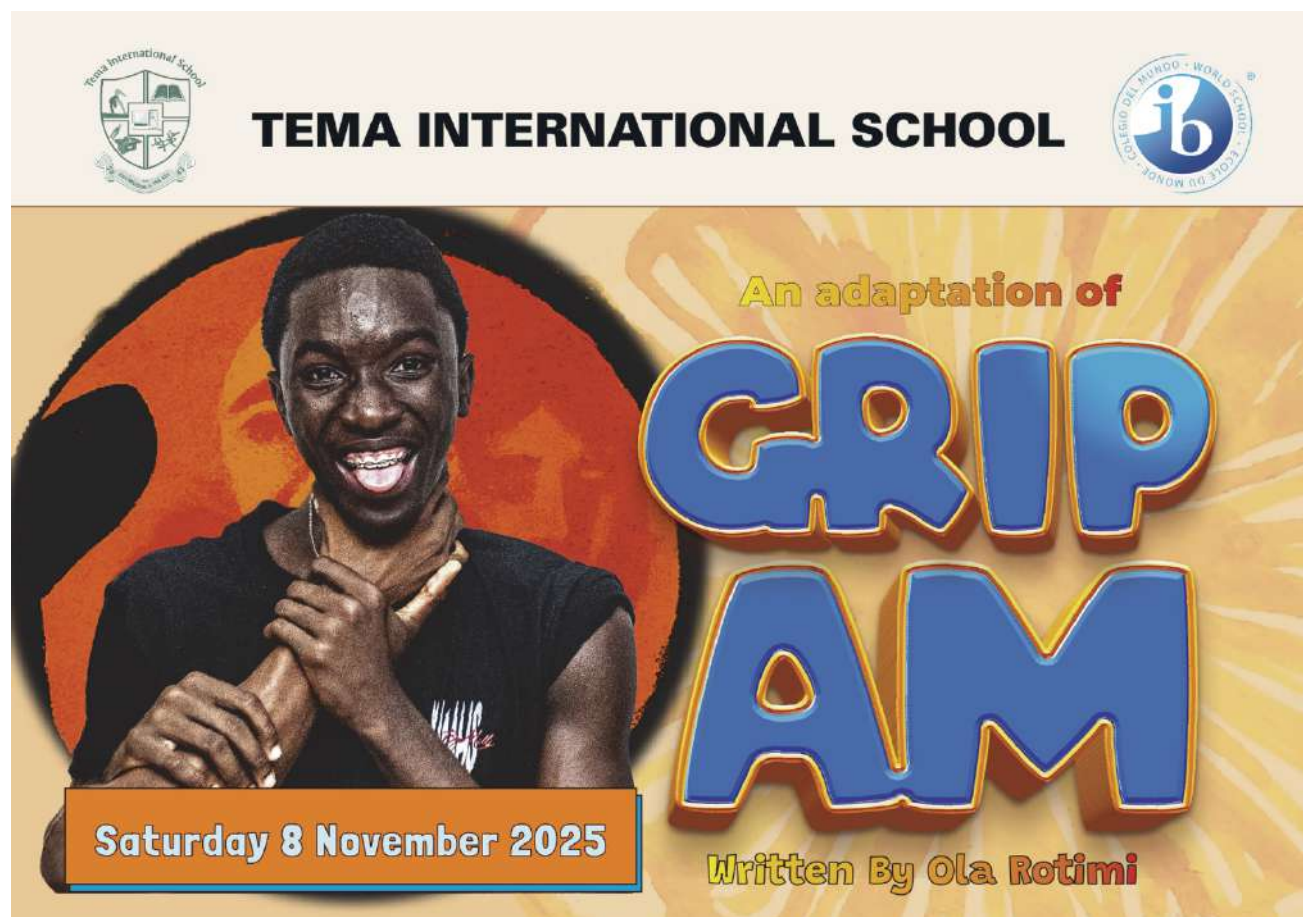
Making us proud

Secondary school production: **Moses Kanneh DP1** (Ise), **Louisa Xose Ayem DP1** (Aso), **Amaris Osei-Agyeman DP1** (Angeli), **Princess Dzidefo Kuivi MYP5** (Temedu), **Eric Kwakye MYP5** (Oye), **Paa Kwesi Oppan MYP5** (Iku) **William Adomako-Kwapong MYP3** (Oro). **Sedinam Ahlidza DP2** Student Director, **Amanima Owusu DP2** Stage Manager, **Eliana Essel DP2** Set and Props Director, **Glorious Ogyiri Asare DP2** Music Director, **Sylvia Mwintome Ziniel DP1** Costume & Makeup Director, **Lois Entsua-Mensah DP1** Sound Director, **Nana Yaa Achiampong DP1** Dance Director, **Hillary Laryea DP1** Media Director.

See the full list of cast and crew on pages 28 and 29 respectively.

Grade 5 PYP students; **Ismahil Abanga**, **Klenam Agyekum**, **Elijah Akwada**, **Sean Appertey**, **Solomon Atseku**, **David Darko**, **Sefakor Edze**, **Kekeli Gborglah**, **Chen (Joy) Jingyu**, **Henry Oware-Addo**, **Adalyn Owusu-Addo**, **Abena Takyi-Yeboah**, **Reumah Tawiah**, and **Jessica Asomani** demonstrated great enthusiasm and confidence during their class unit assembly with an engaging presentation of learning.

Adalyn Owusu-Addo, **Jessica Asomani**, and **Reumah Tawiah**, PYP Grade 5 students, collaborated and volunteered to present the Learner Profile activity during the LP assembly, showing that they are open-minded, risk-takers, and thinkers.



PACKAGES FOR BIRTHDAYS & VISITING

Items Allowed

- ✓ **Muffins/Cupcakes**
- ✓ **Finger Foods** (Chicken Pieces, Pizzas, Spring Rolls, Khebabs & Samosas)
- ✓ **Soft Drinks & Fruit Juices**
- ✓ **Non-Alcoholic Wine**

Not Allowed

- ✗ **Cakes with icing**
- ✗ **Cooked food except those listed above**
- ✗ **Alcoholic Drinks/ Beverages**



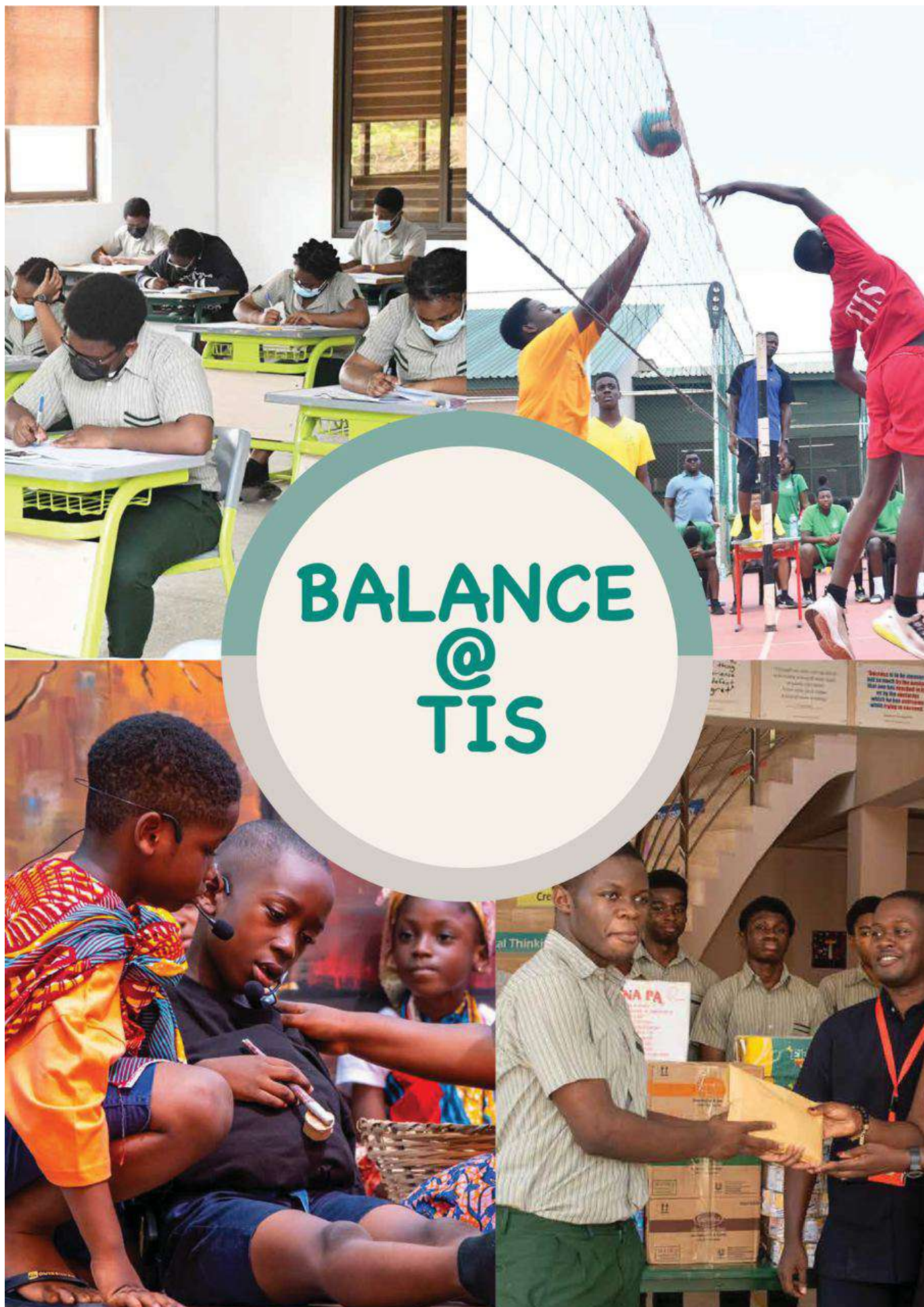
All left over food must be sent home

- **Visiting Days - Saturdays & Sundays**
- **Visiting Time - 2:00 PM - 5:00 PM**
(Visits must be booked online, as per the TIS Bulletin)

PLEASE NOTE:

- ➔ Birthday items must be approved by the Hostel Coordinator before they can be delivered on only
 - Fridays, 4:00 PM - 6:00 PM
 - Saturdays & Sundays, 12:00 PM - 5:00 PM
- ➔ All food items will be inspected by a hostel parent and security officers at the hostel gate.
- ➔ All food items not listed will be returned.

For clarification, contact the hostel parent/ security on duty.



TIS 2025/26 School Calendar

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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3	4	5	6	7	8	9
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24	25	26	27	28	29	30
31						

September 2025						
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October 2025						
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November 2025						
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December 2025						
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January 2026						
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February 2026						
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March 2026						
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29	30	31				

April 2026						
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May 2026						
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31						

June 2026						
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28	29	30				

July 2026						
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Public holidays 2025/26

4 Aug, 2025	Founders' Day	Jan 1, 2026	New Year's Day	3 Apr, 2026	Good Friday
22 Sep, 2025	KN Memorial Day	7 Jan, 2026	Constitution Day	6 Apr, 2026	Easter Monday
5 Dec, 2025	Farmers' Day	6 Mar, 2026	Independence Day	1 May, 2026	May Day
Dec 25, 2025	Christmas Day	20 Mar, 2026	Eid Al Fitr (TBC)	27 May, 2026	Eid Al-Adha (TBC)

Dates and/or events are subject to changes.

FIRST SEMESTER

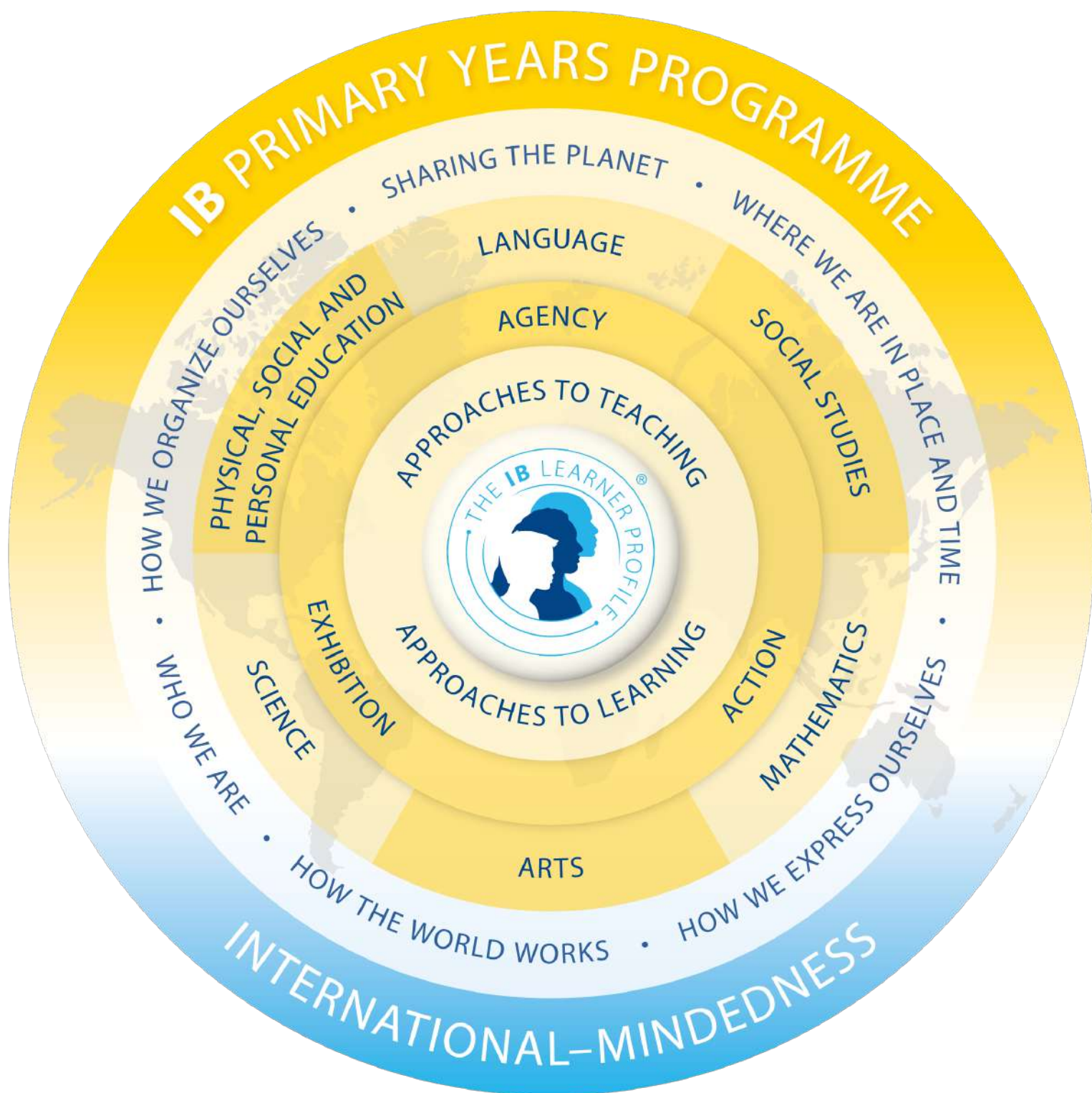
1/8/25	2025 MYP Results Released; 2025 MYP Enquiries Upon Results Open;
1/8/25	MYP PP: Final product (photo evidence upload)
5/8/25	All staff resume
11/8/25	Student Council executives return
13/8/25	Newbies arrive (Meeting @ 2.00pm)
15/8/25	PYP Meet the teacher session (1.30pm)
16/8/25	Personal Project: Criterion B draft due
17/8/25	Continuing secondary students resume
18/8/25	All P-12 classes commence
22/8/25	TIS Junior Soccer Championships
23/8/25	SAT
24/8/25	School Performance auditions
29/8/25	TIS Senior Soccer Championships
30/8/25	Peer Buddies Workshop. NO EXEATS FOR NEWBIES. Dukies RA trip
31/8/25	Thanksgiving Service (11.00am) NO EXEATS Dukies RA trip
6/9/25	TIS Tennis Championships/TIS Badminton Championships;
6/9/25	PYP Parents training session (9.00am); ACT
10-11/9/25	PYP Evaluation Visit
11/9/25	G12 TOK Exhibition
12/9/25	MYP PP Criterion B final due
13/9/25	SAT; MYP & DP Parents Information sessions. NO EXEATS (Until after these sessions)
19/9/25	PYP End of Unit 1 #WI; DP Geography Excursion
20/9/25	TIS Sporty Family. NO EXEATS
24/9/25	Girls Handball Championships
25/9/25	Boys Handball Championships
26/9/25	MYP CP: Community tour
27/9/25	High School Praise (Praise Night Fundraiser)
28/9-5/10/25	22 nd Anniversary TIS Spirit Week. Career Fair NO EXEATS
3/10/25	TIS Founders' Day. Main Campus admissions open for 2025/2027
4/10/25	SAT;
5/10/25	22 nd Anniversary Thanksgiving Service. NO EXEATS until after 1.00pm)
5-8/10/25	Dukies Gold Aawrd Camp
6-11/10/25	Mid-semester break
12/10/25	Students return to hostels
13/10/25	All classes resume after mid-semester
14/10/25	G9/G11 Changes to Subject Selections close; DP Geography Data Excursion
15-17/10/25	AIIS MUN
18/10/25	PSAT: ISSAG Football, Handball, Tennis; ACT
20/10/25	MYP PP: Criterion C draft due
20/10/25	Student Council (SC) shadowing process commences;
21/10/25	G12 EE Café
23/10/25	Girls Volleyball Championships (during ASA)
24/10/25	Boys Volleyball Championships (during ASA)
25/10/25	ISSAG Football, Handball, finals
26/10/25	TIS swimming championships (3.00 – 5.00pm)
28-29/10/25	I&S Celebration Days
31/10/25	PYP End of Unit 2 Celebrations; Submission of G12 TOK Draft Essay; Language competition (7-12)
1/11/25	ISSAG Volleyball, Swimming and Badminton
3/11/25	DP Business Management Excursion
8/11/25	SAT; Annual Production NO EXEATS
11-12/11/25	Collaborative Sciences Project – G12;
14/11/25	PYP Book Day
17-21/11/25	MYP5 On-screen examination (Reports due 5/12/25) No exeats for G10
19-28/11/25	G11-12 end of semester exams (Reports due 5/12/25) No exeats for G11-12
24/11/25	MYP CP: Presentation of objectives
28/11/25	PYP End of Unit 3 3WI;
29/11/25	MYP PP Criterion C completion; Peer Buddies Workshop
1/12/25	SC applications open for 2026 elections
6/12/25	SAT
7/12/25	Choral Night (Chaplaincy)
8/12/25	Christmas Lunch
9/12/25	MYP PP Final Report due: photo evidence & bibliography upload

10/12/25 Last day for the first semester: Students may depart after 3-Way interviews or 1.00pm if no interview
 12/12/25: Last day for teachers
 13/12/25 ACT

SECOND SEMESTER

6/1/26 Staff Wellbeing Retreat
 8-9/1/26 Staff training days
 11/1/26 Students return to hostels; applications for 2024 SC positions close
 12/1/26 Second semester commences.
 12-18/1/26 Alumni Homecoming Week
 17/1/26 TIS Athletics Championships. **NO EXEATS BEFORE 1.00PM**
 18/1/26 Alumni Thanksgiving Service
 19/1/26 SC Manifesto Readings
 20/1/26 2026 Student Council elections by voting (7.00am-4.00pm)
 24/1/26 ISSAG Basketball, Table Tennis and Hockey.
 28-30/1/26 IDU Days; G12 EE; G11 EE, 11/12 CAS Reflection Day
 31/1/26 SC Leadership Camp **NO EXEATS FOR SCHOOL LEADERS**; ISSAG Basketball, TT & Hockey D2
 1/2/26 Student Leadership Induction Ceremony **NO EXEATS**
 7/2/26 Creative Writing Workshop
 9-13/2/26 MYP5 Mock On-screen examination **NO G10 EXEATS**
 12/2/26 G11 TOK Exhibition. **NO G11 EXEATS**
 13/2/26 PYP End of Unit 4 #WI; Early Years Family Day; TIS Squash Championships;
 14/2/26 Peer Buddies Workshop; Chocolate Friendship Day
 16-27/2/26 DP Mocks. **NO G12 EXEATS**
 25/2/26 MYP PP standardisation and moderation (teachers)
~~27-28/2/26 ISSAG Athletics;~~
 7/3/26 MYP Projects (Personal & Community) **NO EXEATS (until after this session)**
 11/3/25 PYP – MYP Info Day at Main Campus
 12/3/26 G11 TOK Exhibition. **NO G11 EXEATS**
 14/3/26 SAT; Pi Day
 20/3/26 MYP PP: Academic Honesty First Record
 21/3/26 2026 STEAM Day **NO EXEATS (until after the event)**
 27/3/26 PYP End of Unit 5 Unit Celebrations; Three-way interviews: Students depart AFTER interviews
 28-30/3/26 DP Geography Field Trip
 28/3-12/4/26 Mid-semester break
 31/3/26 MYP PP Criterion A draft due; Draft 2026/2027 Calendar Overview Released
 11/4/26 ACT
 12/4/26 Students return to hostels
 13/4/26 All classes resume after mid-semester;
 17/4/26 G11 EE Cafe
 18/4/26 G12 Grad photos (All day). **NO G12 EXEATS**; MYP5 Examprep workshop **(NO G10 EXEATS)**
 19/4/26 Exam Candidates' Service **NO EXEATS**
 21/4/26 MYP5->DP1 info session; PP Criterion A draft due
 24/4-22/5/26 DP Final Exams
 24/4/26 PYP Spelling Bee
 2/5/26 SAT
 4/5/26 MYP PP Criterion A final due
 4-15/5/26 MYP IBMYP On-screen examination
 16-30/5/26 Break for MYP5 leavers (**Leavers return to Hostels on 30/5/26 by 5.00 pm**)
 18-29/5/26 G11 semester exams; G10 classes resume (compulsory attendance).
 20-26/5/26 MYP4 On-screen examination
 21/5/26 PYP End of Unit 6 3WI
 22/5/26 PYPX & VAX
 23/5/26 Leavers' Dinner
 29/5/26 MYP4 (2025/2026) subject selections
 30/5/26 2026 PYP Annual Achievers & Graduation Ceremony; Last day for PYP Students
 31/5/26 Peer Buddies Workshop
 5/6/25 Last day for PYP staff
 6/6/26 2026 MYP/DP Annual Achievers and Graduation Ceremony; Last day for MYP/DP Students
 12/6/26 Last day for teachers; S2 reports published.
 13/6/26 ACT
 20/6/26 France/Spain trips commence
 11/7/26 ACT; France/Spain trips end
 25/7/26 MYP PP: Final Product (Photo evidence upload)

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BOOK WEEK AT TIS PRIMARY



Books are more than just pages with words. They are gateways to imagination, knowledge, and understanding. Through reading, children discover new worlds, ideas, and experiences that help them grow intellectually and emotionally. Books nurture empathy, creativity, and critical thinking, encouraging learners to see life from different perspectives.

As author **Dr. Seuss** once said, *“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”* This reminds us that books open endless possibilities for exploration and growth.

At **TIS Primary School**, Book Week arrived once again, and our enthusiastic young readers were eager to embark on literary adventures that opened hearts and minds. The weeklong celebration provided an enriching platform for learners to explore the magic of stories in joyful and imaginative ways. From listening to expressive read-aloud that brought words to life, to acting out favorite characters through puppet shows and dramatic role-play, each activity encouraged creativity, confidence, and a deeper appreciation for storytelling. Learners also expressed their understanding artistically, creating beautiful pieces of story-inspired art that reflected both imagination and comprehension.

In addition, students shared their favorite books from home, exchanged ideas about the stories they love, and discovered new titles in our inviting classroom library corners. The excitement continued with themed dress-up days, where beloved storybook characters stepped off the pages and filled the school with colour and laughter. The celebration not only highlighted the importance of reading but also strengthened our school community's collective commitment to nurturing a culture of curiosity and lifelong learning through books.

A Glimpse Into the Week's Activities

Wednesday: Celebrating Young Authors

The week began with a vibrant Opening Assembly designed to inspire young readers and writers. Students shared their thoughts and experiences about what inspired them to write their own stories, and short videos showing the exciting journey of becoming a young author, from imagining a story to holding the finished book.

Learners also participated in reading their own stories, expressed creativity through storytelling, and explored stories communicated in sign language, showing that stories could take many forms and be shared in unique ways. Some shared short poems through sign language, allowing everyone to experience the story in a different way.

After a short snack break, families joined their children for group reading, where learners and parents explored books together, discussed characters, and enjoyed shared storytelling experiences. The morning concluded with a Reflection Padlet, where learners shared what they loved about the stories and what had inspired them to imagine and create.

Street Library

Students and parents had the opportunity to visit our Street Library corner, an open-air reading space thoughtfully designed to promote literacy and foster a lifelong love for reading. The area featured an impressive collection of books catering to various age groups and interests, providing an inviting atmosphere for both children and adults to explore the world of literature.

Learners eagerly selected books that captured their interest, immersing themselves in stories that sparked imagination and broadened understanding. They also participated in the book exchange activity, which allowed them to trade books they had already read for new ones,

promoting the spirit of sharing and community learning. Throughout the activity, learners engaged in thoughtful conversations with peers about the books they were reading, discussing characters, settings, and lessons learned, thereby strengthening their comprehension and communication skills.

Beyond the classroom, the initiative extended its impact to families, as parents joined their children in exploring new stories and exchanging favorite titles. These shared moments of reading deepened the home-school connection and encouraged parents to take an active role in nurturing literacy development. The Street Library initiative thus became a collaborative effort that celebrated reading not only as an academic skill but as a joyful, lifelong habit that unites families and the school community. The Street Library experience successfully cultivated curiosity, deepened learners' appreciation for books, and underscored the importance of making reading accessible to all members of the school community. It stands as a reflection of our continued commitment to nurturing a culture of reading within and beyond.



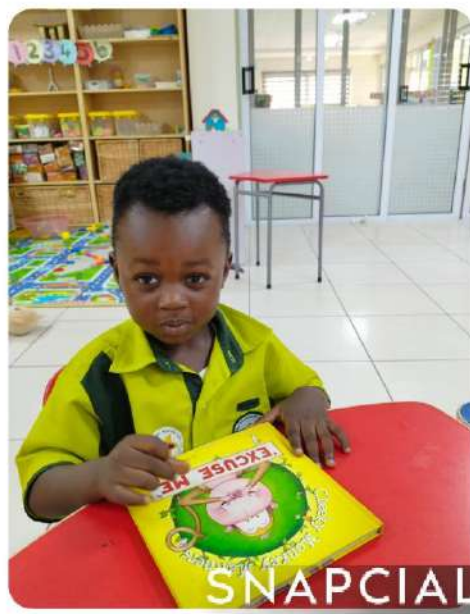
the classroom. The initiative also provided a unique opportunity for peer interaction, as older learners supported younger ones in selecting and reading books, fostering collaboration and mentorship. Teachers observed with pride as students engaged meaningfully with texts, asked insightful questions, and shared thoughtful reflections about what they read.

The Street Library has become more than just a reading corner—it is a vibrant learning space that connects students, teachers, and families through the shared love of literature. Its presence continues to inspire reading for pleasure and knowledge, encouraging learners to see books as companions for both learning and leisure. As a school, we remain dedicated to sustaining such initiatives that promote literacy, creativity, and community engagement in every learner's journey.

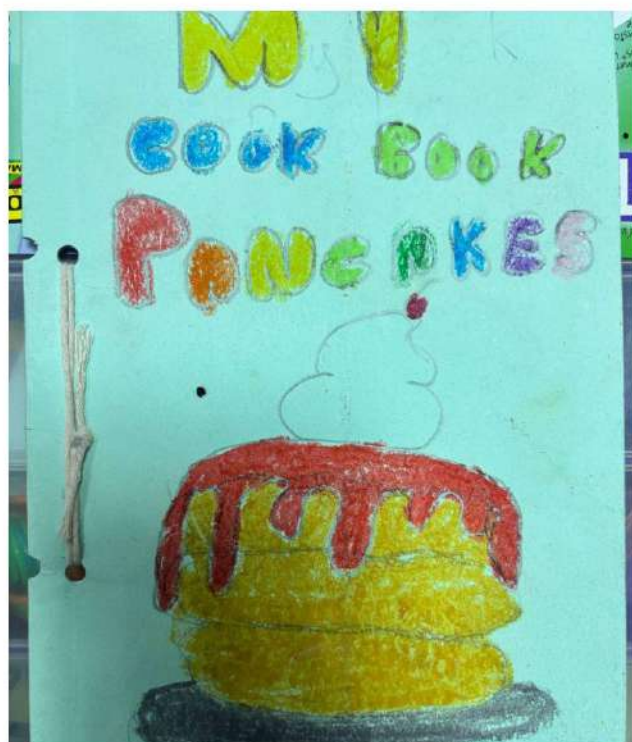
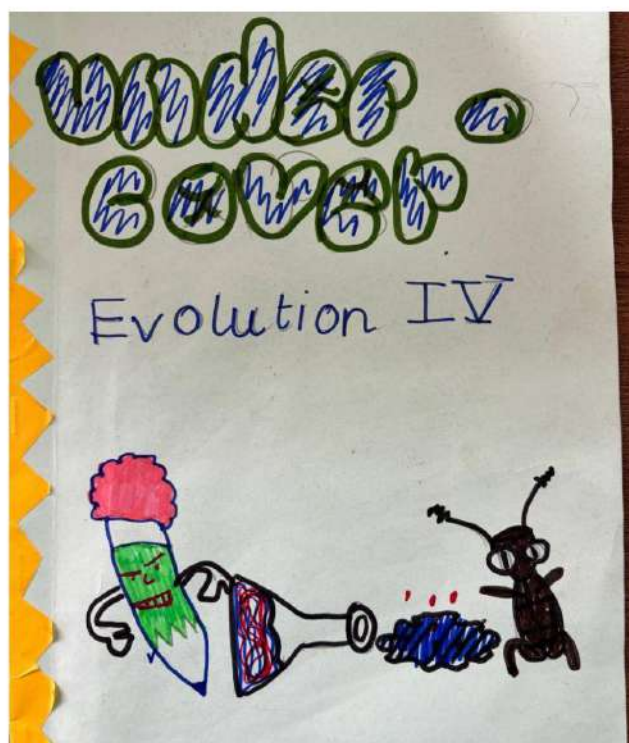
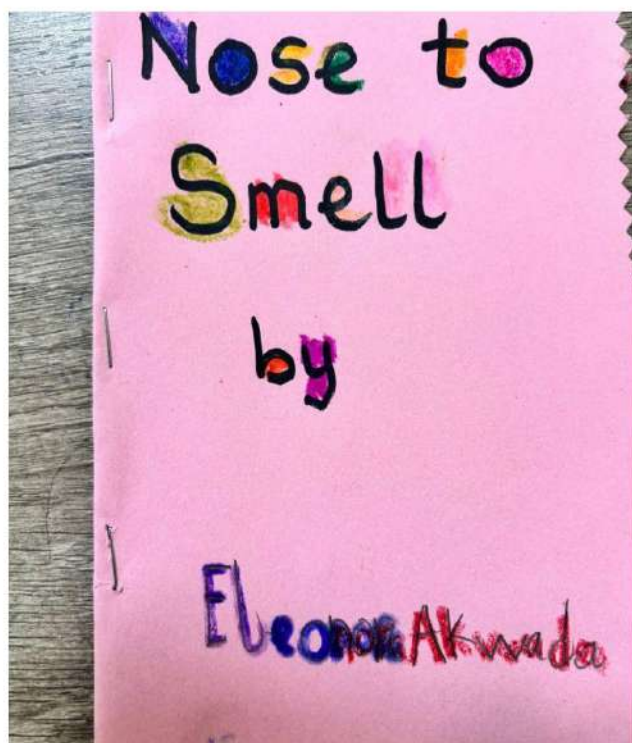




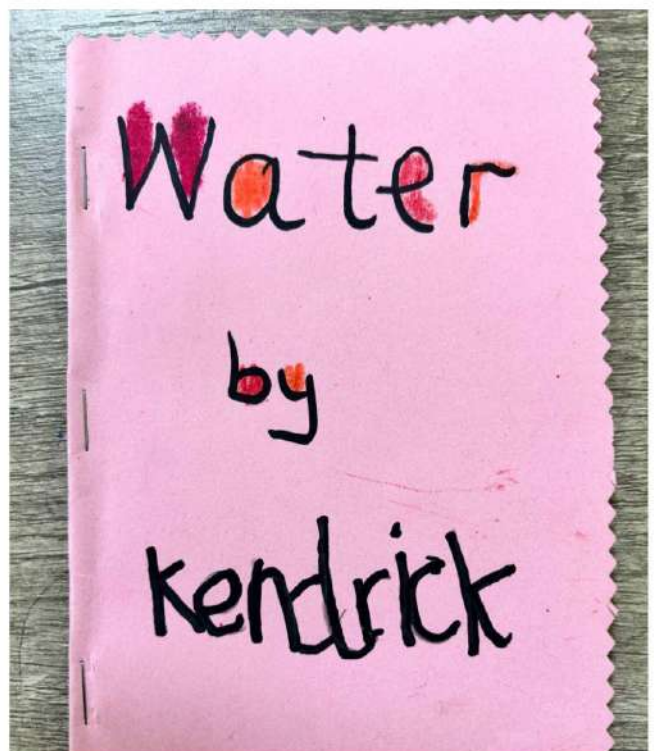
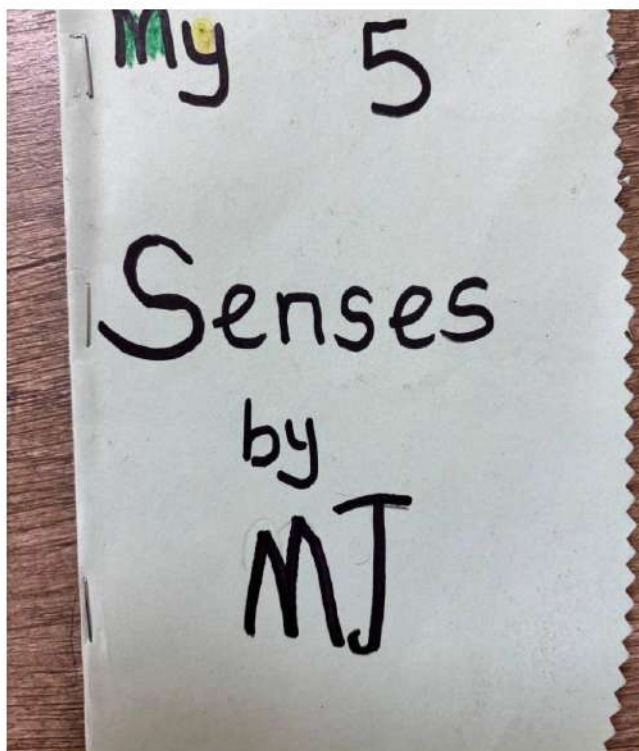
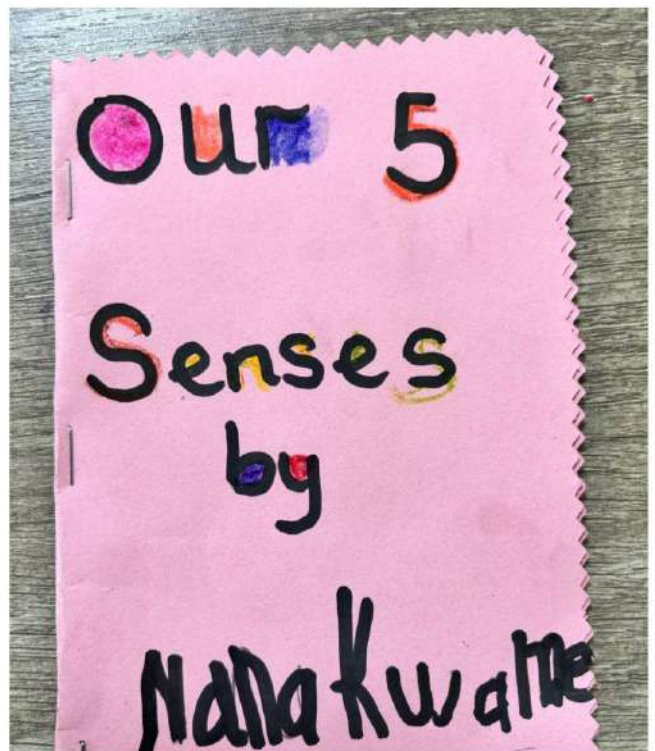
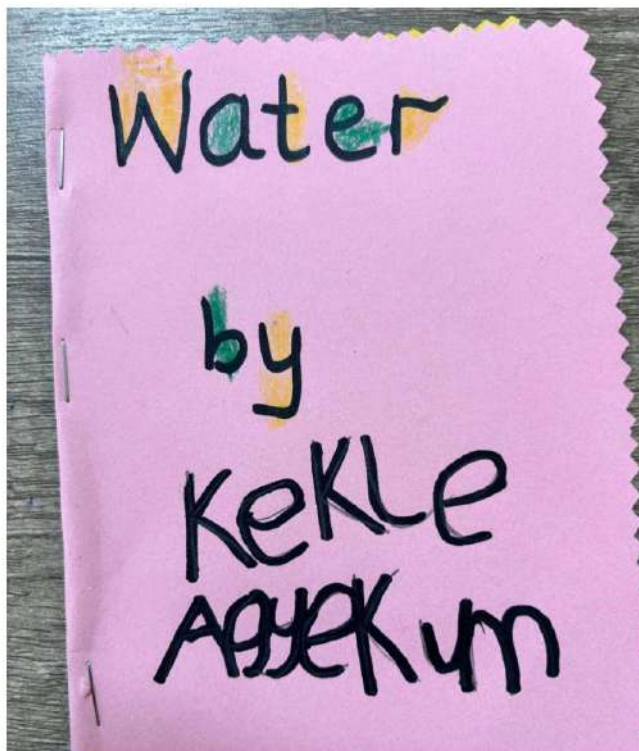
Our early learners
engaging with books







Our young authors proudly showed the books they wrote, filled with creativity, imagination, and personal expression. Each story reflected their growing confidence as writers and their ability to turn ideas into meaningful narratives. Through this activity, learners experienced the joy of authorship, designing covers, illustrating pages, and sharing their stories with peers. Their work stands as a beautiful reminder that every child has a story worth telling.



During the day on Friday: Dress-Up & Discovery Day

Learners, families, and staff will come together for a celebration of stories, imagination, and self-expression like no other. From the moment the gates open, the campus will be alive with

cheerful music, laughter, and a sense of wonder, a perfect start to a day where every child becomes a storyteller and every book comes to life.

One of the most anticipated events is the Dress-Up Parade, where students will transform into their favorite book characters. Will we recognise courageous superheroes, whimsical fairies, clever detectives, or daring adventurers? The costumes will be vibrant, imaginative, and full of personality. Every step down the parade path will be a tiny story unfolding before your eyes. Throughout the day, learners will be immersed in a variety of thrilling activities:

Guest Stories and Performances: Talented speakers and members of the reading club will perform poetry, dramatic readings, and spoken-word pieces that bring stories to life in dynamic and unforgettable ways. Imagine a dragon soaring across the stage, a detective solving a mystery, or a tiny mouse teaching courage, all through the magic of words and performance!

Awards Ceremony: Students' creativity, effort, and imagination will be celebrated as the *Best Stories* from each class are recognised. Who will be the author whose story captivates everyone? The suspense is real!

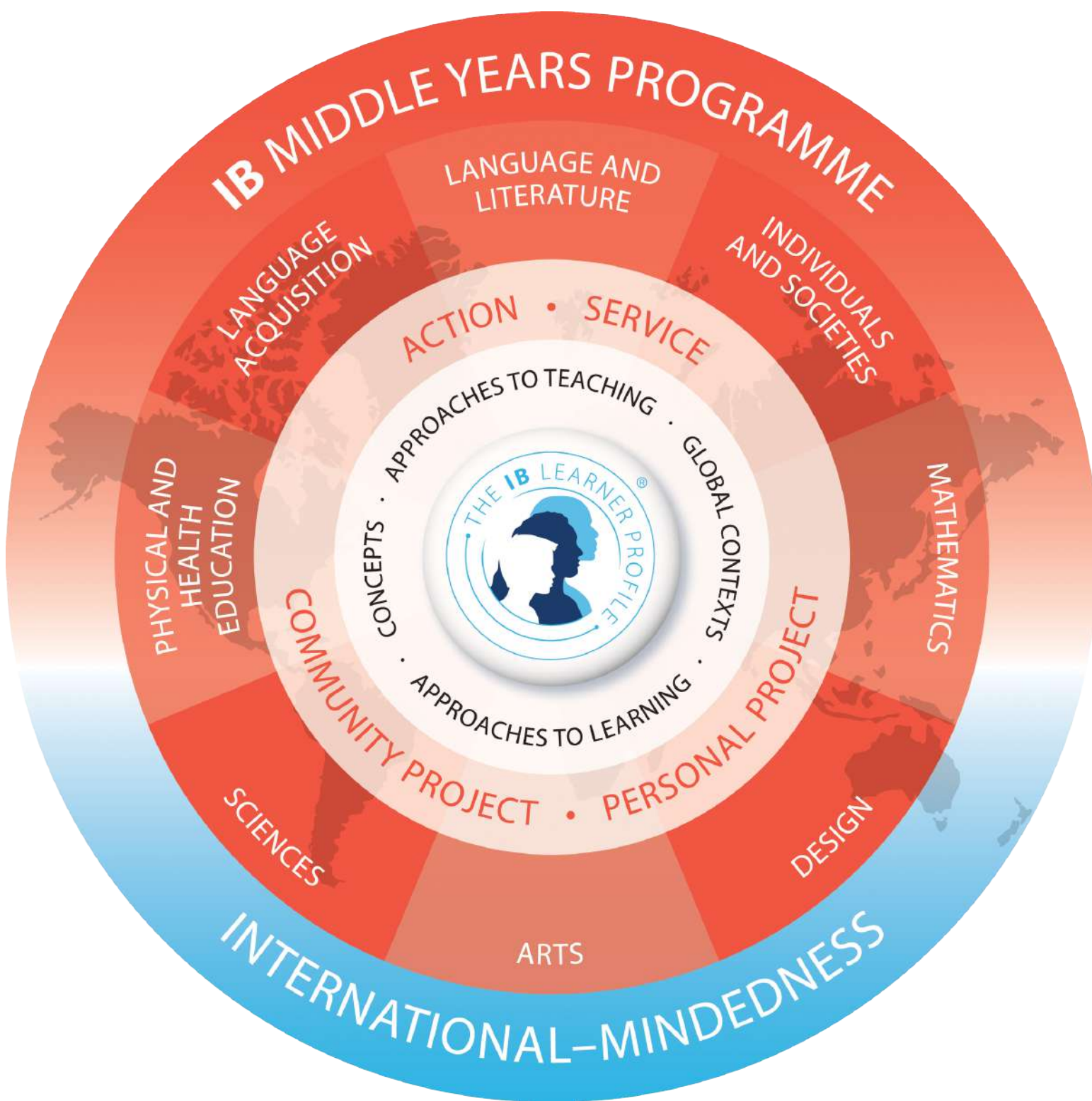
Group and Personal Reading Time: Learners will explore their favorite books, discover new stories, and discuss characters, ideas, and adventures with peers and teachers. From fantastical worlds to everyday tales of friendship, the stories promise to spark curiosity and conversation.

Story Scavenger Hunt: A playful adventure across the school, where learners follow story-themed clues to find hidden characters, books, and surprises. Will they uncover the mysterious treasure at the end? Parents will be left wondering!

The day will close "By the Fireside," a magical, cozy storytelling session where students and teachers gather to reflect on their favorite moments, share discoveries, and celebrate the power of words, imagination, and creativity. It will be a perfect ending to a day that promises laughter, inspiration, and a love for stories that will last long after the week is over.

Curious to see which characters stole the show, what stories inspired our young authors, and who won the coveted awards? Don't miss the next article, where we will reveal all the highlights, surprises, and unforgettable moments from this spectacular day of Book Week.





MYP 2 LANGUAGE & LITERATURE – MINI PROJECT

In our unit titled **My Context and My View**, we explored how a writer's point of view shapes the message, emotions, and understanding that readers gain from a story.

We understand that writers do not simply tell events but they choose a lens through which the audience experiences those events. The perspective they adopt whether first, second, or third person, reflects the context they are writing from and the relationships between characters as they interact and communicate. To demonstrate our understanding of this concept, we tasked ourselves with writing short stories from different points of view in which we aimed to reveal how narrative perspective can influence meaning, highlight character motivations, and present different interpretations of the same situation.

These stories below are a reflection of how our Grade 7 students as emerging writers can manipulate voice and perspective to express a deeper message.

***The Mystery of the Missing Pencil* by Ashanti, Moses, Benedicta, and Amir**

It all started right before our math quiz. I reached into my pencil case and froze ... my favourite pencil, the one I always used for tests, was gone. I could've sworn I packed it this morning. I checked my desk, my bag, even under my chair. Nothing. I started whispering to my friend, asking if she'd borrowed it, but she shook her head. The teacher began passing out the papers, and I panicked, how could I write without my lucky pencil? I grabbed an extra one from my bag, but it just didn't feel right. Halfway through the quiz, I dropped my eraser and bent down to pick it up... and there it was... my pencil, rolled under the next desk! I nearly laughed out loud. I

finished the quiz with it, and somehow, I did really well. Maybe the pencil wasn't lucky after all, maybe I just believed in myself a little more than I thought.

What we used and how it was used to write the story

Element	What I Used	How It Was Used in the Story
Title	"The Mystery of the Missing Pencil"	Makes the story sound interesting and fun, not just about losing something.
Point of View	First-person reliable	Used "I," "my," and honest thoughts from the main character's perspective.
Setting	Classroom before a math quiz	Created a relatable and realistic school situation.
Conflict	Losing the lucky pencil before a quiz	Added tension and a small problem to solve.
Emotion	Nervousness, frustration, relief	Helped the reader connect with how the narrator felt.
Resolution	Finding the pencil and realizing self-belief matters	Gave the story a small lesson or takeaway.
Tone	Honest and light-hearted	Made the story sound natural and real, like someone genuinely telling what happened.

First Day of School by Ariella, Jeanelle, Keren, Zayda and Abigail

You wake up before sunrise on your first day at boarding school, your heart racing with both excitement and fear. The dorm is filled with quiet whispers and the sound of bags being zipped. You pull on your fresh new uniform and smooth out

the wrinkles, feeling the stiffness of the fabric. When the bell rings, you grab your bag and step outside. The cool morning air brushes against your face as you and your roommates walk toward the school block. The sky is painted with soft orange and pink, and every step feels like you're stepping into something new.

When you reach the school block, it looks bigger than you expected. The walls gleam in the morning sun, and students hurry through the hallways, laughing and greeting one another. You take a deep breath before walking in, your stomach fluttering. The classroom smells faintly of chalk and paper. You find a seat and glance around, hoping to make a friend. The teacher smiles and welcomes everyone, and slowly, your nerves begin to ease. At lunch, you sit in the dining hall, the noise of students talking and trays clattering all around you. A friendly classmate sits beside you, and soon you're sharing stories and laughing together. When the day ends, you walk back to the dorm, tired but happy. As you lie in bed that night, you realize you made it through your first day. It wasn't just scary; it was the start of something amazing.

MYP 3 LANGUAGE & LITERATURE – MINI PROJECT (Reporters)

Through the unit titled *What Is Your Story?*, students explored how **style and purpose** shape creative expression in various self-writing forms such as memoirs, autobiographies, diary entries, travel journals, and articles. The unit aimed to equip learners with the knowledge and skills to expressively share their own experiences and those of their communities with a global audience, demonstrating that the works we create are powerful reflections of our individuality, purpose, and sense of style.

As part of this learning journey, students assumed the role of reporters and collaborated in groups to produce newspaper articles on recent events at Tema International School. The assigned events included *Spirit Week* (Group 1), *Sporty Family* (Group 2), *The Founder's Day Celebration 2025* (Group 3), and *ISSAG* (Group 4).

Each group, operating under a self-created newspaper publishing house, wrote a concise article of no more than 150 words, designed and formatted to mirror a real newspaper. The articles featured engaging headlines, leads, bylines, the 5Ws (Who, What, When, Where, Why, and How where relevant), and quotes from participating students reflecting on their experiences during the events.

On the next pages are publications by the various groups.

English Unit Title: What is Your story?

Key Concept: Creativity

THE TIS TIMES



Tema

Breaking News

OUR TIS SEPT./OCT. STORIES (TIS SPIRIT WEEK)

BY: FRANCIS, RAYMOND, WILLIAM AND MMALABNA | NOVEMBER 5TH, 2025

SPIRIT WEEK

Tema International School kicked off its annual Spirit Week on **Saturday, 20 September**, with Sporty Family Day, where students proudly wore their house colours and competed in fun challenges. The energy continued on **27 September** with Nii Okai High School Praise, a day filled with worship and gratitude. On Monday, **29 September**, students showcased creativity through their outfits during My Aesthetic Day, followed by Nollywood vs Hollywood on **30 September**, a fun mix of fashion, film, and flair.

The week reached new heights with the Career Fair on **1 October**, giving students insight into future professions, and Inside Out & All Around on **2 October**, which encouraged individuality and self-expression.

SPORTV FAMILY



HIGH SCHOOL PRAISE



Career Day



HIGH SCHOOL PRAISE



AESTHETIC DAY



Inside Out

Nollywood VS Hollywood



Students Insights

Spirit Week proved school's not just work, it's moments that bring us together.

- **Velma, MVP 3**

Spirit Week reminded us how music, colour, and teamwork can bring our community together

- **Raymond Amlalo, MVP 3**

Wrapping Up the Week

Friday, 3 October, was dedicated to Founders' Day and the Afrik Gala, celebrating TIS's heritage in grand style. The celebration concluded on Sunday, 5 October, with Thanksgiving Service, wrapping up an unforgettable week of unity, joy, and TIS spirit.



Unit title: What is your story
Key concept: Creativity



TIS Daily Update

A DAY TO REMEMBER!!!

SPORTY FAMILY 2025

BY: CARLA, KWABENA, CYRIL, AND JUDAH



Sporty Family 2025 was nothing short of unforgettable! On Saturday 20th September, As part of our TIS @ 22 celebrations, the entire community came together in a colorful showcase of sportsmanship and joy. The Sports Complex buzzed with excitement as parents, staff, and students displayed the true TIS spirit through competition and teamwork. When you step foot into the sports complex, all you can feel is the energy and determination.

Yellow came ready to shine bright, Blue came to bring it on, Green came with energy unmatched, and Red came ready for anything. With everyone there, we all put in our absolute best to get the greatest outcome. With all our energy, determination, and teamwork combined, YELLOW OUTENIQUA came out on top, winning the sporty family event. Some yellow members, especially cheerleaders, described the feeling of winning as an ultimate bliss and a great payoff to all the hard work they've put in over the weeks.





THE 67 TIMES™



Kofi Studio

www.Tis.news.com

4th of Nov, 2025

LET THE GAMES BEGIN

By Kofi Ofori, Joshua Tham, Lemuel Djossaya and Ayden Tinkah



DEPARTING FROM THE CAMPUS

The day was packed with exciting events, from intense football matches to fast-paced handball games. Each sport brought its own level of entertainment and excitement, making the ISSAG tournament a thrilling and unforgettable experience for everyone who attended and participated in it.

On the 18th and 25th of October (The International Schools Sports Association of Ghana), ISSAG, brought together multiple high-level international schools from across Ghana into a celebration of sport and competitive spirit. The schools included our school, Tema International School, Akosombo International School, East Airport International School, Christian High, and others. The schools participated in different sports, from football to tennis and everything in between. The atmosphere was filled with cheers and a lively, strong energy as students from all schools tried their hardest to give their best possible performance.



Lemuel Djossaya a player for T.I.Ss' football team shared his insights on ISSAG "My thoughts on ISSAG, I think ISSAG was a nice opportunity to showcase your skills and defend your school spirit".



TIS BOYS HANDBALL TEAM

UNIT TITLE: WHAT IS YOUR STORY?

KEY CONCEPT: CREATIVITY

TIS TALK

Unit Title: "What Is Your Story?"

Key Concept: Creativity

BY: Uriel Wulff-Tagoe, Jaiden Domey,
Megan Mayilamene, and Eleazar Tawiah

!!THE STORY OF OUR FOUNDERS' DAY!!

-TEMA INTERNATIONAL SCHOOL CELEBRATES FOUNDER'S DAY AT THE SECONDARY CAMPUS-



-The Beloved Founders of TIS: Mr. and Mrs. Adjavon-

Spotlight

On Friday, October 3rd, 2025, the Tema International School community hosted their annual Founder's Day at the Secondary Campus, a day for the celebration of the Founding Family and the establishment of their beloved school. Every year the school celebrates the co-founders of the school, Mr. and Mrs. Adjavon, as well as the founding family, Aunty Cecilia and Aunty Frances. This annual celebration is all about appreciating the history of TIS and how far the school has come thanks to our founders.



-The Co-Founder: Mrs. Adjavon-

Overview

During Founders day, the school hosted an amazing ceremony including many sections. First, there were many meaningful speeches including some from our departing principal, Dr. Ken Darvall, parents, administration, the founding family and perhaps the most importantly Mrs. Adjavon. These speeches were very inspirational and reminded us of the significance our school holds in the hearts of many.

We also got to dive into the rich history and origin of the school, learning about the hard work and dedication put into the establishment of our school. Then, we saw multiple dance and music performances done by both students from the primary and secondary performances. Soon after the performances, there was a brief but certainly necessary ceremony that honored our departing principal, Dr. Ken Darvall, who due to unfortunate circumstances was saying goodbye to his home away from home.

Finally, at the end of it all there was a large banquet with a wide variety of foods. We got to feast, converse, and simply enjoy ourselves as we say goodbye to the end of a chapter, and hello to whatever the future holds for us. It was without a doubt an unforgettable experience for all, as many students said, "This was the best event I have ever witnessed!" -Jaiden, a TIS student.

In conclusion, The Founders' Day was a true reminder of the school's rich history and strong community spirit. Students, Teachers, Parents and Alumni came together to honor the founders and see how far the school has come compared to when it first started on October 3rd 2003. This event wasn't just to Honor TIS's achievement, but to inspire everyone to continue building a future full of learning, leadership and excellence to protect the reputation of the school.

MYP 4 LANGUAGE & LITERATURE

In our MYP4 Language and Literature unit titled '*Telling A Compelling Story*' with Creativity as Key concept and Context and Point of View as Related Concepts, part of the engaging classroom activity was for students to explore how **core elements make for a compelling story - plot, characterisation, theme, and setting**. Working collaboratively in groups, they analysed how these elements intertwine to create meaning and emotional impact in storytelling. Each group showcased their understanding through creative posters, visual diagrams, and brief presentations in gallery walk that highlighted the role of each element in building an effective narrative. The sessions were both insightful and interactive, encouraging critical thinking, creativity, and teamwork. We showcase a few reflections of students on their learning experience. The accompanying photographs also capture students in action as they brainstormed, discussed, designed their vibrant story-element posters, and presented them to their colleagues and teachers.

Below are some student's reflections.

Through this unit, I have learned that the point of view a writer chooses strongly shapes how readers understand a story's message. Before, I thought the narrator only told the story, but now I understand that point of view controls tone, bias, and emotional connection. Relating this to the Statement of Inquiry (SOI), I realised that a writer's motive to inform, persuade, or entertain can only be achieved effectively when the right point of view is used within a suitable context.

The posters we studied in class helped me see how cultural and social contexts influence storytelling. This has made me appreciate how writers use fiction to mirror real issues such as identity, conflict, and change. It also helped me realise that every story, like real life, is shaped by

perspective, and understanding this helps build empathy and open-mindedness in the real world.

~ **DAVID BANNERMAN**

During this group activity, I learned that the motive for creating a piece in a particular context can be effectively conveyed through a compelling point of view. In Chapter 22 of *Things Fall Apart*, the setting highlights the cultural conflict between the Igbo people and the Christian missionaries. By studying how Chinua Achebe describes the village, the church, and the reactions of the people, I gained insight into how setting and point of view work together to convey the author's purpose and message. This activity helped me see that a story's environment can reveal deep emotions and ideas that support its main theme.

One challenge I faced was working together with my group members because we had different opinions about which details to include on our manila card. I used my collaboration skill to solve this by communicating respectfully, listening carefully to others, and combining everyone's ideas into one organised plan. This teamwork helped us complete our poster successfully. ~ **BETHELLE BAIDEN**

From this activity, I've learned how different cultures and views shape the conflicts in *Things Fall Apart* by Chinua Achebe. It helped me understand how a writer's purpose and point of view influence the way a story shows cultural change and struggles. This links to our SOI because it is clear that perspective was absolutely crucial to Achebe's work in creating the effects of colonialism and in maintaining Igbo cultural identity.

One challenge I faced was understanding the deeper cultural meanings behind certain traditions in the book. To overcome this, I used some ATL skills, and thereafter, used my research and critical-thinking skills by looking up background information on Igbo society and comparing it with how Achebe presents it. This helped me interpret events more accurately and appreciate the author's aim.

The posters and their themes have made me understand how different points of views influence understanding in real life. I now see that people's views are shaped by their cultures and experiences, which helps me be more open minded and respectful. ~**NADIA YAKUBU**

Okonkwo drives the narrative forward through his deep-seated fear of appearing weak, a flaw that ultimately contributes to his downfall and causes his world to literally and figuratively fall apart. The story explores major themes such as tragedy, fear of weakness or fragile masculinity, and the power of fate. Although the specific conflicts might not occur in a modern context due to societal changes, the central themes and ideas would likely remain relevant. Okonkwo's intense internal conflict adds brutality and tension to the extract, as readers witness him struggle between cultural expectations and his personal fear of weakness. Additionally, Achebe builds anticipation through foreshadowing, allowing the audience to foresee Ikemefuna's tragic fate even as he remains unaware, trusting completely in the men who lead him.

Overall, this project has enabled our group to strengthen our communication and collaboration skills while further engaging with the IB learner profile. It has also enhanced our analytical abilities and introduced us to a significant work of African literature, deepening our appreciation of our cultural heritage. ~**NIGEL, BEATRICE, AMY AND FLORENCE**



CAS-SA Corner



TEMA INTERNATIONAL SCHOOL



Tema International School Play: Grip Am

Date: Saturday, 8 November 2025

Time: 7:00 PM

Venue: Multi-Purpose Hall, TIS Secondary Campus

Credits

Written by: Ola Rotimi

Directed by: Mr. Mawuli Komla Zonyrah (Theatre & Theory of Knowledge Teacher and DoEIA Deputy Coordinator)

Student Director: Sedinam Ahlidza (Grade 12)

Theme Music & Lyrics by: TIS Music Department

- Staff: Prosper Fiebor, Meshach Asase, Dennis Dzah and Isaac Tetteh Duamor
- Student: Glorious Ogyiri Asare (Grade 12) and Oluwanifemi Toriola (Grade 12)

Technical & Artistic Director: Mr. Mawuli Komla Zonyrah (Theatre & Theory of Knowledge Teacher and DoEIA Deputy Coordinator)

Set & Props: Arts Department

Costume & Makeup: CASSA

Acknowledgements

Founding Family
Boards of Directors and Governors
Management and Staff of TIS
Parents and Guardians for their continuous support
TIS Insight & Photography Club
Edward Kwaku Bio

Special Thanks: Mr. Francis Gavor, Mrs. Gloria Anim, and all parents, students, and staff who contributed to the EducAid Mante Initiative, Superfam Network, Ebenezer Asime

Service Providers

PA and Sound Service:

Lighting and Effects: Orchestration Lighting Design

Choreography: Jude Arnold Kurankyi

Acting Coaches: Efe Favour, Benjamin Adzika, Lena Agbenyeke

Special Effect make up: Nathaniel Kruz (Kruz K)

Content Creator: Fredrick Owusu Asante

Photography: TIS Media Team

Air Condition: Prince Bosco Technique Ltd

Wardrobe: Wofapaye Klothling

Printing: TGNE Solutions

Sponsor

TGNE Solutions

Synopsis

Grip Am is a comedic Nigerian play by Ola Rotimi that follows Ise, a struggling subsistence farmer trapped in poverty and constant conflict with his wife Aso. When an angel grants them each a supernatural wish, Ise chooses the power to trap anyone who climbs his orange tree by shouting "Grip Am," while Aso vengefully wishes for her husband's death. This bizarre gift leads to a series of absurd encounters as Ise uses his



newfound power to trap his exploitative landlord and most remarkably, Death itself; forcing both to negotiate for their freedom.

Through sharp satire and physical comedy, the play explores themes of poverty, powerlessness and how the oppressed can outwit their oppressors, ultimately suggesting that common sense and solidarity among the poor are more powerful than magic.

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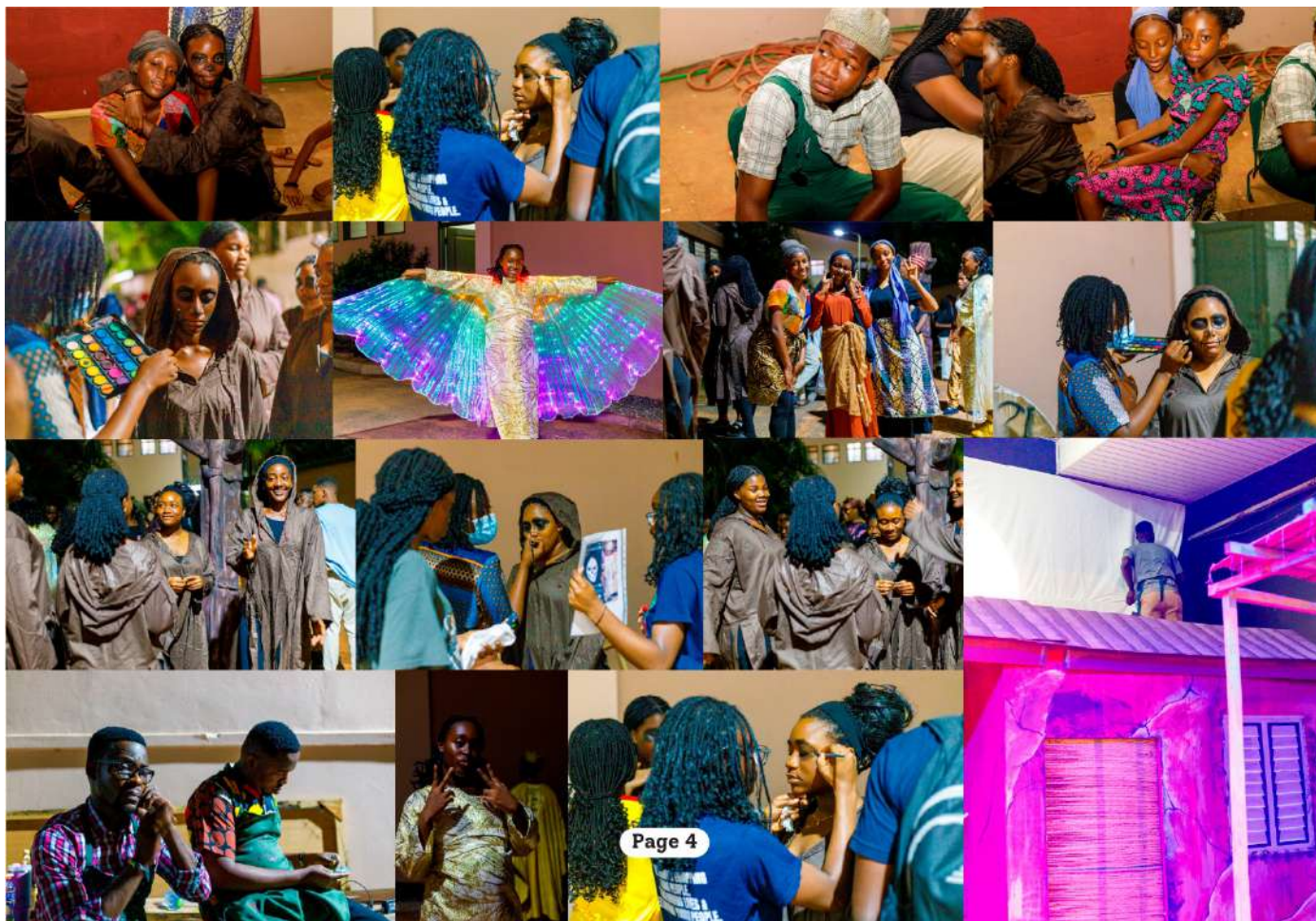
Grip Am, written by the legendary Ola Rotimi, is more than just a play, it is a full-contact sport between your conscience and your survival instincts where nobody's wearing protective gear. This deliciously uncomfortable drama drags us into a world where right and wrong are having a serious identity crisis and our students have wrestled Nigerian Pidgin English, a language so vibrant it practically dances and so brutally honest, it makes uncomfortable truths sound like poetry into performances that will make you laugh, gasp and probably argue with your seat-mate about impossible moral choices. Ola Rotimi wrote this to shake us awake and force us to ask: What would you sacrifice for security? Where's your moral line and is it permanent or just a suggestion? Fair warning: you'll leave this MPH having learned some Pidgin, questioned your assumptions and gained a deeper, messier, more honest understanding of the beautifully flawed, morally complicated humans we all pretend not to be. Welcome to "Grip Am". Hold tight, it's going to be one heck of a ride and yes, you're welcome for the free language lesson.

Mawuli Komla Zonyrah (Jasparo)

(Theatre & Theory of Knowledge Teacher
and DoEIA Deputy Coordinator)
Role: Director



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Welcome to the Tema International School annual school production. This year we present to you **Grip Am! By Ola Rotimi**. As the title suggests this theatrical piece promises to be humorous. Under the directorship of **Mr. Mawuli Zonyrah (theatre teacher)** and **Sedinam Ahlidza (Grade 12)**, the play has been carefully put together to aptly portray Ola Rotimi's work on social injustices and corrupt power. The protagonists seem locked into a situation that they are powerless to get out of... or can they?

The cast on and off the stage worked tirelessly through many evenings this semester to make the script come to life. It is always great to see students step up to display brilliance, passion and their strengths in alternative ways of learning, such as the annual school production. Will you make out our latest talent? Will you recognise some of our old hands? Whether you do or do not, the plot promises to keep your attention until the very end. Lookout for incredible revelations, creativity at its finest, and a few mind-blowing surprises as the tables turn on the perpetrators and the victims of corruption in this story.

This production perfectly embodies our school's **Four Pillars: Academics, Culture, Service, and Sports**, reflecting our holistic commitment to nurturing balanced and engaged global citizens.

Proceeds from tonight's ticket sales will support the **EducAid Mante Initiative**, specifically the construction of a **kitchen for Mante School**, continuing our students' meaningful journey in community engagement and service. So, sit back, relax, and enjoy an inspiring night of theatre, while supporting a great cause.

Ms. Yvonne-Marie Tagoe , Principal





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Service Learning at TIS

EduAid Mante Initiative Part II – IB Class of 2027 CAS Project

As we gather for this year's Annual School Play, **Grip Am!** by Ola Rotimi, directed by Mr. Mawuli Zonyrah (Theatre Teacher) and our talented student director, Sedinam Ahlidza (Grade 12), we celebrate the creativity of our students and their deep commitment to service and community impact.

The EduAid Mante Initiative continues to reflect the TIS core values of **service, compassion, and impact**. Through this project, our students have partnered with **Mante School of Excellence**, located in **Afiencya East**, to improve learning conditions and promote health and dignity for underserved children.

We are delighted to share that the **toilet facility** at Mante has been **successfully completed and will soon be commissioned**. This milestone was made possible through the incredible support of parents, sponsors, staff, students, and alumni. Special thanks to **Mr Gavor, Mrs Gloria Anim, Chef Rubi, Mr Seth Adu-Bah** and all members of the TIS community for their invaluable contributions.

The **next phase** of this transformative initiative focuses on the **construction of a kitchen facility** to ensure that the children at Mante have access to nutritious meals in a safe and hygienic environment. The **target amount to raise** for this project is **GHC 250,000.00**.

We invite the entire TIS community, students, parents, staff, and alumni, to continue supporting this worthy cause. Contributions can be made via **Mobile Money (CASMomo): 0597621047, Account Name: Abigail Ahiadorme**, or by contacting Mrs King (CAS Coordinator) for direct donations and sponsorship support.

Together, we can build a brighter future for the Mante School of Excellence. Let's continue making a difference and upholding the spirit of service that defines our TIS community.





Student Directors

Main Student Director:

Sedinam Ahlidza (Grade 12)

Directing this year's school play is an experience I can never forget. When I first read the script for "Grip Am", I wondered if the audience could follow along our story with the Nigerian Pidgin English. But guess what, after months of consistent practice and mastering the language, we are prepared to present you with moral dilemmas and harsh truths that are as relevant now as ever. Learning the language was like learning to walk, at first, we stumbled but now we stand tall, proud of the progress we have made. The cast and crew have poured so much into this production, carefully crafting a story filled with important lessons and comedic moments. Tonight, we showcase months of hardwork, sacrifices, collaboration and dedication. Get ready to laugh until you cry, question other's choices and ponder on what YOU would do with only one wish.



Stage Manager:

Betty Owusu (Grade 12)

I never had it in mind to be a stage manager. In fact my initial plan was to be an acting coach for this year's play. However the acting coach role was no more there and so I wondered what can I even do? Then it dawned on me. I love organization and I also love organizing things. So what better job than a stage manager. In fact my journey as stage manager hasn't been easy. From helping the student director guide people into character to maintaining order among the crew and cast this job has been both exhausting and fun. I will surely miss the experience. One thing I really struggled with was balance. Balancing school work with rehearsals seemed almost impossible with the type of schedule I had. At a point I even begin slacking in my job, making excuses for everything. But I learnt to plan, prioritize, and take needed breaks. With that knowledge I was good to go. Preparation for this production has really been an experience I will never forget.



Costume and Makeup Directors:

Sylvia Mwantome Ziniel (Grade 11) and Abena Oforiwa Okeampah (Grade 11)

Being part of the costume and makeup team and serving as leaders for the school play has been an unforgettable journey for both of us, teaching us invaluable lessons about creativity, teamwork, and leadership through our work with Auntie Abigail, Miss Grace, and Auntie Bernice. Though we faced challenges including long meetings, daily feedback and last-minute changes, each obstacle helped us grow more confident and reinforced our understanding that costume and makeup are essential to bringing characters to life, telling their stories, setting the mood for each scene and contributing to the power of visual storytelling in all forms of entertainment from theatre to film. Leading our team of nine members taught us responsibility, patience, organization under pressure and how to accept feedback positively to improve our work. These are lessons we'll carry into our everyday lives. We're deeply grateful to our leaders for their constant support, encouragement, and guidance throughout this challenging yet rewarding process that we'll always remember with pride.



Music Director:

Glorious (Angel) Ogyiri Asare (Grade 12)

Being the Music Director for this year's school play, Grip Am, was one of the toughest but most meaningful experiences, as I worked with Mr. Prosper to create two original songs reflecting the play's Nigerian roots by studying traditional music and Nigerian movie soundtracks. Writing lyrics that matched the play's tone was challenging, leading to exhausting late-night rehearsals with Mr. Prosper, Mr. Meshach, and Nifemi that were ultimately rewarding. Teaching the songs to the cast and crew, and working especially with the main character, Ise, required patience but was fulfilling. I learned that music production demands teamwork, and leadership means being willing to learn and listen, making the final result incredibly meaningful.



Light and Sound Director:

Lois Entsua-Mensah (Grade 11)

Being Light and Sound Director for Ola Rotimi's "Grip Am" has definitely been a learning experience. We hit some bumps along the way; equipment acting up at inconvenient times, getting the lighting and sound to sync just right, and figuring out how to really bring out the play's energy. Rotimi's work needs everything to click perfectly, which kept me on my toes. Communication with the team wasn't always seamless, but we worked through it. Looking back, each challenge taught me something new about problem-solving and staying flexible. When everything finally came together during performance, it felt pretty rewarding. It's been quite the ride, and I'm glad to see it all pay off.



Set and Props Directors:

Eliana Essel (grade 12) and Ivy Adjovu (grade 11)

Being Set & Props Directors was truly unforgettable. Over the months, we came to understand the heart of theatre's technical world where paint turns to value, sketches become walls, and words transform into art. The pressure and exhaustion were surreal; there were even moments we wished Oga Die would pafuka us instead. But we pulled through the frustration, the laughter, the sleashing, the night cups, and sleepless nights. We've learnt the power of intentionality, trust and together built something beyond a set or show; but a family, and that has been the most rewarding part.



Dance Directors:**Nana Yaa Achiampong (Grade 11) and LesleyAnn Hyde (Grade 11)**

Working on this year's school play as dance directors has been a wonderful experience. We both joined the last two school plays as ensemble dancers and now we find ourselves actually directing the dance aspect of the play. We've learnt that patience, resilience and consistency are all vital aspects of being a leader. As we approach our final lap, it is important to appreciate how far we have come; from deciding the sequence of dances and enhancing them, to watching them come to life, it has truly been a rewarding process. "Grip Am" has been such a huge success and we couldn't have done it without Mr Mawuli, Sir Jude and the rest of the student directors, cast and crew. We are grateful to have had this opportunity, and we hope everyone enjoys the play.

**Media Director: Hillary Laryea (Grade 11)**

Being the Media Director for our school play has been one of the most challenging experiences I've had this year. My main responsibilities included promoting the production, creating posters and documenting the entire process through photos and videos. Initially, I underestimated how much coordination it would take, but I quickly learned that effective communication is key to keeping everything on track. Working with the cast and crew also helped me see how all departments connect to bring a production to life. Throughout this experience, I developed stronger skills in teamwork and time management. In addition, I became more confident in using digital tools for design and editing.



Main Cast

Dzidefo Kuivi : My character, Temedu, is Aso's neighbor and friend. Over time, I got to know Temedu better and learned how she would react in different situations throughout the story. The most rewarding part of this production was the connections I made and the fun I had while rehearsing for the play. During this process, I worked closely with the other cast members, talking with them, getting to know them, and discussing the little details we wanted to add to our performance. In the future, I would love to take part in another production because this one was such a fun and memorable experience.



Amaris Osei-Agyeman: Grip Am has been an amazing experience for me. Playing Angeli really pushed me out of my comfort zone when it came to language, movement, and acting in general. I never thought my first time acting would be in pidgin, but here we are. One of the biggest challenges I faced was pronouncing certain words correctly since I wasn't used to it, but with time and practice, I got better. This experience has been so rewarding, especially because I've met new people, learned from other actors, and picked up different ways to improve my performance. One piece of advice that really stuck with me was: "Stop worrying about what other people are thinking. They aren't playing the role, you are, so let your role represent what you want it to represent, not what others tell you to do." This helped me stay in character and reminded me that I'm doing this for myself, not for anyone else. My favorite line from the play is one of my own: "Original Angeli, no be China". I would love to participate in another production because it would allow me to work with more wonderful people and have another wonderful experience. If I could do this forever, I definitely would.



Paa Kwesi Oppan: initially, when I decided to join the school play production, I was really excited. However, since it was a Pidgin play and I had never performed in that style before, I was a bit concerned about how it would turn out. I also worried that the audience might not fully understand the idea behind it. As time went on, with guidance from the acting coaches, student directors, and support from the set and props teams, everything began to come together. I gradually became more confident and started to truly fit into my role. Overall, the experience taught me the importance of teamwork, creativity, and stepping out of my comfort zone.



Moses Kanneh: Ise, the central character in Ola Rotimi's *Grip Am*, is a poor farmer whose life is shaped by hardship and resilience. His name, meaning "poverty," reflects his constant struggle to survive in a society that offers little support. Despite his challenges, Ise is clever and determined, especially when it comes to protecting his prized orange tree. When granted a magical power to trap anything that climbs the tree by saying "Grip Am," he uses it not for revenge or wealth, but to assert control over his life. His interactions especially with his quarrelsome wife Aso and even the Angel of Death, are humorous yet symbolic. Ise's ability to trap Death itself shows his desire to escape suffering and reclaim dignity. Through satire and wit, Rotimi presents Ise as a symbol of the common man's fight against oppression, making him a relatable and memorable figure in African drama



Louisa Xose Ayem: On campus, I've been Xose, but on stage, I have been Aso.

Becoming Aso has definitely come with its challenges. Especially when adopting a new culture - the Nigerian pidgin and exaggerated expressions. Not forgetting the pronunciations of words that felt like I was never getting right. It has not been the easiest, but with guidance from directors, as well as Efe and my mother, I proudly say that Aso has successfully been brought to life. Rehearsals have been a mixture of laughter and blastings. I remember fondly the day Mawuli made everyone run to the gate and back during one of our warm up games and will never forget being scolded because Moses did not come for rehearsals. Other than developing characterisation, I have learnt to work better with people despite their differences. Working with people of different mindsets and attitudes on stage has elevated me to a new level of patience. I have learnt to be more tolerant of people, especially when their aims do not necessarily align with mine. I will not only keep this lesson with me on stage, but will carry it with me through life. I am grateful for this experience and excited to participate in future productions. Thank you to the school play cast and crew for making this a magical experience.



William Adomako-Kwapong: it has been very eventful for me. One of my biggest challenges was getting into character, but i improved by learning my lines and consulting my directors and Mr. Mawuli and others. One skill that i improved on during this production was working on my voice. naturally, I'm really shy, so it was really hard for me to project. But I overcame it by getting used to it and now i can project better. my favourite scene would have to be the end when they're all dancing because i find it very joyful and you could feel that they're having fun and all. i would like to participate in a future production because i enjoyed the development that i got from this production and i would really love to do it again! overall this production was very eventful and fun and i would love to do it again! i had a lot of fun and im very grateful for this opportunity.



Cast

Jaiden Domey
William Adomako-Kwapong
Amy-Frances Gavor
Dzidefo Kuivi
Michael Cobblah
Eric Kwakye
Paa Kwesi Oppan
Maame Ayensu
Annalise Agbotui
Mekayla Brookman-Amissah
Nyanda Seiwoh
Maame Edu-Afful
Michelle Amoateng
Maame Asafo-Adjei
Adlynn Mate
Nayra Asempa
Abena Oforiwa Okoampah
Moses Kanneh
Louisa Xose Ayem
Amaris Osei-Agyeman
Orefile Dunbar

Grade 8 Priest
Grade 8 Oro
Grade 9 Prime Minister
Grade 10 Temedu
Grade 10 Governor
Grade 10 Oye
Grade 10 Iku
Grade 9 Reapers (Iku's Entourage)
Grade 9 Reapers (Iku's Entourage)
Grade 9 Reapers (Iku's Entourage)
Grade 10 Reapers (Iku's Entourage)
Grade 10 Reapers (Iku's Entourage)
Grade 10 Reapers (Iku's Entourage)
Grade 10 Reapers (Iku's Entourage)
Grade 11 Reapers (Iku's Entourage)
Grade 11 Reapers (Iku's Entourage)
Grade 11 Reapers (Iku's Entourage)
Grade 11 Ise
Grade 11 Aso
Grade 11 Angeli
Grade 11 Jenny

Townspeople

Jeanelle Atalobra Grade 7
Naa Vanderpuye Grade 8
Uriel Wulff-Tagoe Grade 8
Genesis Mainoo Grade 8
Bradley Owusu Grade 8
Ohemaa Adubofour Grade 9
Elyanna Agyemang-Mensah Grade 9
Ewuresi Edu-Afful Grade 9
Bethelle Baiden Grade 9
Lyvia Tano Grade 9
Pamela Tweneboah Grade 10
Sameera Abdul Rashid Grade 10
Karen Kasami Grade 10
Nana Yaa Boateng Grade 10
Ryan Akwesi Grade 10
Mawuena Apreku Grade 11
Fafali Attipoe Grade 11





TEMA INTERNATIONAL SCHOOL CORE VALUES

Excellence

We facilitate quality teaching and learning with our wide range of resources, to ensure that each member of the community reaches his or her peak of excellence.

International Mindedness

We are conscious of the global inter-connectedness. Hence, we engage in activities that make it easy to fit into every environment, regardless of which part of the world we find ourselves. We know everything about something,

Honesty

We live by this 'Honesty is the best policy'. PS: That is the truth.

Respect

We are aware of each other's feelings and develop healthy relationships amongst ourselves, which is a key for survival. We treat our environment with care as sustaining it will benefit us all.

Critical Thinking

We promote 'seeing and listening beyond the surface' kind of analysis in and outside class to enable us view concepts and theories from varied perspectives, and in the process, widening the scope of our knowledge.

Creativity

We do not take things simply for what they are. Rather, we take them for what they can be. It is in identifying potential and opportunity that innovativeness and imagination blossom.

Teamwork

We operate 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, simultaneously

Transparency

Nothing stays behind the light; we bring everything into the light. We ensure that TIS knowledge is everyone's knowledge.

Service

We believe that 'love has no meaning if it remains by itself, that it has to be put in action, and that action is service.'

Production Team (Staff)

Director:

Mawuli Komla Zonyrah

Music Director:

Prosper Edem Fiebor

Choir & Band Instructors:

Meshach Asase, Dennis Dzah & Isaac Tetteh Dumor

Set & Props:

Daniel Mensah & Hagan Ntimah

Costume Designer:

Grace Ameyibor

Wardrobe Assistant:

Melissa Bernice Bawah & Nadine Biga

Make-Up Artist:

Abigail Ahiadorme

Graphic Design & Photography:

Joshua Tettey Nartey

Social Media:

Dennis Akortah

Protocol:

Setor Adih

Welfare:

Sophia Dumakor

Ticket Sales:

Norah Etsa Kepomey

Logistics/Janitorial:

Benjamin Atter

Technical Set Up:

Alex Tetteh

Production Coordinator:

Surama King



TIS 4 Pillars

- *Academics*
- *Sport*
- *Culture*
- *Service*



Page 20



TEMA INTERNATIONAL SCHOOL
Primary School Campus
Admissions Open For 2026/2027 Academic Year
Flexible admission screenings and interviews

Entry Points in 2025

Preschool	Junior Primary	Senior Primary
Nursery (1-9 years @ August 2026)	Grade 1 (5-9 years @ August 2026)	Grade 4 (8-9 years @ August 2026)
Kindergarten 1 (2-9 years @ August 2026)	Grade 2 (6-9 years @ August 2026)	Grade 5 (9-9 years @ August 2026)
Kindergarten 2 (3-9 years @ August 2026)	Grade 3 (7-9 years @ August 2026)	Grade 6 (10-9 years @ August 2026)
Kindergarten 3 (4-9 years @ August 2026)		

All admission applications will be online via Open Apply
<https://tis.openapply.com>

A social readiness screening will be required, as part of the admission process, along with a compulsory interview with parents.

TIS is an IB World School, authorised to offer PYP, MYP and DP.

The online application process can be completed at: <https://tis.openapply.com>
For further information contact us on phone:
+233 303 305134, +233 303 308737, +233 249 697762 email: admissions@tis.edu.gh
Or come and visit the school (Opp A Larima Farms, Off Tema-Akumombo Road)
www.tis.edu.gh

To learn more scan this

To enrol scan this

Tema International School

MAIN CAMPUS
SECONDARY ADMISSIONS ARE OPEN FOR 2026/2027 ACADEMIC YEAR
FROM 3 OCTOBER 2025 UNTIL 31 MARCH 2026
A family school, a unique experience.
Flexible online admission testing is available

ENTRY POINTS: Grade 7 (MYP 2) | Grade 8 (MYP 3) | Grade 9 (MYP 4) | Grade 11 (IB Diploma Programme)

Grade 7 (MYP 2)	Grade 8 (MYP 3)
Students should: a) Have completed Primary 6. b) Be aged 11+ (at the time of admission). c) Complete a general aptitude test and interview.	Students should: a) Have completed R15 1 or in R15 2. b) Be aged 13+ (at the time of admission). c) Complete a general aptitude test and interview.

Grade 9 (MYP 4)	Grade 11 (IB Diploma Programme)
Students should: a) Have completed Grade 8 or Basic Education Certificate Examination (BECE). b) Be aged 14+ (at the time of admission). c) Complete a general aptitude test and interview.	Students should: a) Have successfully completed MYP 5, the IGCSE (Or its equivalent) or awaiting the results of the IGCSE. b) Be aged 16+ (at the time of admission). c) Complete a general aptitude test and interview for non-IGCSE & GCSE students (i.e. RASSCE, OCR, AQA).

To learn more scan this

To enrol scan this

The online application process can be completed at: <https://tis.openapply.com>
For further information contact us on phone:
+233 303 305134, +233 303 308737, +233 249 697762 email: admissions@tis.edu.gh
Or come and visit the school (Opp A Larima Farms, Off Tema-Akumombo Road)
www.tis.edu.gh

#MYP - Service as Action

Explore the World Column

By David Tamakloe – MYP4

Inspired by the Geography unit on *Tourism*, David Tamakloe (MYP 4) has initiated a new column in the weekly bulletin that shares fascinating travel facts to educate and inspire students to create their own bucket lists of amazing destinations to explore. This aims to promote global awareness and appreciation for diverse cultures, encouraging readers to learn more about Geography, the world and its wonders.

Enjoy this week's feature — **Greece**



Did you know?

- ✓ The official name of Greece is not actually Greece, and it's actually called "*The Hellenic Republic*".
- ✓ Having an unibrow was considered proof of intelligence in ancient Greece.
- ✓ An average Greek consumes 12kg of feta cheese a year.
- ✓ 80% of Greece is covered in mountains, making it one of the most mountainous countries in Europe.
- ✓ More tourists visit Greece each year than there are residents in the country
- ✓ The country is the world's third-largest producer of olives and olive oil, and it produces more than 430,000 tons of olive oil annually.



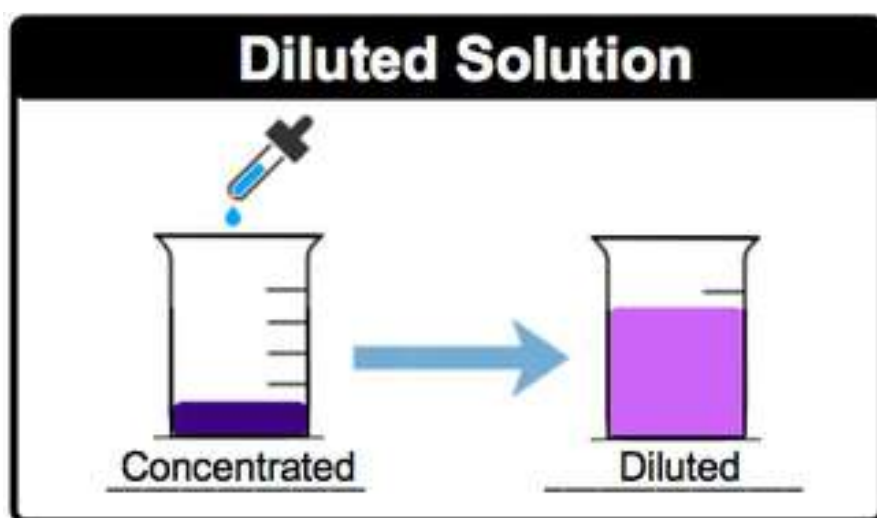
Bibliography

www.europelanguagejobs.com. (2025). *Blog for Language Speakers Wanting to Work Abroad– ELJ*. [online] Available at: <https://www.europelanguagejobs.com/blog/things-you-didn> [Accessed 3 Nov. 2025].

MYP – Service as Action

Dilution – Chemistry Unit

By Kenneth Coleman, Bryan Tamakloe and Zachary Kitcher - MYP5



In our busy school days, it is common to grab a quick drink like a sports drink after gym or a powdered drink such as Kool Aid in the hostel or at snack time. But there is an important bit of chemistry we should remember called concentration.

Concentration means how much of a substance such as sugar or flavor is packed into a small amount of liquid. Many drinks we buy are actually meant to be mixed with water. If we forget to add enough water, the drink

becomes too strong or too concentrated. This might not seem like a big deal, but it can affect your body more than you think.

When you drink something that is too concentrated, your blood sugar can rise very fast. You might feel an energy rush at first, but soon after, you crash and feel tired or lose focus in class. It is hard to stay alert during lessons or while studying when your energy suddenly drops.

Too much concentration can also make your kidneys and liver work harder to clean out the extra sugar and chemicals. Over time, that can make your body feel more tired. After sports or physical education, if your drink is not diluted enough, it can upset your body's salt and water balance. That is when you might start feeling dizzy or get muscle cramps.

The good news is that you can easily fix this with dilution. Dilution means adding more water to make something less concentrated. When you mix your Kool Aid or any other drink powder the right way, you are doing a simple chemistry experiment that helps protect your health.

In school life, this can make a real difference. For example:

- When making Kool Aid or other powdered drinks in the hostel, add enough water so it is not too sweet or pour some off then add more water.
- After gym, choose water or a properly mixed sports drink instead of something very sugary.
- During long study sessions, drinking water instead of concentrated drinks helps you stay focused and hydrated.



So next time you reach for a drink, think about what you learned in chemistry. A little dilution can go a long way in keeping you healthy, focused, and ready to learn.

#MYP – Service as Action

Cash Consciousness - Economics Unit

By Ryan Akwesi, MYP5

Let's face it, school teaches us a lot. We can analyse poems, solve equations, and label the parts of a plant. But when it comes to managing our allowance or saving money, things suddenly get quiet. That's where financial literacy steps in, and it's something every student should care about, whether you're saving for lunch, a new gadget, or your future.

Financial literacy simply means understanding how money works; how to earn it, save it, spend it wisely, invest it, and give back. It's not just for adults or businesspeople.

It's a life skill that helps us make smarter choices every day. Learning these habits early can help us avoid debt, make better financial decisions, and even start small businesses someday.

And honestly, school is the perfect place to start learning this. Every day, we make mini money choices like snacks or savings, new shoes or a data top-up? That's economics in action! Teachers could make this even more fun with small "money challenges" or lessons about saving and budgeting.

Saving also teaches discipline. Setting small goals like keeping part of your lunch money aside each week builds habits that prepare you for bigger responsibilities later, like paying rent, managing your salary, or running your own business. When you're smart with money, you also gain confidence and independence. You're less likely to fall for scams, overspend, or depend too much on others. It feels good to know you're in control of your finances, not the other way around.

At the end of the day, money will always be part of life. The earlier we learn to manage it, the better prepared we'll be. Remember, financial freedom doesn't start with your first job; it starts with your first allowance.



MYP – Service as Action Motivation Station

This is an initiative by Lebene Biga and Nana Gyamfi Mends. They have created a padlet titled **“Motivation Station”** as part of their Service as Action project. The platform is designed to encourage students to stay motivated and positive, especially during exam periods, by sharing inspiring quotes, reflections, and messages of support.

They would like to invite the school community to share words of encouragements to their peers as the exam period approaches. Please note that this platform is for positive quotes and inspiring messages; kindly refrain from posting unrelated or offensive messages

Here is the link to the Padlet:

<https://padlet.com/lebeneev1/motivation-station-s6hm5lmh7h603mlp>



SERVICE LEARNING

Service is for and with others.

Through service learning, **I learn to:**



Become more aware of my **strengths** and **areas for growth**.



Challenge myself to develop new skills.



Discuss, plan and **evaluate** action with my peers.



Persevere in action, *keeping up the effort* even when things are challenging.



Collaborate effectively with others.



Develop **international mindedness** by *engaging with the world, using different languages & understanding other cultures*.



Consider the **ethical implications** of my actions, *thinking carefully about right and wrong*.



TEMA INTERNATIONAL SCHOOL



SERVICE AS ACTION OPPORTUNITIES

Classroom Unit

e.g., Calculating an Area within the school campus as studied in Maths



UN Sustainable Development Goals

SUSTAINABLE DEVELOPMENT GOALS

e.g., Zero Hunger, Quality Education, Good Health & Wellbeing, Gender Equality, No Poverty, Clean Water & Sanitation, Life below Water, Climate Action, Reduced Inequalities etc

NGOs & Organizations

e.g., Children Heart Foundation, Empower Playground, Plastic Punch, Infanta Malaria, UNCHR etc



Assembly Meeting

eg., Presentation about a Cause



ASA with Service Components

e.g., Interact Club, Peer Buddies, Insight TV & Photography Club



International Day

eg., World Autism Day, International Women's Day, Teachers Day



Student Leadership

Class Representatives



TIS Record

eg., Article writing for publishing in the school Bulletin



Peer Tutoring and Peer Buddy System

eg., Article writing for publishing in the School bulletin



Interact Club Fundraiser Update: Halfway There!

As shared in our previous newsletter, the Interact Club is raising funds to support the Koforidua School for the Deaf. Our goal is to raise **GHC 8,000** to refurbish the girls' dormitory and create a more comfortable living space for the students.

We're excited to share that, through a series of successful fundraisers, we have so far raised **GHC 5,320** - halfway to our goal! We kindly appeal to the school community to help us reach our target. Please refer to the poster for details on how you can contribute.

Thank you in advance

**Tema
International
School**

PRESENTS

Hostel Hope

Join **Interact TIS** in raising **₵8,000+** to make the **girls' hostel** at the **Koforidua School for the Deaf** safer and more comfortable.

Donate at the **Interact Stand** or **send your support via MoMo:**

059 762 1047
- **Abigail Ahiadorme**
Reference: **Interact**

Every cedi counts.

JOIN THE MOVEMENT!

Service Above Self

DP1 Business Management Trip to GhanaLink Network Ltd



#Reflections

On Monday, the 3rd of November 2025, 37 grade 11 business students and I embarked on a trip to GhanaLink Network Ltd. The company uses a management software known as ICUMS, which stands for Integrated Customs Management System. We arrived in the morning and were warmly welcomed by the staff from Ghana Link. Ghana Link is essentially an online customs platform that manages all import and export processes in Ghana.

There are different departments within the organisation, including Waybridge Operations, Security of Operations, E-Tracking, the Call Centre, and the Monitoring Centre. They provided us with an overview of how these departments function and how interconnected they are. I learned how they track cargo or trucks from the port or starting point to the final destination.

I found the Waybridge Operations particularly interesting. The Waybridge is responsible for capturing the initial weight of the truck and a second measurement after the truck picks up the container for delivery. The person in charge of this department explained how they calculate net weight: Gross weight minus tare weight equals net weight.

I gained valuable knowledge about how customs operations work in Ghana and how technology supports trade and logistics. Personally, I learned a lot from this trip. Every software used for cargo tracking and the entire Monitoring Center was built from scratch. I am grateful for the opportunity to have had this great experience. **Hubert Effrem-Donkor**



The trip to GhanaLink was very informative, highlighted by a talk about their operations, data storage, security, and products. Upon our arrival, we were greeted by members of the organisation, who briefed us on their work and products. We learned that they collaborate with the Ghana Port and facilitate the transportation of goods across borders. Next, we visited another sector, where we gained insightful information about their tracking systems, weighing bridges, and more. Following that, we were taken to their IT sector, where we had the unique opportunity to explore a cybersecurity area that is usually not accessible to outsiders. I was able to apply my knowledge of business theory by analysing their organisational structure and span of control. Overall, the experience was excellent for young business students, allowing us to apply the knowledge gained in class to real-world situations. **Antonio Osei-Agyeman**

Our business trip to Ghana Link on Monday was truly a blast. Even the bus ride was exciting; the music playing on the bus lifted our moods and filled us with energy. When we finally arrived at our destination, everyone was eager to go inside. We received a very warm welcome from the General Manager and other staff members. We divided ourselves into two groups and began the tour.

At the call centre, we were greeted by Ms Genevieve, the supervisor, and we saw some of the employees actively assisting customers on calls. Our next stop was the Monitoring Room, where we observed trucks



being tracked on the road. We learned about the tracking devices and what the different arrow colours—orange and green—represent.

Then we visited my favourite room, the SOC Room. We were among the lucky few who gained access, as it is usually restricted. Ms. Jennifer explained that all the data in that room is sensitive, so the monitors were turned off. She also told us that every device across Ghana has a unique name, and in case of any issue, an alarm is sent so they can respond quickly.

Lastly, we toured the IT Department, where we learned about visualisation and how it links all the regions in Ghana. After our tour, the entire Ghana Link team kindly provided us with lunch and a special souvenir made by their company. Overall, I had a wonderful experience, and I would love to visit Ghana Link again. **Sylvia Ziniel**

The trip to Ghana Link was an educational experience that enhanced my understanding of how business organizations operate. Upon our arrival, the managers provided a brief overview of their services and explained their operations and processes. They offer trade facilitation and customs management solutions for all of Ghana.



Afterward, we toured various departments, including the Call Center and the Monitoring Units, where they explained their functions. From this, I learned about delegation, communication, departmental roles, and security. We asked questions to deepen our understanding as we explored different sections of the company, and the employees provided us with informative feedback. We even gained access to a restricted area of Ghana Link.

Later, Ghana Link generously provided us with food and drinks, which was greatly appreciated.

Overall, the trip was a wonderful and valuable experience for our business class. **Ashley Adjei**



Going to Ghana Link was one of the most insightful trips I have ever experienced. Ghana Link is Ghana's leading business specializing in cargo and shipment. The company has a direct connection to the Ghana Port, where trucks and trailers transport containers to and from the port. One of the first technologies we learned about was the way-bridges, a system used to measure the initial mass of trucks upon arriving at the port and the final mass upon exiting. Documenting these measurements helps the company track the masses of containers that enter and leave the site, while ensuring drivers comply with the legal truck mass regulations set by the government and the Ministry of Trade and Industry, as well as the Ministry of Customs. Through this, I understood that Ghana Link plays a pivotal role in advocating for sustainable roads in Ghana while observing ethical principles.

During the trip, I noted that Ghana Link is a business heavily rooted in information technology. They create and construct tracking devices that are placed on the trucks and trailers carrying the containers. Additionally, they have systems in place to relay data from the trackers to stakeholders and departments, such as e-tracking and the call center. They also maintain strong cybersecurity measures to protect data and important information.

One observation I made was regarding the gender ratio in the work environment. Given the heavy emphasis on IT, one might expect a predominance of men, but the reality was quite the opposite. There appear to be just as many opportunities available for women in Ghana Link's work environment.

Finally, we received thoughtful souvenirs from the business, along with delicious Jollof, fried rice with plantain and chicken, and refreshing Coke or Fanta, depending on your preference. This was a trip I truly valued, and I would gladly take it again. **Chidubem Akunyili**





TEMA INTERNATIONAL SCHOOL RED CROSS CLUB



Taking care of our mental health during exams

How you can deal with exam stress



START STUDYING EARLY

The earlier you start, the better



MAKE A STUDY SCHEDULE

Dedicate certain times and days for studying, and stick to it



TAKE PRACTICE EXAMS

This will help you to get an idea of what to expect on the real thing



GET PLENTY REST

Don't pull all-nighters the night before exams

Save the Date: Three -Way Interview – Wednesday, 10 December 2025



Dear Parents,

We invite you to mark your calendars for the upcoming **Three-Way Interview** for **Semester 2**, scheduled for:

- **Wednesday, 10 December 2025**
- **8:00 AM – 1:00 PM**
- **Secondary Campus/Classrooms**

This is a **crucial session** for parents to engage with teachers and students to:

- **Follow up** on your child's progress.
- **Discuss achievements, challenges, and goals** for the rest of the semester.
- **Strengthen the collaboration between home and school** to support student success.

Why Attend?

Your participation is crucial to supporting your child's learning journey. The **Three-Way Interview** allows you to:

- Gain **insights** into your child's academic and personal development.
- Meet and connect with your child's **teachers and key staff**.
- Work collaboratively to ensure your child's **success and well-being**.

Important Information

- Attendance is on a **first-come, first-served basis**; there is no pre-registration required.
- **Students whose parents attend** the interview may proceed home for the **Mid-Semester Break** after their session.
- **Students whose parents are unable to attend** will remain on campus and start their break at **1:00 PM**.

We strongly encourage all parents to attend this important event. Your presence and engagement make a **significant difference** in your child's education and development.

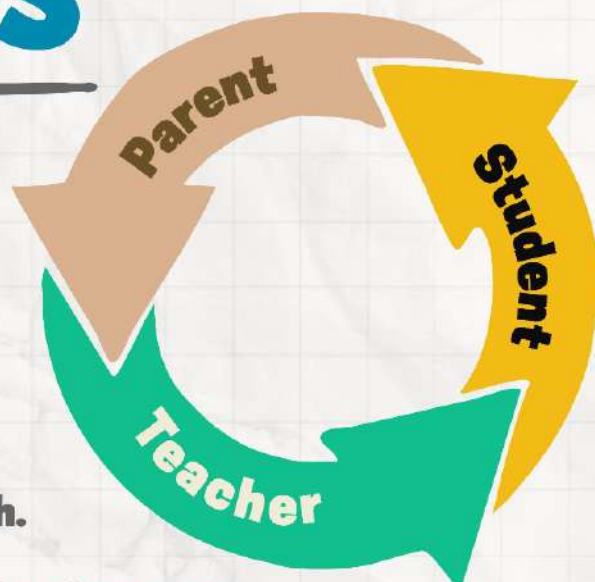
We look forward to welcoming you!

**TEMA INTERNATIONAL SCHOOL**

Three – Way Interviews

A valuable opportunity for students, parents, and teachers to come together to:

- ✓ **Reflect on student progress.**
- ✓ **Discuss achievements and challenges.**
- ✓ **Set meaningful goals for future growth.**



Wed, 10 December 2025
8:30 AM – 1:00 PM

@ Secondary Campus
Classrooms



Middle Years
Programme

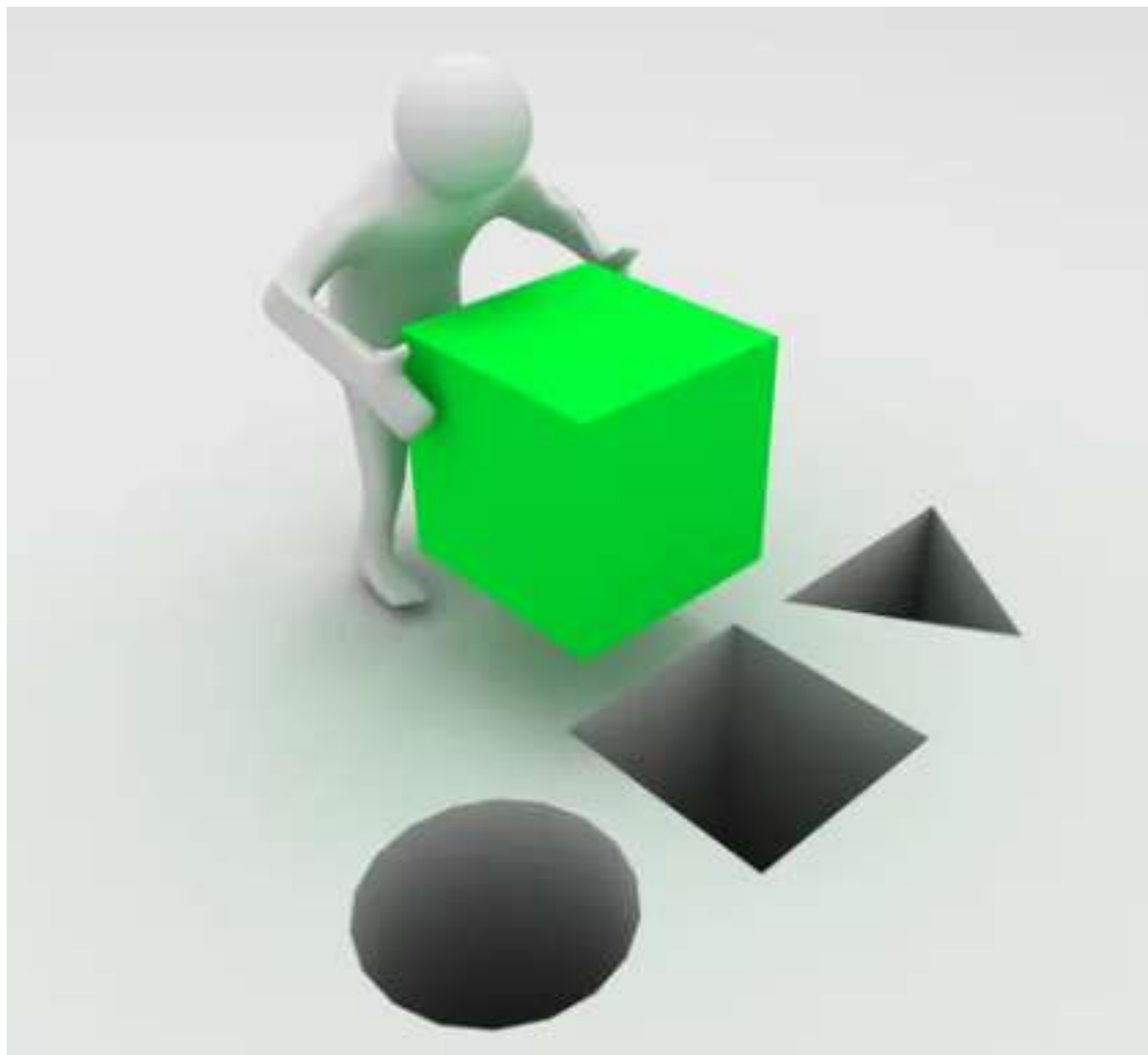


Diploma
Programme

“The key is not to prioritize what’s on your schedule, but to schedule your priorities.”

Stephen Covey

COUNSELLORS' CORNER



Choosing the right-fit university is the first step toward thriving.

Dear DP2s,

The schools you select are not just options—they are your choices, your path, and your future. Remember, **academics are non-negotiable**: they are the heartbeat of **your journey**! Trust yourself, because the right choice today will open doors to the greatness of tomorrow! Congratulations in advance!

Dear DP2 Parents, Gentle Reminder – University Applications & Portals



As we near the completion of the university application process, please ensure the following:

Verify biodata information: Confirm that all personal details (name, date of birth, contact information, etc.) are correct on each university portal.

Approve school selections: Double-check that all schools on your child's list are approved by you. Kindly send an email confirmation to your child's assigned counsellor to finalize this step.

Complete financial aid forms accurately:

- **CSS Profile** – Required by many private universities for institutional aid. You can access and complete it here: [CSS Profile – College Board](#).
- **FAFSA (Free Application for Federal Student Aid)** – Required for federal aid and used by many universities. Complete it here: [FAFSA – Federal Student Aid](#).
- **Filling of University specific** forms as stated on the schools website.



- ✓ The **CSS Profile** opens October 1 each year, but deadlines vary by institution. Some schools may require it earlier than others.
- ✓ The **FAFSA** also opens October 1, with federal deadlines typically June 30 of the following year, though many states and schools set earlier priority deadlines.

University Highlights & Engagements

Samuel Turpin Assistant Registrar, International Recruitment & Admissions Representative Dalhousie University and Laura Pudas International Recruitment Officer, Lakehead University, visit TIS



Enjoy Reading a Reflection from Pamela Tweneboah, MYP 5

Last week, I had the pleasure to hear from two Canadian university representatives Lakehead University and Dalhousie University. I was able to broaden my knowledge on Canadian schools including its features and courses practiced. I learned that Canadian schools focus primarily on grades and reports, rather than extracurricular activities. This helps because it highlights the process that goes into accepting students into these universities, letting me know what I should focus on if I decide to apply to a Canadian university. I also discovered that they have various courses such as psychology, mechanical engineering, computer science and anthropology; however, there are still electives you can choose outside your major. This helped me understand that I will still be able to explore new subjects and gain new skills. Lastly, I asked a question in relation to the diversity in both schools. I expected diverse backgrounds. However, I was surprised to hear that around 20% of diverse groups in these two universities are of Ghanaian background. This made me feel a sense of pride and increased my expectations for university. Before, I was a bit wary because I wasn't sure if I would be able to relate to people, however, this fact reduced some of my anxiety. Overall, this short experience greatly

helped my understanding of Canadian universities including its acceptance process, courses and community. It decreased any misunderstandings or worries I had about university and made me realize I need to start exploring my options now. While I am still young, it won't be long before I'm placed in a position where I have to pick a university, and when I do, applications, cost and diversity will be a deciding factor.

Universities That Have Visited TIS & Their Contact Details

NAME OF UNIVERSITY	SCHOLARSHIP LINKS	CONTACT PERSON	POSITION	EMAIL/CONTACT PERSON
Dalhousie University	https://www.dal.ca/admissions/scholarships-financial-aid.html	Samuel Turpin	Assistant Registrar, International Recruitment And Admissions	Samuel.turpin@dal.ca
Lakehead University	https://www.lakeheadu.ca/students/finances/scholarships-awards-loans	Laura Pudas	International Recruitment Officer	laura.pudas@lakeheadu.ca
UIC Barcelona	https://www.uic.es/en/admissions/grants-financial-aid-and-funding/grants-degrees-offered-uic-barcelona	Banasco Seidu Nuhu	Student Recruitment Officer	bnseidu.extern@uic.es



Dear Students,

For those of you interested in learning more about the universities that have visited TIS, you are encouraged to contact them directly for further information and highlights. Taking this step will help you make informed decisions and strengthen your application journey!



SAT[®] 2025 TEST DATES



Want to Register for SAT But Don't Know How? Follow the Links!

- ✓ <https://satsuite.collegeboard.org/sat/registration>
- ✓ SAT Registration Fee Beginning with **August 24, 2024, the SAT registration fee is \$68**, plus a \$43 international fee of \$ 111.
Click here: <https://satsuite.collegeboard.org/sat/registration/international-testing/>
- ✓ 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



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),

<https://collegereadiness.collegeboard.org/sat/register/international/policies>

<https://satsuite.collegeboard.org/sat/dates-deadlines>

Congratulations to all SAT November 8 2025 Test Takers!

You've worked hard, and that effort already speaks volumes. Results will be released in about two weeks, but remember—your dedication, discipline, and courage in taking this step are achievements worth celebrating right now. Stay confident and hopeful. Whatever the outcome, this experience has strengthened you and brought you closer to your goals.



DIGITAL TEST DATES AND DEADLINES 2025

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
Aug. 23, 2025	Aug. 1, 2025
Sept. 13, 2025	Aug. 22, 2025
Oct. 4, 2025	Sept. 12, 2025
Nov. 8, 2025	Oct. 17, 2025
Dec. 6, 2025	Nov. 14, 2025



2025 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)
- ✓ **Note: The cost of registration is subject to change.**
- ✓ (TIS Test Centre Code: 870390, but inform counsellor first).
- ✓ If having Troubles Registering contact **Aunty Portia** in person or by email at portia.atubiga@tis.edu.gh



DIGITAL TEST DATES AND DEADLINES 2025

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
Sept. 6, 2025	July 25, 2025
Oct. 18, 2025	Sept. 5, 2025
Dec. 13, 2025	Oct. 31, 2025

TIS INTEGRITY Code

**“TIS, as a family school that provides unique experiences,
embodies a spirit of integrity and respect for others
which are central to the personal,
academic and ethical development of each member.**

**As a TIS family member,
I promise to uphold and demonstrate its values,
and protect the reputation of the school.
I make this pledge in the spirit of honour and trust.”**



Tema International School

