

# TIS RECORD

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## At TIS,

we believe the four pillars for student balance and ensuing success - academics, service, sport and culture - provide a theoretical lens for inquiry, critical thinking, and conceptual understanding in a real-world context, through action. Across all four pillars, TIS prides itself on the opportunities and experiences that enable all graduates to develop and enhance leadership attributes and skills to make a difference and the world a better place. As leaders, we create our footprints to ensure authenticity.

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## Key Dates

- 28-29/10/25 I&S Celebration
- 31/10/25 PYP End of Unit 2 Celebrations



## Academic Integrity

Academic integrity is a requirement within the IB programmes. Honesty and responsibility in the completion of all our PYP, MYP, DP presentations and tasks such as PYP presentations, IB examination pieces such as MYP e-Portfolios and Personal Projects, the DP Extended Essays and DP Theory of Knowledge essays and MYP/DP language components. This means avoiding all forms of collusion and plagiarism.

Using Artificial Intelligence (AI) to support research and learning is encouraged, but AI must not replace independent thinking or stifle creativity. By practicing research skills taught in class, paraphrasing appropriately, citing sources



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

-Steve Bollar

## Making Us Proud

- **Chen (Joy) Jingyu (Grade 5), Yuxuan (Eason) Zhang (Grade 4), and Jinpeng Xu (Grade 6), PYP** students, impressed everyone with their outstanding performance of a Mandarin song during the Language Assembly.

## 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.

and stating references clearly is a good way to stay within the bounds of academic integrity and honesty

## Exeats

With 8 exeats available per semester, deciding when to take them is crucial to the balance required of every TIS student at the secondary campus. Using downtime available at the weekends at school for resting and putting final touches to DP2 and MYP5 course requirements is important. Using visiting weekends are a great alternative to taking weekends away on exeat. Many thanks go to our secondary school parents who work with us to maintain the balance in our students

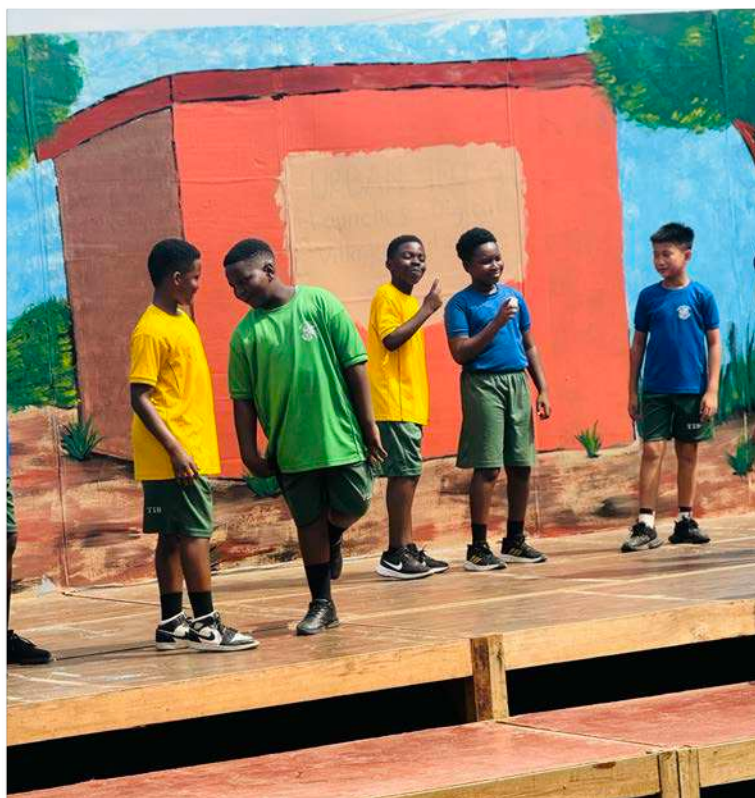
## 2026/2027 Admissions

Admissions for the next academic year are opened. Simultaneously, admissions for **PYP to MYP3** are on going for this academic year **2025/2026**.

Yvonne M Tagoe

Vice Principal

[yvonne.tagoe@tis.edu.gh](mailto:yvonne.tagoe@tis.edu.gh)



## Main Campus Information



### Exeats

Exeats for secondary school students cover passport and visa matters, family events, as well as medical, dental, optical and medical appointments.

Students are allowed a maximum of 8 days per semester. Note: A weekend exeat that commences on Friday and ends on Sunday counts as three days.

For a weekend exeat, students must return by 5.00pm on the Sunday.

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

The integrity of an exeat request is critical.

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

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

Parents/Drivers must show the approved exeat from their phone to security to enter.

**(NO SHOW. NO GO.)**

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

Families should plan their exeat requests carefully to avoid any disappointment.

### Visiting

For visits until December 2025, parents will be required to book their visit online.

Please go to: <https://www.schoolinterviews.com.au/code/pznfv>

Complete your details and click next to select your day and time.

Then click next to receive a confirmation of your booking.

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

Weekend times will usually go from 2.00 - 5.00pm on Saturdays, Sundays and public holidays.

Sessions are 60 minutes.

Only one booking per family per weekend.

There are restrictions on food and/or drink that may be consumed during a visit.  
Book early to avoid disappointment.

6 - 8 - 2025

# TIS 2025/26 School Calendar

| August 2025 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | Mo | Tu | We | Th | Fr | Sa |
|             |    |    |    |    | 1  | 2  |
| 3           | 4  | 5  | 6  | 7  | 8  | 9  |
| 10          | 11 | 12 | 13 | 14 | 15 | 16 |
| 17          | 18 | 19 | 20 | 21 | 22 | 23 |
| 24          | 25 | 26 | 27 | 28 | 29 | 30 |
| 31          |    |    |    |    |    |    |

| September 2025 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| Su             | Mo | Tu | We | Th | Fr | Sa |
|                | 1  | 2  | 3  | 4  | 5  | 6  |
| 7              | 8  | 9  | 10 | 11 | 12 | 13 |
| 14             | 15 | 16 | 17 | 18 | 19 | 20 |
| 21             | 22 | 23 | 24 | 25 | 26 | 27 |
| 28             | 29 | 30 |    |    |    |    |
|                |    |    |    |    |    |    |

| October 2025 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | Mo | Tu | We | Th | Fr | Sa |
|              |    |    | 1  | 2  | 3  | 4  |
| 5            | 6  | 7  | 8  | 9  | 10 | 11 |
| 12           | 13 | 14 | 15 | 16 | 17 | 18 |
| 19           | 20 | 21 | 22 | 23 | 24 | 25 |
| 26           | 27 | 28 | 29 | 30 | 31 |    |
|              |    |    |    |    |    |    |

| November 2025 |    |    |    |    |    |    |
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| 2             | 3  | 4  | 5  | 6  | 7  | 8  |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | 24 | 25 | 26 | 27 | 28 | 29 |
| 30            |    |    |    |    |    |    |

| December 2025 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | Mo | Tu | We | Th | Fr | Sa |
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| 7             | 8  | 9  | 10 | 11 | 12 | 13 |
| 14            | 15 | 16 | 17 | 18 | 19 | 20 |
| 21            | 22 | 23 | 24 | 25 | 26 | 27 |
| 28            | 29 | 30 | 31 |    |    |    |
|               |    |    |    |    |    |    |

| January 2026 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | Mo | Tu | We | Th | Fr | Sa |
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| 4            | 5  | 6  | 7  | 8  | 9  | 10 |
| 11           | 12 | 13 | 14 | 15 | 16 | 17 |
| 18           | 19 | 20 | 21 | 22 | 23 | 24 |
| 25           | 26 | 27 | 28 | 29 | 30 | 31 |
|              |    |    |    |    |    |    |

| February 2026 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | Mo | Tu | We | Th | Fr | Sa |
| 1             | 2  | 3  | 4  | 5  | 6  | 7  |
| 8             | 9  | 10 | 11 | 12 | 13 | 14 |
| 15            | 16 | 17 | 18 | 19 | 20 | 21 |
| 22            | 23 | 24 | 25 | 26 | 27 | 28 |
|               |    |    |    |    |    |    |
|               |    |    |    |    |    |    |

| March 2026 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | Mo | Tu | We | Th | Fr | Sa |
| 1          | 2  | 3  | 4  | 5  | 6  | 7  |
| 8          | 9  | 10 | 11 | 12 | 13 | 14 |
| 15         | 16 | 17 | 18 | 19 | 20 | 21 |
| 22         | 23 | 24 | 25 | 26 | 27 | 28 |
| 29         | 30 | 31 |    |    |    |    |
|            |    |    |    |    |    |    |

| April 2026 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | Mo | Tu | We | Th | Fr | Sa |
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| 5          | 6  | 7  | 8  | 9  | 10 | 11 |
| 12         | 13 | 14 | 15 | 16 | 17 | 18 |
| 19         | 20 | 21 | 22 | 23 | 24 | 25 |
| 26         | 27 | 28 | 29 | 30 |    |    |
|            |    |    |    |    |    |    |

| May 2026 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | Mo | Tu | We | Th | Fr | Sa |
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| 3        | 4  | 5  | 6  | 7  | 8  | 9  |
| 10       | 11 | 12 | 13 | 14 | 15 | 16 |
| 17       | 18 | 19 | 20 | 21 | 22 | 23 |
| 24       | 25 | 26 | 27 | 28 | 29 | 30 |
| 31       |    |    |    |    |    |    |

| June 2026 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | Mo | Tu | We | Th | Fr | Sa |
|           | 1  | 2  | 3  | 4  | 5  | 6  |
| 7         | 8  | 9  | 10 | 11 | 12 | 13 |
| 14        | 15 | 16 | 17 | 18 | 19 | 20 |
| 21        | 22 | 23 | 24 | 25 | 26 | 27 |
| 28        | 29 | 30 |    |    |    |    |
|           |    |    |    |    |    |    |

| July 2026 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | Mo | Tu | We | Th | Fr | Sa |
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| 5         | 6  | 7  | 8  | 9  | 10 | 11 |
| 12        | 13 | 14 | 15 | 16 | 17 | 18 |
| 19        | 20 | 21 | 22 | 23 | 24 | 25 |
| 26        | 27 | 28 | 29 | 30 | 31 |    |
|           |    |    |    |    |    |    |

## 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**

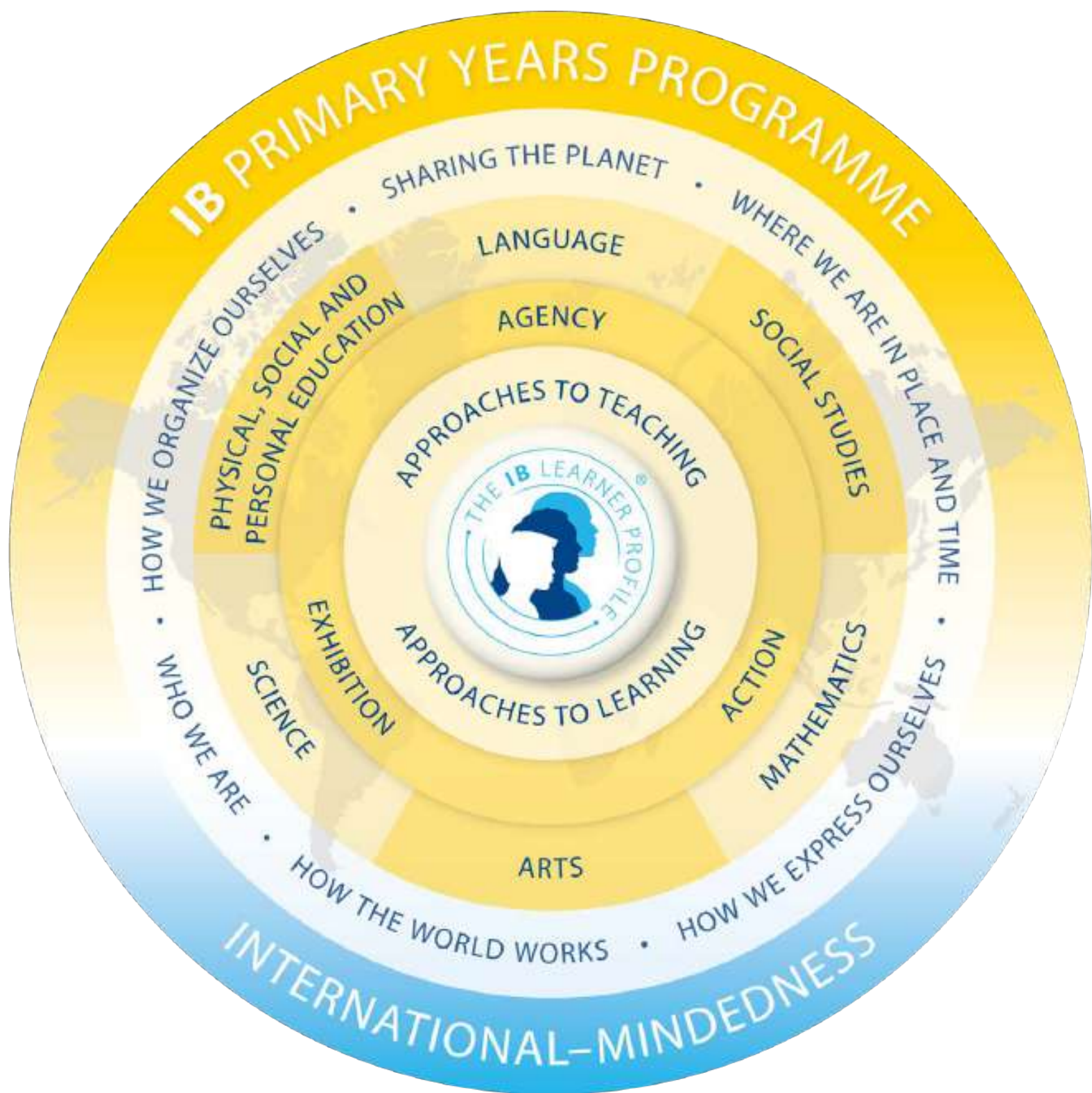
|              |                                                                                                |
|--------------|------------------------------------------------------------------------------------------------|
| 1/8/25       | 2025 MYP Results Released; 2025 MYP Enquiries Upon Results 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. <b>NO EXEATS FOR NEWBIES. Dukies RA trip</b>                            |
| 31/8/25      | Thanksgiving Service (11.00am) <b>NO EXEATS</b> 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. <b>NO EXEATS (Until after these sessions)</b>      |
| 19/9/25      | PYP End of Unit 1 #WI; DP Geography Excursion                                                  |
| 20/9/25      | TIS Sporty Family. <b>NO EXEATS</b>                                                            |
| 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 <sup>nd</sup> Anniversary TIS Spirit Week. Career Fair <b>NO EXEATS</b>                     |
| 3/10/25      | TIS Founders' Day. Main Campus admissions open for 2025/2027                                   |
| 4/10/25      | SAT;                                                                                           |
| 5/10/25      | 22 <sup>nd</sup> Anniversary Thanksgiving Service. <b>NO EXEATS until after 1.00pm)</b>        |
| 5-8/10/25    | Dukies Gold Award 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  | AIS 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; <b>Annual Production NO EXEATS</b>                                                        |
| 11-12/11/25  | Collaborative Sciences Project – G12;                                                          |
| 14/11/25     | PYP Book Day                                                                                   |
| 17-21/11/25  | MYP5 On-screen examination <b>(Reports due 5/12/25) No exeats for G10</b>                      |
| 19-28/11/25  | <b>G11-12 end of semester exams (Reports due 5/12/25) No exeats for G11-12</b>                 |
| 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

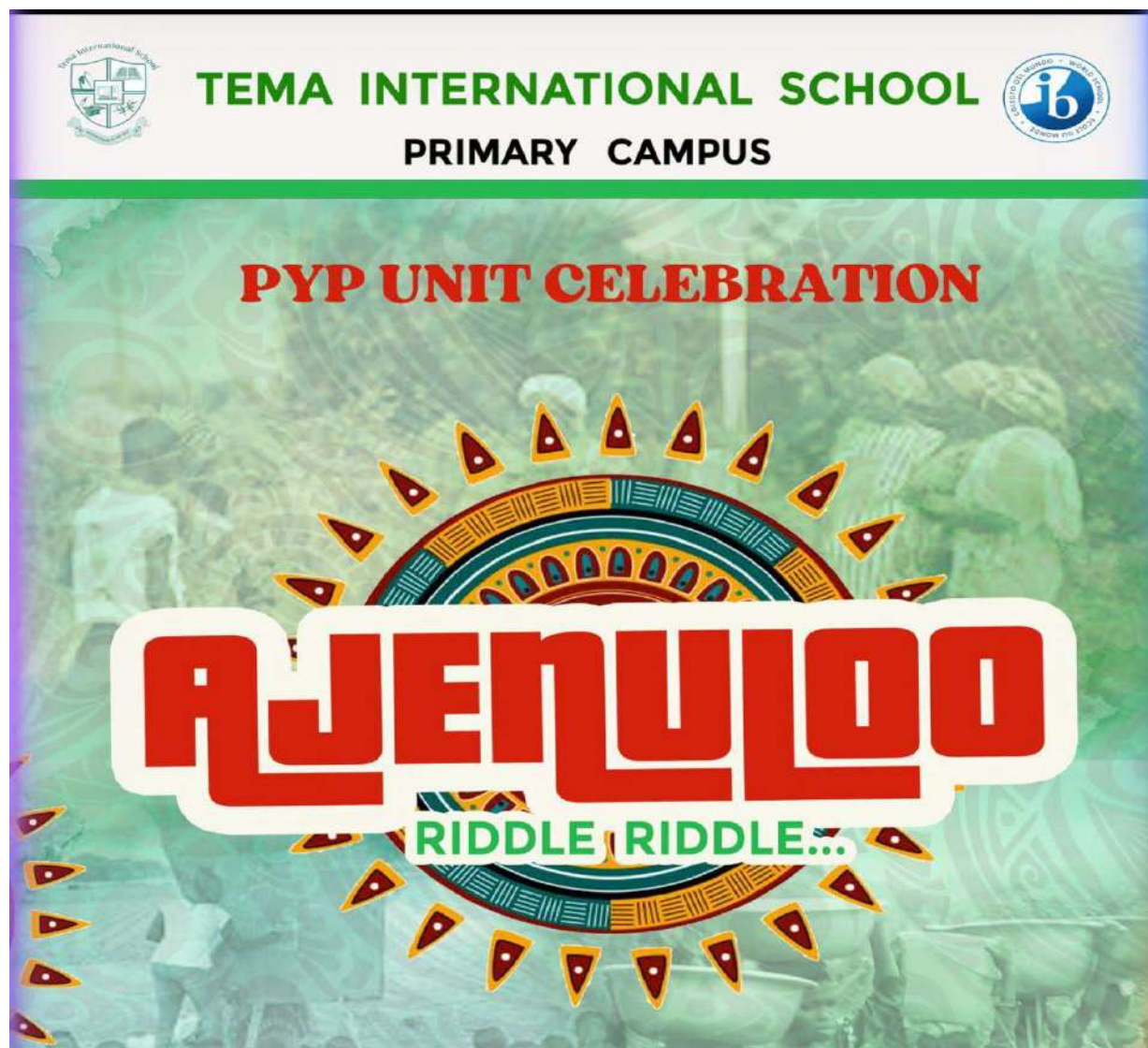
## SECOND SEMESTER

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)

**V010925**



## THE ROAD TO CELEBRATING OUR LEARNING AT TIS PRIMARY SCHOOL



At TIS Primary School, Unit Celebration is the result of weeks of thoughtful preparation, collaboration, and creativity across our school community, highlighting and celebrating the learning and growth of our students. Every semester, the entire school community eagerly looks forward to this event, as it is a special opportunity to showcase the dedication, effort, and achievements of our learners. This year, the theme is AJENULOO, meaning "riddle, riddle" the Celebration of Learning, which invites us into the quiet town of Vume, a place where the community has forgotten the power of participation. Bringing this socially conscious, poetic performance to life required careful planning, creativity, and collaboration from teachers, students, and support teams. Behind the scenes, every effort; from aligning costumes, scripts, theme song, set-up, and performances to refining visual and storytelling elements was made to reflect the story's themes of citizenship, leadership, migration, and hope. Each class developed unique presentations, and through close coordination, every detail was crafted to ensure the audience experiences the journey of Vume and its ordinary citizens.

## GRADE 5

Grade 5's Celebration of Learning focuses on population density and migration, exploring how the movement of people shapes communities, settlements, and the environment. Preparing this performance has been a journey of collaboration, creativity, and careful planning. Students and teachers worked together to bring the town of Vume to life, developing scripts, dialogue, poetry, and stage directions that illustrate both the challenges and opportunities of migration. From understanding the development of slums and densely populated areas, to showing the relationship between location and settlements, and highlighting the environmental impact of overcrowding, every detail was carefully crafted to reflect the real-world issues of population growth. Characters like Mawuli, Sedinam, Johnny, Klekle and Kowawa guide the audience through thoughtful conversations, humour, and reflections on responsibility, leadership, and community action. Behind the scenes, weeks of rehearsals in and outside the classroom ensured that the performance was engaging, meaningful, and a true celebration of students' learning and creativity.





*Grade 5 students creatively practicing their performances on stage*



## GRADE 6

In this unit, students explored the theme *“Our Rights and Responsibilities”*, deepening their understanding of how every right is balanced by a duty. They inquired into different arms of government and how these structures protect or challenge citizens’ rights. As part of their unit celebration, the students collaborated actively with their teachers to design how they wanted to showcase their learning. They rehearsed their lines, gave one another constructive feedback, and refined their presentations to make them meaningful and engaging. Their performances highlighted their learnings ranging from riddles, drama, to dialogue. These highlighted real-life examples of justice, corruption, participation, and digital citizenship, reminding us that rights come with the responsibility to act ethically in both our physical and digital worlds. Through collaboration and creative expression, the learners demonstrated not only their knowledge but also their commitment to being responsible, reflective, and active citizens in their communities.

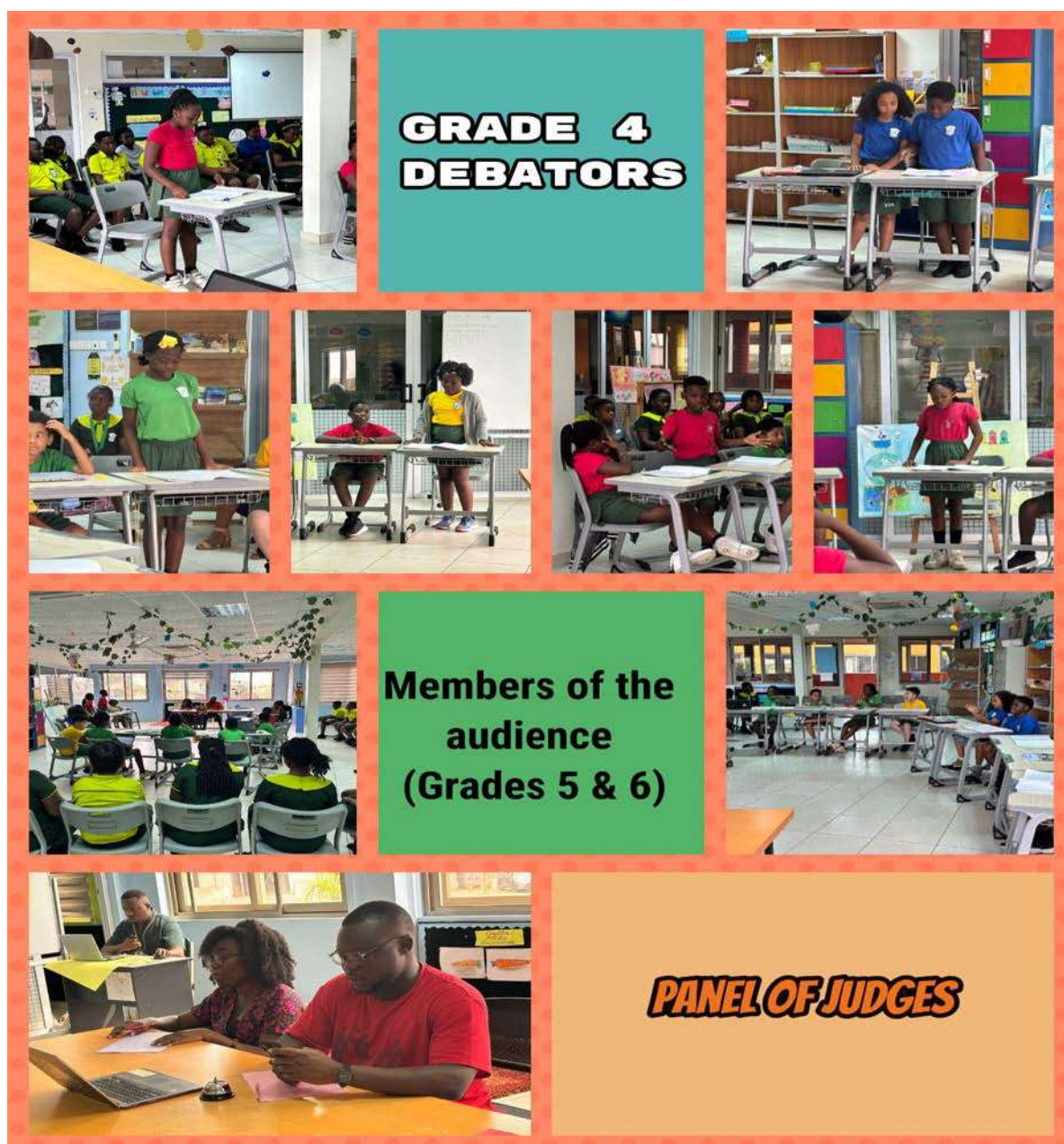


*Students learning their lines for the unit celebrations.*



**GRADE 4**

In this unit under the transdisciplinary theme *How We Organize Ourselves*, Grade 4 learners have been exploring the central idea, “Societies govern in many ways which influence the lives of citizens.” Through discussions, simulations, and debates, they inquired into different systems of governance, their advantages and disadvantages, and how leadership decisions impact citizens’ rights and responsibilities. The classroom often transformed into a “mini-parliament,” echoing with persuasive arguments, laughter, and thought-provoking questions as students examined democracy, monarchy, dictatorship, theocracy, and kleptocracy. Their curiosity and confidence have grown as they learned to use persuasive language, respectful counterarguments, and critical thinking to express their ideas. For their upcoming Celebration of Learning, students will present a dramatised debate that brings to life the voices of citizens and leaders, highlighting not only what they have learned about governance but also who they are becoming; responsible, reflective, and courageous citizens who value participation over silence and action over apathy.



### GRADE 3

Under the unit theme “Who We Are”, the grade 3s inquiry has been centred around this idea that: “*Choices of role models reflect the beliefs and values of individuals and societies.*” The class looked at various role models far and near, past and present, while considering the personal values and beliefs as reflected in these personalities. They made surprising discoveries about some renowned individuals and also learned to consider positive traits that make for distinction and excellence in any field. From the amazing connections to their school and the IB programme, grade 3 learners linked their values to the IB Learner Profile Attributes and the TIS core values. They further made personal pledges to commit to consistently demonstrate these attributes to better themselves as members of their families and community. The learners have crafted songs, poetry and role plays to both deepen their shared understanding of the concepts learned and also to communicate that understanding to others in the upcoming unit celebrations. In preparing to celebrate their learning, the grade three students have rehearsed self-curated lines and choreographed their performances over and over again so that their message is clear and succinct.



## GRADE 1 AND 2

Inspired by *Ajenuloo* and the story of Vume, where the people rediscover the importance of participation and unity, our Grade 1 and 2 students aimed to bring to life the true meaning of community through their presentation. Our Grade 1 and 2 students came together to remind us of the power of community, rules, and togetherness through a heartwarming performance. Grade 2 students rehearsed a short play titled “*The Sick Child in the Town Square*,” depicting a community’s confusion as illnesses suddenly spread among its children.



Through their disagreements and reflections, they discover that true strength lies in unity and that everyone’s role, from farmer to nurse to teacher, is essential in keeping a community healthy and happy. Following this, our Grade 1 students practised to share a beautiful poem on the importance of helping one another, obeying rules, and working together to make our community a better place. Their words capture the spirit of friendship and cooperation that every thriving society needs. The performance will close with a touching joint Mandarin-sign language presentation where both classes sing and sign the names of community helpers, offering a meaningful expression of inclusion and appreciation for those who serve us daily.



### KINDERS 1 AND 3

In harmony with our ongoing units of inquiry, learners from Nursery, Kinder 1, and Kinder 3 eagerly prepared for their presentation under the theme **“Families and Water: Caring Together.”** The weeks leading up to the celebration were filled with excitement and creativity as the children rehearsed songs, practiced short role-plays, and learned to express their ideas confidently. Guided by their teachers, they explored how families care for one another and how everyone can help protect water. Every rehearsal was a joyful blend of learning and laughter, as the children refined their lines, movements, and rhythms with growing confidence and teamwork. The preparation period also strengthened friendships and encouraged cooperation as children supported one another during practices. Teachers gently guided each learner, helping them find their confidence and take pride in their contributions.

Behind the scenes, teachers and support staff worked patiently to ensure each moment reflected the theme’s spirit of care and cooperation. Classrooms buzzed with preparation, costumes were arranged, props were crafted, and practice sessions turned into opportunities for collaboration and self-expression. The dedication and enthusiasm shown throughout the rehearsals highlighted not just performance skills, but also the children’s growing sense of responsibility, unity, and pride in their learning.



**OUR EARLY LEARNERS  
SHOWCASING THEIR CREATIVITY!**



**REFLECTIONS FROM TEACHERS**

**"The set was inspired by the theme of the unit celebration. It is made up of a rural community that lacks basic essential amenities. The setting shows an underprivileged community which needs upliftment. The set will serve as a rich visual representation for the awesome play." \_ Ntimah Hagan Nandi, visual Arts teacher.**



**"The unit celebration is about how each citizen needs to be responsible and not wait for leaders to tell us what the society needs to be. I used riddles. Each riddle conveys what citizens need to do in order to be responsible. I expect nothing, but the best from my students, being in character and enjoying themselves on stage. I hope the school community will draw lessons from this celebration and learn the new word "Ajenuloo" meaning riddle, riddle." \_ Dennis Dzah, Drama and Dance teacher.**



**"The unit gave students an opportunity to showcase their collaborative and creative skills. The theme song for the celebration was collaboratively created by students to introduce the story. Each class has been able to put lyrics together based on their central idea and has been able to create their own songs. I hope that the entire school community will be moved by this celebration of learning and will be encouraged to play their roles diligently in their community."\_ Shadrach Seth Asase, Music teacher.**

## REFLECTIONS FROM STUDENTS



**"I feel a little shy, but I'll be brave. I will perform in the play, dance and sign words in a song. I am excited about it and my mum will be happy to see me on the stage." \_Owen, grade 2**



**"I am happy about the unit celebration because I will be singing and performing a drama. I believe that I will be confident on stage." \_ Mallerie, grade 1**



**"This is the first unit celebration of this academic year. I am playing the role of Mama Afia. I am a mother and an old lady. I will dress like a grown woman, wearing Kaba and slit to match my role. I honestly really love this outfit The play is taking place in a village which sees its resources diminishing because of bad citizens. I will have several parts in the play, one of which is interacting with "Kobby" (David in grade 5). There are interesting scenes of systems of governance that I will also be a part of. I believe this celebration is going to be one of the best if everyone cooperates. \_ Victoria, grade 6**



**"I want this unit celebration to be very engaging and fun. I expect the audience to learn some things from our performance like how environmental changes start with us and that the answer to all our questions is in our homes and communities." \_ Allen, grade 6**



**"I am playing the role of "Amanda" in this unit celebration. Amanda is a teacher with four students. The story is about a village with depleting resources and its inhabitants are not responsible citizens." \_ Adwoa, grade 6**



**"I am scared of the presentation. I sometimes remember my lines. I am happy about the fact that I am contributing to the celebration. I want my parents to be happy seeing me contribute."**  
**\_ Abena, grade 5.**



**"I feel happy to be part of this celebration. I am excited about performing on stage. I will be myself, confident though I am shy. I will give it my best" \_**  
**Reumah, grade 5**



**"I expect this unit celebration to be vibrant, expressive and fun. I am playing a character called Nii, a "tech boy". It is a slang for either an engineer or a generation Z influencer. The story is about a village that is lacking basic amenities. This play will encourage us all to be responsible citizens and not always blame the government for our shortcomings." \_**  
**Jovanny, grade 6**



**"This unit celebration will be great. We will enjoy ourselves on stage, be in character and give it our best. We will be having a debate on government systems and decide on the one that we think will help our country. I am for dictatorship. Everything we will do on that day is connected to our unit." \_ Amewusika,**  
**grade 4**



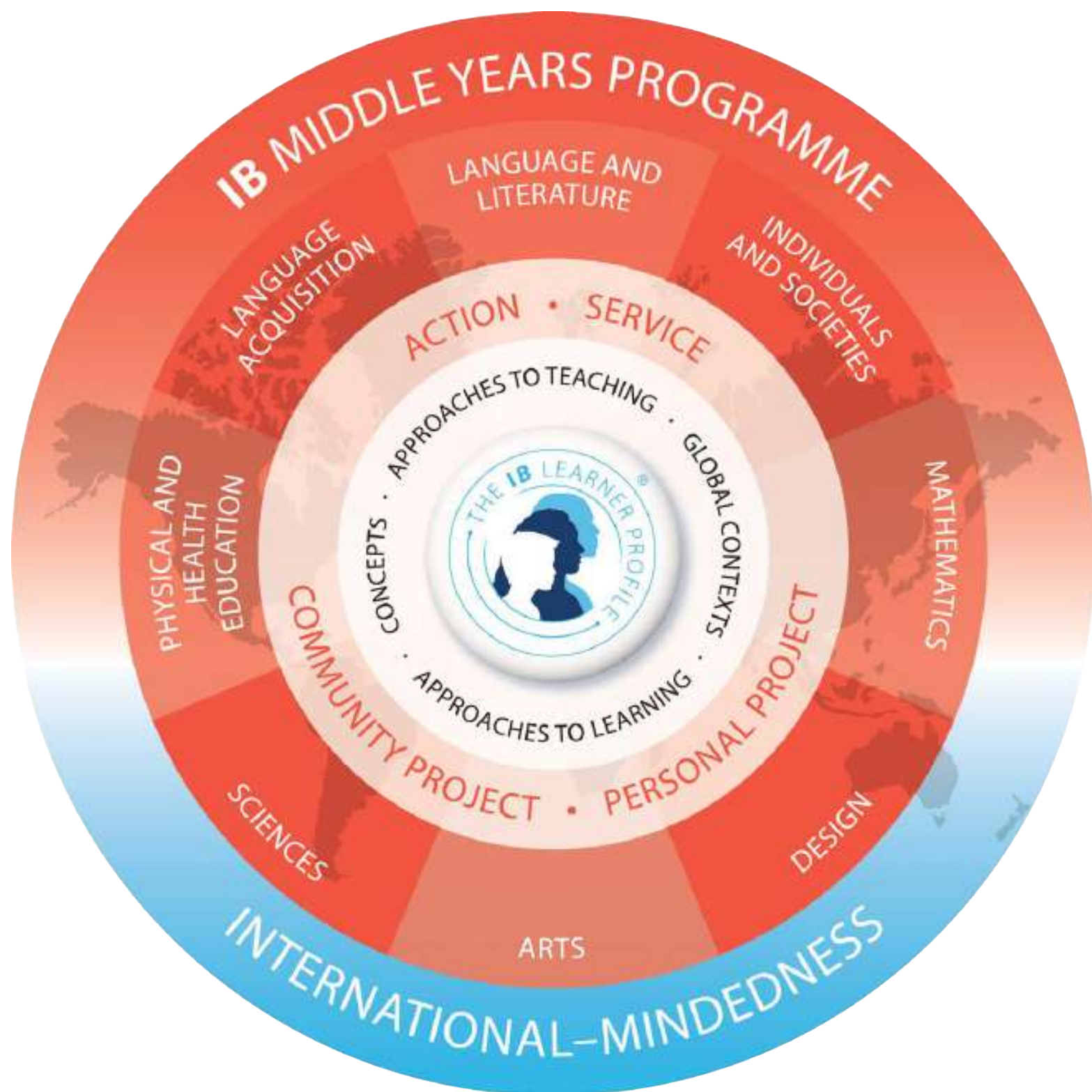
**"I feel excited and I will love to do my best, especially in the dance performance. Though I am feeling shy, I will do my part, sing and sign words I learned in my sign language class." \_Bonnie**





After weeks of preparation filled with creativity, inquiry, and teamwork, our students are confidently showcasing their learning highlighting their knowledge, skills, and growth as internationally minded learners. The authenticity in their hard work, enthusiasm, and the joy they bring to this special day of learning and celebration is indeed remarkable.





### MYP 3 MATHEMATICS FIELD PROJECT

This field project was designed to help students apply mathematical concepts in real-life contexts. Specifically, it aimed to develop practical measurement skills and deepen understanding of *geometric shapes and area calculation*.

Students worked in groups and were assigned various locations around the campus. Each group measured the dimensions of the areas that included different geometric shapes such as compound shapes, semi-circles and trapezia. The goal was to determine the total area of each location, calculate the area covered by the concrete slabs, and hence find the remaining area occupied by grass.

#### Locations:



## Objectives:

-  To apply geometry concepts to real –life measurement tasks.
-  To measure and calculate areas of different shapes (rectangular, semi-circular, trapezoidal, annulus).
-  To determine the total area of assigned campus locations.
-  To calculate the area of concrete slabs and find the area covered by grass.
-  To promote teamwork, collaboration and practical problem-solving among students.

**Students in action:** gathering data and working as a team:





### **Some Reflections from students**

I learned that I can be patient and creative when things don't go as planned. At first, measuring the circle was frustrating because the tape kept twisting and we had to get a rope to measure the circles instead. Instead of giving up, I helped my group find a better method, and we ended up getting more accurate results. This showed me that staying calm and thinking carefully helps solve problems faster. I also realized that, I like taking responsibility when my group needs help. In the future, I'll use these skills to stay focused and positive during projects that need teamwork and accuracy **[Salifu-Mhami Mmalabna]**

All in all, I learned a lot from this field project. I got the chance to practice teamwork and communication skills by working with my group members to take measurements. It is because of our effective communication that led us to easily take measurements with little or no issues concerning participation. Additionally, I also got to practice my independent working skills by writing this report. Furthermore, I developed my reflection skills. Throughout the report I had to be detailed about the process I underwent to get to my final answer as well as being detailed with my reflection section of the report. This has helped me practice report writing and also helped me

improve my ability to write reflections. Finally, I have gotten the chance to practice applying math in real-world situations. This is the entire goal of the task and I can confidently say that I have reached this goal because I now have a deeper understanding of how the math, we learn in the classroom can be applied in the real world. In this specific task, we focus on the area of different shapes. Not only do I feel more confident on this topic but, now I also know that I can use that knowledge to answer questions in a real-world context.

**[Uriel Wulff-Tagoe]**

From this activity, I learned how to measure round objects, use subtraction to find the difference in lengths, and how cooperation makes solving problems easier. I also looked up information about the circumference and diameter, which helped me better understand how to measure circles. In summary, this task helped me gain real measuring experience, improve teamwork skills, and see how math applies to everyday life. **[Francis Boateng]**

One of the major challenges I faced during the project was the troublesome team members I had in understanding how we were going to find the area occupied by grass. Additionally, we resolved these issues by explaining the procedure to each other until everyone understood. Through teamwork, we managed to collect accurate data and complete our calculations. Overall, the project helped me develop stronger measuring and teamwork skills. I learned the importance of precision when taking measurements and how effective communication can make data collection smoother. Although we faced some challenges with coordination, our cooperation allowed us to achieve our goal successfully. **[Tinkah Ayden]**



## CAS-SA Corner

### An Unforgettable Night of Theatre – Grip Am! Comes to TIS!

Get ready to experience laughter, talent, and creativity at their finest as **Tema International School students** bring to life an adaptation of **Ola Rotimi's *Grip Am!* – A Stage Comedy**.

This year's production, directed by **Mr. Mawuli Zonyrah (theatre teacher)** and our talented **student director, Sedinam Ahlidza (Grade 12)**, promises to be an unforgettable showcase of passion, teamwork, and brilliance across grades.

We invite you to **bring your whole village to our village** to celebrate our young performers and crew as they transform the stage into a vibrant world of humour, culture, reflection and impact.

- **Date:** Saturday, 8 November 2025
- **Time:** 7:00 pm
- **Venue:** MPH, TIS Secondary Campus
- **Tickets:** GHS 200.00 (Two Hundred Ghana Cedis)

All proceeds from ticket sales will support the **EducAid CAS Project**, dedicated to building a kitchen for **Mante School**, one of our partner institutions for Service Projects (**CAS, Service as Action and Community Projects**).

Join us for an evening where **theatre meets purpose**. Let's cheer on our students, celebrate creativity, and contribute to a cause that changes lives.

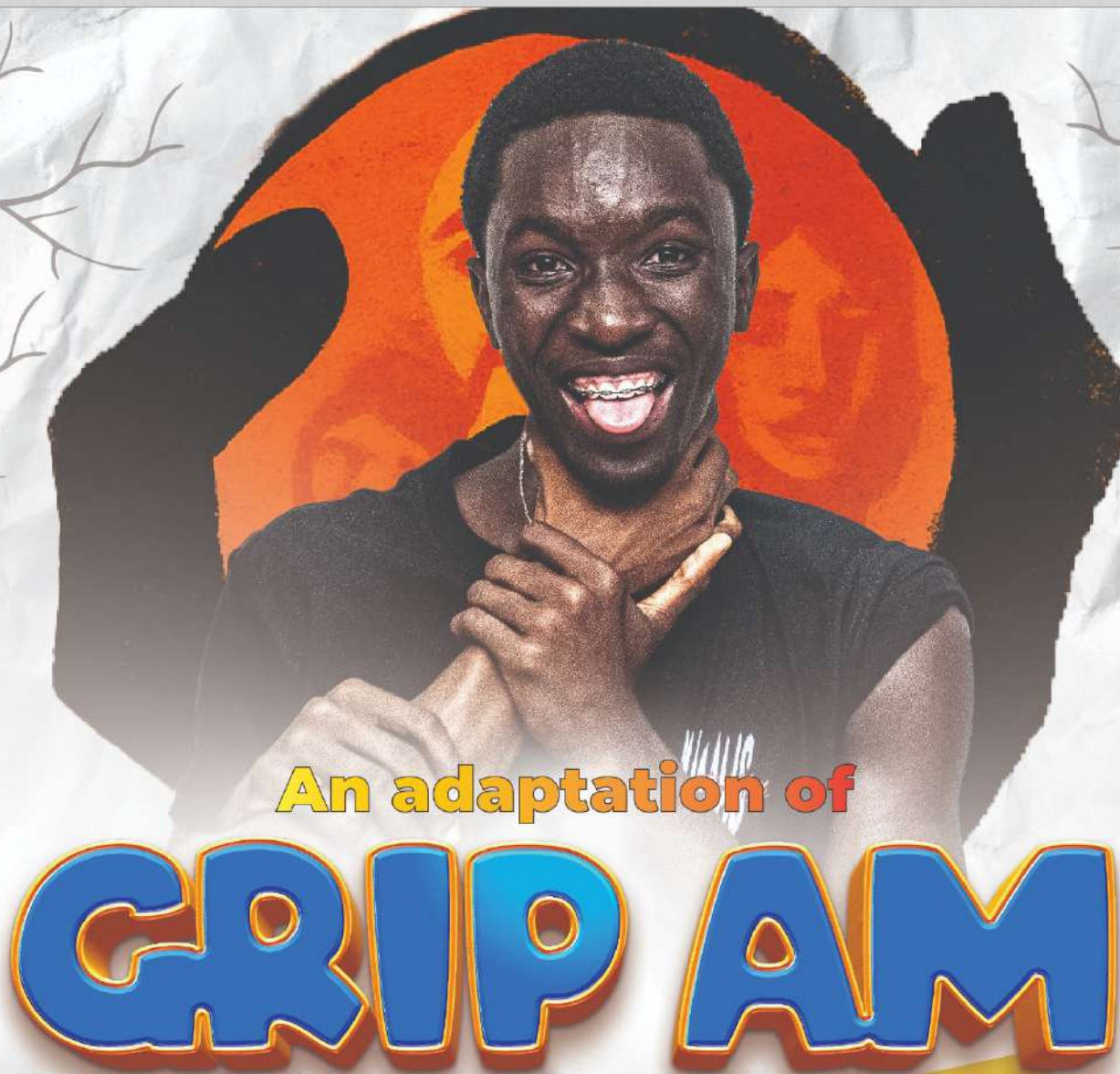
Please be mindful of traffic on the way to campus, as it can be chaotic. We strongly recommend arriving early; seating is on a first-come, first-served basis, and tickets will be available at the gate starting from 4 PM. Food and drinks will be on sale before and after the show, so come ready to enjoy!

We can't wait to welcome you!





**TEMA INTERNATIONAL SCHOOL**



**An adaptation of**

# **GRIP AM**

**08 NOV. 2025**

**MPH - SECONDARY CAMPUS**



**Proceeds from ticket sales will support the EducAid CAS Project in building a kitchen for Mante School - Afienya.**

**Breast Cancer Awareness Month: Early Detection Saves Lives** ❤️



## MYP 3 Community Tour – Reflections and Insights



The Community Project is a key component of the MYP that encourages students to work collaboratively to identify authentic needs within their community and design meaningful actions to address them. It promotes research, service, reflection, and responsible action, all essential elements of the IB Learner Profile and global citizenship.

To begin the **Investigation Phase**, MYP 3 students embarked on a **Community Tour** on **26 September**, visiting the **Community 22 Polyclinic**, **Zenu No. 1 and No. 2 Basic Schools**, and **HopeSetters Autism Centre**. The experience provided students with the opportunity to observe, ask questions, and gain a deeper understanding of the challenges faced by people in their immediate community.

The trip inspired empathy, gratitude, and a renewed sense of purpose as the students began their journey towards creating sustainable solutions through their projects. Below are some reflections from the students following this meaningful experience.

### Student Reflections

The community tour was fun and impactful. The trip had a big impact on me, especially when we visited Zenu Number One and Two Cluster of Schools. For the first time, I saw a school that lacks so many resources. We toured Tema Community 22 and parts of Ashaiman. The first place we visited was the Community 22 Polyclinic, which was a nice hospital but lacked some essential resources. At Zenu Number One and Two Cluster of Schools, we saw that the classrooms had no electricity and other basic learning materials, making learning uncomfortable. The washroom facilities were poor, and some students had to relieve themselves behind the classroom block or in broken bathrooms, which is unhealthy. Our last visit was to HopeSetters Autism Centre. It was well furnished but still needed more support. We played games with the children and realised that we are the same; they just see the world differently. **Papa Akuoku Sarpong**



We started the tour by driving to the Community 22 Polyclinic, where we learned about their challenges and how the hospital operates. We discovered what makes a polyclinic different from a hospital and saw how they managed with limited supplies. Next, we visited Zenu Public School. I was amazed at how the school functioned with so few resources. The students were so kind and grateful, even under those conditions. Finally, at HopeSetters Autism Centre, we learned about autism and how it affects people. We were taught that they are just like us, only different in how they experience the world. **Jaiden Domey**

The goal of this activity was to spark ideas that would help the IB Class of 2030 identify a problem within the community and take action. We visited three locations — Zenu Public School, HopeSetters Autism Centre, and Community 22 Polyclinic — to find a problem we could help solve. Among these, we chose Zenu Public School because of the number of challenges it faces: no electricity, no toilets, and a lack of learning materials. We want to extend a helping hand to these children to support them in accessing a better learning environment. **Anwardeen Hussein**

We visited the Community 22 Polyclinic, where we learned about the purpose and benefits of a polyclinic. Then we went to Zenu No. 1 and No. 2 Cluster of Schools, where we saw the need for a better learning environment. Finally, we visited HopeSetters Autism Centre and learned how people on the autism spectrum view the world differently and how they respond to situations. In conclusion, this community tour was very interesting because I learned how people live under such conditions and how we can contribute to improving our community. **Megan Mayilameme**

During the tour, I saw many things that needed help and improvement. At the Community 22 Polyclinic, I observed many interesting things such as incubators for premature babies. At Zenu School, I noticed that the children were bright and eager to learn but lacked stationery and books, which made me sad. Lastly, at HopeSetters Autism Centre, I met many amazing children with unique abilities — some could dance, sing, and play. This experience changed my view about people living on the autism spectrum. **Genesis Mainoo**



On Friday, 26 September, we went on a Community Project Tour to begin the Investigation Phase of our Community Project. We visited the Community 22 Polyclinic, Zenu #1 and #2 Cluster of Schools, and HopeSetters Autism Centre. At the polyclinic, we saw different sections and learned about their services. Although the facility provided care, the building and equipment were not in the best condition. I was still grateful for the experience. At Zenu Schools, we met the children and saw how little they had to work with. Despite this, they were joyful and welcoming, which really touched my heart. Finally, at HopeSetters Autism Centre, I interacted with children with autism and Down's syndrome. It reminded me that they are just like us, only with different needs. Overall, the trip was inspirational and helped me realise how important the Community Project is — there are so many people in need, and we can make a difference. **Uriel Wulff-Tagoe**



On Friday, we visited three places — Community 22 Polyclinic, Zenu Number 1 and 2 Cluster of Schools, and HopeSetters Autism Centre. These places touched my heart and made me realise how privileged I am. At Zenu Public School, I felt sad that the children do not receive the quality education they deserve. I feel empowered through the Community Project to offer a helping hand by providing teaching and learning materials to enhance their school experience. **Bradley Owusu**

During our visit to the HopeSetters Autism Centre, Zenu Number 1 and 2 Cluster of Schools, and the Community 22 Polyclinic, I observed how different parts of our community work together to support one another. At the Autism Centre, I saw teachers working patiently and lovingly with children on the spectrum, teaching me the importance of understanding and inclusion. The students at Zenu Schools were eager to learn despite limited resources, which made me appreciate my own education even more. At the polyclinic, I saw dedicated nurses and doctors serving with compassion. From this trip, I learned valuable lessons about service, empathy, and gratitude. It inspired me to be more responsible, caring, and willing to help others in need. **Nathan Okai**







## MYP 3 Community Projects – March 2026

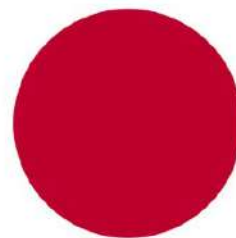
| Groups                                                              | Project Name              | Description / Global Context                                                                                                                                                     | Location                         | Supervisor            |
|---------------------------------------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------|
| Cyril Bannerman<br>Ayden Tinkah<br>Kwabena Osei-Amoako              | Bright Horizon Initiative | Raise funds to purchase painting materials to repaint and beautify the building complex of the preschool department                                                              | Zenu No 1 & 2 Cluster of Schools | Ms. Setor             |
| Joshua Tham-Kanduri<br>Kofi Ofori<br>Kadmiel Annan                  | Bright Future             | Raise GHC 5,000 to purchase sanitary items, cleaning materials for the washroom and a clock for each classroom.                                                                  | Zenu No 1 & 2 Cluster of Schools | Mr. Emmanuel          |
| Lemuel Djossaya<br>Fadl Habib<br>Edem Amoo                          | Play Z                    | To construct a portable playground to encourage learning and fun among the children at Zenu Public Schools                                                                       | Zenu No 1 & 2 Cluster of Schools | Mr. Tay               |
| Kekeli Agyekum<br>Humphrey Tenge                                    | Spectrum Kiosk            | To raise about GHC 40,000 to construct a learning space for the Hope Setters Autism Center to facilitate guided learning                                                         | Hope Setters Autism Centre       | Joseph Boateng        |
| Judah Armah<br>Leo Hui Hao<br>Alberta Dadson                        | Project Mindpital         | To enhance healthcare delivery in the community 21 poly clinic, we aim to raise funds to provide essential medical supplies and equipment such as gloves, nose masks and scrubs. | Community 22 Poly Clinic         | Mr. Dodo              |
| Carla Vodzi<br>Genesis Mainoo                                       | Shine and smile           | Raise GHC 4, 000 to construct mirrors, repaint and beautify the bathrooms at the pre-school department                                                                           | Zenu No 1 & 2 Cluster of Schools | Ms. Abigail           |
| Ohenenana Danso<br>Eleazer Tawiah                                   | La vie cambios            | To raise funds to rewire the electrical system at the pre-school department.                                                                                                     | Zenu No 1 & 2 Cluster of Schools | Mr. Tay               |
| Uriel Wulff- Tagoe<br>Mmalabna Salifu-Mahami<br>Josiah Tham-Kanduri | The Z Team                | Raise funds to purchase teaching aids and organize a stationery goody bag for 60 pupils                                                                                          | Zenu No 1 & 2 Cluster of Schools | Mr. Donald/ Ms. Grace |
| Naa Barkay Vanderpuye<br>Megan Mayilamene<br>Nathan Okai            | Sonnisa                   | To reconstruct and re-pipe the entire washroom facility at the Pre-school department                                                                                             | Zenu No 1 & 2 Cluster of Schools | Ms. Abigail           |
| William Kwapong<br>Aba Arthur                                       | Project Cambia            | Raise funds to purchase painting materials to repaint and beautify the building complex of the preschool department                                                              | Zenu No 1 & 2 Cluster of Schools | Ms. Setor             |
| Raymond Tettey-Amlalo<br>Anwardeen Hussein<br>Papa Akuoku Sarpong   | Dream Con fe              | To construct a portable playground for the children/pupils at Zenu                                                                                                               | Zenu No 1 & 2 Cluster of Schools | Mr. Tay               |
| Emmanuel Osroagbo<br>Francis Boateng<br>Jaiden Domey                | Project Z                 | Purchase paint to beautify the preschool department at Zenu Cluster of schools                                                                                                   | Zenu No 1 & 2 Cluster of Schools | Ms. Eunice            |
| Bradley Owusu                                                       | SDG Code                  | Collaborate with York Innovation Academy to take action on an SDG goal                                                                                                           | Virtual                          | Ms. Grace             |

## #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 — Japan! **JP**

### Japan

Did you know?

Japan is made up of over 6,800 islands, but the four main ones: Honshu, Hokkaido, Kyushu, and Shikoku, make up 97% of its land area.

Japan has over 5 million vending machines, selling everything from drinks and snacks to umbrellas and even hot meals!

Each spring, the country turns pink with cherry blossoms (sakura), a symbol of renewal and beauty.



## MYP 5 – Drawing down the Curtains

Grade 10 students are currently finalising their individual Service as Action worksheets on ManageBac. The cohort is actively preparing to conclude their Service as Action experiences by updating the various actions with reflections and evidence. This is important in order for students to finish in time to shift focus toward their on-screen final exams in May.

The final interviews are also underway to assess students' progress and ensure that their worksheet is in the right structure. Students are expected to complete at least one experience inspired from a classroom unit, an ASA with a service component, and three additional acts of service or action within or beyond the school community, drawn from the nine Service as Action opportunities outlined for the Core.

Take a look at some of their experiences and reflections below!

## #MYP - Project Horizon



This Service as Action initiative is led by Joziah Abor, Nii Armah, Katie Louise Assan, Asher Gyesi, Nicole Amaning, Kameela Kassim, Ryan Akwesi & Mildred Okyere Darkwa (MYP 5).

The team is partnering with the Don Bosco Child Protection Centre to engage victims of child trafficking in a full-day event filled with learning experiences, games, and bonding activities. They have developed an exciting program that promises to make the day both meaningful and memorable. The tentative date

is 28 November.

Stay tuned for more updates and check out these pictures from their recent planning session!



## Behind the Plug

This is an initiative by Marie Kuffour and Nana Yaa Boateng. Inspired by their Unit in physics. The Duo had an insightful presentation during Grade 9 homeroom sharing aspect of their physics lessons and sharing the importance conserving energy while understanding how wires transmit energy behind the plug.

### Read their reflections below

This project helped me realise how much we depend on hidden wires in our daily lives, powering everything from lights and fans to air conditioners and chargers. Before learning about this in physics, I never truly appreciated their importance. Preparing for the presentation made me both excited and nervous, but as time went on, I gained confidence and pride in our work.

The activity was valuable because it combined science learning with communication and teamwork skills. It improved my confidence in public speaking, time management, and organisation. I learned to handle stage anxiety, speak clearly, and collaborate effectively with my partner. Despite challenges, especially overcoming nervousness, my biggest achievement was delivering an engaging presentation that informed and inspired younger students. Overall, this experience taught me the value of preparation, enthusiasm, and cooperation. **Nanayaa Boateng**



This project really opened my eyes to how much we rely on wires every day without even realising it. From lights and chargers to air conditioners, wires are hidden everywhere, quietly making things work. Our goal was to help the Grade 9s understand this, and it felt great to share what we learned in physics in a simple and interesting way.

Planning the presentation took teamwork and effort. NanaYaa and I organised our ideas and create slides. In the beginning, I was nervous about presenting, but once we started, I actually enjoyed it. It pushed me to speak more confidently and explain things clearly. I also learned how important it is to communicate and support each other when working in a team. Balancing

this with schoolwork was a bit challenging, but it taught me to manage my time better. The best part was seeing how engaged they become. They listened, asked questions, and seemed excited to learn. That made me feel proud and showed that our work paid off.

Overall, this activity helped me discover my strengths in public speaking and teamwork, and it also showed me areas I can improve in, I learned that even small projects like this can make a big difference when you put in real effort. **Marie Kuffour**

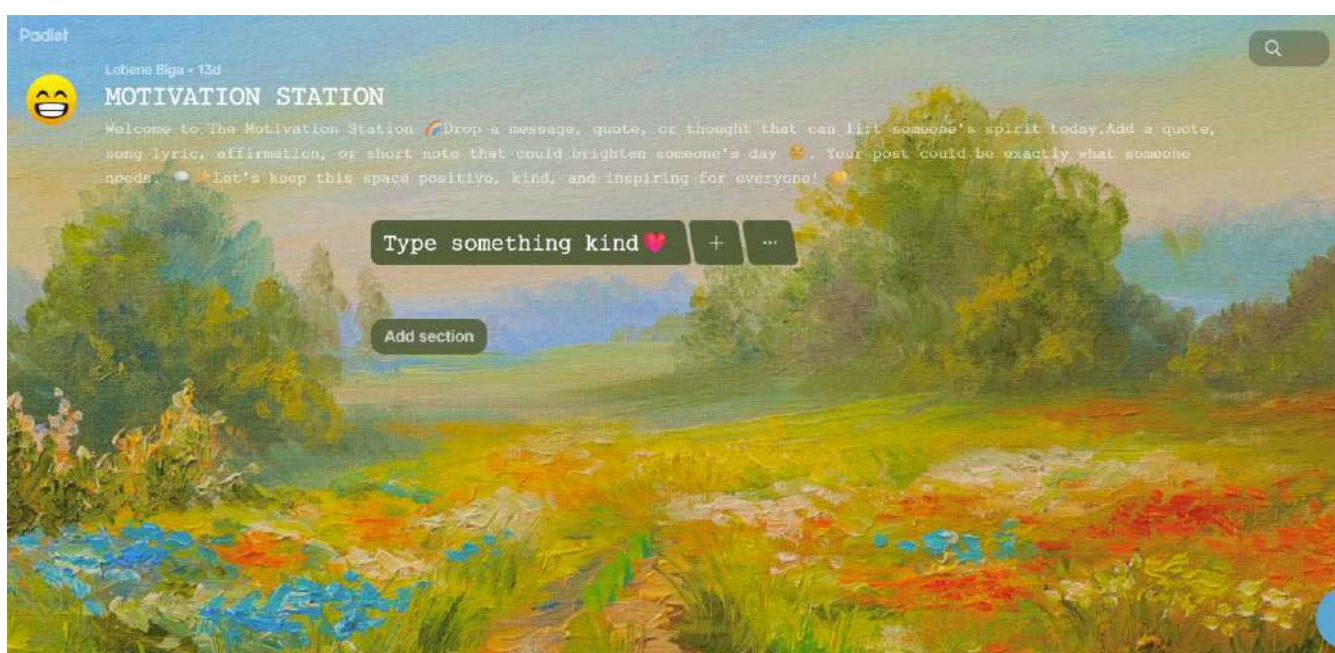
## Motivation Station

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 encouragement with 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/lebenceev1/motivation-station-s6hm5lmh7h603m1p>



## Stay True to You: Being Academically Honest

By Micheal Cobblah & Asher Gyesi – MYP 5

Having academic integrity means that you act honestly, truthfully, fairly and responsibly towards your studies and academic work in school. Meaning that you add all these values to your work whether individually or collaboratively being a foundation to a strong learning environment being expected from not only students but from teachers as well. Some people may see this as not very important and do not see the significance of it but in reality it can become a lifelong skill.

You may have heard academic integrity but sometimes you do not know when you are not showing it some examples are, plagiarising which is copying people's work without proper citations, collusion which means working collaboratively without permission on an individual assignment like a class test or summative and one more is fabrication which means making up fake data or information. All these can affect you negatively academically and as a person in the future but what are some benefits or things that can happen when you do show academic integrity.

Showing academic integrity can benefit others because when you give credit to others whether through citations or references it shows a sign of respect for their original efforts or ideas. Using someone else's words or ideas without giving them the proper recognition is actually a form of theft. You may have thought that the little "copy and paste" in your homework isn't a big deal but once you do it outside of a school setting the owner that has the rights to that information could easily file a lawsuit on you. Even inside of school can be just as consequential for a student where you could lose vital marks, not get any marks and this action might be added to your transcript.

In addition, when you are academically honest and you put more effort into doing your own work, although it may be challenging, you can properly learn and grow. When you take it step by step instead of taking others' work and claiming it is yours proves to be much more effective in the long run because "the learning process is more important than getting high marks". So when you're doing your math work don't just copy it from AI. Instead, struggle and take your time. This will teach you more than just copying the answer.

To sum everything up, academic honesty prepares students for the real world and people who cheat their way through school might not be able to handle the much tougher responsibilities in real life. By being honest in our work, we grow trustworthy, respectful and capable individuals ready to make a difference in our world.

# Academic Honesty



## Interact Club

The Interact Club has finalised the project for the Interact year and a series of fundraisers are underway to raise GHC 8000 to support the Koforidua School of the Deaf. Specifically to change/redo the doors, louvre blades and net windows of the Girls' dormitory at the school. This service project will count as CAS for DP students and Service as Action for MYP students in the club.

The club is looking forward to the success of this project and would like to call on the school community for their support. Updates would be shared in the subsequent bulletins.

Stay TUNED



**Tema  
International  
School**

**PRESENTS**

# Hostel Hope

**Our initiative under our area of focus  
'Basic Education & Literacy'**

- Fundraising for Koforidua's School of the Deaf
- Renovating the Girls' Hostel

**JOIN THE MOVEMENT!**

*Service Above Self*

# 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





## Beyond First Aid: A Red Cross Initiative



# PREVENTING THE INFLUENZA VIRUS

**Follow Health Protocol**

**WEAR A  
MASK!**

**DO NOT COUGH  
INTO YOUR  
HANDS!**

**WASH YOUR  
HANDS  
REGULARLY!**

**VISIT THE  
INFIRMARY  
IF UNWELL!**





**TEMA  
INTERNATIONAL  
SCHOOL**



# INTER-COLOR LANGUAGE COMPETITION

**2025**



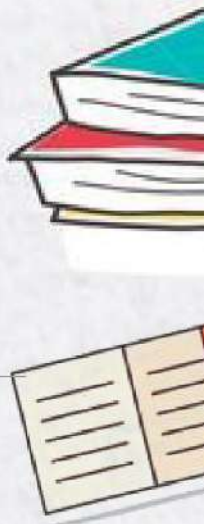
**Friday 31 October, 2025**

**3:30 PM**

**MPH – Secondary Campus**

Come represent, cheer for your colour  
and experience the joy of languages!

**May the best color WIN !!!**



## 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.

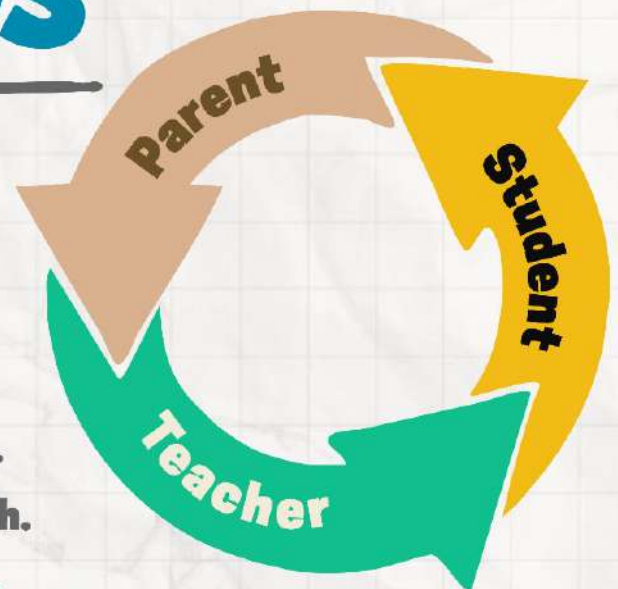
We look forward to welcoming you!

**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

## TIS MUN Shines Bright at AIS MUN Conference!



The TIS Model United Nations (MUN) club has once again demonstrated exceptional talent and dedication, raising our school's flag high at the recent Association of International Schools' MUN conference!

With a robust delegation of 43 students, our club truly showcased their prowess, bringing home an incredible 22 awards! This impressive haul included a remarkable 4 Best Delegate awards out of 12 committees, highlighting the outstanding diplomatic skills and in-depth knowledge of our students.

The TIS MUN club consistently provides various opportunities for students to develop their public speaking, research, and critical thinking abilities, and this conference was a testament to the hard work and commitment of every delegate. We are incredibly proud of their achievements and the way they represented our school.



Enjoy some **reflections** from our delegates and visuals from the conference below!

Attending the Model United Nations (MUN) conference hosted by the Association International School was an enriching and transformative experience. Representing Yemen in the International Labour Organisation (ILO), I engaged in discussions on the topic “Combating Global Human Trafficking and Forced Labour to Attain



Decent Work and Economic Growth.” This experience required deep research, diplomatic thinking, and a strong sense of global awareness.

Winning an award at the end of the conference was one of my proudest achievements, as it reflected the effort and commitment I had invested in preparation and participation. Balancing this experience with school was challenging since I missed three

days of classes, but I managed to stay organized and make up for my work afterwards.

Overall, this MUN experience developed my confidence, communication skills, and understanding of international affairs. It helped me grow more globally minded and socially aware while strengthening my ability to work collaboratively, think critically, and engage meaningfully with world issues. **Joiah Yinemaa Abor, MYP 5**

Representing the UK for my last MUN conference at AIS MUN was a truly appropriate culmination of my Model UN experience.

One of my most enjoyable memories entailed an enthusiastic "battle" of Points of Information targeted at me, the delegate of the United Kingdom, just because I was supporting the USA on their position on Appellate Body reform. While exploring the intricate dynamics of WTO reform, I was mindful of the UK's practical trading interests and the need for a sufficiently equitable global compromise. I learned the nuanced practice of diplomacy when to hold firm and when to find a bridge. This last conference demonstrated that consensus is not about winning but about finding a consensus way forward. I still enjoyed when I received the best delegate award and as I climbed the stage to receive the award for the last time all the past memories of all the past conferences just came flooding in. In all it was a rewarding and reflective conclusion to years of debate. **Michael Okyere-Darkwa, DP 2**



The AISMUN conference was a truly insightful experience. I got the opportunity to meet many people from different schools in Ghana which allowed me to build new connections and exchange diverse ideas. Through the different sessions, I was able to develop my public speaking skills and learn many things that I previously had no knowledge about regarding topics I knew of and topics that were new to me. I also learnt how to debate professionally, which will be very helpful for me in future when I'm pursuing my law degree. Overall, the AISMUN was a 10/10 experience. **Michelle Mensah, DP 2**



Attending AIS MUN was an insightful and eye-opening experience for me. Despite this being my fourth conference, I was still quite amazed and blown away by how organised and interactive AIS MUN was. On the first day, I focused on demonstrating diplomacy and ensuring fairness in all my activities, including opening speeches and resolutions. Participating in the AIS MUN

Conference was a valuable experience that strengthened my communication, leadership, and research skills. Engaging in debate and negotiation taught me the importance of diplomacy and open-mindedness in tackling global challenges. It was a transformative experience that enhanced my leadership, communication, and negotiation skills. Engaging in thoughtful debate deepened my understanding of international diplomacy and collaboration. Being honoured with the Best Delegate Award was a rewarding recognition of my dedication to research, diplomacy, and constructive dialogue. In future conferences, I aim to demonstrate even greater diplomacy and further develop my leadership skills. To conclude, I am immensely grateful to have attended this conference and look forward to my future opportunities. **Nubuke Eli-Dzantor, DP 1**









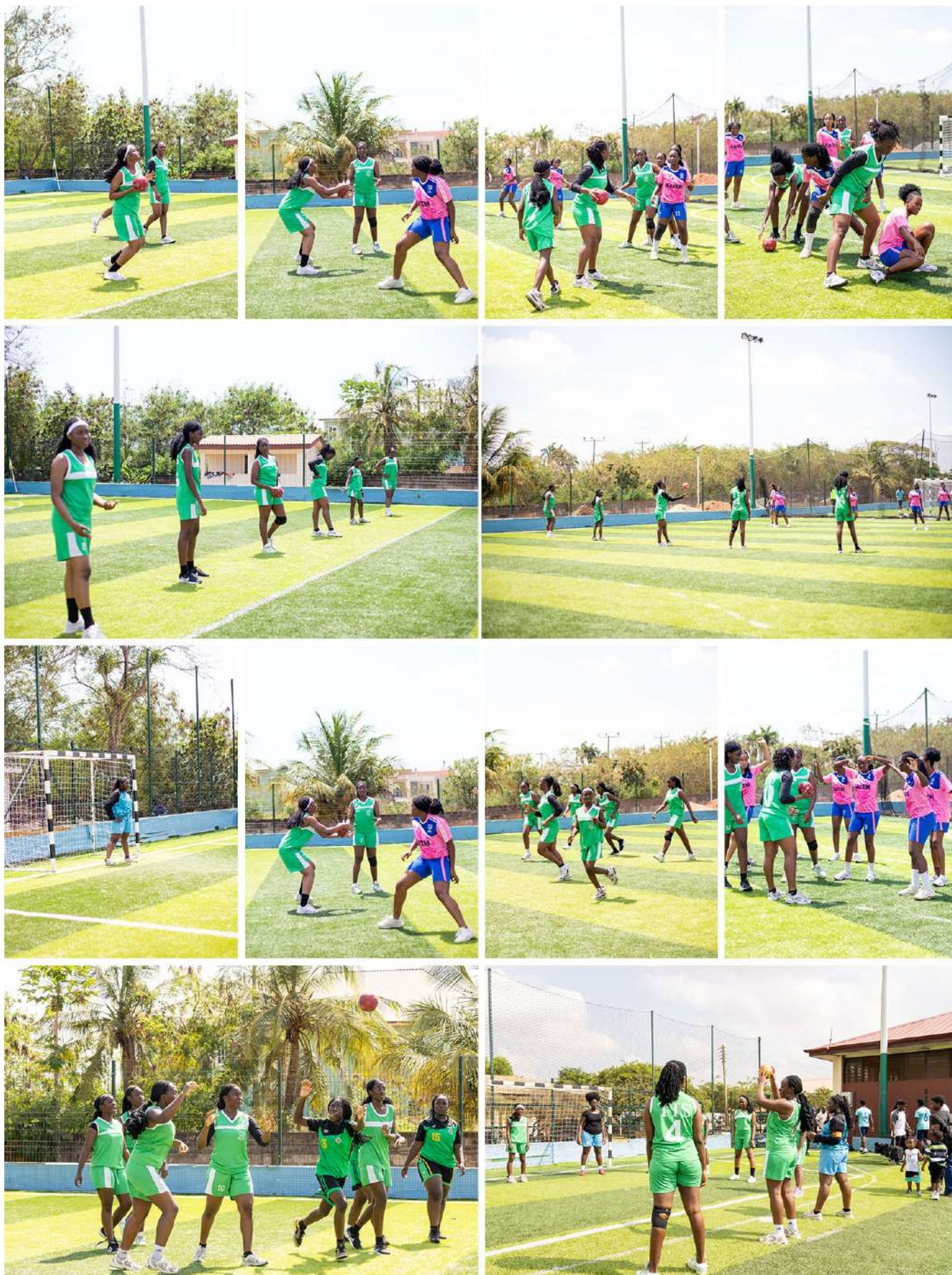
## ISSAG Tournament: Departure and Arrival



## ISSAG - Football, Handball and Tennis finalists (Ladies)



## ISSAG – Handball finals (Ladies)



## ISSAG – Handball finals (Gents)



## ISSAG - Tennis finals





# TEMA INTERNATIONAL SCHOOL SPORT



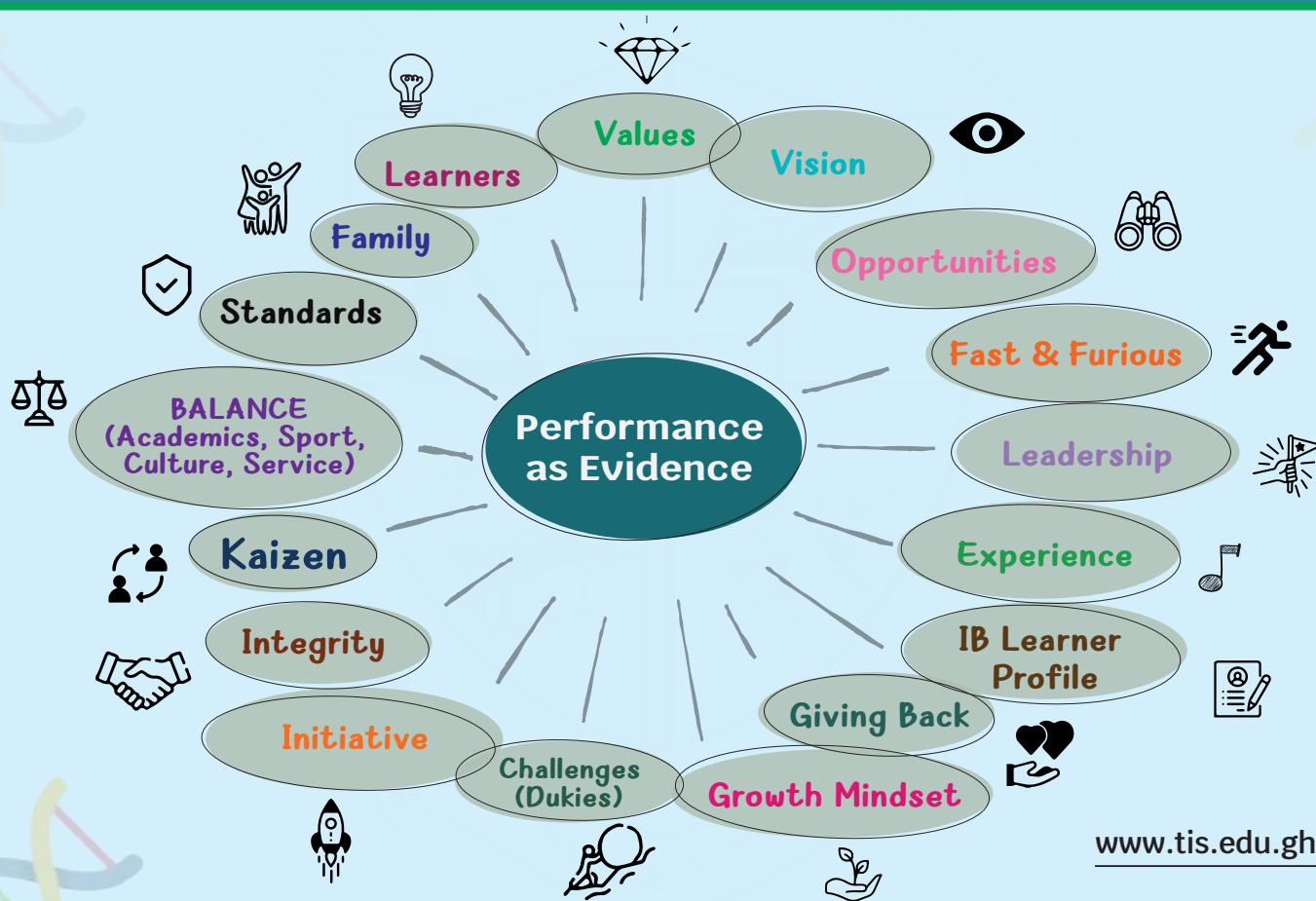
At TIS, we believe that sport, as one of the four pillars for student balance and ensuing success, promotes teamwork challenges personal best and emphasises the importance of appreciating how to lose before knowing how to win.



**EDUCATION FOR A BETTER WORLD**



# THE TIS DNA



[www.tis.edu.gh](http://www.tis.edu.gh)

## HOSTEL CORNER

### Beyond Cleanliness: Building Self-Respect and Responsibility



Living in a boarding school provides students with opportunities to grow not only academically but also personally and socially. One of the most essential life lessons they learn is the importance of personal hygiene and grooming. Good hygiene habits help prevent illness, boost confidence, and nurture respect for oneself and others. They also create a positive and healthy environment for everyone sharing the same space.



At Tema International School, we continue to instil these values in our students through education, discussion, and practice. During a recent grooming and hygiene programme led by our hostel team, students explored important topics such as proper bathing, menstrual hygiene, oral care, and the use of natural remedies for body odour. The sessions also emphasised how personal cleanliness reflects self-discipline, self-respect, and care for the community. To ensure relevance and comfort, the programme was divided into two parts: **Day 1** for the girls and **Day 2** for the boys.

*After each session, our MYP students reflected on what they learned and how it had influenced their attitudes towards personal care. Here are some of their reflections:*

Learning about menstruation helped me understand how the body changes and grows. I realised that having periods is a natural and important part of becoming mature, showing that our bodies are healthy. I also learned how to care for myself during this time by eating balanced meals, staying active, resting well, and keeping clean. Showering daily with mild soap and changing pads often helps me stay fresh and confident. Talking about menstruation openly makes it easier to understand and support one another. This lesson reminded me that self-care is an essential part of feeling strong, healthy, and proud of who I am. **Ariella Sarpong, MYP 2**



In the hygiene session, the Grade 7 and 8 students gathered with Aunty Setor and Aunty Eunice to learn how to stay clean, smell nice, and feel confident every day. We discussed simple tips for bathing, keeping clothes clean, and practising proper personal care. We also talked about menstruation and how to feel comfortable and confident during that time. Aunty Setor and Aunty Eunice demonstrated how to use and place a pad correctly, which made everyone feel more prepared. The session was open, fun, and educational. It reminded us that self-care is not just about cleanliness but about confidence and self-respect. **Keren Djossaya, MYP 2**

During this event, I learned a lot about personal hygiene and self-care. I discovered how to shower properly during my menstrual period and how to use a pad correctly. I was also introduced to natural remedies like ashes and lime that help prevent body odour. I even got the opportunity to practise how to put on a pad, which was very helpful. Some students also shared concerns about hostel hygiene, such as rooms becoming stuffy when sweaty clothes are kept in laundry baskets. We were advised to wash our clothes regularly to keep our rooms fresh and clean. **Benedicta Quarshie, MYP 3**

On Saturday, 18th October, we had a combined session for all Grade 7 and 8 students on proper grooming with Aunty Setor and Aunty Eunice. We began by sharing our hostel experiences and some of the challenges we face. One student mentioned an issue related to hygiene, which started an important discussion on how to reduce body odour and unpleasant smells in the hostel. We were introduced to natural remedies such as alum, ashes, lime, and aloe vera. To use these, you apply them to your armpits, allow them to dry, and then apply deodorant. This simple method helps reduce odour and keeps you fresh. It was a very informative session, and I enjoyed learning about practical ways we, as girls, can take better care of ourselves. **Uriel Wulff-Tagoe, MYP 3**



The grooming session led by Aunty Setor and Aunty Eunice on Saturday, 17th October, was both engaging and educational. We talked about hostel life — the ups and downs of living with roommates, balancing school responsibilities, and maintaining our routines. We also discussed self-care and the importance of personal hygiene. One of the main topics was body odour: what causes it, how to prevent it, and how to treat it naturally. We learned that alum, ashes, lemon, and lime are effective remedies. The session reminded us that caring for ourselves is a form of confidence and respect. We all left feeling more aware and motivated to improve our daily hygiene habits. **Velma Salifu, MYP 3**

Menstruation is a natural and important part of growing up for girls, even though it can bring mixed emotions. During our grooming session, we learned how to embrace it and care for ourselves properly during that time. We practised how to use a sanitary pad, how to bathe well, and how to dispose of used sanitary towels correctly. Each of us took turns demonstrating the steps, which made the learning experience practical and memorable. I am grateful for this lesson and will use what I learned wisely when the time comes. **Jeanelle Atalobra, MYP 2**



During the grooming session, I learned how to keep myself clean and how to eliminate odours from our rooms. I also learned how to manage personal odour. One helpful tip was to air out sweaty clothes on the balcony instead of leaving them in the laundry bag. This helps keep the room fresh. We also had a practical exercise on how to put on and dispose of a sanitary pad properly, and how to shower effectively. This session has helped me improve the smell of my room and encouraged me to maintain better personal hygiene, such as brushing my teeth twice daily and trimming my nails regularly. **Jeslyn Amoah, MYP 2**





Aunty Setor taught us how to bathe correctly and which products to use before and after bathing. She took us through the steps: first, rinse your body thoroughly, then wet your sponge, apply soap, and scrub every part of your body, including your hair, armpits, neck, behind the ears, and groin. This should be repeated to ensure cleanliness. We learned that lime can be cut into halves or quarters and applied directly or squeezed into the palm and rubbed on the armpits, groin, and buttocks about five to seven minutes before bathing. She also showed us how to prepare alum by dissolving it in water in a spray bottle and applying it to the armpits after bathing, allowing it to dry before using deodorant. This helps you stay fresh all day. It was unexpected but very helpful for all of us. **Eleazer Tawiah, MYP 3**



Aunty Setor had a meeting with us about hostel life, focusing mainly on hygiene and self-care. She explained that living together means everyone must maintain cleanliness and responsibility to ensure a healthy and comfortable environment. She emphasised the importance of bathing properly, washing clothes regularly, and keeping rooms tidy. She also demonstrated how to scrub and rinse the body thoroughly, including hidden areas like behind the ears and under the arms. Additionally, she shared traditional hygiene tips such as using lime as a natural deodorant and body cleanser, and salt for cleaning teeth. I learned that hygiene is not just about smell or looks, but about discipline, respect, and health. The meeting made me realise that self-care shows self-respect and helps maintain a clean, peaceful hostel.

Aunty Setor's lesson on personal hygiene and puberty was very interesting and helpful. She explained why it is important to keep ourselves clean, especially as we grow older and our bodies change. She discussed topics like bathing regularly, using deodorant, keeping clothes clean, and taking care of our teeth and hair. She also explained how puberty affects both boys and girls, physically and emotionally. I liked how she made the discussion comfortable and encouraged us to ask questions freely. The lesson helped me understand that these changes are normal and that taking care of myself is a sign of maturity and responsibility. **Brain Narh, MYP 2**

We learned how to use natural products like lime and alum to smell fresh after bathing. To bathe properly, we were reminded to first rinse the body thoroughly before using a sponge and soap, and then repeat the process. Lime should be applied about five minutes before bathing, and alum after bathing. We were also encouraged to brush our teeth twice daily and trim our fingernails and toenails regularly. I really enjoyed the session and hope we can have more like this in the future. **Bill Baiden, MYP 2**

In the design lab, Ms Setor taught us about personal hygiene and the importance of keeping clean. She explained how lime can be used before bathing, applying it to the skin, waiting three to five minutes for it to dry, and then rinsing it off. We also learned that deodorant should only be used after bathing. When bathing, it is important to rinse the body well, then use a sponge and soap to clean vital areas such as behind the ears, the neck, armpits, torso, and groin. Ms Setor advised that this process should be done thoroughly and repeated until the body feels fresh. She also emphasised the need to shave areas with excess hair, as sweat can trap odour there. This session taught me that proper hygiene requires time, effort, and consistency. **Akwesi Danso, MYP 3.**

During our recent meeting with Aunty Setor, we had an open discussion about respect, behaviour, and hygiene in the hostel. It helped me understand how small actions can affect the entire community. At first, it was uncomfortable to hear, but I realised how important it was for everyone to reflect on our habits and how we treat one another. Aunty Setor explained that cleanliness is not just about appearance; it shows self-respect and consideration for others. She also shared practical advice on reducing body odour through proper bathing, using soap well, and trying natural remedies like lime and ash. I found this especially helpful because it showed that staying clean does not require expensive products, just discipline and effort. The discussion also made me think about how trust and respect are built in a community. I learned that being part of the hostel means taking responsibility for myself and helping others do better, too. Going forward, I want to set a better example and encourage others to keep our hostel clean, respectful, and positive. **Nathan Okai (MYP 3)**



Today in the design lab, Aunty Setor spoke to us about body odour and how to manage it effectively. She shared different ways to take care of it if regular bathing is not working well. The first method she demonstrated was how to apply lime to our armpits. She also spoke about shaving, explaining that bad smells often come from not shaving our pubic hair, so we need to do it regularly. The next technique she taught us was how to apply alum after bathing by mixing it with water and applying it under the armpits and around the pelvic area. I learned a lot about how to keep my body smelling fresh and clean. **Papa Kofi Sarpong Gadzekpo, MYP 3**



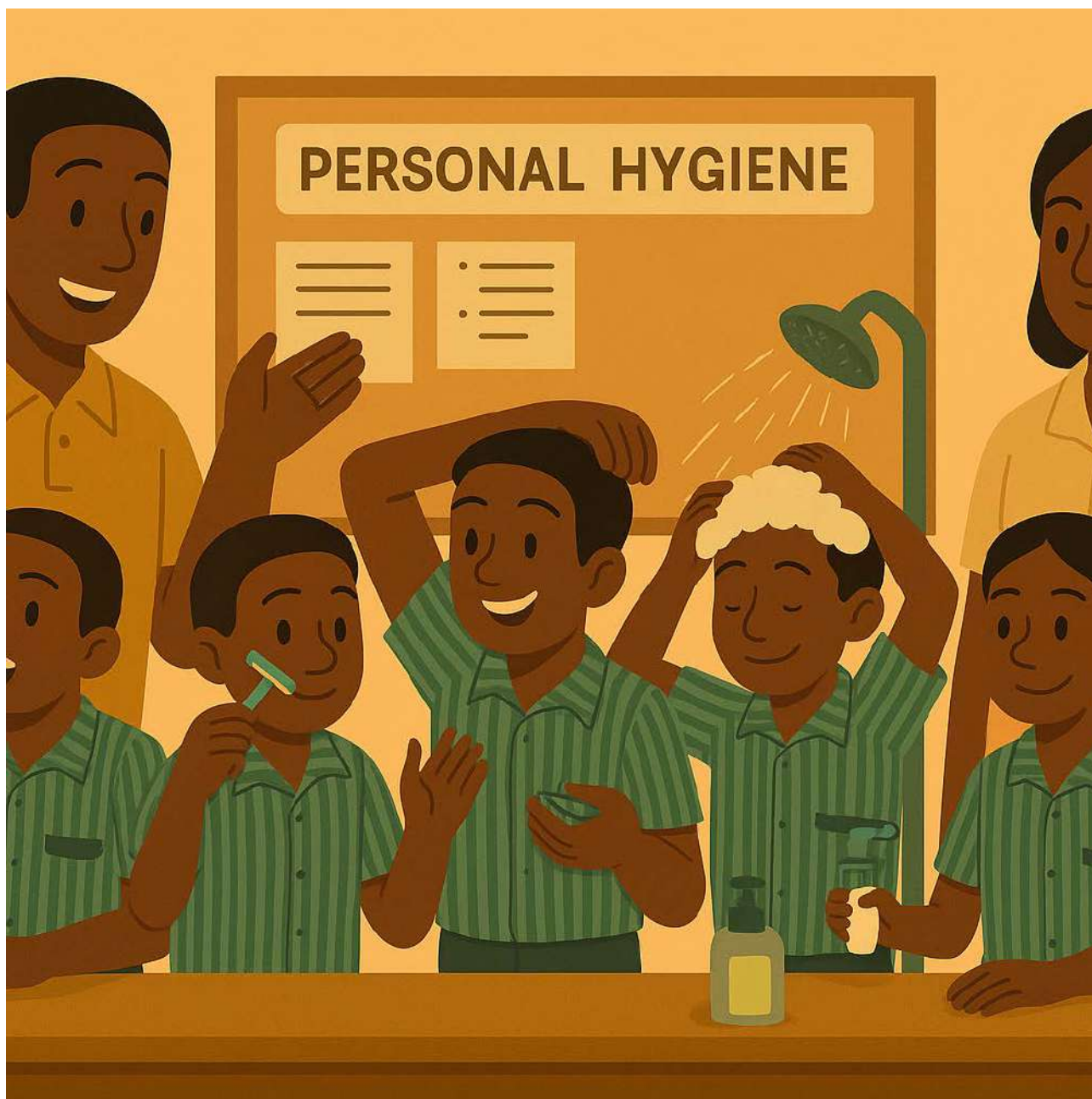
I really appreciated the talk session we had because it gave us the chance to discuss important issues and have an adult guide us on how to address them. The main topic was hygiene, how to bathe properly and practise good personal care habits. As both a House Mother and a School Mother, Aunty Setor educated us on how to stay clean, smell good, and maintain proper grooming as young boys. I liked how open and interactive the session was and how we could share our thoughts freely. It helped me understand that hygiene is not only about looking clean but also about feeling confident and good about ourselves. **Lemuel Djossya, MYP 3**

We were invited to a talk on hygiene and body odour by Aunty Setor. She showed us some home remedies to help reduce odour, explaining that it is normal to experience body odour at our age. She demonstrated how to bathe properly, use lime to eliminate smells, apply alum salt, and use deodorant effectively. I found the talk very helpful and truly appreciate Aunty Setor for taking time out of her busy schedule to teach us these valuable lessons. **Habib Fadl, MYP 3**

During the talk we had earlier today, we came together to discuss some challenges we face in the hostel. Although many issues were mentioned, the main focus was personal hygiene and how it can help us stay clean, smell better, and avoid discomfort or negative attention. Aunty Setor taught us the lime and ash method, which involves dipping lime in ash and rubbing it on the armpits. She also explained how to prepare and use a concentrated alum mixture, which should be applied after bathing, allowed to dry, and then followed by deodorant. We also talked about shaving and shared personal tips on bathing. Overall, this experience opened my eyes to the importance of hygiene and how it affects our confidence and wellbeing. I believe everyone learned something valuable from the session. **Anwadeen Hussein, MYP 3**



In the hygiene talk, I learned about several natural products that help prevent body odour, such as lime and ash. I also understood the importance of cleaning certain areas thoroughly, the armpits, feet, and private parts, to stay fresh and healthy. One helpful tip was to bathe properly by first rinsing the body with water, then using a sponge and soap, and repeating the process to remove dirt, sweat, and bacteria. Maintaining good hygiene also means wearing clean clothes, brushing your teeth regularly, washing your hands before eating, and keeping your nails trimmed. Practising good personal hygiene not only helps you look and smell good but also prevents diseases and keeps your body healthy and confident every day. **Cyril Bannerman, MYP 3**



# COUNSELLORS' CORNER



**Dear Students,**

*You don't stop when you're **tired** — you stop when it's **done**.*

Success demands grit, and greatness is built in the moments when you push through fatigue, doubt, and distraction. Keep your eyes on the goal, trust your effort on a continuum. It brings you closer to better grades and personal growth, Keep going you are doing great!

## TIS: A Global Hub of Learning – University Highlights

TIS Welcomes U.S. University Representatives Hannah Moriggi, Senior Associate Director at Babson College, representing the Undergraduate Admission Center and Alexandra Salcedo, Senior Assistant Director of International Admissions at Boston University



In a dynamic and welcoming setting, students connect directly with the admissions team and the conversation lines where centred on;

- **Q&A Moments:** Students ask about scholarships, majors, and what makes a strong application. The rep responds with clarity and enthusiasm, often weaving in personal stories or examples from current students.
- **Academic Programmes:** Exploring available majors, minors, and interdisciplinary opportunities.
- **Financial Aid & Scholarships:** Understanding tuition costs, funding options, and how to apply for aid.
- **Global Opportunities:** Discussing internships, study abroad programs, and career pathways.

## Enjoy Reading a Reflection by Marie Kuffour, MYP 5

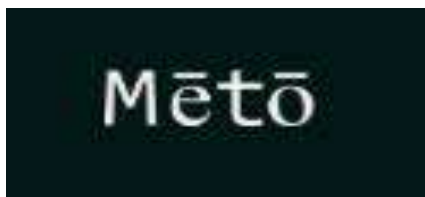


During the university session, I had the opportunity to speak with representatives from Babson College and Boston University. Both schools gave me helpful information about their programmes and what makes them unique. The representative from Babson College explained that the school is well known for its strong focus on entrepreneurship and business innovation, even for students who may want to study other areas. The university of Boston also mentioned the benefits of studying in Boston, which is a major academic city with many opportunities for internships and networking. I also asked both schools about the number of MYP points required for admission. They explained that while there isn't a specific MYP score requirement, good overall performance and strong personal qualities are important. They suggested focusing on consistent academic improvement and participation in extracurricular activities.



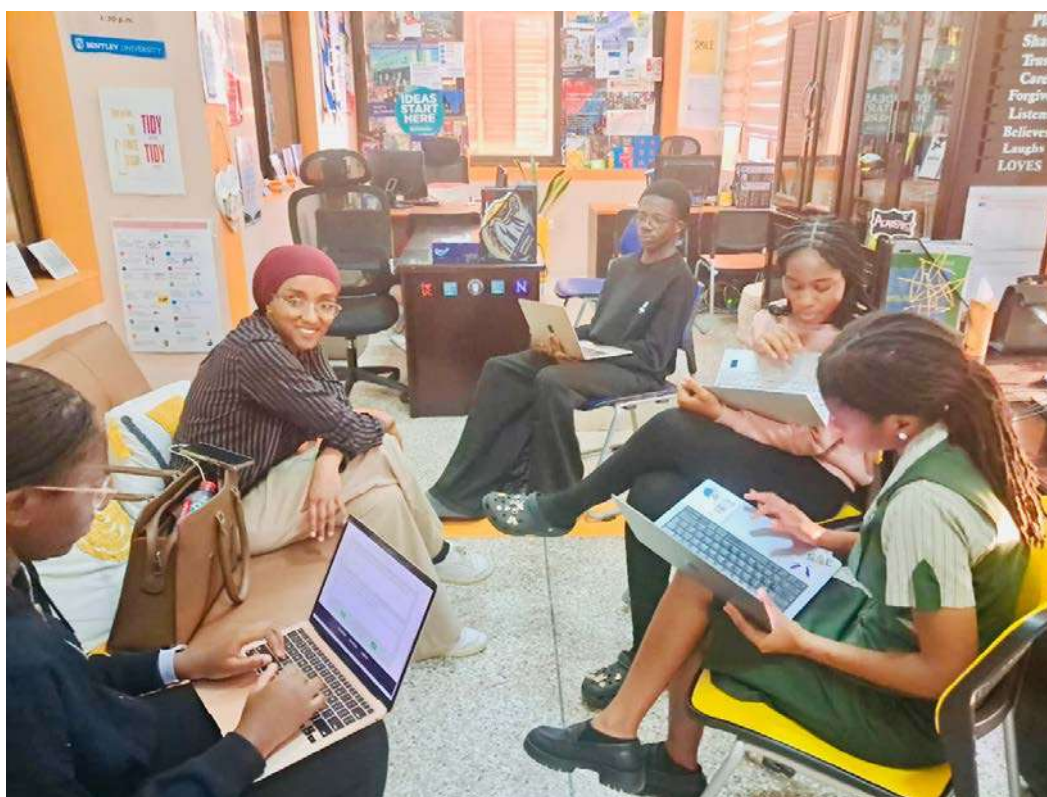
**Babson College:** <https://www.babson.edu/tuition-and-financial-aid/undergraduate/financial-aid/need-based-grants-and-scholarships/>

**Boston University:** <https://www.bu.edu/admissions/tuition-aid/scholarships-financial-aid/>



## Hayat Seid, Co-director of Global Partnerships at Mēto Visits TIS!

TIS was honoured to welcome **Hayat Seid**, for an inspiring visit. Her engagement with students sparked meaningful conversations on global education. Meto is an online meeting place connecting students and universities. Create a free profile, and immediately share it with universities around the world. If a university is interested in you, they reach out to you personally and invite you to apply. Click here to apply: <https://meto-intl.org/>. To connect with Hayat [hseid@meto-intl.org](mailto:hseid@meto-intl.org)



### Enjoy Reading a student's reflection from Zeruiah Yarquah, Grade 12

My METO experience was very exhilarating and eye-opening. Getting the chance to engage with Hayat, the representative for METO, was particularly insightful. She walked us through the process of applying through the METO platform, explaining how it connects students with universities across different regions and the benefits it offers for international applicants. This experience also helped me understand the importance of exploring various pathways when applying to university, especially as an international student. I appreciated how accessible and supportive the METO system is, and it motivated me to research universities that align with my academic goals more independently.

Overall, this session broadened my perspective on global education systems and gave me a clearer sense of direction for my own application journey.



**Thomas Carter Director of International Education  
PDSO | Exchange Visitor Advisor@ SUNY College of Environmental Science and  
Forestry Visits TIS.**



<https://www.esf.edu/tuition-aid/financialaid/esfgrant.php>

### Enjoy Reading Students' Reflections

During this visit, I had a lot of fun speaking to the uni guides, even though we were all tired, they still managed to work with us. We spoke about universities in general, then ESF and their programs. We spoke about some experiences that a student might have in uni, especially in New York, expectations from universities, and also what expectations we should have for ourselves. We even spoke about

concerns such as racism and political conflicts currently going on in the US. The uni guides were so nice, and I had an overall good experience today. – **Tricia Minlah, DP1**

### Enjoy Reading Students' Reflections

The university talk from the representative from ESF College really opened my mind to the possibilities that await us after TIS. He not only answered all of our questions, but engaged with us and asked some of his own questions which kept us active and engaged with the discussion. I learned that just because a university isn't ranked in the Big 10 doesn't mean that it is a bad university or that you wouldn't be able to succeed after graduating from that university, because when you look at any of other ranking systems, your prospective school might still top most of the Ivy or Big 10 schools in the U.S., which really surprised me, because I realised that I had been in an echo chamber of Ivy League schools when in reality, there are so many other schools to consider. **Orefile Dunbar, DP1**



When a representative from ESF University visited our school, I learned that college essays play a major role in university admissions sometimes even more important than the SAT. A strong essay should tell a captivating personal story, highlighting challenges, growth, and the lessons learned along the way. This showed me that authenticity matters more than perfection.

I also found it interesting that ESF University welcomes international students because they value diverse perspectives and believe cultural differences enrich their community.

Overall, the presentation helped me understand what universities truly look for beyond grades. It motivated me to start thinking about my own story and how to express it meaningfully in my future college applications. **Kevin Arthur**



## 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](mailto: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>



### **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](http://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](mailto:portia.atubiga@tis.edu.gh)



### DIGITAL TEST DATES AND DEADLINES 2025

| TEST DATE                | REGISTRATION AND PAYMENT DEADLINE |
|--------------------------|-----------------------------------|
| <del>Sept. 6, 2025</del> | <del>July 25, 2025</del>          |
| <del>Oct. 18, 2025</del> | <del>Sept. 5, 2025</del>          |
| 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.”**

