

TIS RECORD

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

At TIS,

we believe proof of evidence is important and required to demonstrate commitment. Performance as evidence.

Contents

- PYP News: Page 8
- CASSA News: Page 25

Key Dates

- 6/12/25: SAT; Christmas concert.
- 8/12/25 Christmas Lunch
- 10/12/25: Students may depart after 3-Way interviews (Secondary)
- 11/1/26: Students return to hostels
- 12/1/26: Second semester commences. Alumni Homecoming Week.
- 17/1/26: TIS athletics Championships. **NO EXEATS BEFORE 1:00PM**

Thought for the Week

I've never found in my whole life that you could convince someone who doesn't want to work hard to work hard. (STEVE JOBS)



Plastic waste!

The amount of plastic waste at TIS is increasing. Parents are reminded to buy a water bottle for their wards (with a spare readily available). There are several filtered water points on campus where students may collect water in the personal water bottles – this is preferred to them bringing commercially bottled water to school.

During visiting weekends at the secondary school, parents may assist us by limiting the number of drinks brought in plastic bottles, food brought in plastic containers and the use of plastic carrier bags. It would be of further assistance if parents can take their plastic waste from consumed foods and drinks back home with them.



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

-Steve Bollar

Making Us Proud

- **Mr. Francis Adewudzo, a janitor at the Primary School**, is recognised for his willingness to assist whenever needed, helping students and staff, and reliably managing the ironing of costumes during celebrations and special events.

- **Lucille Annan, a Grade 2 PYP student**, is recognized for being a very independent learner who enjoys reading books in the morning when her teacher is not around, especially those written by her classmates during Book Week.

- **Ellis Darko, a Grade 3 PYP student**, is recognized for not only enjoying independent reading in the mornings when his teacher is not present, particularly books written by his classmates during Book Week, but also for assisting others to read.

Accounts

- Student accounts with the school must be cleared as soon as possible. The Principal and the finance office are available to assist with any queries.

Managebac

Managebac is a life line between school, students and parents. Any difficulties in accessing managebac must be brought to the attention of the Principal.

Completion of assignments

All MYP and DP assignments must be completed to the satisfaction of the programme coordinators before the school holiday starts. The learning support team are available to assist with time-management general support for assignments. The school wellbeing counselor is also available to assist with any concerns about the completion of assignments.

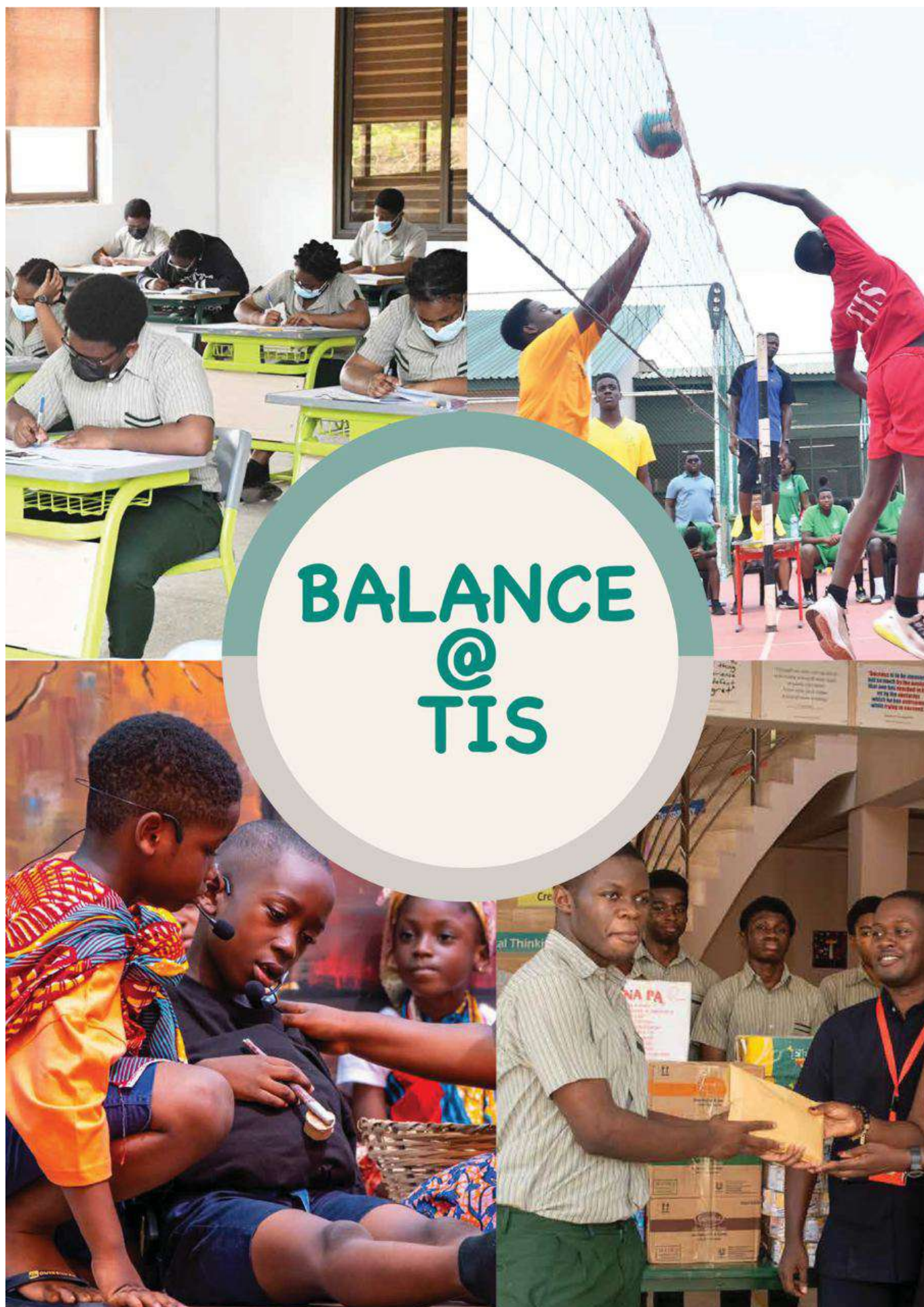
Christmas Concert

Join us to celebrate the season with our Christmas concert on Saturday. Bring family and friends for a wonderful evening. Remember to bring along your non-perishable items for our charity.

Yvonne M Tagoe

Principal principal@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						
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						

December 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			

January 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

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
			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		

May 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						

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
			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	

Public holidays 2025/26

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

Dates and/or events are subject to changes.

FIRST SEMESTER

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

10/12/25 Last day of the first semester: Students may depart after 3-Way interviews or 1pm if no interview

12/12/25 Last day for teachers*

13/12/25 ACT

SECOND SEMESTER

5-6/1/26 Staff Wellbeing Retreat (5/1/26), Staff Wellbeing Day (6/1/26)

8-9/1/26 Staff training days

11/1/26 Students return to hostels; applications for 2026 SC positions close

12/1/26 Second semester commences. Alumni Homecoming Week

17/1/26 TIS Athletics Championships. **NO EXEATS BEFORE 1.00PM**

18/1/26 Alumni Thanksgiving Service

19-20/1/26 SC Manifesto Readings; 20/1/26 Student Council elections by voting (7.00am-4.00pm)

24/1/26 Inter- School Sports Day

28-30/1/26 IDU Days; G12 EE; G11 EE, 11/12 CAS Reflection Day (Public Speaking, Red Cross Training)

31/1/26 SC Leadership Camp **NO EXEATS FOR SCHOOL LEADERS**

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)

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

27-30/3/26 School Trips (27-29/3/26 Dukies Bronze & Silver award trip) (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;

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.

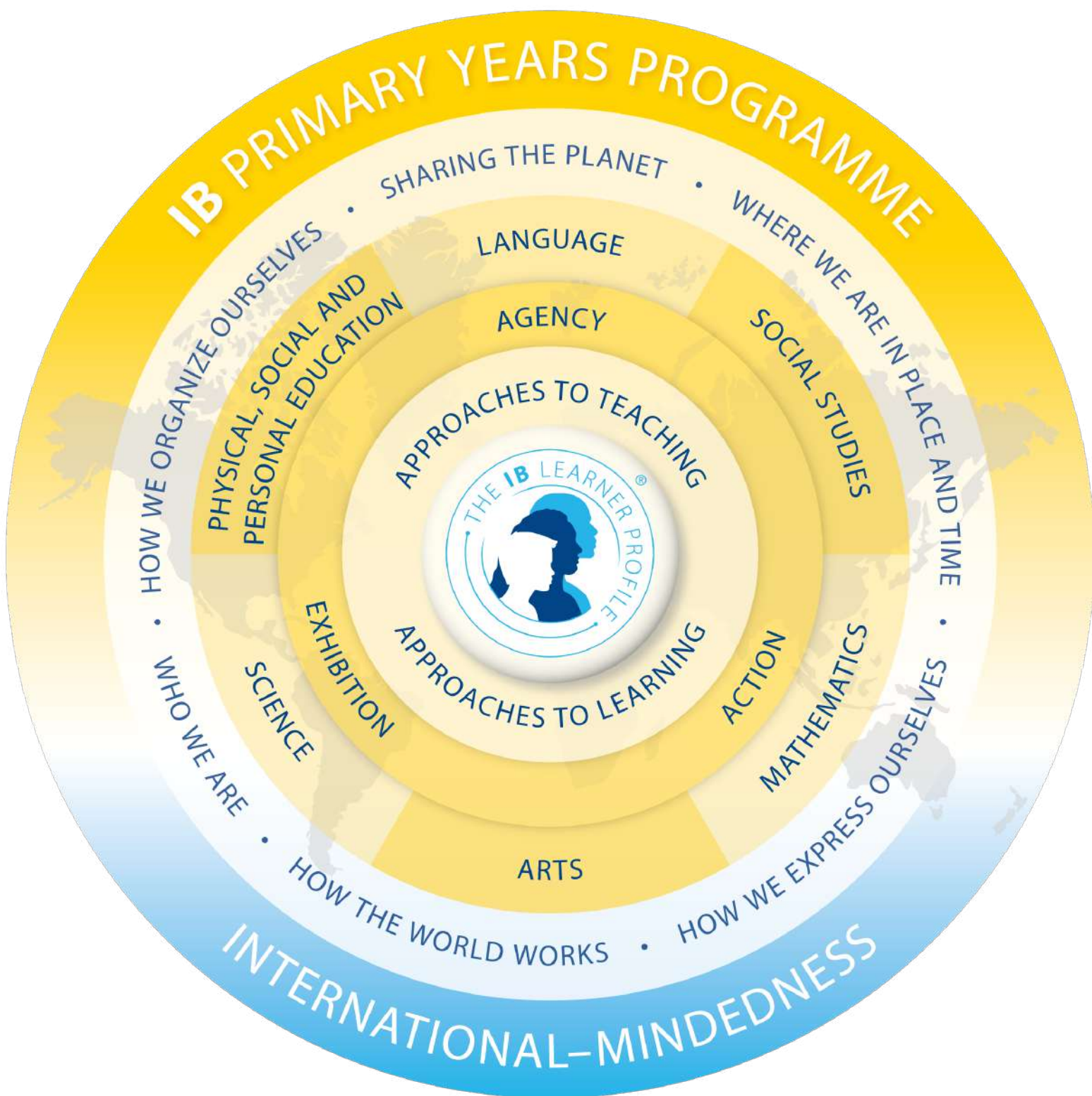
13/6/26 ACT

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)

V20/11/25



EVIDENCING LEARNING AT TEMA INTERNATIONAL SCHOOL

At Tema International School, we see learning as a continuous journey. A journey that values growth, reflection, and meaningful connection. Within our vibrant learning environment, evidence of learning goes far beyond grades and tests. It is about making thinking visible, capturing progress over time, and celebrating the many ways our students build and express understanding.

From the early years through to grade 6, our students play an active role in demonstrating both what they learn and how they learn it. Their voices, choices, and sense of ownership are reflected through a range of authentic tools and experiences, portfolios, reflections, projects, performances, and digital documentation, all designed to highlight the process of learning as much as the outcome. At every stage, we nurture curiosity, creativity, and independence, helping students recognise that learning is not a moment, but a meaningful journey of discovery and growth.



Reflections and Portfolios

Reflection is at the heart of the TIS learning community, where students regularly pause to think about their learning, what they did well, what challenged them, and what they might do differently next time. These reflections, whether written, oral, or visual, help strengthen metacognitive skills and nurture lifelong learners. To support this growth, each student maintains a personal portfolio that showcases their journey across subjects. These living documents highlight achievements, challenges, and progress through creative artworks, inquiry projects, written reflections, and digital presentations, offering a holistic picture of learning in action and empowering students to take ownership of their growth.

English: Comprehension

This session/homework was very engaging and full inquiry I worked on questions about the three arms of government and their functions. One main thing I learnt was that the Executive arm is led by the president and they enforce all laws created by the legislature.

[Show Less](#)



In this work I learnt how to make posters about rights on photpea. I learnt how to edit photos about right to education. I learnt how to place photos and place some information it was amazing. I had a challenge remembering some of the steps but after some more practice I sought of got the hung of it. I improved on my creativity skills. I was very caring by helping others complete their works too, it was fun and interesting, because I got to learn more after helping.

[Show Less](#)



French: Passport

This is my french passport with my last name first name age nationality and the country I come from this work was easy for me and I can confidently say I can give a self introduction.

[Show Less](#)

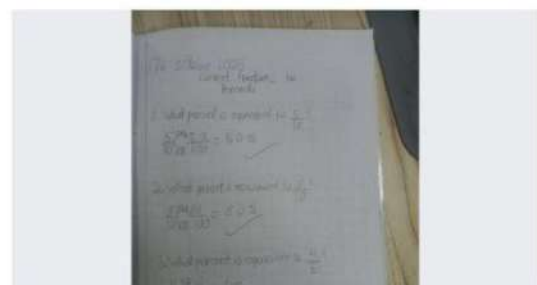


Passport

Math: Converting into percents

This work mainly about the convention between fraction and percents it was an easy task for I went over the limit and did 13 questions I had no challenges or difficulties.

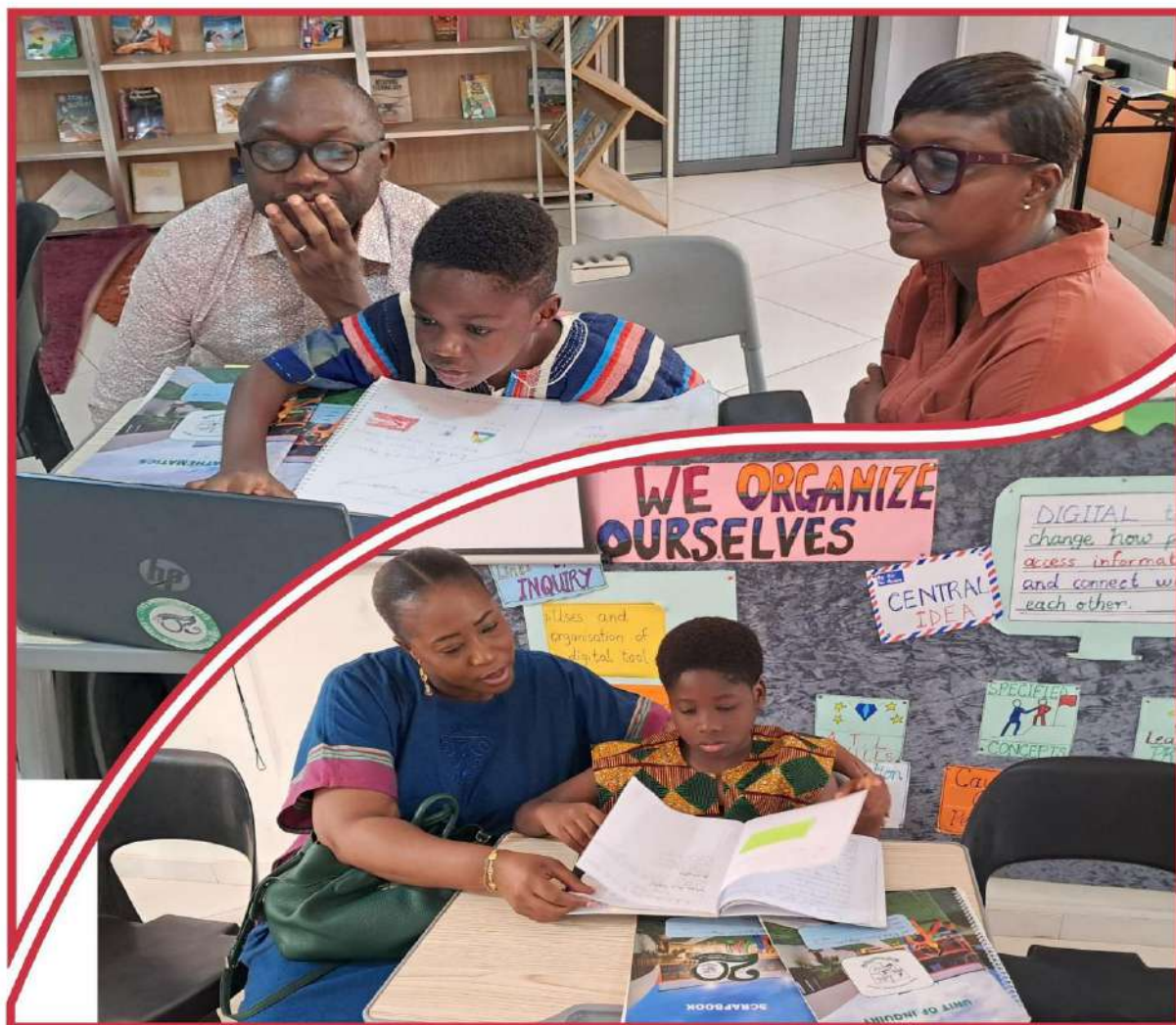
[Show Less](#)



Screenshot of students portfolio

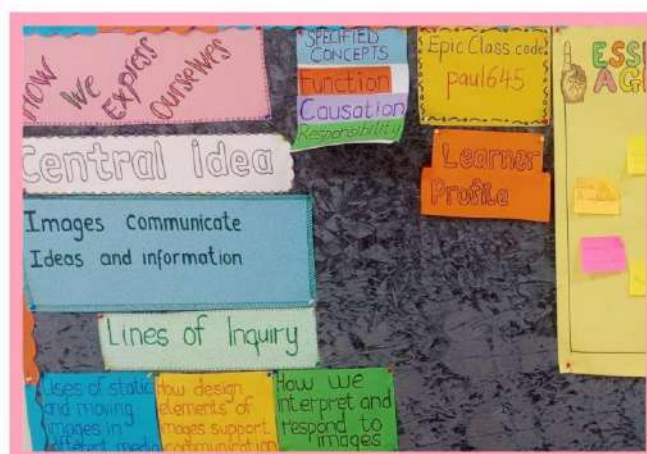
Three-Way Conferences (Interviews)

Our three-way interviews bring together students, parents, and teachers in a collaborative conversation about progress. Here, students take the lead in sharing their work, reflecting on goals, and setting new targets. This dialogue strengthens partnerships and reinforces the idea that learning is a shared responsibility.



Learning in Action

Evidence of learning is visible everywhere on campus: in classroom displays, inquiry walls, student journals, and even during play and exploration. Teachers document learning through photos, videos, and observation notes that capture moments of curiosity, creativity, and collaboration.

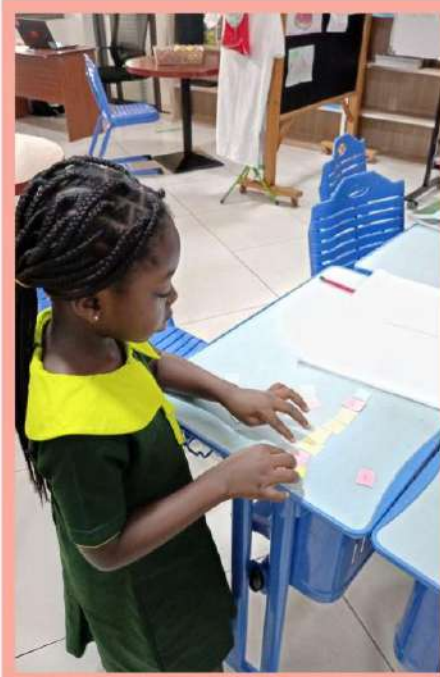


Learning displays on inquiry walls across various learning spaces and within the classroom.





Hands-on inquiry in action as students explore, learn, and engage through practical activities.



Our Grade 1 students using different manipulative to compare numbers, understand and solve addition and subtraction problems through active, hands-on learning.



Our Grade 1 students using different manipulative to understand and solve number patterns and skip counting through active, hands-on learning.





Grade 4 students in action, sharing their ideas and presenting their work with confidence.

Assemblies and Celebrations of Learning

Our Unit Assemblies and Celebrations of Learning provide vibrant opportunities for students to share their inquiries with the wider school community. During these moments, students confidently demonstrate understanding through performances, presentations, experiments, and creative exhibitions. These events highlight the depth of student inquiry, collaboration, and reflection, turning learning into a shared celebration of growth.







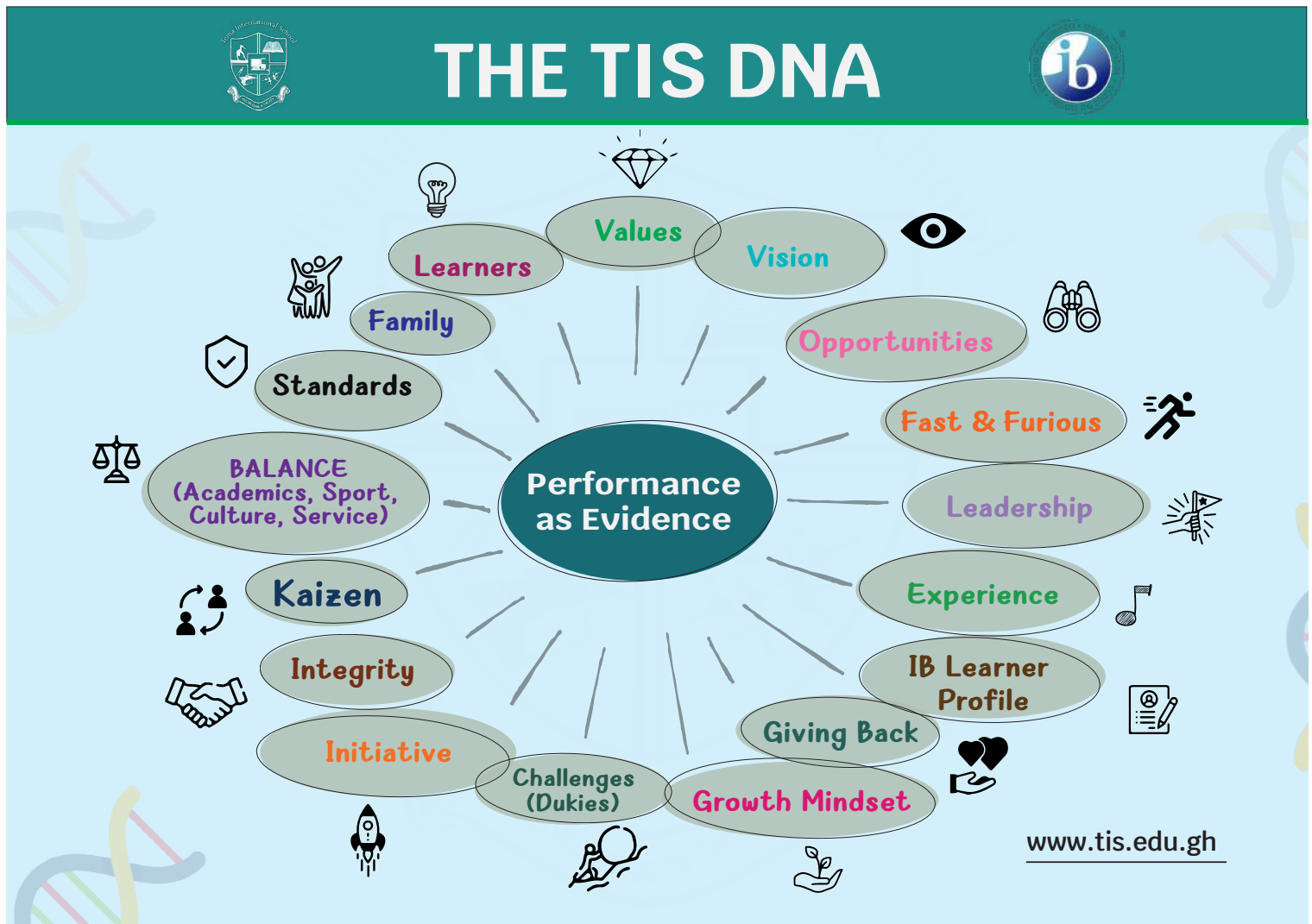
At Tema International School, evidence based learning is not just a requirement, it is a celebration of who our students are becoming. It reminds us that every reflection, every question, and every spark of curiosity contributes to a bigger story, the story of growth, agency, and lifelong learning.



Change ^{the} World Through Excellence

#Make a Difference





CAS-SA Corner

The Joy of Giving! Our Christmas Concert Returns in Style



After a long pause brought on by the COVID years, the spirit of Christmas celebration is returning to Tema International School in full colour and sound. This December, we are delighted to bring back one of our most cherished community traditions, the **TIS Christmas Concert**. This year's theme, "*The Joy of Giving*," captures the essence of the season and reflects the values that define our school: compassion, community, and shared hope.

Set for **Saturday, 6 December, 6 PM**, the Christmas Concert promises to be an enchanting evening filled with poetry, music, and heartfelt performances from our talented students across both the Primary and Secondary Campuses. For many, this will be their first **TIS Christmas Concert**, making this "comeback edition" even more special. With renewed energy and creativity, our students are preparing pieces that will light up the stage and warm the hearts of families and guests.

We are also honoured to have invited guests, **The Tema Chorale** and **The Mante School of Excellence Choir**, joining us for the

celebration. Together, they will help make this event a true expression of community and family.

In the true spirit of giving, this year's concert extends beyond the stage. Families are kindly invited to bring **non-perishable food items** for our **Christmas Outreach**. These donations will go directly to support vulnerable families at the **Ashaiman Mandela Settlement**, bringing comfort and nourishment during the festive season. We are especially proud of the **IB Class of 2027 (G11)**, who are leading this meaningful initiative with empathy and purpose. Their leadership is a shining example of service in action. See below some throwback pictures of our students' visit to the Mandela Settlement.



As we prepare to gather again as one TIS family to sing, celebrate, and share, we look forward to an evening filled with warmth, joy, and generosity. The return of the Christmas Concert is not just an event; it is a reminder of resilience, togetherness, and the beauty of community.

We can't wait to celebrate this special moment with you.

The Joy of Giving begins with us. See you there!

Throwback, Christmas Outreach @ The Ashaiman Mandela Settlement





**TEMA
INTERNATIONAL
SCHOOL**



Christmas Concert

The Joy of Giving



JOIN US FOR A NIGHT OF MUSIC, POETRY, AND CELEBRATION,
FEATURING PERFORMANCES BY:
PRIMARY AND SECONDARY CAMPUS STUDENTS, DANI MAKAFUI,
THE MANTE SCHOOL OF EXCELLENCE, AND THE TEMA CHORALE.

SAT, 6 DEC. | MPH
**6:00 PM | SECONDARY
CAMPUS**

SUPPORT OUR CHRISTMAS OUTREACH: PLEASE BRING A NON-PERISHABLE FOOD ITEM.
LET'S FEED THE HUNGRY THIS CHRISTMAS SEASON, SUPPORTING FAMILIES
AT THE ASHAIMAN MANDELA SETTLEMENT.











MYP – Service as Action

Wave of Change: MYP 5 Students Lead with Purpose

Congratulations to the initiators of *Wave of Change* – Zachary Kitcher, Mildred Okyere-Dankwa and Nana Gyamfi Mends (MYP 5) for a successful fundraiser and awareness campaign. Enjoy some pictures from the Mante School of Excellence during the distribution of the water bottles.





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 - **Norway**

Did you know?

- Norwegians fly a LOT; the average person takes 10 times more domestic flights than a typical European.
- North of the Arctic Circle, Norway gets the midnight sun, where the sun never sets in early summer.
- Oslo's Opera House by Snøhetta is a sleek, iceberg-like landmark on the waterfront.



Bibliography

Piper, S. (2017). 100 Things You Probably Didn't Know About Norway. [online] Medium. Available at: <https://medium.com/@sethpiper/100-things-you-probably-didnt-know-about-norway-ba152cb91082> [Accessed 27 Nov. 2025].

Project Horizon

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

The team partnered 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 developed an exciting program that made the day both meaningful and memorable. Read reflections from the trip and check out some of the photos from the trip.

Thank you to **Ms Eunice Abotsi and Ms Setor** for escorting the team to the centre

Together we build!



When I arrived at Don Bosco Child Protection Centre, I felt excited and ready, even though I did not know what to expect. The place was welcoming, and the children were energetic. We played games such as red light green light, musical chairs, popping balloons and dancing. I also had the chance to teach Math and French, which was my first experience teaching a real class. I was amazed at how fast the children understood, even having small conversations in French by the end. This showed me that they are very intelligent and full of potential, even without being in a formal school. The moment that touched me most was when some of the children hugged me and held my hand, showing how grateful and loving people can be even after going through so much.

This visit made the aim of Project Horizon feel real, not just like planning, but real action. I learned that teaching is not easy, but it is rewarding when students are involved. Don Bosco plays an important role in caring for children who have been forced into labour, deceived or left without families. This experience made me proud of Project Horizon and motivated the team and me to take this project to CAS and return more prepared with donations and stronger support. **Joziah Abor – Co-leader**

Project Horizon began with one aim: Awareness. When I learned about child labour, I knew I didn't want to be someone who watched and felt pity from a distance. I wanted to stand up, step in, and make even a small difference. That desire to move from conversation to impact is what inspired this project.

When I met the children, everything became real. I saw smiles that carried stories, laughter that hid pain, and resilience that spoke louder than any words. Their joy in the smallest moments, a game, a connection, a chance to be free, even for a day, made me realise the weight of opportunity I hold every day. I felt a mixture of gratitude and responsibility. The simple activities, like musical chairs and Pop the Balloon, were more than games; they were bridges. In those moments, labels dissolved. We were not "students and child labour survivors", we were children, laughing together, equal and human.





Leading a team of eight through this experience gave me the chance to grow in ways I did not expect. I had to listen more, guide with purpose, and ensure every member felt seen and useful. Through this, I achieved key Service as Action outcomes. I demonstrated initiative by turning a global problem into a project that touched real lives. By engaging with the issue of child labour directly, I explored a global challenge not through statistics, but through human faces, voices, and moments. And through planning, guiding, and collaborating, I strengthened my understanding of leadership and teamwork, recognising that true leadership is not control but compassion, structure, and shared purpose.

This project taught me that change begins with a decision, grows through collaboration, and becomes meaningful through empathy. Project Horizon reminded me that if we open our hands, give our time, and our hearts, even for one day, we can spark hope in someone else's story and sometimes, hope is the greatest gift we can give. **Nii Amarh – CoLeader**

Our visit to the Don Bosco Child Protection Centre was inspired by our commitment to addressing the issue of child labour and protecting children's rights. I was motivated by the desire to support children who have been deprived of education, safety, and a carefree childhood. When we arrived, I saw children who, despite their difficult pasts, were smiling, laughing, and full of energy. Their joy, confidence, and eagerness to interact with us showed me how much potential they still carry. I felt happy, fulfilled, and deeply moved knowing that our presence, even for a day, could make them feel valued, loved, and supported.

During the visit, I helped organise donations, interacted with the children, played games, taught simple activities, and learned some of their claps, songs, and fun games. What touched me the most was how warmly they embraced us, creating memories that I will never forget. From this experience, I achieved several learning outcomes. Collaboration was demonstrated through working closely with my group to plan, organise, and run the activities successfully. Ethics was shown by recognising the importance of compassion, fairness, and respect when supporting vulnerable children.

I also demonstrated perseverance and resilience, especially in managing responsibilities, adapting to unexpected situations, and ensuring everything ran smoothly despite obstacles. Overall, this experience taught me the value of service, empathy, and teamwork, and it strengthened my desire to make a positive difference in my community. **Nicole Davidson – Amaning – Logistics**

Being a part of Project Horizon was truly a chance to step outside of my comfort zone and helped me learn the impact that small actions can have on a community. In Project Horizon, I worked collaboratively with colleagues, and we came together with a common goal to develop ways to positively impact the less privileged in our community. With our team of eight, we worked together with Father Ernest, Benjamin, and the Don Bosco community, which serves as an orphanage for kids who were unfortunately trafficked, where they are able to stay and hopefully be adopted. As part of our initiative, we donated clothes, non-perishable food, shoes, and more to support the institution. In addition, we also participated in fun activities with them, like "red light, green light," pop the balloon, musical chairs, and a few dance parties.

We also took the time to teach them a few classes, like Spanish, math, computer science, biology, French, and English. During this unforgettable experience, we were able to teach the children unique classes to prepare them for the future and form memorable bonds with them. Besides actually going to Don Bosco, it was a remarkably hard, long-term project with my classmates, which resulted in a huge success!

Ultimately, the project gave me a deeper understanding of service, teamwork, and the responsibility we all have to help one another. Overall, this experience helped me grow and understand that small actions can make a huge impact. **Asher Gyesei – Documentation**



I wanted to experience what it is like to learn outside of our familiar setting and how I can help. Upon arriving at Don Bosco, I found children who were very eager to study. They did not possess much, but their vitality and interest were very vocal. Their behaviour during the meeting, such as listening, posing questions, and being open to us, made me realise that there is no need to have fancy resources to learn; in fact, attitude is enough. I felt a mix of excitement and responsibility. Excited because the atmosphere was fun, and responsible because I realised the kids were actually looking up to us. It made me more aware of how I spoke, explained things, and supported them. I assisted in the teaching of the children during the visit and also instructed the children in activities.

I needed to simplify things, remain tolerant and identify ways of ensuring everyone was on track. It was not about teaching and moving around, but about communicating and improvising. This experience made me attain the learning outcome of being aware of my strengths and areas of growth. **Ryan Akwesi – Logistics Member**



During our visit to the Don Bosco Child Protection Centre, I was struck by how safe and protected the children appeared, even though many had faced extremely difficult circumstances before arriving there. The environment was calm and structured, reflecting the care and stability that the staff work hard to provide.

As we interacted with the children, their intelligence and curiosity became immediately clear; they were articulate, thoughtful, and eager to engage. It made me deeply aware of the potential in young people who are often overlooked due to neglect or challenging backgrounds. Observing this reminded me of the importance of nurturing such minds and creating opportunities for them to grow.

This experience strengthened my sense of responsibility and reinforced the purpose of Project Horizon, urging me to continue advocating for children's rights and supporting initiatives that provide safety, education, and hope. **Kameela Kassim – Promotion/Media**

Project Horizon began from our shared concern about child labour and the urgent need to protect children's rights. Although many issues affect our communities, the deprivation of education, safety, and dignity through child labour stood out to us the most. To take action, we created Project Horizon, a team dedicated to offering support, spreading awareness, and giving hope to affected children. As part of this project, we visited the Don Bosco Institute, where we taught, learned from, and played with the children. We organised a donation drive and engaged them in fun activities like games, dancing, and learning sessions. The children's smiles brought joy to all of us, and the funny memories we created along the way made the experience even better.



They even taught us different claps, songs, and games, little moments of happiness that we will never forget. Project Horizon was personally inspiring to me because I felt deeply connected to the mission I wanted to make a positive change in my community and contribute in a meaningful way. As a member of the logistics team, I managed donations, organised schedules, and coordinated different aspects of the visit. Seeing the bright, joyful children laughing, playing, and learning reminded me of their potential and reinforced why protecting their rights matters so much.

I felt happy, fulfilled, and reflective, knowing that our actions were creating real impact. Through this experience, I achieved key learning outcomes: collaboration, by working effectively with my team; ethics, by engaging in compassionate and meaningful service; and challenges and perseverance, as managing logistics required responsibility, problem-solving, and staying committed despite obstacles. **Katie Louise-Assan – Media**

Donnnnn! Boscooooo!

What an experience. It has been a dream of mine for a long time to do something like this, and now it's finally done. Actually making an impact in the world around us feels surreal. This project was the culmination of our team's dreams, hard work, planning, and execution, and when I look back at the children's smiles and laughter, I know we succeeded. Project Horizon allowed me to bond with my friends in a completely different way and helped me notice areas of growth in myself and others. Throughout this journey, I realised the level of dedication and planning required to bring an idea to life. During our meetings, we had to plan and communicate clearly, taking notes, contributing ideas, and managing documentation simultaneously.

Teaching the children math was eye-opening. They were eager, attentive, and incredibly smart. Some of them had the joy of learning that I rarely see, which gave me hope. During the planning stages, we spent more time chatting than planning, but over time those meetings evolved into serious discussions, well-structured presentations, and organised plans. Watching that growth in my cohort was inspiring.

We had our challenges, especially with communication. Ryan would suggest ideas, and we sometimes dismissed them without truly listening. That was not our best moment. However, we learned from it. We improved. We listened. We wrote things down. Eventually, our meetings ran smoothly and efficiently.

I am so grateful to have been part of something that made so many people smile and laugh. We walked into the Children's Home knowing that the kids had faced situations no child should ever experience, yet their smiles showed resilience beyond words. There was one boy, **Confidence**, whose smile lit up the room. It was as though he was saying, *"I have been through something difficult, but I am not defined by it anymore."* His smile was a reminder that hope is powerful. **Mildred Okyere- Dankwa – Logistics**





Service As Action Article by Marie Maa Serwaa Kufuor (MYP 5)

Enjoy a good read about Galamsey authored by Marie Serwaa Kufuor. This article was published in the *Daily Statesman* newspaper p5 and *The Informer* p4. You can also access it on *citionline* here <https://citinewsroom.com/2025/11/galamsey-ghanas-gold-rush-at-a-cost/>

Galamsey: Ghana's Gold Rush at a Cost

Galamsey: Ghana's Gold Rush at a Cost

Marie Maa Serwaa Kufuor -
Tema International school

In towns and villages across Ghana, a quiet problem is growing beneath our feet. Galamsey, the illegal and unregulated mining of gold, is slowly damaging our rivers, forests, and communities in ways many people don't realise. Recent reports show that galamsey operations have invaded 44 out of 288 forest reserves.

Galamsey might seem like a quick way to make money, but its long-term consequences are severe. Illegal mining sites often use harmful chemicals, such as mercury, which is washed into rivers such as the Pra, Ankobra, and Offin. This pollution makes the water unsafe for drinking, fishing, and farming, affecting thousands of families who depend on these rivers every day. In some areas, scientists have found mercury levels up to 10 times above safe levels, which can cause long-term health problems.

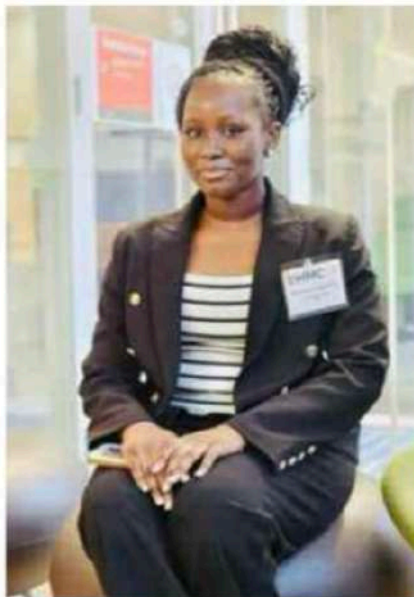
Galamsey also destroys huge portions of farmland. Each time the soil is dug up and trees are cut, a piece of Ghana's future, its fertile land, clear air, and natural wealth is lost. Farmers in parts of the Western and Ashanti regions report losing fertile soil they relied on for cocoa, plantain, and vegetables. As a result, food production drops, and communities lose essential sources of income.

The social impact is equally worrying. Some young people leave school to work on mining sites, risking their education. Communities near galamsey pits face safety dangers from collapsed mines, open pits filled with polluted water, and poor air quality.

But the situation is not hopeless. Across Ghana, groups are working to restore damaged land, replant trees, and

promote safe, legal mining practices. Community awareness programmes are teaching people about the dangers of mercury and how to protect water sources. By reporting illegal mining activities and supporting environmental protection efforts, every Ghanaian can help safeguard our future.

Galamsey is more than an environmental issue; it is a warning. If we protect our land and rivers today, we protect the health, economy, and future of Ghana for generations to come.



In towns and villages across Ghana, a quiet problem is growing beneath our feet. Galamsey, the illegal and unregulated mining of gold, is slowly damaging our rivers, forests, and communities in ways many people don't realise. Recent reports show that galamsey operations have invaded 44 out of 288 forest reserves.

Galamsey might seem like a quick way to make money, but its long-term consequences are severe. Illegal mining sites often use harmful chemicals, such as mercury, which is washed into rivers such as the Pra, Ankobra, and Offin. This pollution makes the water unsafe for drinking, fishing, and farming, affecting thousands of families who depend on these rivers every day. In some areas, scientists have found mercury levels up to 10 times above safe levels, which can cause long-term health problems.

Galamsey also destroys huge portions of farmland. Each time the soil is dug up and trees are cut, a piece of Ghana's future, its fertile land, clear air, and natural wealth is lost. Farmers in parts of the Western and Ashanti regions

report losing fertile soil they relied on for cocoa, plantain, and vegetables. As a result, food production drops, and communities lose essential sources of income.

The social impact is equally worrying. Some young people leave school to work on mining sites, risking their education. Communities near galamsey pits face safety dangers from collapsed mines, open pits filled with polluted water, and poor air quality.

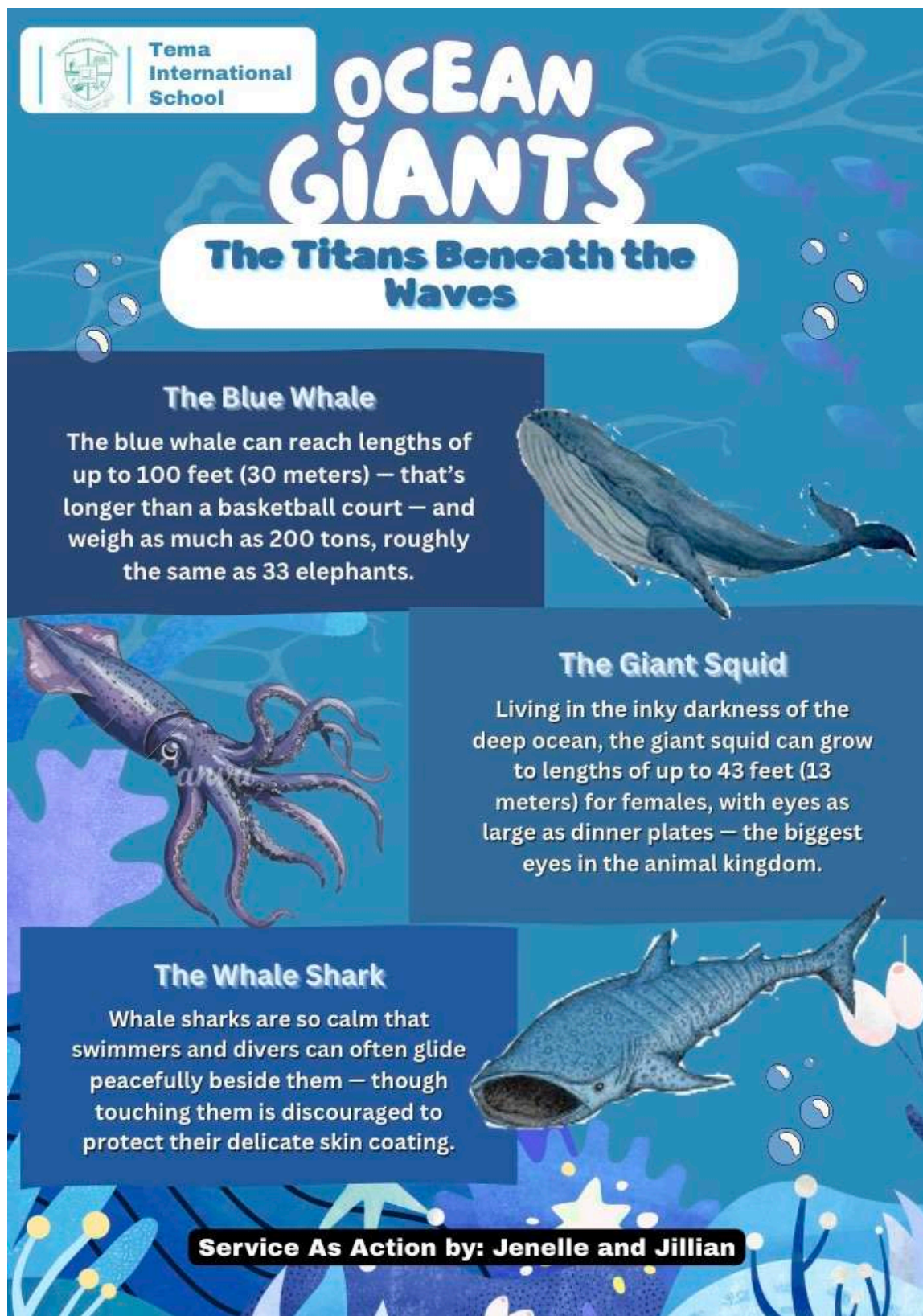
But the situation is not hopeless. Across Ghana, groups are working to restore damaged land, replant trees, and promote safe, legal mining practices. Community awareness programmes are teaching people about the dangers of mercury and how to protect water sources. By reporting illegal mining activities and supporting environmental protection efforts, every Ghanaian can help safeguard our future.

Galamsey is more than an environmental issue; it is a warning. If we protect our land and rivers today, we protect the health, economy, and future of Ghana for generations to come.

Ocean Giants

Jenelle Obiri and Jillian Domey have designed a poster for the Aquarium area at the Einstein block as part of their Service as Action experience. This poster also addresses **SDG No 14** - Life below Water.

Well done to the Duo!



Be Kind to Yourself - Health & Wellbeing

By Janice Marfo

Many students are kind to others but forget to treat themselves with the same care. Treating yourself with respect is crucial for mental health because it builds up self-worth, resilience, and emotional stability, helping you manage stress and avoid negative self-talk. You should respect your own limits, know when to take a break, reflect, set boundaries and acknowledge your worth. Know that your value is essential and not dependent on your achievements or perfection. Everyone deserves kindness or respect in their day-to-day lives.

Prioritise your mental and physical health. Taking care of yourself can help you feel focused, refreshed and balanced. Having consistent sleep, balanced meals, and regular physical activity can help calm the nervous system, improve mental clarity, and reduce stress. This article will explore how you should treat yourself with respect, kindness, embrace imperfection, prioritise your health, and overall, ***“Be Kind to Yourself.”***

Understand the Value of Self-Care

Recognising the value of self-care is important for teenagers as it is a key part of improving mental health, reducing stress, and building emotional resilience. Practising self-kindness can improve confidence by reminding you that mistakes are part of learning, not signs of failure. When you treat yourself with patience and compassion, challenges at school become easier to handle because you're not battling harsh self-criticism on top of your responsibilities. Many students feel pressured to be perfect, whether from school, social life, or their own expectations, but self-care helped break that cycle. It encourages you to slow down, manage your time better, and give yourself the space to grow without judgment.

Overall, self-kindness matters because it helps teens destress by reducing anxiety and depression, and it replaces harsh self-criticism with a supportive inner voice. When you practice self-compassion, you are motivated and emotionally balanced, leading to greater life satisfaction, improved relationships, and overall well-being.

Healthy Habits for a Kinder Mind

Practising self-kindness starts with small, everyday habits that support your mental and emotional wellbeing. These habits help you stay calm, balanced, and motivated. Some examples include:

- **Taking breaks when overwhelmed** gives your mind that time to reset.
- **Speaking to yourself positively**, replacing negative thoughts with encouraging ones.
- **Setting realistic goals** so you avoid stressing yourself with impossible expectations.
- **Getting enough sleep**, which helps improve mood, focus, and energy levels.
- **Forgiving yourself for mistakes** allows you to move forward instead of staying stuck in guilt or regret.

These simple actions can make a big difference in life, helping you build a healthier mindset and making self-kindness a natural part of your daily life. There are many more simple actions you can do in your life; you simply have to make the effort to do so.

Putting Self-Kindness into Real-Life Moments

Students can practice self-kindness in many everyday situations where emotions run high. For example, after receiving a bad grade, instead of being harsh on yourself, you can remind yourself that one test does not define your worth or ability. When you say something awkward, instead of dwelling on it with thoughts like “That was so stupid,” you can use a more compassionate voice: “Everyone makes mistakes, it’s part of being human,

and it's going to be okay". When feeling stressed about deadlines or exams, taking deep breaths and giving yourself permission to pause can prevent overwhelm. It's also common for students to compare themselves to others, but self-kindness means recognising that everyone has their own pace and unique strengths and talents. Finally, when struggling with schoolwork, being patient and asking for help instead of giving up shows kindness to oneself. Practising self-kindness in these moments helps students grow by building resilience and confidence, turning challenges into opportunities to learn rather than reasons to feel discouraged.

The Power of Being Kind to Yourself

Being kind to yourself is not a sign of weakness or selfishness; it's a powerful act of courage and self-respect. When you treat yourself with compassion and understanding, you create a strong foundation for your mental and emotional health. This kindness helps you face challenges with confidence, recover from setbacks faster, and build deeper, healthier relationships with others. Remember, the way you talk to yourself shapes how you feel and act in the world. So choose kindness, patience, and care. Embrace your imperfections, celebrate your progress, and know that you deserve the same kindness you offer to others. By being kind to yourself, you are taking the first step towards a happier, h and healthier life.



Community Project

Community Project season is here! Our Grade 8 students have been working enthusiastically to achieve their group goals and objectives. This year, we are serving three communities: the Zenu No. 1 and 2 Cluster of Schools, the Community 22 Polyclinic, and the **HopeSetters Autism Centre**.

Zenu School is in urgent need of amenities and basic teaching and learning materials, and our students are passionate about making a meaningful difference. In the coming weeks, Grade 8 will be organising various fundraising activities, and we kindly appeal for support from staff, Peers/Students, parents, family friends and the entire TIS community to help us make this initiative a success.

In the spirit of giving, the ***Spectrum Kiosk*** Community Project is appealing to the community to purchase a shirt for the Upcoming Christmas Concert this Friday to support their fundraising efforts. Supervised by Mr Joseph Boateng, the initiators, Humphery Tenge and Kekeli Agyemkum, aim to raise GHC 10,000 to support the HopeSetters Autism Centre with special teaching and learning aids/materials.

You can purchase a shirt at GHC 60 from Auntie Bernice at the CASSA Office in 3 Colours: Red, White and Green

Thank you for supporting a worthy Cause

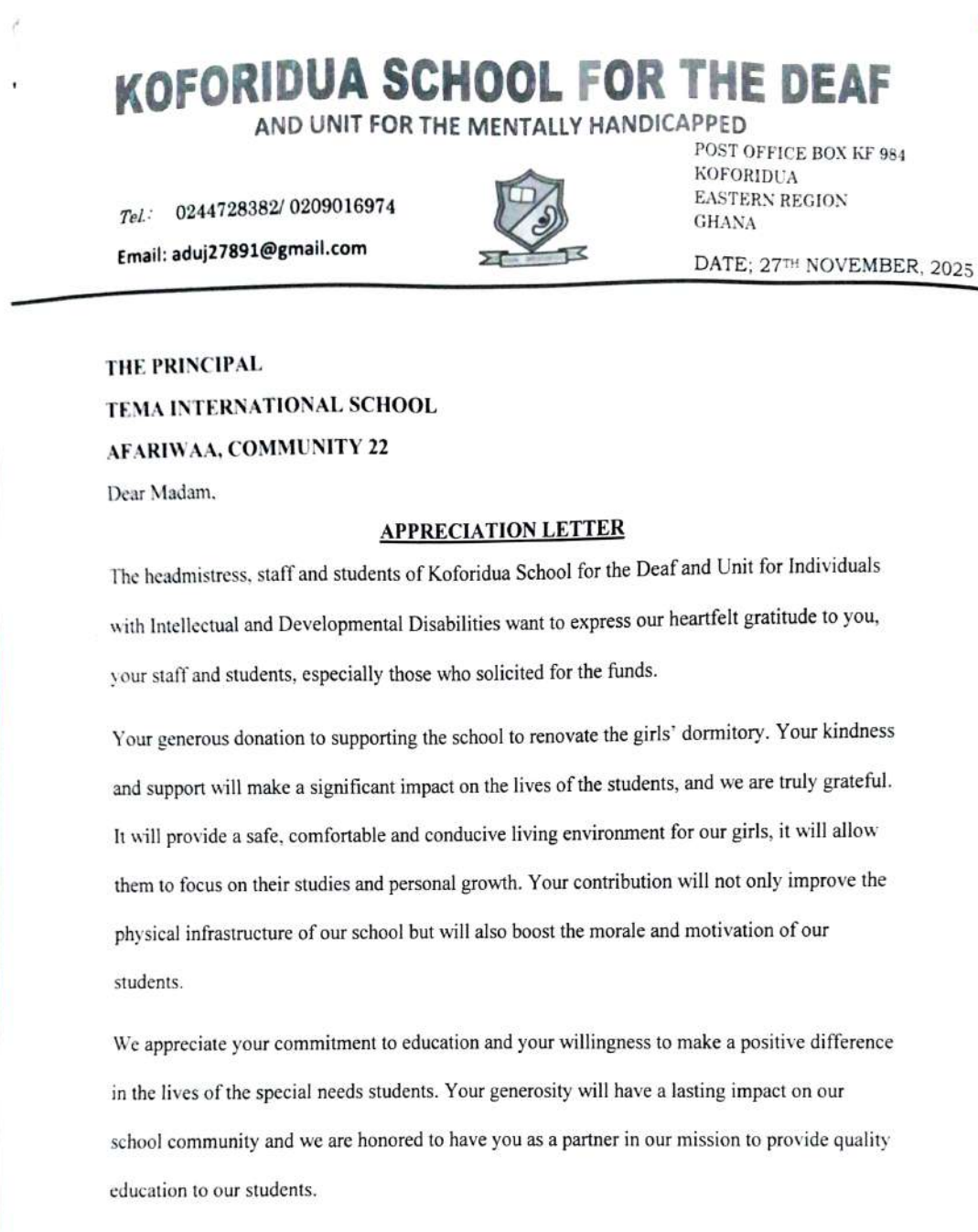


Interacts Club

The Interact Project for the year is officially underway!

The Headmistress of the Koforidua School for the Deaf has acknowledged receipt of our support, and work on the girls' dormitory has already commenced. Photo evidence will be shared with the community in due time.

The club would like to express our heartfelt appreciation to the entire TIS community for your generous donations, purchases, and support during our various fundraisers. Your contributions have played a vital role in helping us reach our goal. **Service Above Self!**





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



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*.

TIS MUN Delegation Represents TIS in Portugal



Seventeen students from the **TIS Model United Nations (MUN) Club**, accompanied by their patron, *Mr Welagaamo*, and *Ms Abigail Ahiadorme* (ASA Leader), have embarked on an exciting journey to Portugal to participate in the prestigious **St Julian's MUN Conference 2025**.

The delegation departed Kotoka International Airport smoothly earlier this week and flew through **Amsterdam Schiphol Airport** before arriving in Lisbon. The team is now fully immersed in the conference, attending sessions at **St Julian's School in Carcavelos, Portugal**.

This international platform offers our students an exceptional opportunity to sharpen their research, public speaking, and negotiation skills while collaborating with young leaders from around the world. It has

been inspiring to see their enthusiasm as they take on global issues with confidence and diplomacy.

Parents of the participants have been receiving daily live updates from Portugal, and the feedback so far has been overwhelmingly positive.

We look forward to sharing highlights, student reflections, and the overall impact of this remarkable experience in **next week's bulletin**.

Best wishes to our delegates as they continue to represent TIS with excellence on the global stage.






TIS Annual School Production 2024 – Secret of an Ancient Well - on YOUTUBE

We are delighted to share with you **the TIS 2024 Annual School Production**, *Secret of an Ancient Well*, beautifully adapted and performed by our talented students. This timeless story by *Yaw Asare* explores themes of identity, community, and the deep journey of self-discovery.

We invite the entire school community to **click the link below**, watch the production, and enjoy another memorable **TIS theatre experience**:

 **Watch: Secret of an Ancient Well – TIS Annual School Production 2024**

https://www.youtube.com/watch?v=P6hKJ6GykDo&list=RDP6hKJ6GykDo&start_radio=1

As we continue to grow our online presence and celebrate student creativity, we kindly encourage you to:

- **Subscribe** to our YouTube channel
- **Like** the video
- **Share** it with your friends and family
- **Leave a comment** to cheer on our amazing students and staff

Your engagement supports our students' hard work and strengthens our vibrant TIS community.

Enjoy the show!

#TISSchoolProduction #SecretOfAnAncientWell #TISTogether



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.

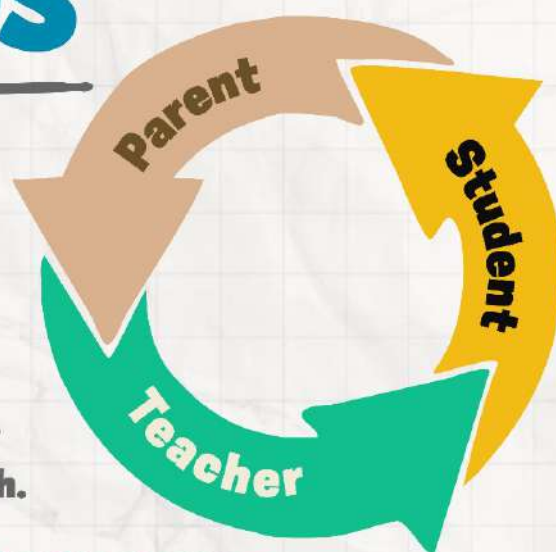
We look forward to welcoming you!

**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 INTEGRITY Code

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

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



Tema International School

