

TIS RECORD

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

At TIS,

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

Contents

- PYP News: Page 13
- MYP Corner: Page 25
- CASSA News: Page 29
- Counsellors' Corner: Page 57

Key Dates

- 7/2/26 Creative Writing Workshop
- 9-13/2/26 MYP5 Mock On-screen examination
- 12/2/26 G11 TOK Exhibition. NO G11 EXEATS
- 13/2/26 PYP End of Unit 4 #WI; Early Years Family Day

Thought for the Week

The only guarantee for failure is to stop trying.

John C Maxwell



Being of service to others

Research shows that acts of service and kindness provide significant mental, physical, and emotional benefits to the giver. Serving others calms us down leading to lower stress levels. Knowing what a positive impact our actions will have on others, strengthens our self-esteem and provides a sense of purpose. The benefits arise from sincere motivations rather than looking for recognition. Our students have been busy this past week in service activities that prepare them for the outside world in more than academics. Many stepped up for the public speaking course and first aid training through the Red Cross. Well done to them!

Pushing for a personal best

To achieve in life, you must be able to focus on your target and complete it to the required standard. In a school setting, student achievement will be based on evidence of learning through assessments. This sounds simple enough, except for the distractions we encounter daily. Some are imposed, while we individuals create others. As individuals, we should strive to improve our personal best in each area of endeavour. *Personal best*, as the adjective implies, is something the individual controls. Ultimately, our personal best will determine the level of our achievements. *Focus and personal best* should be keywords for TIS students, especially our exam candidates.

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

-Steve Bollar

Accounts

- When paying an amount in our school's account, always ensure you use the student's family name and student ID as the payment reference.
- Please email payment advices to: finance@tis.edu.gh

Visiting: Must Do

- Do not bring too much food! Take home what is not consumed.
- Park at the Main Entrance, (not at the Hostel Gate entrance).
- After your scheduled hour, leave your environment tidy for the next visiting family.
- Cancel your booking early, if you are not coming.
- Only book once for a weekend.

Reminders

- Parents must book their visit online. Please go to <https://www.schoolinterviews.com.au/code/k9frh>
- Exeats are limited to a maximum of 8 per semester. Weekend exeats must be received by the preceding Wednesday. Online exeats can be found at: <https://www.tis.edu.gh/exeatform>

Making us proud

Michal Annan, a Grade Six PYP student is acknowledged for working together with Grade 5 students in a collaborative and creative way to design their posters. **Nana Yaa Adusei**, a Grade Six PYP student is awarded for showing initiative and teamwork while working with Grade 5 students to design their posters. **Christabel Quao** a Grade Six PYP student is being recognised for collaborating spontaneously with Grade 5 students to create their posters.

Raphael Abaidoo a Grade One PYP student is being awarded for being caring and supportive by helping organise plates during lunchtime.

Prohibited items

Every so often it is good for all of us to remind ourselves of items which are not permitted in school. It is part of our integrity, not to bring prohibited items to school. Items which do not belong in school will be confiscated and a sanction will be applied. Hostel parents are available to confirm what can or cannot be brought to school.

Bereavement

It is with a heavy heart that I announce to you the passing of one of our own. Mr George Hagan of the Accounts Department who passed away this week. Mr Hagan was known to us as both a colleague and a proud parent to Lady-Margaret and George-Houtman (both past students of TIS). We pray for strength for his family during this difficult time. Should you have been affected by this sad news, our school counsellor (albright.banibensu@tis.edu.gh) is available to discuss this and other difficult moments with you.

May George rest in peace.

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 preceding Wednesday. Any requests after this deadline will not be approved.

The integrity of an exeat request is critical.

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

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

Parents/Drivers must show the 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 June 2026, parents will be required to book their visit online. Please go to:

<https://www.schoolinterviews.com.au/code/k9frh>

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.

9 - 1 - 2025



TIS MYP & DP Local and Overseas Educational Trips 2026

MONTH	PROPOSED DATE(S)	FUNCTION
January	23	Ecological Immersion Program (GH)
February	20 to 22	DP1 Visual Arts Educational Trip to SCCA, Tamale (GH)
March	28 to 29	DoEIA Expedition Camp (GH)
March	27 to 29	DP2 Geography/ESS Trip to the Western Region (GH)
April		
May		
June	20 June to 12 July	French & Spanish Language Immersion (France/Spain)
July	28 June to 5 July	Harvard YLSC (USA)
July	19 to 25	Cambridge IGNITE (UK)
August	21	Geography Excursion (GH)
August	27 to 30	FWWMUN Johannesburg (SA)
September	1 to 5	ESS Slapton (UK)
September	17 to 18	IA Data Collection (Geog and Psych) (GH)
October		
November	6	Business Management Trip (GH)
December		
January 2027	3 to 10	Harvard YLSC (USA)

To be approved for overseas trips, school accounts must be cleared of outstanding bills.

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						
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28	29	30				

October 2025						
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November 2025						
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23	24	25	26	27	28	29
30						

December 2025						
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21	22	23	24	25	26	27
28	29	30	31			

January 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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25	26	27	28	29	30	31

February 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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29	30	31				

April 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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26	27	28	29	30		

May 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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24	25	26	27	28	29	30
31						

June 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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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
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12	13	14	15	16	17	18
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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	9 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 → DP1info 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



TEMA INTERNATIONAL SCHOOL

Primary School Campus

Admissions Open For 2026/2027 Academic Year

Flexible admission screenings and interviews



Entry Points in 2026

Preschool

Nursery (1.9 years @ August 2026)
 Kinder 1 (2.9 years @ August 2026)
 Kinder 2 (3.9 years @ August 2026)
 Kinder 3 (4.9 years @ August 2026)

Junior Primary

Grade 1 (5.9 years @ August 2026)
 Grade 2 (6.9 years @ August 2026)
 Grade 3 (7.9 years @ August 2026)

Senior Primary

Grade 4 (8.9 years @ August 2026)
 Grade 5 (9.9 years @ August 2026)
 Grade 6 (10.9 years @ August 2026)

To learn more
scan this.



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

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

To enrol scan
this.



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



Tema International School



MAIN CAMPUS

**SECONDARY ADMISSIONS ARE OPEN FOR 2026/2027 ACADEMIC YEAR
FROM 3 OCTOBER 2025 UNTIL 31 MARCH 2026**

A family school, a unique experience.

Flexible online admission testing is available

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

Grade 7 (MYP 2)

Students should:

- a) Have completed Primary 6.
- b) Be aged 11+(at the time of admission).
- c) Complete a general aptitude test and interview.

Grade 8 (MYP 3)

Students should:

- a) Have completed JHS 1 or in JHS 2.
- b) Be aged 13+(at the time of admission).
- c) Complete a general aptitude test and interview.

To learn more
scan this.



Grade 9 (MYP 4)

Students should:

- a) Have completed Grade 8 or Basic Education Certificate Examination (BECE)
- b) Be aged 14+(at the time of admission).
- c) Complete a general aptitude test and interview.

Grade 11 (IB Diploma Programme)

Students should:

- a) Have successfully completed MYP 5, the IGCSE (Or its equivalent) or awaiting the results of the IGCSE.
- b) Be aged 16+(at the time of admission).
- c) Complete a general aptitude test and interview for non IGCSE & GCSE students (i.e. WASSCE, OCR, AQA).

To enrol, scan this



The online application process can be completed at: <https://tis.openapply.com>

For further information contact us on phone:

+233 303 305134, +233 303 308737, +233 249 637762 email: admissions@tis.edu.gh

Or come and visit the school (Opp Afariwa Farms, Off Tema-Akosombo Road)

www.tis.edu.gh

Please have the following documents available (scan onto a flash drive) before you begin with online application;

- 1 recent passport-style photo
- passport biodata page/ birth certificate
- 3 recent school reports (**Grade 2-11 Applicants**)
- Letter of recommendation and academic transcripts (**Grade 11 Applicants**)

1. Go to our admissions portal tis.openapply.com
2. Click on the **Sign In** button found at the top right corner of the page.
3. Click on **Sign up** here if this is your first time using OpenApply otherwise type in the email and password you used the last time you used OpenApply.

For first time users please proceed to 4. For existing users please proceed to 5.

4. Fill in **User Details** and proceed to application.
5. Ensure you fill out details correctly and attach all required documents where necessary (passport picture, passport biodata page/ birth certificate, school reports, transcript, recommendation).
6. When forms have been completed kindly proceed to make application fee payment using any of the 3 options:
 - www.expresspaygh.com/tis
 - At the Finance Office on TIS campus
 - At any Barclays Bank into the TIS Account number 1798808 or Ecobank into TIS Account number: 0020014471692201
7. You will receive an email to confirm receipt of your application and the next steps towards admission **only when the application fee payment has been received**.
8. **Please note that your child will be taking a Cognitive Ability Test (CAT4) as an Entrance Exam for admission at TIS. (Grade 7-11 students)**

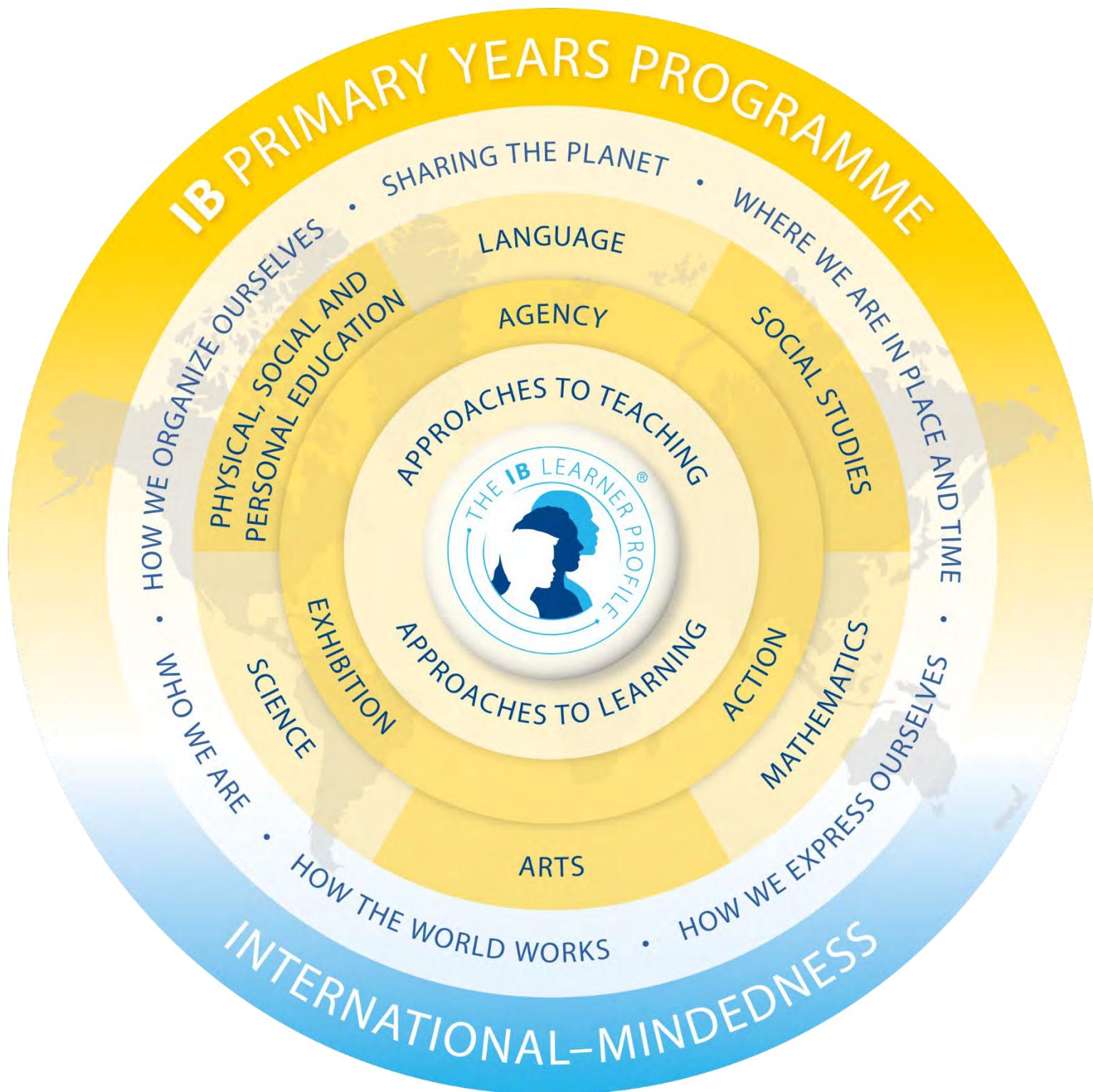
'Thank you for choosing TIS. We look forward to a fantastic relationship in the coming years!'

TIS Admissions Grade Chart

TIS

British Curriculum Schools

Kinder 1	PYP	Nursery
Kinder 2		Reception
Kinder 3		Year 1
Grade 1		Year 2
Grade 2		Year 3
Grade 3		Year 4
Grade 4		Year 5
Grade 5		Year 6
Grade 6		Year 7
Grade 7	MYP	Year 8
Grade 8		Year 9
Grade 9		Year 10
Grade 10		Year 11
Grade 11	DP	Year 12
Grade 12		Year 13



Developing the PYP Learner Through Language and the Arts.

At Tema International School Primary Campus, learning is rooted in the belief that children understand the world best when they are given multiple ways to explore, express, and communicate ideas. Through the Primary Years Programme (PYP), language and the arts are powerful tools that support inquiry, creativity, and the holistic development of every learner. Visual art, music, drama, dance, and languages – Sign Language, French, and Mandarin are intentionally woven into the learning experience to help students become confident communicators, reflective thinkers, and internationally minded individuals.

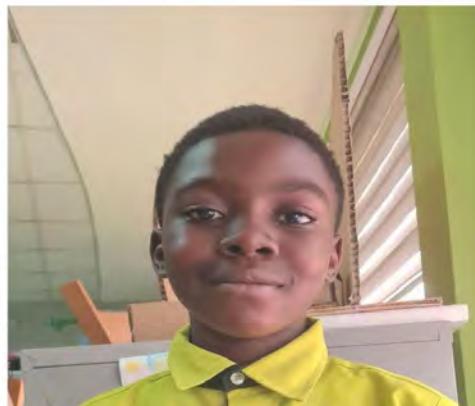
Visual Art

Visual art provides learners with meaningful opportunities to observe, inquire, and express their understanding creatively. Students explore different materials, techniques, and artistic traditions to communicate ideas, emotions, and perspectives. Through art making and reflection, learners develop critical and creative thinking skills while learning to appreciate diverse cultures and viewpoints. Visual art nurtures risk-taking, self-expression, and reflection key attributes of the IB Learner Profile while supporting conceptual understanding across units of inquiry.









Music

Music at Tema International School Primary Campus nurtures joyful learning by helping students listen carefully, work together, and respond with confidence and empathy. Through singing, rhythm, movement, and hands-on instrumental exploration, learners strengthen their memory, sharpen their listening skills, and express their emotions in meaningful ways. Music also supports language development, pattern recognition, and cultural awareness, allowing children to connect sounds, stories, and traditions from around the world. By performing and creating music together, students grow into confident communicators and caring, respectful members of their learning community.





Drama and Dance

Drama encourages students to step into different roles, perspectives, and situations, deepening their understanding of stories, emotions, and real-life experiences. Through role-play, improvisation, and storytelling, learners build confidence in speaking, active listening, and collaboration. Drama supports inquiry by allowing students to explore concepts such as identity, relationships, and responsibility in engaging and meaningful ways. It empowers learners to take risks, express ideas clearly, and reflect on their learning.

Dance offers learners a powerful non-verbal way to communicate ideas and emotions through movement. Students use their bodies to explore rhythm, space, and storytelling, developing coordination, focus, and self-awareness. Dance supports physical development while also

strengthening creativity and confidence. By interpreting concepts and stories through movement, learners deepen their understanding and recognise movement as a universal form of communication.



Sign Language

Sign Language plays a vital role in promoting inclusivity, empathy, and respect for diverse ways of communicating. Learners develop awareness of non-verbal communication, body language, and visual cues, strengthening their overall communication skills. Learning Sign Language encourages students to become caring and open-minded, recognising the importance of accessibility and inclusion within a global learning community.



French and Mandarin

French provides learners with opportunities to explore another language and culture while developing confidence in communication. Through songs, stories, conversations, and cultural activities, students build vocabulary, pronunciation, and listening skills. Learning French nurtures curiosity and global awareness, helping learners appreciate linguistic diversity and develop a sense of international-mindedness.

Mandarin introduces learners to a new linguistic system and cultural perspective, encouraging flexibility in thinking and problem-solving. Through speaking, listening, and cultural exploration, students develop perseverance and confidence as they engage with a new way of communicating. Learning Mandarin supports intercultural understanding and prepares learners to engage meaningfully in a global context.

Supporting the IB Learner

Together, language and the arts at Tema International School Primary Campus support the development of the whole child. These subjects strengthen communication, creativity, collaboration, and reflection, while nurturing key IB Learner Profile attributes such as being communicators, open-minded, risk-takers, thinkers, and caring individuals. By learning through multiple forms of expression, our students develop strong student agency and a deeper connection to their learning.

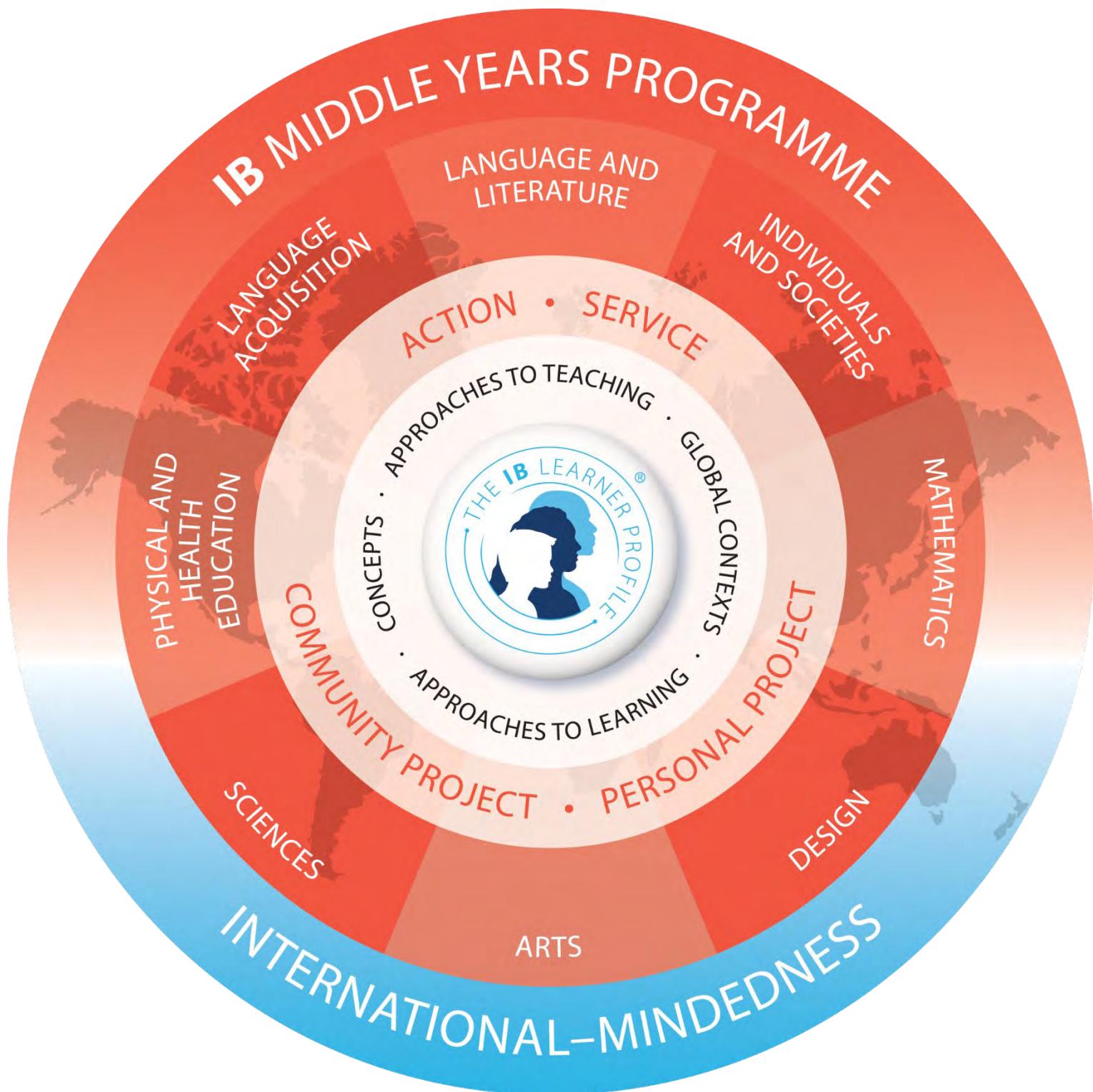
At Tema International School Primary Campus, we believe that when children are empowered to express themselves in many ways, they become confident learners who are prepared to engage with the world thoughtfully, creatively, and compassionately.



Change the World Through Respect

#Make a Difference





UNIT: L'ENVIRONNEMENT (LET'S TAKE CARE OF OUR WORLD) FRENCH MYP4

How do we preserve our environment?

Environment refers to where we live and the things found around us. As living beings, where we live, how we live and our actions have consequences, therefore, affecting the people and things around us. It is therefore important that we consider our actions towards the environment so that we preserve and sustain it for our well-being and even that of those unborn. Unfortunately, pollution from human activities destroys land, contaminates air, and water, causing diseases and climate change.

In this unit, students have been developing their communication skills and social skills under the strand of **collaboration skills**. This involves exchanging thoughts, messages and information effectively through interaction and working effectively with others respectively through open-mindedness. Hence, as part of this unit, students were put in groups of 4 or 5 and designed digital posters exhibiting different ways by which one can preserve or care for the environment and the consequences of pollution on it. Through communication and creativity, they practiced what they learned using visual design.

Through *l'environnement*, students showed interest and concern for the environment. They also became knowledgeable of the impact of our actions using the French language to understand the world beyond the classroom and to share their discoveries with others. Additionally, they became global learners by exploring human impact on the environment. Below are some of the works created as well as the reflection of some students.



In this group activity, we learned a lot about water pollution. We gained collaboration skills by working together to create our poster. Each member contributed ideas and helped with the design, which taught us to listen to each other and combine our strengths. We also deepened our understanding of how water pollution affects ecosystems and human life. By researching and

organising information, we became aware of the importance of conserving water and treating it responsibly. ~ Michael, Fareed, Alvin, Gabriel – MYP4.

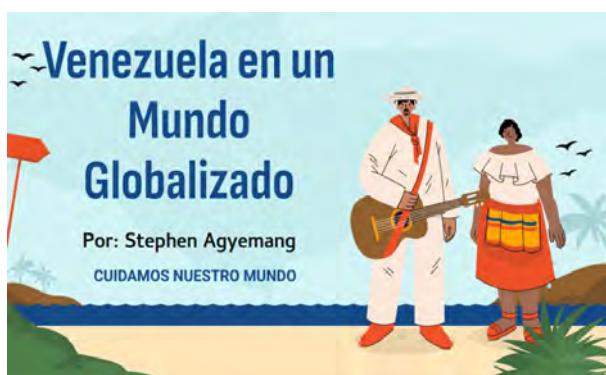
UNIT: CUIDAMOS NUESTRO MUNDO (LET'S TAKE CARE OF WORLD)

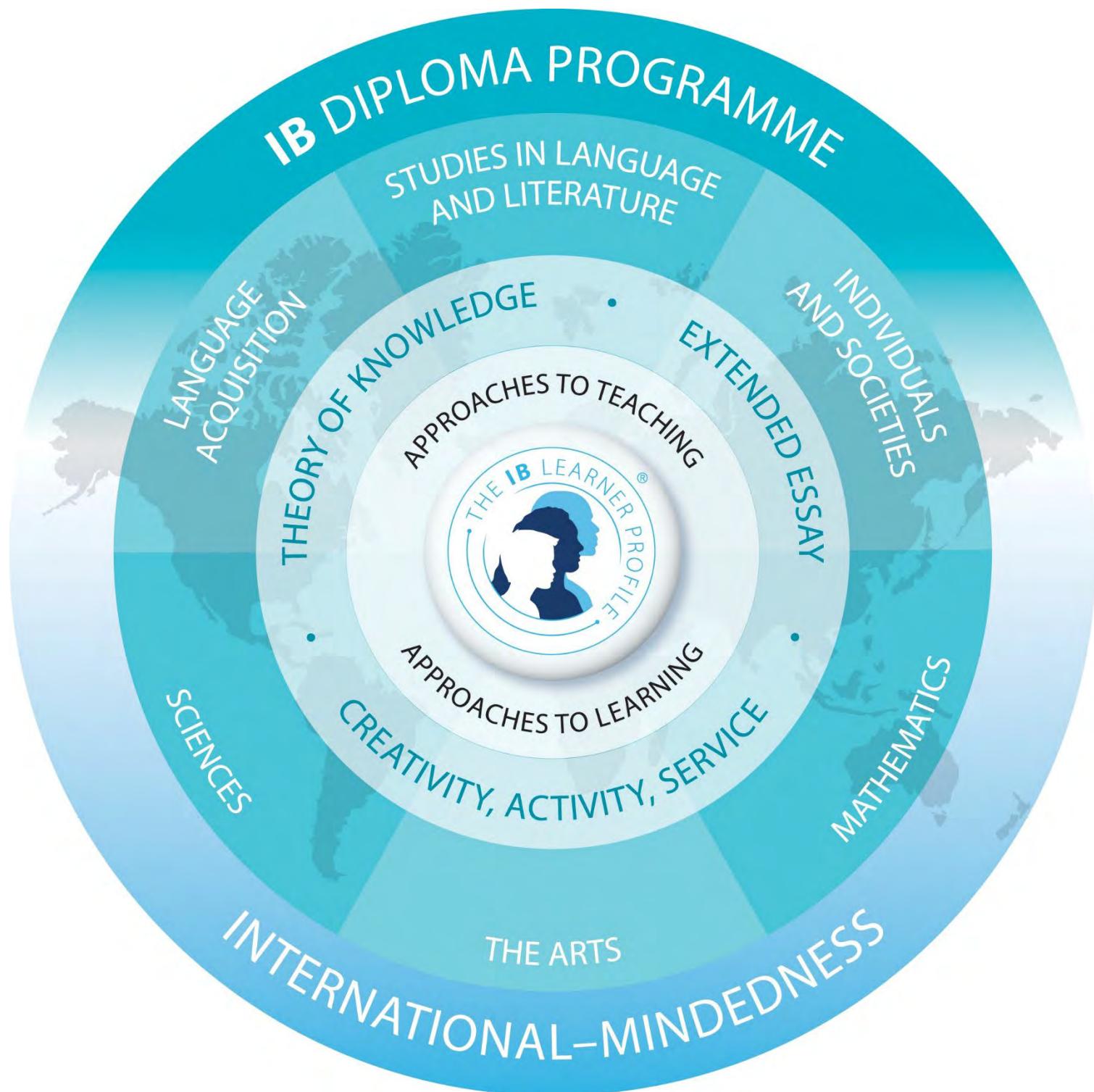
SPANISH MYP4 and MYP5

In the unit **Cuidar Nuestro Mundo**, both MYP4 (Grade 9), and MYP5 (Grade 10), students explored environmental issues through the Spanish language, with learning experiences adapted to their developmental level. MYP4 students focused on building environmental awareness, while MYP5 students engaged more deeply with **El medio ambiente**, emphasising environmental protection and responsibility.

The unit developed ATL **Communication** and **Social Skills**, particularly the ability to exchange ideas, messages, and information effectively through interaction. Students practiced collaboration, active listening, and respectful communication, using intercultural understanding to interpret and present information from diverse Spanish-speaking contexts.

For the culminating task, MYP4 students created slide presentations on the geographical characteristics of a Spanish-speaking country, highlighting climate, landscapes, and natural features. MYP5 students, building on this foundation, created presentations focused on protecting the environment, examining environmental challenges, sustainable practices, and solutions within a Spanish-speaking country. Through these differentiated tasks, both grades strengthened their research, presentation, and interpersonal skills while applying Spanish in meaningful, real-world contexts.





CAS-SA Corner

Experiential Learning in Action: DP Core Week Highlights



Reading through these reflections has been both inspiring and affirming. Throughout **DP Core Week**, learning extended far beyond the classroom as students immersed themselves in hands-on workshops, challenged personal limits, and discovered new strengths. Their reflections clearly demonstrate the power of **experiential learning**, where growth happens through action, collaboration, creativity, and service.

CAS remains a vital pillar of the **IB Diploma Programme** because it nurtures balanced, reflective, and compassionate young people who are prepared to make meaningful contributions to their communities and the wider world. These reflections show students developing confidence, resilience, communication skills, and self-awareness, all essential qualities of lifelong learners and global citizens.

I commend our students for their honesty, courage, and willingness to step outside their comfort zones. I encourage them to continue taking initiative, applying their learning in school and beyond, and embracing every opportunity to grow, lead, and serve with purpose.

Mrs King
CAS Coordinator

#Students Reflection

When I first heard about the public speaking workshop, I was very reluctant to join because I had already told myself that public speaking was not for me. I believed I was not the right fit for public speaking because I have a lisp and I am dyslexic, so I tended to avoid public speaking out of fear of ridicule. Even though I wanted to do things that involved public speaking, I turned myself away and sheltered myself in fear of embarrassment.



When the workshop began, I felt more compelled to talk and share my ideas and opinions, which gave me a sense of fulfilment I had never felt before. Though I was happy with my newfound passion, I still felt discomfort putting myself in front of my peers to talk about my experiences and fears. During those moments, I remembered something said during the workshop that stayed with me: *being anxious does not mean you are not confident*. Remembering this made it easier for me to share my ideas and thoughts.

During this experience, I saw a lot of personal growth because I was able to identify my challenges with public speaking and begin working through them. One key lesson I will carry forward is that when you step on stage, you should embody a character and let go of your previous fears and tendencies. I believe this will help me feel less anxious when speaking publicly. **Mawuena Apreku, Grade 11**

The workshop I took part in was the **STEAM Creative Workshop: Pendant Light Craft**, guided by Ms Amy and Ms Ruth. The workshop was a very fascinating experience because it was my first time creating something as beautiful as pendant lights. By wrapping threads around metal framing, I could create patterns using different coloured threads. My first piece turned out really pretty for a first attempt. Taking risks and exploring new ideas broadened my imagination about what I could create.

One challenge I faced was looping the thread between frames to create patterns. I tried wrapping the thread around a pencil to prevent tangling, but it created more issues. Eventually, I allowed the thread to hang freely. Although it took longer, it produced better results and taught me that the easiest method does not always give the best outcome. I also found it difficult balancing the workshop with my schedule, but I managed to complete the first and longest stage successfully.

Through this experience, I discovered how much I enjoy creating new things and how these skills can be applied to other areas of my life, including Visual Arts and problem-solving. Ms Amy and Ms Ruth were extremely supportive, helping me join threads, untangle knots, and encouraging me when I felt demotivated. Overall, the workshop was inspiring and enjoyable, and I would love to participate in something similar again. **Ashley Adjei, Grade 11**





comfortable in my own skin and allowed my confidence to grow. I also learned that it is okay to feel nervous, but confidence shows in how you respond to those nerves. This encouraged me to take on more public speaking opportunities and feel more prepared to face challenges.

This workshop was extremely valuable to my **CAS journey**. It strengthened my creativity by helping me learn how to articulate my ideas clearly and showed me how public speaking can be used to advocate for causes. Although it challenged me, it helped me recognise my strengths and develop a skill that will benefit me in many areas of life. **Bruhan-Deen Hussein, Grade 11**

My participation in **the Public Speaking workshop during DP Core Week** was a transformative experience that reshaped my understanding of public speaking as both an art and a discipline. One important realisation I had was that confidence is like a muscle, something I already have but must actively develop. Initially, I hesitated to volunteer in front of my classmates, but when I was eventually called forward, speaking boosted my confidence and motivated me to continue challenging myself.

Our facilitators, Mrs Apiorkor, Mrs Gennifer, and Mr Adjatey, provided excellent guidance that went beyond speaking techniques. They taught us that public speaking is also about listening and body language. Simple techniques, such as positioning your hands to reduce fidgeting, helped me project confidence.

The workshop helped me develop self-awareness, perseverance, ethical communication, and new skills. I am committed to applying these lessons by participating in assemblies and actively seeking opportunities to practise and refine my speaking skills. **Joel Ahiakpor, Grade 11**

DP Core Week was an extremely insightful and engaging experience. One workshop I participated in was the **Public Speaking Workshop**, which helped me grow and develop my communication skills. The workshop was led by Madame Apiorkor and her team at *Breathing Art Studios*, who guided us in understanding public speaking and in becoming confident communicators.

One of the highlights for me was the mirror exercise. It helped me feel more





was to speak as if I own the stage, as this helps project confidence, while also recognising the importance of staying humble.

I plan to apply these skills by contributing to the **Assembly Team** and expressing my ideas more confidently. I also learned that public speaking is not only about speaking in front of large audiences but about communicating effectively in everyday situations. **Iain Lartey, Grade 11**

During the **Red Cross workshop**, I developed my ability to collaborate with others while learning new information about first aid and medicine. The experience changed my perspective on emergency response and life-saving skills. I learned how to cooperate effectively in high-pressure situations and how to think critically when solving problems.

In the **Public Speaking workshop**, I was challenged with tasks that required creativity, confidence, and quick thinking. I learned how to communicate emotions and messages effectively and gained confidence in sharing my ideas.

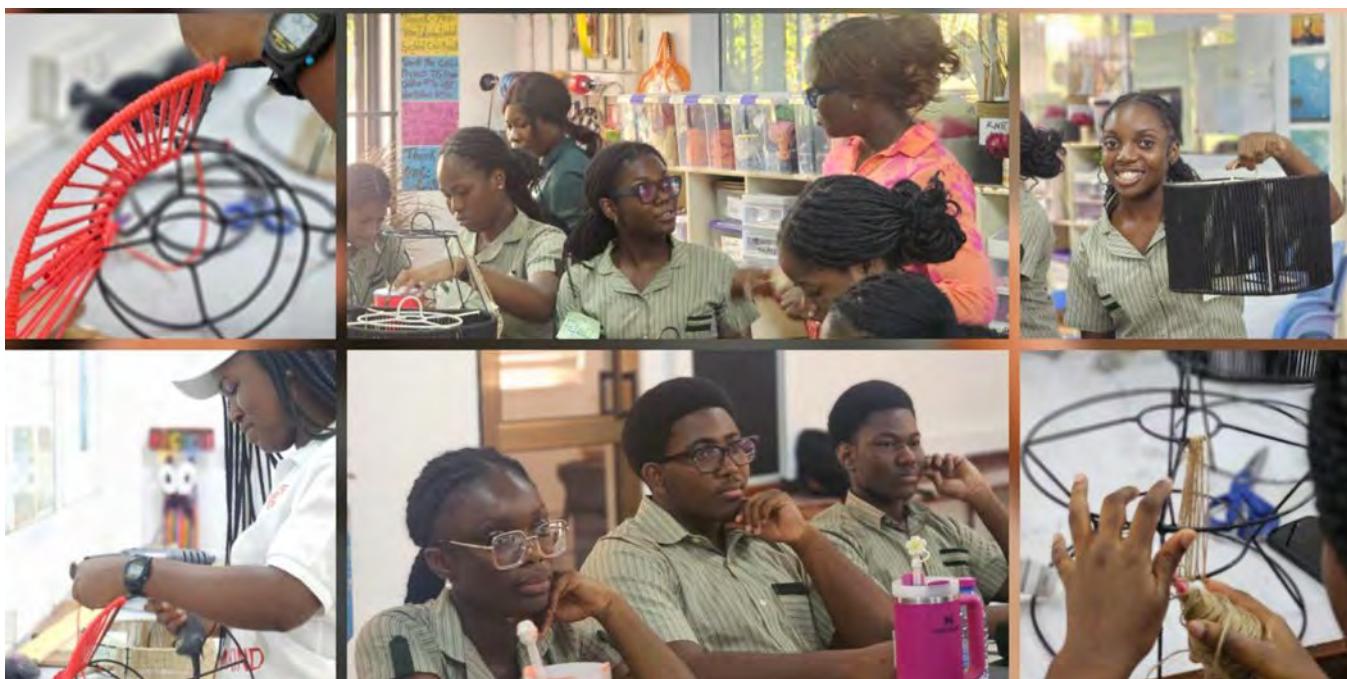
Overall, these workshops contributed to my development in multiple areas, and I value the impact they have had on my intellectual and personal growth. **Kwaku Kusi Opare, Grade 11**

During **DP Core Week**, I participated in the **Public Speaking workshop**, which became one of the most meaningful public speaking experiences I have had. It allowed me to express myself freely and helped me realise that support and appreciation can come from unexpected places.

The **Public Speaking workshop** I participated in was an insightful and helpful experience for my growth as an international citizen and IB student. The workshop taught me confidence in a way I had never understood before and helped improve my communication skills. It also helped me discover that I am an ambivert.

The workshop challenged me to step out of my comfort zone and speak publicly about something personal, which changed my perspective on myself. One important lesson I learned





I learned that confidence is like a muscle that must be exercised daily. One challenge I faced was managing my excitement and impatience when I wanted to speak. I learned to be patient and allow others to have their moment.

The workshop also strengthened my creative writing skills through speech-writing exercises. One speech I am particularly proud of explored how I see myself as constantly evolving. I plan to apply these skills by gaining confidence to MC school events, including the **STEAM Fair**. **Baracka Eno Nsenkyire Mark-Hansen, Grade 11**

When registration opened for the workshop, I felt both excited and nervous because public speaking is outside my comfort zone. During the introductory session, I learned that confidence does not mean the absence of fear, but the ability to manage it. This reassured me because I struggle with stage fright.

The workshop helped me develop perseverance and taught me the structure of an effective speech. Practical sessions were challenging, especially when I first presented and struggled with stuttering. However, with facilitator support and guidance, I improved by the end of the workshop.

I plan to apply these skills in school, church, and possibly the Assembly Team. **Hannah Vida Eunice Nikiema, Grade 11**

Participating in the **Public Speaking workshop** led by Apiorkor Ashong-Abbey helped me better understand myself. Initially, I believed I did not need the workshop because I considered myself confident. However, I learned that public speaking involves managing anxiety, controlling body language, and presenting oneself effectively.

This experience helped me recognise my strengths and accept areas for improvement. Apiorkor's guidance showed me how small changes in posture and delivery can significantly improve communication.



I plan to apply these skills in school presentations, leadership opportunities, and future CAS projects, as well as in social and professional settings beyond school. **Aseye Torkorloo, Grade 11**

The **Public Speaking workshop** with Ms Apiorkor and her team helped me develop confidence and communication skills. I learned that effective public speaking involves not only content but delivery, including posture, eye contact, tone, and audience engagement. Mirror exercises helped me understand the importance of self-confidence and preparation.

The workshop pushed me outside my comfort zone and helped me manage nervousness through breathing techniques and preparation. It also helped me understand my classmates better by listening to their personal stories.

I plan to apply these skills by speaking more confidently in class presentations and daily interactions. **Nana Adjoa Nhyira Asante, Grade 11**

I participated in the **Red Cross workshop**, which began with an engaging introduction to Mr Daniel and the work of the Red Cross. As the sessions progressed, we explored first aid topics in greater depth. Practising CPR using training mannequins was both fun and educational. Working in teams for the final presentation strengthened my teamwork and communication skills. Overall, the workshop was engaging, enjoyable, and informative, and I would be happy to participate in similar experiences again. **Sylvia Ziniel, Grade 11**





International Learning Opportunities 2026:



Tema International School is pleased to offer students two exceptional international learning opportunities in **Summer 2026**, hosted at two of the world's most prestigious academic institutions: **Harvard University (USA)** and the **University of Cambridge (UK)**.

These programmes go beyond travel; they are **transformative academic and leadership experiences** designed to prepare students for university life, global citizenship, and the future world of work.

Harvard University – Young Global Leaders Programme

- **Dates:** 28 June – 5 July 2026
- **Location:** Harvard University, Boston, USA
- **Eligibility:** Grades 9–11

The **Harvard College Union Society – Young Global Leaders Programme** immerses students in leadership development, public speaking, critical thinking, debate, and collaborative problem-solving. Guided by Harvard student mentors, participants engage in workshops, discussions, and real-world projects while experiencing life on a world-renowned university campus.

Key benefits for students include:

- Strengthening leadership, communication, and confidence
- Exposure to university-level academic expectations
- Global networking with peers from around the world
- Enhanced university applications through a prestigious academic experience

University of Cambridge – Ignite Young Minds Programme

- **Dates:** 19–25 July 2026
- **Location:** Cambridge Judge Business School, University of Cambridge
- **Eligibility:** Ages 15–18



The Ignite Young Minds Programme, delivered in partnership with the Cambridge Judge Entrepreneurship Centre, focuses on developing an entrepreneurial mindset. Students explore innovation, teamwork, leadership, and problem-solving while engaging with topics such as creativity, business thinking, and the role of AI in the future workplace.

Students will live and study within the Cambridge collegiate

environment, gaining valuable insight into university life while building practical skills for the future.

Key benefits for students include:

- Entrepreneurial and innovative thinking skills
- Collaboration and teamwork in international settings
- Exposure to future-focused learning and AI tools
- Increased independence, maturity, and self-confidence

Why These Experiences Matter

Both programmes support students in developing essential **21st-century skills**, including adaptability, resilience, communication, leadership, and global awareness. These are qualities increasingly valued by universities and employers alike.

Participation in international academic programmes also helps students:

- Gain clarity about future study and career paths
- Build independence and cultural awareness
- Develop confidence in unfamiliar and challenging environments

Important Information for Parents

- **Places are limited** for both programmes
- Registration deadlines apply
- Detailed information and registration links have been shared with parents via **ManageBac and class communication groups**

Parents are strongly encouraged to review the information carefully and register early to secure a place.

For further details or guidance, please contact:

Mrs Surama King -  surama.king@tis.edu.gh -  +233 244 615 255 (*WhatsApp preferred*)

Chocolate Friendship Day



THE CHILDREN'S
HEART FOUNDATION GHANA

Health Walk

8 KM

Labadi Beach Hotel

SATURDAY, 28 FEBRUARY 2026

6:00 AM – Registration & Warm-up
7:00 AM – Walk Starts

Walking and Saving Hearts together ❤

Chocolate Friendship Day

TEMA INTERNATIONAL SCHOOL



CHOCOLATE FRIENDSHIP DAY

Besties & Bars
Signed with a Smile

SAVE THE DATE
Saturday, 14 February 2026

📍 Secondary Campus – By the Pool

Because friendship is sweeter when shared...

Bring your besties • Share a chocolate bar
Leave with a smile • Help change a child's life



All proceeds support corrective surgery for children
with cleft lip and cleft palate, in collaboration with
Operation Smile Ghana.

Main Leaders

- Nana Yaa Achiampong
- Ethan Achiampong

Party by the Pool - Leaders

- Chidubem Akunyili
- Shandell Nyarko

Labelling Committee

- Vania Stephens
- Navil Yakubu

Packaging and Distribution Committee

- Emmanuel Agyei-Mensah
- Tricia Minlah

Media and Hype Committee

- Nubuke Eli-Dzantor
- Rose Armah

Accountants

- Leslyann Hyde
- Nana Adjoa Asante

Special Packaging Committee

- David Manteaw
- Amaris Osei-Agyeman

We are grateful to every member of the IB Class of 2027 who has volunteered to add their creativity and personal touch to this event. Together, we hope to create another great TIS moment, where friendship, fun, and purpose come together.

Friendship is sweeter when shared.

— Ethan Achiampong & Nana Yaa Achiampong - IB Class of 2027

MYP – Community Projects

Taking Action



As discussed in previous bulletins, students undertook the Community Tour to Zenu No. 2 & 4 Cluster of Schools, the Community 22 Polyclinic, and HopeSetters Autism Centre. The aim was to kickstart the introductory phase of the MYP Community Project, which requires students to work in groups to address an authentic issue in their immediate community.

With 11 diverse projects, most of which are channelled toward improving facilities, infrastructure, and teaching & learning at Zenu No. 1 & 2 Cluster of schools, the cohort is ready to *take action* towards their group objective. This school is in dire need of very basic amenities.

Dear TIS Community, we kindly appeal for your support towards the various causes, as your contribution will go a long way in putting smiles on the faces of many pupils at Zenu Public School.

Read on to explore the progress of some of our students' Community Projects.

#1 Project Mindpital



Project Mindpital is a Community Project initiated by Leo Hui, Judah Armah, and Alberta Dadson. The project aims to raise funds to support the Child and Mother Unit at Comm 22 Polyclinic.

During their investigation, the team engaged with staff at the unit to better understand the challenges affecting their daily operations. The key concerns identified included:

- Broken cabinets used for storing essential medical supplies
- The need for a functional notice board to serve as a key source of information for mothers on newborn care, breastfeeding, vaccinations, balanced diets, and general maternal health
- The lack of a proper weighing cage to ensure privacy and dignity for infants during weighing

Motivated by these findings, the team felt compelled to take meaningful action to support the unit. As part of their fundraising efforts, Project Mindpital organised two Indomie sales and also appealed to friends and family for support in acquiring the required items. A carpenter has since been contacted, and the team is eager to work closely with him to bring their vision to life.

Together with their supervisor, Ms Betty, the team would like to extend their sincere gratitude to the school community for the overwhelming support and patronage during the Indomie sales. Every purchase contributed to making this project possible, and the impact will be felt by both mothers and infants at the clinic.



#2 Shine and Smile

This Community Project was initiated by Carla Vodzi and Genesis Mainoo. The team aims to repipe, repaint, and redesign the washroom facilities at the Nursery Department of Zenu No. 1 and No. 2 Cluster of Schools.

During their investigative visit, the team observed that pupils were urinating behind an old building within the school compound. This was because the existing washroom facilities were out of order, not flushing, and therefore locked. This situation poses serious health and hygiene risks to the pupils.

Motivated to address this issue, the team decided to take action through this community project by raising funds using the tally card system. During the Christmas break, the team successfully raised approximately GHC 5,300 from friends, family, and loved ones.

Work has already commenced at the facility, with a toilet seat, sink, and mirror installed. Repainting will begin soon, and the team looks forward to visiting the facility to decorate the space with child-friendly motivational quotes, creating a welcoming, safe, and hygienic environment for the pupils.

Tema International School

Community Project

Shine and Smile

★ ★

GOAL: TO RAISE MONEY TO REPAINT AND BEAUTIFY THE WASHROOM
AT THE ZENU SCHOOL BY ADDING MIRRORS

By: Genesis Mainoo and Carla Vodzi

#3 Spectrum Kiosk



This initiative was led by Kekeli Agyekum and Humphrey Tenge. The team worked diligently to raise GH₵ 40,000 in support of HopeSetters Autism Centre. The aim of the project is to construct a dedicated teaching and learning space to facilitate guided learning for children at the centre.

To achieve this goal, the team reached out to friends, family members, and church communities. They also organized several fundraising activities, including selling T-shirts during the Christmas concert and spring rolls and drinks during the Athletics Carnival. Through these collective efforts, the team successfully raised the required funds for the project.

Last Thursday, the team met with Mrs Baaba Enchil, the Manager of HopeSetters Autism Centre, to formally present a dummy cheque, symbolising their commitment to supporting an inclusive learning environment for all learners.

Mrs Enchil expressed her admiration for the team's dedication and hard work. She commended them for learning the value of giving back and for actively seeking solutions to challenges within their community. She also shared her eagerness to begin work immediately and pledged to name the structure after the team in recognition of their contribution. The team will be visiting the centre soon to assist with the construction process. Stay tuned for the official unveiling of the facility.



#4 Bright Future



Bright Future is an inspiring team committed to improving learning conditions for pupils at the Nursery Department of Zenu No. 1 & 2 Cluster of Schools. The project aims to purchase sanitary essentials, provide wall clocks for classrooms, and renovate a space into a functional library for the nursery pupils.

The initiative was led by **Kadmiel Annan, Kofi Ofori, and Joshua Tham-Kanduri**, who share a vision of creating a safe, fun, and conducive learning environment for young learners.

During their investigative tour, the team discovered that the nursery department lacked a reading space. However, they identified a room with potential but cluttered with broken tables and chairs, making the area untidy, cramped, and unusable. Motivated to make a difference, the team

decided to transform this neglected space into a welcoming reading area, promoting cleanliness, organization, and a love for reading among the pupils.

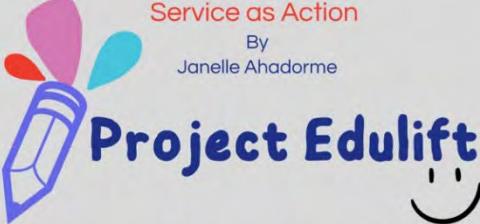
Through collective effort and determination, the team successfully raised approximately GH₵ 16,000, which will be used to completely revamp the space and bring the project to life.

They are excited to share the **before-and-after pictures** of the transformation. Stay tuned!

MYP – Service as Action

Project Edulift

Tema International School
Service as Action
By
Janelle Ahadome



Project Edulift

Struggling or Excelling ?

Do you have challenges in any subject and would like extra support?
Are you doing well in a subject and would like to mentor, guide, or teach others?

Sign Up to be a **TUTOR** or **TUTEE**
Check MB for signup Links

Janelle Ahadome (MYP 4) has initiated a project titled **Project EduLift**. This is a Peer Tutoring **Service as Action** project that supports students who are finding some subjects challenging by pairing them with students who excel in those subjects.

Do you have challenges in any subject and would you like extra support?

Are you doing well in a subject and would like to mentor, guide, or teach others?

Students are encouraged to sign up as either a **Tutor** or a **Tutee**; see Janelle MYP4 for more details.

See the table of the pairings so far.

We wish you all a successful learning experience!

Tutor	Tutee	Subject
Janelle Ahadome	Jeanelle Atalobra	Spanish, Math, Integrated Science, Integrated Humanities,
Akua Kumi Fremppong	Kadmiel Annan	Integrated Humanities, Spanish
Segua Achina-Nyarko	Kadmiel Annan	Math
Elyanna Agyemang-Menash	Humprey Tenge	Integrated Science, French
Erin Boadi	Kwabena Appiah	Visual Arts
Lebene Biga	Ewuresi Kweiba	Math, English/Language & Literature
Sean-Roberto Nael Ekoum	Kwabena Appiah	French
Janice Marfo	KwabenaAppiah	Integrated Science, Visual Arts, Spanish
Philip Boahen	Humprey Tenge	Product/Digital Design
David Henry Bannerman	Jeanelle Atalobra	Math
Mohammed King Fahad Hussein	Jeanelle Atalobra	Integrated Science, Integrated Humanities, Product/Digital
Stephen Agyemang	Bill Baiden	Integrated Science, IH, Math

Global Youth Action Fund



The Global Youth Action Fund is an **IB initiative award** available to secondary school students aged 12–19 who have developed projects or initiatives to create positive social impact in their communities. To date, the **Global Youth Action Fund** has awarded grants to over 290 projects, led by more than 440 young people worldwide.

Each project must support at least one of the 17 United Nations Sustainable Development Goals (SDGs). Selected students can receive up to USD 3,000 in grant funding (depending on project needs) to develop or scale their ideas. In addition to financial support, awardees benefit from mentorship and networking opportunities with leading social entrepreneurs and fellow student changemakers worldwide.



This year, **TIS Service as Action** students have applied for this prestigious grant. The applicants include:

- **Bundle of Joy Team (MYP 5):**
Michelle Adjuvu, Princess Kuivi, Karen Kasami, Gemma Dzareh Dzah, and Sameera Abdul Rashid
- **Bright Future Community Project (MYP 3):**
Kadmiel Annan, Joshua Tham-Kanduri, and Kwabena Osei Amoako

We wish all the teams the very best as they take this exciting step toward creating meaningful and lasting impact.

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 – **Portugal**

Did you know?

- Portugal is the oldest national entity in Europe, having had over 880 years of history as a nation-state.

- Not only is the Vasco da Gama Bridge long, but it is also the second-longest bridge in all of Europe.

- The language of Portuguese is considered a global language, and its official speaking countries are nine across continents.



Bibliography

Henrike Nietzold (2024). 11 Fun Facts about Portugal. [online] Rusticpathways .com. Available at: <https://rusticpathways.com/blog/fun-facts-about-portugal> [Accessed 26 Jan. 2026].



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.

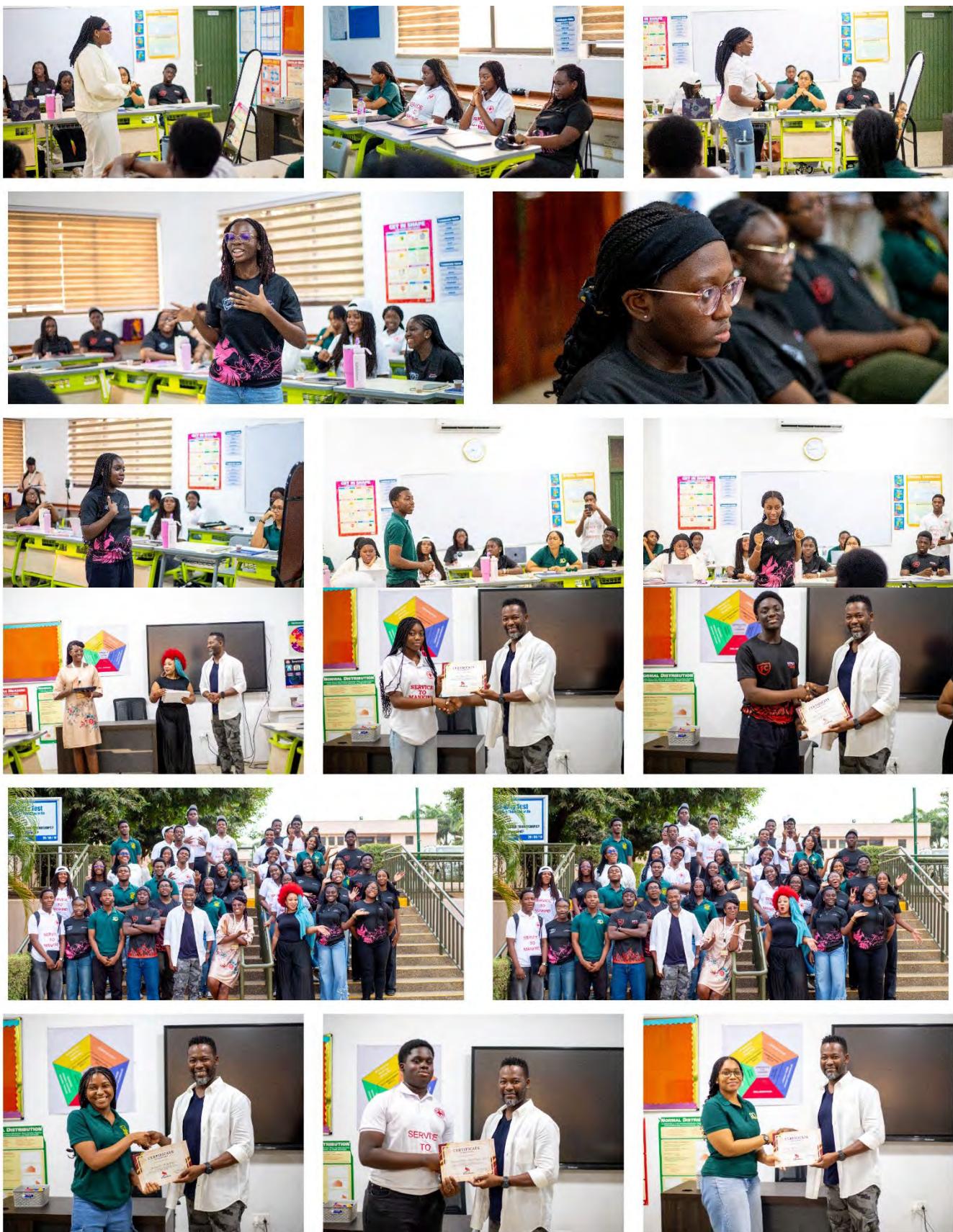


Develop **international mindedness** by *engaging with the world, using different languages & understanding other cultures*.



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

















TEMA INTERNATIONAL SCHOOL



SCIENCE

TECHNOLOGY

ENGINEERING

ART

MATH

STEAM FAIR

SAT. 21*
MAR. 2026

INNOVATING FOR A SUSTAINABLE FUTURE THROUGH STEAM

• 1:00 PM^{TO}
4:00 PM

• SECONDARY
CAMPUS



SCIENCE

TECHNOLOGY

ENGINEERING

ART

MATH

COUNSELLORS' CORNER



You have all that it takes to excel. Believe in yourselves, trust the journey, and keep studying with dedication. Every step you take brings you closer to your goals.



Helpful Learning Tips from University of Waterloo

Start earlier than you think you need to

Find out the best learning style that works for you!

Teach someone else

<https://uwaterloo.ca/future-students/missing-manual/high-school/study-tips-exams-and-tests>

Before you start answering you exam questions? Do these...



1. Read Instructions Thoroughly and Write Clearly

Always begin by carefully reading the instructions. Misinterpreting them can cost marks.

Check if there are compulsory questions or optional sections.

- **Scan the Entire Paper Quickly**
 - Get an overview of the number of questions, marks distribution, and time required.
 - Identify which questions look easier or familiar to you.
 -
- **Mark Key Words**
 - Highlight or underline important words in the questions (e.g., *explain, compare, list, evaluate*).
 - This helps you understand exactly what is being asked.

2. Time Management While Reading

- **Allocate Time Per Question**
 - Divide the total exam time by the number of marks.
 - Keep a few minutes at the end for review.
- **Start with Confidence Boosters**
 - Answer the questions you know best first. This builds
- **Don't Get Stuck**
 - If a question feels too difficult, move on and return later.
 - Stay Calm and Focused
 - Take a deep breath before each section.

3. Final Checks

- **Review Your Answers**
 - Re-read questions to confirm you answered what was asked.
 - Check spelling, grammar, and calculations. Ensure You Attempt All Required Questions
- Leaving a question blank is worse than trying with partial knowledge

Click here to read more: <https://www.bcu.ac.uk/exams-and-revision/best-ways-to-revise/answering-exam-questions>

A Glimpse Back @the Mini University Fair-30 January 2026



We

hosted an insightful mini university fair that inspired and encouraged our students. They connected with distinguished institutions, discovered new opportunities, and were reminded that through hard work, many doors await them. We were delighted to welcome:

- **Arkansas State University (USA)**
- **Kansas State University (USA)**
- **Xavier University of Louisiana (USA)**
- **Radford University (USA)**
- **DAAD Organization (Germany)**
- **University of Birmingham – City Campus (UK)**

**ATTENTION
PLEASE**

- **Kindly check managebac for more details on scholarships, contact of representatives etc...**

University Reflection Highlights by - Abdulai, Fidel, DP1

I attended the university fair and it helped me a lot more than I thought it would. It was nice because I could talk to real people from the universities instead of only reading things online.

I visited the stands for University of Arkansas, Kansas State University, and Radford University.

At the University of Arkansas stand, I learned more about what life on campus could be like. They talked about student life, clubs, and how students can enjoy school while still focusing on their studies. It made me think about how a university is not only about classes, but also about the kind of place you will live in for a few years.

At the Kansas State University stand, I asked more questions about school support and how students do well in their first year. They also talked about planning for the future, like how students can get help with careers and jobs after university. That made me realise I should think about how a university can help me reach my goals, not just which one sounds popular.

At the Radford University stand, the representatives were very friendly and it felt more personal. They spoke about helping students and making sure students feel comfortable and supported. This made me think about how important it is to choose a university where I will feel welcomed and not stressed all the time.

Overall, the fair helped me because it gave me more information and made universities feel more real. I learned what kind of questions to ask, like about support, campus life, and opportunities. It also helped me understand what I want in a university and what kind of place might be best for me.



DP2 Parents'

For students applying to universities in the United States, we kindly remind you to ensure that all financial aid forms are carefully completed and submitted. This step is essential in supporting your applications and opening doors to opportunities. Thank you!



SAT

2026 TEST DATES



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

- ✓ <https://satsuite.collegeboard.org/sat/registration>
- ✓ SAT Registration Fee Beginning with **August 24, 2024, the SAT registration fee is \$68**, plus a \$43 international fee of \$ 111.
Click here: <https://satsuite.collegeboard.org/sat/registration/international-testing/>
- ✓ Click here for more information <https://www.bestcolleges.com/test-prep/sat/registration/>.
- ✓ If having Troubles Registering contact **Aunty Portia** in person or by email at portia.atubiga@tis.edu.gh



Online payment only with Visa/credit card NEW; ACCEPTABLE IDs ARE THE VALID UNEXPIRED PASSPORT IN ADDITION TO

GHANA'S NATIONAL IDENTIFICATION CARD (GHANA CARD),

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

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



TEST DATE	REGISTRATION AND PAYMENT DEADLINE
March 14. 2026	February 13. 2026
May 2 2026	April 3. 2026



2026 TEST DATES (COMPUTER-BASED TESTING ONLY!)

- ✓ ACT Registration Fees (Online payments only: Visit www.actstudent.org): ACT Registration Fees \$171.50, with writing \$196.50 (Online payments only: Credit Card)
- ✓ Note: The cost of registration is subject to change.
- ✓ (TIS Test Centre Code: 870390, but inform counsellor first).
- ✓ If having Troubles Registering contact **Aunty Portia** in person or by email at portia.atubiga@tis.edu.gh



DIGITAL TEST DATES AND DEADLINES 2026

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
February 14. 2026	January 1. 2026
April 11. 2026	February 27. 2026
June 13. 2026	April 22. 2026

To practice for SAT Helpful Tips& More. Check Managebac for More Details

<https://satsuite.collegeboard.org/practice/practice-tests>

[Best 10 Free SAT Preparation Resources for 2025](#)

To practice for ACT Helpful Tips& More. Check Managebac for More Details

<https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/free-act-test-prep.html>

<https://www.kaptest.com/act/free/act-free-practice-test?srsltid=AfmBOophx1HVXn81r-fPeDUMxtSRRIKd5zwncOG0Cwz9J-rgopPueSUL>

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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."**



