

TIS RECORD

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

At TIS,

we believe that success is the result of: taking on new challenges by moving out of your comfort zone; ensuring consistency by avoiding complacency; understanding that performance requires balance; and reflecting on outcomes to set new personal best targets. After all, success is personal.

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Key Dates

- 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

Thought for the Week

Stop managing your time. Start managing your focus.

- Robin Sharma



Season's greetings

This week has been extra special. 17th February specifically, has brought about the alignment of three cultural celebrations. The start of Ramadan, the Chinese New Year (Year of the Fire Horse) and the eve of the Christian Lenten period. Occasions such as these give us a chance to reflect on our actions over the year once again.

Making us proud

Our secondary campus class representatives were sworn in on Monday. **Grade 7A** - Bill Boss Baiden, **Grade 7B** - Lady-Victoria Frimpong, **Grade 8A** - William Adomako-Kwapong, **Grade 8B** - Kadmiel Annan, **Grade 9A** - Janelle Ahadome, **Grade 9B** - David Bannerman, **Grade 9C** - Michelle Tiekku, **Grade 10A** - Philip Boahen, **Grade 10B** - Asher Gyesei, **Grade 10C** - Ewuraba Sarfo, **Grade 11A** - Ivy Adjovu, **Grade 11B** - Cedina Laryea, **Grade 11C** - Sylvia Ziniel

The Early Years Team and the students made us proud by hosting a most authentic, enriching Cultural and Family day at the Primary School.

Evidence of learning

We pride ourselves in the evidence we show of our learning through our four pillars. Academics, Sports, Culture and Service. This past week our youngest learner, the Early Years

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

-Steve Bollar

Re-Enrollment

Re-enrollment is on-going on Openapply. A link has been sent. Parents who have not received the notice from Openapply must contact the Principal.

Visiting: Must Do

1. Arrive on time
2. Do not bring too much food!
Take home what is not consumed.
3. After your scheduled hour, leave your environment tidy for the next visiting family
4. Park at the Main Entrance, (not at the Hostel Gate entrance).
5. Cancel your booking early, if you are not coming.
6. 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/exeat-form/>

celebrated culture through song and dance. We were privileged to have in our midst the **Doyenne of our community, our Mummy, Mrs Comfort Adjavon**. The Early Years pupils, staff and parents dressed in their colourful attire; they danced using hand and foot movements as they followed the beat of the drum and Mr Dennis' chants. This was a hands-on cultural learning experience at its best. The Early Years pupils were immersed in a true Ghanaian cultural experience through dress styles, music and dance.

In academics, our MYP students learn early in their journey what is required for completing onscreen assessments through our authentic onscreen assessments on our assessprep. Our MYP5 students, who have just completed a series of onscreen mock examinations, experienced IB written assessments in English Language and Literature, French and Spanish Language Acquisition, History and Geography, Biology, Chemistry, Physics, Standard and Extended Mathematics. They familiarised themselves with the IB interface while assessing their learning so far.

Our service learning puts TIS students at the forefront of genuine actions to give back to their communities with a large number of multiple projects going on. While this ticks a box for our service pillar, it definitely ensures recognition from IB when they consider whether to award MYP certificates.

Medication

All medication no matter how mild must be shown to hostel parents and handed to the infirmary. The school nurses are always on hand to safely administer prescribed medication. If in doubt, all substances brought into school for health reasons must be reported to the appropriate staff.

Yvonne M Tagoe

Principal principal@tis.edu.gh



Xin Nian Kua! Le (新年快乐) – "Happy New Year!"



**TEMA
INTERNATIONAL
SCHOOL**



SMART GLASSES ARE BANNED AT SCHOOL

NO SMART VIDEO GLASSES ON CAMPUS

Smart glasses include any eyewear with cameras, microphones, internet access, or AI features.

Not Allowed

- Ray-Ban Meta and similar devices
- Any camera-enabled glasses

At TIS we will

- Protect student privacy
- Maintain academic integrity
- Ensure safety
- Follow IB examination rules

School Action

- Immediate confiscation
- Parent notification
- Sanctions
- IB exam reporting where applicable
- Cancellation of term grades



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



**TEMA
INTERNATIONAL
SCHOOL**



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						
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	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 → 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



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)

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

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

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

To learn more scan this.



To enrol scan this.





Tema International School



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

A family school, a unique experience.

Flexible online admission testing is available

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

Grade 7 (MYP 2)

Students should:

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

Grade 8 (MYP 3)

Students should:

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

Grade 9 (MYP 4)

Students should:

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

Grade 11 (IB Diploma Programme)

Students should:

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

To learn more scan this.



To enrol, scan this



The online application process can be completed at: <https://tis.openapply.com>
 For further information contact us on phone:
 +233 303 305134, +233 303 308737, +233 249 637762 email: admissions@tis.edu.gh
 Or come and visit the school (Opp Afariwa Farms, Off Tema-Akosombo Road)
www.tis.edu.gh



TIS Application Procedures



The screenshot shows the TIS OpenApply website interface. At the top, there is a navigation bar with 'Tema International School' and a search bar. Below the navigation bar, there is a main header area with a large image of students working with a yellow toy excavator. The header includes the school's name and a 'Hands-on learning' tagline. Below the header, there are three main sections: 'Registration of Interest' with a 'Submit ROI' button, 'Visit our School' with a 'Schedule a Tour' button, and 'Apply for Admission' with a 'Submit Application' button. A 'Welcome' section follows, containing a message from the school and a 'Welcome' heading. On the right side, there are two maps showing campus locations: 'Primary School Campus' and 'Main Campus'. A sidebar on the left contains a menu with various links such as 'Home', 'Registration of Interest', 'Application Form', 'Schedule Tour', 'Welcome', 'About Us (Main Campus)', 'Why TIS? 10 Reasons', 'Entry Points', 'Secondary School Year Groups', 'Admission Process', 'Application and Admission Fees', 'Secondary School Tuition and Boarding Fees', 'Bank Details', 'Admissions Policy', and 'About Us (Primary School Campus)'. At the bottom of the sidebar, there is a copyright notice: 'Copyright © 2020-2019 Tema International School'.

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	}	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	}	Year 8
Grade 8		Year 9
Grade 9		Year 10
Grade 10		Year 11
Grade 11	}	Year 12
Grade 12		Year 13

PYP (Primary Years Programme) covers Grades 1 through 6.

MYP (Middle Years Programme) covers Grades 7 through 10.

DP (Diploma Programme) covers Grades 11 and 12.



Family Day 2026: A Celebration of Heritage



The air was filled with a sense of warmth and community on Friday, 13th February 2026, as families gathered for our annual Family Day Celebration. It is a day dedicated to honouring our roots, sharing stories, and strengthening the bonds between the school and our homes through a special celebration.

The Morning Welcome

The festivities began with the arrival and welcome. As parents and grandparents took their seats, the atmosphere was instantly transformed by the rhythmic sounds of background cultural music, setting a soulful tone for the day. Under the watchful eyes of our ushers, guests were settled in comfortably, ready for the morning's journey.

The formal program kicked off with a heartfelt opening prayer by a Kinder 3 student, Kekle Jayce Agyekum, followed by an energetic welcome performance by the students. Mr. Jacob Lumumba, the PYPC, delivered the welcome remarks, reminding everyone of the vital role family plays in the educational journey of every child.



Rhythms of the Land

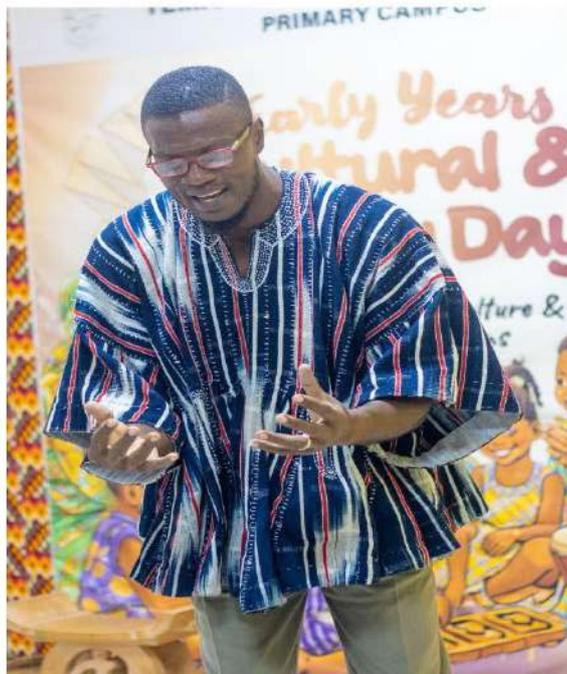
The energy shifted into high gear with the first of our traditional performances. Students showcased the Damba and Apatampa dances with incredible grace. The highlight of this segment was seeing parents leave their seats to join their children on the dance floor, bridging the generational gap through movement and rhythm.



Sharing Our Stories

The "Interactive Time" provided a touching moment for reflection. The room grew quiet and attentive as students and families shared:

- Childhood memories that sparked laughter and nostalgia.
- Native songs that resonated with the heritage of our diverse community.
- Stories of past family celebrations that reminded us of where we come from.



One of the stories shared during the programme was the story of Ananse's children. In the story, the children wanted to climb a tall tree but found it very difficult when they tried to do it alone. Each child struggled on their own and failed. However, when they decided to work together and support one another, they were able to climb the tree successfully.

The moral of the story was teamwork. The children learned that when people work together, help one another, and share ideas, they can achieve much more than when they work alone. This story helped reinforce important values such as cooperation, unity, and helping one another, key skills we encourage in our learners.

Cultural Story: The Aboakyer Festival

Another interesting and educative moment was the sharing of the story behind the Aboakyer Festival. Families learned about the origin and significance of festival, which is celebrated by the people to honour history, traditions, and communal values. The story highlighted how festivals are not just celebrations also serve as ways of passing culture, beliefs, and lessons from one generation to another. This sharing helped both children and adults better understand the importance of festivals in preserving cultural identity.



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Parent Reflections



During the reflection session, parents shared thoughtful insights on the importance of culture, traditions, and identity in children's development.

Dr Ampah expressed his appreciation to the school for organising such a meaningful programme. He shared that although we live in a globalised world, many children are growing up without knowing their roots. He was happy that the school is intentionally creating opportunities for children to learn about their culture and understand where they come from.

Mrs Ampah shared that the programme reminded her of many traditional games she played during her childhood, which she had forgotten over the years. She noted that the activities took her back to her roots and made her very happy. She encouraged the school to organise more of such programmes to help both children and adults reconnect with their culture.

Mrs Abaidoo shared that she makes a strong effort at home to teach her children their local language, Fanti. Although she and her husband speak the language, the children often respond in English. She believes that programmes like the Family and Cultural Day will help children become more aware of their roots and motivate them to learn and speak their local language. She also encouraged the school to use local languages in the classroom to support what parents are doing at home.



Mrs Akwada shared that she was born and raised in Accra rather than her hometown, which has made it challenging for her children to learn a local language. She explained that because she and her husband speak different local languages (Ewe and Dangme), the children sometimes feel confused about which language to speak. However, she expressed her strong desire to inculcate culture in her children's lives and shared her plan to take them to her hometown so they can experience the Tedudu Festival and learn more about their culture first hand.

Play and Performance

When the spirit of play took over, the students led a series of traditional games and songs, including Tubo Tubo, Obiara ye wo no, and the crowd-favourite Maame ee rice water. These games were more than just fun; they were a living preservation of our cultural playground.

Following a brief period of reflection from the parents, the floor was once again opened for the *Kpanlogo* dance. This was a true community moment, as students, staff, and family members all danced together.





Wisdom and Gratitude

We were privileged to have Mrs Adjavon (Grandma) share words of wisdom with those gathered. Her insights provided a beautiful bridge between the past and the future. As the program drew to a close, special acknowledgments and closing remarks were given by Ms Yvonne Tagoe, the Principal. Finally, group photos were taken to capture memories that will last a lifetime.



A Feast for the Senses

The day concluded with the most anticipated event: Traditional Food Tasting. Until noon, the kitchen staff, supported by some members of the team served an array of traditional dishes such as Etor, Mpotompoto, Kontomire Abomu with hot boiled yam and boiled plantain, Fried fresh fish with Kenkey and hot pepper, alongside local drinks and snacks such as lamugine, sobolo, polo and Agbli Kaklo respectively. It was a delicious end to a day centered on community, socialisation, and the shared joy of being one big family.





Cultural Artefacts on display

TEACHER REFLECTIONS



The Nursery Class has been inquiring into the transdisciplinary theme *Where We Are in Place and Time*, with a focus on understanding how we learn about the past through stories.

Through this unit, learners explored how stories from parents and grandparents help us understand how life was different long ago. They focused especially on games children played in the past, discovering that before digital toys and technology, children created fun through singing, movement, teamwork, and imagination. The learners developed an understanding that these games are an important part of our cultural heritage and are passed down from one generation to another. During the Cultural and Family Day celebration, the Nursery learners proudly shared their learning by participating in traditional games introduced by parents and grandparents. For example, they engaged in “Tuboo Tubo,” where they formed a circle, sang together, and took turns responding through simple actions. They also enjoyed “Obiara Yewu No Akuada,” a lively singing game that encouraged careful listening, turn-taking, and joyful movement. Our young learners demonstrated growing confidence and enthusiasm as they joined in the songs, clapped rhythmically, followed instructions, and interacted respectfully with visiting family members. Some confidently repeated parts of the songs, while others eagerly stepped forward to take part in the circle games. It was heart-warming to see the Nursery class connect their classroom inquiry to real-life cultural experiences. Their active participation reflected curiosity, collaboration, and a developing appreciation for family traditions. The celebration truly brought their learning to life and strengthened the bond between home and school. **Comfort Boateng, Nursery**



As part of the Unit of Inquiry, “We learn about the past from stories,” Kinder 1 students participated in the Early Years Cultural and Family Day, which provided a meaningful real-life connection to their learning. Through the event, parents and grandparents shared indigenous stories, childhood memories, songs, and cultural experiences, helping learners understand how stories help us learn about the past and recognise different indigenous stories from various cultures.

Students also experienced stories presented in different ways through storytelling, songs, demonstrations, and conversations allowing them to appreciate that people share and preserve their histories in many forms. The celebration enriched classroom learning and strengthened the connection between home, school, and community while deepening students’ appreciation for cultural heritage. **Agartha Ablorde, Kinder 1**



Family and Cultural Day was closely linked to our unit of inquiry, How We Express Ourselves. Students had the opportunity to listen to a grandparent share about the Aboakyer Festival, which helped them understand the meaning, purpose, and values behind the celebration. Students also learned from one another as they listened to stories from different units, cultures, and family experiences. This sharing allowed them to see how people express beliefs, traditions, and values in different ways. The experience supported them in building understanding, respect, and appreciation for culture while making learning meaningful and connected to real life.

The Early Years Department successfully hosted its Cultural and Family Day at the TIS Primary Campus, bringing together students, parents, grandparents, and teachers for a meaningful celebration of Our Stories, Culture, and Celebrations. Families came beautifully dressed in their native attire and shared childhood memories, indigenous stories, songs, and cultural traditions with the learners, creating an engaging and memorable learning experience. The programme strengthened the partnership between home and school while helping learners develop a deeper appreciation for cultural diversity and family heritage. **Deborah Krampah, Kinder 3**

Family Day was thoughtfully planned to align with our Unit of Inquiry, How We Express Ourselves. Through cultural displays, traditional clothing, music, dance, food, and family interactions, students explored how thoughts and feelings are shared through culture. The activities supported the central idea that we express our thoughts and feelings through culture, while allowing learners to inquire into different cultural forms of expression, the importance of cultural symbols and traditions, and the impact of culture on daily life. We look forward to families playing an important role by sharing with us some of their culture, helping children make meaningful connections between school learning and home experiences and how culture affects our everyday lives. **Ruth Kugblenu, Kinder 2**



Introspecting the Ga Cultural Attire

This look is not just a costume; it is a deep expression of the rich cultural heritage of the Ga-Adangbe people of Southern Ghana. Each element I am wearing carries a specific spiritual and social meaning: The white cloth is a symbol of purity, victory, and joy. In Ga culture, white is the colour used for celebratory and sacred occasions. It represents a state of being "clean" or "holy."

Threaded Hair (Onyanyã)

The style of braiding my hair with black thread to create the tall, architectural shape is a classic Ga aesthetic. Historically, this style (often called Takua) represents elegance and maturity. The height and structure of the hair signify the "crowning glory" of the woman.



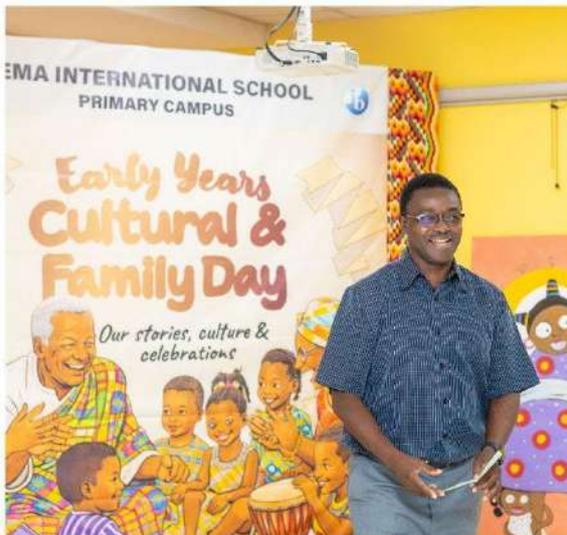
The Nyanyara Leaves

The green vine around my neck is the Nyanyara (*Momordica foetida*) or hyssop plant. This is the most spiritually significant part of my outfit.

In Ga tradition, these leaves are believed to have purifying and protective properties. They are worn to ward off evil spirits, cleanse the wearer, and invite peace.

The white beads are a hallmark of Ga ritual and formal wear. The white beads represent peace, purity, and a clear conscience. In many Ghanaian cultures, beads are a language of their own; white beads specifically signal that the wearer is in a state of "ritual coolness."

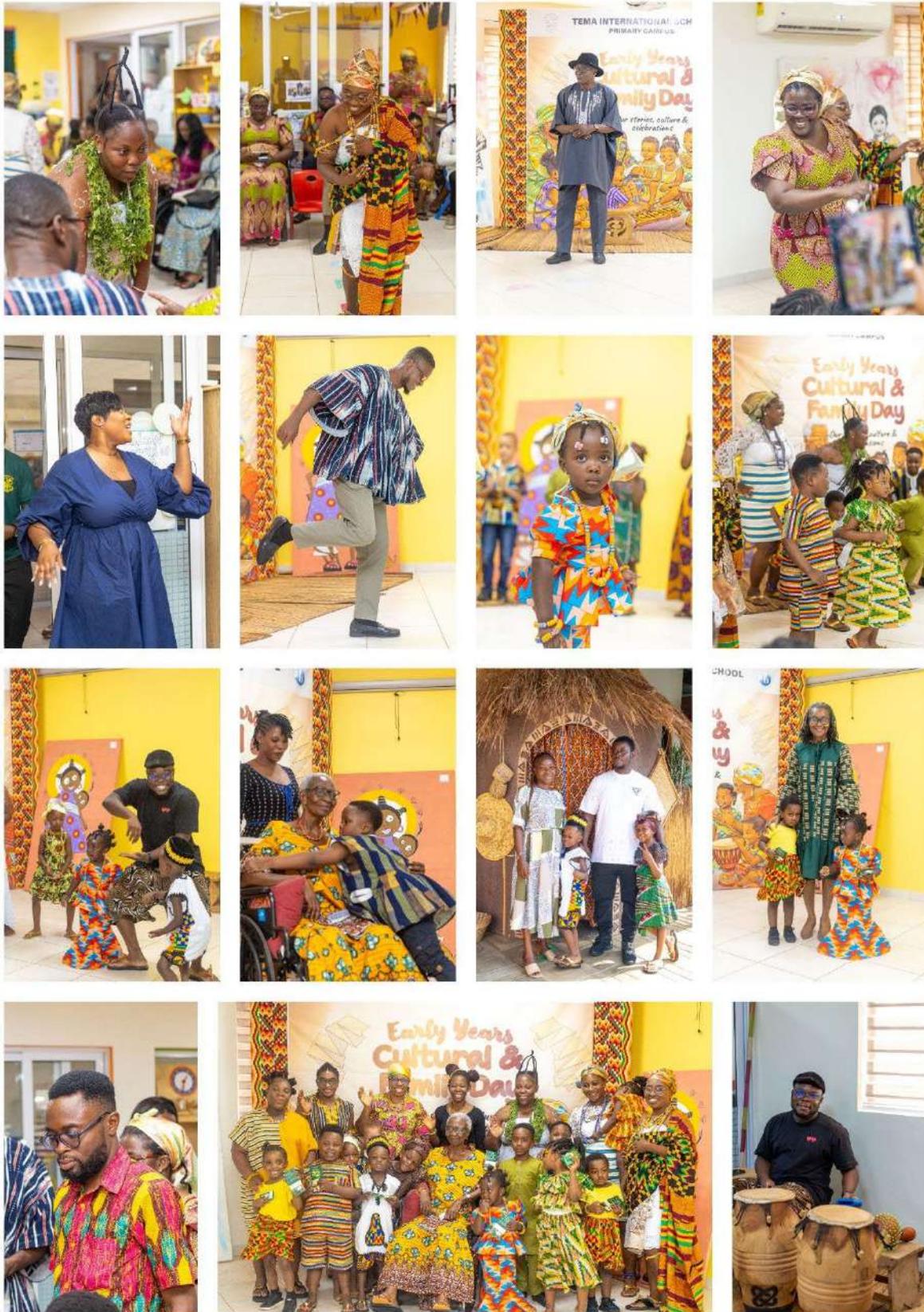
The white circle patterns on my shoulders and arms are usually made from white clay (Shilo). These markings are a form of spiritual armour. In Ga culture, Shilo is believed to have a cooling effect on the soul. The Circular Shape: The circles often represent the cycle of life and the idea of completeness.



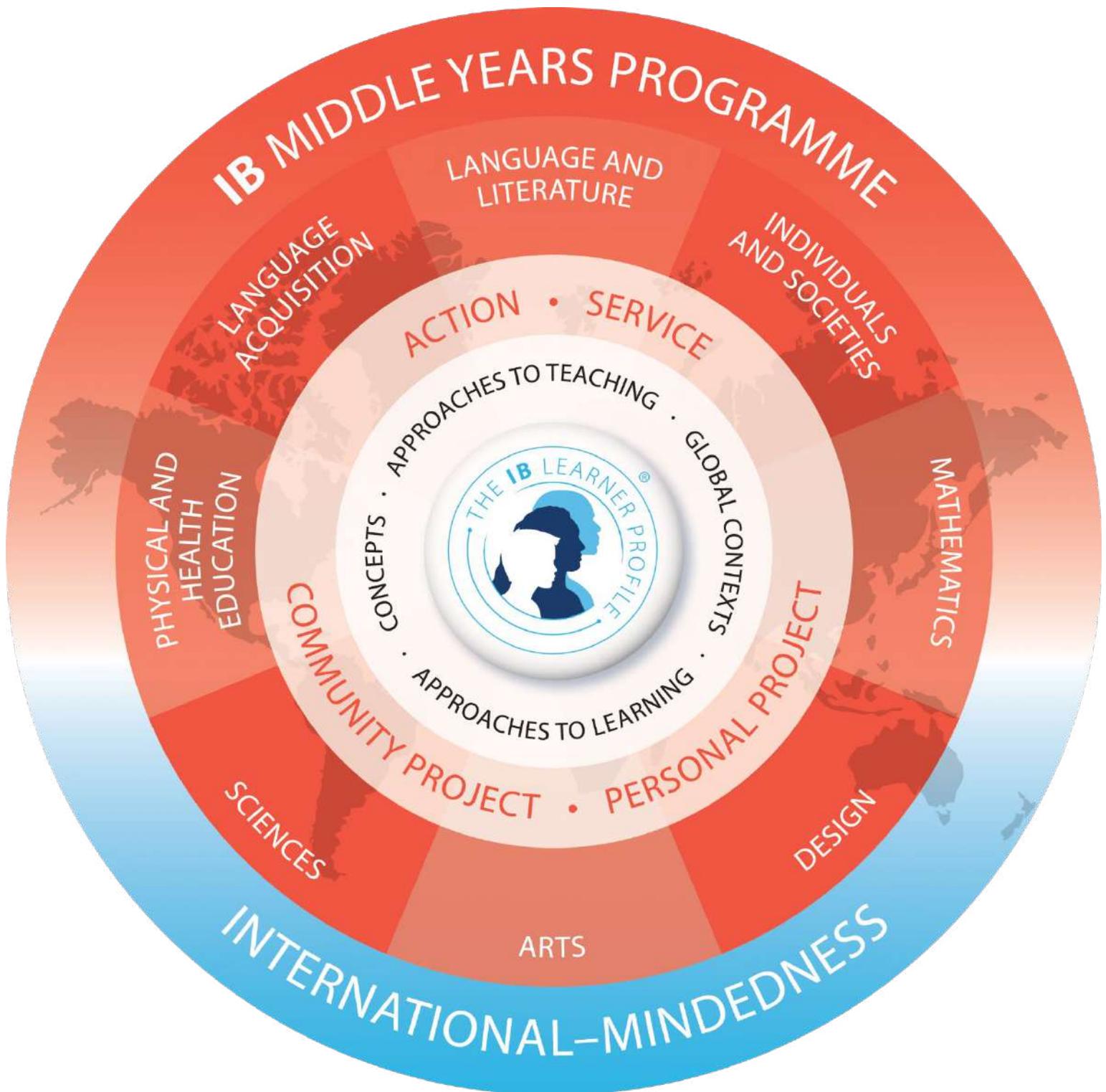
Grade 2 Reflection: A Celebration of Culture and Expression

On Friday, 13th February, our Grade 2 students joined the Early Years for a vibrant Family Day Celebration. This event was more than just a party; it served as a perfect provocation for our new Unit of Inquiry under the theme, 'How We Express Ourselves'. Connecting culture to inquiry, the celebration beautifully brought our new central idea to life: "Different forms of art help us express our ideas and thoughts." Students quickly recognised that the day's activities, the rhythmic drumming, the intricate dance steps, and the shared traditional recipes were all powerful forms of artistic expression used to communicate Ghanaian heritage and family values.









MYP4 HISTORY REFLECTIONS: DO SOCIAL, CULTURAL AND ARTISTIC MOVEMENTS REFLECT THE ERA IN WHICH THEY TAKE PLACE?

In our recent History unit, we explored how social, cultural and artistic movements often developed as responses to the political, economic and technological conditions of the time in which they exist. These movements reflected the beliefs, values, struggles and aspirations of societies. They provide insight into how people understood and reacted to change in their environments. For example, the Renaissance reflected a renewed interest in classical learning and human potential following the Middle Ages. Similarly, the Romanticism emerged as a reaction to the Industrial Revolution, emphasising emotion and nature over industrial progress and scientific rationality.

The students modelled inquiry-based learning by investigating a chosen movement such as Romanticism or Dada, asking their own questions about the historical context in which it emerged, and analysing how its ideas and forms of expression reflected the social conditions of that era. They then used evidence from their research to draw conclusions about whether the movement mainly reflected society or sought to influence change within it.

By examining these movements, we understood how art and culture are shaped by historical context and how they serve as forms of expression, protest or adaptation. Ultimately, social, cultural and artistic movements both reflect their era and influence future societal change, showing that history and human creativity are deeply interconnected.

Renaissance (Reflecting Humanism & Scientific Curiosity)

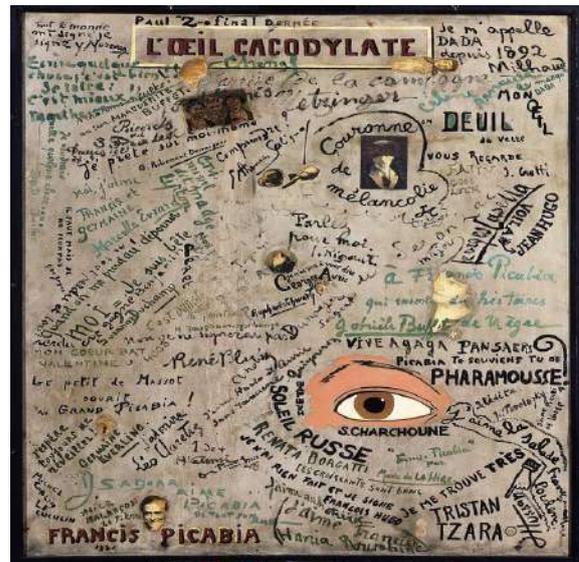
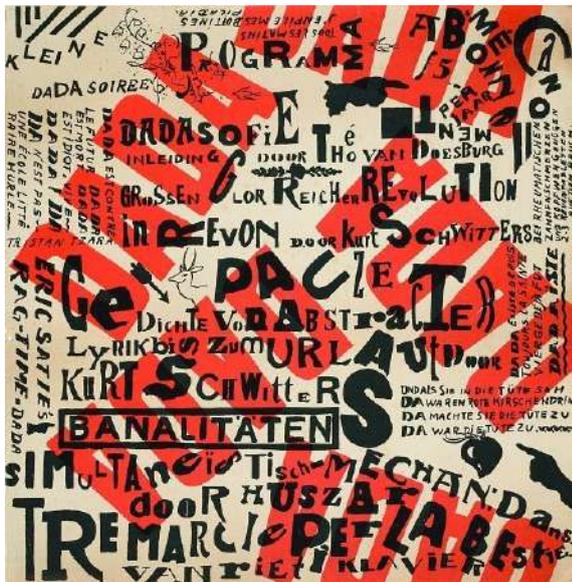
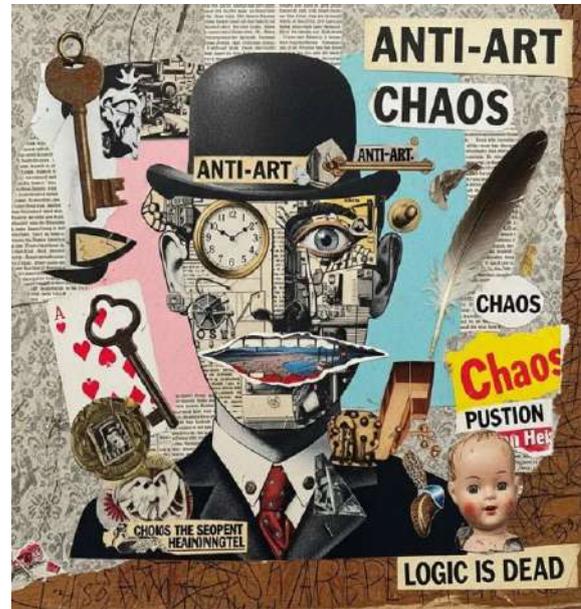
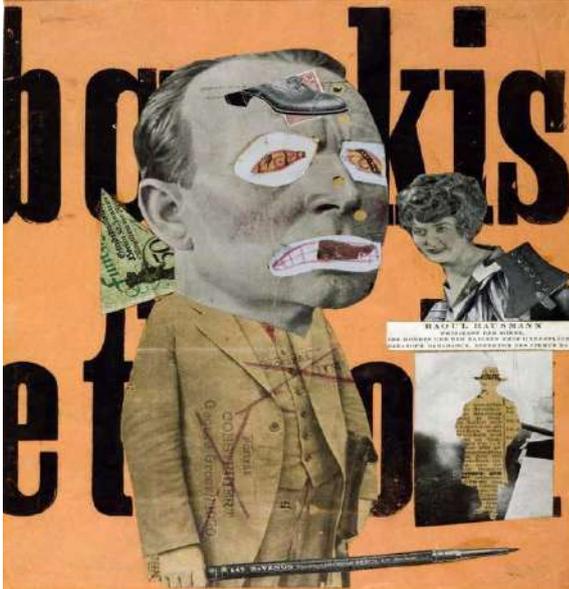




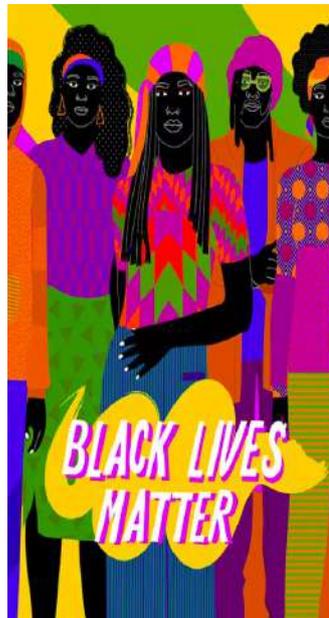
Romanticism (Reaction to Industrialisation)



Dada Art (Response to World War I)



Contemporary Social Movements (Modern Cultural Expression)



REFLECTIONS OF STUDENTS AFTER THE UNIT

Now I understand that cultural, social, and artistic movements are much deeper than that. They are collective responses to the historical conditions people are living through. They are shaped by events, emotions, conflicts, and changes happening at that time by **Amy-Frances Gavor**.

Cultural, social, and artistic movements are the tools that people use to express their ideas, feelings, and experiences through art, social activism, and lifestyle. These are normally a result of events in history, such as wars, inequality, or political change, that influence what people create and value by **Sengbe Gondoe**.

I thought movements were simply historical events that happened in isolation. However, I now know that they are responses to specific historical conditions. Wars, revolutions, economic changes, political systems, and technological developments all shape how people think and express themselves by **Elikem Amoo**.

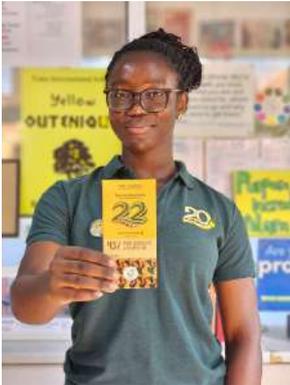
I learned that cultural, social, and artistic movements are organized efforts or shared expressions where groups of people come together to promote ideas, challenge problems, or represent certain values through art, protests, literature, music, or political action by **Ivanka Dentaa**.

The question posed at the beginning of the unit asked whether cultural, social, and artistic movements mirror their time periods. Based on what I have learned, I believe that these movements do reflect their historical contexts, but they also challenge and transform society by **Joseph Painstil**.

In this unit, I came to understand that social, cultural, and artistic movements are deeply influenced by the time period in which they occur. These movements do not just appear randomly; they develop because of the political, economic, and social conditions that people experience by **Yaw Agyeman-Prempeh**.

CAS-SA Corner

Happy Chocolate Friendship Day!



On Friday, 13 February, our students and staff were blessed with chocolate bars generously shared by the **Founding Family** and our **Principal, Misty**. As these bars were distributed across campus, we hope they were received as more than sweet treats. Each one carried a special message of appreciation, unity, and belonging within our TIS family.



One bar was shared with love from the **Founding Family**, a token of gratitude and recognition for the invaluable

role every member of our community plays in shaping and nurturing our school. The second bar, from our **Principal, Misty**, celebrated the strong bonds we share as **Team TIS**, a reminder of the collaboration, care, laughter, and support that define who we are together.

As chocolate was enjoyed throughout the day, the campus felt even sweeter, brighter, and more colourful, filled with smiles, friendship, and gratitude. May this small gesture remind us that we are not simply a school community, but a family building meaningful experiences and lasting memories



together.



Chocolate Friendship Day: Indeed, Signed with a Smile



Chocolate Friendship Day, *Besties & Bars*, was truly unforgettable for us as the IB Class of 2027. From the innovative surprise boxes and heartfelt serenades to the beautifully prepared chocolate packages, every detail reflected the creativity, teamwork, and intention of our class. What made the event even more meaningful was not just the fun, but the powerful cause behind it.

At the centre of our celebration was a sincere desire to put a smile on the face of a child born with a cleft lip and cleft palate. After weeks of planning, preparing, packaging, labelling, and selling chocolate, *Besties & Bars signed with a smile*. We achieved something we are incredibly proud of.

Together, we raised **GHS 11,500 (Eleven Thousand Five Hundred Ghana Cedis)**, which will be presented to **Operation Smile Ghana** to help fund corrective surgery for a child. This reminded us that when friendship meets purpose, real change happens.

The evening by the pool was equally extraordinary. The atmosphere was vibrant, creative, and full of joy. We embraced the “Friendship Island” spirit, enjoying games, performances, laughter, delicious food, and music from **DJ OJ**. The amazing solo and duet performances, melodious voices, creative décor, and lively energy were moments when school spirit truly came alive.

What inspired us most was our class's unity and the support of our wider TIS community. This was not just an event; it was a demonstration of leadership, compassion, and collaboration.

We are deeply grateful to our parents, staff, and management for their encouragement and trust. A special thank you to our CAS Coordinator, Mama Su and our Patrons, Aunties Abigail, Grace, and Bernice, for guiding and supporting us throughout this journey.

Student Reflections

“The surprise box I received was such a sweet surprise — it felt personal and thoughtful.”

“The party was even better than we imagined. We were counting down to it, and we were not disappointed. The layout was lit — clock it!”

“It was fun, but knowing it was for a good cause made it even more meaningful.”

We were especially encouraged to hear Grade 10 students share:

“The Grade 11s have raised the bar. We are looking forward to our turn to lead.”

“Who knew CAS could be this fun — and this sweet?”

To everyone who supported, attended, purchased, performed, or encouraged us, thank you. You helped us make this more than a celebration. Together, we created impact. We created memories. And most importantly, we signed it all with a smile.

Besties & Bars Student Leaders - IB Class of 2027

Nana Yaa Achiampong, Ethan Achiampong, Shandell Nyarko & Chidubem Akunyili





Harvard Winter Programme 2027

Harvard College Union Society Young Global Leaders Program WINTER Camp at **HARVARD UNIVERSITY**



A Global Leadership Experience for TIS Students

Tema International School is pleased to announce that registration is now **open** for the **Harvard College Union Society Young Global Leaders Winter Programme 2027**, taking place from **3–10 January 2027** at Harvard University, USA.

This prestigious global leadership experience brings together students from around the world for an immersive week of intellectual engagement, collaboration, and personal growth.

What Will Students Gain?

The Winter Programme is intentionally designed to strengthen the skills that matter most in today's interconnected world:

Leadership Development

Students explore what it means to lead with integrity, courage, empathy, and vision. Through case studies, workshops, and real-world simulations, they develop confidence and clarity in their leadership style.

Public Speaking & Debate

Participants refine their communication skills through structured debates, persuasive speaking workshops, and mentor feedback — building the confidence to articulate ideas clearly and effectively.

Global Collaboration

Students work alongside peers from diverse cultural and academic backgrounds. This exposure broadens perspectives, strengthens intercultural understanding, and nurtures a global mindset.

Community Impact Projects

Throughout the programme, students design and present community-based initiatives aimed at addressing real-world challenges. This practical approach encourages innovation, critical thinking, and social responsibility.

Mentorship from Harvard Students

Participants engage with Harvard College student mentors who guide discussions, facilitate workshops, and share insights into university life, leadership pathways, and academic excellence.

Cultural & Academic Exploration

Students experience guided visits across Cambridge and Boston, connecting history, culture, innovation, and academia in meaningful ways.

Why Should Parents Consider This Opportunity?

The Harvard Winter Programme is more than a university visit — it is a transformative learning journey.

It strengthens:

- Confidence and independence
- Critical thinking and problem-solving
- Communication and presentation skills
- University portfolio development
- Global awareness and cultural intelligence

Students return not only inspired but also more self-aware, articulate, and prepared for future academic and leadership pathways.



In an increasingly competitive and globalised world, experiences like these equip students with the mindset and skills required to thrive beyond the classroom.

Tema International School has been allocated **only 12 student placements** for this Winter programme. We encourage interested families to consider this exceptional opportunity.

For further information, kindly contact **Mrs Surama King** - CAS & Events Coordinator - surama.king@tis.edu.gh - +233 24 461 5255

Registration Link: <https://forms.gle/JAo5DrXiqL9C9GTg7>

TEMA INTERNATIONAL SCHOOL

**HEALTHY HEART,
HEALTHY LIFE**

CAS PROJECT

HELP US SAVE A CHILD'S LIFE

Many children at the Cardiothoracic Centre, Korle Bu Teaching Hospital are waiting for life-saving open-heart surgery. We have identified urgent cases. Real children. Real families hoping for a miracle.

OUR TARGET: GHC 100,000

AMOUNT RAISED SO FAR: GHC 18,000

WE ARE COUNTING ON YOU TO HELP US CLOSE THE GAP.

HAVE A HEART. SAVE A LIFE.

ONE CHILD. ONE SURGERY. ONE COMMUNITY.

CHILDREN'S

Healthy Heart, Healthy Life

CAS PROJECT

TEMA INTERNATIONAL SCHOOL

DONATE:



MoMo

CAS: Abigail Ahiadorme - 059 762 1047

Reference: TIS Healthy Heart Project



Via Cheque to Tema International School



Via Cash at the school

For more details, contact the CAS Coordinator:

HAVE A HEART. SAVE A Life TODAY.

An initiative of Grade 11 CAS and Grade 9
Service as Action students



Experiential Learning in Action: DP Core Week Reflections



This is the third week of sharing reflections from our DP1 students on their **DP Core Week** experiences. It has been encouraging to witness the depth of learning, personal growth, and self-awareness demonstrated through their words.

CAS remains a vital and compulsory component of the **Diploma Programme**. It is through Creativity, Activity, and Service that students move beyond theory into meaningful action. Reflection allows them to think critically about their experiences, recognise strengths and areas for growth, and

connect their learning to the IB Learner Profile. I encourage all students to continue applying the skills developed during DP Core Week in classrooms, leadership roles, service initiatives, and everyday life. Growth does not end with the workshop; it continues through consistent action.

Mrs King
CAS Coordinator

#Students Reflections

Within the three days of the public speaking workshop, I learnt a lot about my confidence and communication skills. This workshop helped me realise that confidence is not the absence of fear but persevering through that fear. One of the most challenging moments for me was the idea of being called up front. Despite this, I made a conscious effort to apply the techniques taught during the workshop, such as focusing on body language and engaging with the audience.

This experience helped me develop several CAS learning outcomes. In particular, I developed perseverance by fully participating in the workshop despite feeling unsure and unwilling at times. My willingness to engage and reflect on my performance shows personal development and resilience.

The facilitators, Ms. Apiorkor and Ms. Jennifer, as well as Mr. Adjety Anang, our guest speaker, played a key role in my learning. They provided practical advice on confidence, stage presence, and interacting with an audience. One important lesson Ms. Apiorkor shared was that “you’re only as good as your last performance,” which made me understand that each opportunity to speak is a fresh start.

In school, I will use these techniques during class discussions, presentations, and group work to communicate more confidently. Beyond school, these skills will help me in leadership roles,



interviews, and everyday social interactions. Most importantly, I will continue to remind myself that confidence grows through practice and that each experience is an opportunity to improve. **Hillary Laryea – Grade 11**

During DP Core Week, one of the most meaningful experiences for me was participating in the Ghana Red Cross Society workshop. This experience allowed me to grow both personally and collaboratively, especially when I was voted President of the Red Cross Club. Taking on this leadership role helped me recognize my ability to

take initiative, communicate effectively, and act responsibly, while also showing me areas where I can continue to grow, such as managing pressure and balancing different perspectives.

A key challenge for me was the final assessment, which included both a written exam and a practical presentation. I found this challenging because it required me to apply what I had learned rather than simply recall information. I had to remain calm, think critically, and demonstrate correct first aid techniques, such as responding to choking, bleeding, burns, and dizziness. Successfully completing this showed me that I am capable of performing under pressure and learning through practice, not just theory.

Through this experience, I developed several CAS learning outcomes, particularly undertaking new challenges, developing new skills, and working collaboratively with others. The facilitators played an important role in this process by providing clear guidance, real-life examples, and constructive feedback, which helped build my confidence and ethical awareness when responding to emergencies.

Beyond the workshop, I plan to apply these skills by promoting health awareness projects at TIS and contributing meaningfully to future CAS initiatives. This experience has inspired me to continue serving others and leading with responsibility and care. **Antonio Osei-Agyeman – Grade 11**

Participating in the Red Cross CAS workshop helped me grow both personally and socially. I learned that I am more capable than I sometimes give myself credit for, especially in situations that require calm thinking, teamwork, and responsibility. The sessions improved my confidence in communicating with others and showed me that I can step up when people need support.

One challenging moment was practicing emergency response scenarios. At first, I felt unsure about making decisions quickly, but I pushed myself to stay focused and follow the training. By the end, I was more confident handling pressure, which showed me that growth often comes from stepping outside my comfort zone.





This experience helped me develop several CAS learning outcomes, particularly increased awareness of my strengths and areas for growth, as well as engagement with issues of global importance. Learning about humanitarian service and community health made me more conscious of how small actions can positively impact others.

The facilitators were very supportive and practical in their teaching. Their feedback encouraged teamwork, patience, and careful observation, which made the learning more meaningful.



Going forward, I plan to apply these skills in school through leadership roles, group projects, and future service activities. I also hope to stay involved in community initiatives where I can use what I learned to help others effectively. **Kevin Arthur – Grade 11**

Through these activities, I learned more about myself. I realized that I can be confident and capable when I try new things. My communication skills improved, especially when speaking in front of others. I also discovered that I am creative and patient during hands-on tasks. However, I noticed that I sometimes feel

nervous or doubt myself, which is something I want to work on improving.

One challenge I faced was speaking in front of the class during the Public Speaking workshop. I was afraid of making mistakes and forgetting what to say. Instead of avoiding it, I practiced more and stayed calm. After trying a few times, I became more comfortable. This experience taught me to step out of my comfort zone and be more confident.

I developed CAS learning outcomes such as learning new skills, working collaboratively, and becoming more aware of my strengths and weaknesses. I learned basic first aid skills and worked with my group during activities, which showed teamwork and responsibility.

The facilitators guided us with clear instructions and helpful feedback. They encouraged us and created a safe environment to try and learn. This support helped me improve and feel more confident.



In the future, I will use my public speaking skills for presentations and leadership roles, and my first aid knowledge to help others in emergencies. These skills will help me both in school and in everyday life. **Kimuel Koray – Grade 11**

I signed up for the Red Cross First Aid training because I thought first aid was an essential skill you hope you would never need. I was also looking to boost my university application when I apply for my course in pharmaceutical manufacturing. During the one-week training, I learnt how the human body works and the different types of accidents and occurrences that require first aid. The training busted some myths about first aid, such as pouring water on people who have fainted or on burns.

I learnt how to be resourceful when it comes to saving lives and the importance of reassuring the afflicted. Though I did not contribute much verbally during the training, I made sure to take notes on the procedures, which helped my team and me complete our practicals and assess others' practicals. Overall,

I found the experience very rewarding, and I hope that with this, I can take better care of myself and those around me wherever I find myself.

The Public Speaking workshop was the highlight of my DP Core Week. I was motivated to join so that I could be part of the Assembly Team, but throughout the three-day workshop, I became a better speaker. I learnt how to come onto the stage with confidence and own the space, how to develop a character, and how to engage the audience with my energy.

The most important quotes I took from the workshop were: “You’re only as good as your last performance” and “Confidence is not the absence of fear, but acting despite the anxiety.” The latter really spoke to me, and I see myself enacting it whenever I face fear. I especially enjoyed writing and performing speeches. This workshop has not only added to who I am but is now a core memory of my stay at TIS.

Attending both workshops, as well as the two-day EE Café, was intensive for me, but through this necessary experience, I was able to manage my time well and learn techniques to reduce burnout and fatigue. That week has prepared me to face even more trying periods in the future. **Charis Kudiabor – Grade 11**

Through the Red Cross workshop, I learned that in emergency situations, staying calm and focused is essential. Before the workshop, my response and ability in emergency situations were not great. However, through the practice of first-aid techniques and being placed in acted-out real-life scenarios, I realized that composure, effective communication, and collaboration are key to de-escalating an emergency or at least softening the situation.



From the skills I developed during this workshop, I hope to make a difference in emergencies as well as in the overall health and well-being of people around me and in my community. **Ewen Sevor – Grade 11**

Through the Red Cross and Public Speaking workshops, I learned a great deal about my strengths and areas for growth. At the Red Cross workshop, I developed practical first-aid skills, including CPR and emergency response techniques. More importantly, I took on the role of secretary, which helped me build leadership, organisation,

and communication skills. I was responsible for recording meeting notes, organising information, and ensuring clear communication within the group. This role taught me responsibility and accountability.

In the Public Speaking workshop, I recognised that I initially struggled with nervousness and self-doubt. One challenging moment was delivering a speech to my peers. I felt anxious about making mistakes, but I chose to prepare thoroughly and use breathing techniques to manage my nerves. Over time, I improved my voice projection, structure, and eye contact.

These experiences helped me develop CAS learning outcomes such as identifying strengths and areas for growth, taking on new challenges, and working collaboratively. The facilitators' constructive feedback and supportive guidance were essential in building my confidence. I plan to apply these skills in school presentations, leadership roles, and real-life situations where responsibility and helping others are important. **Nubuke Eli-Dzantor – Grade 11**

The Red Cross workshop was an incredibly motivating and enjoyable experience that taught me how to care for others, save lives in my community, and positively influence society. During this workshop, I was taught how to be a good first aider in both major and minor injury situations.

We learned the proper way to act and behave around a casualty, including the dos and don'ts. For example, it is improper to pour water on a casualty, but it is acceptable to allow air to circulate around them. My Red Cross teammates and I were taught how to respond to situations such as dizziness, shock, unconsciousness, bleeding, and burns.

At the end of the workshop, we wrote an exam and were placed into groups to practise what we had learned. My group experimented with how to control bleeding, and we delivered successfully. This workshop has shown me how I can be useful and impactful in society. It has also helped me grow mentally and become more prepared for emergencies. **Jeffery Yaw Tuffour Afawuah – Grade 11**



During DP Core Week, I was privileged to partake in the Red Cross Aid Training and the Pendant Workshop. These two workshops taught me many new skills and took me on a journey of self-discovery. I developed skills such as diligence and attention to detail as I harnessed my creativity in the Pendant Workshop.

During Red Cross, I trained my mind to respond in times of emergencies. This developed alertness and knowledge on first-response techniques that I did not know I had prior to the workshop. Due to certain external factors, I was unable to complete the Pendant Workshop, and I recognise that this might indicate a lack of dedication, which I hope to overcome in subsequent workshops.

subsequent workshops.

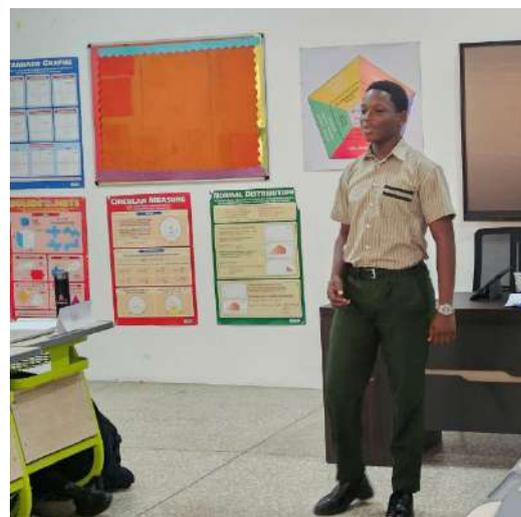
The most challenging moment for me was the practical assessment in Red Cross and having to restart my work during the Pendant Workshop. With the help of the facilitator, I was able to restart and complete the task. These challenges helped me understand the importance of teamwork and collective strength. I believe I demonstrated undertaking new challenges and developing new skills. In the future, I hope to join the Red Cross to apply what I have learnt. **Jayda Hammond – Grade 11**

During DP Core Week, I chose to participate in both the Red Cross workshop and the Public Speaking workshop. This meant I had very little free time, and at first, the week felt overwhelming. However, despite the pressure, I managed my commitments and gained meaningful learning experiences.

The Red Cross workshop taught me preparedness, responsibility, and service to others. I learned how to treat fainting, bleeding, and strokes, and I developed empathy and awareness of how individuals can make a difference during crises.

The Public Speaking workshop helped me grow in confidence and communication. I learned how to structure speeches, control my nerves, and read the room. The most important lesson I took away was that confidence is everything and that how you present yourself shapes first impressions.

Although the week was demanding, overcoming the stress helped me build resilience and time-management skills. **Rose Armah – Grade 11**



The Public Speaking workshop with Apiokor Ashong was a truly eye-opening experience. Before the workshop, I saw public speaking as simply standing and talking in front of people. After the workshop, I realised it is about confidence, structure, and connecting with the audience.

Through the activities, I learned that I tend to speak too fast when nervous. Breathing exercises and pausing helped me understand the power of effective communication. Listening to others also helped me appreciate non-verbal communication.

Public speaking is already helping me in class discussions and presentations. Moving forward, I will apply these skills in leadership positions, interviews, and community work. **Kwame Boateng Owusu-Acquah – Grade 11**

Through the CAS workshops, including Red Cross training and Public Speaking, I learned that I am more capable and resilient than I believed. In Red Cross, I remained calm while learning serious emergency topics. In Public Speaking, I pushed through nervousness to communicate clearly.

A challenging moment was speaking in front of a group. Instead of avoiding it, I chose to participate. This demonstrated growth and courage.

These experiences helped me develop CAS learning outcomes such as taking on challenges and developing new skills. Moving forward, I plan to speak up more in class and take on leadership opportunities. **Christine Pratt-Bango – Grade 11**

During DP Core Week, I attended the Public Speaking workshop, and it turned out to be more meaningful than I expected. I have always felt anxious speaking in front of a group. The workshop encouraged me to confront that fear.

One activity that stood out was delivering an impromptu speech. Even though I was nervous, I completed it, and that gave me a strong sense of accomplishment. I learned that confidence is not about being perfect but about being prepared and authentic.

This experience helped me grow emotionally. I now feel more confident expressing my ideas, even if I still feel nervous at times. **Cedina Laryea – Grade 11**

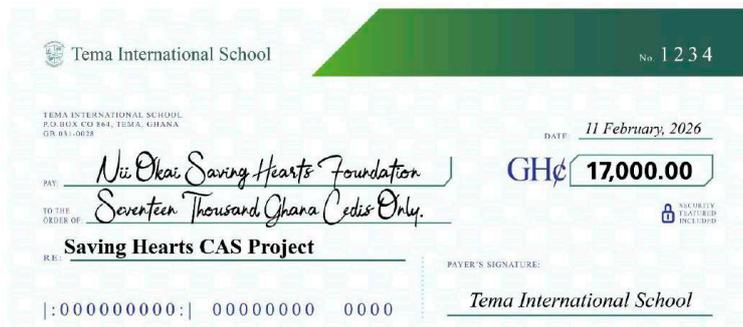


Through participating in the workshops, I learned that I am more capable of stepping outside my comfort zone than I initially believed. I willingly participated in both the Red Cross and Pendant Workshops.

At first, I lacked confidence in expressing my ideas, especially in group discussions. However, I became more comfortable sharing my perspectives as the sessions progressed. One challenging moment was presenting ideas with limited preparation time. Although nervous, I contributed and helped organise our group's ideas.

This experience contributed to CAS Learning Outcomes such as showing commitment and perseverance, and undertaking challenges. I plan to apply these skills in school and future CAS experiences by communicating more confidently and taking initiative in group work. **Xolali Oforiwaah Amoah Dzakuma – Grade 11**

A Meaningful Presentation of Hope To the Nii Okai Saving Hearts Foundation



Last week, Tema International School had the honour of welcoming Rev. Nii Okai and Ms Carla of Nii Okai Ministries to our Secondary Campus. The visit, held on Wednesday, 11 February at 11:00 am, marked a truly meaningful moment for our school community.

The occasion was to officially present a donation raised through the efforts of the IB Class of 2027 in support of the Nii Okai Saving Hearts Foundation. On behalf of the Class, we extend our heartfelt thanks to Ms Munah Hyde and her family and friends for mobilising and raising in specie a total of \$1,719 (One Thousand Seven Hundred and Nineteen United States Dollars Only). The funds, received, were converted and presented as GHS 17,000 (Seventeen Thousand Ghana Cedis).



During the presentation, LesleyAnn Hyde, one of the student leaders, shared about her desire to support the foundation, even after the High School Praise, which inspired her mother to coordinate a fundraising effort in the United States. What began as a conversation became a powerful act of service and compassion.

A dummy cheque of GHS 17,000 was presented to Rev. Nii Okai and Ms Carla by the IB Class of 2027. Rev. Nii commended LesleyAnn, her family and the entire team for a job well done and expressed profound gratitude for the initiative.



This generous donation will go towards supporting a child on the waiting list for open-heart surgery, giving them another chance at life. Together, we are reminded that service, when embraced wholeheartedly, has the power to transform lives. **LesleyAnn Hyde, Shandel Nyarko, Bruhan Deen Hussein (Anniversary Leaders)**



 **Tema International School** No. 1234

TEMA INTERNATIONAL SCHOOL
P.O. BOX CO 864, TEMA, GHANA
GB 031-0028

DATE: 11 February, 2026

PAY: Nii Okai Saving Hearts Foundation **GH¢ 17,000.00**

TO THE ORDER OF: Seventeen Thousand Ghana Cedis Only.  SECURITY FEATURED INCLUDED

R.E: Saving Hearts CAS Project

PAYER'S SIGNATURE: Tema International School

|:000000000:| 00000000 0000

Class Representatives - 2026





**TEMA
INTERNATIONAL
SCHOOL**



Middle Years Programme

Personal & Community

PROJECT EXHIBITION



Saturday, 7 March 2026



10:30 AM - 1:00 PM



**Secondary Campus
Gardens and Classrooms**

Dukies Corner

Strengthening Global Partnerships: International Award Leaders Visit TIS



There is never a dull moment at Tema International School. Over the past eight years as an Award Centre for the Duke of Edinburgh's International Award, we have witnessed the transformation of more than 200 students who have successfully achieved the **Bronze, Silver and Gold levels**. Through our partnership with HOSA and the International Award, our young "Dukies" continue to develop resilience, leadership, compassion and a strong sense of purpose through meaningful experiential learning.

We were truly honoured to welcome *Peter Okai (HOSA)*, together with *Hannah Stoddart, Deputy Secretary General*; *Emma Morton, Chief Financial Officer*; and *Edwin Kimani, Global Operations Director for Africa and Asia*, during their recent visit to Ghana. Their time on our campus was both affirming and inspiring, a powerful reminder that the Award is not simply about certificates or ceremonies, but about character formation, service, and stepping courageously beyond one's comfort zone.

During the visit, our guests toured the campus, engaged with our Award leaders and interacted with some of our participants. They also met with our School Principal, Misty, who has served as an Award Coordinator and continues to champion the Award's growth at TIS. She reaffirmed how strongly the Award aligns with our four pillars, **Academics, Sports, Culture and Service**, and thanked the international team for making time to visit our Centre. She also reiterated our school's commitment to upholding the International Award's standards and integrity.

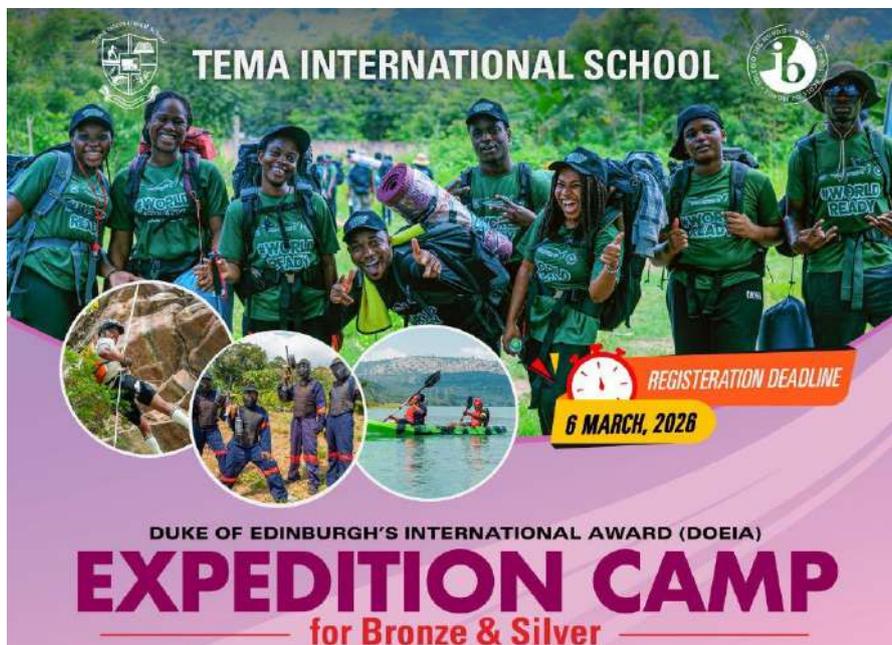
As an experiential learning educator and CAS Coordinator, I find immense joy in witnessing these journeys unfold. Alongside our dedicated Award Coordinator, Mr Gabriel Atseku, the Deputy Award Coordinator, Mr Mawuli, and our wider team, we remain committed to creating transformative opportunities that shape confident, globally minded, service-driven leaders.

Registration for our **14th Expedition Camp (Bronze & Silver) is now open**. We strongly encourage all eligible students to join this life-changing experience, where challenge meets growth, and adventure builds character.

The journey continues. 🌍

Dukies Bronze and Silver Expedition Camp 2026

(Bronze & Silver Award participants only)



Ready for the experience of a **LIFETIME**? This isn't your average school trip - it's where you'll challenge yourself, crush your CAS requirements (DP students), nail your **DofE** goals, **AND** create memories you'll be talking about for years.

REGISTER NOW - SPOTS ARE LIMITED

Deadline: Friday, 6 March 2026
(or when we're full)

WHAT YOU'LL DO:

- Adventurous journeys through epic landscapes
- Zipline through the air (yes,

really)

- Hiking (Mount Afadjato)
- Map reading & compass navigation
- Trail navigation & radio communication
- Visit amazing tourist sites
- Creativity & leadership experiences
- Life & survival skills
- First aid & drills
- And SO much more

WHY YOU NEED THIS:

- Develop real-world skills -
- Meet CAS & DofE requirements
- Immerse yourself in a new culture -
- Connect with nature (goodbye screens, hello mountains)
- Reflect, grow, and surprise yourself

SAFETY FIRST:

We've got you covered. Risk assessments? Done. Wilderness medical officer? Check. Emergency nurse with field experience? On the team. You're in safe hands.

WHAT'S INCLUDED:

- World Ready T-shirt & cap
- ALL camping & zipline gear
- Outdoor equipment
- Certificate
- Transport, food & water
- Destination fees
- **Comprehensive Outdoor Risk & Liability Insurance**

Everything sorted. You just bring the energy

KEY DATES:

Orientation & Safety Training: Friday, 27th March 2026 | 3:40 PM | Design Lab
(All participants & Expedition Leaders - don't miss it)

Departure: Saturday, 28th March 2026 | 6:30 AM from TIS Campus

Return: Monday, 30th March 2026 | 5:00 PM to TIS Campus (Parents-pick-up time)

Duration: 3 days (mid-semester break)

WHERE: Liati Wote - Afadjato, Volta Region

(Stunning views, fresh air, unforgettable vibes)

COST: GH¢ 5,800 (all-inclusive)

How to Register:

1. Click the registration link
2. Complete the online form
3. Make payment to the account below
4. Upload your payment receipt to complete registration
5. Check the kit list attached to the form & pack your gear

REGISTRATION LINK:

<https://docs.google.com/forms/d/e/1FAIpQLSeJvKW6vL0CcjjrCfZBuqDzBWp3qSrBEZCqBUfQVz4CWGHWF91iaEw/viewform?usp=sharing&oid=109760907486564517168>

PAYMENT DETAILS:

Bank: ABSA BANK

Branch: Tema Main

Account Number: 060-1798808 (GH¢)

Amount: GH¢ 5,800

Payment Purpose: TIS DoEIA Expedition Camp, 14th Edition

IMPORTANT: When making payment, please state the purpose as: **"TIS DoEIA Expedition Camp, 14th Edition"**

Don't wait - spaces fill up FAST

This is your moment. Are you ready to step up, step out, and make it epic?

REGISTER NOW

IMPORTANT REMINDERS:

- Only DoE Bronze & Silver award participants can register.
- Payment receipt is required to complete registration
- Ensure you have ALL items on the kit list before departure
- Registration closes Friday, 6 March 2026 OR when maximum capacity is reached

Tema International School | Duke of Edinburgh's International Award | 14th Edition

Creatives' Workshop 2026



The Creatives' Workshop offered participants a rich and stimulating introduction to the craft of short story writing, while also inviting them to engage critically with the role of generative AI in contemporary creative practice. Throughout the sessions, participants approached each activity with curiosity and intentionality, asking perceptive questions, experimenting with narrative techniques, and demonstrating a sincere commitment to learning from experienced facilitators. What became most evident was their growing

awareness of their own creative capacity and the many practical directions it can take.

Creative writing, at its core, is an act of imaginative truth-telling. It is the rare privilege of giving voice to characters who do not physically exist, yet whose experiences resonate with realities that could belong anywhere in our world. Through this process, participants discovered that storytelling is not merely an artistic exercise, but a meaningful way of interpreting, questioning, and contributing to human experience. The integration of generative AI further expanded this discovery, showing how technology, when used responsibly, can serve as a collaborator that refines ideas, sparks inspiration, and supports, rather than replaces, the writer's authentic voice.

Despite the demands of a full-day engagement, participants displayed admirable focus, resilience, and enthusiasm. Their sustained energy reflected a shared understanding that creativity requires discipline as much as imagination. The workshop thus became not only a space for skill development, but also a community of practice where ideas were tested, affirmed, and reimaged.

We warmly encourage those who were unable to attend this year's edition to join us in the future. Creativity has always shaped our world, and it will continue to do so through those willing to observe deeply, think boldly, and write courageously. To our participants, we offer this charge: continue to reflect on and apply what you have learned. To be a creative is both a privilege and a responsibility, an opportunity to take part, however modestly, in the ever-

fascinating story of creation. Emmanuel Hygienus - **Head, English Department**



Reflections from Participant Reps



This experience was truly worth the time. I learned valuable tips and techniques for writing a compelling story from a practicing author and co-film producer. I was introduced to writing strategies I had never encountered before, and the practical advice was incredibly insightful.

During the second half of the workshop, I learned about generative AI as a creative tool. I thought I already knew enough about AI, but I realised that I still had much to learn. With the knowledge I gained, I now understand how to bring my stories to life and even explore ways to monetize them.

It was an enriching experience, and I now appreciate why attendance was important. Everyone should have attended this workshop! I know that may sound exaggerated, but it truly isn't. I am grateful to the English Department for this opportunity. It was a pleasure to participate. **Ayem Louisa (Grade 11)**

During the first session on writing short stories, I felt excited because I knew I would be able to share what I learned with my sister, Emmanuella, who hopes to become an author someday. I wanted to explain everything to her.

I enjoyed learning how to write stories because I love reading them. Although I felt very sleepy at some point, I did not give up. I learned about the key elements of a short story, such as character (major and minor), setting, plot, conflict, and theme.

In the second session, I especially enjoyed learning how to generate photos and videos using AI. It was fascinating to see how technology can support creativity. **Ezekiel Torku & Pius Aformanya Sedem - St. Nicholas School, Tema (Grades 7 and 8)**

The workshop on story writing and generative AI for creative expression provided valuable insights into the connection between technology and creative writing. It was enlightening to explore how AI can enhance storytelling and inspire new ideas.

We are encouraged to apply these skills in our future creative endeavors, and we look forward to participating in the next workshop. **Asembiah Millicent Adwoa - Don Bosco Training Institute**

As chaperones, we found this workshop very beneficial for our students. We also gained new knowledge ourselves. We learned that, in addition to ChatGPT, there are other applications that can be used to support teaching and learning.

The workshop also presents potential income-generating opportunities. We would be glad to see it continued next year. However, participants should be encouraged to bring additional devices, aside from mobile phones, to make their work easier and more effective. **Lady Eunice A.D - Ashaiman Senior High School**

On February 7, 2026, I had the privilege of facilitating a Creative Writing Workshop at Tema International School. Students from TIS, Don Bosco Institute, Ashaiman Senior High School, and other institutions were in attendance. The sessions were lively and engaging, and it was especially rewarding to see students actively applying concepts from their English Literature classes in practical and creative ways.

As the programme unfolded, the impact of the workshop became increasingly evident. Through hands-on guidance and practical techniques for crafting short stories, students produced work that was noticeably stronger and more refined than their initial attempts. Their creativity, curiosity, and willingness to experiment with new ideas were truly inspiring.

Opportunities like this are invaluable. I extend my sincere appreciation to Tema International School for revitalizing this initiative and to the students whose enthusiasm and active participation made the workshop a resounding success. **Fui Can-Tamakloe - Short Story**

Creative Writing Workshop | 2026 | Short Story

I'm Sorry, Mother

Prompt: You have 5 minutes until the world ends; you have to write a letter.

Dear Mother,

If this letter finds its way into your hands, then time has already slipped through mine. The sky is closing, the world is quieting, and I am left with only a few minutes to speak the words I buried in my heart for years.

There are so many things I should have told you.

So many apologies that trembled on my lips but never found their voice. I carried them like stones in my chest, heavy and unspoken, because I was afraid of disappointing you, afraid that if you saw the storms inside me, your sunshine would fade. Mother, I was not always strong. Sometimes the world felt too loud, too demanding, too unforgiving for a girl who was still learning how to breathe inside it. Expectations fell on my shoulders like endless rain, and I stood there drenched, pretending I was not drowning.

But you... you were always my shelter.

You spoke to me with a voice that sounded like hope. You held me together with hands that never let go, even when I tried to pull away. When I could not see tomorrow, you painted it for me with your faith, your patience, your love that never asked for anything in return.

I am sorry for the times I built walls where you offered open arms.

I am sorry for every moment I answered your kindness with silence, for every day I forgot that your love was never my burden, it was my rescue.

If the universe is truly folding into darkness now, I want my final light to be this truth:

I love you, Mother.

Not in the quiet, hidden way I carried it before, but in a way that echoes louder than fear, louder than regret, louder than the ending of everything we know. You shaped me with sacrifices I was too young to notice and too stubborn to thank you for. Every lesson, every sleepless night you spent worrying, every prayer whispered into the air when you thought I wasn't listening, they became the foundation of who I am.

I wish you could see me fully now.

Not just as your child, but as the woman your strength helped grow. Every piece of courage I carry belongs to you. Every dream I dared to chase began with your belief in me.

If there is something beyond this ending, some place where souls meet again like rivers returning to the ocean, I will find you there. And when I do, I will not waste another moment hiding my heart from you.

I will hold you.

I will thank you.

And I will tell you, over and over, how deeply you were loved by the daughter you never gave up on.

The seconds are slipping, Mother. The world is growing quieter. But my love for you feels louder than the falling sky.

Thank you for being my home.

Forever your daughter,

Yours truly,

Erin Boadi

PS: This is all fictional.

The Calabash of Returning Names

By *Agyei Emelia*

On the morning the baobab shed its bark, the town of Kanyiri woke to whispers. Old people said the tree was only stretching its skin. Children said it was shedding secrets. But those who knew the baobab best, those who leaned their backs against it during market days and tied prayers to its roots, felt a small fear settle in their chests, like a bird refusing to leave.

Ama Njeri noticed it first when she went to fetch water before dawn. The moon was still pale, and the ground held the night's coolness. A long ribbon of bark lay curled at the foot of the tree, smooth and reddish, like the inside of a calabash freshly cut. Ama knelt and touched it. Warm.

"Ei," she whispered. "This one is alive."

Ama was not afraid of strange things. She was a potter, and potters know that clay listens before it speaks. She lived alone at the edge of town, her husband long returned to the ancestors and her only son gone south to the city where buses never slept. People said she talked too much to her pots. Ama said they talked back.

By the time the sun rose, the whole town had gathered. The chief arrived with his staff, the imam with his beads, the pastor with his Bible, and behind them all, the women with their hands on their hips, ready to judge whatever explanation came next.

Then the baobab did something it had never done before.

From a hollow in its trunk, a calabash rolled out.

It was old, older than the town's stories. Its surface was etched with names, some clear, some faded, some scratched over others as if time itself had changed its mind. The calabash stopped at Ama's feet.

The crowd murmured.

"Open it," someone said.

"No," said another. "You don't open what you didn't close."

Ama bent slowly and lifted it. It was heavier than it looked, as if it carried more than air.

"This calabash," the chief announced, clearing his throat, "belongs to the land. We should consult."

But the land did not wait for consultation.

A wind rose, sharp, smelling of rain and old fires. The baobab groaned. And then, softly, as if someone were counting millet grains, names began to speak.

Not shouted. Not sung.

Spoken.

"Kofi Mensah."

"Asha Abena."

"Musa Diallo."

Each name floated out of the calabash and settled on the air like ash. The people stiffened. These were not just any names. They were the names of the dead. The forgotten. The ones who left during the years of hunger and never returned, except as rumors.

Ama's fingers tightened around the calabash.

Then her breath caught.

"Kojo Njeri."

That was her son's name.

A cry tore from her chest before she could stop it.

"He is alive," she said, her voice shaking. "My son is alive."

The calabash was quiet for a moment. Then it spoke again.

"Alive does not mean present."

Fear finally found its voice.

That night, no one slept. Fires burned low. Stories were told and retold until they changed shape. By morning, it was clear: the calabash was calling the town's names back home.

Not the bodies.

The names.

"Names carry belonging," the imam said carefully. "Without them, people wander."

"And some wandering," the pastor added, "is chosen."

The chief turned to Ama. "The calabash came to you."

Ama nodded. “Then I will carry it.”

She wrapped the calabash in cloth and began the journey south, following roads shaped by feet and loss. She traveled by bus, by lorry, by kindness. Everywhere she went, she listened. In markets and factories, in churches and night bars, she spoke the names that had been spoken to her.

Some people cried when they heard their names called properly—said fully, with breath and memory. Some turned away.

Some followed her home.

But when Ama reached the city where her son lived, she found only a locked room and a landlord who shook his head.

“He changed his name,” the man said. “Said the old one was too heavy.”

Ama sat on the steps and opened the calabash.

“Kojo Njeri,” she said into it, her voice steady now. “If you are alive, come.”

The city answered with noise.

Then, slowly, a young man crossed the road. His clothes were fine, his shoes clean, but his eyes were tired in a way Ama knew too well.

“I go by Kevin now,” he said. “It’s easier.”

Ama looked at him. She did not argue. She simply held out the calabash.

“It is full of returning names,” she said. “You may keep both, but you must not forget which one answers when the land calls.”

The young man swallowed. He reached out, then pulled back, then reached again. When his fingers touched the calabash, it grew lighter.

They returned to Kanyiri together.

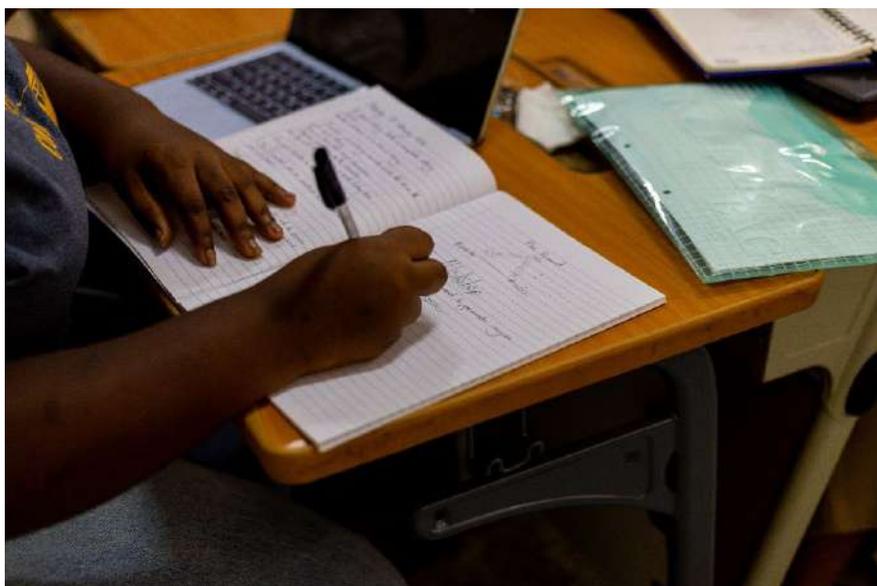
Under the baobab, the calabash cracked on its own, splitting cleanly. The names lifted into the air and settled, not into the tree, but into the people.

The baobab grew quiet again.

Ama went back to her pots. Kojo, Kevin, helped her knead clay, his hands remembering what his mouth had tried to forget.

And the town learned this:

You can leave a place, but if your name remains, the road back is never closed.















COUNSELLORS' CORNER



**Exams is a test of knowledge
Give it your best shot!**

Studying in a Group? Key Strategies for Effective Study Groups

- ✓ Set Clear Goals
- ✓ Choose the Right People
- ✓ Rotate Leadership the best in the subject teaches the group
- ✓ Use past questions & Set questions for the group to solve and mark!
- ✓ Use Active Techniques
- ✓ Keep Studious Groups Small
- ✓ Balance Social & Study Time

<https://www.youtube.com/watch?v=Z8B23Q8gwe8>

Exam Tips for Excellence



Here are a few quick reminders to keep exam energy steady:

Staying Calm and Focused

- **Breathe steady:** A few deep breaths before starting can reset your nerves.
- **Positive framing:** Think of the exam as a chance to *show off* what you know, not a trap to catch you out.
- **One question at a time:** Don't let your mind race ahead—focus on the problem in front of you.

🎯 Giving Your Best Shot

- **Start with what you know:** Build confidence by answering easier questions first.
- **Manage your time:** Keep an eye on the clock, but don't rush—steady progress wins.
- **Review calmly:** If time allows, double-check answers with a clear head.

Exams aren't just about knowledge—they're about composure. Think of yourself as both the student and the performer: you've rehearsed, now it's time to shine.



<https://summer.harvard.edu/blog/14-tips-for-test-taking-success/>

**Congratulations, DP2s, on securing your places at your chosen schools!
That’s a huge achievement and worth celebrating.**



But remember—the journey isn’t over yet. University offers are *conditional*, which means your **final grades still matter**. This is the time to stay focused, keep your momentum, and let your hard work shine through.

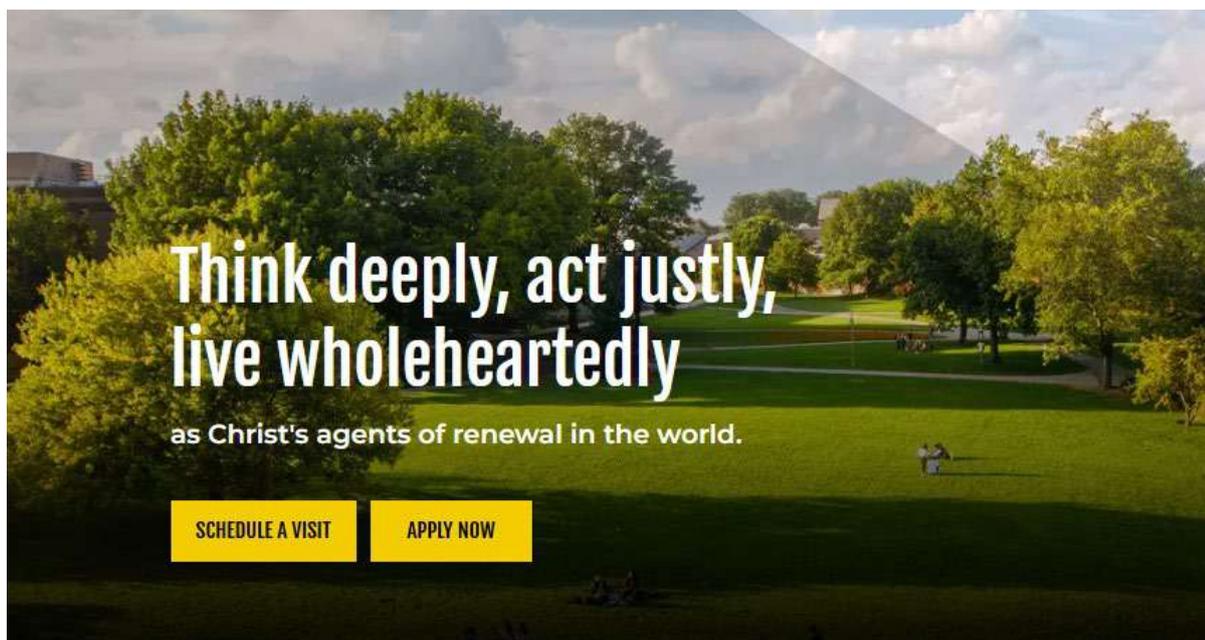
BRAG RIGHTS- 2026

			OTHERS
Massachusetts College of Pharmacy and Health Sciences	Exeter University	University of Toronto	 UIC Barcelona- Spain
Temple University	St. George's University	York University	 Heriot-Watt University -UAE
Calvin University	University of Nottingham	Western University	 American University of Paris-France
Duquesne University	University of Birmingham	University of Ottawa	 University of Groningen- Netherlands
Rutgers University	University of Warwick	University of Guelph	Maastricht University- Netherlands
Virginia Tech University	University of East London	University of Alberta	
Rowan University	University of Portsmouth	Carleton University	
University of Cincinnati	Oxford Brookes University		

**A Moment of Warmth and Partnership: President of Calvin University
Gregory Elzinga Visits TIS**



**Our heartfelt thanks to Mrs. Gborglah for your presence.
Calvin University Highlights**



Mr. Gregory Elzinga, the 13th President of Calvin University, has been making meaningful connections since stepping into leadership in 2024. His visit to Tema International School (TIS) is a warm gesture that reflects Calvin's commitment to building global partnerships rooted in faith, education, and community.

Elzinga, a Calvin alumnus, previously served as the university's Vice President for Advancement and has a background in nonprofit and global engagement. His leadership style emphasises collaboration, listening to students, and nurturing relationships that extend beyond campus borders. <https://calvin.edu/>

Enjoy Reading a Reflection from Rachael-Louise Assan, DP2

My interaction with Calvin University was very inspiring, especially meeting the president of the school. Our conversation was insightful and gave me hope for what my future could look like there. We spoke about the recreation centers and how they support student life beyond academics. I also appreciated the strong emphasis on faith, which is very important to me personally. Everyone was open and ready to answer our questions, making the experience feel welcoming and reassuring. The interaction helped me picture myself growing both academically and spiritually in that environment. It left me feeling excited and confident about the possibilities that lie ahead for my future.



<https://calvin.edu/financial-aid/types-aid/academic-scholarships>

St. George's University Celebrates 50th Anniversary – Visit to TIS

The top part of the image is a screenshot of the St. George's University website. The header includes the university's logo and name, 'St. George's University, Grenada, West Indies', along with navigation links for 'INFO SESSIONS', 'REQUEST INFO', 'APPLY', and 'MENU'. The main banner features the text 'Honoring Our Legacy. Inspiring Future Doctors.' and a large '50th ANNIVERSARY' graphic. Below this, it states: 'To celebrate the historic milestone of 50 years, we are proud to offer a \$50,000 scholarship to turn ambition into achievement.' There are buttons for 'LEARN MORE' and 'WATCH VIDEO'.

The bottom part of the image is a photograph of four people standing in a room decorated with colorful bunting. They are positioned around a large blue banner that reads: 'Study to become a doctor: Start your journey in the UK. www.sgu.edu/sgunu'. The banner also features logos for St. George's University and Northumbria University, and images of four diverse medical professionals.

Enjoy Reading Students' Reflections

I had the chance to meet with representatives from St. George's University and it was a lovely experience. I was taught how to fill certain forms of theirs and I was taken through the visa process for when it comes to actually going to the school. For that, a visa expert clearly explained the process to us, and answered all our questions with clarity. Through this experience, I have fallen in love with not only the school but its services and opportunities. Discussing university with the representatives has given me a better chance to make a well-informed decision of my university when selecting which one to go to-**Angel Asare, DP2**

Enjoy Reading Students' Reflections-St. George's University

The sit-down session with the SGU representative and visa advisor was very helpful and reassuring. The representative guided me through my application and showed me how to navigate the university portals, making the process much clearer. The visa advisor explained the visa requirements, timelines, and how they support students throughout the process. They answered all my questions clearly and patiently, which increased my confidence and made me feel more prepared for the next steps in my university journey. I left the meeting feeling motivated and excited about the opportunities ahead, and much more certain that I am on the right path toward achieving my goals.-Akosua Osei-Amoako, DP2

Click here to read more: <https://www.sgu.edu/>



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>



DIGITAL TEST DATES AND DEADLINES 2026

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

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."



