

# TIS RECORD

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## At TIS,

we believe that through actions and service that demonstrate our commitment to the UN Sustainable Development Goals, we can make the world a better place. But we must be active and committed participants, not just vocal spectators.

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## Key Dates

- 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

The way to get started is to quit talking and begin doing.

- Walt Disney



## Not to be Missed!

March will be another exciting month at TIS with many special events. Some of them to look out for are: **MYP Projects at the secondary campus.** Come along and be inspired by the Community (G8) and Personal Projects (G10) on display. Our students will appreciate your feedback. **PYP/MYP Info Day at the secondary campus** will give prospective parents from our Primary school a chance to meet secondary staff and to hear about the MYP and boarding life. **Pi Day at the secondary campus Day** and the **PYP end-of-unit celebrations at the primary School campus.**

## Making us proud

**Angele Edward**, a PYP student in grade 3 made us proud by initiating and conducting a survey on staff who have migrated to the Greater Accra Region after learning about factors affecting migration in class. We commend her for exhibiting the IB Learner Profiles Thinker and Inquirer.

## Exeats

Exeats are a permission note given on an occasion that requires a student to leave the school campus. Exeats are considered 'general' even if combined with a medical appointment. Medical appointments taken during the school week should have a same day return date to avoid missing out on lessons. Exeats run from the departure day to the arrival day inclusive. For example, taking an exeat on a Friday and returning on a

"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/>

Sunday is a three-day exeat. Students are allowed 8 exeats per semester. Parents are encouraged to use visiting and save exeats for the really special moments or urgent obligations.

Parents and guardians must **check for non-exeat days to avoid disappointment**. Non-exeats days are specified on the school calendar; they occur on days that all or part of the secondary community must be present in school. This Saturday is a NON-EXEAT day as the MYP Personal and Community Projects will be exhibited.

**School uniform or school polo/activity T-shirt and appropriate footwear must be worn while leaving and returning to school.** International parents must check the school calendar especially at the end of semesters before booking air tickets to allow their wards to fully experience the festivities that come with the end of a semester.

## Security

Security Guards will check exeat approvals and other authorisations before a student on the campus is allowed to leave. Security Guards may delay unknown visitors, or visitors who do not have special permission outside of normal visiting hours, while they verify their permission to enter the campus. Please bear with us respectfully if this happens. All visitors must sign the Visitors' Book.

Yvonne M Tagoe

Principal [principal@tis.edu.gh](mailto:principal@tis.edu.gh)





**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



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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 &amp; 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 &amp; VAX

23/5/26 Leavers' Dinner

29/5/26 MYP4 (2025/2026) subject selections

30/5/26 2026 PYP Annual Achievers &amp; 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)

<p><b>Grade 7 (MYP 2)</b></p> <p>Students should:</p> <ul style="list-style-type: none"> <li>a) Have completed Primary 6.</li> <li>b) Be aged 11+(at the time of admission).</li> <li>c) Complete a general aptitude test and interview.</li> </ul>	<p><b>Grade 8 (MYP 3)</b></p> <p>Students should:</p> <ul style="list-style-type: none"> <li>a) Have completed JHS 1 or in JHS 2.</li> <li>b) Be aged 13+(at the time of admission).</li> <li>c) Complete a general aptitude test and interview.</li> </ul>
<p><b>Grade 9 (MYP 4)</b></p> <p>Students should:</p> <ul style="list-style-type: none"> <li>a) Have completed Grade 8 or Basic Education Certificate Examination (BECE)</li> <li>b) Be aged 14+(at the time of admission).</li> <li>c) Complete a general aptitude test and interview.</li> </ul>	<p><b>Grade 11 (IB Diploma Programme)</b></p> <p>Students should:</p> <ul style="list-style-type: none"> <li>a) Have successfully completed MYP 5, the IGCSE (Or its equivalent) or awaiting the results of the IGCSE.</li> <li>b) Be aged 16+(at the time of admission).</li> <li>c) Complete a general aptitude test and interview for non IGCSE &amp; GCSE students (i.e. WASSCE, OCR, AQA).</li> </ul>

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](mailto:admissions@tis.edu.gh)  
 Or come and visit the school (Opp Afariwa Farms, Off Tema-Akosombo Road)  
[www.tis.edu.gh](http://www.tis.edu.gh)



# TIS Application Procedures



The screenshot shows the TIS application portal. At the top, there's a navigation bar with 'Tema International School' and a 'Sign In / Register Here' button. A dark sidebar on the left contains a 'CHECKS' menu with items like Home, Registration of Interest, Application Form, Schedule Tour, and various school details. The main content area features a large banner image of a child with a yellow toy car. Below the banner are three prominent buttons: '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.

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](http://www.expresspaygh.com/tis)
  - At the Finance Office on TIS campus
  - At any Barclays Bank into the TIS Account number 1798808 or Ecobank into TIS Account number: 0020014471692201
7. You will receive an email to confirm receipt of your application and the next steps towards admission **only when the application fee payment has been received.**
8. **Please note that your child will be taking a Cognitive Ability Test (CAT4) as an Entrance Exam for admission at TIS. (Grade 7-11 students)**

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

# TIS Admissions Grade Chart

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



## PYP EXHIBITION MENTORSHIP

At **Tema International School (TIS)**, the **Primary Years Programme (PYP) Exhibition** is a significant milestone in the learning journey of our Grade 6 students. As an authorised **International Baccalaureate Organization (IBO)** World School, TIS embraces the Exhibition as a culminating experience that showcases student agency, inquiry, action, and reflection.

### What is the PYP Exhibition?

The PYP Exhibition is a collaborative, transdisciplinary inquiry where students investigate real-life issues of local and global significance. It reflects the core values of the **International Baccalaureate Primary Years Programme (PYP)** and encourages students to demonstrate the attributes of the IB Learner Profile while taking meaningful action.

### The Role of Mentorship

Mentorship is central to the success of the Exhibition process at TIS. Each student group is paired with a dedicated mentor who:

- Guides students in refining their lines of inquiry
- Supports research skills development
- Encourages critical and creative thinking
- Promotes reflection and self-management
- Challenges students to connect learning with real-world impact

Mentors act as facilitators rather than directors of learning, empowering students to take ownership of their projects. Through regular meetings based on exhibition timeline (from 2<sup>nd</sup> February 2026 to 22<sup>nd</sup> May 2026), constructive feedback, and thoughtful questioning, mentors help students deepen their understanding and strengthen their communication skills. And a booklet is used as a celebration of our students' inquiry journey. It captures their research process, reflections, action taken, and key understandings as they explore real-world issues. More than a record of learning, the booklet showcases student voice, growth, collaboration, and commitment to making a positive impact. It stands as a proud testament to the dedication of our learners, mentors, and the entire TIS community.

### Why Mentorship Matters

The mentorship process:

- Builds student confidence and independence
- Strengthens research and presentation skills
- Encourages collaboration and problem-solving
- Fosters responsibility and accountability
- Inspires meaningful action within the community

At TIS, mentorship transforms the Exhibition from a project into a powerful learning experience. It creates a supportive environment where students feel challenged, encouraged, and capable of making a difference.

**EXHIBITION GROUPS 2026**

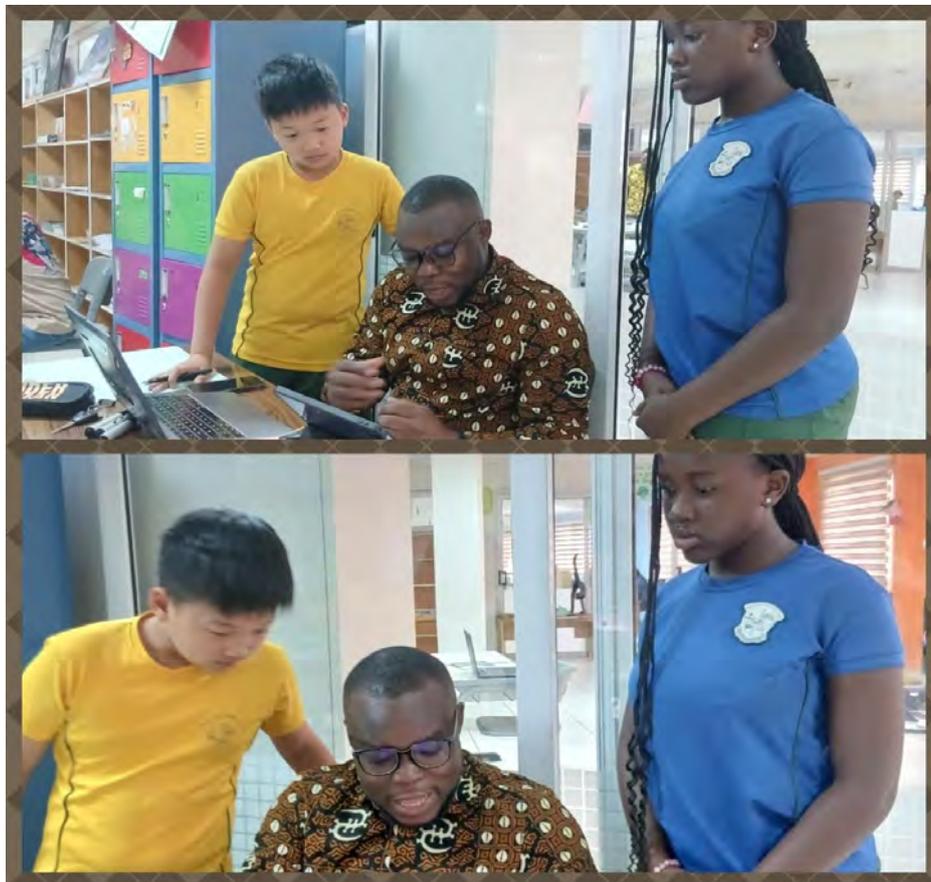
The following are the central ideas, reflections, and pictures of each exhibition group.

**Central Idea:** The use and management of natural resources influence environmental sustainability and human well-being.

**Mentors:** Mr. Dennis, and Ms. Priscilla

**Mentees:** Victoria, Xu, Sefakor, and Elijah

This year's exhibition has started on a strong note. Students are well prepared to listen to instructions and are engaging seriously with the research and preparation process, which is helping the work move smoothly. A small challenge is that some students are still finding their footing with the depth of research required, but they are making steady progress and beginning to understand what is expected. By the end of the process, I am confident they will take ownership of their work and create something meaningful from what they have explored. **Dennis**



**Central Idea:** People need to use digital technologies ethically to maintain safety, privacy, and well-being.

**Mentors:** Mr. Fredrick, Ms. Irene, and Mr. Shadrack

**Mentees:** Allen, Adwoa, and Kekeli

As mentors supporting students in their PYP Exhibition on the topic of Digital Responsibility, I am pleased with the progress they are making. The students are demonstrating curiosity and initiative as they explore issues such as online safety, digital footprints, and responsible use of technology. They collaborate well, share ideas openly, and are developing strong research skills by gathering information from a variety of sources. We are guiding them to take ownership of their exhibition by encouraging them to make choices about their lines of inquiry, delegate roles within the group, and reflect on their individual contributions. We also prompt them to set their own goals and monitor their progress, helping them become more independent and confident in managing their exhibition journey.

**Frederick Amoah**



**Central Idea:** People's well-being is influenced by lifestyle choices, support systems, and access to resources.

**Mentors:** Ms. Ruth, Ms. Gifty, and Mr. Mawutor

**Mentees:** Michal, Sevor, and Klenam

I am mentoring Grade 6 students as they prepare for their Exhibition under the theme of mental and physical health. They are exploring how to care for both the body and mind, understanding that health is about daily choices and overall well-being.

As part of their inquiry, we are planning a field trip to a local clinic so they can connect their research to real-life experiences. They are also preparing to sensitize the community about healthy habits and self-care.

This process is helping them take ownership of their learning. They are planning, collaborating, solving problems, and taking meaningful action. The Exhibition is not just an academic task; it is shaping them into responsible, confident young people who understand they can make a positive impact. **Ruth Lawson**

I have understood my topic and I am now able to come up with actions, models, and field trips. I really like how my teammates and mentors help me complete all tasks. **Michal**



**Central Idea:** Innovation can solve global problems and lead to more sustainable ways of living.

**Mentors:** Mr. Owusu and Ms. Deborah

**Mentees:** Alfred, Selasei, Adalyn, and Abanga

Given the expansive nature of modern innovation, our primary challenge was identifying specific avenues for authentic and impactful contribution. This cohort of students has demonstrated exceptional agency and dedication to their development, approaching the process with genuine enthusiasm. Our objective is to ensure this exhibition serves as a profound and constructive milestone in their educational journey. **Mr. Owusu**

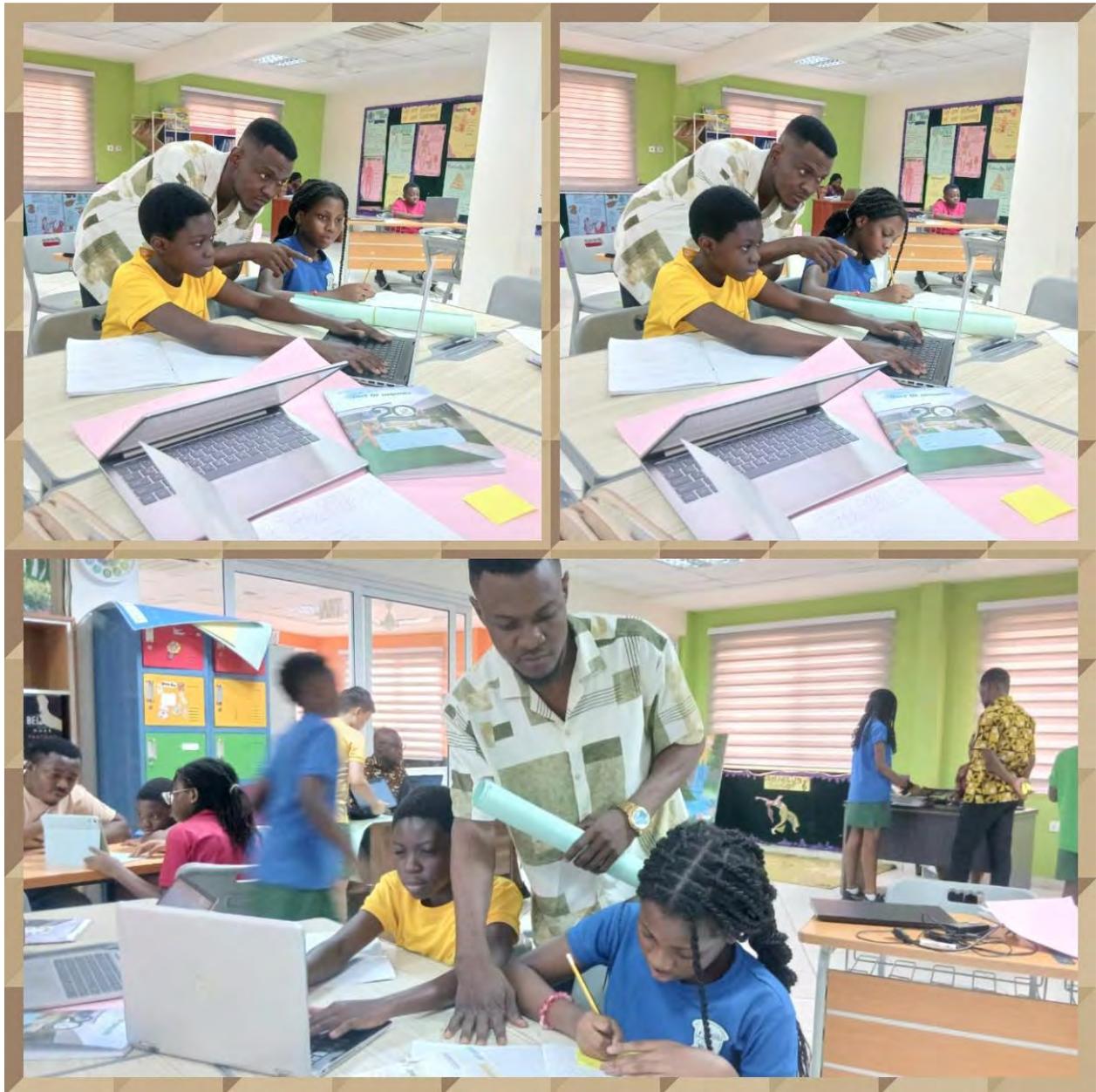


**Central Idea:** Access to clean water is essential for health and survival, and it is not equally available to all.

**Mentors:** Mr. Merveil and Ms. Perfecta

**Mentees:** Christabel, Durowaa, and Henry

Our ongoing collaboration has been highly effective, with students showing a remarkable ability to engage in critical questioning and articulate complex concepts. We have now reached a pivotal milestone as the students begin planning and executing their first visual presentations, translating their research into formal poster designs. **Merveil**



**Central Idea:** Human activities influence the climate, and sustainable actions can help reduce negative impacts.

**Mentors:** Ms Angela and Mr. Robert

**Mentees:** Klenam, Amable, Abena, and Reumah



**Central Idea:** Protecting biodiversity supports balanced ecosystems and ensures the survival of species.

**Mentors:** Mr. Ntimah and Ms. Regina

**Mentees:** Kirsten, Ebo, David, and Joy

Preparation for the exhibition is advancing steadily, with students demonstrating a high level of collaborative engagement. This progress was recently bolstered by a field study at Cities Farm, which provided an immersive opportunity for the team to deepen their understanding of biodiversity and ecological systems. **Hagan**

I learn new things as I do my work and help my friends. **Ebo**

At the beginning, I was scared, thinking my exhibition would fail. But now, I feel confident because it is going well. By the end of it, I will have become a thinker, principled, and communicative student.

**Kirsten**





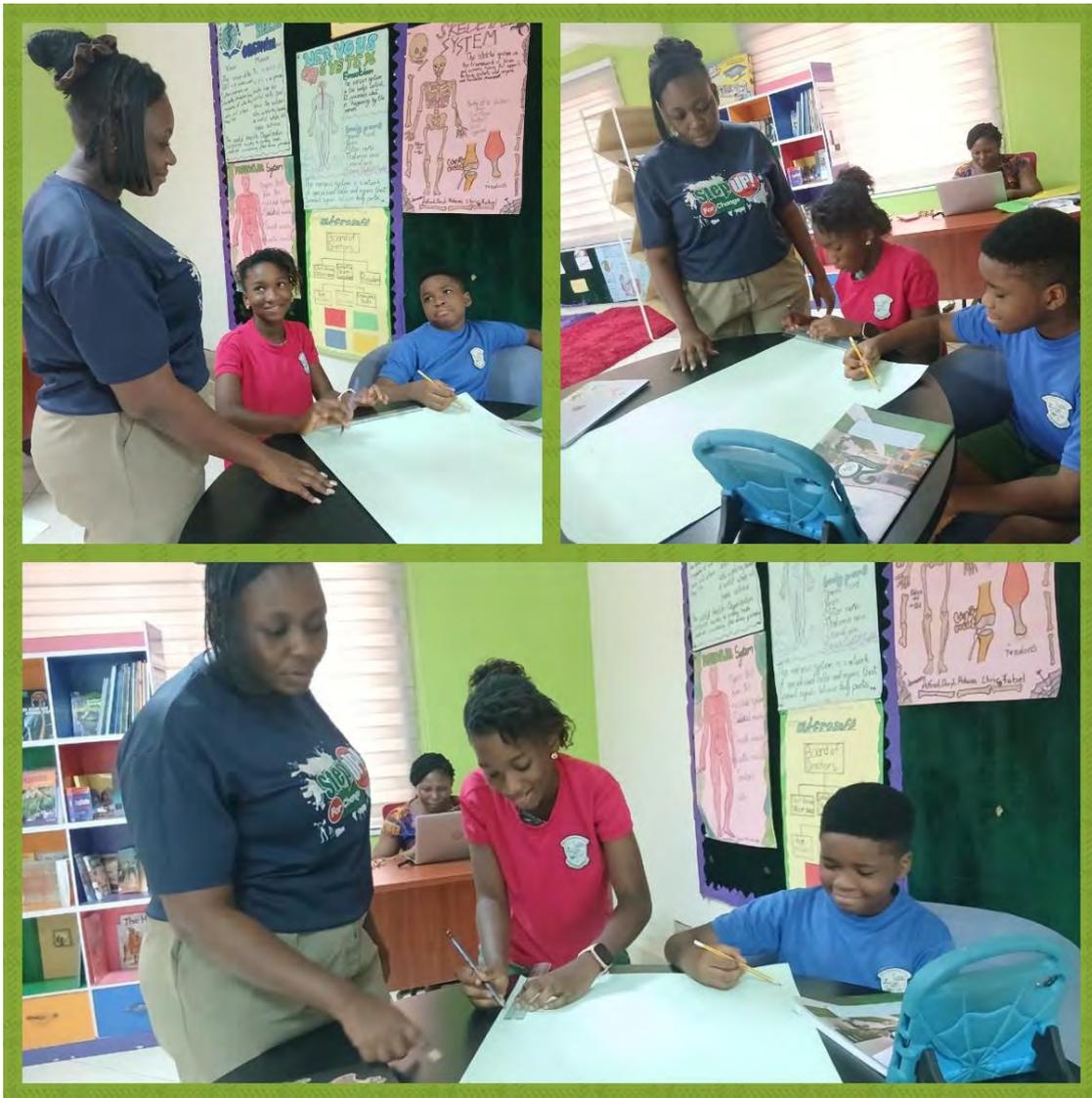
**Central Idea:** People need sustainable systems to have regular access to healthy food.

**Mentors:** Ms. Paulina and Ms. Benedicta

**Mentees:** Danielle, Jovanny, Sean, and Jessica

As a mentor, I am pleased with the progress learners have made so far in their exhibition on food security. They have demonstrated a clear understanding, which is evident in the quality of their posters and discussions.

Learners have shown growth in their research, thinking, and communication skills. Their ability to explain concepts and make real-life connections reflects meaningful engagement with the topic. I am proud of their efforts so far and look forward to seeing how they deepen their understanding and take further action as the exhibition progresses. **Benedicta Owusu**



**Central Idea:** People’s health and quality of life are affected by pollution and the ways individuals and communities manage it.

**Mentors:** Ms. Agartha, Mr. Godfred, and Ms. Comfort

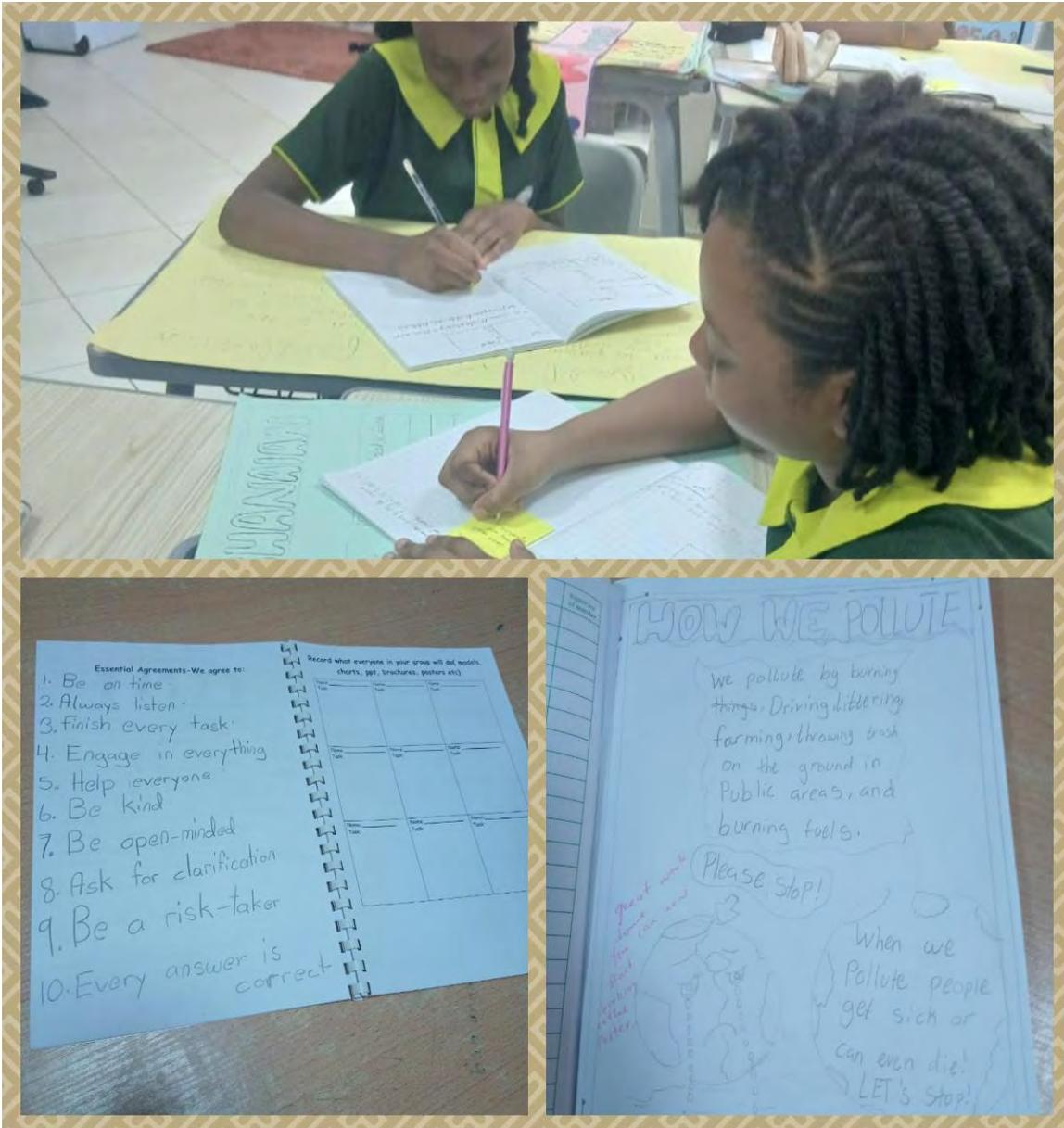
**Mentees:** Nana Yaa, Daryl, and Solomon

As a mentor, I observed that students demonstrated a growing understanding of how pollution affects people’s health and the environment. They were able to identify different types and sources of pollution and clearly explain the connections between human activities and environmental outcomes. It was encouraging to see students take ownership of their learning by suggesting practical actions individuals and communities can take to reduce pollution.

To extend this learning into real-life action, we are looking forward to organizing a community cleanup exercise involving students, staff, parents, and people within the immediate surroundings. This initiative will provide students with an authentic opportunity to practice responsibility and contribute positively to their environment. Overall, the exhibition strengthened students’ research, collaboration,

and presentation skills while nurturing a sense of environmental responsibility. **Agartha Abla Ablorde**

We discuss our exhibition plans together and create posters with our mentors' help. We hope we can make 20 posters. **Nana Yaa and Isabella**



### Our Commitment

TIS remains committed to nurturing globally minded, reflective, and principled learners. Through structured mentorship and collaborative inquiry, the PYP Exhibition continues to be a celebration of student voice, choice, and ownership. We thank our mentors for their invaluable support in guiding our students toward becoming lifelong learners and compassionate leaders. Together, we inspire inquiry. Together, we lead change.



## MYP3 Mathematics Field Project Overview

This field project was designed to help students apply mathematical concepts in real-life contexts. Specifically, it aimed to develop practical measurement skills and deepen understanding of geometric shapes and how to calculate the volume of some real solids around us.

Students worked in groups and were assigned various locations around the campus. Each group measured the dimensions of the three-dimensional shapes and were tasked to find the volume occupied by the solids.

### Objectives

- ☑ To apply geometry concepts to real-life measurement tasks
- ☑ To measure and calculate volume of given prisms – trapezoidal prisms
- ☑ To promote teamwork, collaboration and practical problem-solving skills among students.

### Locations:



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



### Some Reflections from students:

This project has taught me a lot about applying mathematics in real-life situations. We have learned volume in class but now I know how to apply this knowledge in real-life. By finding the volume of the goalposts, sports scientist knows how much room players have to score a goal and they can decide whether it is too much or too little. This is just one way mathematics can be applied in this situation. This shows that mathematics is very significant when understanding or solving for many things in our

world. This means that it is key that we take time to learn it and its application. Other than this, I also learned and developed some new math skills. First, through my research, I learned how to find the volume of a trapezoidal prism and I learned how to classify trapezoidal prisms. In the process, of this research I also learned how to calculate the area of a trapezoid which is the same as the formula for volume except you remove the multiplication of the height.

This is evidence that through this project, I was able to deepen my understanding of the topic of which this task was focusing on: geometry. Still on the topic of geometry, I also improved my measuring skills. Even though I didn't touch the measuring tape, I still saw what we did to ensure that measurements were accurate. This was mostly about ensuring that the start point was in the correct place and that the measuring tape was straight. While developing and improving my mathematical skills is a very important aspect of this project, developing ATL skills is just as significant as they ensure that my learning is efficient and effective.

The main ATL skills I developed during this project are Communication Skills, Research Skills, Collaboration Skills, and Self-management Skills. Below is how I developed each skill. *Communication Skills:* I learned how to present my ideas effectively by creating this presentation to present my processes and calculations.

*Research Skills:* By researching for the necessary formulas for the volume and taking the time to learn new information such as trapezoidal classification and how to find the area of a trapezoid, I improved my research skills.

*Collaboration:* I learned how to work effectively with my group members in a way that saved time but still ensured everyone gained the necessary skills from the measuring section of the project.

*Self-management:* I had to ensure I set some time apart from my day in order to complete the work on time. This means I had to plan my prep and morning to ensure I met the deadline.

Overall, this project was very educative and I learned how to apply mathematic in real-life situations, I developed my understanding in geometry, and I developed various ATL Skills. **(Uriel Wullf-Tagoe)**

This activity has helped me learn new things. I learned how to calculate the volume of a trapezoidal prism, it challenged me to work with converting units and it gave me a deeper understanding of how math is applied in real life situations. **(Jaiden Domey)**

This project helped me understand the connection between area and volume more deeply. I learned that calculating volume requires first understanding the two-dimensional cross-section. If the area calculation is incorrect, the final volume will also be wrong. This reinforced the importance of accuracy and careful organisation in mathematics. I also realised how important volume calculations are in everyday life, especially in building design and material estimation. Overall, this investigation strengthened my problem-solving skills, attention to detail, and confidence in applying geometry concepts to real-world situations. **(Leo)**

When we started, we got selected into groups at random we were all so oblivious of what we were doing, the first thing we did when we were separated was give everyone their roles Velma, Megan, Humphrey, Francis, and I while the rest of them were measuring. The first problem we encountered was when we could not reach the top of the goal post because of our height. Due to this problem, we moved from measuring the top of the middle because it was the same length. When we got the final measurements, we went straight to the class. In the class, we were very confused we did not know what was going, how to find the area/volume or even what the shape was exactly. We went to ask for

clarification and we then figured out how to to find the volume which made this whole thing much easier for us. **(Carla)**





## CAS-SA Corner

### Indeed, Signing with a Smile



On Thursday, 19 February, **Ms Princess-Maxine Kas-Vorsah**, a representative from **Operation Smile Ghana**, visited our campus to receive the dummy cheque supporting corrective surgery for a child born with a cleft lip and cleft palate.

This meaningful presentation was the direct outcome of our recently concluded **Chocolate Friendship Day – Besties & Bars** initiative. Through the creativity, leadership, teamwork, and dedication of the IB Class of 2027, we raised an outstanding **GHS 11,500 (Eleven Thousand Five Hundred Ghana Cedis)**.

We are incredibly proud of what was accomplished.

To the **Besties & Bars leadership team** and every student who committed themselves to planning, packaging, performing, marketing, selling, and supporting this project, thank you. Your efforts demonstrated that when students come together with a shared purpose, real impact can be made.



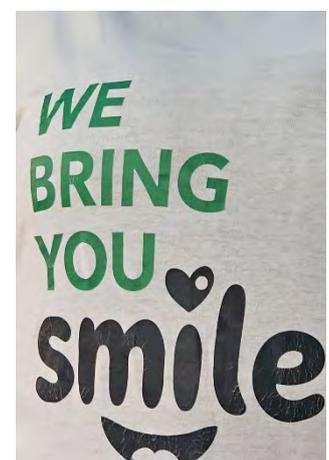
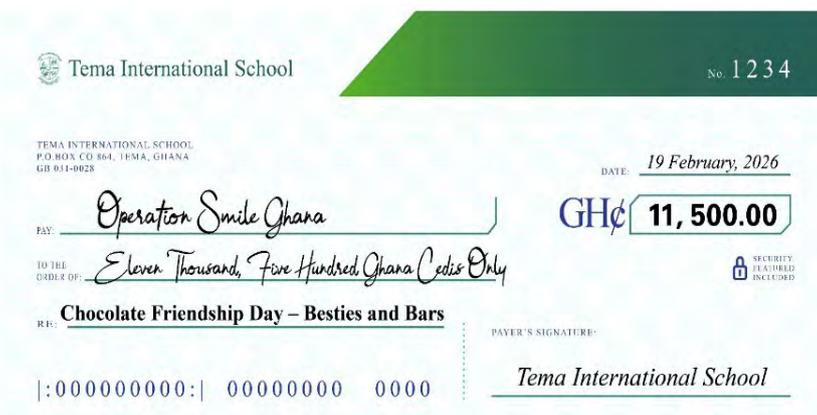
Our heartfelt appreciation also goes to the **I Am Smile – Operation Smile Club** for their continued dedication to this cause. A special thank you to **Maame Akosia (G12)**, our current Vice President and former Head of Council, for mentoring and guiding the club and for supporting us as we proudly presented the funds to Operation Smile Ghana. We also extend our gratitude to **Madam Princess, the Operation Smile Ghana, Fundraising & Student Programme Coordinator**, for her encouragement.

During the presentation, Maame Akosia (G12) also congratulated the incoming executives, **Nubuke, Vania, Rose, Louisa, and Nana Adjoa (G11)** as they prepare to continue leading and strengthening this important initiative.



This experience reminded us that leadership is not simply about organising events, but about creating meaningful change. Through friendship, teamwork, and compassion, we helped restore a smile.

Indeed, we signed it with a smile.



## Are You Passionate About Business, Innovation or Entrepreneurship?



Does your child constantly generate new ideas?

Do they show curiosity about how businesses grow and succeed?

Are they interested in leadership, problem-solving, or launching something of their own one day?

If so, this may be the opportunity that shapes their future.

Tema International School is pleased to share the **IGNITE Young Minds Summer**

**Programme at the Cambridge Judge Business School's Entrepreneurship Centre, University of Cambridge.**

Designed for exceptional high school students aged **15–18**, this highly selective programme admits only **50 students worldwide, making it an exclusive, competitive opportunity.**

**What Makes IGNITE Special?** Over one transformative week (19–25 July 2026), students will:

- Learn directly from Cambridge Judge Business School faculty and industry mentors
- Develop entrepreneurial thinking and creative problem-solving skills
- Strengthen leadership, teamwork, and communication abilities
- Participate in hands-on innovation challenges
- Engage with a global cohort of ambitious peers
- Explore the historic and inspiring Cambridge ecosystem





This is not simply a summer camp. It is an immersive experience in one of the world's leading centres for entrepreneurship and innovation. Students are challenged to think boldly, collaborate strategically, and transform ideas into viable solutions.

For students considering future pathways in business, economics, innovation, technology, or leadership, this programme offers meaningful portfolio enhancement and exposure to world-class academic environments.

## Programme Details

### Cambridge Ignite Young Minds Programme (19–25 July 2026)

**Eligibility:** High school students aged 15–18

- Open to students with a valid passport
- Students may register **with or without a UK visa**
- The school will support and process a **group UK visa application**

All program details, payment timelines, and logistics are outlined within the form. I urge all parents to read the form carefully and take action. **Few slots are available.**

**Apply here:**  **Student Registration - <https://forms.gle/V9qGTZcCQFNgcTvk8>**

If your child is intellectually curious, entrepreneurial in spirit, and ready to be challenged in a global academic setting, we encourage you to explore this opportunity.

If you need further details, kindly contact:

**Surama King** - CAS & Events Coordinator -  [surama.king@tis.edu.gh](mailto:surama.king@tis.edu.gh)

 +233 244 615 255 (*WhatsApp message preferred*)



# Harvard Winter Programme 2027

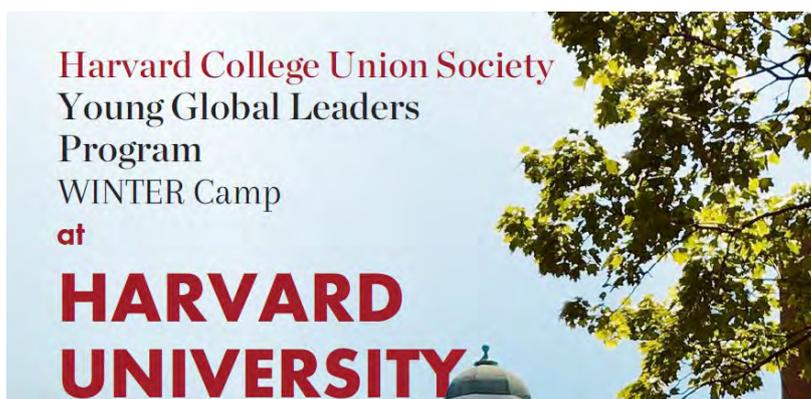
**Your Chance to Experience Harvard University Is Here.**

Have you registered?

Registration is now open for the **Harvard College Union Society Young Global Leaders Winter Programme 2027**, and this is an extraordinary opportunity for TIS students to step onto one of the world's most prestigious university campuses.

This programme is more than a trip; it is a transformative leadership experience. Students engage in interactive workshops on public speaking, debating, leadership development, media strategy, and community impact. They collaborate with peers from across the globe, work on real-world outreach projects, and receive mentorship from Harvard student leaders. Throughout the week, participants strengthen their confidence, critical thinking, communication skills, and global awareness, competencies that are essential for university applications and future leadership pathways.

Beyond the classroom sessions, students experience academic and cultural exploration across Cambridge and Boston, gaining exposure to environments that inspire ambition and intellectual curiosity. They return more independent, more articulate, and more prepared for the next stage of their academic journey.



Few vacancies are available.

Whether your child already holds a valid U.S. visa or requires one, they are eligible to apply. For students who require a visa, the school will guide and support their application process.

**Registration Link:** <https://forms.gle/JAo5DrXjqL9C9GTg7>

For further information or guidance, kindly contact:

**Mrs Surama King** - CAS & Events Coordinator - [surama.king@tis.edu.gh](mailto:surama.king@tis.edu.gh) - +233 24 461 5255

This is a rare opportunity to broaden horizons, build global networks, and gain a once-in-a-lifetime experience at **Harvard University**.

**We encourage interested families to register without delay.**

## Unite to Light Ghana: Distribution of 700 Solar Lights Begins

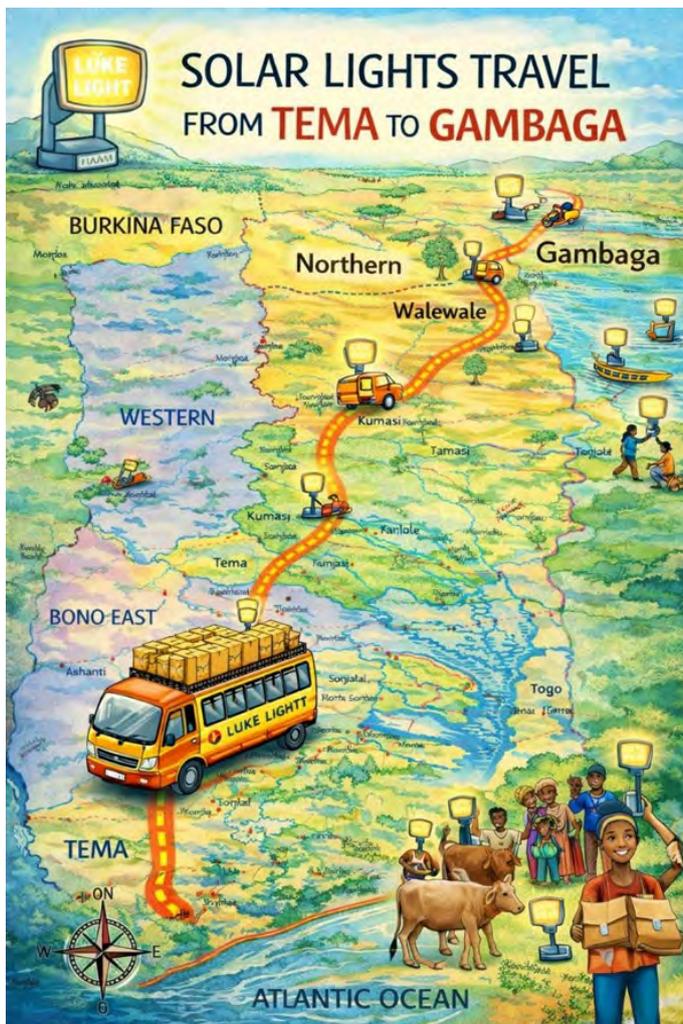


### Lighting the North: A Tribute in Action



Tema International School (Unite to Light Ghana Initiative), in partnership with Brown University Alumni, Unite to Light (USA), Professor Anani Dzidzienyo's family, and Children of the Light Organisation, has officially begun the distribution of 700 Luke Solar LED lights to communities in Northern Ghana.

The lights have left campus and arrived in the North, where they are reaching families in **Dibisi, Nalerigu, Walewale, Gambaga** and surrounding remote communities. They are being shared with women who collect shea nuts from as early as 3:00 AM, families living without access to electricity, Fulani families, and young cow herders, boys aged 12 to 19, and sometimes older men, who travel long distances day and night tending cattle and often rely on dangerous kerosene lamps after dark.



Lights are also reaching the **Gambaga** camps, where elderly women live after being sent away from their villages due to accusations of witchcraft, a painful reality affecting thousands of women in Northern Ghana. Some small clinics will also benefit. The impact of 700 lights is enormous.

Alongside the lights, cocoa drinks were sent to **The Children of the Light Organisation**, a partner we have worked with for the past six years. The organisation operates from centres in **Aburi** (Greater Accra) and **Dibisi** (Northern Ghana) and is coordinating the distribution on the ground. Ms Jeannette leads with deep compassion and extraordinary attention to detail. It is truly a privilege to partner with her. As you read this, distribution has already begun.

To reach hundreds of families, the lights will travel by bus, motorbike, boat, tricycle, bicycle and even on foot, ensuring that those in the most remote communities receive safe, sustainable lighting.

We watched the lights leave campus with gratitude and pride. Each one carries a small

card that reads:

***“In honour of Professor Anani Dzidzienyo.”*** To know more about **Professor Anani Dzidzienyo** and his legacy, check our previous bulletin.

As members of the **Buddies for Change Club**, we continue working tirelessly. We are selling battery fans and African hand fans to raise funds and are planning additional on-campus fundraising initiatives. Distribution involves high logistical costs, and we are also preparing to clear an additional 500 donated lights currently awaiting shipment.

We need your support. Together, we are not only lighting homes but also honouring a legacy, empowering communities, and learning what service truly means.

Let’s keep lighting the world.

*Deen, LesleyAnn and Christine - Unite to Light Ghana Leaders*



In honour of  
Professor Anani Dzidzienyo

A light shared across generations and continents.



“The light of our ancestors guides our steps  
as we *Dream Big and Do Bigger.*”

With support from:  
Unite to Light (USA)  
Brown University Alumni (USA)  
Professor Anani Dzidzienyo’s Family  
Tema International School (Ghana)



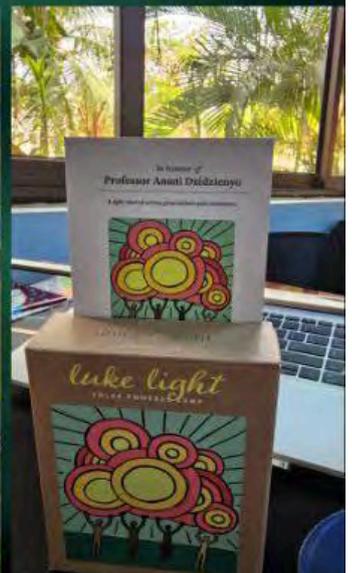
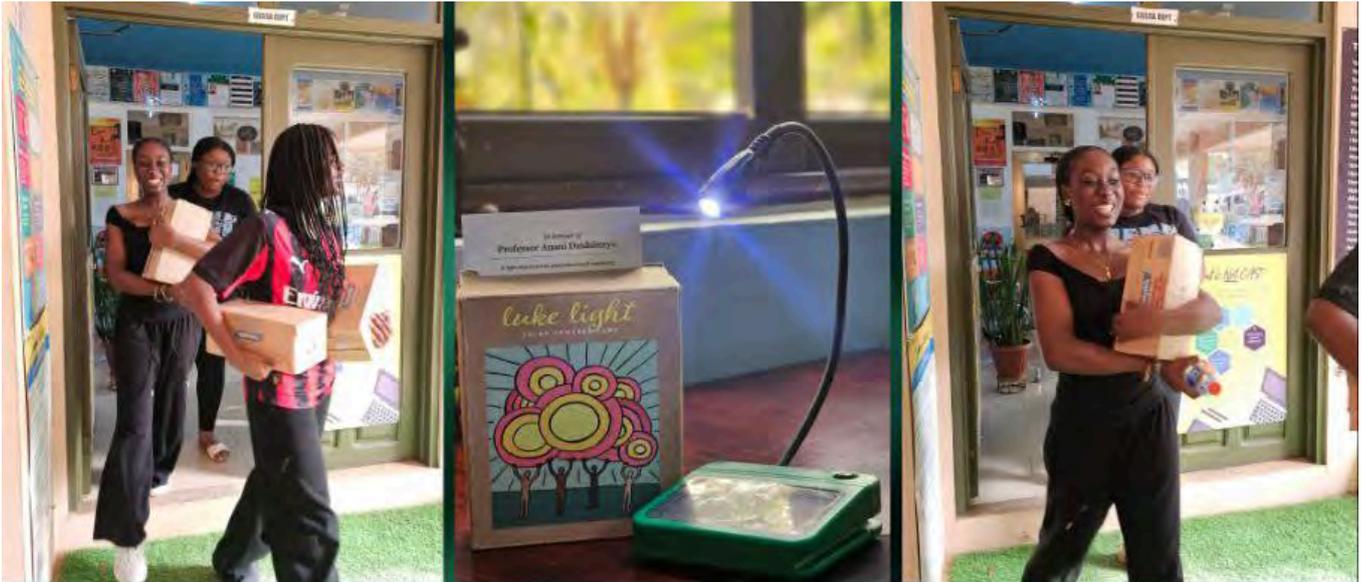
*This light carries possibilities*

It represents safety.  
It supports education.  
It strengthens dignity.  
It honours legacy

Shared with love by students who believe  
that small actions create meaningful change.

Tema International School  
Buddies for Change Club - CAS Initiative  
February 2026





## Service as Action MYP Projects Exhibition



With just two weeks remaining until the MYP Projects exhibition, students are actively preparing for their presentations. Based on reflections from the previous year, the team has proposed moving all presentations to the **garden**, adopting a more **face-to-face presentation format**. This approach aims to empower students to actively engage with visitors at their stands and effectively share their MYP Project journeys.

The event, scheduled for Saturday, **7 March**, will take place in three parts. It will begin with an **opening session** showcasing performances that highlight student learning. This will be followed by **breakout sessions**, where visitors can interact with students at their exhibition stands. The event will conclude with a **closing gathering** that brings together both the Personal Project (PP) and Community Project (CP) to highlight the main goal of MYP Projects: giving students the opportunity to take their learning beyond the classroom.

This year, **13 Community Projects** and **53 Personal Projects** will be presented. Students will showcase their learning while sharing their personal and group experiences. About 8 schools have been invited, and we extend a warm invitation to all members of the **TIS community**, especially project supervisors and parents, to attend and support our presenters.



Please refer to the poster below for more details about the exhibition.



**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**

## Explore the World Column

By David Tamakloe – MYP4

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



Did you know?

- Italy is home to Europe's oldest university, the University of Bologna
- Rome is called the "city of fountains" as there are over 2000 public fountains, more than any other city in the world.
- Tourists throw €3,000 into the Trevi fountain every day, as legend has it that every coin ensures a return to Rome, a legend that has captured many tourists over the years.



### Bibliography

AIRALO (2025). Did You Know? 20 Fun Facts About Italy. [online] Airalo. Available at: <https://www.airalo.com/blog/20-fun-facts-about-italy> [Accessed 1 Feb. 2026].



# Safety First



**By: Jamal, Derek and Jerome**  
**Service as Action Project**



## Hazards

Wear goggles to protect your eyes; do not hook, rack chemicals improperly, or allow spills. Keep a safe distance from flames and hot surfaces in the lab.



## Safety Equipment

Safely use equipment: wear gloves, lab coats, and masks. Avoid eating or drinking in the lab; protect yourself and others.



## Behavior Rules

Keep your workspace clean and organized. Handle chemicals carefully and follow proper disposal rules.

## Service as Action: Exploring the UN Sustainable Development Goals



Over the past few weeks, MYP 4 Students have been exploring the **United Nations Sustainable Development Goals (SDGs)** through engaging discussions, class activities, and library research. As a culmination of the unit, students selected an SDG of personal interest and conducted research to deepen their understanding of global challenges and real-life solutions.

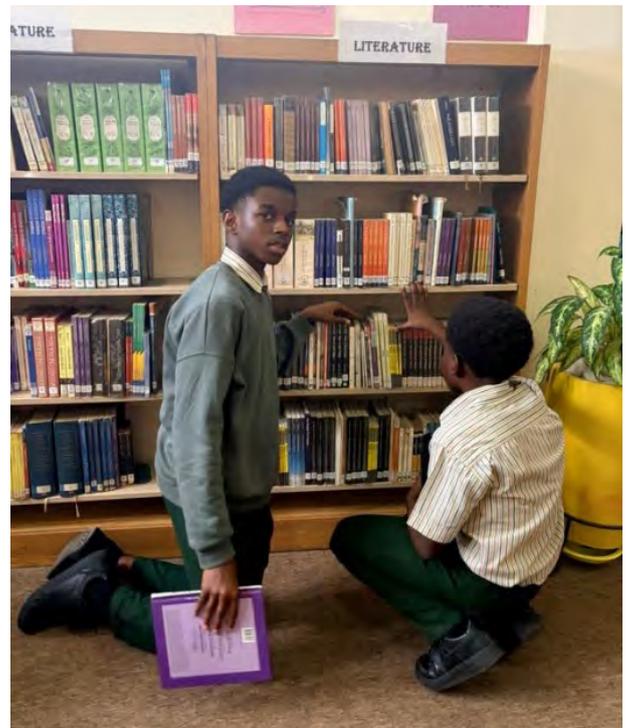
Each student identified their chosen SDG, explained its purpose, examined a real-world example, and connected their findings to a relevant book or article

sourced from the library. Through this no-screen process, students strengthened their research and critical thinking skills while making meaningful connections between global issues and existing literature.

Read a few of their findings as uploaded on MB.

Sustainable Development Goal 8 (SDG 8) titled **Decent Work and Economic Growth**, focuses on promoting sustained, inclusive, and sustainable economic growth while ensuring that all people have access to decent, safe, and fairly paid employment. SDG 8 aims to reduce unemployment, improve working conditions, and encourage productivity.

A real-life example that aligns with SDG 8 can be seen in Ghana and many other African countries, where young people often struggle to find stable jobs after completing their education. Despite having qualifications, many youths face unemployment or informal work with low pay and poor conditions. This highlights the importance of SDG 8, as creating decent job opportunities is essential for economic stability, youth empowerment, and national development. One relevant library source that connects strongly to SDG 8 is *The Fastest Billion: The Story Behind Africa's Economic Revolution* (2012) by Charles Robertson. In this book, Robertson explores the rapid economic growth occurring across many African countries and explains why Africa is becoming one of the fastest-growing regions in the world. He argues that factors such as a young and growing population, improved education systems, better governance, and increased investment are driving this economic transformation. The book also highlights the growth of industries, entrepreneurship, and productivity as key contributors to development.





The ideas presented in *The Fastest Billion* clearly connect to SDG 8. Robertson emphasizes that Africa's economic future depends on creating stable jobs and developing productive sectors that can employ the continent's large youth population. By focusing on economic growth, investment, and decent work opportunities, the book supports the aims of SDG 8 and shows how sustainable economic development can reduce unemployment, raise living standards, and help countries like Ghana achieve long-term progress. **Stephen Agyeman – Grade 9**

In the first weeks of school, during our SA class, we focused on the **Sustainable Development Goals (SDGs)**. We learned about all 17 goals and their descriptions, and we each selected one to research and present to the class, including real-life examples.

I chose **SDG 3: Good Health and Well-Being**, which focuses on ensuring healthy lives and promoting well-being for all. I selected this goal because it interested me, and I felt it would be insightful to connect it to real-life contexts. We had two lessons for this task. In the first lesson, we researched our chosen SDG and connected it to real-world issues. In the second lesson, we selected a book that related to our goal. I chose *The Atlantic Slave Trade: A Census* by Philip D. Curtin. This book connects to SDG 3 because it documents the extreme mortality rates, disease, malnutrition, and inhumane conditions experienced by enslaved Africans during the Middle Passage. These conditions reflect a severe denial of basic health and human dignity, which SDG 3 aims to address. The book also highlights how the slave trade contributed to long-term health inequalities that continue to affect descendant communities today. Overall, this task was meaningful and engaging, and I would enjoy participating in similar research activities again. **Emmanuella Anim, Grade 9.**



Before undertaking this activity, I planned my research on **SDG Goal 8: Decent Work and Economic Growth** by identifying useful resources and visiting the library to find a book related to economics and sustainable development. I felt engaged throughout the process, especially when I realized that SDG 8 connects closely to the financial decisions people make in their daily lives.



During the activity, I managed my time effectively by balancing classwork, library research, and reflection writing. One challenge I faced was connecting the book I selected to SDG 8. However, by carefully analysing the ideas presented, I was able to link concepts of money management to decent work and economic growth. This strengthened my critical thinking and research skills.

Reflecting on this experience, I gained a deeper understanding of the importance of SDG 8 and how education contributes to sustainable development. My greatest achievement was successfully connecting my library research to a global issue. Overall, this activity helped me become more globally aware and more confident in applying my learning to real-life situations. **Elikem Amoo, Grade 9.**

## Buzz in a Can: The Hidden Chemistry of Energy Drinks

Article by Agness Drew Mbavaya- MYP5



Have you ever reached for an energy drink to stay awake while studying, playing sports, or gaming, without really thinking about what is inside it? Energy drinks become popular among teenagers because these beverages provide immediate wakefulness and additional vitality. However, many students do not know that these beverages contain strong chemical compounds that produce both beneficial and harmful effects on their bodies. The combination of caffeine, sugar, taurine, and guarana creates the energy boost that people experience. The World Health Organisation warns that excessive caffeine consumption poses health risks, especially to young people whose bodies are still undergoing development. Teenagers who learn about energy drink chemistry can make responsible choices regarding their health and academic performance based on their beverage selections.

The primary component of energy drinks is caffeine. Caffeine functions as a central nervous system stimulant because it obstructs adenosine, which is a brain chemical that induces sleepiness in humans. When adenosine gets blocked, the brain starts to function at higher levels, which makes someone experience increased wakefulness and alertness. This is the reason why students think that energy drinks improve their studying focus. The state of heightened awareness lasts only for a short time, but it creates various harmful effects, which include fast heartbeats, restlessness, anxiety, and problems with sleep. The combination of insufficient sleep and memory impairment, concentration difficulties, and academic performance decline creates learning obstacles that make educational material harder to learn.

Energy drinks contain sugar as their primary chemical component, which typically appears as either glucose or high-fructose corn syrup. The body uses sugar as instant energy because it quickly raises blood glucose levels, which enables students to experience short-lived energy surges. The body experiences an energy drop after the initial blood sugar peak, which people commonly refer to as an “energy crash.” The crash makes students experience exhaustion combined with lack of focus and irritability, which disrupts their ability to learn and finish school assignments. People who consume high amounts of sugar over extended periods face increased chances of developing tooth decay, obesity, and diabetes.

Energy drinks contain chemical stimulants such as taurine and guarana, which increase alertness. Taurine assists in controlling nerve impulses and muscular functions, while guarana acts as a caffeine-containing plant extract that enhances the drink's overall stimulant properties. Students may consume unsafe caffeine quantities because energy drinks contain multiple ingredients that include caffeine, and the drinks contain artificial flavourings, colourings and preservatives that can lead to serious health issues. Teenagers use energy drinks to improve weakness and study duration, but the drinks produce temporary alertness, which leads to sleep disruptions and dependency on the chemicals. Excessive stimulant consumption, together with sleep deprivation, will create brain function problems that decrease reaction speed.

Energy drinks provide temporary assistance for staying awake and improving focus, but their chemical components cause health problems which interfere with learning when people drink them regularly. The chemistry knowledge that students learn in school enables them to maintain their personal health while helping others choose healthier options. The school community experiences positive effects from small actions, which include spreading awareness and selecting healthier beverage alternatives.

**Tema International School  
Service as Action (2026)**

## CHINESE BISCUIT

Want to learn how to put it on?



**UNWRAP THE  
PAD**



**STICK IT TO THE  
UNDERWEAR**



**SECURE THE  
WINGS (IF ANY)**



**USE A NEW ONE  
AND WRAP  
AND DISPOSE THE  
OLD ONE**

**BY: JILLIAN, JENELLE, MICHELLE, PRINCESS (MYP 5)**

**SUPERVISOR: AUNTY SETOR**



## Chinese Biscuit

Jillian Domey, Princess Kuivi, Michelle Adjovu, and Jenelle Obiri, all in MYP 5, are supporting girls in lower grades by teaching them about **menstrual hygiene**.

To take action, the team has designed informative posters showing **how to properly use sanitary pads**. These posters have been placed in the girls' washrooms so students can easily access the information when they need it.

**Kudos to the team for such a thoughtful and impactful project!**

## Community Project - Project Mindpital Donation



*Leo Hui Hao, Judah Armah, and Alberta Dadson* successfully culminated their Community Project last week. As part of their initiative, they donated a cabinet to help store syringes and medical records, as well as a notice board that will be used to share important information with mothers during vaccination visits at the centre.

Enjoy some pictures from the **handover ceremony**.

## Spectrum Kiosk Progress



**Humphrey Tenge and Kekeli Agyekum** were inspired to support the **HopeSetters Autism Centre** by constructing a learning centre to promote guided learning for the children at the centre.

The team set a fundraising goal of **GHC 40,000**. To achieve this, they organised several fundraising activities, including:

- The sale of Christmas T-shirts during the school's Annual Christmas Concert
- 3 Consecutive Sales of spring rolls and drinks
- Distribution of fundraising envelopes to family members, friends, church members, and uncles and aunties both in Ghana and abroad

Work on the project has been progressing smoothly at the HopeSetters Autism Centre. Through the commitment and hard work of **the team** the structure is taking shape quickly under the supervision of the centre's director, **Madam Baaba Enchil**.

The team is scheduled to visit the centre on **2 March** to officially hand over the structure.

In honour of their dedication and effort, the team hopes to name the building the "**Humphrey–Kekeli Block**."

## La Vie Combios and Sonnisa in Action

This Community Project was led by **Ohenenana Danso, Eleazer Tawiah, Naa Barkay Vanderpuye, Nathan Okai, and Megan Mayilamene.**

The team set out to raise funds to **rewire the entire classroom block at Zenu No. 1 and 2 Cluster of Schools.** Due to poor lighting in the evenings, some community members slept around the area or used the space inappropriately. The project aimed to improve safety and restore the environment by providing proper lighting for the school.

To raise funds, the team organised **three successful sales**, including pancakes, drinks, spring rolls, and Frosties. They successfully reached their fundraising target, and the rewiring work has now been completed.

The team will **switch on the lights for the first time in a while on Friday**, marking the culmination of their project.

*Take a look at some pictures of the team in action during their fundraising activities.*



## Visual Arts Trip To Tamale



Our recent educational trip to Tamale was an enriching and transformative experience for our Visual Arts students. Through visits to artist-led spaces and cultural institutions, students encountered diverse approaches to art-making, curatorial practice, and exhibition design. They witnessed firsthand how artworks can exist not only as individual pieces but as part of larger conversations about history, identity, environment, and community.

A particularly powerful aspect of the trip was engaging with the praxis of Ibrahim Mahama, whose work demonstrates how art can build legacies, reclaim spaces, and preserve histories for future generations. Students observed how materials, architecture, and site-specific interventions can carry deep social and historical meaning.

The reflections that follow capture the students' personal insights and discoveries. Each reflection reveals how the experience challenged their perceptions of art and expanded their understanding of the role artists play in shaping cultural memory and community life.

An artist holds a responsibility to their community not only to create visually engaging works but also to preserve cultural memory, document history, and provoke awareness around overlooked social issues. This understanding was reinforced during my field study in Tamale exploring the work of Ibrahim Mahama across Nkrumah Voli-ni, the Red Clay Studio, and SCCA Tamale. At SCCA Tamale, diverse installations demonstrated how art can foster dialogue, reinterpret scientific and textual imagery, and encourage personal meaning-making. Nkrumah Voli-ni highlighted the intersection of art, architecture, and national history, revealing how built spaces preserve collective memory and embody long-term developmental visions. Meanwhile, Red Clay illustrated Ibrahim's commitment to labour narratives, sustainability, and material reuse, with architectural choices such as traditional red bricks and transparent roofing emphasizing environmental responsiveness and cultural continuity. Overall, the trip reshaped my perception of art as a process-driven practice that integrates research, experimentation, and storytelling, showing that artists contribute to their communities by creating spaces and works that are socially engaged, historically grounded, and culturally sustaining. **Joel Ahiakpor, Grade11.**





Visiting SCCA Tamale changed how I see what it means to be an artist in Ghana today. Before the trip, I thought being an artist was mainly about creating beautiful or meaningful work and exhibiting it. But seeing Ibrahim Mahama's practice made me realise it is much bigger than that. His use of materials like old jute sacks and old receipts showed me that art can carry history, labour, and economic stories within it. It is not just about what looks good; it is about what the material represents and the conversations it starts. What impacted me most was seeing how he did not wait for validation from outside Ghana. Instead, he built SCCA in Tamale, creating a space for preservation, research, and future artists. This trip shifted my understanding because I now see that being an artist in Ghana today means being responsible. It means thinking about community, legacy, and how your work contributes to something larger than yourself. Personally, it has made me more intentional about the materials I choose and the deeper meaning behind my own art-making. **Kevin**

### **Arthur, Grade 11.**

During this trip, I learned that space, context, and architecture can change how we understand art. When we visited the first two-story building in Tamale, I first thought it was just an old building. But after learning its history, I saw it differently. It became a symbol of growth and memory for the community. This showed me that buildings can hold important meaning.

Seeing Ibrahim Mahama's spaces helped me understand that artists have a responsibility to protect history and connect with their communities. At Nkrumah Voli-ni and Red Clay Studio, the buildings and materials used linked art to Ghana's history, labour, and sustainability.

At SCCA Tamale, I really liked the exhibition focused on female artists. The way the artworks were arranged felt thoughtful and respectful. It created space for women's voices to be seen and valued. It showed me that how art is displayed can make its message stronger.

Overall, I now understand that art is not just about what we see. It is also about space, history, and the role artists play in their communities. **Mawuena Apreku, Grade 11.**

The trip to Tamale significantly impacted my visual arts journey. It expanded my understanding of contemporary art and challenged the way I approach my own practice. The





experience was not only educational but transformative, as it pushed me to think beyond conventional materials and techniques.

With guidance from Selorm, the director, I gained deeper insight into the histories of the artists and how their personal and cultural backgrounds were embedded in their compositions. This helped me understand that art is not created in isolation; it is shaped by lived experiences, identity, and context.

One of the most important realisations for me was that art is not limited to traditional materials such as paint and pencil. Artists used unconventional materials like old receipts, glass bottles, and photographs to communicate meaning. This has encouraged me to reconsider my own material choices and to think more conceptually about what I use and why.

Each site we visited — Red Clay, Nkrumah Voli-ni, and SCCA — expanded my definition of what art can be. At Nkrumah Voli-ni, I was

particularly struck by the decision to preserve the bats that had inhabited the lower part of the building. Rather than removing them, the space was designed in a way that respected the existing ecological environment. This demonstrated that art spaces can coexist with nature and that artistic intention can extend beyond visual aesthetics to include environmental consciousness.

The visit also made me realize the importance of intentionality in art-making. An artist should be able to clearly explain the reasoning behind their choices, as every material, composition, and concept contributes to the overall meaning of the work. I now understand that strong artistic practice requires clarity of purpose.

Overall, this experience reshaped my perception of artists as contributors to their communities. Artists preserve culture, document history, and reflect social realities. Through their work, they act as mirrors of society while also shaping it. This trip has inspired me to approach my own work with greater thoughtfulness and purpose, and I hope to participate in similar experiences in the future to continue developing my artistic voice. **Ashley Adjei, Grade 11.**

I walked into SCCA and Red Clay, thinking I understood contemporary art. I left realizing I had only seen its surface.

At SCCA, I encountered a wide range of practices, object-based works, relational pieces, text-as-image, art informed by science, and storytelling through unconventional forms. Artists like Lois Ade-Acquah challenged the assumption that art must always have a clear meaning. Some works exist not to be explained, but to exist in relation to the artist, the viewer, and the world, and demand to be experienced rather than decoded.

But Red Clay was different. It did not feel like a gallery; it felt like a preserved wound. Ibrahim Mahama's installations of colonial trains, worn medical stretchers, and reclaimed antiques did not merely display objects; they carried history, labour, and memory. Each piece told a story of

colonialism, human labour, and social structures. The scale, layering, erosion, and careful placement of the works forced us to inhabit history rather than merely observe it. Torn stretchers marked with blood, layered walls, and rusted metals spoke of exhaustion, loss, and fragmented identity. Mahama does not just create art; he archives, curates, and constructs national memory, turning physical materials into a powerful record of Ghana's past.

This trip reshaped my understanding of what it means to be an artist in Ghana today. Art is not just aesthetic; it is research, experimentation, and storytelling. It engages with identity, ancestry, spirituality, colonial history, and contemporary society. Materials carry memory, meaning can be intimate or political, and work often exists in relation rather than as a declaration. Being an artist in Ghana now is about responsibility to context, memory, labour, identity, and intention. Art is not decoration; it is a force capable of reconstructing consciousness and preserving what history might otherwise erase. **Chidubem Akunyili, Grade 11.**







## Dukies Bronze and Silver Expedition Camp 2026

(Bronze & Silver Award participants only)

TEMA INTERNATIONAL SCHOOL

DUKE OF EDINBURGH'S INTERNATIONAL AWARD (DOEIA)

**EXPEDITION CAMP**  
for Bronze & Silver

REGISTRATION DEADLINE  
6 MARCH, 2026

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:** Liatu 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/1FAIpQLSeJvkW6vL0CcijrCfZBuqDzBWp3qSrBEZCqBUfQVz4CwGHWF91iaEw/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 DofE 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**



The poster features a group of smiling students in green 'WORLD READY' t-shirts and backpacks. Three circular insets show students participating in outdoor activities: abseiling, hiking, and kayaking. The background is a scenic landscape with mountains and a river.

**TEMA INTERNATIONAL SCHOOL**

**ib** (Duke of Edinburgh's International Award logo)

**REGISTRATION DEADLINE**  
**6 MARCH, 2026**

**DUKE OF EDINBURGH'S INTERNATIONAL AWARD (DOEIA)**  
**EXPEDITION CAMP**  
**for Bronze & Silver**

CHALLENGING & EQUIPPING YOUNG PEOPLE. TRANSFORMING LIVES. CHANGING THE WORLD.

Adventurous journey, abseiling, hiking, life & survival skills, map reading & compass use, first aid, capsizing drills, radio communication, kayaking, creativity and leadership experiences & much more.

**28<sup>SAT</sup> - 30<sup>MON</sup> MARCH 2026**  
For more details, email the DoEIA Coordinator :  
gabriel.atseku@tis.edu.gh

**Liati Wote-Afadjato**

**TEMA INTERNATIONAL SCHOOL**

**ib**

SCIENCE TECHNOLOGY ENGINEERING ART MATH

# STEAM FAIR

SAT. 21\*  
MAR. 2026

## INNOVATING FOR A SUSTAINABLE FUTURE THROUGH STEAM

🕒 1:00 PM TO 4:00 PM

📍 SECONDARY CAMPUS

SCIENCE TECHNOLOGY ENGINEERING ART MATH

## Save the Date: Three -Way Interview



**Dear Parents,**

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

- **Friday, 27 March 2026**
- **8:30 AM – 1:00 PM**
- **Secondary Campus/Classrooms**

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

- **Follow up** on your child's

progress.

- **Discuss achievements, challenges, and goals** for the rest of the semester.
- **Strengthen the collaboration between home and school** to support student success.

### Why Attend?

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

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

### Important Information

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

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

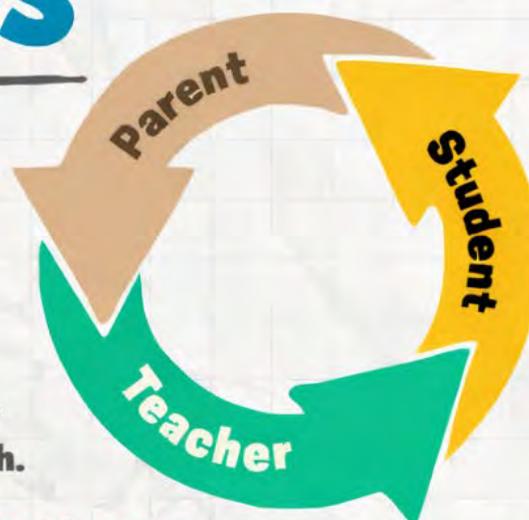
We look forward to welcoming you!

**TEMA INTERNATIONAL SCHOOL**

# Three - Way Interviews

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

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



**Fri, 27 March 2026 8:30 AM – 1:00 PM**  
**@ Secondary Campus Classrooms**



# CHECK OUT OUR COLLAGES TOK Exhibition



# TOK Exhibition



# TOK Exhibition



# TOK Exhibition



# Chocolate Friendship Party



# Chocolate Friendship Party



# Chocolate Friendship Party

# Ash Wednesday Service

Today, we come together to observe Ash Wednesday, a significant day in the Christian calendar marking the beginning of Lent. Interestingly, it coincides with the Muslims holy month of Ramadan, a period of fasting and reflection. Both observances encourage us to reflect, fast and grow spiritually. In this spirit, let us support each other in our respective journeys, embrace the value of compassion, self-discipline and gratitude.

## *Some highlights from students:*



Today marked Ash Wednesday, which made me very reflective of the Lenten Season, which started today. During the mass, we only had the liturgy of the word and the distribution of ashes, which I learnt are from last year's Palm Sunday, because whatever is blessed should not be discarded. I learnt a lot from the reading and the gospel talking about repentance, penance and reconciliation. I was also struck by how the ashes symbolize our human morality and the need to turn back to Christ our Lord. For as it is said in Genesis 3:9, "For dust you are and to dust you shall return". Receiving the ashes made me think about the areas in my life where I can do better, like to be more patient and kinder. It also reminded me that Lent is a season for self-reflection, improvement, and growth. This mass encouraged me to start the Lenten season with a sincere and clean heart and a strong commitment to improve myself in small but meaningful ways. **(Valma Salifu MYP3)**

Today's Ash Wednesday Mass was a powerful reminder of the meaning of humility, repentance, and renewal. As the ashes were placed on my forehead, the words "Remember that you are dust, and to dust you shall return" really stayed with me. It made me pause and reflect on how temporary life is, and how

important it is to focus on what truly matters. The service created a calm and reflective atmosphere, allowing me to step away from the usual busyness of school life and think more deeply about my actions, choices, and intentions. It reminded me that Lent is not just about giving things up, but about growing spiritually, emotionally, and morally. I also found myself thinking about the idea of repentance, not just as feeling sorry, but as actively choosing to improve. It challenged me to consider areas in my life where I can be more disciplined, kind, and more mindful of others. Ash Wednesday



Mass was not just a routine religious event, but a meaningful experience that encouraged self-reflection and personal growth. It marked the beginning of a journey through Lent where I hope to become a better version of myself, both in my faith and in my everyday actions. **(Chidubem Akunyili DP1)**



Today, our school community gathered for a beautiful Ash Wednesday service. As the priest traced a cross of ash on my forehead, he shared a gentle but powerful reminder: *we come from dust, and to dust we will return*. It was a humbling moment that made me pause and think. Beyond just the tradition, I felt a real sense of peace learning about the meaning behind the ashes. It wasn't just a ceremony; it was a quiet call to reflect on my life and a chance to think about how I can grow into a kinder, better version of myself this season. **(Wilma Ampah MYP2)**



The Ash Wednesday service was a calm and reflective experience. It encouraged us to pause and think more deeply about our lives and values. The moment of receiving the ashes was particularly powerful, and it reminded us of the importance of focusing on what truly matters rather than temporary concerns. During the service, we also learned more about the significance of the 40 days of Lent. The number 40 appears repeatedly in the Bible, most notably through Jesus Christ fasting for 40 days in the wilderness, and the 40 days and nights of rain during Noah's flood. Understanding this made the season feel more intentional, as the 40 days represent a time of reflection, spiritual growth, and preparation rather than simply a tradition. The themes of repentance and renewal made us reflect on areas where we can grow, not out of guilt but as an opportunity to reset our intentions. It felt like a meaningful start to the Lenten season and overall,

the service left us with a sense of peace and clarity, reminding us to live more intentionally and appreciate the deeper purpose behind our actions.

**(Nana Yaa Achiampong DP 1)**





# COUNSELLORS' CORNER



Dearest students,

## B-O-O-K

Be- Open-to-Owning-Knowledge

### DP2s' Received Your University Offers? OH Yes! What Next?



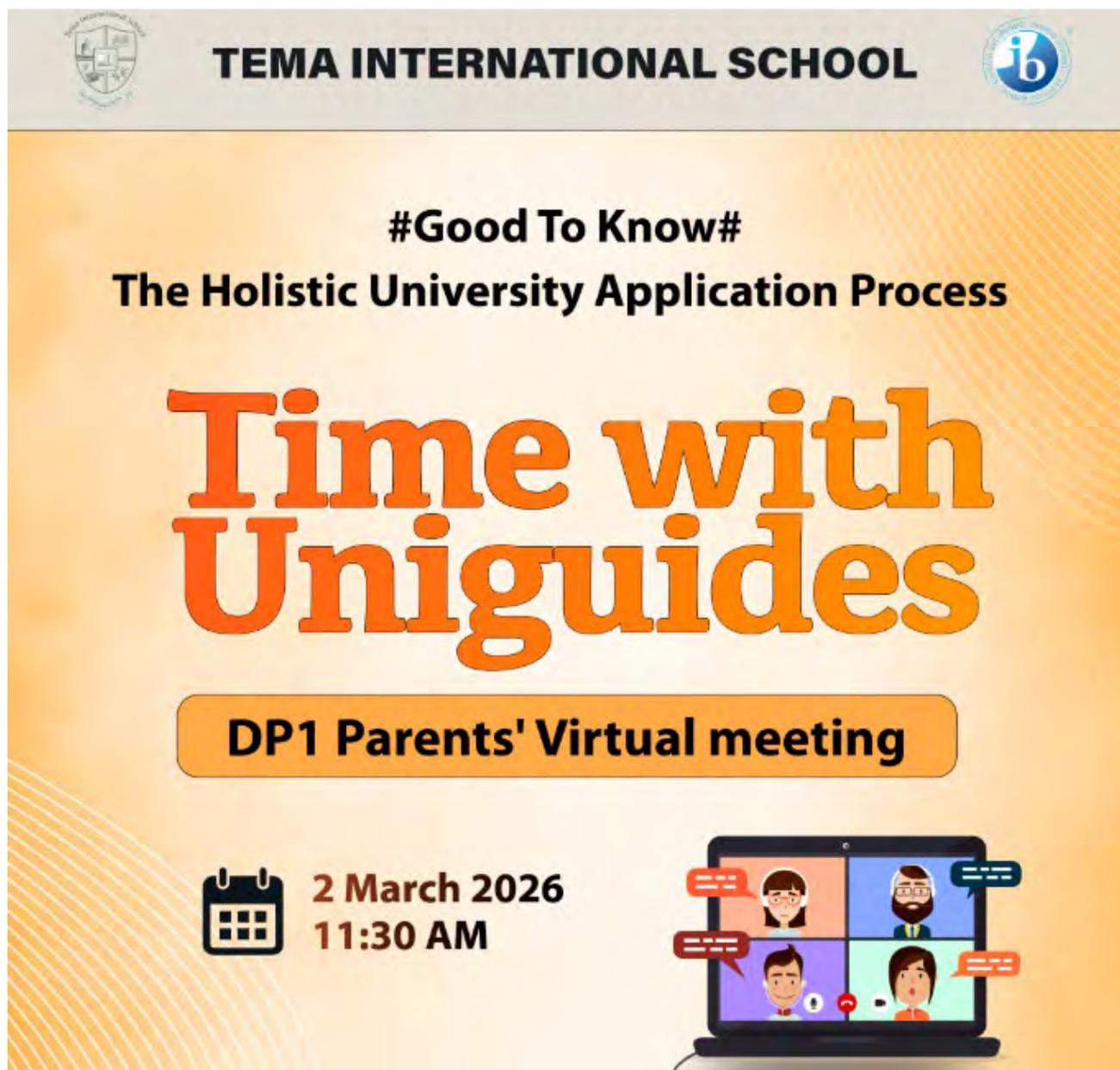
Admission offers—whether conditional or unconditional—don't mean the academic journey is over; they're just the beginning. Universities often require students to maintain excellent grades even after receiving an offer, falling short can mean the offer is withdrawn.

## Parents 'Appreciation and Final Reminder

Dear Parents,

We sincerely thank all parents who attended the session. For those who were unable to join, please note this will be the **final repeat**. We kindly encourage you to make every effort to attend. Further details of google meet link are placed on managebac and your personalised emails.

Thank you!



**TEMA INTERNATIONAL SCHOOL**

**#Good To Know#**

**The Holistic University Application Process**

**Time with Uniguides**

**DP1 Parents' Virtual meeting**

**2 March 2026**  
**11:30 AM**

**The Best Time of the University Application Cycle-*In-Person College Essay Workshop Session with Dr. Amo, Head of Graduate Admissions, Canisius University (U.S.)***



Dr. Amo has over decades of wealth of experience for admitting students. He poured wisdom and shared golden nuggets of the holistic application process and most importantly the college essay.

**Scholarship Link:** <https://www.canisius.edu/admissions/scholarships-tuition-aid/scholarships-financial-aid>

**About University:** <https://www.jesuits.org/ministries/canisius-college/>

## Enjoy Reading Students Reflections from the College Essay Workshop with Dr. Amo

The university visit from the representative of Canisius University was insightful, as we were able to learn what admissions officers who read the personal essay look for particularly. One key thing I learned is that the personal essay is not meant to simply list achievements but to tell a meaningful story that reflects personal growth, character, and values. The representative emphasised the importance of authenticity and showing who you truly are beyond grades and extracurricular. Another takeaway was that instead of making broad statements, strong essays use clear examples and personal experiences to demonstrate qualities such as resilience, leadership, or curiosity. Overall, the session helped me better understand how to approach the personal essay with purpose and intention.

**Antonio Osei-Agyeman, DP1**

The most memorable thing to know is that the college essay is not a list of things I've done nor a platform to flex my English proficiency. Instead, it has to embody the essence of humanity where I have to be willing to be vulnerable. This means that I can't hide behind fancy language or try to sound like someone I'm not. It's important to go straight to the point with no fluff or trying to impress them with a thesaurus because that's what American Universities look out for. If I use big, complicated words, unless of course it reflects my writing abilities, it builds a wall that needs to be torn down so the Application Officer can connect with me. However, there's a fine line where I need to be vulnerable without making it too personal or uncomfortable. I don't want to overshare or trauma-dump otherwise the Application Officer might feel as though I'm consciously trying to appeal to their emotions. I just need to open a window to my world, not throw the whole house at them. One thing that stuck with me was that the best way to do this is to show, not tell. I need to write as though I'm watching a movie of my own life where a picture has to constantly be painted. Additionally, I have to grab them right from the very first sentence, The hook can't be boring, it has to be the moment you lean in to see what happens next. Most importantly, I need to think about the story I'm telling. It should mean something to me and shouldn't just be random, but instead about a challenge that I overcame. How did I respond when something was hard? That's where the character is revealed because it's not about the challenge itself, but instead my reaction to it. **Nana Adwoa Asante, DP1**

Before the visit, I thought the essay was mostly about listing achievements and making myself sound impressive. However, Dr. Amo explained that admissions officers are not just looking for accomplishments, they are looking for authenticity, reflection, and growth. One of the most important things I learned was that a college essay should tell a story. Instead of simply stating what I have done, I should focus on a meaningful experience and explain how it shaped who I am. The representative emphasised the importance of being personal and honest, even if the story is about a small moment. What matters most is showing self-awareness and what I learned. I also learned that the essay is a chance to let colleges hear my voice. Grades and test scores show academic ability, but the essay shows personality, values, and character. The representative encouraged us to avoid clichés and to write in a way that sounds natural, not overly formal or forced. Overall, the visit helped me understand that a strong college essay is not about trying to impress admissions officers with big words or dramatic stories. It is about being genuine, reflective, and thoughtful. I now feel more confident about approaching my college essay with a clearer purpose and a better understanding of what colleges are truly looking for. **Hillary Laryea, DP1**



## Khadija Jetha International Recruitment Coordinator, Middle East & North Africa, Visits TIS



## Enjoy Reading Students' Reflections

Today we had the opportunity to hear from a representative from the University of Alberta. To be honest, the session was an informative one. We got the opportunity to hear everything the school had to offer like the location, facilities, application requirements and some scholarship opportunities. The representative also talked about the programs that the university had to offer. She talked about the fact that in the first year students can still choose different programs before fully deciding on which major we want to pursue. I found it very helpful, because currently I am still debating on which programs I really want to do. Before I went home, I kept asking my dad to give me the programs he wanted me to do but I didn't get any answer from him. But when I went home he told me something that will forever leave a lasting impact on me. He basically said that "Son, moving forward everything is in your hands, and you will take responsibility for your actions, your future is in your hands, make sure you make decisions that will only favour you". These wise words from my dad have changed my opinion about the programs I wanted to do. University of Alberta also offers the programs I am considering doing, Business Management. The representative said that to get into the business program, I need to do my maths in HL, but then I realized I was doing Maths AI SL. Later on, she said that's not a problem, once I am doing Economics HL then I can get to do the program, and build on it for my future. Another important thing I learned was about scholarships and financial support. The University of Alberta offers different scholarships for international students based on academic excellence and sports. This has encouraged me to focus and put in the hard work. The representative also spoke about student life. I learned that the university has many clubs, sport teams, and some support services to help new international students adjust to life in Canada. In conclusion, the meeting helped me understand more about studying in Canada, especially in University of Alberta and what it expects from students. It also motivated me to take my academics and sports activities seriously. I am grateful for this opportunity given to me to learn deeper about the University of Alberta and its great opportunities. **Hubert Efrem-Donkor, DP1**

The talk we had with the representative of the University of Alberta, was an experience that was eye opening, in terms of the requirements, life, and the specifics of going to a university like the University of Alberta. The talk gave me insight into what exactly it would be like to study abroad in a University of a similar pedigree to that of the University of Alberta. Throughout the session, I opened my mind to learning more about the university. This session served as a catalyst for my growth in understanding university abroad as a whole. There were many unknowns that I was curious to learn about before the session but I did not know what way to find them out, but through this session, I was able to uncover the answers to many of my questions. This session was extremely beneficial to me as a DP student and I am sure that even students in the grades below me could still benefit greatly from sessions like these. **Kwaku Opere, DP1**

To connect: [khadija.jetha@ualberta.ca](mailto:khadija.jetha@ualberta.ca)

For more information: [uab.ca/gostudy](http://uab.ca/gostudy)



<https://www.ualberta.ca/en/admissions-programs/tuition/scholarships.html>



# SAT

## 2026 TEST DATES



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

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



**Online payment only with Visa/credit card NEW; ACCEPTABLE IDs**

**ARE THE VALID UNEXPIRED PASSPORT IN ADDITION TO**

**GHANA'S NATIONAL IDENTIFICATION CARD (GHANA CARD),**

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

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



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



## DIGITAL TEST DATES AND DEADLINES 2026

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

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

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

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

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

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

<https://www.kaptest.com/act/free/act-free-practice-test?srsltid=AfmBOophx1HVXn81r-fPeDUMxtSRRlKd5zwncOG0Cwz9J-rgopPueSUL>

# **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."**



