

# TIS RECORD

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## At TIS,

we believe that integrity, or the lack of it, defines the individual and their reputation. We strive to display it as our badge of honour.

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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
- 14/3/26 SAT; Pi Day

## Thought for the Week

People do not seem to realise that their opinion of the world is also a confession of character.

- Ralph Waldo Emerson



## Happy Independence Day!

This Friday we celebrate the 69<sup>th</sup> Anniversary of Ghana's independence from colonial rule. This date marked the start of a transformational relationship between two countries. As with all anniversaries, this is a time for reflection on what and where we have come from, and where we would like to go in our transformation. Our MYP community and personal projects, CAS projects, PYP units of work are a demonstration of what young IB learner are doing to be part of the problem-solving that will give us the future we will all love to live in. HAPPY INDEPENDENCE DAY!

## MYP Projects!

Our MYP community and personal projects are on display once again. The exhibitions happen this Saturday 7<sup>th</sup> March. Like any good exhibition, the creators of the exhibits will be in attendance to discuss their work with you. You are all invited to come and see innovation from our young learners who will surely need this innovation to be a reality in their future. Several international schools visit us at this time to see authentic IBMYP project work for inspiration, so should you.

The exhibitions are the culmination of initial investigations into a problem-solving for a community challenge. Many of our projects look into UN Sustainable Development Goals (SDGs) and are all student led.

"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

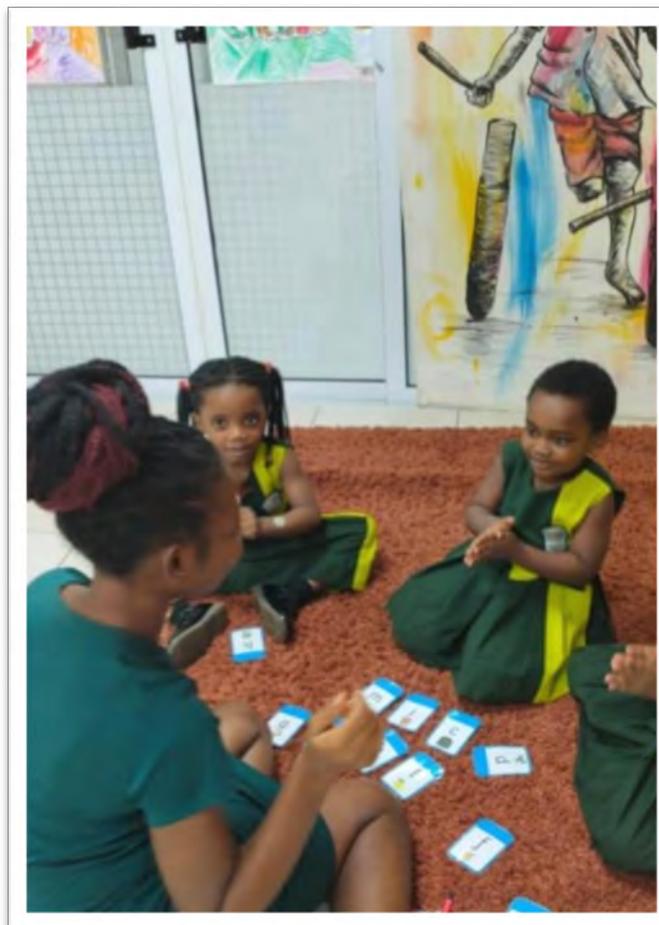
- Parents must book their visit online. Please go to <https://www.schoolinterviews.com.au/code/k9frh>
- Exeats are limited to a maximum of 8 per semester. Weekend exeats must be received by the preceding Wednesday. Online exeats can be found at: <https://www.tis.edu.gh/exeat-form/>

## MYP-PYP Info Day

As a PYP parent do you wonder about what comes next after PYP in the IB continuum? Keep the date for the parent information session next week at the Secondary Campus. Come with your questions to be posed to our very able MYP coordinator Mr Jerry Darko and his team. Also present will be MYP teachers and Heads of boarding. As often described, the IB educational journey is a continuum and PYP pupils are already in it. They are the best equipped to naturally transition from intra-disciplinary to inter-disciplinary learning. If you are asking yourself what the difference is, come along next week on the 11<sup>th</sup> of March to find the answers you seek as a parent. See you then, bring a friend who may want to know about the MYP from qualified staff.

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



# PACKAGES FOR BIRTHDAYS & VISITING

## Items Allowed

- ✓ **Muffins/Cupcakes**
- ✓ **Finger Foods** (Chicken Pieces, Pizzas, Spring Rolls, Khebabs & Samosas)
- ✓ **Soft Drinks & Fruit Juices**
- ✓ **Non-Alcoholic Wine**

## Not Allowed

- ✗ **Cakes with icing**
- ✗ **Cooked food except those listed above**
- ✗ **Alcoholic Drinks/ Beverages**



## All left over food must be sent home

- **Visiting Days - Saturdays & Sundays**
- **Visiting Time - 2:00 PM - 5:00 PM**  
(Visits must be booked online, as per the TIS Bulletin)

## **PLEASE NOTE:**

- ➔ Birthday items must be approved by the Hostel Coordinator before they can be delivered on only
  - Fridays, 4:00 PM - 6:00 PM
  - Saturdays & Sundays, 12:00 PM - 5:00 PM
- ➔ All food items will be inspected by a hostel parent and security officers at the hostel gate.
- ➔ All food items not listed will be returned.

For clarification, contact the hostel parent/ security on duty.



## Main Campus Information



### Exeats

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

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

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

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

The integrity of an exeat request is critical.

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

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

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

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

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

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

### Visiting

For visits until June 2026, parents will be required to book their visit online. Please go to:

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

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

Then click next to receive a confirmation of your booking.

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

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

Sessions are 60 minutes.

Only one booking per family per weekend.

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

9 - 1 - 2025



**TEMA  
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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)

### Grade 7 (MYP 2)

Students should:

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

### Grade 8 (MYP 3)

Students should:

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

### Grade 9 (MYP 4)

Students should:

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

### Grade 11 (IB Diploma Programme)

Students should:

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

To learn more  
scan this.



To enrol, scan this



The online application process can be completed at: <https://tis.openapply.com>  
 For further information contact us on phone:  
 +233 303 305134, +233 303 308737, +233 249 637762 email: [admissions@tis.edu.gh](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 is a navigation bar with 'Tema International School' and a search bar. Below the navigation bar, there is a main banner featuring a child playing with a yellow toy car. The banner includes the text 'Hands-on learning' and 'Tema International School'. Below the banner, there are three main application steps: 'Registration of Interest' with a 'Submit ROI' button, 'Schedule Tour' with a 'Schedule a Tour' button, and 'Application Form' with a 'Submit Application' button. On the right side, there are two Google Maps showing the location of the Primary School Campus and the Main Campus. A sidebar on the left contains a navigation menu with options like 'Home', 'Registration of Interest', 'Application Form', 'Schedule Tour', 'Welcome', 'About Us (Main Campus)', 'Why TIS? 10 Reasons', 'Entry Points', 'Secondary School Year Groups', 'Admission Process', 'Application and Admission Fees', 'Secondary School Tuition and Boarding Fees', 'Bank Details', 'Admissions Policy', and 'About Us (Primary School Campus)'.

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

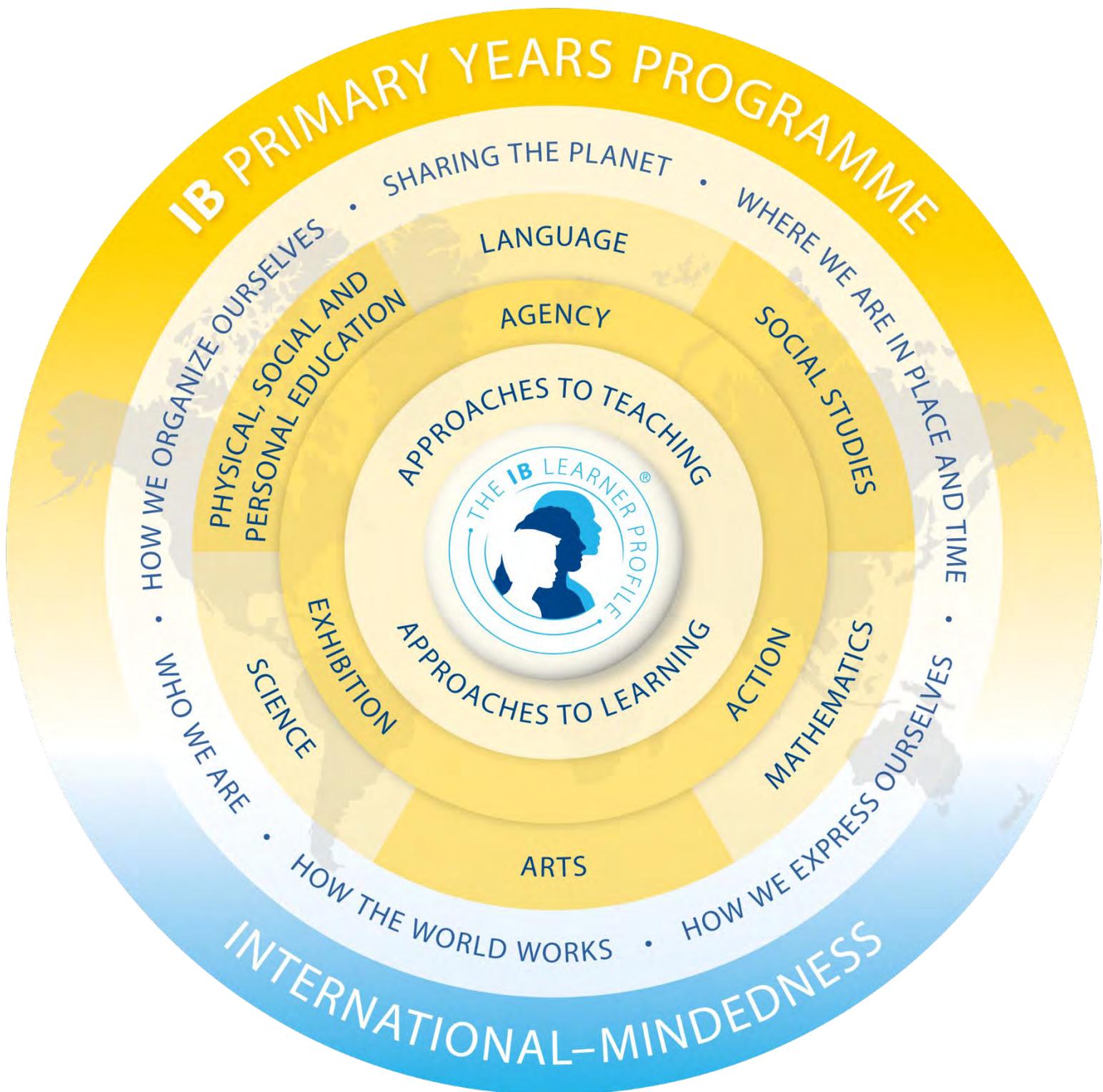
- 1 recent passport-style photo
- passport biodata page/ birth certificate
- 3 recent school reports (**Grade 2-11 Applicants**)
- Letter of recommendation and academic transcripts (**Grade 11 Applicants**)

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

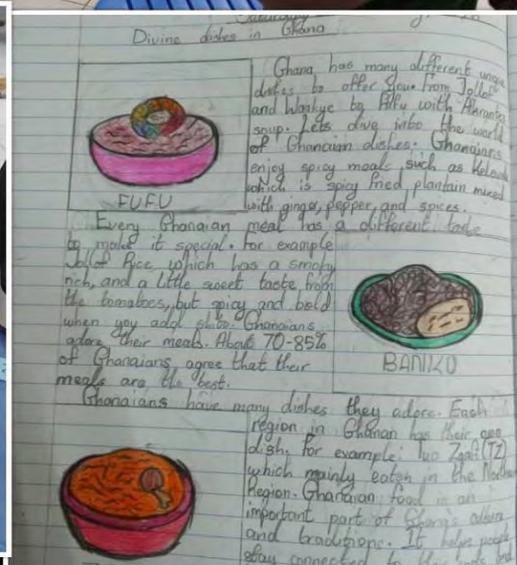
TIS		British Curriculum Schools
Kinder 1	PYP	Nursery
Kinder 2		Reception
Kinder 3		Year 1
Grade 1		Year 2
Grade 2		Year 3
Grade 3		Year 4
Grade 4	MYP	Year 5
Grade 5		Year 6
Grade 6		Year 7
Grade 7		Year 8
Grade 8	DP	Year 9
Grade 9		Year 10
Grade 10		Year 11
Grade 11		Year 12
Grade 12		Year 13



## OUR LANGUAGE JOURNEY AT T.I.S PRIMARY SCHOOL

Language is a big part of who we are. It helps our students share their ideas, ask questions, build friendships, and understand the world around them. In our primary school, we are proud to create a learning environment where languages are valued, celebrated, and enjoyed every day.

From Nursery to Grade 6, our students grow in confidence as they develop their skills in English, which is our medium of instruction where all the four strands of English Language are used (Listening and Speaking, Reading, Writing, and Viewing, and Presenting). At the same time, they stay connected to their roots through Mother Tongue languages such as Twi, Ga, and Ewe. Our students also learn Sign Language, French, and Mandarin, opening their minds to new ways of communicating and understanding people from different backgrounds. Through our rich language programme, we are not just teaching words, we are helping our students find their voices and connect with the world.



## English Learning Across Classes

English is the main language of instruction in our primary school, and we focus on helping students develop strong communication and literacy skills at every stage of their education.

In the Early Years, English is the main language used for learning and communication. Children build confidence as they share ideas, ask questions, retell stories, and begin writing simple sentences. They develop early reading skills by identifying beginning sounds and connecting sounds to letters through phonics activities. Through indigenous Ghanaian stories about traditional games, children learn to understand simple narratives while appreciating their culture. Creative colouring activities strengthen fine motor skills and concentration. Exposure to Sign Language, French and Mandarin helps children recognise that there are many ways people communicate around the world, building strong foundations in language and cultural awareness.





In Grade 1, students explore how people organise themselves in school and the community. Through stories and discussions, they learn about school workers and their roles. Students build vocabulary, practice speaking in complete sentences, read simple sentences, and write short sentences about people who work in the school. These activities help develop listening, speaking, reading, and writing skills while teaching the importance of working together.



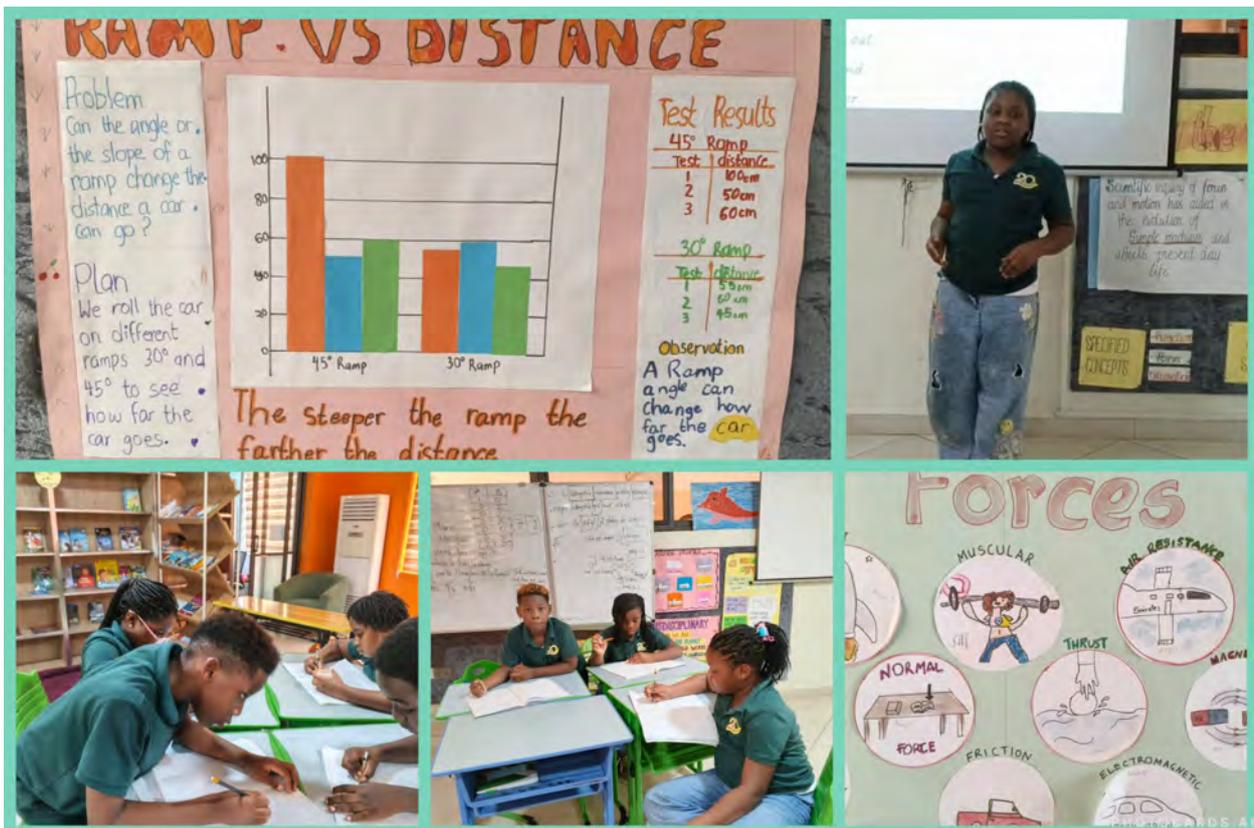
*Grade 1 students engaged in a reading activity*

English Language lessons in Grade 2, are helping students build powerful communication skills through our unit on how different forms of art help us express our ideas and thoughts. As they explore artists and various art forms, they are reading informational texts with growing confidence, identifying key details and the main idea to understand how creativity communicates meaning. Their writing is becoming sharper and more organised as they craft clear biographies and reflections that explain how artists use painting, music, dance, and other forms of art to express powerful ideas. Students are learning to structure their thoughts logically and write with purpose. During discussions and presentations, they speak with clarity, use vocabulary accurately, and listen thoughtfully to others' perspectives. Most importantly, students are beginning to see their own voices as meaningful. They are growing into confident communicators who can think critically and express their ideas with purpose.

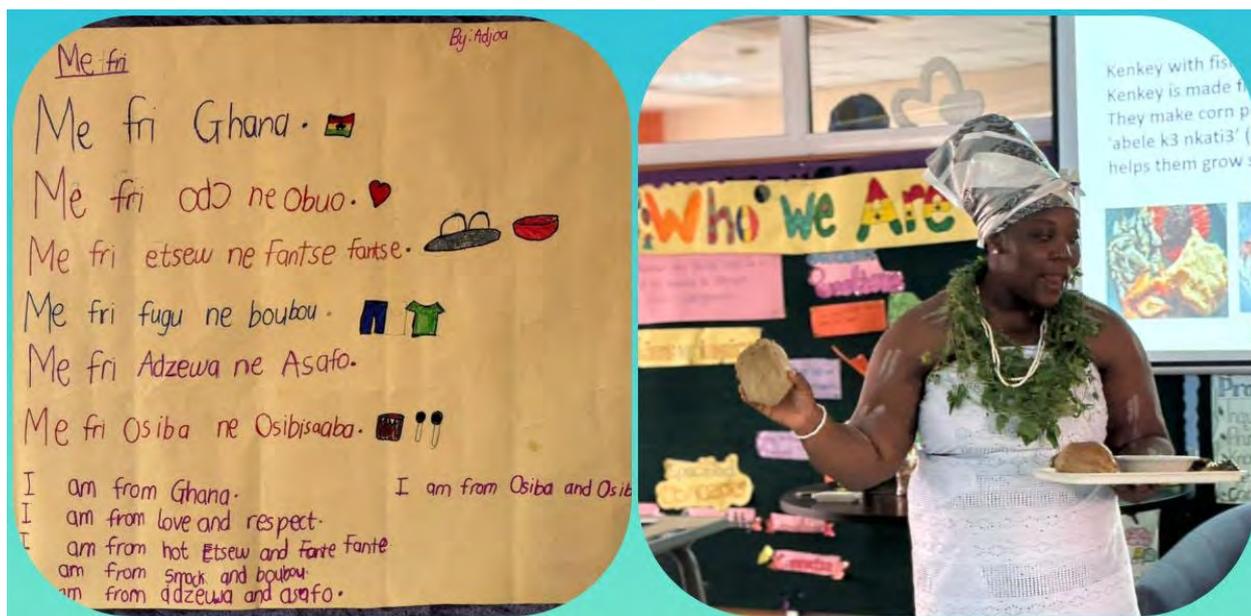


Grade 3 represents a pivotal "bridge" year where students transition from learning the rudiments of the language into the awareness of mastering it as a tool for expression and understanding. As an English teacher, I see them begin to work within the language as a craft, developing beyond simple "and then" narratives to more nuanced storytelling. In the process, they grow their vocabulary range. They are no longer just learning to read; they are reading to learn, which involves questioning the text and experimenting with figurative language. This shift allows them to express complex emotions and abstract ideas, turning the classroom into a space where they do not just repeat words, but actively analyse and manipulate them to sharpen their self-expression.

Across the school day, spoken and written language is a vital utility for navigating social and academic work. In subjects like math and science, students use their growing verbal skills to justify their logic and explain the "why" behind their answers, moving from simple calculation to clear communication of their thought processes. Socially, this is a year of significant growth in emotional intelligence, as eight and nine-year-olds use language to negotiate peer relationships, resolve conflicts, and express empathy.



## Grade 4



In our current unit under the transdisciplinary theme, Who We Are, students are exploring how our behaviour and beliefs can be shaped by the cultures we are exposed to. Language learning plays a central role in this journey, and in our class, we intentionally engage students in all four strands of language: each week listening and speaking, reading, writing, and viewing, and presenting through meaningful engagements and age-appropriate experiences. One of the highlights this week was a guest speaker session focused on the Ga -Adangme culture, which provided a rich opportunity for authentic listening and speaking. Our guest shared insights about daily life, traditional food, clothing, celebrations, and important festivals within the Ga -Adangme community. Students came prepared with interview questions and practiced active listening as they engaged in respectful dialogue. They asked thoughtful questions such as why do Ga-Adangmes wear white, their migration story and, what foods are special for celebrations.

This interaction helped students understand how culture influences beliefs and behaviour while strengthening their confidence in oral communication. To extend this experience into other language strands, students explored poetry as a way of expressing cultural appreciation. They listened to and read simple poems about identity and belonging, then created their own short poems inspired by what they learned and from their cultural backgrounds. Some students wrote about colourful printed clothes, others about family values, dance and traditional foods. This allowed them to experiment with descriptive language, rhythm, and imagery, while expressing personal connections. Students also engaged in persuasive writing where they wrote short pieces convincing others why it is important to learn about different cultures through folktales and show respect to traditions, using sentence starters, word bank, and peer sharing. Across the week, language learning has been approached in fun, interactive, and persuasive ways through discussion, shared reading, storytelling, visual prompts, role play, and presentations. These experiences not only build language skills, but also nurture empathy, curiosity, and open-mindedness. By integrating language into our units of inquiry, students are learning that language is more than reading or writing. It is a powerful tool for connection, understanding, and self-expression.



In Grade 5 English, students explore the unit’s central idea through reading, discussion, writing, viewing, and presenting. They build strong oral communication skills through group discussions and presentations, while also developing visual literacy by interpreting and creating multimedia texts. Digital platforms such as Epic, IXL, and Story Jumper support reading development, grammar practice, and creative publishing. Through a balance of classroom learning and technology, students grow as confident, well-rounded IB communicators who think critically, express themselves clearly, and engage meaningfully with the world around them.





## Strengthening identity through Mother Tongue

Our Mother Tongue programme strengthens cultural identity and language development in Twi, Ewe, and Ga, with lessons held every Wednesday at 2:00 p.m. In Twi, learners sing, practice self-introductions, and listen to stories to build understanding. In Ewe, they learn through songs and traditional dance. In Ga, students explore the months of the year, tell the time, discuss seasons and practice everyday language used in interactions, building vocabulary and practical language skills. Through music, dance, drama, and games, students celebrate their culture in creative ways. Mandarin speakers are also supported in building confidence in English through guided classroom interactions, helping them grow in communication and overall learning.



## Additional Languages (Expanding Communication)

### Sign Language

Sign Language is an important part of language learning in our school, from Nursery through to Grade 6. In line with the IB approach, students develop skills across the four strands of language: listening, speaking (signing), reading, and writing/viewing and presenting. During Sign Language lessons, students engage in fun and meaningful activities such as games, music, videos, role play, and storytelling. They practice correct hand shapes, use of space, facial expressions, and body movement to communicate clearly. Younger students explore simple vocabulary through songs and action games, while older ones form full sentences, present short role plays, and participate in guided conversations. These activities strengthen their confidence in expressing themselves visually and physically.

Sign Language also supports English language development by reinforcing vocabulary, sentence structure, and comprehension. When students sign new words, they better understand their meanings, remember them more easily, and use them more confidently in speaking and writing. Across all grade levels, Sign Language promotes active learning, creativity, collaboration, and inclusion. It helps students become more aware communicators and supports their overall learning in class by encouraging clear expression, careful listening, and respectful interaction with others.





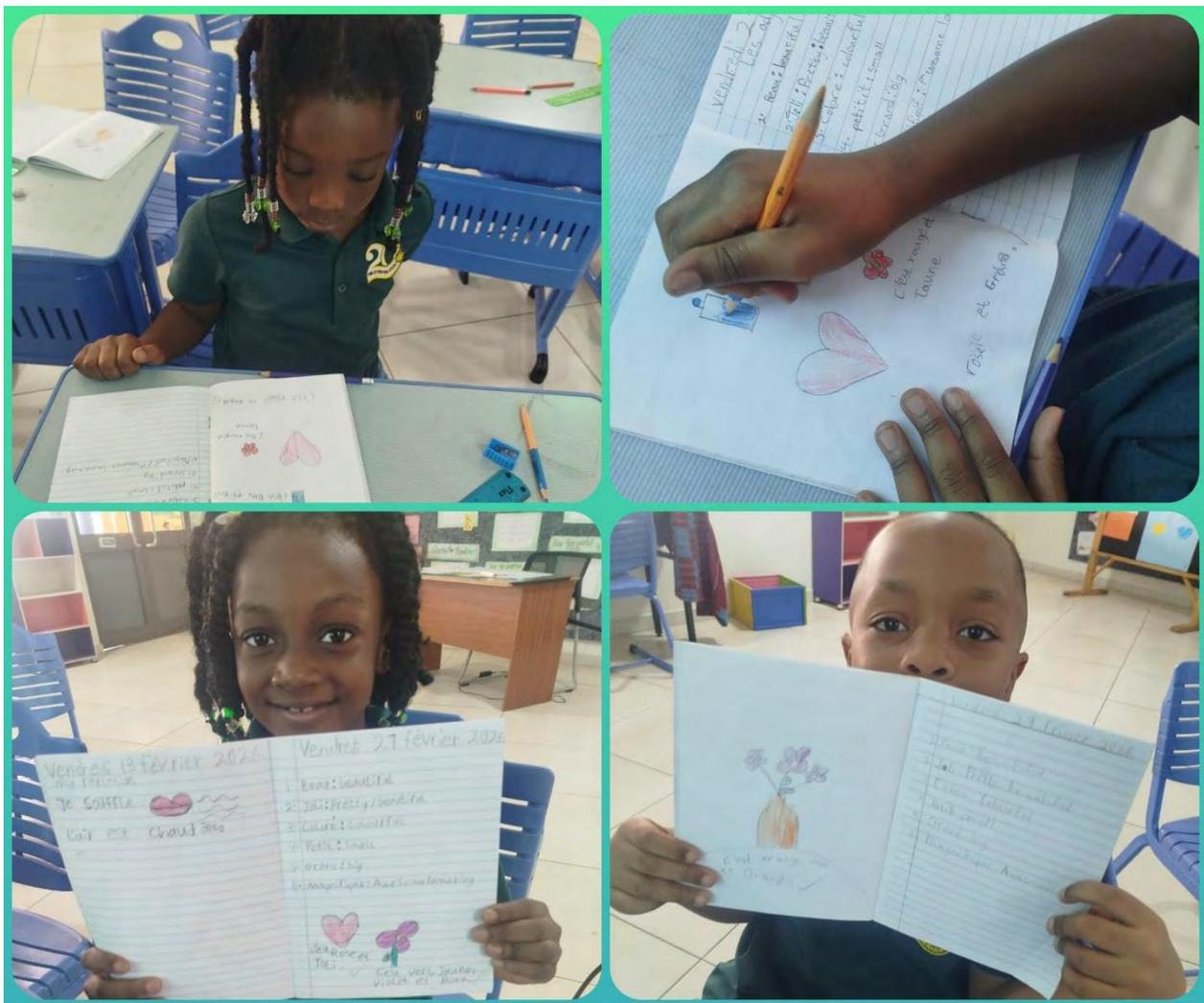
## Mandarin

Mandarin plays an important role in our Primary Years Programme by promoting multilingualism and strengthening overall language development. Through learning Chinese characters, pinyin, and tones, students develop phonemic awareness, reading skills, and accurate pronunciation. When integrated with our Units of Inquiry, Mandarin deepens communication skills and cultural understanding, helping students grow as confident and internationally-minded communicators. Each Mandarin lesson begins with an engaging activity called “*Password*,” where students share what they learned previously before joining the class. Lessons conclude with an exit ticket to reflect on new learning. This routine encourages recall of prior knowledge, builds speaking confidence, supports reflection, and helps students take ownership of their learning journey.



## French

French as a foreign language at Tema International Primary School promotes inquiry and deepens students' understanding of concepts through an additional language lens. Through French, students explore inquiries related to culture, arts, and identity. For Grade 2 (unit on Arts), students are focusing on colours and adjectives like *coloré* (colourful), *vibrant*, *traditionnel* to describe artworks. For Grade 4 (unit on Culture), they are exploring clothes, food, *le style* (style), *élégant(e)* (elegant) for cultural attire, and *Bonjour*, *comment ça va?* For cultural greetings. For Grade 5 (unit on Identity), they are using *Je suis* (I am), *J'ai* (I have) with adjectives like *créatif* (creative), *sociable* to describe themselves. By learning French, students make connections between languages and cultures, develop inquiry skills to explore and compare cultural expressions, and enhance their understanding through a new linguistic lens.



Together, these rich language experiences ensure that our students do more than learn to read, write, sign, or speak, they learn to think deeply, communicate confidently, and appreciate diverse perspectives by nurturing multilingualism and meaningful expression across all grade levels.



**MYP 3 PHE: My Body, My Health & Basketball**

In this learning journey, students are exploring how the human body functions and how lifestyle choices influence overall health and well-being. Using basketball as a practical context, students are to connect theory (body systems, hygiene, and physical activity) with performance. The unit is encouraging students to understand how movement supports physical and mental health while developing responsibility for their own well-being through informed choices, teamwork, and reflection.

**Objectives**

1. **Understand the Body in Action;** to be able to explain how key body systems work together during basketball performance and how exercise strengthens these systems over time.
2. **Make Informed Health Choices;** to evaluate how personal hygiene, recovery, and regular physical activity contribute to long-term physical and mental well-being, demonstrating responsible decision-making both in sport and daily life.
3. **Apply Skills with Reflection and Adaptation;** to demonstrate basketball skills, teamwork, and tactical awareness while reflecting on how culture, personal choices, and adaptation influence individual health habits and performance outcomes.

**Some Reflections from the teams:** How students collaborated and demonstrated their knowledge and understanding by evaluating their team performance with a forward-looking mindset.

**Students in action;** collaborating and working in team to design a practical training plan with the **FITT Principles** to ensure that the plan is reliable, valid, accurate and measurable.



**Teams collaborating to come out with a training plan.**



Teams performing shooting as they warm-up for the game. Students ensuring that they use the **BEEF** principle when shooting (**B**alance, **E**yes, **E**lbow and **F**ollow-Through)



### Reflection from team “The Lamelo Ballers” – Uriel, Velma, Megan and Genesis



Basketball is a fast-paced sport that requires teamwork, coordination, communication, and physical fitness. As a group, our main goal was to improve our performance specifically in the skill of passing by creating a plan that uses specific drills to help us practice and build the skill. On Wednesday, February 4th, 2026, we had our initial performance where we executed our warmups, drills, and cool downs that were in our plan. In this reflection, we will explain the positives and negatives of our performance.

Our group worked well together during passing drills, especially in the activities, because everyone was focused and willing to cooperate. We communicated, supported

and adjusted each other’s positions, which helped improve our coordination and ball control. Clear communication made it easier to know when to pass, where to move, and how to support teammates during the drills. This allowed us to stay organised and work more effectively as a unit. By constantly supporting one another and making small adjustments to our positioning, we reduced mistakes and improved the flow of our passes. This teamwork helped us build confidence in our abilities and understand each other’s movements better. As a result, the passing drills became smoother and our overall performance as a group improved.

After reviewing our plan and reflecting on group performance for basketball we realised the main issues were time management and coordination. For time management we did not fully share the time equally for all the warmup, drills and cool down exercises this affected with our engagement with all the exercises. Additionally, we were also sometimes distracted with other peers and saving the ball for other groups when it came our way. To improve this, we should assign specific time limits to each exercise and add to the role of the timekeeper to time the exercises as a whole. We should also keep our full attention to our own activity area and only pause for water and bathroom breaks so that we can complete every exercise properly. We also did not execute our plan effectively, so when it came to materials and understanding some drills and exercise, we struggled with showing how disorganised we were. To improve, we should review the plan together beforehand and make sure every member understands their role and the instructions for each activity.

After reviewing the plan and reflecting on our initial performance, we came to a shared decision that we were happy with our drills as they effectively improved our passing skills and taught us new techniques on how to pass. We learned how to send and receive a pass, how to pass to a partner even when they are far away, and how to confuse the opposing team when passing to a teammate. This is what made us come to this group decision that our drills were superb.

However, despite the success with the drills, we all noticed that the warm-ups weren't really intense enough for us to feel "warmed-up". We felt as though they were too easy and that they needed to be more difficult. This is what led to the main changes on our plan. In this plan, we have changed both the warm-ups and the stretches to make them more intense in order to actually prepare our bodies to engage in the sport. Our warm-ups still focus on leg and arm movements however, now they are just more intense exercises, with even some changes in the number of reps and sets. Other than the changes to the warmups and stretches, we also slightly tweaked one of our drills. For the first drill which states that, "Pass the ball against a wall and catch. Do this in a continuous motion. Stand in a passing position and make sure the distances you use vary.", we added the fact the ball should be thrown with one foot forward and received with the same foot back.

We also removed the fact that the distances should vary because there is already another that focuses solely on varying distances, and we felt as though we should have one drill that focuses on technique and familiarity with passing. These are all the changes we made to our plan. For everything else, we believe it is perfect for our skill set and level, so we decided to keep it the same.

In conclusion, this performance had both its ups and downs, but at the end of the day we still gained skills and lessons from it. One of the key things that we have learned was that warming up properly is key for preparation in any sport, not just basketball. We did activities such as passing drills to help us improve our ball control and our passing. We were able to improve our coordination, teamwork, and overall performance. Overall, this experience has helped understand the importance of warming up properly and how it can make us stronger and better prepared players for future basketball games.

### Reflection from team "Rajers" - Raymond, Ayden, Jaiden and Emmanuel:



During the application of our initial training plan, only me and my group member (Ayden), were able to participate. The rest of the group was unable to participate because they did not bring the right attire. This affected how well we were able to follow the original structure of the plan and showed us that our planning did not fully consider group availability and time management.

We successfully completed the warm-up which integrated dynamic stretches, and the first drill (Cone Zig Zag Drill). The warmup helped us prepare our muscles and reduce foresaw stiffness, and the zig zag drill helped us improve our ball control and our ability to change direction. However, after this, we did

not continue with all the planned drills. Instead, we spent most of the remaining time doing a *1v1* competitive drill, where a player stayed on the court until someone scored 5 points against them. This activity was not originally part of the written plan.

Although this meant we did not follow the training plan exactly, the *1v1* drill was still very beneficial. It helped us practice dribbling under pressure, decision-making, defensive positioning, and attacking

skills in a game-like situation. We had to think quickly, protect the ball, and react to an opponent, which improved our practical performance more than isolated cone drills alone.

### **WHAT WENT WELL?**

One major strength of our session was that we remained physically active and engaged for the entire time. Even though we did not follow the training plan exactly as written, we did not waste time standing around or being distracted. Instead, we adapted quickly and continued practicing basketball skills through the *1v1* drill. This showed good commitment and a positive attitude toward learning. Staying active helped us continue developing important basketball skills such as dribbling control, speed, defensive positioning, and decision-making under pressure.

The *1v1* drill was especially beneficial because it created a realistic game like situation. Unlike cone drills, this activity forced us to react to an opponent, protect the ball, change direction quickly, and make fast decisions. This helped improve our confidence when attacking and defending, as well as our ability to apply skills in a competitive setting. These improvements strongly connect to Criterion C (Applying and Performing) because we were not just practicing techniques in isolation but actually using them in a live scenario.

Another positive outcome was the strong communication and cooperation between the two of us. Since only Ayden and I (Raymond) were present, we had to organise everything ourselves. We took responsibility for keeping score, deciding who would attack first, and making sure the game stayed fair. We also encouraged each other and gave quick feedback after each round. This helped us develop self-management, communication, and social skills, which are important not only in basketball but also for maintaining a healthy and responsible lifestyle. Even with fewer group members, we worked effectively as a team and supported each other's improvement.

### **WHAT DID NOT GO AS PLANNED?**

One key challenge was that not all group members were present, which affected how well we could follow the original training plan. Our plan was designed for a full group where drills could be done in rotation, allowing for rest periods and shared responsibilities. With only two people, some drills were less effective and less realistic. For example, shuttle dribbles and figure-8 drills are usually more engaging with more players, as others can observe, give feedback, or prepare for their turn. This shows that, under Criterion B (Planning for Performance), we did not fully consider possible problems such as absences or limited numbers. In future plans, we should include backup activities that work well in pairs.

Another issue was time management. We became very focused on the *1v1* game and spent most of the session doing that single activity. While it was useful for skill development, it meant we did not return to complete the Shuttle Dribble Drill or the Figure-8 Cone Drill. As a result, we missed the chance to practice different dribbling patterns, hand control, and change-of-direction techniques that were part of our original goals. This limited the variety of skills we trained during the session.

This experience taught us that while adapting is important, we must still manage time carefully and stay aware of our original objectives. In future sessions, we should set a timer or agree in advance how long we will spend on each drill. That way, we can still enjoy competitive activities like *1v1* while ensuring we complete all parts of our training plan.





## CAS-SA Corner

As published in the previous edition, the MYP Projects Exhibition is this weekend, on Saturday, 7 March. 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 3 schools have confirmed their attendance, and we extend a warm invitation to all members of the **TIS community**, especially project supervisors and parents, to attend and support our learners.



**Middle Years Programme**  
**Personal & Community**  
**PROJECTS EXHIBITION**

 **Saturday, 7 March 2026**  
 **10:30 AM - 1:00 PM**

# Taking Action at Zenu, No 2 Cluster of Schools











## Spectrum Kiosk – Donation of a Learning Space



Hurray! Congratulations to **Kekeli Agyekum & Humphrey Tenge**. The team visited **HopeSetters Autism Centre** on 3 March to officially hand over the newly constructed learning space.

It was a beautiful morning shared with the team, **Ms. Grace**, **Ms. Setor Adih**, and representatives from the centre led by **Mrs. Baaba Enchil**, the director. The short ceremony was filled with appreciation and admiration for the team's commitment and hard work in achieving their goal. Together with members of the centre, the team cut the ribbon to officially open the space. It is a beautiful and solid structure, fully ready to support learning activities. The team also extended their gratitude to the centre for allowing them to work with and support the centre through this Community Project.



## Service Action

Enjoy this article by **Bethelle Baiden (MYP 4)**, in which she shares her thoughts on the importance of staying authentic rather than simply following the crowd.

## The Courage To Be Different

**I**n a world where everyone is trying to fit in, being different can be uncomfortable. However, History shows that people who changed the world were often those who dared to think differently. Differences are not a weakness; they are the beginning of innovation and growth. Some of the greatest inventions and artistic achievements came from those who refused to follow the crowd.



For example, Albert Einstein was once considered unusual by many of his teachers because he preferred deep thinking and questioning traditional ideas rather than memorising information. Despite struggling to fit into the rigid school systems of his time, his curiosity led him to develop the theory of relativity, which transformed modern science and changed how humanity understood space and time.

Many students spend years trying to become someone else because they believe acceptance is more important than authenticity. They follow trends they do not enjoy, silence their opinions they truly believe in, and choose paths based on expectation rather than passion. But one important Question remains:

*Are you living the life you want or the life others expect from you?*

One day, school will end, uniforms will be packed away, and the crowd you tried so hard to impress may no longer be around. What will remain is the person you chose to become. Will you look back proudly that you stayed true to yourself, or regret the opportunities you ignored because you were afraid to stand out? Will you remember the moments you let fear dictate your choices, or the times you spoke up, took a risk, and followed your own path? Life doesn't reward conformity; it rewards courage, curiosity, and authenticity. The opinions of others are temporary, but the impact of your choices shapes who you are forever. So, dare to be different, embrace the parts of yourself that feel strange or unusual, and chase the dreams that excite you, even if they seem impossible. One day, you'll be glad you chose yourself over fitting in.

Perhaps the real courage is not fitting in perfectly, but daring to be seen as you truly are. Because the world does not change because of copies -it changes because of individuals brave enough to be original. So before you try to blend into the background tomorrow, ask yourself one question: Is fitting in worth losing who you could have been? Remember this: the world doesn't remember those who played it safe; it remembers those who lit their own fire and let it shine. Be that spark. Be unforgettable and of course **Be different**.

Live your life in your own unique way and be true to yourself.

Josei Toda



**Tema International School**  
**Service as Action**

**Michael Adjovu | Elikem Amegah**



# WORLD WILDLIFE DAY

MARCH 03, 2025

**World Wildlife Day** was established by the UN General Assembly to celebrate and raise awareness of the wild fauna and flora. It also marks the anniversary of the regulation of international trade in endangered species.

**Wildlife endangerment** is a global crisis, with over **47,000 species at risk of extinction** due to human-driven threats like habitat loss, overexploitation, pollution, and climate change.

Every action counts in protecting wildlife. By reducing waste, conserving habitats, supporting sustainable practices, we can help safeguard endangered species and preserve Earth's biodiversity for generations to come.



Tema International School  
Service as Action  
Elikem Amegah | Michael Adjovu



# GHANA

# INDEPENDENCE DAY!

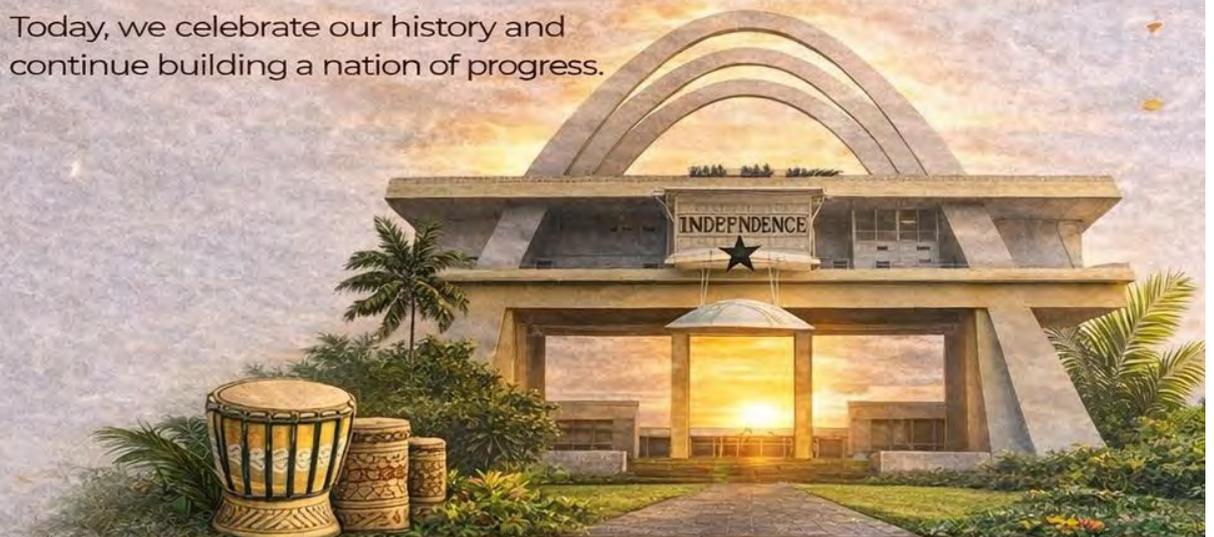
March 6, 1957

On **March 6, 1957**, Ghana became the first Sub-Saharan African nation to gain independence from British rule.

Led by **Dr. Kwame Nkrumah**, this victory inspired freedom movements across Africa.

From the Gold Coast to a proud republic, Ghana was built on courage and unity.

Today, we celebrate our history and continue building a nation of progress.



**COURAGE ★ UNITY ★ PROGRESS**

*“Forward Ever, Backward Never”*

🇬🇭 Celebrating 69 Years of Freedom 🇬🇭





**TEMA  
INTERNATIONAL  
SCHOOL**



**Middle Years Programme**

**Personal & Community**

# PROJECTS EXHIBITION



**Saturday, 7 March 2026**



**10:30 AM - 1:00 PM**



**Secondary Campus  
Gardens and Classrooms**

**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/V9qGTZcCQFNgCtk8>**

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

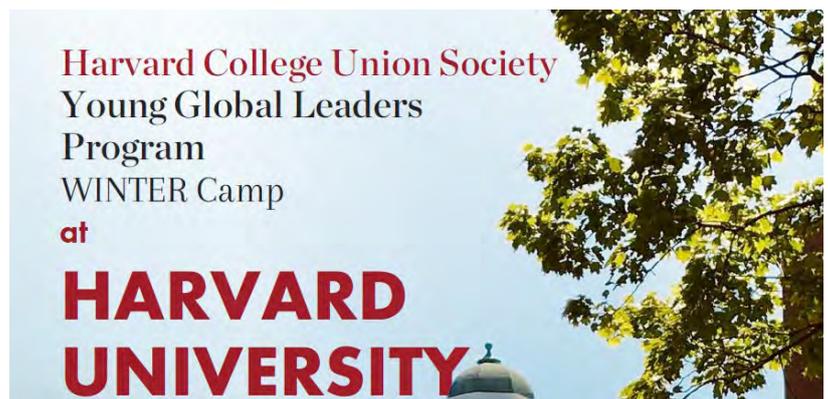
**Your Chance to Experience Harvard University Is Here.**

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.**

## Dukies Bronze and Silver Expedition Camp 2026

(Bronze & Silver Award participants only)

The graphic features a group of students in green 'World Ready' t-shirts and caps, some with backpacks, posing in a natural setting. Logos for Tema International School and the Duke of Edinburgh's International Award (DofE) are visible. A red banner with a clock icon reads 'REGISTRATION DEADLINE 6 MARCH, 2026'. Below the main image are three circular inset photos showing students participating in activities: ziplining, hiking, and kayaking. The text 'DUKE OF EDINBURGH'S INTERNATIONAL AWARD (DOEIA) EXPEDITION CAMP for Bronze & Silver' is prominently displayed at the bottom.

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

**REGISTER NOW - SPOTS ARE LIMITED**

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

**WHAT YOU'LL DO:**

- Adventurous journeys through epic landscapes

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

**WHY YOU NEED THIS:** • Develop real-world skills - • Meet CAS & DofE requirements

- Immerse yourself in a new culture - • Connect with nature (goodbye screens, hello mountains)
- Reflect, grow, and surprise yourself

**SAFETY FIRST:**

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

**WHAT'S INCLUDED:**

- World Ready T-shirt & cap

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

Everything sorted. You just bring the energy

### **KEY DATES:**

**Orientation & Safety Training:** Friday, 27th March 2026 | 3:40 PM | Design Lab

(All participants & Expedition Leaders - don't miss it)

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

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

**Duration:** 3 days (mid-semester break)

**WHERE:** Liati Wote - Afadjato, Volta Region

(Stunning views, fresh air, unforgettable vibes)

**COST:** GH¢ 5,800 (all-inclusive)

### **How to Register:**

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

### **REGISTRATION LINK:**

<https://docs.google.com/forms/d/e/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 rock climbing, hiking, and kayaking. A red alarm clock icon is positioned above the registration deadline text.

**TEMA INTERNATIONAL SCHOOL**

**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**

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

**TEMA INTERNATIONAL SCHOOL**

SCIENCE TECHNOLOGY ENGINEERING ART MATH

# STEAM FAIR

SAT. 21\*  
MAR. 2026

**INNOVATING FOR A SUSTAINABLE FUTURE THROUGH STEAM**

🕒 1:00 PM<sup>TO</sup>  
4:00 PM

📍 SECONDARY CAMPUS

SCIENCE TECHNOLOGY ENGINEERING ART MATH

The poster features a grid background. At the top left is the TEMA International School crest. To its right is the school's name in bold. Further right is the IB logo. Below these are five subject categories: SCIENCE, TECHNOLOGY, ENGINEERING, ART, and MATH. The main title 'STEAM FAIR' is written in large, stylized, outlined letters with various colors. To the right of the title is the date 'SAT. 21\*' and 'MAR. 2026'. Below the title is the tagline 'INNOVATING FOR A SUSTAINABLE FUTURE THROUGH STEAM'. Underneath the tagline is the event time '1:00 PM TO 4:00 PM' and the location 'SECONDARY CAMPUS'. At the bottom right is a collage of educational items including a guitar, a calculator, a ruler, a pencil, a protractor, a compass, and a pencil holder. At the bottom, the same five subject categories are repeated.

## 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.

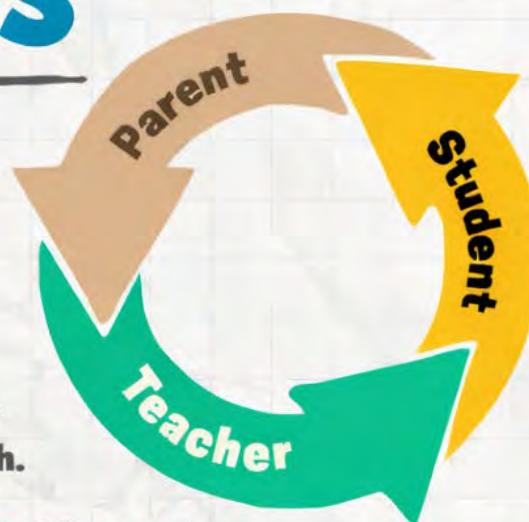
We look forward to welcoming you!

**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**



**4 TIPS TO BE BALANCED**

**01 SPEND TIME WISELY**  
Be time conscious, avoid procrastination and set realistic goals. Try to spend at least an hour a day doing something you love.

**02 MAINTAIN SOCIAL CONNECTIONS**  
Spending time with friends and family supports emotional well-being and reduces feelings of stress or loneliness.

**03 GET ENOUGH SLEEP**  
Quality sleep is essential for physical and mental health. Try to get 7-8 hours of sleep every night so your body can recover properly. Reduce gadget use before bed for a better sleep.

**04 TAKE CARE OF YOURSELF**  
Try relaxation techniques like meditation, yoga, or just a fun hobby, and make sure to maintain a healthy diet.

IT'S OKAY TO ASK FOR HELP

STAY ACTIVE!

BE GENTLE WITH YOURSELF

ORGANIC

GHANA RED CROSS SOCIETY

DAILY DOSE OF VITAMIN D

KNOWLEDGE IS THE KEY

## TIS Annual Squash Championship 13<sup>rd</sup> & 20<sup>th</sup> February, 2026



The TIS Annual Squash Championship was held **on 13th and 20th February 2026**. At **Tema International School (TIS)**, one of our core values is promoting active participation in **sports amidst culture, service and academics**, to enhance students' physical well-being and support healthy stress management after a busy day or week of academic learning. While team sports remain an essential part of school life, TIS also encourages participation in individual sports, providing opportunities for every student, including students who are more introverted, to shine and showcase their unique talents.

With this vision in mind, this year's **Squash Championship** was organized, inviting students from across all school houses to sign up and challenge themselves. This year's tournament recorded an impressive **49 participants** (an increase from previous years). This growth clearly reflects our students' growing appreciation for maintaining a balanced lifestyle within the school environment. Also, understanding the sport could be a contributing factor for more and more students getting involve in squash.

### What is Squash?

Squash is a fast-paced indoor racket sport played by two players in singles or four players in doubles. Competitors take turns striking a small rubber ball against the front wall using a racket. The objective is to hit the ball in such a way that the opponent is unable to return it before it bounces twice on the floor. The sport develops agility, endurance, speed, coordination, strength, and strategic thinking, making it both physically demanding and mentally engaging. The overall points for the colour this year's squash championship are outlined below. **Congratulations to all players for stepping up and standing in for your colour.**

### Overall Scores for the colours:

House Colour	Overall Points	Position
Yellow - Outeniqua	13	1 <sup>st</sup>
Blue - Cedar	12	2 <sup>nd</sup>
Red - Kigelia	9	3 <sup>rd</sup>
Green - Wisteria	7	4 <sup>th</sup>

***Students Reflections and photos highlights:***

Participating in the TIS 2026 Squash Championships was both exciting and nerve-wracking. As the game started, I felt a mix of anticipation and anxiety, unsure how I would perform against other colleagues. When the first round began, I was filled with energy and enjoyed the rush of **adrenaline that pushed me to play at my best**. The thrill of being in a real competition was exhilarating, and I was grateful for the opportunity to test my skills.

However, as the game continued into the second round, I started to feel my energy slip away. Fatigue set in much sooner than I expected, and unfortunately, it contributed to my losses in both the second and third games. **This experience really highlighted how important endurance is in squash**. Though I was disappointed, I realised that I need to work harder on my stamina, so I won't run out of energy midway next year. Even with the setbacks, I enjoyed the challenge and learned valuable lessons that will help me improve.

Looking back, I appreciate the fun and growth that came from competing, and I'm determined to come back stronger next time. **By Janice Marfo (U15 Category)**

Participating in the 2026 Junior Girls Championships was a very important experience for me. This was my second time competing in this tournament. The first time I played, I placed 3rd. Although I was proud of that achievement, I knew I could do better. This year, I went into the competition with more experience, confidence, and determination.

Before the tournament started, I felt nervous but also excited. I had already experienced the pressure once before, so I knew what to expect. However, I also felt a stronger sense of responsibility to improve and prove to myself that I had grown as a player.

In the semi-finals, I played against Janice. It was a tough match because she is a strong and skilled player. There were moments where I felt challenged and slightly overwhelmed, but I reminded myself to stay focused and calm. I concentrated on my strategy and gave my best effort in every point. Winning that match gave me a huge boost of confidence.

In the finals, I faced Nadia. This match was even more intense. I felt the pressure because I was so close to first place. The game was difficult and required both physical strength and mental focus. There were moments when I felt tired, but I pushed myself to keep going. I reminded myself how hard I had worked and how much I wanted this win.

***When I finally won 1st place, I felt extremely proud and accomplished. Moving from 3rd place in my first tournament to 1st place this year shows how much I have improved.*** This experience taught me that **growth takes time, consistency, and perseverance**. It also showed me the importance of believing in myself, even when things feel tough.

Overall, this championship was not just about winning. It was about improvement, resilience, and pushing beyond my limits. I learned that with determination and hard work, I can achieve even better results in the future.

**By Erin Boadi (U15 Category)**

*Photos highlights:*





# COUNSELLORS' CORNER



**Every activity is a stack of blocks.**

**Dear students, if it's worth doing, it must be done well.**



## Key Takeaways

- **Consistency matters:** Doing small tasks well builds momentum.
- **Foundation first:** Excellence in basics creates resilience for bigger challenges.
- **Integrity of effort:** If something is worth doing, it's worth doing with care.

## DP2S'

# What exactly is **senioritis**?

Senioritis is a **state of low motivation** that slows down students during their senior year. It can appear as:



**Procrastination**  
and decreased  
motivation



**Low grades**  
or incomplete  
assignments



**Burnout**  
or feelings  
of exhaustion

**Consequences:** Grades can slip, and in serious cases, colleges may rescind admission offers or scholarships if performance drops too much preventing you from getting into your dream university.

# WATCH OUT!

**Procrastination traps:** “I’ll do it tomorrow” quickly snowballs.

**Disengagement:** Skipping classes or assignments can hurt your transcript and future opportunities.

**Overconfidence:** Thinking grades don’t matter anymore can backfire with college admissions or scholarships.



Senioritis is real, but it's definitely beatable with the right mind-set and habits. Here are some practical strategies to help cure it and finish strong:



### **Tips to Overcome Senioritis**

- ✓ Set short-term goals: Break big tasks into smaller milestones so you feel progress regularly.
- ✓ Gamify your work: Turn assignments into challenges or reward yourself after completing tasks.
- ✓ Change your environment: A new study spot or rearranged workspace can refresh your motivation.
- ✓ Stay connected: Work with classmates or friends who are also pushing through; it keeps accountability high.
- ✓ Visualise the finish line: Remind yourself that senior year is not just about graduation, but about building habits that carry into college or work.

**Click here for more:** <https://greatsenioryears.com/effective-strategies-how-to-overcome-senioritis-successfully/>



## Admissions Specialist Tomi Orojinmi Visits TIS



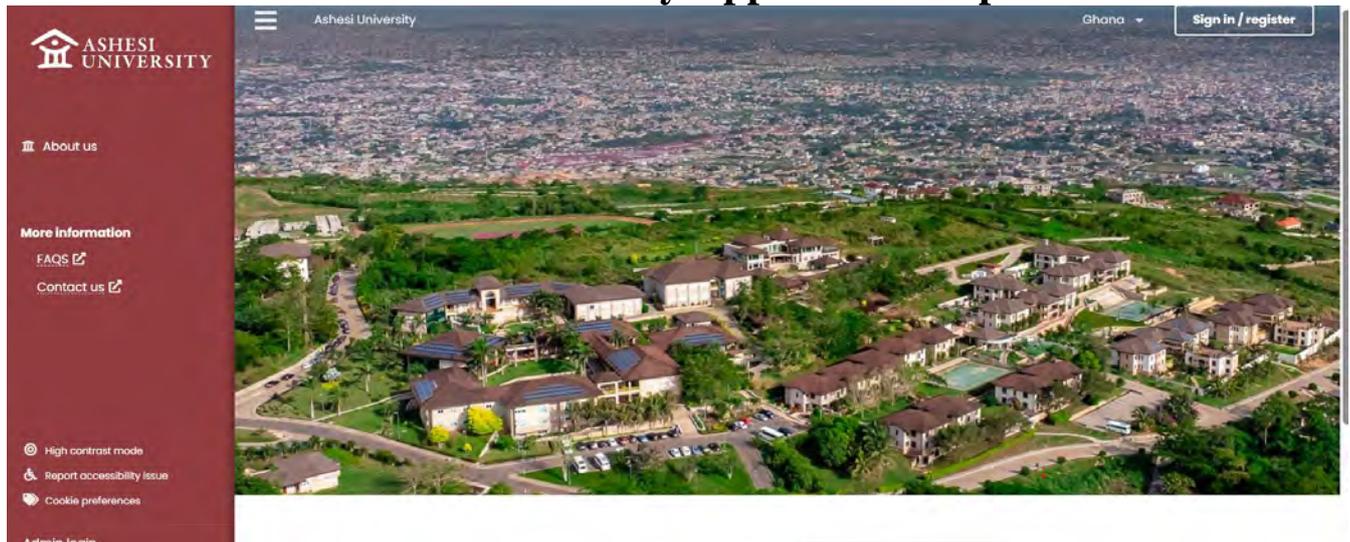
**Western University a U15 University that combines** research excellence with a transformational student experience to create a

meaningful impact in our communities and beyond. To read more: <https://www.uwo.ca/>



[https://globalscholarships.com/institutions/western-university/#google\\_vignette](https://globalscholarships.com/institutions/western-university/#google_vignette)

## DP2'S Ashesi University Application is opened



<https://admissions.ashesi.edu.gh/>

### Kindly note the following;

- ✓ See your assigned counsellor to walk you through the process
- ✓ Ensure you have a digital image of yourself
- ✓ Gather all bio data of yourself and family to ensure a smooth process of filing out the forms

Looking forward to seeing you soon!

### Notice for Prospective Students: Beware of Fraudulent Admissions Notices

Ashesi University has become aware of attempts by third parties to fraudulently solicit payments from students in the name of the University. Please remember:

- a. The only fee required for applying is the official application fee. Ashesi does not request any other payments during the admissions process.
- b. Ashesi does not partner with admissions agencies; all applications should be submitted directly to Ashesi University.
- c. All communication from Ashesi will come directly from the University admissions office, through an official Ashesi (with a domain of @ashesi.edu.gh) email address. Any emails from a gmail, yahoo, outlook, or other such email providers is likely to be fraudulent.
- d. If you encounter any suspicious activity, report it immediately to the Ashesi Admissions Office.



# SAT<sup>™</sup>

## 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-fPeDUMxtSRRIKd5zwncOG0Cwz9J-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."**



