

TIS RECORD

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At TIS,

we believe that culture as one of the four pillars for student balance and ensuing success, develops and enhances the creative, artistic and performing skills and talents of each student.

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Key Dates

- 30/5/26 2026 PYP Annual Achievers & Graduation Ceremony; Last day for PYP Students
- 6/6/26 2026 MYP/DP Annual Achievers and Graduation Ceremony; Last day for MYP/DP Students

Thought for the Week

To accomplish great things we must not only act, but also dream; not only plan, but also believe.

- Anatole France



Change of venue

Due to the unpredictable weather forecast for the end of the week, the long awaited Primary School Achievers and Graduation day, will take place at the Multi-purpose hall (MPH) of the secondary campus at 11am this Saturday. Save the new location and join us for a fantastic event.

Making us proud

Danielle Acquaye and Jovanny Williams, Grade 6 PYP students, demonstrated excellent collaboration during the exhibition, and this was evident in their work output.

Klenam Agyekum, Jessica Asomani, and Reumah Tawiah, Grade 5 PYP students, supported their exhibition groups by collaborating and sharing ideas.

MYP4 students will begin their end of semester examinations. We wish them all the best.

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> and enter the code **k9frh** when prompted.
- 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/>

As we wind down

With just two major school events left to go, the academic year 2025/2026 will wind down to the long holiday. This Friday, we will applaud deserving PYP students for their contributions to school life and for making a commendable effort in their own learning. There has not been one dull day on either campus; all students, staff, parents and friends of the TIS community have made this academic year truly successful. The Primary school will be the first to enjoy a holiday after a fast and furious couple of months. Happy Holidays to the Primary School community!

Yvonne M Tagoe Principal principal@tis.edu.gh

TEMA INTERNATIONAL SCHOOL
PRIMARY CAMPUS

CHANGE OF VENUE!

Please be informed that the **Annual Achievers & Graduation Ceremony** will now take place at a new venue. All other details remain the same.

We look forward to celebrating with you!

NEW VENUE:
MULTI PURPOSE HALL – MPH
SECONDARY CAMPUS

THEME: BIELA-BIELANG, PAANA WOU!
SMALL ACTIONS, BIG IMPACT!

Guest Speaker:
MS. DILYS EWURAESI MBIAH
 (TIS ALUMNI CLASS OF 2013)
 SENIOR LEGAL MANAGER, AMERICAN TOWER CORPORATION (ATC), GHANA

SAT, 30 MAY, 2026 | 11:00 AM
MULTI PURPOSE HALL – MPH
SECONDARY CAMPUS



**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
INTERNATIONAL
SCHOOL**



TIS MYP & DP Local and Overseas Educational Trips 2026

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

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

TIS 2026/27 School Calendar

FIRST SEMESTER

1/8/26 2026 MYP Results Released; 2026 MYP Enquiries Upon Results Open;
 3/8/26 MYP PP: Final product (photo evidence upload);
 6/8/26 All staff resume;
 10/8/26 Student Council executives return;
 12/8/26 Newbies arrive (Meeting @ 2.00pm);
 14/8/26 PYP Meet the teacher session (1.30pm);
 17/8/26 Personal Project: Criterion B draft due;
 16/8/26 Continuing secondary students resume;
 17/8/26 All K-12 classes commence;
 24/8/26 PYP SC Manifesto Readings;
 26/8/26 PYP SC elections by voting;
 21/8/26 Geography excursion; **TIS Junior Soccer Championships**, after school;
 22/8/26 School Performance auditions, SAT;
 27/8/26 FWWMUN Johannesburg SA school trip;
 28/8/26 **TIS Senior Soccer Championships**, after school;
 29/8/26 Peer Buddies Workshop **NO EXEATS FOR NEWBIES**; Dukies RA trip;
 30/8/26 Thanksgiving Service (11.00am) **NO EXEATS**;
 1-5/9/26 DP ESS Slapton UK school trip;
 7/9/26 PYP SC Induction;
 12/9/26 **TIS Inter-Colour Basketball Champoinships**; **PYP Parents training session (9.00am)**;
 12/9/26 G12 TOK Exhibition **NO EXEATS (Until after 2pm)**; MYP PP Criterion B final due; MYP/DP Parents Information sessions;
 17-18/9/26 DP Geography data collection (IA) trip;
 14-18/9/26 PYP End of Unit 1 3WI;
 19/9/26 **TIS Sporty Family. NO EXEATS**;
 26/9/26 MYP CP: Community tour; **Inter-Colour Tennis & Badminton Championships**;
 28/9-4/10/26 23rd Anniversary TIS Spirit Week. Career Fair **NO EXEATS**
 2/10/26 **TIS Swimming Championships** after school;
 3/10/26 TIS Founders' Day. **NO EXEATS** Mid semester break begins after 2pm;
 4-11/10/26 Mid-semester break;
 5-8/10/26 Dukies Gold Award Camp, Secondary campus admissions 2026-2027 begin;
 11/10/26 Students return to hostels;
 12/10/26 All classes resume;
 16/10/2026 University Fair;
 17/10/26 PSAT; **TIS Athletics**
 19/10/26 G9/G11 Changes to subject selections close;
 19/10/26 MYP PP: Criterion C draft due, Student Council (SC) shadowing process commences;
 21/10/26 G12 EE Café;
 29-30/10/26 I&S Celebration Days;
 30/10/26 PYP End of Unit 2 Celebrations; Submission of G12 TOK Draft Essay; Language competition (7-12);
 31/10/26 **Inter-School Swimming, Soccer & Basketball Championships**;
 6/11/26 DP Business Management Excursion; PYP Unit Celebration 2 (Student Led Conference);
 7/11/26 Annual Production **NO EXEATS**;
 12-13/11/26 Collaborative Sciences Project – G12;
 16-20/11/26 MYP5 On-screen examinations **NO EXEATS for MYP5**;
21/11/26 Inter-Schools Badminton, Tennis & Volleyball;
 18-27/11/26 DP1 and DP2 end of semester exams **NO EXEATS for DP1 & DP2**;
 20/11/26 PYP Book Day;
 23/11/26 MYP CP: Presentation of objectives;
 27/11/26 PYP End of Unit 3 3WI; MYP PP Criterion C completion
 28/11/26 Peer Buddies Workshop; **Inter-School Athletics**;
 30/12/26 SC applications open for 2027 elections
 30/11/27 Early Years End of Unit 2; 3WI
 5/12/26 SAT; Carols Night (Chaplaincy)
 8/12/26 Christmas Lunch **NO EXEATS**
 9/12/25 MYP PP Final Report due: Photo evidence & bibliography upload **NO EXEATSfor MYP before PP upload**
 10/12/26 Last day of the first semester: PYP pupils; MYP/DP 3WI; Students may depart after 1pm if no interview.
 11/12/26 Last day for teachers*

SECOND SEMESTER;

4/1/27 Staff Wellbeing Retreat;
 5/1/27 Staff return, Staff meeting . Wellbeing afternoon;
 6-7/1/27 Staff training & preparation
 8/1/27 Constitution day;
 10/1/27 Students return to hostels; applications for 2027 Secondary SC positions close;
 11/1/27 Second semester commences. Alumni Homecoming Week;
 15-16/1/27 TIS Intercolour Basketball, Volleyball. **NO EXEATS BEFORE 1.00PM;**
 17/1/27 Alumni Thanksgiving Service;
 18-/19/27 SC Manifesto Readings; 19/1/27 Student Council elections by voting (7.00am-4.00pm);
 23/1/27 **Inter-school Basketball, Volleyball Championships;**
 26/1 – 12/2/27 MYP5 Self docking;
 26/1 – 26/2/27 DP2 Self docking;
 27-29/1/27 IDU Days; G12 EE; G11 EE, 10/11 CAS Reflection Day (Public Speaking, Red Cross Training);
 30/1/27 Secondary SC Leadership Camp **NO EXEATS FOR SCHOOL LEADERS;**
 31/2/27 Secondary Student Leadership Induction Ceremony **NO EXEATS;**
 6/2/27 Creative Writing Workshop;
 8-12/2/27 MYP5 Mock On-screen examination **NO G10 EXEATS;**
 11/2/27 G11 TOK Exhibition. **NO G11 EXEATS;**
 12/2/27 PYP End of Unit 4 #WI; Early Years Family Day; **TIS Senior Squash Championships;**
 13/2/27 Peer Buddies Workshop; Chocolate Friendship Day;
 15-26/2/27 DP Mocks. **NO G12 EXEATS;**
 19/2/27 **TIS Junior Squash Championships;**
 22-26/2/27 Early Years End of Unit 3: 3WI;
 24/2/27 MYP PP standardisation and moderation (teachers);
 6/3/27 MYP (Personal & Community) Project Exhibition **NO EXEATS (until after 2pm) SAT;**
 12/3/27 PYP-MYP Parents' Info Day at the secondary campus DP1 ToK Exhibition. **NO G11 EXEATS;**
 14/3/27 SAT; Pi Day;
 19/3/27 MYP PP: Academic Honesty First Record; PYP End of Unit 5 Unit Celebrations; 3WIs: **Students depart AFTER interviews**
 20-23/3/27 Dukies Bronze & Silver award trip);
 21/3-4/4/27 Mid-semester break;
 4/4/27 Students return to hostels; DP Self-docking begins;
 5/4/27 MYP PP Criterion A draft due; Draft 2027/2028 Calendar Overview Released;
 5/4/27 All classes resume after mid-semester;
 10/4/27 ACT; 2027 **STEAM Day NO EXEATS (until after the event);**
 12/4/27 PYP Manifesto readings;
 16/4/27 G11 EE Café;
 17/4/27 DP2 Grad photos (All day). **NO G12 EXEATS;**
 23/4-18/5/27 DP Final Exams **NO G12 EXEATS;**
 ; MYP5 Examprep workshop **(NO G10 EXEATS);**
 18/4/27 Exam Candidates' Service **NO EXEATS**
 21/4/27 MYP5 → DP1 Career Pathway session; MYP5 Self-docking begins; PP Criterion A draft due;
 23/4/27 PYP Spelling Bee;
 2/5/27 SAT;
 4/5/27 MYP PP Criterion A final due;
 3-14/5/27 MYP IBMYP On-screen examination;
 17-30/5/27 Break for MYP5 leavers **(Leavers return to Hostels on 29/5/27 by 5.00 pm);**
 20/5/27 PYP End of Unit 6; Early Years End of Unit 4; 3WI;
 21/5/27 PYPX & VAX;
 22/5/27 Leavers' Dinner;
 24/5-1/5/27 DP1 semester exams; **NO G12 EXEATS;**
 25/5/27 MYP PP: Final Product (Photo evidence upload);
 25-31/5/27 MYP4 On-screen examination **NO G9 EXEATS;**
 1/6/27 MYP4 (2025/2026) subject selections;
 29/5/27 2026 PYP Annual Achievers & Graduation Ceremony; Last day for PYP Students;
 30/5/27 Peer Buddies Workshop;
 5/6/27 Last day for PYP staff;
 4/6/27 or 6/6/27 2026 MYP/DP Annual Achievers and Graduation Ceremony; Last day for MYP/DP Students
 12/6/27 Last day for teachers*; S2 reports published.
 13/6/27 ACT;
 20/6-11/7/27 France/Spain trips; 11/7/27 ACT;



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



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

A family school, a unique experience.

Flexible online admission testing is available

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

Grade 7 (MYP 2)

Students should:

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

Grade 8 (MYP 3)

Students should:

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

Grade 9 (MYP 4)

Students should:

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

Grade 11 (IB Diploma Programme)

Students should:

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

To learn more
scan this.



To enrol, scan this



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



TIS Application Procedures



The screenshot shows the TIS OpenApply website interface. At the top, there's a navigation bar with 'Tema International School' and a 'Sign In / Register Now' button. The main content area features a large image of children playing with a yellow toy car. Below the image, there are three main sections: 'Registration of Interest' with a 'Submit ROI' button, 'Schedule Tour' with a 'Schedule a Tour' button, and 'Apply for Admission' with a 'Submit Application' button. A 'Welcome' message is also visible, thanking users for considering TIS and providing information about the admissions process.

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

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

1. Go to our admissions portal **tis.openapply.com**
2. Click on the **Sign In** button found at the top right corner of the page.
3. Click on **Sign up** here if this is your first time using OpenApply otherwise type in the email and password you used the last time you used OpenApply.
For first time users please proceed to 4. For existing users please proceed to 5.
4. Fill in **User Details** and proceed to application.
5. Ensure you fill out details correctly and attach all required documents where necessary (passport picture, passport biodata page/ birth certificate, school reports, transcript, recommendation).
6. When forms have been completed kindly proceed to make application fee payment using any of the 3 options:
 - www.expresspaygh.com/tis
 - At the Finance Office on TIS campus
 - At any Barclays Bank into the TIS Account number 1798808 or Ecobank into TIS Account number: 0020014471692201
7. You will receive an email to confirm receipt of your application and the next steps towards admission **only when the application fee payment has been received.**
8. **Please note that your child will be taking a Cognitive Ability Test (CAT4) as an Entrance Exam for admission at TIS. (Grade 7-11 students)**

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

TIS Admissions Grade Chart

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



**TEMA
INTERNATIONAL
SCHOOL**



Early Drop-Off - 6AM Late Pick-Up - 6PM

for Early Years & PYP Students Primary Campus



FACILITIES

- Safe and supervised indoor and outdoor spaces.
- Rest and quiet areas designed for young children



MORNING PROVISION

- Supervised environment before school begins
- Calm start to the day with structured quiet activities



AFTERNOON PROVISION

- Rest / relaxation / siesta period where appropriate
- Supervised homework and reading support

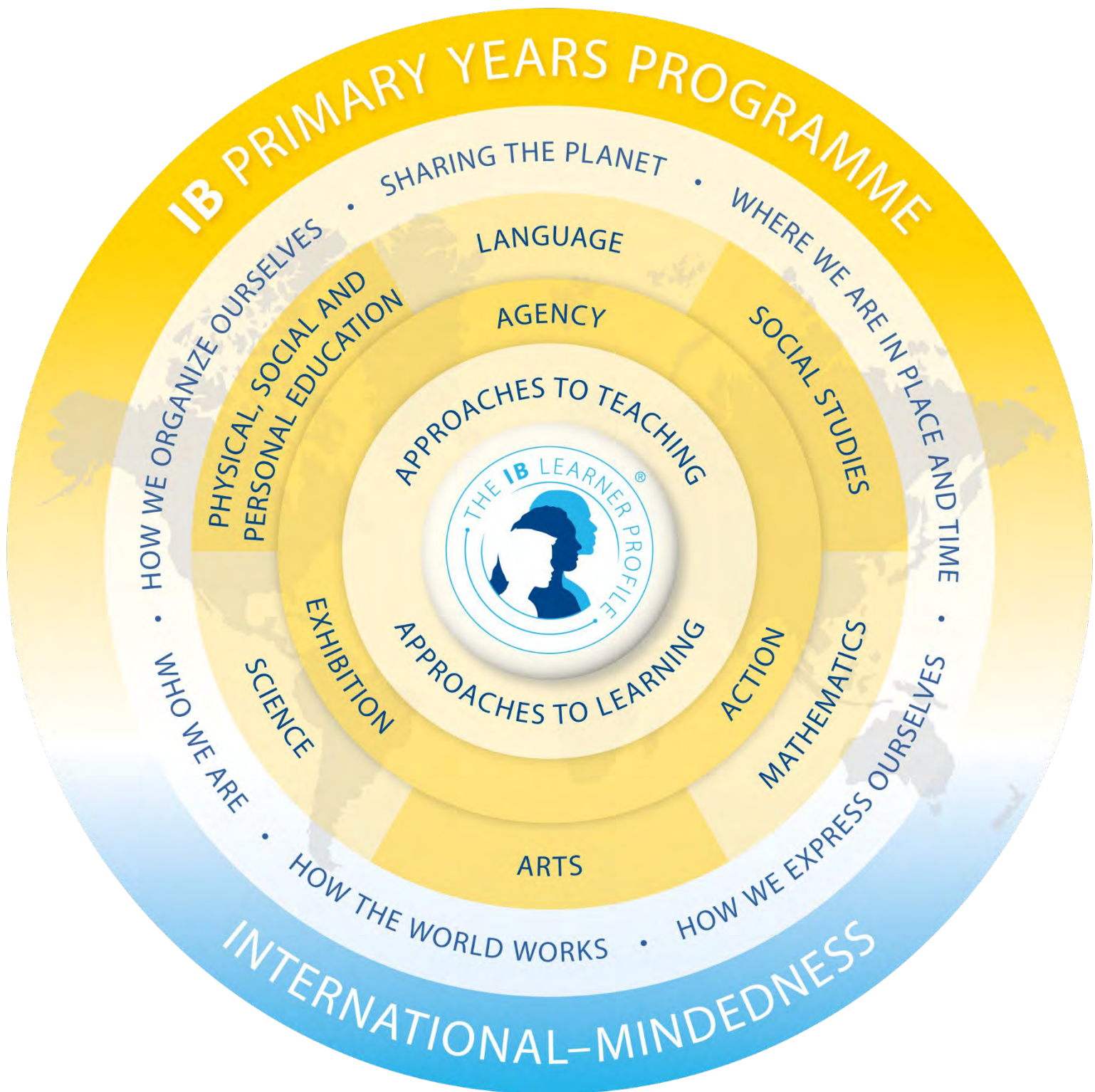
All sessions are fully supervised by trained school staff in a safe and supportive environment.

EXPRESSIONS OF INTEREST

To register your interest or request further details, please contact:

Contact Number: **0244449886**

We look forward to supporting our families with this new extended care provision.



PYP Exhibition 2026 – A Celebration of Learning, Inquiry and Action

At Tema International School, the PYP Exhibition is the culminating experience that marks an important milestone in our students' learning journey. It is a celebration of learning that provides students with the opportunity to synthesise and apply the knowledge, skills and understanding they have developed throughout their years in the PYP. Through inquiry, collaboration and meaningful action, students explore issues of personal and global significance, demonstrating agency, critical thinking, creativity and reflection.

The Exhibition showcases not only academic achievement but also the development of internationally minded learners who are prepared to contribute positively to their communities and the wider world. This experience reflects a commitment to nurturing curious, compassionate and lifelong learners who are empowered to take meaningful action, create change and make a positive impact in their communities and beyond.

Throughout this process, students are encouraged to take ownership of their learning, engage with authentic experiences and develop a deeper understanding of their role in an interconnected world. The Exhibition serves as a powerful reflection of the values of the PYP and celebrates the growth, voice and potential of every learner.



Exhibition Journey

Collaboration

The PYP Exhibition journey began with students engaging in purposeful collaboration as they worked in groups to explore real-world issues that are locally relevant and globally significant. They selected topics including natural resources, digital responsibilities, mental and physical health, sustainable innovation, access to clean water, climate change, biodiversity protection, food security and pollution. Through thoughtful discussion, negotiation and shared decision-making, students identified areas of interest and shaped their inquiries. Working collaboratively enabled students to value different perspectives, build on each other's ideas and develop a shared sense of responsibility for their learning. This process helped them refine their thinking and establish meaningful connections between their chosen topics and real-world contexts.



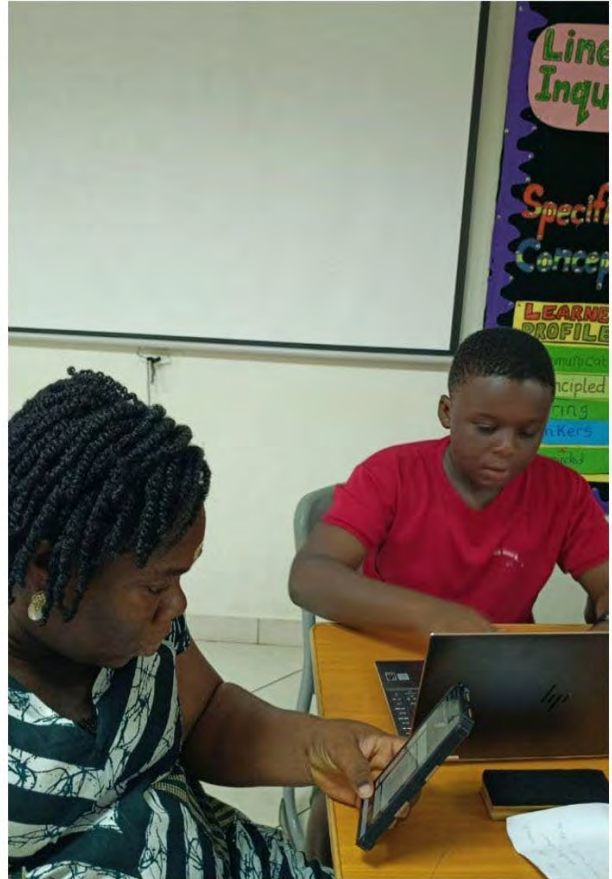
Students continue to collaborate after the Exhibition to reflect and build on their learning.

Mentors and Guidance

Throughout the Exhibition journey, students were supported by dedicated mentors who played a vital role in guiding their learning. Mentors assisted students in refining their research questions, structuring their inquiries and organising their findings in a logical and meaningful way. They provided ongoing feedback that helped students deepen their thinking and improve the quality of their work. Beyond academic support, mentors encouraged reflection, independence and perseverance. They helped students stay focused, overcome challenges and take ownership of their learning. This consistent guidance ensured that students remained motivated and confident throughout the Exhibition process.



Mentors also supported students in developing key skills such as communication, collaboration and critical thinking, helping them to connect their learning to real-world contexts. Through their guidance, students were able to build confidence in presenting their ideas and take meaningful steps towards becoming independent, reflective learners.



Hands-on Activities and Field Trips

Students engaged in a wide range of hands-on learning experiences that enabled them to actively investigate their chosen topics. These included experiments, model-building, surveys, data collection, interviews, role-play activities and creative presentations. These practical experiences allowed students to explore concepts in depth and apply their understanding in meaningful ways.

Field trips further enriched the learning experience by providing opportunities to observe real-world systems and gather first-hand information. Students interacted with professionals, explored relevant environments and made direct connections between classroom learning and real-life situations. These experiences encouraged curiosity, critical thinking and deeper understanding of global issues.



These combined experiences supported students in making meaningful connections between theory and practice, helping them to deepen their understanding of their central ideas. They also strengthened collaboration and communication skills as students worked together to interpret, analyse and reflect on their findings. In addition, students developed greater independence and confidence as learners, as they took responsibility for recording observations, drawing conclusions and applying their learning to real-world contexts. Overall, these experiences played a vital role in shaping students' understanding and preparing them to take informed and meaningful action.





Action and Impact

A key feature of the Exhibition was students' commitment to taking meaningful action in response to their learning. As their understanding of global issues deepened, students identified practical ways to raise awareness, influence behaviour and contribute positively to their communities. This empowered them to see that even small actions can have a wider impact when thoughtfully planned and carried out. Their actions took many creative and impactful forms. Some groups composed songs to raise awareness, while others organised donation drives, sporting activities, tree-planting initiatives, recycling campaigns and projects promoting the safe use of digital devices. These experiences allowed students to apply their learning in meaningful, real-world contexts that extended beyond the classroom. These initiatives also encouraged collaboration, creativity and responsibility as students worked together to bring their ideas to life.

These initiatives demonstrated that learning extends beyond knowledge acquisition and involves applying understanding to create positive change. Through action, students developed a strong sense of responsibility and began to see themselves as active global citizens capable of making a difference in their communities and beyond.



Click the link below to watch a video of the PYPX journey..

<https://www.youtube.com/watch?v=pP4lWmT7i6A>

Exhibition Day

On Exhibition Day, students proudly presented the culmination of months of inquiry, research, and action to parents, teachers, mentors, and the wider school community. Through engaging displays, interactive presentations, and thoughtful discussions, each group showcased their central idea, lines of inquiry, findings, and actions inspired by their learning journey.

The audience explored a diverse range of topics and gained insight into students' understanding of significant global issues. Groups investigating Natural Resources examined how responsible use and management influence environmental sustainability and human well-being, while those exploring Sustainable Innovation demonstrated how creative solutions and emerging technologies can contribute to more sustainable ways of living. Students researching Mental and Physical Health highlighted the importance of lifestyle choices, support systems, and access to resources in promoting overall well-being.



Other groups shared inquiries into Digital Responsibilities, encouraging ethical and safe use of technology to support privacy and well-being. Students investigating Access to Clean Water raised awareness of inequalities in water availability and explored strategies for improving access worldwide. Presentations on Climate Change, Biodiversity Protection, Food Security, and Pollution challenged the audience to think critically about the impact of human actions and the importance of sustainable solutions for the future.

Students responded thoughtfully to questions, communicated their understanding with confidence, and demonstrated ownership of their learning. The audience witnessed student agency in action as learners shared personal reflections, explained their research process, and presented meaningful actions connected to their inquiries. The Exhibition space reflected not only academic growth, but also collaboration, creativity, and a strong commitment to creating positive change. It was a powerful celebration of inquiry, action, and student voice.







Audience connecting with students' learning and presentations.

Students' Reflections

Below are reflections from the various Exhibition groups.

Climate Change: During this exhibition, we learnt about climate change and its effects on the Earth. Climate change is the long-term change in weather and temperature patterns, mainly caused by human activities such as pollution, deforestation and burning fossil fuels. We worked on posters, models and planting trees, which was challenging and sometimes stressful. However, through teamwork and encouragement, we stayed motivated and completed our exhibition board successfully. This experience taught us perseverance, teamwork and the importance of caring for the environment.

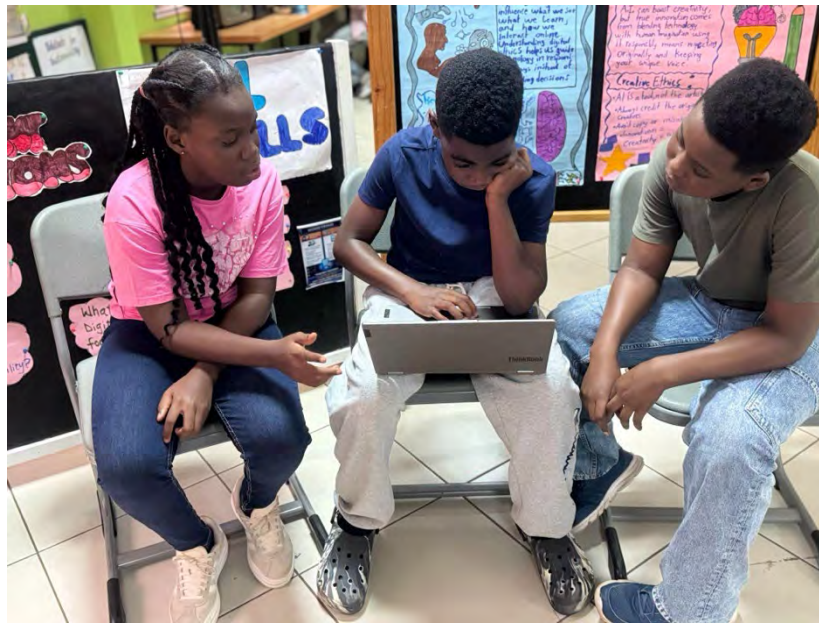


Pollution: Through this exhibition, we learnt about pollution and its impact on the environment. We developed our communication and collaboration skills by working together and sharing ideas. We also



recycled plastic waste into items such as flowers and pencil holders, helping us understand the importance of reusing materials. We visited ACARP on a field trip and invited the Buz Stop Boys to speak about pollution and keeping the environment clean. It was an enjoyable learning journey that showed us how small actions can make a big difference.

Digital Responsibility: This exhibition experience was exciting, challenging, tiring and memorable at the same time. We learnt how to help people stay safe online by teaching them about hackers, mobile money fraud (MoMo fraud) two-step verification. As we interacted with people, we realised that many of them did not know how to protect themselves online. This encouraged us to raise awareness and educate others about digital safety. Through this experience, we understood even small actions can help make the online world a safer place for everyone.



Natural Resources: During this exhibition, we learnt about natural resources and the importance of caring for the Earth. We realised that protecting the environment involves both awareness and action. At first, it was challenging to develop ideas for our model, but through teamwork and creativity, we created posters and displays. Planting trees was especially enjoyable, as we learnt about different plants and how to care for them. We also learnt that natural resources depend on water, sunlight, and minerals. Giving out plants showed us that small actions can inspire others to care for the environment. The exhibition also helped us improve our self- and time-management skills, and with support from our mentors, it became a rewarding experience for all.





Physical and Mental Health: Throughout this exhibition, we learnt how important both physical and mental health are in our daily lives. We managed our time by completing posters, building models, and carrying out our actions. We also learnt from other groups and connected their ideas to our own learning. One thing we enjoyed most was how our stand stood out and how each member contributed to the project. We learnt that taking care of our health includes eating healthy foods, staying active, and caring for our minds as well.

This experience helped us understand that our body and mind work together and both need proper care. Overall, the exhibition was a meaningful learning experience for our group.

Biodiversity Protection: Through exhibition, we learnt many new things about biodiversity and the importance of protecting living things and their habitats. We learnt to maintain fish tanks and chicken coops and discovered different ways to protect biodiversity, such as planting trees and preventing deforestation. We also discussed how to protect animals from becoming endangered or extinct so that future generations can enjoy them too. This exhibition taught us how to collaborate, share ideas and work together as a team. We also learnt to work with different people, including those who may have language barriers or different opinions.



this
how
ways
how
This
how

Sustainable Innovation: Working on sustainable innovation taught us that innovation is not only about creating new ideas but also about being responsible and caring for the environment. Through our posters, slogans, designs and interactive activities, we were able to show that sustainability can be practical, creative and useful in everyday life. This exhibition helped us understand that even simple ideas can create positive change when they are shared with others. It also showed us that teamwork, creativity and responsibility are important in creating solutions for a better future.



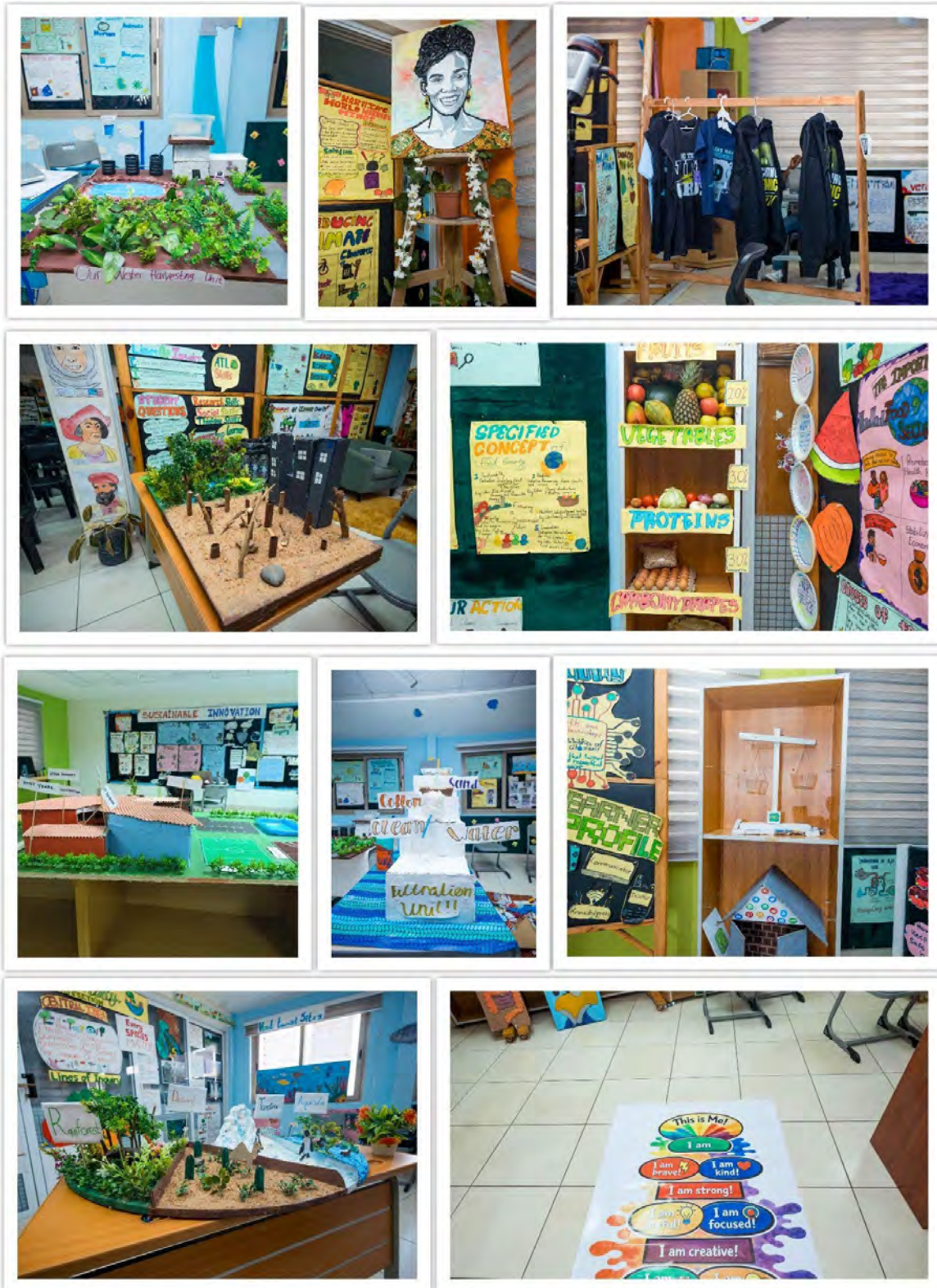
Food Security: Our group had an amazing experience during the exhibition on food security. We worked together to learn about hunger, healthy food, farming and ways people can help improve food security. While preparing our project, we learnt the importance of teamwork, communication and sharing ideas. Sometimes we faced challenges, but we solved them together and supported each other. During the exhibition, we felt proud to teach visitors about food security and explain why it is important for everyone to have access to healthy food and clean water. We also enjoyed answering questions and sharing our ideas for sustainable solutions. Overall, the exhibition was

a fun and meaningful experience that helped us learn more about supporting our community and the world.

Clean Water and Sanitation: Our group had an interesting experience during the exhibition on water and related issues. We worked together to explore water filtration, access to clean water and the challenges people face in getting safe water. We learnt the importance of teamwork and collaboration, although we faced some challenges working together at times. During the exhibition, we enjoyed having visitors at our stand to answer questions and receive a keychain. We also learnt how a filtration system works, using rocks, sand, cotton and finally boiling the water to kill germs. In addition, we discovered that water is not equally available to everyone due to illegal mining.



Hands-on learning, real-life experiences, an unforgettable journey.



We look forward with great anticipation to future Exhibitions and the continued growth, creativity and impact of our students in the years ahead.

Follow the link below to watch the PYPX 2026 music video.

https://www.youtube.com/watch?v=9Yt91AU9V_k



TEMA INTERNATIONAL SCHOOL PRIMARY CAMPUS



Annual Achievers & Graduation Ceremony

Change of Venue



THEME: **BIELA-BIELANG, PAANA WOU!**
SMALL ACTIONS, BIG IMPACT!

Guest Speaker:

MS. DILYS EWURAESI MBIAH
(TIS ALUMNI CLASS OF 2013)

SENIOR LEGAL MANAGER, AMERICAN
TOWER CORPORATION (ATC), GHANA.



SAT, 30 MAY, 2026 | 11:00 AM



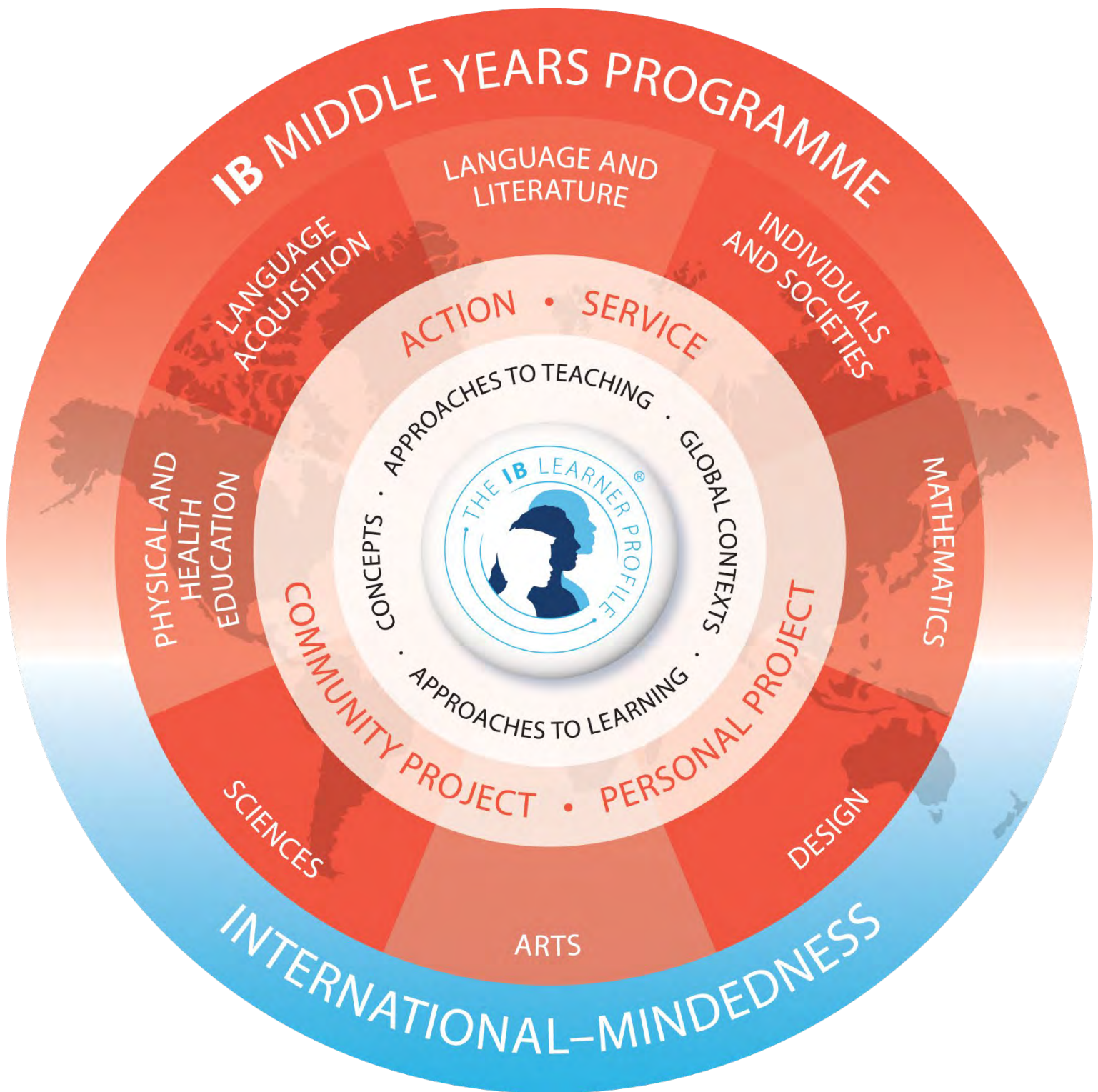
**MULTI PURPOSE HALL – MPH
SECONDARY CAMPUS**



THE TIS DNA



www.tis.edu.gh



MYP2 PHYSICAL & HEALTH EDUCATION

Express to Connect - Communicating through Dance and Handball

In this engaging unit, students explore how movement could serve as a powerful tool for communication in both dance and sport. Through the development of handball skills and expressive dance techniques, students discover how energy, emotion, rhythm, and perspective influence performance and interaction. By working collaboratively and creatively, students design and perform routines that promote messages of unity, teamwork, support, and positive connection. The unit encourages confidence, cooperation, creativity, and effective communication through physical expression.

Photos highlighting students working collaboratively and creatively in lessons:



Reflection by the DreamStep Divas

Members: Ashanti Tettey-Amlalo, Zayda Opare, and Lady-Victoria Frimpong

During this unit, we learned how to express meaning and communicate emotions through both dance and handball. We improved our rhythm, coordination, timing, confidence, and teamwork skills. As a group, we also learned that important aspects of dance include spacing, facial expressions, energy, synchronisation, and emotion because these help communicate meaning to the audience and make the performance more engaging. This unit helped us understand how movement and sports can work together creatively to express messages and emotions.



The main message of our group performance was teamwork and confidence. We wanted to show how people can support each other, cooperate, and work together successfully. Dance and handball were both used to communicate emotions and messages because movement, rhythm, and tempo can create different meanings. At the beginning of our performance, while the music was playing, we

bounced the handball on beat and passed it to each other. This communicated happiness, excitement, teamwork, and energy. Bouncing the ball in sync also created emphasis and made the performance more effective and entertaining for the audience.

Dance helped communicate emotions through movement, timing, energy, and expression. We used fast movements, to show excitement. Handball also communicated teamwork, trust, and coordination because we had to stay synchronised while moving with the music and passing the ball correctly. Combining dance and handball required focus, confidence, communication, and strong cooperation.

Teamwork and communication played a very important role in our performance. We had to cooperate, listen to each other's ideas, and practice together in order to stay synchronised. Different perspectives from each group member also helped us include creative ideas into the performance. Even though two members of our group were absent, we did not allow this to negatively affect our performance. We stayed focused, adapted well, and still performed confidently as a team. This showed our strong group awareness, independence, and preparation.

One of our strengths was our cooperation during practices because we helped each other remember movements and improve timing. Another strength was our rhythm, synchronisation, confidence, and smooth transitions during the performance. We also demonstrated leadership, teamwork, and control while performing both dance and handball skills.

However, we also experienced some challenges. One challenge was maintaining perfect synchronisation in certain sections of the dance, especially while learning new movements. Another challenge was maintaining strong facial expressions and high energy levels throughout the performance. Although our group performed successfully, stronger facial expressions and more energy would have made the performance even more exciting and engaging for the audience.

If we should be given another opportunity, we would spend more time practicing difficult sections and improving **synchronisation and transitions**. We would also improve our facial expressions, stage presence, and energy levels. In addition, we would communicate more during rehearsals and give more feedback to each other to help strengthen the overall performance.

Overall, this unit helped us grow as both performers and team members. We enjoyed learning how dance and handball could be connected creatively to communicate messages and emotions. This

experience improved our confidence, teamwork, communication, and performance skills, and it taught us the importance of collaboration and creativity during group performances.

Dance Reflection Report

Group Members: Ariella, Keren, Jeslyn, Jeanelle, Abigail

In this unit, we learned how dance can be used to communicate emotions, ideas, and messages. Our group created and performed a routine that showed teamwork, support, and unity through movement and rhythm. Throughout the unit, we practiced different dance movements, worked together as a team, and learned how to express ourselves creatively.

From this unit, I learned that dance is more than just movement because it can communicate feelings and messages without words. I learned how to use rhythm, timing, energy, and facial expressions to make performance meaningful. I also improved my confidence, coordination, and teamwork skills. Another important thing I learned was how



to cooperate with others during planning and practice. Working together helped us combine our ideas and create a stronger performance.

How Dance Was Used to Communicate Messages and Emotions

Our group used dance movements to communicate the message of teamwork, encouragement, and unity. Fast and energetic movements showed excitement and confidence, while slower and softer movements expressed calmness and connection.

We also used formations, rhythm, and coordinated movements to show support for one another. Through body language and expressions, we communicated emotions such as happiness, determination, and friendship. The audience could understand our message through the way we moved and interacted during the performance.

How Teamwork, Communication, Energy, and Perspective Influenced the Performance

Teamwork was very important because every group member had to contribute ideas and participate equally. Communication helped us organise the routine, practice effectively, and stay synchronised during the performance.

Energy influenced our performance because different movement qualities made the dance more expressive and interesting. Strong movements added power and excitement, while softer movements added emotion and meaning.

Different perspectives from group members also improved our routine because everyone contributed creative ideas. Listening to each other helped us make better decisions and improve our final presentation.

Strengths and Challenges during Planning and Performance

One of our strengths was cooperation because our group worked well together and supported one another during practices. Another strength was creativity because we included different dance movements, formations, and energy changes to make the performance engaging.

One challenge we experienced was synchronisation because sometimes group members moved at different times. Another challenge was nervousness before performing in front of an audience, which affected our confidence during certain parts of the dance.

How I Would Improve the Performance Next Time

If I had another opportunity, I would spend more time practicing difficult sections of the routine to improve timing and coordination. I would also improve communication within the group by organising practice sessions more effectively.

In addition, I would add more creative transitions and stronger facial expressions to make the performance more emotional and engaging for the audience. Practicing more regularly would also help increase confidence during the final presentation.

Conclusion

Overall, this unit helped me understand how dance can be used to communicate emotions and messages creatively. I learned the importance of teamwork, communication, and confidence during a performance. Even though our group faced some challenges, we worked together to overcome them and successfully present our dance routine. This experience helped me improve both my dance skills and my ability to work with others.

MYP 3 PHYSICAL & HEALTH EDUCATION

Learning Journey in Self-Defence through Performance in Taekwondo

Students' learning journey in Physical and Health Education (PHE) this last semester focused on understanding how movement, discipline, and strategic decision-making contribute to effective self-defence through the unit *Self-Defence through Performance in Taekwondo*.

Throughout the unit, students were introduced to beginner-level self-defense skills and techniques, including ready-to-defend stances, punches, kicks, and blocks. They developed these skills through practical activities that emphasized correct body posture, coordination, balance, and controlled movement.

The unit also encouraged students to follow instructions carefully, respect personal space, and work cooperatively with peers during drills and paired activities. In addition to skill development, students reflected on their learning experiences and demonstrated an understanding of the core values and principles of Taekwondo, such as discipline, respect, self-control, and perseverance.

Reflections:

Some Reflections from the Teacher: The MYP3 students in the *Self-Defence through Performance* unit completed an in-depth exploration of **Taekwondo as both a competitive sport and a disciplined way of life**. Working collaboratively in groups, students researched and reflected on the history,

philosophy, techniques, safety principles, and performance requirements of Taekwondo while developing structured training plans to improve their practical skills.

Through their investigations, students learned that Taekwondo originated in South Korea and evolved from traditional Korean martial arts combined with modern influences. They explored the meaning of the word “Taekwondo” — “the way of the foot and fist” — and examined the values that guide the sport, including **respect, integrity, perseverance, self-control, and discipline** which are embedded in the IB Learner Profile and ATLs.

Students also studied and practised a variety of foundational techniques, including front kicks, roundhouse kicks, stances, footwork, and defensive movements. They discovered how balance, timing, coordination, and movement control are essential for effective performance. Safety awareness formed an important part of the learning process, with students identifying the importance of protective equipment, proper warm-ups, controlled practice, and following instructor guidance to reduce the risk of injury.

As part of their reflections, students analysed challenges they experienced during training, such as maintaining balance during kicking combinations, improving kick accuracy, increasing flexibility, and managing fatigue during extended drills. In response, they proposed targeted improvement strategies including repetitive pad training, balance exercises, flexibility development, interval training, and partner drills to improve reaction speed and coordination.

The unit also required students to apply their knowledge by creating structured training plans using SMART goals and the FITT principle. Their plans included warm-up routines, skill-focused drills, fitness activities, and cool-down exercises designed to improve overall performance and physical conditioning.

Overall, students demonstrated a strong understanding of how discipline, consistent practice, and reflective thinking contribute to improvement in Taekwondo. The experience enabled them to connect theory with practical performance while developing teamwork, resilience, and self-management skills that extend beyond the PHE classroom.

Students in action; learning their stances, punches, kicks and blocks in a practical lesson.



Initial Performance Lesson: Practicing basic stances, punches and kicks

General warm-up and drill practice sessions

Students undergoing assessment in groups - Applying and performing under Criterion C



The MYP3 students in the **Self-Defence through Performance** unit completed an in-depth exploration of **Taekwondo as both a competitive sport and a disciplined way of life**. Working collaboratively in groups, students researched and reflected on the history, philosophy, techniques, safety principles, and performance requirements of Taekwondo while developing structured training plans to improve their practical skills.

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Sample of a Group Reflection and Feedback: Kadmiel, Joshua, Papa Kofi, Bradley and Kekeli:



Throughout the Taekwondo unit, our group focused on improving our discipline, confidence, teamwork, and self-defense skills. During the unit, we learned many important Taekwondo techniques, including blocking, punching, kicking, stances, and movement control. At the beginning of the unit, many of us were not confident in performing some techniques correctly, but through practice, teamwork, and guidance from the instructor, we gradually improved both individually and as a group. The unit taught us not only physical skills, but also patience, focus, perseverance, and self-control.

The most challenging skill stations for our group were the kicking station and some of the balance-based stations. Many group members struggled with flexibility, balance, and lifting their legs high enough to perform kicks correctly. Some kicks required strong coordination and control, which made them difficult at first. In particular, maintaining balance while kicking with the less dominant leg was a challenge because it felt unnatural and uncomfortable. Another difficult station involved holding low stances. This required a lot of strength and endurance in the legs, and it became tiring after some time. In addition, understanding some Korean terminology and instructions during practice was difficult for us, especially when learning new techniques quickly. To overcome this, we focused carefully on the instructor's demonstrations, body movements, and repeated practice until we better understood the techniques.

During practice, many techniques improved significantly. Our punching and blocking became more accurate, controlled, and powerful because we constantly repeated drills and corrected our mistakes. Kicking also improved over time, especially Ap Chagi and Naeryo Chagi, which became the main kicks our group focused on during practice sessions and warm-ups. At first, some group members struggled to fully extend their legs or maintain proper balance, but with consistent effort, our kicks became faster, stronger, and more controlled. Some members also improved greatly when using their weaker or less dominant leg, which increased overall confidence during performances. Through teamwork and encouragement from one another, we became more comfortable performing combinations and movements together as a group.

Our warm-ups prepared us effectively for performance because they focused on the most important body parts used in Taekwondo, especially the arms, legs, and core muscles. We performed stretching exercises, movement drills, and kicking practices that improved our flexibility, stamina, balance, and coordination before practical sessions. These warm-ups helped loosen our muscles, reduce stiffness, and prepare our bodies for more difficult movements during practice and performance. The kicking drills we included in our warm-ups also helped us become more confident with techniques that we previously struggled with. Because of this preparation, our final performance was more organized and smoother, even though we still made a few minor mistakes.

As a group, we should continue practising our kicks, flexibility, balance, stances, and coordination exercises, because these are essential skills in Taekwondo that require regular improvement. We also need to continue improving our timing, confidence, and discipline when performing together as a team. Overall, this Taekwondo unit was both enjoyable and educational because it taught us valuable self-defense skills while also helping us develop teamwork, determination, and resilience. Despite the challenges we faced during the unit, we supported one another, improved our techniques through practice, and successfully completed our final performance together.

Change ^{the} World Through Teamwork

#Make a Difference





CAS-SA Corner

TEMA INTERNATIONAL SCHOOL
Giving Back Programme

AYLIP 2026
ADJAVON YOUNG LEADERS
IMMERSION PROGRAMME
Discover. Learn. Lead.

A 5-DAY RESIDENTIAL LEADERSHIP & SKILLS IMMERSION
A fully sponsored transformative experience designed to equip selected students.

PARTICIPANTS
30 selected students from partner community schools.

8 - 12 JUNE
TEMA INTERNATIONAL SCHOOL,
SECONDARY CAMPUS

TIS Giving Back: AYLIP 2026 Begins a New Chapter of Service and Leadership

What started as a simple conversation has now grown into something far bigger than we imagined.

The idea for the **TIS Giving Back Programme and the Adjavon Young Leaders Immersion Programme (AYLIP)** was inspired through conversations with long-standing TIS parent, Mr Seth Adu-Baah, whose passion for service and youth empowerment deeply resonated with the values of Tema International School. Rooted in Service, one of the core pillars of TIS, those conversations challenged us to reflect on how we could extend the TIS experience beyond our campus walls and create opportunities for young people from communities with limited access to leadership development, mentorship, and experiential learning.

Today, that vision is becoming a reality.

From 8–12 June 2026, Tema International School will host the maiden edition of **AYLIP 2026**, a fully sponsored five-day residential leadership and skills immersion programme that will welcome 30 selected students from six partner schools across Ghana:

- Calvary Presbyterian Basic School
- St. Nicholas Charity Foundation School

- Zenu KKMA Schools
- Mante School of Excellence
- Keta Senior High Technical School
- Anlo Awoamefia Basic School

The student applications and reflections received were deeply moving and powerful. They revealed young people longing for opportunity, guidance, leadership, and hope despite the many challenges they face daily.

Many students reflected on issues such as poverty, child labour, poor sanitation, flooding, drug abuse, teenage pregnancy, educational inequality, unemployment, and mental health struggles within their communities. Yet, beyond the hardships, their essays carried remarkable courage, vision, empathy, and determination.

One student wrote: “Young leaders don't need a formal title to take action; we only need the initiative to start small and the consistency to inspire others.”

Another shared: “My frustration will one day turn into a solution.”

A participant from Zenu KKMA Schools reflected:

“I want to become a positive influence in my community and a symbol of hope for children who have also experienced the loss of their parents.”

Another student passionately expressed: “Leadership is not only about holding a position but also about serving others.”

And perhaps one of the most eye-opening reflections came from a student who wrote:

“Honestly, having big plans is one thing, but executing them is where I struggle. This is exactly why I need AYLIP.”

AYLIP 2026 will focus on leadership development, public speaking, mentorship, technology and innovation, sustainability, SDGs and community impact, wellbeing, creative arts, and personal growth. More importantly, it aims to remind these young people that their voices, dreams, and communities matter.

As preparations intensify, we warmly **invite parents, alumni, staff, friends of TIS, and corporate partners to support this meaningful initiative.** Whether through sponsorship, mentorship, resources, workshops, refreshments, learning materials, transportation support, or financial contributions, every act of support will help shape the lives of these young leaders.

Together, we are not simply running a programme. We are opening doors, building bridges, and planting seeds of hope for the future.

Discover. Learn. Lead.



**TEMA
INTERNATIONAL
SCHOOL**

GIVING BACK PROGRAMME

ADJAVON

YOUNG LEADERS IMMERSION PROGRAMME

(AYLIP)

Discover. Learn. Lead



CORE AREAS



LEADERSHIP
DEVELOPMENT



PUBLIC
SPEAKING



TECHNOLOGY &
INNOVATION



SUSTAINABILITY &
AGRICULTURE



SDGS &
COMMUNITY
IMPACT



CREATIVE ARTS &
EXPRESSION



MENTORSHIP &
PERSONAL
GROWTH



**A 5-DAY RESIDENTIAL
LEADERSHIP & SKILLS
IMMERSION**

A fully sponsored
transformative experience
designed to equip selected
students with leadership
skills, practical knowledge,



PARTICIPANTS
30 selected students from
partner community
schools.

8 - 12 JUNE

**TEMA INTERNATIONAL SCHOOL,
SECONDARY CAMPUS**

Together, we empower young minds and inspire future leaders.



The Vanguard's' Leavers' Dinner



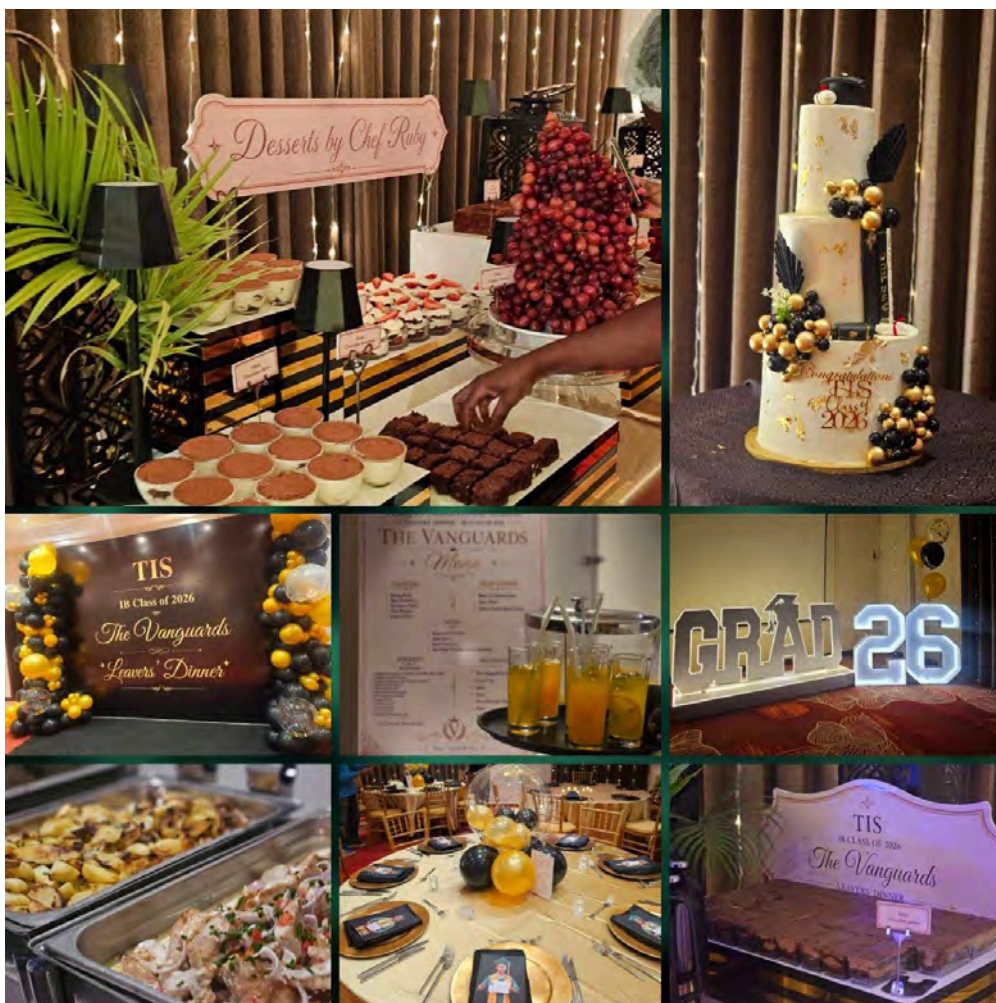
It has become a beautiful tradition at TIS for the Founding Family to host the graduating class to a special farewell Leavers' Dinner, a meaningful evening to celebrate the journey, memories, friendships, and achievements of our graduates.

The night was filled with style, elegant décor, good food, indulgent desserts by Chef Ruby, great music, laughter, and unforgettable moments shared together as a class and community.

A huge thank you goes to the student organisers, Kwabena Ofori and Zeruiah Yarquah, for their leadership and commitment towards making the evening such a success. We also deeply appreciate the supportive parents who contributed towards this memorable event.

Special gratitude to *Mr Gavor, Chef Ruby, Mr Baiden, Mr and Mrs Brenya, Mr Assan, Mr and Mrs Gborglah, Mr Intsiful, Mr Torkornoo, Mr Fokou, Mrs Genevieve Adjei, Mrs Vivian Akua Affrifah and Mr Ofori*. Your support added so much warmth and meaning to the night.

Now, the countdown continues towards the **Annual Achievers & Graduation Ceremony 2026**. Enjoy some pictures and see you soon.





AAGC2026-Save the Date



ANNUAL ACHIEVERS & GRADUATION CEREMONY IB CLASS OF 2026

THEME:

BUILDING ON LEGACY. A FUTURE OF POSSIBILITIES

GUEST SPEAKER:

DZIGBORDI KWAKU-DOSOO

Commercial Leadership Strategist
Founder & CEO | DCG Consulting Group


We are delighted to invite the TIS community to our **Annual Achievers & Graduation Ceremony 2026**, taking place on **Saturday, 6 June 2026, at 10:00 AM** at the **Secondary Campus Sports Complex**. Under the theme “**Building on Legacy: A Future of Possibilities**,” we will celebrate the remarkable journey of the **IB Class of 2026 – The Vanguard**s, while recognising excellence across **Academics, Culture, Sports, Service, and Leadership**.

We are honoured to welcome:

- **Guest Of Honour:** *Major General Lawrence Gbetanu - Chief of Army Staff*
- **Guest Speaker:** *Madam Dzigbordi Kwaku-Dosoo - Executive & Founder Advisor | CEO, DCG Consulting Group*
- **Alumni Speaker:** *Dr (Med) Nana Kwame Brown – IB Class of 2016 - Medical Doctor | Co-Founder & Executive Director, Touch of Hope Foundation | IB Class of 2016*
- **Parent Advisor:** *Mr Seth Adu-Baah - Chief Executive Officer, Coca-Cola Coastal Bottlers Company Ltd*
- **Valedictorian:** *Sujan Allotey – IB Class of 2026*

We warmly invite parents, alumni, students, staff, and the wider TIS community to save the date and join us as we celebrate achievement, legacy, and new beginnings.

Celebrating the IB Class of 2026



TEMA INTERNATIONAL SCHOOL

Celebrating the class of 2026

Congratulations, Class of 2026! What a remarkable milestone you have reached. Whether your journey at TIS was long or brief, know this: a seed has been sown deep within you. That seed carries the DNA of greatness. Nurture it. Guard it. Feed it with discipline, curiosity, and courage. For seeds well-tended do not stay small; they grow into mighty oaks that stand tall and reshape the world around them. Whatever field you enter, do not take lightly what has been planted in you. It has the potential to impact generations.

Dr (Med) Nana Kwame Brown
Alumni Speaker | IB Class of 2016
 Medical Doctor & Social Entrepreneur

www.tis.edu.gh

As we count down to graduation, we are proud to begin sharing the reflections and stories of the **IB Class of 2026 – The Vanguard**s. These heartfelt messages capture moments of growth, friendship, resilience, leadership, service, and unforgettable memories from their journey at Tema International School.

We warmly invite parents, families, alumni, and friends to visit our social media platforms and celebrate these remarkable young people with us. Kindly like, comment, share, and subscribe as we honour their achievements and the legacy they leave behind. Your encouragement and words of support will mean so much to them as they complete this important chapter of their lives.

Let us celebrate the Class of 2026 together. **Click the links below to access** our social media platforms: **Instagram, Facebook, LinkedIn, and X.**

<https://www.linkedin.com/company/tema-international-school/posts/?feedView=all>

<https://www.facebook.com/TISGhana/>

https://www.instagram.com/tema_international_school/ - https://x.com/TIS_Ghana



TEMA INTERNATIONAL SCHOOL

Celebrating the class of 2026

I never expected TIS to leave such a huge mark on me. I will miss all the memories I made with my friends and teachers, especially group studies with my grade mates in the hostel. I am proud to be a DoEIA Gold Award recipient, and I will especially cherish being part of the EducAid Initiative at Mante School of Excellence, co-leading Buddies for Change, and serving as Red Cross President. These opportunities taught me how to balance responsibilities. With God's help, I will apply what I have learned at TIS and continue to impact others wherever I go.

Glorious Ogyiri Asare
 IB Class of 2026

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Peace You Have My Word – A Call to all Students

PEACE YOU HAVE MY WORD 2026
5th anniversary

Categories:

- 5 years since Desmond Tutu left us
- When elephants fight, the grass suffers
- Inner peace waters global peace
- Mama Africa: our safe haven

**2 options:
Written
or Visual**

Submit your entry: [HERE](#)
Submit by June 30th 2026

It is that time of the year again. *Peace You Have My Word*, the **international writing and creative competition**, is celebrating its fifth year, and once again, we invite our students to take part in this meaningful global initiative.

Tema International School has been part of this journey since its inception, and it would be truly inspiring to see a group of our students participating this year.

This is more than a competition. It is a space for voice, reflection, and expression. Students are invited to share their thoughts on peace through either a written piece or a visual creation. The selected laureates will have their work published on international educational platforms, an opportunity to contribute to a global conversation.

This year, we honour an African ambassador of peace, the late Archbishop Desmond Tutu, marking five years since his passing. His legacy continues to remind us of the power of compassion, justice, and reconciliation. As we reflect on peace, we also celebrate Africa as a land of peace-making, resilience, and hope.

The themes for this year invite deep reflection:

- *5 years since Desmond Tutu left us*
- *When elephants fight, the grass suffers*
- *Inner peace waters global peace*
- *Mama Africa: our safe haven*

In a time such as this, when we are witnessing conflict unfolding in different parts of the world, including the Middle East, this initiative becomes even more relevant. It is an opportunity for our students to pause, reflect, and share their voices, voices that matter.

We encourage all students to view the poster, access the registration form, and take a bold step to be part of this powerful experience.

Let your voice be heard. Let your thoughts create impact. Let peace begin with you.

https://docs.google.com/forms/d/e/1FAIpQLSeSZSFEZBdDCgD3kd_ae2F3GNBF23scx40tZzUxokhTmBm_Lw/viewform



SUMMER SCHOOL 2026

Programme Dates
19-25 July 2026

IGNITE YOUNG MINDS PROGRAMME 2026

A **Learn with Leaders** programme conducted in partnership with **Cambridge Judge Entrepreneurship Centre**



To register, contact Ms Abigail Ahiadorme -

☎ 0543936488

✉ abigail.ahiadorme@tis.edu.gh



#MYP - Service as Action



Friendly Football Match

Moses Beamie (MYP 2) organized a friendly football match last week as part of his Service as Action experience. The initiative aimed to demonstrate how football can bring people together, regardless of status or background.

The match featured TIS boys from Grades 7, 8, and 9 competing against boys from the Don Bosco Protection Centre. It was an exciting and enjoyable game, ending in a 4–0 victory for Don Bosco. The TIS boys are already looking forward to a rematch as they hope to redeem themselves.



SDG Mural



As highlighted in previous bulletins, Ashanti Tetey-Amlalo (MYP 2) has been diligently working on the **SDG 3 Mural – Good Health and Wellbeing**. The mural was created to showcase the many actions that promote healthy living and overall wellbeing.

This experience has been successfully completed. Members of the school community are invited to view the mural located adjacent to the Language Acquisition Department, on the wall facing the main announcement board area. Kudos to Ashanti for this meaningful contribution to the school community.



Sip, Sizzle, and Style



This is an initiative by *Ariella Sarpong, Abigail Sowah, and Keren Djossaya*. As members of the cosmetology club, the team identified a shortage of hair tools needed for learning and practical sessions. To address this challenge, they organized a lemonade and hotdog sale to raise funds to stock the salon.

With support of Ms Bernice, the fundraiser was a huge success and the team completely sold out making a profit of **GHC 2,560**. Patrons of the club, Ms Fafa and Ms Eylana, were truly impressed with the initiative. The items will be purchased this week, and an update will be shared

in the next bulletin.

Stay tuned, and well done to Team *Sip, Sizzle, and Style*!



Dance Party by Jeslyn



This is a Service as Action initiative by Jeslyn Yamoah (MYP 2), created to provide a fun space for students to move, dance, and support a meaningful cause at the same time. The initiative aims to collect non-perishable items in support of the school's **Christmas Drive Initiative** in December. As a result, the entry requirement to the dance session is one non-perishable item such as biscuits, juice, soap, sanitary products, and other essential items.



Donations are collected at the gate by Auntie Bernice.

The sessions promise stress relief, fun, positive energy, and an opportunity to learn exciting dance moves. The second session took place last week, and the school community is warmly invited to join the next one!

The sessions take place bi-weekly at:

Venue: Project Centre Dance Room

Time: 4:30 p.m. – 5:20 p.m.

Ticket: One non-perishable item



Plot Twist by Wilama



An initiative by **Wilma Ampah (MYP 2)**. Through this column, Wilma will be sharing a collection of short stories across different genres, offering something for every reader.

This initiative provides a creative platform for storytelling. Wilma aims to develop and refine her writing skills. She also hopes to inspire a habit of reading within the school community.

We invite you to enjoy the second edition below and show your support by reading and celebrating her creativity.

The Tiny City in the Tree

Maya walked past the same old tree every day after school, but one afternoon she noticed a tiny glowing door at the bottom of it. Curious, she opened it and discovered a miniature city filled with tiny people no bigger than her fingers. They gasped and shouted, “The giant has returned!” An old woman explained that Maya’s grandmother had once saved their city from a dangerous shadow creature. Suddenly, the ground shook as the dark shadow appeared again, frightening everyone. Thinking quickly, Maya grabbed a flashlight from her school bag and shined it at the creature, causing it to hiss and disappear instantly. The tiny people cheered loudly, and the old woman smiled, saying, “Looks like bravery runs in your family.”

The next day the glowing door had vanished, but sometimes Maya still hears tiny cheering coming from inside the tree.



Mental Health Awareness: Breaking the Silence and Building Support

By: Ewuresi Kweiba Edu-Afful & Alisha Bukari, Grade 9



May is Mental Health Awareness Month and we would like to bring attention to the importance of emotional and social well-being and the role it plays in students' everyday lives. Mental health is an essential part of overall well-being, especially for students who are constantly balancing academic pressure, social expectations, and personal challenges. In school life, it is common to experience stress, anxiety, or feeling overwhelmed, particularly during exams, deadlines, or important life changes. However, these experiences are often not openly discussed, which can make students feel isolated or as though they are the only ones struggling. Recognising that these challenges are normal and

manageable is an important step toward building a healthier and more supportive school community. Emotional well-being focuses on how students understand and manage their feelings. Some may find it difficult to concentrate in class, lose motivation, or feel constantly tired, while others may experience ongoing stress, anxiety, or sadness. These emotional challenges can affect confidence, academic performance, and overall happiness. Recognising these signs early is important, as ignoring them can make situations worse over time. Developing healthy coping strategies such as talking to someone, taking breaks, or engaging in relaxing activities can help students manage their emotions more effectively.

Social well-being relates to how students connect with others and feel a sense of belonging within their environment. At times, students may withdraw from friends, avoid social interactions, or feel disconnected from those around them. Building strong and supportive relationships is essential in creating a positive school environment where students feel safe and understood. Simple actions such as checking in on friends, listening without judgment, and including others can strengthen these connections and reduce feelings of loneliness.

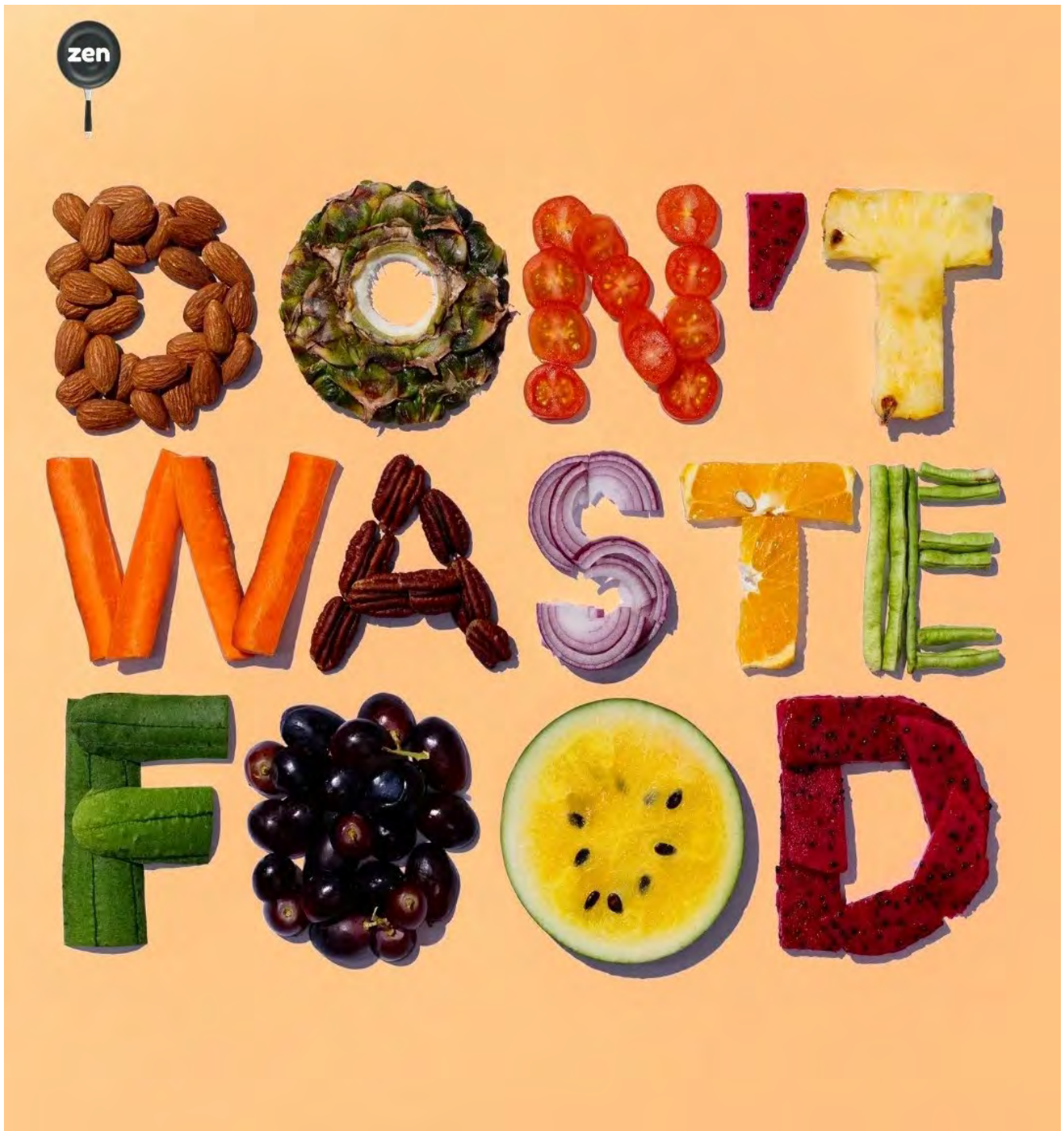
There are many practical ways students can support both their emotional and social well-being. Talking to a trusted friend, family member, or teacher can help ease emotional pressure, while participating in group activities can help build stronger relationships. Maintaining a balanced routine with proper rest, healthy habits, and time for hobbies can also improve mood and focus. Most importantly, students should understand that seeking help is not a weakness but a responsible and positive step.

At school, several support systems are available to help students who may be struggling. School counsellors provide a safe and confidential space for students to share their concerns and receive guidance. The Wellbeing Team supports students emotionally and promotes strategies for managing stress and maintaining balance. The Peer Buddy System allows students to connect with one another for support, making it easier to speak to someone who may understand their experiences. Teachers also play an important role by being approachable and willing to listen when students need support. In conclusion, mental health, particularly emotional and social well-being, should be treated with the same importance as physical health. By using available support systems, practicing self-care, and supporting one another, students can help build a school environment where everyone feels understood, valued, and connected.

Foodwastage Initiative

The initiators of the Food Wastage Campaign, featured in the previous bulletin, would like to continue reminding members of the community to be mindful of food wastage.

The poster below serves as a simple reminder for us all to finish the food on our plates and appreciate the value of every meal. This poster would be published every week in the bulletin



Factors To Consider When Choosing a University

By: Uriel Wulff-Tagoe, Naa Barkay Vanderpuye, Mmalabna Velma Salifu-Mahami & Carla Vodzi – MYP 3

About two weeks ago, we had a Guidance class, during which we discussed various factors to consider before choosing a university. We were engaged in a very simple activity: we were divided into groups of 5-6 people, then we were tasked with thinking of 5 factors to consider, writing them down on a piece of paper, and presenting them to the whole class. This was a very interesting activity because it encouraged us to think critically and logically about what really goes into the process of picking a university. Even though we are only in MYP3, we have already been encouraged to start considering which college/university we would like to attend.

Most of us have already started thinking about this, but the problem is that students often just choose popular schools without actually considering whether the school aligns with their goals, interests, and future plans. This activity really helped us put things into perspective, and we gathered multiple intriguing and significant factors we believe are important to share. By sharing these factors, we hope students, especially those who are still in MYP, will be better prepared and more confident when the time comes to choose a university.

Factor #1: Location

One of the most important factors to consider when choosing a university is location/ environment.



The location of the school has a very significant impact on a student's academic experience, lifestyle and overall well-being. The location of a university reflects the type of environment a student will live in for many years. This means that it is very important that they choose a place where they feel comfortable, safe, and motivated to succeed. Some people may want to attend a university close to home to stay connected with family and friends, reduce travel costs, and receive support when needed.

Others may want to attend a university that is farther away to gain independence, experience different cultures, and meet new people from diverse backgrounds. It is also imperative that students consider factors such as climate, transportation, safety, and the cost of living, as these can affect their daily lives and financial stability. For example, universities in large cities usually have more entertainment, internship opportunities, and access to business, but they also come with a higher cost of living and more distractions. On the contrary, universities in smaller towns usually have quieter surroundings and a more peaceful environment, which allows for better focus. Therefore, because location affects a student socially, academically, and financially, it is one of the most significant factors to consider when choosing a university.

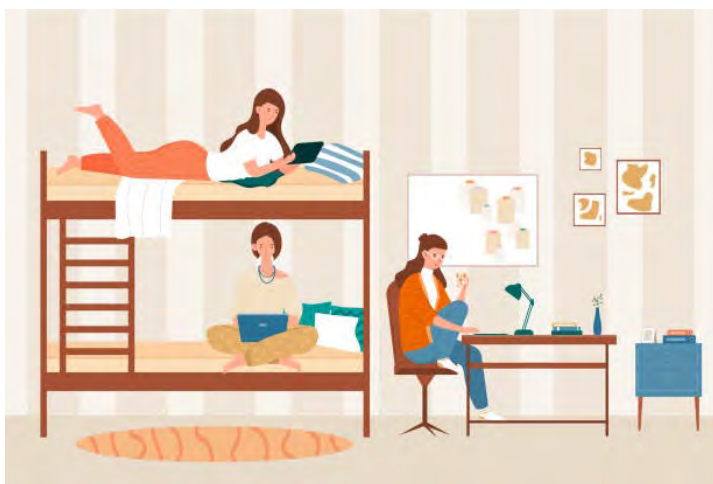
Factor #2: Student Life and Extracurricular Activities



Another important factor to consider when choosing a university is student life and extracurricular activities. University is not only about studying and attending classes, but also about gaining new experiences and developing as a person. A university with a strong student life gives students opportunities to make friends, meet new people, and feel part of a community. Many universities offer clubs, sports teams, cultural groups, and other activities that allow students to explore their interests and talents outside the classroom. Participating in extracurricular activities can also help

students develop important skills such as teamwork, leadership, communication, and time management. In addition, having enjoyable activities and social events can reduce stress and create a better balance between academics and personal life. Some students may prefer universities with exciting events and active campus life, while others may prefer a calmer environment with fewer distractions. Therefore, since student life and extracurricular activities can improve a student's overall university experience and personal development, they are an important factor to consider when choosing a university.

Factor #3: Student Accommodations



The next important factor to consider when choosing a university is student accommodation. Since students spend a large amount of time living on or near campus, the quality of accommodation can greatly affect their comfort, well-being, and academic performance. Good student accommodation provides a safe, clean, and supportive environment where students can relax and focus on their studies. Many universities offer different types of housing, such as dormitories, shared apartments, or private rooms, allowing students to choose what best suits their needs and budget.

Living in student accommodation can also help students become more independent and responsible, as they learn to manage their daily routines and living spaces. In addition, accommodation that is close to classrooms, libraries, and other campus facilities can save time and reduce stress. Some students may prefer accommodation with social spaces and active communities, while others may prefer quieter environments for studying and privacy. Hence, since student accommodation can influence a student's comfort, independence, and overall university experience, it is an important factor to consider when choosing a university.

Factor #4: Tuition Fees and Financial Aid

Another strong factor to consider when choosing a university is tuition fees and financial aid. University education can be very expensive, so students and families need to carefully think about the total cost before making a decision. Besides tuition, there are other expenses such as accommodation, transportation, books, food, and personal needs. Choosing a university that is affordable can reduce financial stress and allow students to focus more on their studies. Many universities also provide



scholarships, grants, bursaries, and student loans to support students financially. Some universities may offer better financial aid opportunities than others, making them more accessible to students from different backgrounds. It is important for students to compare costs and determine whether the benefits and opportunities provided by the university are worth the expense. Therefore, since financial factors can affect a student's education, lifestyle, and future financial stability, tuition fees and financial aid are very important factors to consider when choosing a university.

Factor #5: Academic Programs and Reputation

Another important factor to consider when choosing a university is its academic programs and reputation. Students should choose a university that offers strong programs related to their career or field of interest. Another important factor to consider when choosing a university is its academic programs and reputation. Students should choose a university that offers strong programs related to the career or field they are interested in pursuing. Different universities are known for excellence in different subjects, so it is important to research whether the university has qualified lecturers, good facilities, and quality learning resources for the chosen course. A university with a strong academic reputation can also provide students with better opportunities for internships, networking, and future employment because employers often value degrees from respected institutions. In addition, universities with high academic standards can challenge students to work harder and achieve their full potential. Students should also consider graduation rates, teaching quality, and opportunities for research or practical learning. Therefore, since academic programs and university reputation can strongly influence a student's knowledge, skills, and future career opportunities, they are essential factors to consider when choosing a university.



In conclusion, the factors we have stated are imperative, it is also important that students conduct extensive research about the university they want to attend to ensure it actually aligns with their preferences. This prevents disappointment and regret when students actually attend their chosen university and realize that it's not what they expected or hoped for.

We hope this article encourages everyone, starting all the way from MYP 2 , to start brainstorming about what university they would like to attend and consider important factors like the ones we listed. Even though we are young, it

is still beneficial for us to start thinking about our future; this establishes preparation and a better understanding of the university application

Operation Smile Ghana Mission & TIS Students Selected for ISLC Bangkok 2026



FREE
CLEFT LIP & PALATE SURGERY

Date
4th - 13th June, 2026

Location
Ho Teaching Hospital, Trafalgar

All services provided free of charge

Cleft Surgery / Pediatric Care / Nutritional Care
Dental Care / Speech Therapy / Psychosocial Support

Free transportation from regional capitals, free accommodation and free meals provided to each patient and one guardian, from anywhere in Ghana.

Call to register:
0502407860 / 0241917137



In collaboration with:



Tema International School continues to celebrate the power of service, leadership, and compassion through the incredible work of the **TIS Operation Smile Club** in partnership with **Operation Smile Ghana**.

Operation Smile's medical missions provide life-changing support for vulnerable children and adults affected by cleft lip and palate. Beyond surgery, these missions offer hope, dignity, confidence, nutritional care, speech therapy, psychosocial support, and renewed opportunities for individuals and families across Ghana. For many patients, these surgeries are transformational, allowing them to smile, speak, eat, and live with greater confidence and acceptance within their communities.

We are especially proud of our students who continue to dedicate their time, empathy, and leadership to this meaningful cause through advocacy, volunteering, awareness creation, and service. Their commitment reflects the values of compassion, global citizenship, and purposeful action that we strive to nurture at TIS.

We are delighted to congratulate the following students who have been selected to represent Tema International School at the **International Student Leadership**

Conference (ISLC) in Bangkok, Thailand, in July 2026:

- Rose Linnet Armah – Club President (Grade 11) – Fully Funded Scholarship
- Nubuke Eli Dzantor – Treasurer (Grade 11)
- Kameela Kassim – Member (Grade 10)
- Michelle Amoateng – Member (Grade 10)
- Nadia Yakubu – Member (Grade 9)

This is a remarkable achievement and recognition of their dedication to service and leadership through the **Operation Smile Club**. The **ISLC** brings together young leaders from around the world to engage in leadership development, advocacy, healthcare awareness, and community impact.

We also commend the entire **TIS Operation Smile Club** for their continued commitment and meaningful contribution to the cleft lip and cleft palate cause in Ghana and beyond.

As part of the students' preparation towards **ISLC**, some members will also have the opportunity to participate in the upcoming Operation Smile Ghana Surgical Mission at **Ho Teaching Hospital from 4th to 13th June 2026**. This experience will expose students to the impact of humanitarian healthcare missions while allowing them to interact with medical professionals, volunteers, patients, and international student leaders.

We once again congratulate our students and thank **Operation Smile Ghana** for this inspiring partnership and opportunity.

**SURGICAL PROGRAM-HO, JUNE 2026
SCHEDULE**



04
JUNE

ARRIVAL IN HO

05 - 06
JUNE

SCREENING DAYS

06
JUNE

EDUCATION DAY (AFTERNOON)

07
JUNE

PATIENT ANNOUNCEMENT

08 - 12
JUNE

SURGERY DAYS

13
JUNE

VOLUNTEER DEPARTURE

15
JUNE

POST-OP & DEPARTURE

PROGRAM INFORMATION

PROGRAM SITE

HO TEACHING HOSPITAL (TRAFALGAR)

PATIENT OBJECTIVE

50

TOTAL SURGICAL TABLES

4 GA (3 EDUCATION & 1 SERVICE)

PROGRAM HOTEL

SKY PLUS HOTEL

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."



