

TIS RECORD

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

At TIS,

we believe proof of evidence is important and required to demonstrate commitment. Performance as evidence.

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Key Dates

- 16-30/5/26 Break for MYP5 leavers
- 18-29/5/26 G11 semester exams;
- 20-26/5/26 MYP4 On-screen examination
- 21/5/26 PYP End of Unit 6 3WI
- 22/5/26 PYPX & VAX

Thought for the Week

Preparation, I have often said, is rightly two-thirds of any venture.

- Amelia Earhart



Exeats

With the semester quickly approaching its end, we must all remember that exeats from school must be taken knowing that all tasks in school have been completed. For students having end of year examinations, the weekend is a good time to catch up on revision. Once on exeat, we must all remember to return to the hostels by 5pm.

Admissions and enrolment

Admissions to TIS for the next semester continue. Any declarations of continuing students to re-enroll at TIS next academic year must have reach us by now. There is a risk that some places for continuing students may be offered to new admissions. Parents must check that their re-enrollment has been completed on Openapply.

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/>

Funeral of Mr George Hagan

The funeral service for our late colleague Mr George Maynard Hagan took place today at **Christ The King Catholic Church**, Switchback Road, Cantonments, Accra. Well-wishers of the Hagan family and TIS community represented by members of the board of directors, parents, Founding family, SMT, departments (academic primary and secondary, admin, janitorial, catering transport) joined the service and the final funeral rites. May George rest in peace.

Yvonne M Tagoe Principal 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



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
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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
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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
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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
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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
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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
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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	6 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)**
 11/3/26 PYP – MYP Info Day at Main Campus
 12/3/26 G11 TOK Exhibition. **NO G11 EXEATS**
 14/3/26 SAT; Pi Day
 20/3/26 MYP PP: Academic Honesty First Record
 21/3/26 2026 STEAM Day **NO EXEATS (until after the event)**
 27/3/26 PYP End of Unit 5 Unit Celebrations; Three-way interviews: Students depart AFTER interviews
 27-30/3/26 School Trips (27-29/3/26 Dukies Bronze & Silver award trip) (28-30/3/26 DP Geography Field Trip)
 28/3-12/4/26 Mid-semester break
 31/3/26 MYP PP Criterion A draft due; Draft 2026/2027 Calendar Overview Released
 11/4/26 ACT
 12/4/26 Students return to hostels
 13/4/26 All classes resume after mid-semester;
 17/4/26 G11 EE Cafe
 18/4/26 G12 Grad photos (All day). **NO G12 EXEATS**; MYP5 Examprep workshop **(NO G10 EXEATS)**
 19/4/26 Exam Candidates' Service **NO EXEATS**
 21/4/26 MYP5 → DP1 info session; PP Criterion A draft due
 24/4-22/5/26 DP Final Exams
 24/4/26 PYP Spelling Bee
 2/5/26 SAT
 4/5/26 MYP PP Criterion A final due
 4-15/5/26 MYP IBMYP On-screen examination
 16-30/5/26 Break for MYP5 leavers **(Leavers return to Hostels on 30/5/26 by 5.00 pm)**
 18-29/5/26 G11 semester exams;
 20-26/5/26 MYP4 On-screen examination
 21/5/26 PYP End of Unit 6 3WI
 22/5/26 PYPX & VAX
 23/5/26 Leavers' Dinner
 29/5/26 MYP4 (2025/2026) subject selections
 30/5/26 2026 PYP Annual Achievers & Graduation Ceremony; Last day for PYP Students
 31/5/26 Peer Buddies Workshop
 5/6/25 Last day for PYP staff
 6/6/26 2026 MYP/DP Annual Achievers and Graduation Ceremony; Last day for MYP/DP Students
 12/6/26 Last day for teachers*; S2 reports published.
 13/6/26 ACT
 20/6/26 France/Spain trips commence
 11/7/26 ACT; France/Spain trips end
 25/7/26 MYP PP: Final Product (Photo evidence upload)

V20/11/25



TEMA INTERNATIONAL SCHOOL



**Primary School Campus
Admissions Open For 2026/2027 Academic Year**

Flexible admission screenings and interviews



Entry Points in 2026

Preschool

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

Junior Primary

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

Senior Primary

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

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

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

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

To learn more scan this...



To enrol scan this...





Tema International School



**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.

To learn more
scan this.



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 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 application portal at <https://tis.openapply.com>. The page features a dark sidebar navigation menu on the left with options like 'Home', 'Registration of Interest', 'Application Form', and 'Schedule Tour'. The main content area has a header with the school name and a 'Sign In' button. Below the header is a large banner image of a child playing with a yellow toy. Underneath the banner are three main application steps: 'Registration of Interest' with a 'Submit Now' button, 'Schedule Tour' with a 'Schedule a Tour' button, and 'Apply for Admission' with an 'Apply Now' button. A 'Welcome' section follows, containing a message from the school and a 'Welcome' button. On the right side, there are two maps showing the school's location in Tema, Ghana.

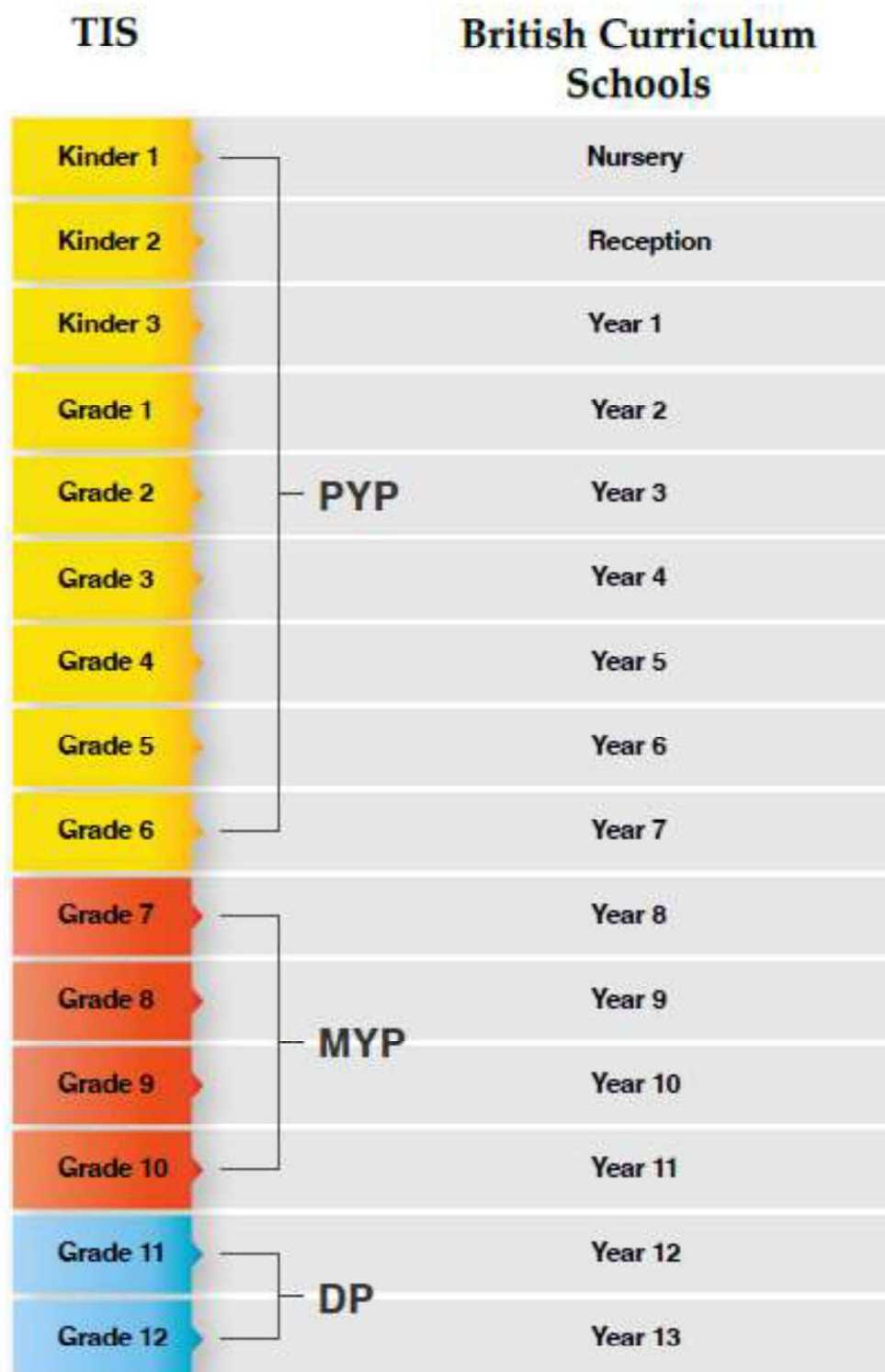
Please have the following documents available (scan onto a flash drive) before you begin with online application;

- 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





**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

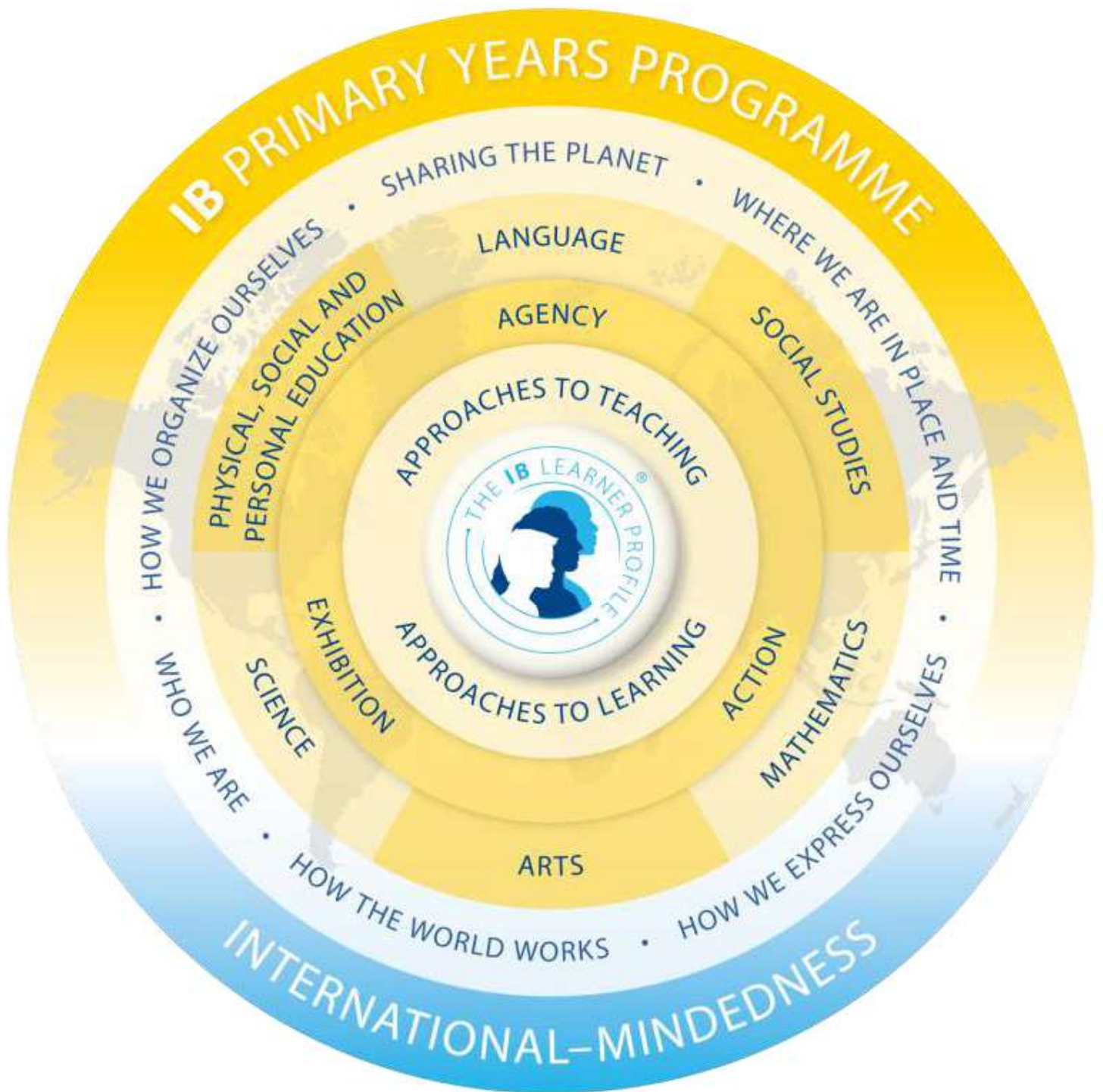
All sessions are fully supervised by trained school staff in a safe and supportive environment.

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.



Exploring Our Units of Inquiry

At Tema International School, teaching and learning are guided through our Units of Inquiry, which place students at the centre of their learning. Through these units, students are encouraged to ask questions, explore ideas, and make meaningful connections to the world around them. This approach helps students become active participants in their learning rather than passive receivers of information. Our approach is rooted in inquiry and transdisciplinary learning. This means that students learn by asking questions and investigating big ideas that cut across different subject areas such as Language, Mathematics, Science, and Social Studies. Instead of learning subjects in isolation, students are able to see how knowledge is connected and how it applies to real-life situations. This helps to deepen their understanding and makes learning more meaningful and relevant.

Throughout the units, students engage in a variety of hands-on and interactive learning experiences. They explore concepts through activities such as discussions, storytelling, role-play, drawing, research, and collaborative tasks. These experiences not only support their understanding of the central ideas but also allow them to express their thinking in creative and diverse ways. In addition to building knowledge, the Units of Inquiry support the development of important lifelong skills. Students strengthen their thinking skills as they ask questions and solve problems, their communication skills as they share ideas and listen to others and their social skills as they work together with their peers. They also develop confidence, independence, and a sense of curiosity that motivates them to continue learning.

Each unit is carefully designed to help students understand key concepts in a way that is engaging, meaningful, and appropriate for their level. By connecting learning to real-life experiences, students are able to better understand the world around them and their place within it. Below is a glimpse into how our students have been exploring their Units of Inquiry. This highlights the central ideas they have been learning about, the activities they have engaged in, and the skills they have been developing along the way.

Early Years' Exploration on Culture

Our Early Years students had a joyful and meaningful experience exploring the unit How We Express Ourselves, with a focus on celebrations, traditions and culture. Throughout the unit, the students learned that celebrations are not just about fun, but also help people come together, remember their history, and share what is important to them. They also discovered that while different cultures celebrate in different ways, all celebrations bring people together.

The students explored a variety of celebrations from around the world. They were excited to learn about Chinese New Year, during which families gather to share meals and welcome good fortune. Closer to home, they learned about the Aboakyer Festival in Winneba, the Hogbetsotso Festival of the Ewe people, and the Homowo Festival, which celebrates overcoming hunger and giving thanks for a good harvest.





A special highlight of the unit was learning about Ghana's Independence Day, which the students proudly shared during their unit presentation through songs, discussions, and creative activities.

One of the most memorable moments was our Grandparents' Day. We were delighted to welcome parents and grandparents into the classroom to share stories about their traditions and celebrations. The children listened with great interest and excitement. We also had a parent from the Netherlands who shared how they celebrate the King's Birthday and Easter by decorating eggs. This helped the students understand that celebrations happen all around the world in unique and meaningful ways.





Grade 1 Exploring the World

In Grade 1, students explored the idea that people explore to learn about the world around them. Through engaging and hands-on learning experiences, learners discovered how explorers ask questions, investigate, and make new discoveries. Students used maps, listened to inspiring stories, created drawings of famous explorers such as Christopher Columbus, Neil Armstrong, Amelia Earhart, Marco Polo, and Roald Amundsen, and participated in role-play activities that brought exploration to life. Students also explored the school environment and took part in field trips where they experienced new environments first-hand. During these explorations, they observed and learned about different plants and animals, helping them make meaningful connections between classroom learning and the

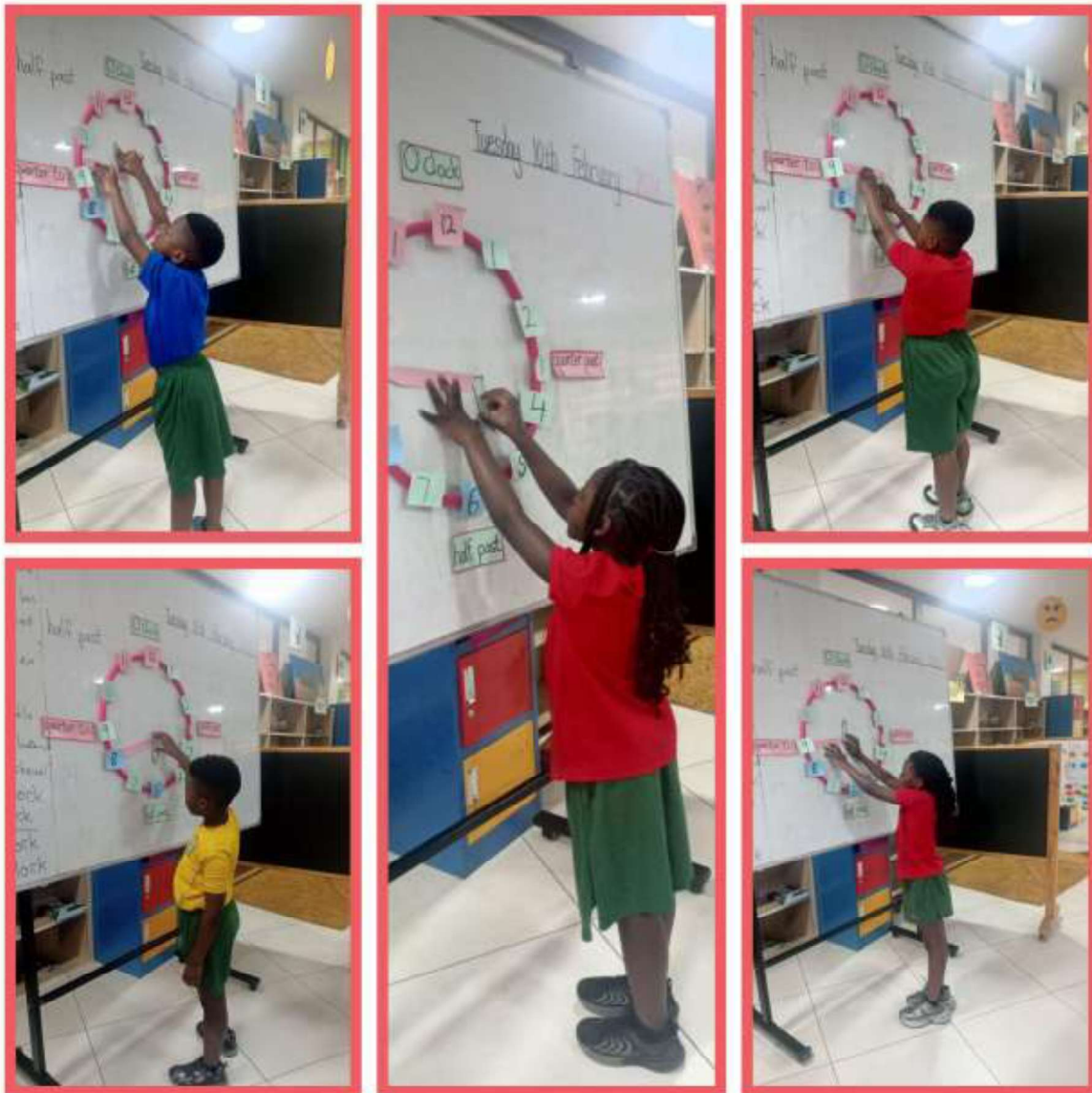
real world. These experiences encouraged curiosity, observation, and thoughtful questioning as students shared their ideas and discoveries with one another.

As a result, students developed a deeper understanding of how exploration helps people learn about new places, living things, cultures and experiences. They also built confidence in expressing their thoughts, asking questions and thinking critically about the world around them.









Grade 2: Waste and Our Responsibility

This term, our students are exploring the central idea that *our daily lives create waste which may affect our environment*. This unit encourages them to look closely at their everyday actions and understand how simple choices can have a lasting impact on the world around them.

Inquiry in this unit is driven by real experiences. Students will observe their surroundings, conduct a class waste audit, ask questions, and investigate how waste is produced and managed in the school and community. Through discussions, hands-on activities and data collection, they will build a deeper understanding of the connection between human behaviour and environmental impact.

As the unit progresses, students are already beginning to take initiative by suggesting practical solutions such as sorting waste, making compost, and planting to improve their environment. They

will continue to work collaboratively to design and implement simple actions to reduce waste, applying what they have learned in meaningful ways.

We look forward to culminating this unit with a **student-led project**, where students will create awareness campaigns and propose practical solutions to improve waste management in our school. This will be an opportunity for them to take ownership of their learning and demonstrate responsibility as active members of their community.





Students sort, compare, and connect their thinking using a Venn diagram.



Students organise different types of waste using a Carroll diagram, identifying similarities and differences to build better understanding of recycling and waste management.



Time with the Janitor, Jeremiah!



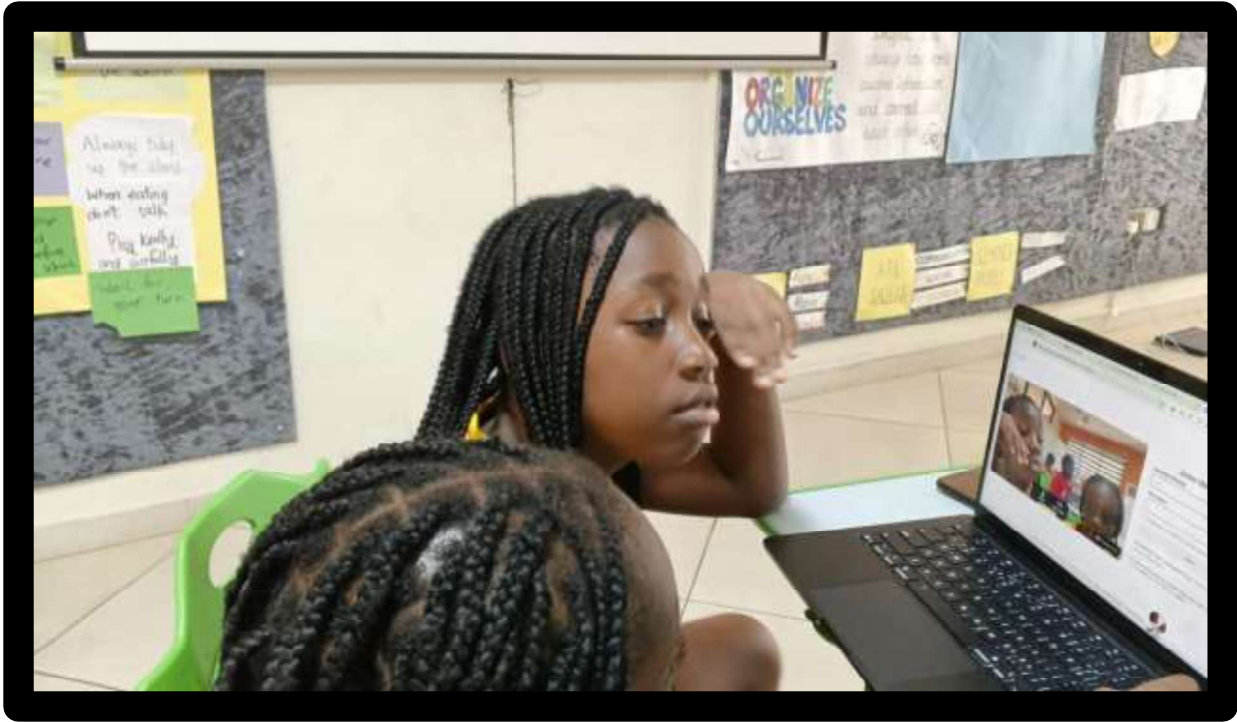
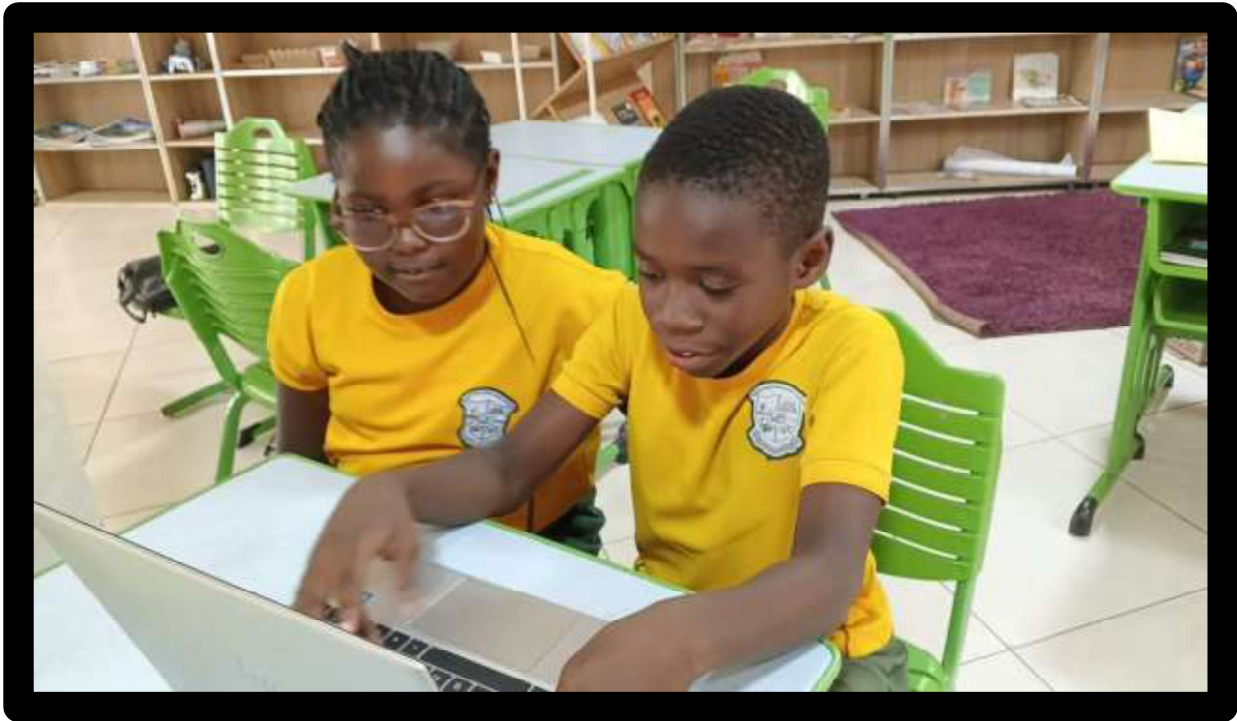
DIGITAL TOOLS in GRADE 3



Under the transdisciplinary theme “**How We Organise Ourselves,**” Grade 3 students have been exploring the central idea that “**Digital tools change how people access information and connect with each other.**” Guided by the key concepts of *function*, *perspective* and *responsibility*, our inquiry examined the mechanics of modern communication and the role of technology in our daily lives.

We began by investigating the fundamental question: “**How do digital tools work?**” Students explored the relationship between hardware and software, tracing the evolution of communication from traditional postal services to the advent of radio and telephony. Through a comparative analysis, they examined how these advancements have reshaped human connection. To ground these concepts, students simulated the mechanics of the internet and surveyed adults on their most-used applications to better understand modern digital habits.

In the following weeks, the focus shifted to the **application of modern technology**. Students gained hands-on experience in digital media creation, experimenting with photo and video editing, music production using GarageBand and Fruity Loops and graphic design. To conclude the unit, we addressed the critical importance of **online safety and digital responsibility**. Students researched the risks of data breaches and the commercialisation of personal information. They also mastered the **SIFT guideline**, equipping them with a reliable system to verify the credibility of online sources and identify trustworthy information.



Celebrating Culture, Identity and Connection in Grade 4

During our recent Unit of Inquiry under the transdisciplinary theme Who We Are, Grade 4 students embarked on a rich journey of exploration centred on identity, culture, beliefs, values and human connections. Guided by the key concepts of Form, Connection and Perspective, students inquired into how culture shapes who we are, how people express identity, and how understanding different perspectives helps us live respectfully in a diverse world. The unit provided meaningful opportunities for students to make personal connections while developing a deeper appreciation for the traditions and experiences of others.

One of the highlights of the unit was our Cultural Museum, where students brought artefacts from home and transformed the classroom into a vibrant exhibition of heritage and history. Through storytelling and sharing, students explained the significance of objects connected to family traditions, beliefs and cultural identity. This learning was enriched through collaboration with members of our school community. A particularly memorable experience was our interactive session with Ms Latiorkor (Ms Irene), who brought Ga Adangme culture to life through authentic artefacts, stories and traditional attire. Her session offered students a first-hand encounter with living culture and sparked thoughtful questions and discussions. We were equally privileged to welcome Queen Mothers, who shared insights into traditions, food, migration stories, rites of passage, values and beliefs, helping students recognise culture as something living, evolving and deeply meaningful.

Our inquiry expanded further through engagement with families from our learning community. An especially enriching session with an Indian family in the class offered students an in-depth window into Indian history, languages, ethnic diversity, food, clothing and family life, including the joy of experiencing real food samples. Students also explored the many cultures represented in our classroom: Ghanaian, Indian, Nigerian, Romanian, Gabonese, French and Canadian while making global connections through learning about cultural celebrations, similarities and differences, and even calculating time differences during a live call with a family in the United States. These experiences supported the development of internationally-minded learners who are curious about the world and respectful of diverse perspectives.

Students also investigated how culture is reflected in practical knowledge and everyday living. Through an exploration of traditional food preservation methods, they examined smoked, dried, salted and pickled foods and observed a live demonstration of how tomatoes, shallots and olives can be preserved. This inquiry connected cultural practices to science and sustainability, encouraging students to consider how communities adapt to their environments. In English, students expressed their understanding creatively through personal cultural poetry, while engaging with folktales and historical texts that deepened their appreciation of identity, heritage and respect for others.

A powerful culmination of the unit was our field trip to the School of Performing Arts, University of Ghana, where students experienced culture through movement, music and storytelling. Learning the traditional Bamaya dance and hearing the story of drought, famine and rainfall behind it helped students understand how performance can carry history and meaning across generations. Meeting Dr Terry Bright Ofosu (Uncle T) added even greater excitement and brought classroom learning to life, extending ideas introduced in Dance and Drama.

Throughout the unit, students developed important IB Learner Profile attributes, particularly as Inquirers as they asked questions and researched cultures; Open-minded learners as they listened to and respected different traditions; Communicators as they shared ideas confidently; Reflective thinkers as they considered their own identities; and Caring individuals as they demonstrated empathy and appreciation for others. They also strengthened ATL skills in research, communication, social collaboration and critical thinking.

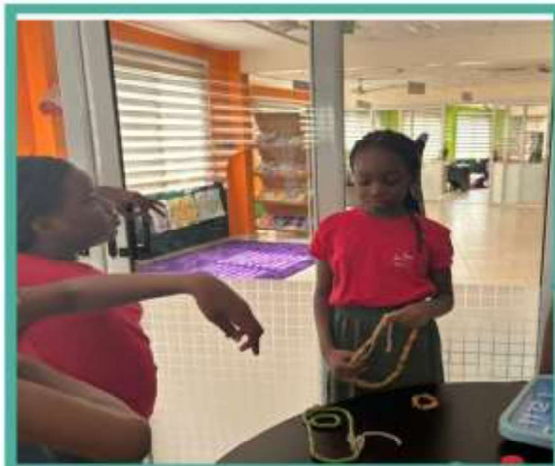
A fitting culmination to this rich inquiry was the student-led Cultural Exhibition, where learners took ownership of sharing their understanding through group performances, oral presentations, artefact displays and interactive cultural stations. Students confidently led parents and families through their learning during the Student-Led Conference, explaining traditions, beliefs, foods, symbols and cultural practices represented in the class. Families were invited into the inquiry as participants, asking questions, engaging in discussions and experiencing the students' growing understanding first-hand. This powerful demonstration of student agency highlighted not only what students had learned, but how they could communicate and apply that learning meaningfully. The celebration reached an exciting climax in our Unit Celebration, "Ghana Must Go," which brought the entire school together in a vibrant whole-school celebration of learning. Through music, dress, performance and shared cultural experiences, the event crowned the unit beautifully honouring identity, diversity and belonging, while affirming that learning is most powerful when it is lived, shared and celebrated as a community.

This unit was a joyful celebration of diversity, identity and human connection. More importantly, it reminded students that understanding ourselves also means learning from others. Through artefacts, stories, food, poetry, performance and shared experiences, Grade 4 learners deepened their understanding that culture is both personal and collective, and that our differences enrich the communities we belong to.









Grade 5: Exploring Conflict

During this *Sharing the Planet* unit in Grade 5, students explored the nature of conflict, what causes it, how it arises in different situations and the ways it can be managed to promote peaceful coexistence. Through engaging role-plays, group discussions and case studies, they identified various types of conflicts and practised effective resolution strategies such as active listening, empathy, compromise and negotiation. Students also demonstrated their understanding through short reflective writing tasks and interactive class activities.

A visit to the District Court enriched their learning experience by providing real-life insight into how conflicts are addressed within a fair and structured legal system. This helped them connect classroom learning to real-world processes of justice and resolution. Additionally, the trip to Splash and Play offered valuable opportunities for relaxation, teamwork and relationship-building, allowing students to strengthen social bonds in a positive and supportive environment.

Overall, students remained highly engaged and enthusiastic throughout the unit. They developed a deeper appreciation of peaceful conflict resolution and demonstrated greater awareness of the importance of respect, cooperation and understanding in everyday interactions.



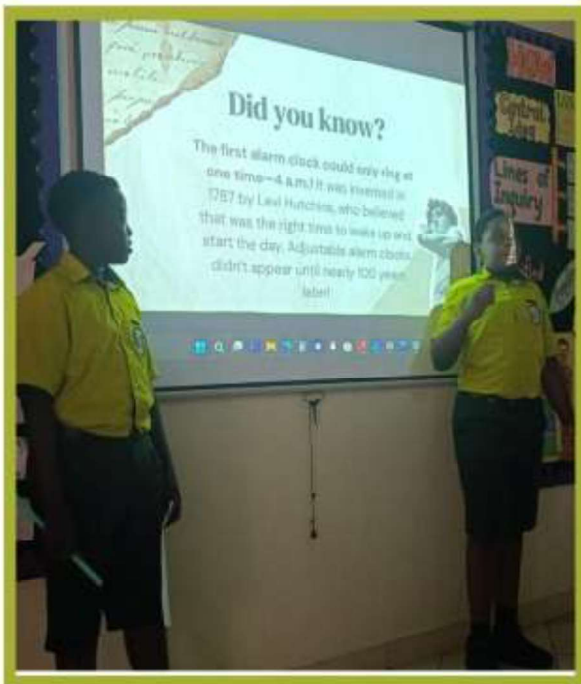




Grade 6: Exploring how Culture Changes and Grows

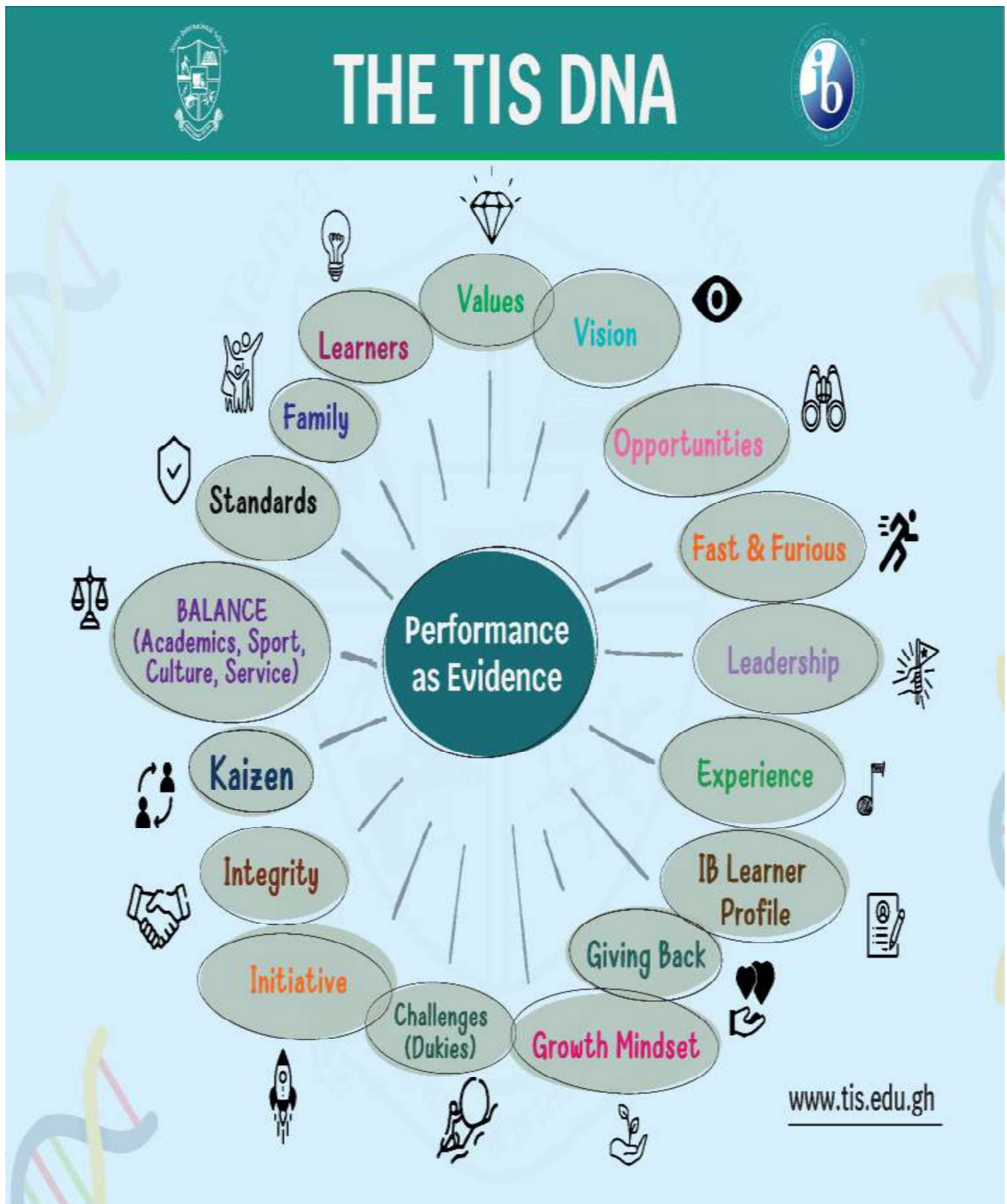
In Grade 6, students explored how culture has changed over time, especially with the introduction of technology. They examined how modern advancements have influenced the way people live, communicate, and express their cultural identities. Throughout the unit, students also discussed the importance of preserving and maintaining the values and traditions that define our culture. They reflected on how these cultural elements can be protected even as society continues to change. Students further explored how the arts have shaped the society we live in today. Through discussions and activities, they gained an appreciation for how music, dance, visual arts, and other forms of expression continue to influence culture and bring communities together.

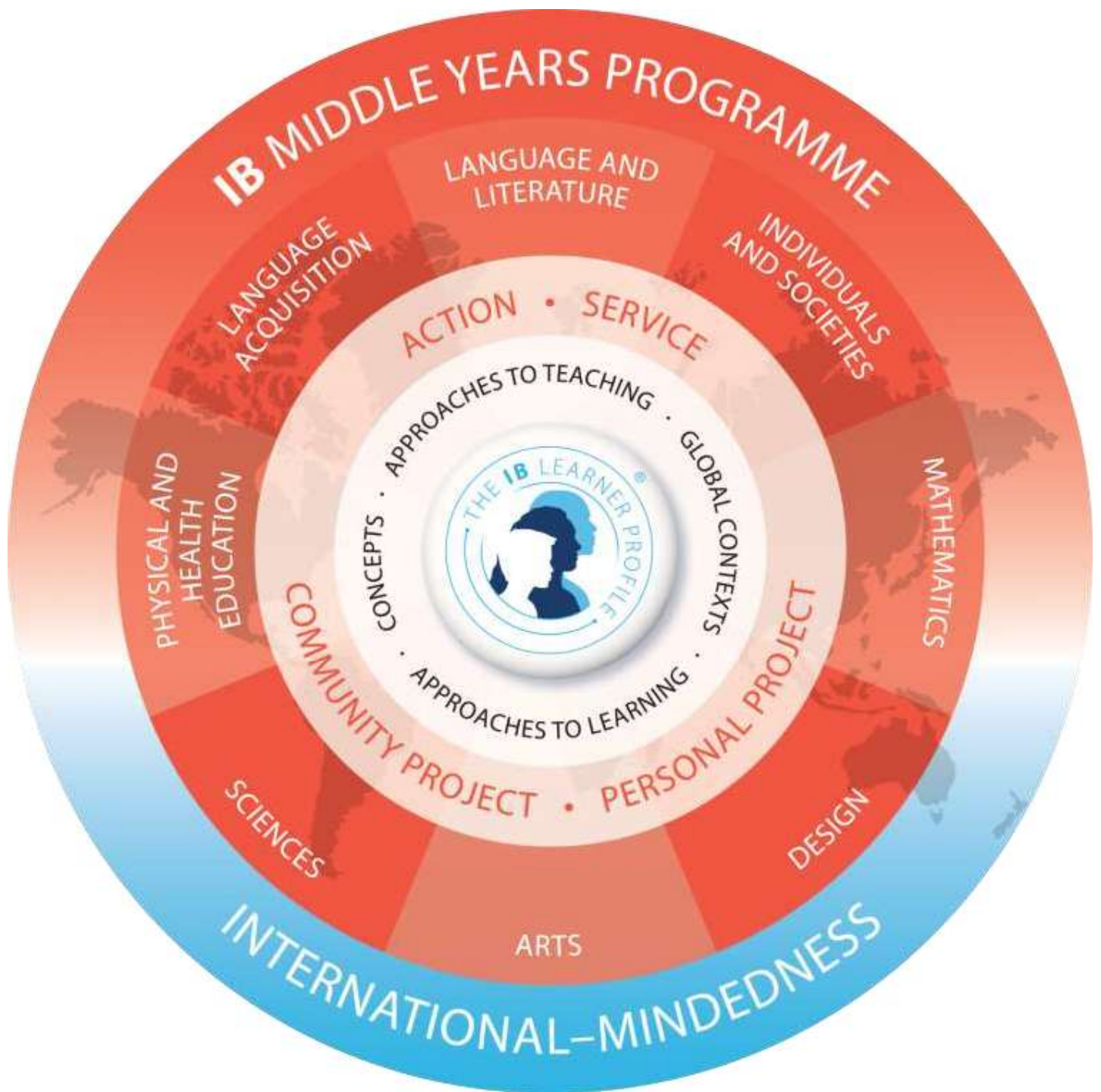






Across all grade levels at Tema International School, students have been actively engaged in Units of Inquiry that encourage curiosity, critical thinking, and real-world connections. From exploring celebrations and exploration in the Early Years and Grade 1, to investigating environmental responsibility in Grade 2, digital tools in Grade 3, and identity and culture in Grade 4, students have developed a deeper understanding of themselves and the world around them. Grade 5 focused on conflict resolution and peaceful coexistence, while Grade 6 examined how culture evolves with technology while preserving traditions. Throughout these inquiries, students have built essential ATL skills, strengthened IB Learner Profile attributes, and demonstrated their learning through hands-on, collaborative, and meaningful experiences that connect classroom learning to everyday life.





Student Reflections on the STEAM Fair

The STEAM Fair was a powerful showcase of what MYP students are capable of achieving when creativity, inquiry, and innovation come together. Through research, experimentation, and collaboration, students explored meaningful real-world challenges and developed thoughtful solutions that reflected both academic rigor and practical application.

This section highlights student reflections on their STEAM Fair experience, offering insight into their learning journey, the challenges they overcame, and the skills they developed along the way. Their voices not only capture the excitement of discovery but also create awareness of the depth of thinking, creativity, and problem-solving that MYP students are capable of demonstrating.

I was an exhibitor at the STEAM Fair, and my project was turning plastic bottles into a leather-like seat. I helped my grade mates like Michael Patrick gather materials, pack the bottles tightly together, and build the seat. I also stood with my group to explain our project to visitors and show them how something most people throw away (plastic bottles) can actually be reused in a creative way.

What I enjoyed most was people's reactions. A lot of them were honestly surprised that plastic bottles could be turned into something strong and useful like a seat. I also liked talking to people and answering their questions, even when it got challenging to explain the process clearly.

Through this project, I learned that recycling is not just about keeping the environment clean—it can also be about creating new and useful things. I was surprised by how strong plastic bottles become when they are tightly packed together. One difficulty we had was cutting and gluing the material like Styrofoam and cardboard around the seat.

This project connects to real life because plastic waste is a big problem in many places, especially in villages, and it shows a simple way to reuse it instead of dumping it into the bin which goes into the ocean.

It connects to SDG 12: Responsible Consumption and Production because it encourages recycling and reducing waste.

This experience made me think more creatively and made me realize that something as small as waste into a seat can actually solve real problems. ~ **Bill Baiden**

The STEAM Fair was a really exciting experience for me as both a presenter and a spectator. What I enjoyed most was walking around and seeing different projects. I was especially fascinated watching Genesis present a volcano eruption because it looked very realistic and creative. I also found the guest speaker interesting because he talked about real-world applications of science and technology, which made me think more deeply about how what we learn in school connects to the outside world. The environment of the fair was lively and engaging, and it felt good to be part of something where everyone was sharing ideas.

I also presented my own project about how battery power affects how long a flashlight lasts. I used different batteries and breadboards to test the duration, and it was nice explaining it to others. Even though my project was simpler compared to some, it helped me understand how small changes can affect performance. I was happy that people asked questions and showed interest, which made me feel more confident.

One thing that surprised me was how creative and advanced some of the projects were. It showed me that students can come up with really powerful ideas. From this experience, I learned important skills

like communication, confidence, and problem-solving. This connects to the Sustainable Development Goal of Affordable and Clean Energy, since understanding how batteries and power work can help people use energy more efficiently. Overall, the STEAM Fair helped me see that learning can be fun, practical, and meaningful. ~**Keren Djossaya**

For the STEAM Fair, I worked on two projects. The first was a working circulatory system model, which I created with a partner. The second project was called Rethink Your Drink, where my team of four measured the sugar content in popular drinks and displayed it in Ziploc bags to help people visualise how much sugar they were actually consuming.

Through these projects, we educated parents, students, and staff on how the circulatory system works and the dangers of high cholesterol, highlighting the importance of eating healthy. We also helped people learn about the bad effects of eating too much sugar and how much sugar they should eat each day. The process of putting the projects together, especially building the working circulatory system model, was challenging. We struggled at times, but we stayed consistent and persevered, and on the final day, we successfully displayed our work and had a wonderful time sharing it with others.

It was also really exciting to see other students' projects in areas like technology and the arts. Seeing everyone come together under the shared "STEAM" theme made the experience incredibly memorable. I'm already looking forward to the next science fair. ~**Michelle Adjovu**

I participated in the STEAM Fair as an exhibitor, where I presented a project on desalination with my partners Bryan and Asher. We explained how seawater can be turned into clean drinking water using reverse osmosis, and I especially enjoyed interacting with parents and students while answering their questions and seeing their genuine curiosity about our topic. Through this experience, I developed a deeper understanding of how desalination works and why it is important for countries like Ghana, where access to clean water can be a challenge due to growing water pollution from illegal mining activities. I also strengthened my communication, confidence, and teamwork skills as we worked together to present clearly. One difficulty I faced was simplifying scientific ideas so they could be easily understood by everyone, which made me realise the importance of clear explanation. It also surprised me that many people were unaware that Ghana already has a desalination plant. The project strongly connects to real life, as it addresses water shortages and pollution caused by illegal mining, showing how science and technology can provide clean and reliable water for communities. This links directly to Sustainable Development Goal 6, which focuses on clean water and sanitation for all. Although the presentation was successful, in the future I would consider using more visuals or physical models to make complex processes like reverse osmosis even easier to understand. Overall, this experience helped me grow in confidence, collaboration, and problem-solving, while also increasing my awareness of real-world issues. ~**Kenneth Coleman**

At the STEAM Fair, I participated as an exhibitor alongside three of my classmates from biology class. Our project focused on the circulatory and respiratory systems, which inspired us to create 3D models of a normal heart, a heart with a hole, a normal lung, and a smoker's lung. We used these models to compare healthy and unhealthy organs, and explain their differences to visitors. What I enjoyed most was interacting with people and seeing their reactions when they understood how serious these conditions are.

I learned how to use 3D printing as a tool for scientific representation. The most challenging part was generating the correct 3D images for printing, as it required accuracy and patience. I was also surprised by how much detail goes into making models that are both realistic and educational. This project connects to real life by raising awareness about heart defects and the effects of smoking, helping people make better health choices. It links to SDG 3: Good Health and Well-being, as it promotes health education and disease prevention.

Next time, I would improve the design process and start earlier on creating the models. This experience helped me develop teamwork, problem-solving, and communication skills. **Gwendolyn Obeng-Kenzo**

The STEAM Fair was an engaging and rewarding experience that allowed me to apply my learning to a real-world issue. My group's eco-bricks project focused on reducing plastic waste by turning it into useful building materials. This made the project meaningful, as plastic pollution is a major environmental problem, especially in areas where it blocks drainage systems.

Throughout the process, I developed key skills such as research, design, and communication. During the fair, many visitors came to our stand, and my group members and I worked together to answer questions clearly. One challenge was explaining our idea to people with different levels of understanding, but we overcame this by simplifying our explanations and using our display board effectively. This experience showed me the importance of clarity when presenting.

I also observed that the most effective projects were those that were visually clear, well organised, and engaging. Strong communication made a big difference, as it helped the audience quickly understand the purpose of each project. Reflecting on my own work, I believe adding more interactive elements could have made our presentation even stronger.

The fair highlighted the importance of teamwork. By supporting each other and sharing responsibilities, my group was able to present confidently. I learned that good collaboration depends on clear communication and mutual support.

Overall, this experience strengthened my interest in solving environmental problems through practical solutions. It also helped me recognise areas for improvement, particularly in making presentations more engaging. If I were to participate again, I would focus on adding interactive features and expanding my project further. The STEAM Fair was both enjoyable and educational, and it has encouraged me to continue exploring innovative ways to make a positive impact. ~ **Paa Kwesi Oppan**

Participating in STEAM Fair 2026 was an exhilarating experience that blended scientific innovation with artistic expression. The event showcased student-led sustainable projects alongside impressive displays of murals, pottery, and performing arts. What I enjoyed most was engaging in both worlds. I conducted research on desalination to promote sustainable resource management, addressing water shortages caused by climate change, droughts, and galamsey. This project aligned directly with SDG-6 (Clean Water and Sanitation) and SDG-13 (Climate Action). Simultaneously, I performed with the school choir, playing *Canon in D* on the double bass. This required rigorous practice and tested my ability to collaborate and remain composed under the pressure of a live audience. Beyond my own contributions, I gained practical knowledge from my peers. For example, a project detailing the high sugar content in sodas like Coca-Cola and Ceres served as a wake-up call, teaching me to make healthier choices in my day-to-day life. In conclusion, STEAM fair was a transformative experience that demonstrated how innovation and creativity can be harnessed to build a sustainable future. ~ **Asher Gyesi**

During the STEAM Fair, I was an exhibitor for upcycled jewelry using fabric scraps. My role was to explain how I made the product. I cut the fabric into equal sizes, then wrapped them and added glue every five layers so they would stay strong. After that, I placed the beads on a rack, added more glue to make them firm, and finished them with a gloss coating so they look smooth and shiny. Before the fair, I did trials for about three weeks. During that time, I improved bead consistency and made sure to trim the ends properly so the final product would look neat and high quality. This helped me produce better results compared to my earlier attempts.

I really enjoyed the experience, especially when the room went from quiet to full of people who were interested in the beads. Many people liked the glossy look and the different color combinations. One thing I learned is how to solve problems creatively. For example, when we didn't have some popular colors, we mixed the ones we had and created new combinations, and people actually liked them. However, we also faced some challenges. One major problem was that we didn't organise our letter beads well. Since many people wanted customized bracelets with their names, this slowed us down and made it harder to serve customers efficiently.

Overall, I think my product was successful because it attracted a lot of attention and people were interested in buying and customising the bracelets. The quality also improved because of the trials I did before the fair. However, the lack of organisation affected how smoothly we worked. If I were to do this again, I would organise materials, especially the letter beads, before the event so that the process is faster and less stressful. This experience also connects to waste management in Ghana because we used fabric scraps from places like Kantamanto Market. Instead of the fabric being thrown away, we turned it into something useful and attractive. This shows how creative ideas can help reduce waste and create value at the same time. ~*Jefferson Osei-Kofi*

This year's STEAM Fair was one of the most educative experiences I've had. Working in the AI and technology area, my partner Joziah and I designed an automated traffic light system with a pedestrian button to respond to the growing problem of pedestrian deaths on Ghana's roads. Over three weeks, we applied our physics knowledge of circuits and series connections to build a reliable model and then used our computer science skills to program an Arduino so that the lights change automatically when a pedestrian presses the button.

Presenting our project was a highlight: we explained the circuit, walked visitors through the code, and linked our small prototype to real national road safety statistics, showing how thoughtful engineering can save lives. Our discussions with teachers, parents, and students turned into powerful conversations about innovation and responsibility in society. I want to especially thank our physics teacher, Mr Saforo, for his constant guidance, and my partner, Joziah, for his dedication and teamwork throughout the entire project. *Nii Armah*

Although I was not present at the STEAM Fair itself and did not take part in creating a project, I was still able to observe and reflect on the effort my peers put into the process leading up to the event. From what I saw before the fair, it was clear that a lot of planning, creativity, and teamwork went into preparing their projects. Many of my classmates spent time researching their topics, testing ideas, and improving their designs. I noticed that the process was not always smooth, as some people faced challenges such as experiments not working as expected or difficulties in organising their ideas. However, they showed resilience by adjusting and continuing to improve their work. This demonstrated important skills such as problem-solving, critical thinking, and perseverance.

I also observed how collaboration played a key role. Students working in groups had to communicate effectively, share responsibilities, and support each other. This helped them combine different strengths and produce better outcomes. Even those working individually showed independence and responsibility in managing their time and tasks. From this experience, I learned that the process of creating a project is just as important as the final result. The STEAM Fair was not only about showcasing finished products but also about developing skills such as creativity, innovation, and teamwork. Although I did not participate, observing my peers has helped me understand the importance of preparation and effort.

If I were to take part in a future STEAM Fair, I would focus on starting early, staying organised, and being open to improving my ideas through trial and error. Overall, this experience has given me greater appreciation for the work involved in such events and has motivated me to be more involved next time.

~*Kwaku Ayisi*

The STEAM Fair 2026 was my first time participating in an event like this, and it was an exciting experience for me. I had never attended a fair that combined Science, Technology, Engineering, Arts, and Mathematics, so it was interesting to see how creativity and innovation could come together in such a meaningful way. For the fair, I exhibited a project on turning waste into fashion by making plastic beads and using them to create bracelets, necklaces, and earrings.

While working on my project, I also enjoyed walking around to see other students' exhibits. It was inspiring to see the effort, creativity, and hard work that everyone had put into their projects. This made me appreciate how much thought and dedication goes into creating something meaningful. One important idea I learned from this experience is that nothing is truly waste. Many of the things we throw away can be transformed into something useful and valuable. Through my project, I learned that materials often considered "waste," such as plastic and fabric scraps, still have potential when used creatively.

Of course, every project comes with challenges. One major challenge I faced was while making the beads. They kept falling apart, which meant I had to redo them many times. This was frustrating and time-consuming, and it often drained my energy. However, overcoming this challenge taught me patience, perseverance, and the importance of improving my technique.

My project addressed the problem of unnecessary waste by showing that items people often throw away, such as plastic and fabric scraps, can be repurposed into something useful and attractive. This links directly to United Nations Sustainable Development Goal 12: Responsible Consumption and Production, which encourages reducing waste and making better use of available resources. In Ghana, this is especially relevant because materials such as fabric scraps from places like Kantamanto Market are often discarded, even though they can be reused to create something valuable.

If I were to do this project again, I would work on improving my speed and efficiency, especially when making custom beads, because many people were interested in buying them and I felt overwhelmed trying to keep up with demand. Despite the challenges, this experience helped me grow both creatively and academically. It taught me that waste is not always waste—it simply needs imagination and effort to reach its full potential. ~*Vanessa Ndukairé*

I was the exhibitor for the Biodiesel Production from Used Cooking Oil project, which I completed independently under the supervision of Mr. Eugene. Taking part in this STEAM Fair project was a rewarding experience, and I especially enjoyed the hands-on laboratory work involved in producing biodiesel. One part of the process I appreciated most was being able to work at my own pace, which allowed me to stay organised and ensure that my project was completed in time for the fair. Through this project, I was introduced to the concept of transesterification, the chemical process used to produce biodiesel. I found this especially interesting because I was able to connect my prior knowledge of esters in Chemistry with my understanding of oils in Biology. This helped me see how concepts from different subjects can come together in practical and meaningful ways. I also enjoyed researching methods to make biodiesel production faster and more efficient, which strengthened both my curiosity and patience throughout the process.

My favourite part of the project was testing the combustion of the biodiesel and comparing it with used cooking oil. It was exciting and rewarding to see clear evidence that the biodiesel burned more effectively, showing that the effort I had put into the project had paid off. Biodiesel is a sustainable alternative to conventional diesel produced from crude oil. It generates fewer emissions, is cleaner for the environment, and can be better for diesel engines. Since biodiesel is made from renewable raw materials such as used cooking oil, rather than non-renewable fossil fuels, it aligns with United Nations Sustainable Development Goal 7: Affordable and Clean Energy. This goal promotes access to cleaner and more sustainable energy sources for the future.

If I were to improve this project in the future, I would like to test the biodiesel in an actual engine to better demonstrate its efficiency and practical use. Overall, this experience helped me grow in both my scientific understanding and my organisational skills, as I learned how to manage my time, work independently, and carry out a project from start to finish. ~*Charis Kudiabor*

During the STEAM Fair, I participated as an exhibitor alongside two other students, Janice and Nasya. Together, we created eco-friendly soap using orange and tangerine peels, neem leaves, lemon peels, and aloe vera. My role was to confidently explain our project to visitors and answer questions about how the soap was made and why we chose those specific plant-based ingredients. I really enjoyed presenting our work and interacting with different people, including students and teachers. My favourite part was seeing their reactions when they realised that simple plant waste could be transformed into something useful and beneficial for the skin.

Through this project, I learned that natural materials, especially fruit peels, contain important oils, nutrients, and antibacterial properties that can be used in everyday products such as soap. I also learned more about the soap-making process and discovered how important careful measuring and mixing are to producing a good final product. One challenge we faced was achieving the right texture and consistency, as the mixture sometimes made the soap too soft. It was surprising to see how effective the plant-based ingredients were, even without the use of artificial chemicals.

This project connects strongly to real life because it promotes sustainable living and reduces waste. Instead of throwing away fruit peels, they can be reused to create something useful and environmentally friendly. Our project relates to United Nations Sustainable Development Goal 12: Responsible Consumption and Production, because it encourages people to reduce waste and use natural resources wisely. It also connects to Sustainable Development Goal 3: Good Health and Well-being, since the soap is made from natural ingredients that are safer and gentler on the skin.

If I were to do this project again, I would work on improving my presentation skills through more practice, and I would also try to improve the texture of the soap by making it firmer and more refined.

This experience helped me grow in confidence, teamwork, communication, and creativity. It also made me more aware of how small ideas can make a big difference in creating a healthier and more sustainable world. ~**Bethelle Baiden**

My project was “Rethink Your Drink”, which aimed to raise awareness about excessive sugar intake and its effects on health. Our project display featured a board with cans and bottles of popular drinks, each paired with a bag showing the amount of sugar it contained. This visual presentation helped people clearly see how much sugar they consume in everyday drinks and understand the health risks linked to excessive sugar intake. We also introduced our audience to natural drink alternatives that contain no added sugar, encouraging healthier choices.

This project was important because many health problems are linked to consuming too much sugar. By spreading awareness, we hoped to help reduce the number of illnesses caused by poor drink choices. The project was especially meaningful because many people who visited our stand began to rethink their drink choices and reflect on what they consume on a daily basis. To complete this project, my group members and I had to research, evaluate, and interpret the information we found. We also worked together to measure and calculate the sugar content of each drink. One challenge we faced was finding enough time to complete the project, as we were all balancing other tasks and responsibilities. To overcome this, we managed our time carefully, divided the workload among ourselves, and used our free time effectively to complete the project.

Through this experience, I learned a great deal about collaboration. I learned how to work effectively with different people and understood that collaboration means everyone has a role to play, while still supporting one another when challenges arise. I also learned to respect other people’s views and ideas, and I realised that collaboration does not always mean working together at the same time, it means contributing meaningfully to a shared goal. This project strengthened my teamwork, communication, and time-management skills while also helping me understand the value of making healthier lifestyle choices. ~**Princess Dzidefo Kuivi**

I attended the STEAM fair as a spectator, and I was really fascinated by the wide variety of projects presented. Although I did not create my own project, I spent time observing others and asking questions. I was especially interested in projects like purifying galamsey water, an automatic seed drier, and detailed body part diagrams. These projects showed creativity and real-world problem-solving. From this experience, I learned how science and technology can be used to solve environmental and agricultural problems. One surprising thing was how students were able to design practical solutions using simple materials.

This connects to real life because issues like water pollution from galamsey are serious in many communities, and these projects offer possible solutions. It also relates to Sustainable Development Goal 6 (Clean Water and Sanitation).

Next time, I would like to participate by creating my own project. This experience motivated me to be more creative and confident. ~**Agnes Mbavaya**

Participating in the TIS STEAM Fair 2026 was both academically and personally enriching. Through my project on rainwater harvesting, I explored how science and engineering can be used to solve real-world environmental challenges, particularly those related to sustainability and water conservation in schools and less-developed communities.

My main goal was to understand how rainwater harvesting systems work and how they can reduce reliance on municipal water supplies. Through research, I learned about the water cycle, filtration methods, storage systems, and the environmental benefits of reusing rainwater. This helped me realise that simple ideas can make a significant impact when applied effectively, especially in areas facing water scarcity.

Building the model was both exciting and challenging. It required patience, creativity, and problem-solving, while balancing schoolwork and other responsibilities strengthened my time-management and organisational skills. My biggest challenge was making my presentation clear, engaging, and persuasive enough to encourage wider use of rainwater harvesting, especially in our boarding school setting.

Presenting at the fair was a proud moment because it allowed me to raise awareness about water conservation and sustainable water management. My greatest achievement was helping others understand how rainwater can be collected, filtered, and reused. Overall, this experience strengthened my communication, critical thinking, and interest in using science to create practical solutions for a more sustainable future. ~*Stephen Agyeman*

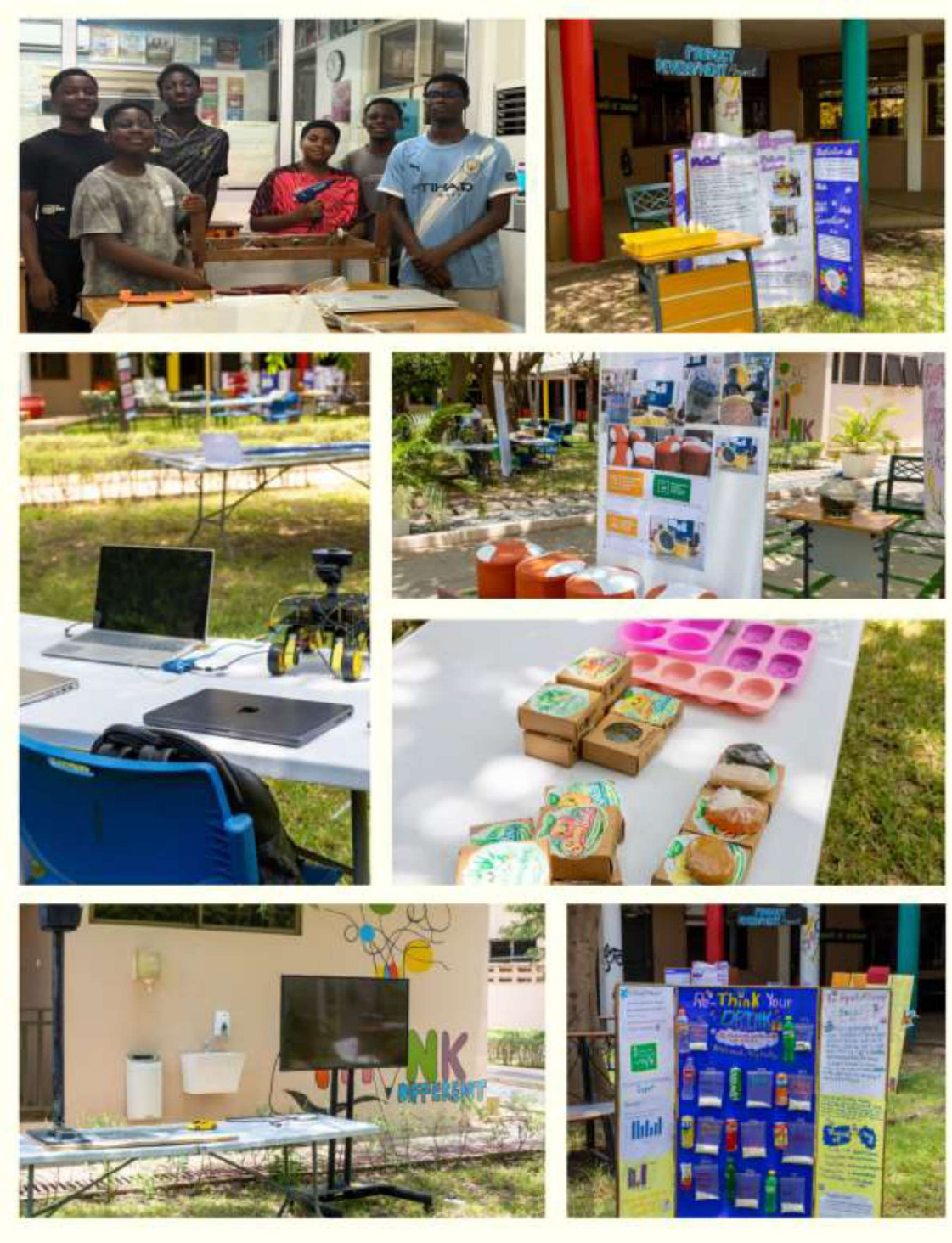
The STEAM Fair was one of the most exciting and rewarding experiences we have had as a group. Working alongside eight other students and guided by our Physics teacher, we designed and built an automated seed dryer to help farmers dry seeds more efficiently during the rainy season. Our project addressed the problem of seeds drying unevenly when exposed to sudden rainfall or insufficient sunlight. To solve this, we designed a model with a light sensor, motor, and gear system that automatically opens or closes the roof depending on weather conditions. This allows seeds to remain protected from rain while still receiving enough sunlight to dry properly.

One of the most valuable parts of this project was the teamwork involved. Every group member contributed to the design and construction process, and this collaboration played a major role in the success of the project. We also developed practical skills such as carpentry and woodworking, which were both new and challenging for many of us. Using tools and materials such as saws, acrylic sheets, nails, and screws made the construction process more demanding, but also more rewarding. This project connects to SDG 8: Decent Work and Economic Growth, because it can help farmers reduce seed loss, improve productivity, and increase income through more efficient drying methods.

Overall, this experience strengthened our teamwork, problem-solving, and practical design skills. It taught us the value of collaboration and showed us that meaningful solutions are best developed when people work together toward a common goal. ~*David Tamakloe*

During the STEAM Fair, I presented a seed dryer project. My role involved helping to build the system, wiring the components, and explaining how it worked to visitors. The project used motors and a light sensor to automatically open and close a lid based on environmental conditions. What I enjoyed most was demonstrating the system and seeing people understand how it worked in real time. One thing I learned is that building a working system is much harder than it looks. We faced challenges with power supply, motor speed, and sensor sensitivity. For example, the motors were sometimes too slow or unstable, and the sensor reacted too easily to small changes in light. This forced us to adjust both the code and the physical setup. This showed me that problem-solving and testing are very important in engineering. This project connects to real life because it shows how automation can be used in agriculture to protect crops and improve efficiency. It relates to SDG 2: Zero Hunger, as it supports better food preservation and production. If I were to do this again, I would improve the design by using

better power management and more reliable sensors. This experience helped me become more patient and better at solving technical problems. ~*Elikem Amegah*



Change ^{the} World Through Teamwork

#Make a Difference





CAS-SA Corner

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 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.



The top of the poster features a vibrant photograph of graduates in teal and yellow gowns, celebrating with their caps in the air against a blue sky with scattered caps.



The logos for Tema International School and the International Baccalaureate (IB) are positioned centrally below the photo.

TEMA INTERNATIONAL SCHOOL
SECONDARY CAMPUS

cordially invites

Parents

to the

**ANNUAL ACHIEVERS
&
GRADUATION CEREMONY**

IB CLASS OF 2026

THEME
**BUILDING ON LEGACY.
A FUTURE OF POSSIBILITIES.**

GUEST SPEAKER:
DZIGBORDI KWAKU-DOSOO
FOUNDER & CEO, DCG CONSULTING GROUP

DATE: SATURDAY, 6 JUNE 2026 | TIME: 10:00 AM
VENUE: SPORTS COMPLEX, SECONDARY CAMPUS
RSVP: MRS. GINA ANAAFI MENSAH | 024 649 2051



A decorative horizontal bar at the bottom of the poster is divided into three colored segments: yellow, brown, and green.

Messages to the IB Class of 2026 – The Vanguard



Dear Ruby Nana Efua Paintsil,

Four years ago, I had the pleasure of discovering this wonderful school. I wonder if you're curious about what makes this place so special to me. It's the Year 11 and 12 students, so friendly, well-behaved, intelligent, articulate, and truly like a breath of fresh air. Watching my daughter, Nana Efua, and her year group grow into the amazing young people I first met has been a real blessing, all to God's glory. I've had the joy of getting to know the Year 12 students personally; some have even been in my home, and I thank God for how far He has brought them. Wishing you all the very best, now and always. You've chosen your path and are doing wonderfully. God bless you all, my sweet children.

Nana, we are so, so proud of you. You have worked hard despite all the challenges; this school has brought out the best in you, and I thank God for the woman you are becoming. Wishing you all the very best that the Lord Almighty has in store for you. **Mrs Ruby Paintsil (Parent, Mother)**

Dear IB Class of 2026 – The Vanguard,

As a parent with a child in the lower grades, I simply want to say how proud I am of all of you. Over the years, I have watched you from afar during visiting weekends, performances, sports events, and many moments across campus. The way you carry yourselves, the respect you show, the friendships you build, and the example you set have truly stood out.

You have become role models for the younger students, including my own daughter, who already look up to your class and dream of reaching this stage one day. You have set the tone for what excellence, leadership, resilience, and community spirit look like at TIS.

As you prepare for your final examinations and your next chapter beyond TIS, I encourage you to make the very best of these final days together. Treasure the friendships, the laughter, the memories, and even the challenges that helped shape you into who you are today. Give your all during your exams. Trust in yourselves, trust in the journey, and remember that you are more prepared than you think. The entire TIS community is proud of you and will truly miss your presence on campus.

Thank you for modelling what it means to grow with purpose and grace.

With love,

M.A

(A TIS parent who loves all things TIS)

Celebrating the IB Class of 2026



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

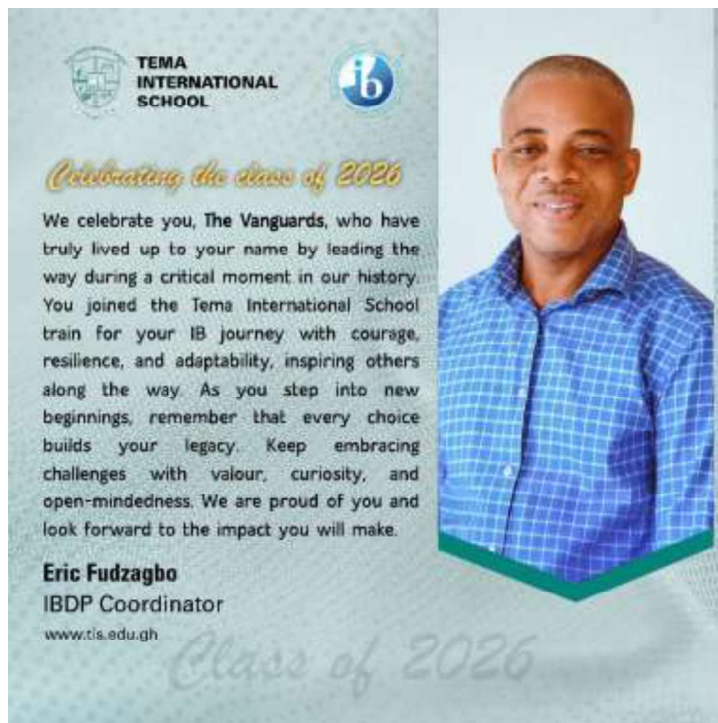
We warmly invite parents, families, alumni, and friends to visit our social media platforms and celebrate these remarkable young people with us. Kindly like, comment, share, and subscribe as we honour their achievements and the legacy they leave behind. Your encouragement and words of support will mean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



MYP e-Assessment 2026

A Key Milestone in Their Journey

1. Dearest Chloe,

I just want you to know how proud we are of you for all the effort, time, and determination you have put into preparing for these exams.

As you go into each paper, stay calm and focused. Don't try to negotiate with the questions 😊 Take your time, read every question carefully, and give it your best shot. God is with you; you are successful.

Go on and shine, baby girl. We are cheering for you all the way 💖

Dzifa Adaklumegah - Mother

2. Dear Karen Kasami

Think of your preparation stage like the backstage of a great production: it's often dark and involves a level of grind that no one ever sees or applauds. While the world only cheers for the performance on centre stage, it's the repetition, late-night work, and discipline behind the curtains that actually dictate the success of the show.

Keep your focus on the rehearsals, because when the curtain finally rises, your brilliance on stage will simply be a reflection of the dedication you had when no one was watching. Trust that God, who has started this good work in you, will bring it to a successful end. Don't do it all by yourself—involve God, and He'll direct your paths.

All the best, Karen! **Kwadwo Tuffuor-Friend**

3. To Katie-Louise Assan

Katie-Louise, we are very proud of you. You have worked so hard over the past year, and I believe that you will sail through with flying colours. Good luck with your exams. Lots of love from Mum and Dad. **George Assie Assan-Father**

4. To Chloe Vodzi

Wishing you all the best in your upcoming exams. I've seen how hard you've been working, and I know you're ready for this. Keep a steadfast mind and stay persistent through every question. You are more than capable of acing this! Go show them what you're made of. **Doe-Doe and TsiTsi-Uncle and Cousin**

5. To Chloe Vodzi

Wishing you success in your exams. Be sure to answer all the questions. May success crown your efforts, and may you come out with flying colours.

From your grandparents, **Samuel Adaklumegah-Grandparents**

6. To MYP 5

Congratulations in advance, MYP Class of 2026. As you step into your exams, may your minds be clear and calm, your hearts be steady, and your confidence unshaken. Each question is simply another opportunity to reveal the brilliance you have nurtured all these years.

May the good Lord go before you, and remember that in Christ Jesus you are more than conquerors. We are filled with joy and excited about the great future ahead of you — a future radiant with brightness, guided by purpose, enriched with intellectual promise, and overflowing with endless possibilities. **Constance Quaye**-Team Lead, University and Career Guidance Department

7. Hi Chloe 😊📖

Uncle Atsu here... Hope you are feeling great!

I know exams can feel stressful, but I just wanted to remind you that you've prepared more than you think. Trust yourself—you know a lot, even if it doesn't always feel like it.

Take it one question at a time, stay calm, and do your best. That's really all anyone can ask for. And remember, one exam doesn't define you. I'm proud of you for the effort you've been putting in. You've got this 🧐💎

See you soon in Ghana to celebrate your successes. Love you. **Joseph Adaklumegah**-Uncle

8. To Chloe Vodzi

Wishing you success in your exams. Be sure to answer all the questions. May success crown your efforts, and may you come out with flying colours. Love, Grandma 💖 **Hilda Ahiabor**
Grandmother

9. To Chloe Vodzi

Chloe, my darling daughter, I have confidence in you that you'll excel in the forthcoming exams. Remember to stay calm, focused, and diligent in your work. The good Lord will see you through this with flying colours. Love you, and you've got this! **William Vodzi** Father

10. Dear Sam Deen Ibrahim,

As you prepare for your upcoming MYP eAssessments, I want you to know how proud we are of the effort you've put in so far. This is an important moment in your academic journey, and it's a great opportunity to show what you are truly capable of.

Stay focused and take your preparation seriously. Develop a strong sense of urgency, use your time wisely, revise consistently, and avoid leaving things until the last minute. Remember, success often comes from being patient, careful, and painstaking in your work. Pay attention to details, read questions thoroughly, and give each task your very best effort.

Believe in yourself and your abilities. You have come this far for a reason, and with determination and discipline, you can achieve excellent results. Keep pushing, stay calm, and give it your all.

Please, I repeat, approach your studies with seriousness and a sense of urgency. Use your time wisely and stay consistent. Remember, success comes from careful, patient, and painstaking effort. Pay attention to details and always give your best.

Believe in yourself, stay focused, and keep going with determination. Your hard work will surely pay off. Wishing you strength, confidence, and great success as you move forward to the IB Diploma Programme. Always remember you are loved. Warm regards, **Vincentia Louis-Maglo-Grandma** Vin

11. **Dear Chloe,**

My girl, good luck with your exams. I 100% believe in you. Stay focused and give it your all. **Toby Ebede-Uncle**

12. **To Asher Gyesei**

The Lord has brought you this far, continue to trust Him and yourself. We're proud of all that you've accomplished thus far. Keep shining, Kojo.

We love you. All the best to you and the Class of 2028. **Robert & Laliet Gyesei-Father & Mother**

13. Dear Chloe,

You've worked so hard to get here, and I'm so proud of you. Remember, these eAssessments are just one step in your journey—you already have everything you need to succeed. Trust yourself, stay calm, and let your brilliance shine through.

You've got this, and I'll be cheering you on every moment! 🌸

With love, **Nana Aba Coleman-Aunt**

14. **To Kameela Sisey Kassim**

This is to wish you success in your exams. It is a milestone that all of us in the family have crossed. Therefore, you are not alone. We are confident in your ability to navigate this. Focus, believe in yourself, and all shall be well. Allah will guide and guard you as always. Ameen.

Amin Baba Kassim Nuhu-Father

15. **To Marie Maa Serwaa Kufuor**

Dear Marie,

We are praying with you and all MYP 5 students. Congratulations on all that you have achieved in your academic journey.

Remember that you can do ALL things through Christ who strengthens you.

We love you dearly. **Amma Among Agyeman-Prempeh-Aunt**

16. To Ameerah Nia Ligbi

Success is the result of hard work and determination, and I believe you have both in abundance. Exams are just a stepping stone to your dreams, so stay focused and have confidence, because I know you have the knowledge and, by the grace of God, you will succeed.

Good luck! **George Wiredu**-Uncle

17. Hiiii Karen,

As you begin your final MYP exams, I hope you study hard and pass with flying colours. I believe in you, and I know you can make it. Just remember, if you get stressed, think about how much more homework you'll have in the IB DP next year... wait, that's not helping anyway 😊

Good luck and lots of love from your family. **Elisa Kasami**-Sister

18. To Karen, Jenelle, Jillian, Michelle and Princess

Good luck with your final MYP exams. Stay calm, read each question carefully, and trust everything you've worked on so far. May God help you stay focused, give you clarity of mind, and guide you through each paper with confidence and peace.

Wishing you strength, calm nerves, and the very best results. **Mmalabna**-Grade 8

19. To Reginald Bannerman

My dear son, Reginald, as you go into your exams, remember that you are capable, intelligent, and stronger than you think. You have worked hard and prepared well, and I am already proud of the effort you have put in. Do not let fear or pressure overwhelm you. Stay calm, focus, and give each paper your very best.

Believe in yourself and trust the knowledge you have gained. Success comes not only from results but also from determination and perseverance. No matter the outcome, you will always make me proud because of your dedication and courage.

Wishing you wisdom, confidence, peace of mind, and excellent results in all your exams. Go and shine brightly. I love you always. **Stephanie Bannerman**-Mother

20. To Jillian Dzidzor Domey

As you step into your exams next week, remember that you are capable, prepared, and stronger than any question you'll face. You have put in the effort, and now it is your time to show it. Stay calm and believe in yourself. If something feels difficult, don't panic—pause, think, and do your best. Confidence and a clear mind will help you succeed.

Stay positive and walk in courage, knowing that you have us, your parents, backing you with prayers. We are proud of you and commend all your hard work.

Now go out there and give it your best.

Wishing you success and clarity, with love and encouragement ✨ ✨ ✨ ♥

Juliet Sika Domey

Mother

21. To Marie Maa Serwaa Kufuor

Dear Marie,

The Lord God who has brought you this far will surely see you through in the coming exams. Success is for you and all your mates. Bless you.

Grandma  **Mary Aboagye-Grandma****22. To Marie Kufuor**

May the Lord God grant you retentive memory in your impending exams. May the Most High give you excellent grades in Jesus' name. We love you.

Kwaku Aboagye

Grandpa

23. To Princess Kuivi

Dzi! Congratulations on getting this far. We're so proud of all your achievements. There's nothing out of reach for you—whatever you put your mind and effort towards, you'll achieve it.

Go into your exams with confidence, calmness, and resilience. Trust that you've studied very hard for this and don't second-guess yourself too much. Remember to have a good night's rest before every exam because your brain needs that rest to commit all you've studied to memory. Don't neglect that; it's very important.

We'll be waiting to celebrate with you. We love you! You've got this!!

Portia (and the entire Kuivi Family)

Sibling

24. To All MYP 5 Students

We wish all of you the very best of luck in your exams. Trust in your preparation, and with the grace and blessings of the Lord, you will all come out with flying colours. It is well!!

Bennet and Benedicta Kuivi

Parents

25. To Chloe Vodzi

Wishing you all the very best in your upcoming assessments, my beautiful niece 

You've worked so hard, and I'm so proud of you already. Go in with confidence, stay calm, and just do your best. That's more than enough. Remember, you are capable, smart, and stronger than you think.

I'm rooting for you all the way. You've got this!

Love, Aunty Divine ♡ -**Divine**-Aunty

26. To Joziah Yinemaa Abor

My PuKi, my love...

You have worked hard these past two years, and it's time to take this exam and move to the next stage of your academics. As you begin your exams on Monday, 4th May, I wish you all the best. Please remember to say a prayer before you start each paper and afterwards. Make us proud as always.

I wish you and your class all the very best. Good luck, my love, and I love you.

Mary-Rhoda Abor

Parent

27. To Ewurama Fynn

Ewurama darling,

As you prepare for your eAssessments, I just want to remind you of how capable and remarkable you are. You've come this far through hard work, dedication, and strength.

I wish you success, clarity, and confidence always. You've got this, girl 🌸

Aunty Nana Yaa

Aunty

28. To Ewurama Fynn

Good luck. Do your best, and I love you.

Kuukua Fynn

IB Class of 2025

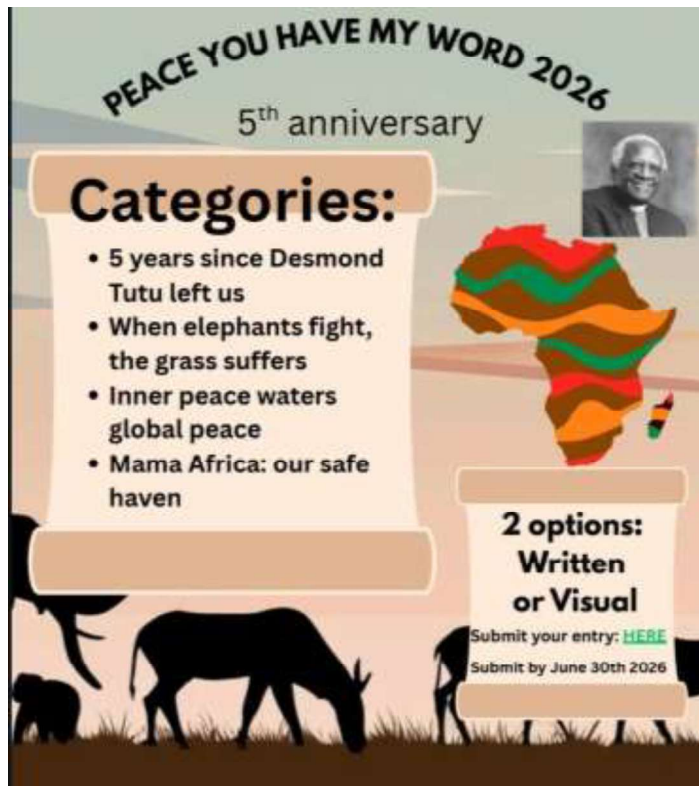
29. To All My Dear Students of Grade 10

Be confident in yourselves. Read instructions very well. Do your best. Good luck — “Bonne chance”. You can do it.

John Mensah

Teacher of French

Peace You Have My Word – A Call to all Students



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_ae2F3GNBF23scx40tZzUxokhTmBmLw/viewform



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



COUNSELLORS' CORNER

If you believe in yourself,
you do not have to fear any
challenge. I wish you all the
success for your exam.

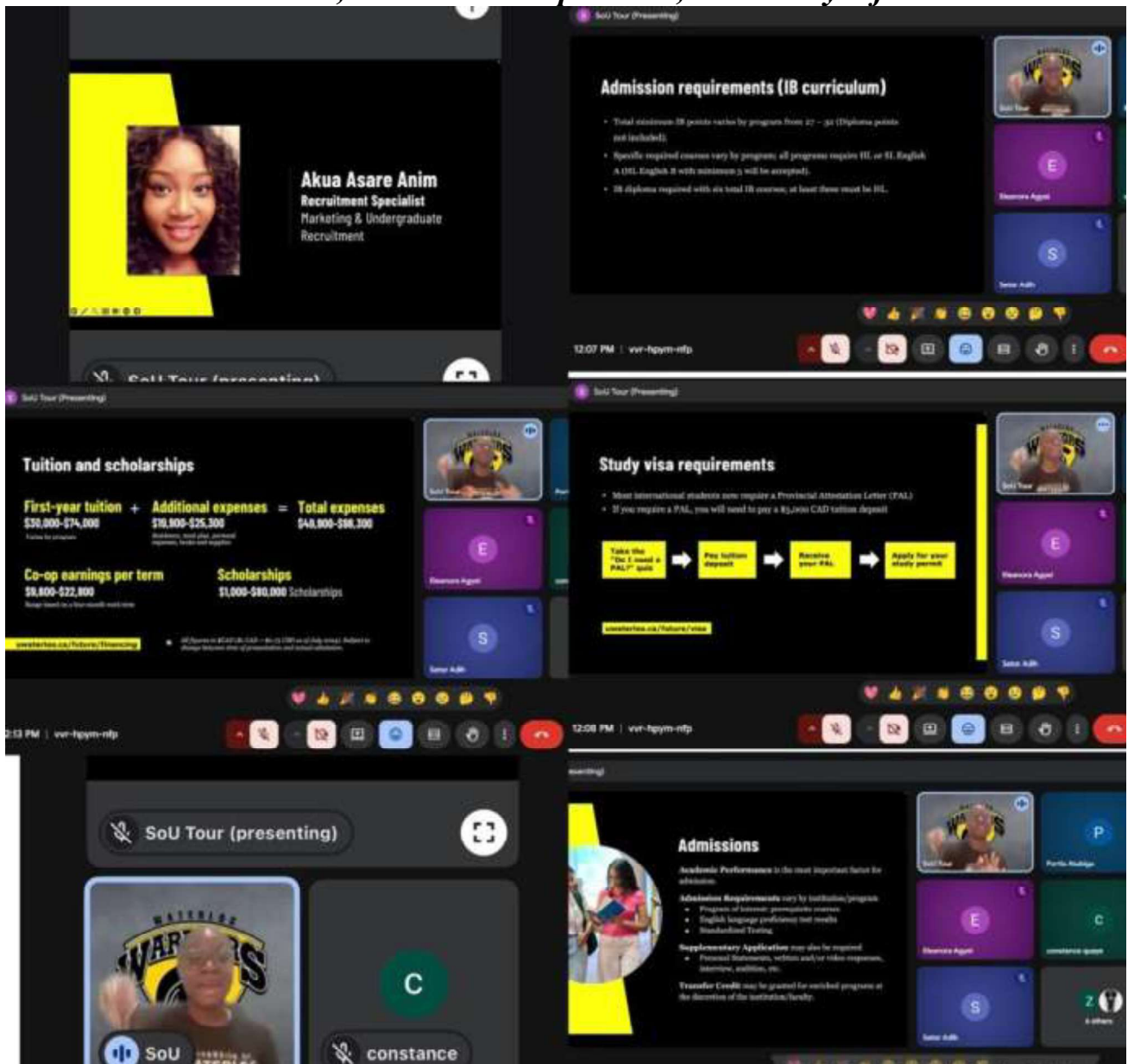


Dear Exam Candidates,

Every page you've studied, every effort you've made, is a step toward the success waiting for you.

Write boldly and with confidence!

Thank You, DP1 Parents for Joining the Canadian Session Presentation with Ms. Akua Anim, Recruitment Specialist, University Of Waterloo



Kindly contact Ms.Akua Asare Anim



akua.asare-anim@uwaterloo.ca

Highlight of University Visits: Mini Fair & UCAS Workshop

UNIVERSITY
Fair

EXPLORE. CONNECT. DISCOVER YOUR FUTURE.

MEET REPRESENTATIVES FROM LEADING UNIVERSITIES IN THE UK

<p>OXFORD BROOKES UNIVERSITY</p>	<p>ROBERT GORDON UNIVERSITY ABERDEEN</p>	<p>UNIVERSITY OF SHEFFIELD</p>	<p>QUEEN'S UNIVERSITY BELFAST</p>	<p>BUCKINGHAMSHIRE NEW UNIVERSITY <small>EST. 1861</small></p>
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OPEN TO GRADE 11 STUDENTS AND PARENTS

<p>EXPLORE PROGRAMMES Discover a wide range of undergraduate and postgraduate courses.</p>	<p>TALK TO EXPERTS Meet university representatives and get your questions answered.</p>	<p>PLAN YOUR FUTURE Get insights on admissions, scholarships and student life.</p>	<p>MAKE INFORMED DECISIONS Take the next step towards your academic and career goals.</p>
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Highlight of University Visits: Mini Fair & UCAS Workshop



Enjoy Reading a Reflection from Nana Yaa Achiampong, DP1

Attending the mini university fair with UK institutions was a valuable and engaging experience. Listening to representatives from Oxford Brookes University, Robert Gordon University, University of Sheffield, Queen's University Belfast, and Buckinghamshire New University gave me a broader understanding of the range of opportunities available in the UK and highlighted looking beyond rankings and considering factors such as teaching style, environment, and personal fit. The fair also helped me reflect on my own interests and future goals, as I was able to compare different course offerings and pathways. Engaging directly with university representatives made the process feel more real and accessible, and it encouraged me to think more critically about what I want from my higher education experience. Overall, the event was insightful and has motivated me to research further and approach my university decisions with a clearer sense of direction.

Enjoy Reading a Reflection from Emmanuel Agyei-Mensah, DP1

I recently attended a UK University Fair where five universities were represented, and it turned out to be a really worthwhile experience. One of the biggest takeaways was understanding how the UK application process works. Everything goes through UCAS, and you write a single personal statement that gets sent to all the universities you apply to. Hearing that made me realise how much thought needs to go into it. It has to represent you well across multiple universities at once. The reps also talked about what student life in the UK is actually like. The cities, the campus culture, and meeting people from all over the world. It sounded like a great environment to grow in, both academically and personally. What stuck with me most was the discussion about life after graduation. A UK degree carries a lot of weight globally, and there seem to be strong opportunities whether you choose to stay or come back home. That was reassuring to hear. Overall, I left the fair feeling more informed and more motivated. It made the idea of studying in the UK feel less distant and more like something I can actually work towards.

To contact the Universities just;

Participating Universities	Name Of Representative	Email Address	Scholarship Link
Robert Gordon University	Ebele Okebugwu	e.okebugwu@rgu.ac.uk	https://www.rgu.ac.uk/scholarships
Queen's University Belfast	Wole Ibukun	w.ibukun@qub.ac.uk	https://www.qub.ac.uk/Study/international-students/international-scholarships/
Oxford Brookes University	Itunu Ogunjinmi	d0002464@brookes.ac.uk	https://www.brookes.ac.uk/study/funding
University Of Sheffield	Udochika Ezeocha	udochika.ezeocha@sheffield.ac.uk	https://sheffield.ac.uk/undergraduate/scholarships
Buckinghamshire New University	Damilola Johnson Balogun	damilola.johnson-balogun@bucks.ac.uk	https://www.bucks.ac.uk/life/fees-and-funding/financial-support-bursaries-and-scholarships/international

Rowan University, USA In-Country Representative Africa

Kaosi Maryjoe Onyenaucheya Visits TIS



Rowan University is a public research university in Glassboro, New Jersey, United States. Founded in 1923 as Glassboro Normal School on a 25-acre site donated by 107 residents, the school was known as Glassboro State College from 1958 until 1992 and Rowan College of New Jersey from 1992 to 1997. About Rowan just click: <https://www.rowan.edu/>



For scholarships: <https://admissions.rowan.edu/financing-education/scholarships.html>

Enjoy Reading Students' Reflections



Being visited by the representative of Rowan University, New Jersey, provided me with an insightful introduction to the popularly known university. The school, being established in 1923, offers over 90 majors and not only has 90% international retention rate but also has a national ranking of 92 across all public universities. It offers the best value for education and has been proven to be one of the fastest growing universities. This is not only impressive but provides many benefits to enrolled students such as the availability of meal plans and flexible housing options. The Rowan University representative's visit was very informative and helpful. The representative, MaryJoe, also explained that Rowan hosts job fairs where students can find internship opportunities. Students can work both on campus and off campus, with off-campus work allowed for up to 20 hours. Another interesting point was that students can go directly into a PhD program after completing their undergraduate degree without needing a master's degree first. It was also good to know that the area is less expensive than many other cities, which can make studying there more affordable. In conclusion, the Rowan University fair was an insightful and informative session which encouraged me to consider Rowan as one of my university options. **IB DP1 Xolali Dzakuma.**

My guidance session on Rowan University gave me a clearer perspective on what kind of academic environment I may thrive in and how my interests could align with a university's offerings. Located in Glassboro, Rowan stands out as a top 100 public university, which immediately signals a strong academic reputation combined with accessibility. One aspect that particularly caught my attention was the range of programs available. I was especially drawn to Business, as it aligns closely with my current interests and future ambitions. At the same time, I found it interesting that Rowan also has strong offerings in areas like Data Science and the Arts, which suggests flexibility and the possibility of interdisciplinary exploration. This is important to me because I value an education that allows me to expand beyond a single field and adapt to evolving career paths. Beyond academics, I was impressed by the opportunities available for career development. The presence of career fairs, on-campus jobs, and access to off-campus internships shows a strong emphasis on preparing students for life after university. These opportunities are essential because they bridge the gap between theoretical learning and real-world application, something I consider crucial for long-term success. **Chidubem Akunyili, DP1**



SAT

2026 TEST DATES



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

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



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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

Good job! SAT May 2 2026 Test Takers



2026 TEST DATES (COMPUTER-BASED TESTING ONLY!)

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



DIGITAL TEST DATES AND DEADLINES 2026

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

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

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

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

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

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

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

A graphic with a red background and a yellow tilted rectangle. Inside the yellow rectangle, the text "TIS INTEGRITY Code" is written in white, bold, sans-serif font. "TIS" is at the top right, "INTEGRITY" is in the middle, and "Code" is at the bottom left.

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."



