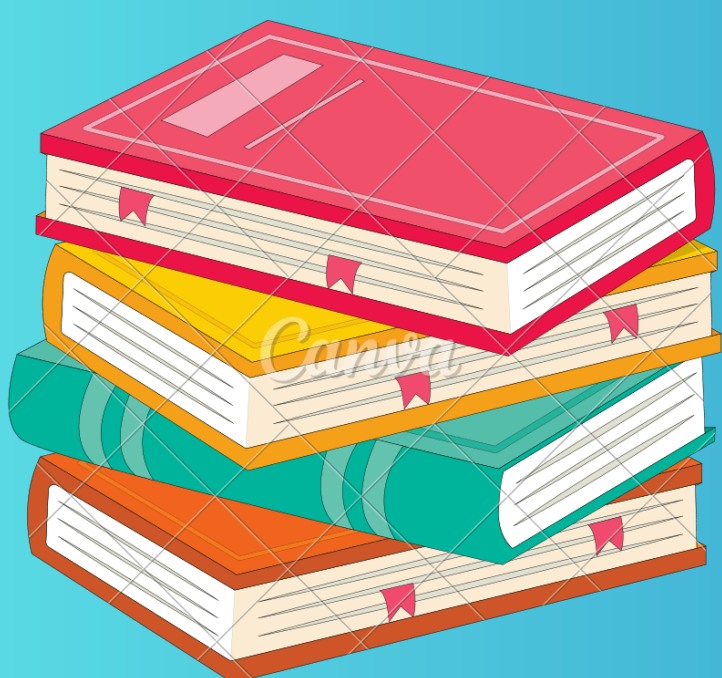




Learning...Through the Eyes of Our Learners

MAY 2025

Never
STOP
Learning!



What Journey to the River Sea Taught Me

When my English teacher first handed me our class reader *Journey to the River Sea* by Eva Ibbotson, I thought it would be just another ordinary story. But as I turned each page, I was drawn into a world filled with adventure, courage, and self-discovery. Through the journey of Maia, a young orphan sent from England to live with relatives in the Amazon rainforest, I learned powerful lessons about being different, showing kindness, and standing up for myself and others.

One of the most important lessons I took from this book was the importance of embracing who I am, even if I am different from those around me. Maia finds herself in a strange and unfamiliar environment, far from home and surrounded by people who don't understand her. Yet, she never tries to change who she is. She continues to be curious, passionate about learning, and open to new experiences, even when the people around her, like the selfish Carter family don't support her. Maia showed me that it's okay to be different. Being true to yourself, even in difficult circumstances, is a kind of strength.

Another lesson I learned from the story is the importance of kindness. Throughout the book, Maia treats others with warmth and compassion. Whether it's helping Clovis, a boy who feels lost and alone, or becoming close friends with Finn, who is hiding from a future he doesn't want, Maia's kindness helps her form meaningful relationships.



Even though the Carters are cruel to her, she doesn't let that change the way she treats others. This reminded me that showing kindness, no matter how others behave, is a powerful way to create trust and build lasting friendships.

Finally, Journey to the River Sea taught me about courage and the importance of standing up for myself and what I believe in. Maia never lets the Carters control her, and she is brave enough to help Finn escape a life he doesn't want. Her courage inspired me to stand strong, even when it's hard. She didn't just follow rules or do what she was told, she thought for herself and chose what was right, even when it was risky. That kind of bravery is something I admire and want to practice in my own life.

Reading this book opened my eyes to how strength, kindness, and resilience can help us through even the most difficult challenges. Maia's story encouraged me to embrace my differences, treat people with empathy, and never be afraid to speak up for what I believe in. Journey to the River Sea may have started out as just a book, but in the end, it became a guide for how I want to grow as a person.



Nicole Mpuah - F1W

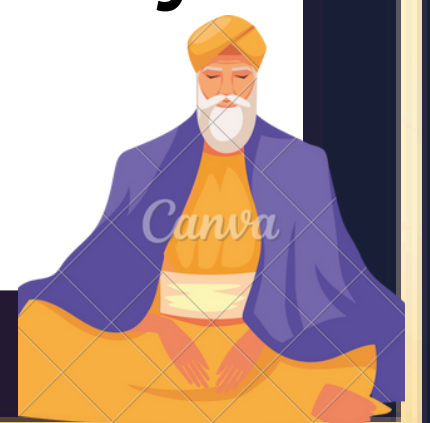


A STEP INTO SIKHISM (WITH SHOES OFF, OF COURSE)

Not long ago, our Form 1 class took an educational trip to a Sikh temple also known as a Gurdwara. To be honest, before the visit, my knowledge of Sikhism could fit on the back of a grain of rice. But by the time we left, I had gained more than just facts, I left with a full stomach, a covered head, and a deep respect for faith. The moment we arrived, we were asked to take off our shoes and socks which we left neatly at the entrance. We did this as a sign of respect and cleanliness before entering a sacred space. Then came the head coverings.

The girls had scarves, while the boys were handed cloth wraps that looked like durags. I wasn't sure if I was entering a temple or a rap battle, but hey, I rolled with it. Inside the Gurdwara, we noticed a few interesting things. First, boys and girls sat separately; girls to the right, boys to the left. I'm not sure if that's a general rule or just how they organised our group, but there we were, legs crossed (or to the side), trying not to accidentally point our toes at the altar. Why? Because in Sikhism, pointing your feet at the Guru Granth Sahib, the Sikh holy book, is a no-no. Makes sense. I wouldn't want someone sticking their feet at something I held sacred either.

A parent from The Roman Ridge School helped translate during the visit, switching smoothly between English and Punjabi as two kind Sikh men shared their teachings. We learned that the Guru Granth Sahib isn't just a book; it's treated like a living guru. People bow low to the ground in front of it when they enter, and some even walk around it in a circle. The level of reverence really struck me. This wasn't just religion. It was devotion. We also got a crash course in the core values of Sikhism: honesty, equality, service to others and always remembering God.



We learned about the Khalsa, a special group of committed Sikhs who live by the highest standards of the faith (basically the Jedi Council of Sikhism). One of the coolest things we saw on a slideshow, not in person, unfortunately was the Golden Temple in Amritsar, India. Picture a palace floating in a lake of calm water, sparkling like it's been dipped in sunlight. Built by Guru Arjan, the fifth Sikh Guru, it looked like something straight out of a fantasy novel.

Let's be honest, one of the best parts of any school trip is the food. That's where the Langar came in: a community kitchen where free meals are served to everyone, no matter their religion or background. They even offered us a traditional sweet dish made of wheat, flour, and sugar. At some point, someone in our group asked if they could sing for us and they did! The music was gentle and calming, the kind of thing that makes you stop and just breathe. We were gently reminded not to dance as it was a form of prayer. Lesson learned.

Before we left, one of the men stood and prayed for all of us including our school.



That moment felt genuine and kind, like a warm goodbye hug without the actual hugging. We made sure to leave everything tidy, thanked our hosts, and quietly slipped out of the Gurdwara, shoes back on. In the end, this trip wasn't just about learning a new religion, but about understanding. I realised how important it is to keep an open mind, even when stepping into unfamiliar territory. Different beliefs don't have to divide us. They can teach us, surprise us, and even connect us in unexpected ways.



Nana Yaa Nyinaku - F1A





OUR VISIT TO THE BUDDHIST TEMPLE

On the 13th of May, the Class Five pupils of The Roman Ridge School went on an exciting and eye-opening school trip to the Mahayana Buddhist Temple in Accra, also known as the Senmyo Zan Hokkeji Temple. As part of our Religious Education lessons, all the classes in the school are learning about different religions. Our class got the special opportunity to learn more about Buddhism, and I was very happy to it was interesting to watch the world go by as we travelled.

On the way, I saw many things like colourful 'trotros' zooming past, bright billboards advertising phones and drinks, people on motorbikes, and busy street sellers calling out their items. Accra was as lively as ever! When we finally arrived at the temple, I was excited, curious, and a bit nervous. But as soon as I stepped out of the bus, I felt calm. The temple grounds were so quiet and peaceful. That really surprised me because it felt so different from the noisy streets we had just come from. Everything looked neat and well-organised.

The temple building had beautiful architecture, and there were statues and symbols that gave the place a gentle, sacred feeling. It felt welcoming and peaceful. A kind man named Mr. Nana Tiekou, who is a Ghanaian Buddhist, welcomed us and explained many things to us. He told us about the history of the temple, how it was built, and how people practice Buddhism in Ghana. He also shared some of the beliefs that Buddhists follow in their daily lives. One thing he explained that stayed with me was the idea of karma: the law of cause and effect. It means that the things we do, whether good or bad, will eventually come back to us.

That made me think deeply about how important it is to be kind and honest every day, not just when someone is watching. Mr. Tiekou also spoke about the importance of peace, meditation, and being mindful. Buddhists believe in living a calm and respectful life, and that really inspired me. We also watched a short video about how the temple was built and how Buddhists in Ghana stay connected to their religion.

It was interesting to learn that even though Buddhism started in Asia, there are followers right here in Ghana. The video showed images of monks meditating and people visiting the temple to pray, offer food, and find peace. The trip taught me that all religions are special in their own way and deserve to be respected. Just because someone worships differently from me doesn't make their beliefs wrong. Religious tolerance is when we accept other people's religions and traditions without judging them, and I think that's something the whole world needs more of. Even though the trip was fun and full of learning, I secretly wished we had more time.

I wanted to ask more questions and maybe see a little bit more of what happens during a real Buddhist prayer time. Still, I will always remember this experience and how it made me feel. I am truly grateful for the visit, and I will cherish the memory for a long time.

Eleora Kotey - C5A



A UNIQUE DAY LEARNING ABOUT BUDDHISM



Buddhism is a religion filled with fascinating beliefs, stories, and a unique origin. It's a religion that stands out for how it came to be. On the topic of Buddhism, the whole of class five had the chance to visit a Mahayana Buddhist temple the only Buddhist temple in all of Africa! Our visit began as we entered the temple, which had a quiet and peaceful atmosphere. I was immediately struck by the beauty and calmness of the place.

After soaking in the peaceful surroundings, it was time for the main part of our visit. We were guided by the Buddhist priest, and I found myself very interested in everything he had to share. The temple we visited is called Senmyozan Hokkeji, and it was built in 1988.

As we entered, we were asked to say a chant, "Nam-myoho-renge-kyo" three times. This chant is a way of showing respect to the temple and to the Buddha, or the "enlightened one." Nana Takyi, the resource person, explained to us that, according to Buddhism, we all suffer because of our desires. In their belief system, they don't believe in God. Instead, they believe in the idea of "Anicca," meaning that nothing stays the same, so everything is always changing. This was a bit different from my own religion, Hinduism, which has many gods.

At first, I found it hard to understand how they could not believe in God, but I soon realised that their beliefs are simply different, and I respect that. Inside the temple, the atmosphere felt calm and divine. It was a large hall, and at the front stood the Gohonzon, which is the object of worship used during Buddhist rituals. According to Buddhist teachings, humans have signs of hatred, greed, and ignorance, but these are not seen as entirely bad traits. Instead, it's our responsibility to control and overcome these things. This idea made me think about how all religions teach us to work on improving ourselves.

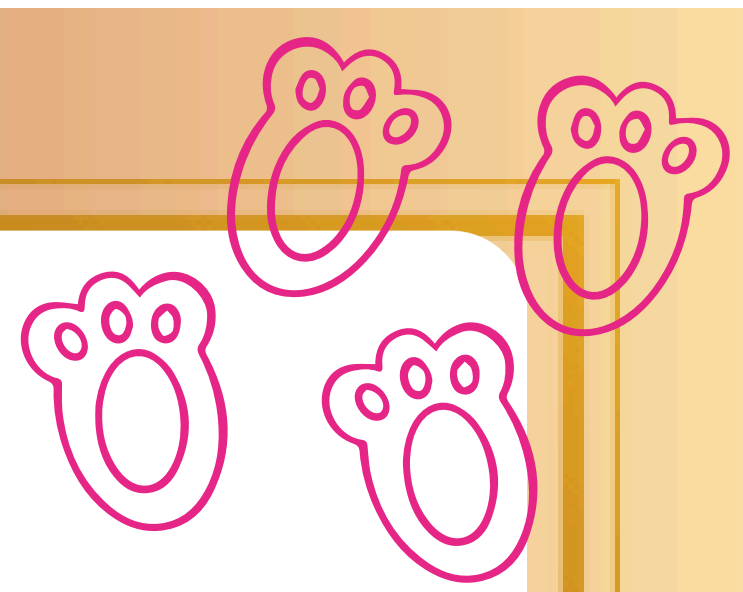
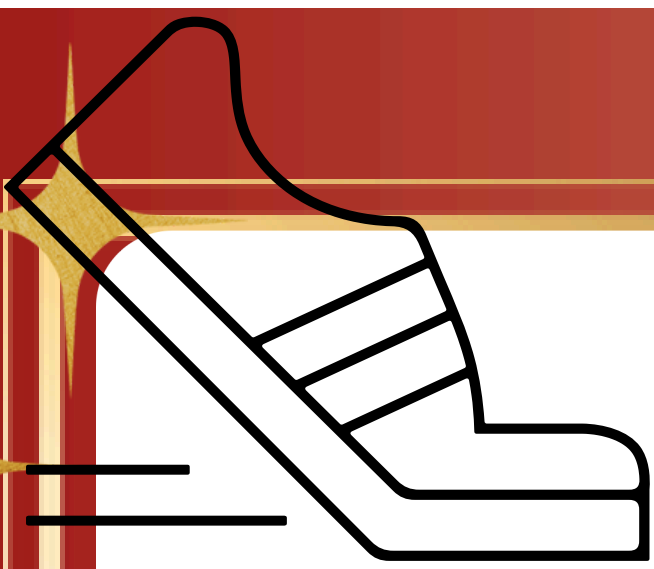
At the end of our visit, we watched a short film that showed magnificent-looking pagodas and explained their history. The film helped me learn more about Buddhist culture and their traditions. Overall, the trip really changed the way I think about Buddhism.

It was a fun and educational experience, and I'm grateful for the opportunity to visit the temple. I'd like to thank our school and our social studies teacher for planning such a wonderful trip. It was an experience I'll always remember!



Manasvi Patel - C5E





ONE STEP AT A TIME

I started track back in March, not as something totally new, but as something I wanted to actually commit to this time. I have always liked running, but it's something I have never really taken seriously. This time felt different. I wanted to be consistent, challenge myself, and just see what I was capable of.

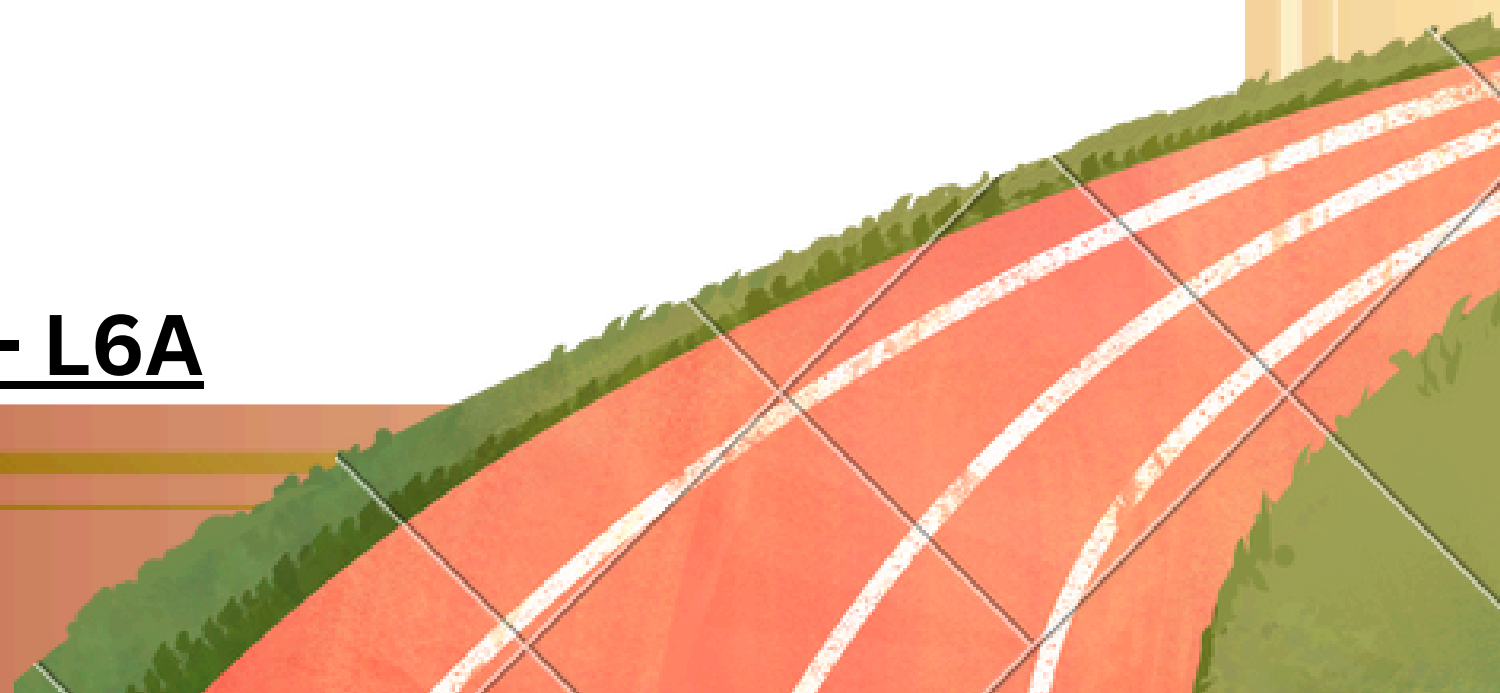
At first, it was rough. My legs felt like lead, I was exhausted after every session, and honestly, there were days I seriously questioned why I was even doing it. But I kept going. Bit by bit, I started noticing changes. My breathing got more controlled, I recovered faster, and for the first time, I felt like I was actually improving. I wasn't just showing up anymore; I was making progress.

Physically, I feel more in tune with my body now. Mentally, running gives me space to clear my head. When I'm on the track, it's just me, the ground, and whatever is ahead of me. It's weirdly peaceful. It has helped me deal with stress, focus better in other parts of my life, and just feel a bit more steady and focused now.

Emotionally, it has been a real anchor in my life. I have built a quiet sort of confidence – not because I'm the fastest or the strongest, but because I've seen what happens when I stick with something. I have shown up even on the days I didn't feel like it and learned to trust the process as well as the progress. This gives me so much joy. Track has become more than just a sport for me now. I turn to it when I get exhausted mentally, and when things feel overwhelming. I will always turn to track.



Jormor Adjei - L6A



ALL WORK AND NO PLAY

This year's After Hours Bash was one for the books! The theme was Mismatch, and let me just say, it was bigger, louder, and more chaotic (in the best way) than anything we've done before. As a prefect, I got to be part of the planning team, and honestly, seeing it all come together was one of the most rewarding things I've experienced this year. Right from the moment the event kicked off, the vibe was amazing.

Everyone came in the craziest, most mismatched outfits you can imagine. There were clashing colours, inside-out shirts, and shoes that definitely were not meant to be worn together. It was hilarious. People weren't afraid to look silly, and that made the whole day feel so relaxed and fun.

One of the best parts of the event was the photo booth. It never stood still for a second! We set it up with goofy props and backdrops, and people were in and out taking the funniest group shots. The photos honestly captured the mood of the entire day. It was carefree, happy, and full of personality.

Then came karaoke, which took things to a whole other level. Some students stepped up to the mic like they were born for it, while others needed a little push from their friends. No matter what, the crowd was cheering everyone on. There were some seriously good singers and some hilariously off-key performances too, but that was the beauty of it. It was all about welcoming students back to school, and we collectively worked to make it fun.



It was a blast, and I'm so glad I got to be a part of it. And of course... the food! Slushies and ice cream were definitely the fan favourites; and the pancakes, OMG! An absolute favourite for all. The lines were long, but no one minded. Everyone was chatting, laughing, and catching up while waiting for their turn. It just added to the whole community vibe.

Helping organise the After Hours Bash taught me so much—not just about planning and managing time, but about how important it is to create moments like these for our school. Watching everyone have a great time reminded me that school isn't only about grades and deadlines. It's also about the memories we make, the people we share them with, and the joy that comes from simply being together.



REFLECTION ON A PSHE LESSON: WORK, EXPERIENCE, AND TAKING RISKS

In a recent PSHE lesson, we had an open and honest conversation about jobs, work experience, and what it might look like to start your own business one day. As a Lower Sixth student, it really made me pause and think – not just about the future in a vague sense, but about the real steps people take to build a career they actually care about.

One thing that stood out was how different the job market is today compared to what it was like for previous generations. We spoke about how tough it can be to even land that first job, and how much pressure there is to stand out with skills, experience, and confidence – all things we're still in the process of developing. It was reassuring, in a way, to hear that this struggle is common, and that the path into the working world isn't always straightforward.

We also touched on the idea of leaving a job – especially one that might feel secure – to either pursue something more fulfilling or start your own business. That part really stuck with me. It's scary to think about walking away from something safe in the hope that something better is out there. But at the same time, it was inspiring to hear that taking that risk can sometimes pay off, not just financially but in terms of doing work that actually makes you feel excited to wake up in the morning.

What I appreciated most about the lesson was how real it felt. It wasn't just a list of careers or tips about CVs. It was about choice, risk, uncertainty – and the fact that no path is perfect. It made me realise how important it is to build up experience, but also to be brave enough to change direction if something doesn't feel right.

In the end, I left the lesson feeling more aware of the challenges ahead, but also more hopeful. I don't have everything figured out yet, but I'm beginning to understand that that's okay – and that whether I work for someone else or eventually work for myself, it all starts with the experiences I choose to take on now.

Ethan Yeboah - L6W



WHAT I LEARNED ABOUT THE OTHER SIDE

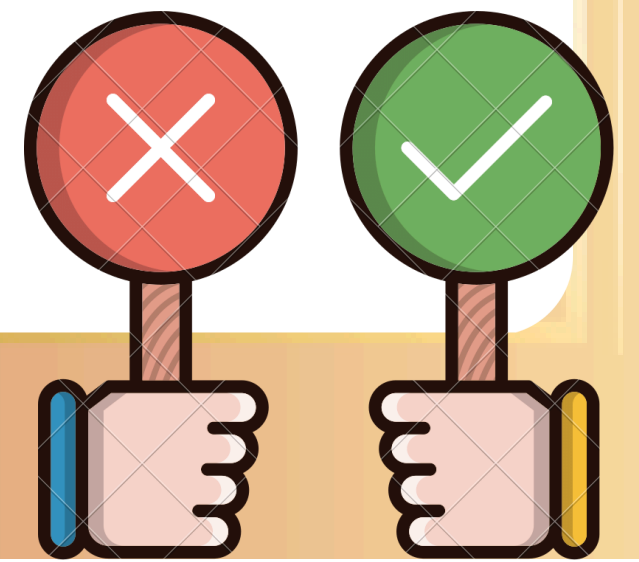
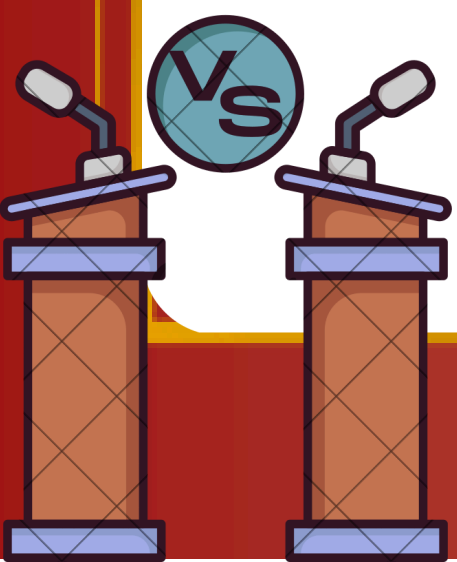
In class, we recently held a debate on the motion: “Schools should eliminate traditional exams and focus on continuous assessments.” I was on the side supporting traditional exams, but listening to the opposing team really gave me a new perspective.

The opposing team argued that continuous assessments help students become more familiar with the material, instead of cramming everything into their minds for one big exam. They study in smaller chunks, which means they understand the topics better over time.

They also said that continuous assessments put less pressure on students. Since they’re not expected to remember everything taught over months or even years, they can focus on one topic at a time and give it their full attention, without getting too stressed or burnt out.

One point that really challenged my thinking was the idea that continuous assessments reduce pressure. They have a fair point. Yes, it probably is easier to study fewer topics at a time and do well, instead of trying to remember everything all at once at the end of a term or year. Even though I still believe that standardised tests are useful for helping students learn how to cope with pressure and prepare for real-world challenges, I now also understand the advantages of a system that’s less stressful and more balanced.

I’ve learned that everyone can be right in their own way, depending on how they see things. Just because I feel strongly about my own opinion doesn’t mean I’m always right. It’s important to stay open-minded and listen to different sides. That’s how we grow.



LITERATURE – A LIFE LESSON



During our literature lessons, one of the things I've grown to truly value is the collaborative atmosphere created through peer tutoring and group activities. These elements have played a major role in shaping my first academic year studying A-Level Literature, making what could have been a daunting experience feel engaging, and genuinely enjoyable.

At first, I was a little nervous about the idea of working so closely with my classmates. Literature is such a personal subject—how we interpret characters, themes, and language often comes from our own experiences and worldviews. But as the weeks went by, I began to see just how powerful it is to learn in a space where everyone's voice is heard. Peer tutoring, in particular, has taught me that teaching and learning aren't one-way streets.

When I help a classmate understand a poem or a scene, I have to think more clearly about what it means. This process often leads me to new insights that I might not have reached on my own. It's not just about knowing the answer—it's about exploring the "why" and "how" together.

Equally, when others explain their interpretations to me, I often find myself amazed by how differently we can all see the same piece of writing. A classmate might notice something subtle in the structure of a sonnet or in the tone of a narrator that completely shifts my understanding.

These exchanges don't just improve my academic skills – they build a deeper appreciation for literature as something alive and open to exploration.

Group activities have brought a whole new dimension to our learning. They make the classroom feel dynamic and participatory, rather than just a place to take notes. Whether we're creating character maps, acting out scenes, or hosting mock debates, these activities encourage everyone to contribute and think on their feet.

I remember one session where we split into groups to defend different characters in a novel, almost like lawyers building a case. It was challenging, but it pushed us to really engage with the text and think critically about motivation, bias, and authorial intent.

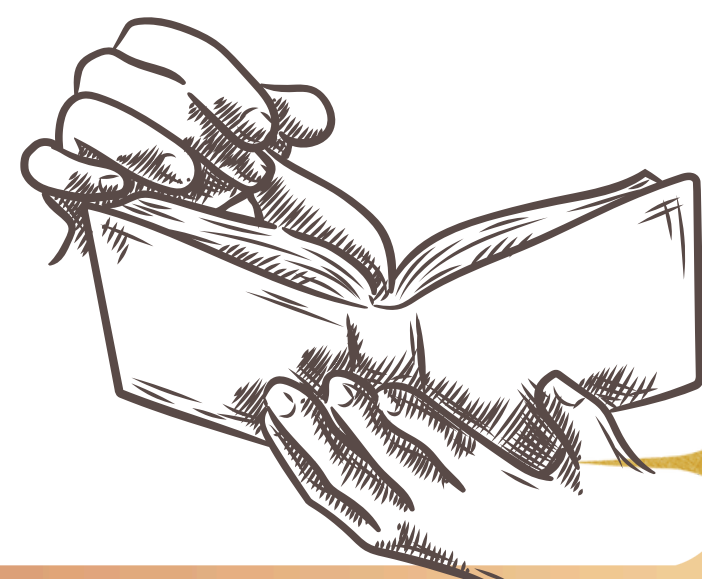
What I've enjoyed most is how these lessons blur the line between learning and discussion. They create a safe space where I feel comfortable sharing my thoughts—even if they're not fully formed—and where I can build on others' ideas. This has helped me grow not just as a literature student, but as a communicator. I've become more confident in my voice, more willing to take intellectual risks, and more open to seeing things from perspectives that are different from my own.

In many ways, these interactive learning methods have mirrored the very essence of literature itself – conversation. Books, poems, and plays are all dialogues, not just between characters, but between the writer and the reader, the past and the present. Through peer tutoring and group work, our lessons have become their own kind of dialogue, full of energy, curiosity, and mutual respect.

Looking back on this first year, I can honestly say that these experiences have made A-Level Literature one of my favourite subjects. It's not just about getting the grades, although that matters too, but it is also about discovering the joy of learning in a community. I've grown academically and personally, and I'm excited to carry these lessons with me into the rest of my A-Level journey and beyond.



Heidi Nordjo- L6A





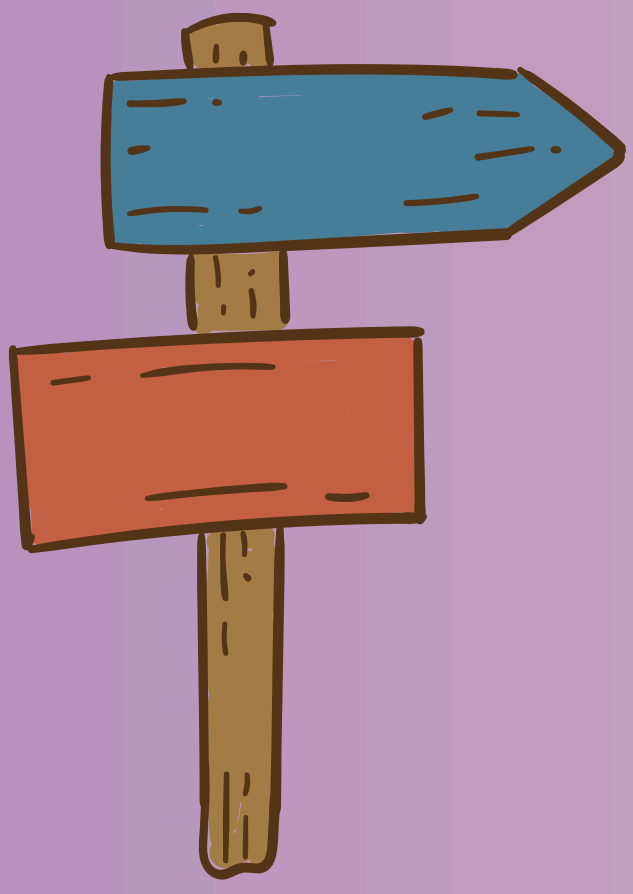
THE AWESOME PURPOSE OF A TEXT IN COMPREHENSION

I learnt about understanding the purpose of a text in comprehension. The purpose means why the author wrote the text - whether it is to inform, entertain, or persuade. This assisted me to when I was reading stories and information books. Knowing the purpose helped me focus better while reading. I looked for facts. If it was to

entertain, I enjoyed the characters and the story. It also made answering questions easier because I understand what the author wanted to tell me. I can now explain why I think a text was written and give reasons to support my answer. I feel more confident when I read and share my ideas in class.

Ama Sarpong Adomako class 3 Atifi





MEGAN JIBSON CLASS 3 ATIF
MY ADVENTURE STORY
EXPERIENCE

Writing Adventure stories is now very exciting and interesting. They are full of surprises, scary animals, and smart ideas. I really enjoyed writing it because it made me feel like I'm in the story too!

helped me in my studies. It made me want to write more. And now I understand new words better. It has taught me to work as a team and not give up, even when things are hard. I used that lesson when we had a group project in class. I also wrote my own story and got a good grade.



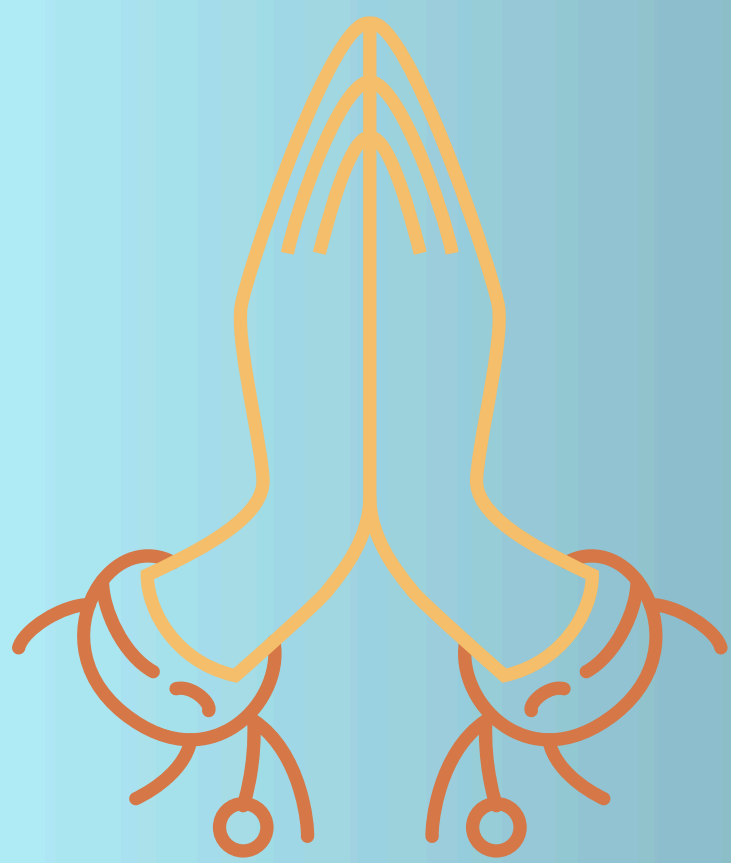
Megan Jibson - C3A



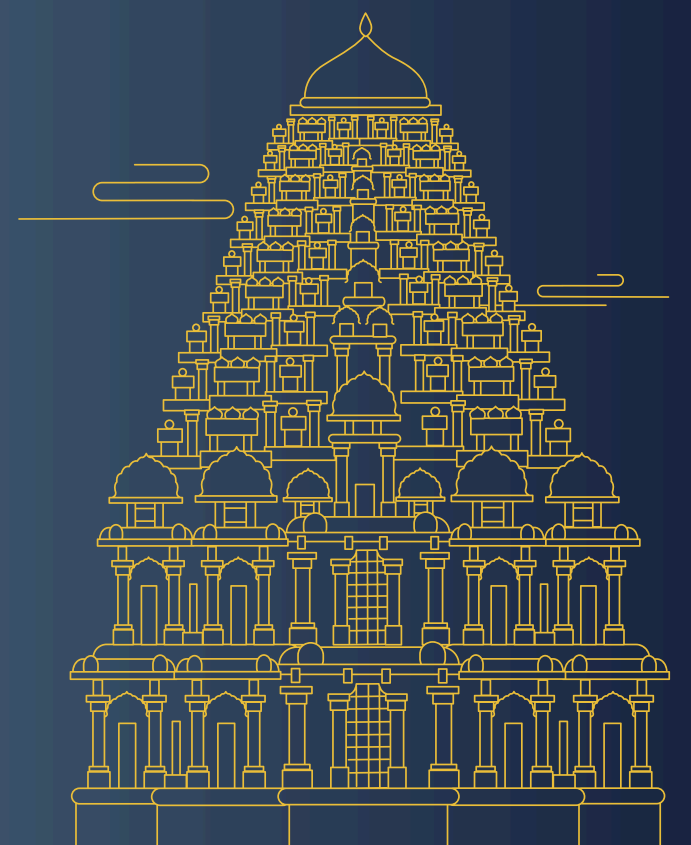
A TRIP TO A MANDIR

It was exciting to take a trip to a Hindu temple. When we got out of the bus, I saw a huge plant. It was amazing. Everybody took off their shoes and put them on a shoe rack. We washed our hands, and we were finally ready to enter the temple. There was a man who explained everything that I learnt about Hinduism. The new thing I learnt was that our parents are gods and we need to respect them. Now I understand the difference between Hinduism and Christianity.

INSIDE A HINDU TEMPLE

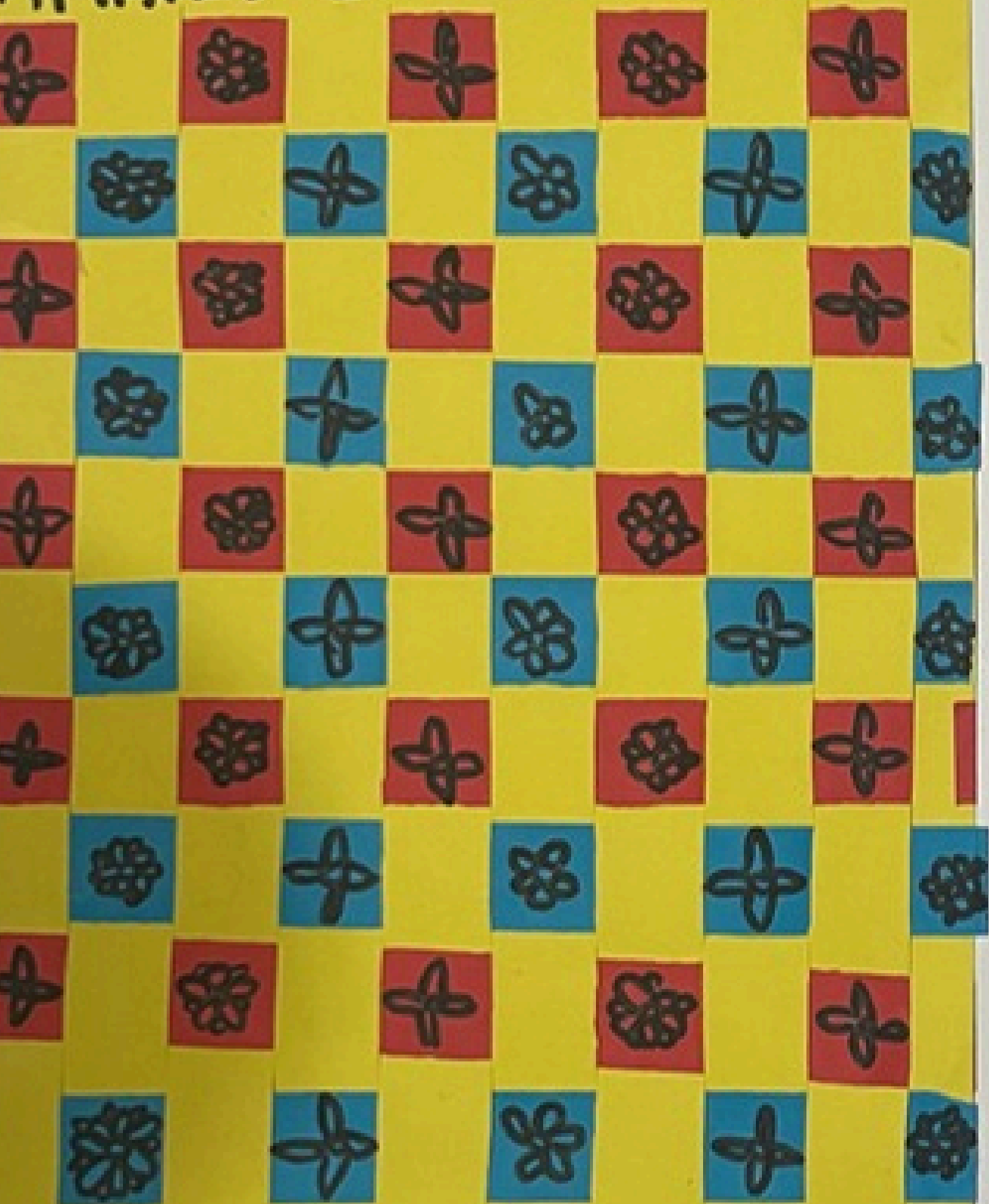


Sedinam Kudjawu-C2E





AMARIS' ISLAMIC PATTERN



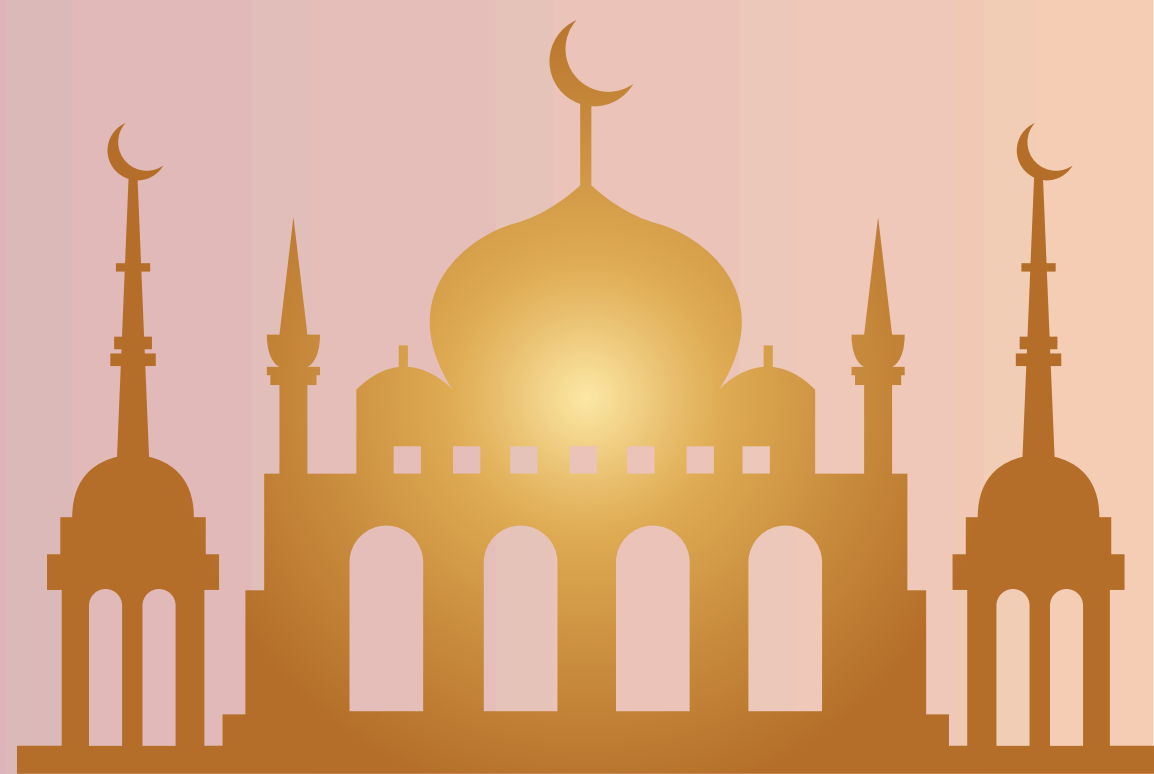
LESSONS FROM WEAVING

Today, I learnt how to weave! First, I made my cardboard loom using paper and scissors. Then, I used coloured paper strips to create my woven patterns. At first, it was a little tricky to remember the over and under rule, but I tried my best. Some of us found it hard to weave, but we helped each other. It was difficult to choose our own colours and designs. Our work looked like real patterned cloths when we finished! Our weaving lesson was easy because it was related to what we are learning about Islamic Religion in Social Studies. It taught me a lot about Islamic designs and patterns. I appreciated all the creativity found in Islamic Religion. Weaving also taught me to use my hands carefully and neatly and to think about the wonderful patterns in the world. I also learnt to be patient, focused and work hard to succeed.

Amaris Aguadze
Class 3 East

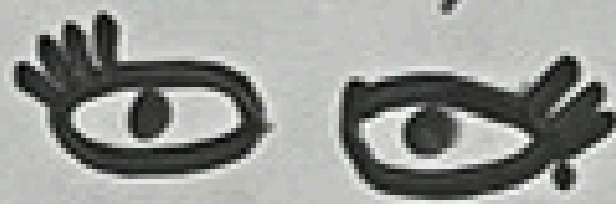


Amaris Aguadze - C3E

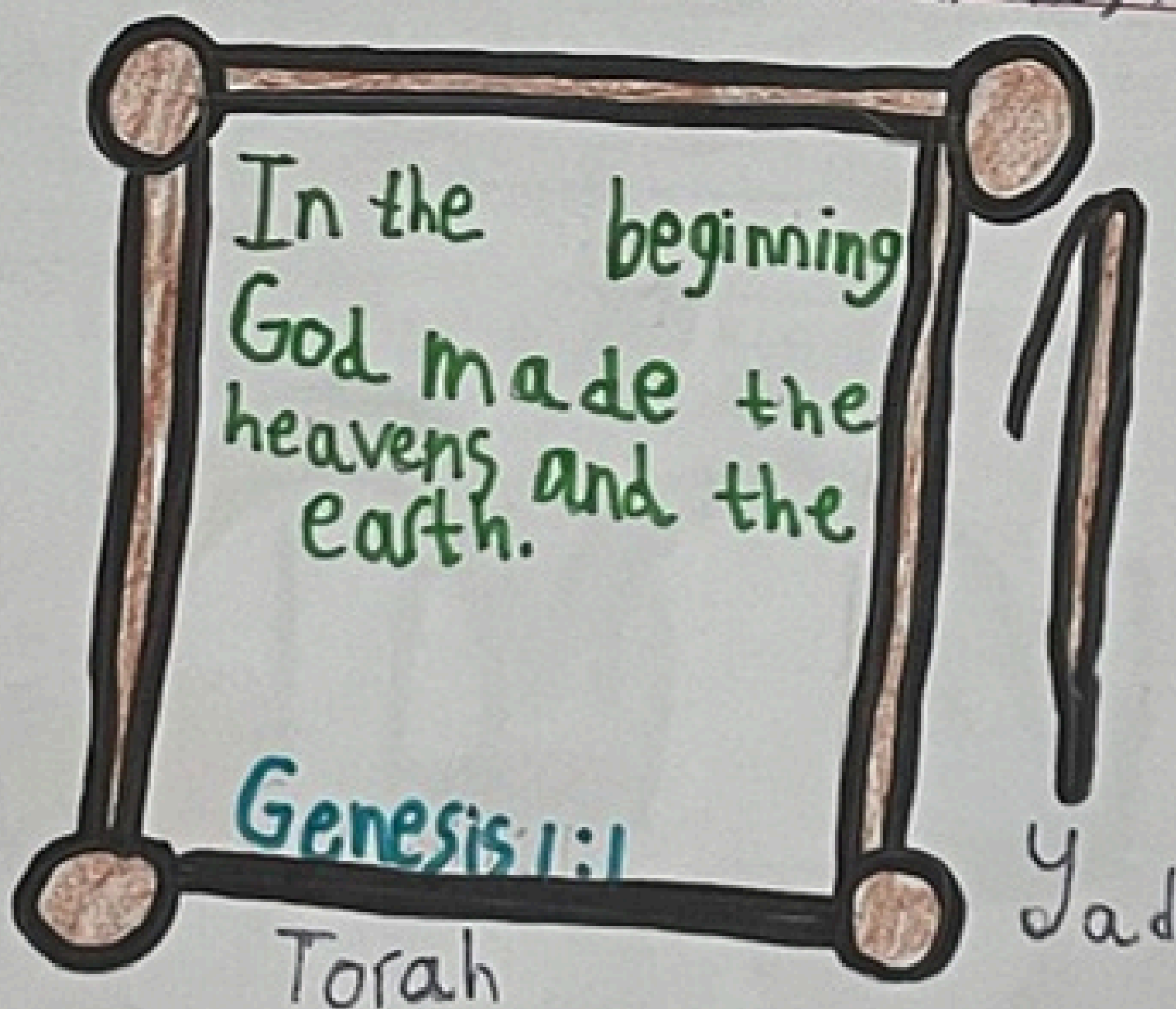


TORAH

We are learning about Judaism in RE lessons. I got to learn some facts. For example, the Jewish Holy book is called a Torah scroll, it is very different from what Christians use, the Bible. What was quite interesting was that a special pointer called a yad is used to read it. With the Bible you just have to read it with your

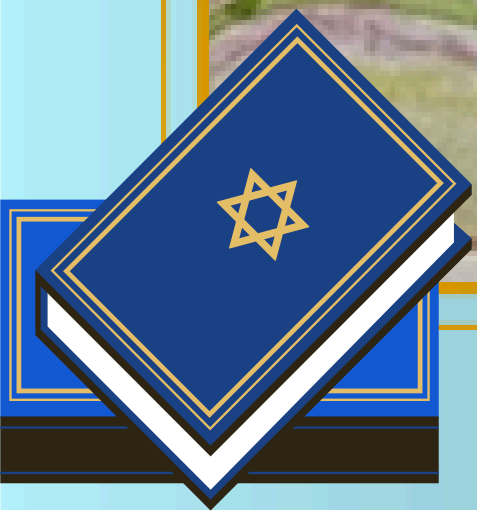


What I enjoyed most in the lesson is making the Torah with some paper, sticks and glue. I wrote my own ten commandments!



C1 A1ifi

Lael Sitso Fiadzigbey





**An investment in
knowledge pays the best
interest!**

Benjamin Franklin