



Learning... Through the Eyes of Our Learners

March 2026 - Edition 2

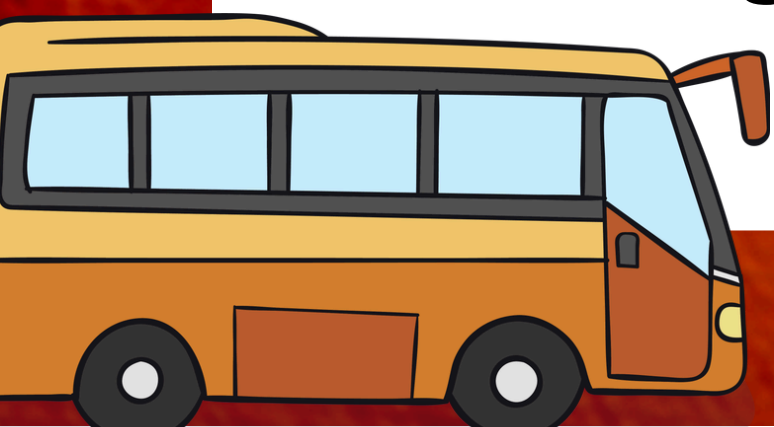


A TRIP TO THE VOLTA REGION

From 3-5 March, Lower 6 embarked on an unforgettable trip to Hohoe in Ghana's Volta Region. The journey was filled with adventure, relaxation, and learning. We set off on Tuesday morning and made our first stop at Sajuna Beach Club in Akosombo, a private riverside resort known for its white sandy beach, splash pools, and sports facilities. While waiting for lunch, everyone played either football or volleyball; I joined the volleyball game, which was great fun.

After lunch, we continued to the Tafi Atome Monkey Sanctuary, a community-based ecotourism site established in 1993. The sanctuary is home to Mona monkeys, whose scientific name is *Cercopithecus mona*. We fed the monkeys and learned that they receive regular health check-ups to ensure safe human interaction. The day ended at Big Foot Safari Lodge, nestled near the Agumatsa Mountains, where we spent the night. It was a perfect start to the trip.

The second day was more physically demanding. After breakfast, we headed to Mount Afadjato, Ghana's highest peak at about 885 metres above sea level, located near the villages of Liati Wote and Gbledi. Although I couldn't climb, my classmates described the hike as challenging but rewarding, with breathtaking views at the summit.



From there, we went to Wli Falls, the tallest waterfall in Ghana and West Africa, standing at 80 metres high. The 45-minute walk through the lush Agumatsa Wildlife Sanctuary felt long, but reaching the falls was worth it. Surrounded by bats, butterflies, and birds, the sight of the cascading water was simply spectacular. We took photos and ended the day with a sense of accomplishment.

Although the third day marked the end of our trip, I felt deeply satisfied. The combination of fun at Sajuna Beach, learning at Tafi Atome, adventure at Mount Afadjato, and the beauty of Wli Falls made the experience unforgettable. I relaxed, had fun, and, most importantly, learned new things about Ghana's natural and cultural heritage.



Sibyl Dekagbe - L6W

EXPEDITION TO THE VOLTA REGION

Our trip to the Volta Region was one of my first memorable school experiences. It was especially meaningful because it was my second time on this trip, so I had some idea of what to expect. This time, however, I saw it as an opportunity to connect more with my classmates and build stronger friendships. The long bus rides, shared activities, and time spent together made this possible.

Although the schedule said we would leave earlier, we departed school at around 9:15 a.m., travelling in two buses. I rode in the smaller bus with about twelve friends and Mr. Richard Yeboah as our supervisor. At first, the journey felt slow as we moved through Accra, but once we reached the Tema Motorway, everything changed. We started playing music, singing along, and talking more freely.

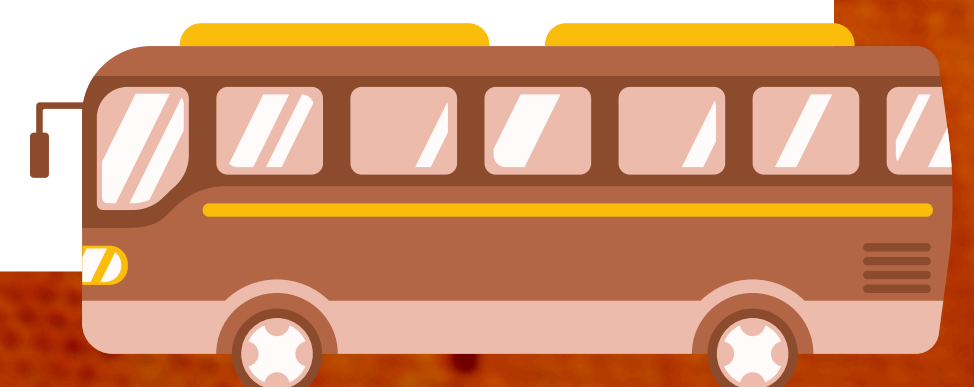
The atmosphere became lively, and it felt like everyone was growing closer. During the ride, I even played a game of chess with Mr. Yeboah, which turned into a surprisingly intense match. Moments like this made the journey more enjoyable and helped break the usual student-teacher barrier.



At Sajuna Beach Resort, we spent time exploring and playing games before lunch. Whether it was volleyball, table tennis, or simply walking around together, these small moments allowed us to interact more naturally outside the classroom. Conversations flowed more easily, and I began to understand my classmates better.

One of the most meaningful parts of the trip was visiting the Tafi Atome Monkey Sanctuary. Experiencing something new together—feeding monkeys and learning about how the community protects them—made the trip feel shared and memorable. It brought a sense of unity, as we were all learning and reacting together.

At the hotel, Big Foot Safari Lodge, the bonding continued. Sharing rooms meant more conversations, laughter, and time to relax together. Setting up the PS4 and taking turns playing games created a fun, relaxed environment where everyone felt included. Even those who were quieter during school opened up more, which made the experience even more special. Climbing Mount Afadjato was another moment that strengthened our bond.



The climb was challenging, but we supported each other along the way—encouraging one another, waiting for those who needed more time, and celebrating together when we reached the top. Helping classmates during the climb made me realise how important teamwork and support are in difficult situations.

Later, at Wli Falls, we once again shared an unforgettable experience. Walking through the forest, crossing bridges, and finally seeing the waterfall together created a strong sense of connection. It was not just about the place itself, but about experiencing it as a group.

By the end of the trip, I realised that the most important part was not just the places we visited, but the relationships we built. Spending time together outside of school allowed us to understand each other better and grow closer as a group. The trip helped turn classmates into friends, and it is an experience I will always remember.

Sukhnain Singh -L6E



COMMUNITY SERVICE OUTREACH TRIP TO THE VOLTA REGION

On Tuesday 10 February 2026, five of my classmates and I travelled to Afife in the Volta Region along with Mr. Richard Yeboah and Mrs. Ruth Tetteh to embark on a community service outreach. We left at around 8:00 a.m. by bus. Throughout the three-hour journey, I spent much of my time looking out of the window and discovering the world beyond Accra. I had never travelled past Tema before, so this trip was truly fascinating to me.

It made me realise how much of an urban centre Accra is, as the scenery gradually became quieter and more rural. We passed several small villages, open fields, and stretches of land that seemed untouched. I observed market women rushing to sell their goods while we were in traffic, and I found myself reflecting on the different lifestyles people lead outside the capital.

The journey also gave me the opportunity to bond with my classmates in a way we rarely do within the school environment. We played games, laughed over small jokes and had meaningful conversations about our expectations for the trip. Being outside the classroom allowed us to connect more personally, strengthening our friendships and teamwork. The long ride did not feel tiring because of the lively atmosphere we created together. We arrived at Afife R.C. School in the afternoon, where we were warmly welcomed by the coordinators. After introductions, they gave us a tour of the school.

During the tour, I was struck by the difference in infrastructure between their school and The Roman Ridge School. Some of the classroom roofs had visible patches, which made me wonder how safe the students felt during heavy rains. This realisation made me deeply grateful for the facilities and comfort I often take for granted. Despite the limited resources, the school had a strong sense of spirit and community. The students were energetic and joyful during their inter-house football matches, and they welcomed us with singing and drumming. Their enthusiasm and hospitality were truly heartwarming.

We formally invited Afife R.C. School to The Roman Ridge School and informed them of our plan to donate computers to help make the study of ICT and Computing more practical and accessible. The coordinators expressed sincere gratitude, and it was clear that the donation would make a meaningful difference.


Overall, this outreach trip was more than just a journey to donate resources; it was a life-changing experience. It opened my eyes to the realities faced by other communities and reminded me not to take my privileges for granted. It deepened my appreciation for service and gratitude. The trip taught me that community service is not just about giving material things, but also about building connections, understanding different perspectives, and growing as individuals. I returned to school not only tired from the journey, but also inspired and more aware of the world around me.

LESSONS FROM PREPARING FOR MY IGCSE MOCKS

This month, I learned several important lessons about leadership, kindness, and teamwork while preparing for my IGCSE mock exams. Studying subjects like History and Economics was challenging, but working together with my classmates made the process much easier and more effective. Instead of trying to understand everything on my own, we helped each other to review topics, explained difficult concepts, and shared ideas about how to answer exam questions.

This showed me that teamwork can make learning more productive and less stressful. I also learned that leadership does not always mean being in charge. Sometimes, it means helping others when they are struggling or encouraging people to keep going. During our revision sessions, some classmates explained topics they understood well, while others asked questions and contributed ideas.

I tried to participate by sharing notes and helping to explain certain concepts. This taught me that leadership can simply be about supporting others and helping the group succeed. Even when topics felt difficult, we tried to maintain a positive attitude and keep pushing forward together.



Kindness was another important lesson I experienced during this time. Everyone was feeling nervous about the mock exams, so being patient and encouraging with each other made a big difference—especially before tough papers like Maths.

Sometimes, topics we thought were easy turned out to be more difficult when we attempted past papers. When someone didn't understand a topic straight away, we took the time to explain it instead of criticising them.

This created a positive environment where everyone felt comfortable learning and asking questions. Overall, preparing for my IGCSE mocks helped me realise that learning is not just about individual effort.

Working together as a team helped us understand not only History and Economics but other subjects as well. It reduced our stress and allowed us to support one another. This experience showed me that leadership, kindness, and teamwork are all important in helping a group succeed.

Velma Okyere-Darko - F5E

LANCASTER BUSINESS CUP CHALLENGE FINALE

The Lancaster Business Cup Challenge began at approximately 9:30 AM, with participants arriving in anticipation of a full and intellectually engaging day. The event officially opened with speeches from invited dignitaries, who emphasised innovation, entrepreneurship, and the importance of youth-driven solutions in today's economy.

This was followed by the singing of the National Anthem, which created a unified and spirited atmosphere, and then each participating school performed their own School Anthem, adding a sense of identity and pride to the occasion.

Following the opening ceremony, the competition moved into the elevator pitch round. In this stage, teams that had not placed in the top five during earlier rounds were given one minute to present their business ideas. Despite the time constraint, many teams demonstrated impressive clarity, creativity, and confidence.

Our representatives from TRRS, Petra, Klenam, and Mafata presented on behalf of their respective teams—SuperNova, Panthers, and Romana VI—delivering concise yet impactful pitches. The diversity of ideas presented by schools highlighted not only strong entrepreneurial thinking but also an awareness of real-world economic challenges and opportunities

The competition then advanced to the final round, where the top teams were tasked with responding to a more complex and realistic business scenario. The prompt required teams to develop a Ghana-based influencer network and monetisation engine for platforms such as TikTok, YouTube, Instagram, and other digital media channels.

This task demanded both creativity and technical understanding, as teams had to consider market structure, revenue models, scalability, and the unique dynamics of Ghana's digital and creator economy. Leading up to this stage, teams had already completed two case studies, which helped build their analytical and strategic thinking skills. These earlier rounds prepared participants to approach the final prompt with greater depth, allowing them to integrate prior knowledge into a more comprehensive business solution.

For the final presentations, teams created PowerPoint slides to clearly communicate their ideas, including platform structure, value propositions, monetization strategies, and potential growth plans. Two teams from TRRS—SuperNova and Romana VI—successfully advanced to the final round, demonstrating strong performance throughout the competition. Their ability to synthesise research, present confidently, and respond to a real-world business challenge set them apart.



Ultimately, Romana VI secured third place overall, marking a significant accomplishment and reflecting the team's effort, preparation, and strategic thinking. Beyond the competitive aspect, the event also offered numerous opportunities for networking and collaboration.

Participants engaged with students from other schools, exchanged ideas, and built connections in a dynamic and supportive environment. These interactions added an important social and professional dimension to the experience, making the event not only a test of skill but also a platform for growth and inspiration.

Overall, the Lancaster Business Cup Challenge was both intellectually stimulating and highly rewarding. It combined elements of competition, creativity, and real-world application, providing participants with valuable insights into business strategy, teamwork, and innovation within a modern digital context.



Maltiti Hamza - L6E



Two Years, One Title, One Legacy.

Badminton at ISSAG is always intense, with international schools gathering for a high-energy championship. Coming into this year's tournament, defending our 2024 title was already a huge responsibility, and being on track to become two-year reigning champions made the pressure even heavier. A few weeks before ISSAG, an injury quietly lowered my morale. With mocks and A-Levels approaching, I doubted whether I should even compete.

But hearing my coach call it an "injury of victory" changed everything. It reminded me of how much I had already put into this sport and pushed me to continue. Despite the academic workload, badminton was my way to destress. ISSAG competitions are designed to challenge young athletes, help them discover hidden strengths, and inspire them to rise beyond classroom pressures. For me, stepping onto the court helped reduce stress and brought back the joy of playing.

But above all, I knew I had a legacy to carry. ISSAG places strong value on the mark athletes leave behind, and becoming reigning champions for two consecutive years meant representing my school with pride and leaving something meaningful for those who come after. In the end, it wasn't just about winning, it was about proving resilience, honouring our title, and closing my final year with a lasting impact.


Shraddha Gupte-U6W

MY COMMONWEALTH ESSAY JOURNEY

My journey through out the Commonwealth Essay Competition has not been a smooth one. From the first year I started I felt both happy and nervous because I had never sent my work to an international competition. I used to draft short stories about The Three Pigs or Red Riding Hood but now I can develop my own ideas and make amazing stories. I started like everyone did. I received a participation award.

Yes, I was quite disappointed, but it did not discourage me but instead, it encouraged me to continue writing. Now I am getting gold, aiming for gold finalist. This school programme is necessary, especially for the people who want to become writers. It is also necessary to help develop people's creativity and start building their confidence to enter more competitions and get used to writing more.

Previously before the Commonwealth essay, I wasn't writing as good as I am now because I didn't really enjoy competitions or writing that much but now that I've entered the competition for several years it's helped me get used to it and improved my writing immensely. This can also help with exams writing. I no longer see writing as a dreaded thing to do. Now it interests me so much that, I'd skip every other English topic for writing.



When I started this competition, I saw getting gold finalist as me using big words or having extensive ideas, but no. The real reason to get gold is for your story to be authentic, to stop imitating other people's stories and using AI. Be realistic and write things from your point of view. On the other hand, while others are panicking about a 40-minute writing test I have already prepared because of this competition.

This competition has taught me many things like using vocabulary and being able to analyze issues from multiple points of view. It helps thoughtfully plan my essays in such a way that it will be intriguing for the reader. The Commonwealth Essay Competitions teaches us how to put our voice out into the world. It is not a programme just for writers, but it nurtures us and helps us become bolder and better.

This programme has transformed my writing, whether I will be writing or I am going to be using it as a hobby. I now have the foundation to start, the disciplined edit, and the heart to keep on going no matter how hard it gets. I think the school has done a respectable job in convincing the students to start writing because it really helps us to understand how the foreign world thinks and how they judge our writing.

Zoe Crabbe - F2E



MY SPECIAL FEBRUARY

This month has been filled with meaningful experiences that have inspired growth, encouraged creativity, and taught me valuable lessons about the type of person I want to become. One experience that motivated me to make a positive change was participating in the school's Valentine's Day gift programme.

The initiative allowed students to purchase small gifts for friends, and all proceeds were donated to charity. Being part of a programme that combined kindness, celebration, and community service made me realise how powerful small actions can be when people come together for a good cause.

Seeing how something as simple as buying a Valentine's card could support those in need inspired me to be more involved in charitable activities and to look for more opportunities to help others. A school activity that developed my creativity this month was learning how to write poems during English lessons with Ms. Christiana Awo Bonyan, whose passionate approach to poems helped mold us into junior Shakespeares, teaching us how everything in a poem could help send a message like the amount of lines in a stanza, whether we used a fixed rhyming scheme or not and even how long or short our lines were! I learnt that every word, rhyme or writing style could tell an interesting story.



Someone who inspired me this month was a senior who worked tirelessly during the Valentine's Day charity programme. Even when tasks piled up - organising orders, arranging gifts, and delivering items - they stayed positive, focused, and committed. Watching them put so much effort into something that benefited others encouraged me to become more dedicated and intentional in my own responsibilities. Their selflessness and enthusiasm reminded me that true inspiration often comes from people who serve quietly and consistently.

Finally, the most exciting new thing I learned this month was how to build a website. Being able to take an idea and turn it into a real, functional webpage felt empowering. I was amazed at how coding, design, and creativity came together to form something useful. This new skill excites me because it opens doors to many possibilities: creating personal projects, helping others with digital tasks, or even exploring future careers in technology. I think more people should try learning website building because it is both creative and practical.

Overall, this month has been enriching and inspiring. From developing new skills to contributing to charity and learning from those around me, I've grown in ways that have strengthened my creativity, compassion, and sense of responsibility. I look forward to building on these experiences and continuing to grow in the months ahead.

Papa Ankomah Owusu-Ankomah - C6A



THE PERSON WHO QUIETLY CHANGED ME

This month I found myself learning not just from books or lessons but from a person. Sometimes we think inspiration has to come from someone famous or someone we see online but for me it came from someone I see almost every day in school. There is a student in my class who may not always be the loudest but the way they carry themselves really stood out to me.

They are always kind to others even when no one is watching. I noticed how they include people who are left out and how they stay calm even when others are being difficult. At first I did not think much of it but over time it made me reflect on my own behaviour. One day there was a situation where someone was being ignored during group work. Instead of joining in or staying quiet this person spoke up and made sure everyone was involved.

That moment really stayed with me. It made me realise that being kind is not just about saying nice things but about taking action even when it is uncomfortable. I started to think about how I react in situations like that. Sometimes I stay quiet because I do not want to be noticed or I do not want to say the wrong thing.

But seeing this person made me understand that doing the right thing matters more than being comfortable. It pushed me to start making small changes in how I treat people.

This month I learned that inspiration does not always come in big loud ways. Sometimes it is quiet and consistent. It is in the way someone treats others and the choices they make every day.

That kind of inspiration is powerful because it makes you want to become better without even realising it. Now I am trying to be more like that. Not exactly the same but someone who chooses kindness and speaks up when it matters. This experience has shown me that one person can make a difference not by being perfect but by being intentional.

Paige Adjei-Kumi -F1W

WHAT FEMINISM REALLY MEANS TO ME

This past month, I have learned a lot. But one thing that stood out was something that didn't just teach me a random new word to add to my vocabulary; it was something that strengthened something that has grown with me for years: feminism. Ever since I was around nine or ten years old, I believed in equal rights for both genders.

I didn't have the vocabulary for it, but I remember noticing small things that didn't feel fair - boys bottled up feelings because it was "weak" to show them; girls were interrupted more often in class discussions; chores or tasks were assigned differently at family gatherings, such as girls helping in the kitchen while boys relaxed and chatted. Comments like "that's not ladylike" or "man up" always seemed to keep replaying in my head.

I often felt helpless and too small to do anything about that, fearing coming out as "annoying" or "disrespectful," especially growing up as an African child, where I was told by some relatives that as a growing girl, you should know how to cook, clean, etc. It always piqued my curiosity about why boys didn't have to go through any of that. These things seemed small, but they added up.



In Class 6, for my final Summer Term class performance, I wrote and delivered a speech about equality. I didn't know the word "feminism" then. I only knew that fairness mattered to me deeply. It wasn't until Form 1, when I got even closer to my good friend Zaima Aribah, a confident, open-minded advocate for equal rights, that I truly learned what feminism meant. Through her, I understood that feminism is not about women being "better" than men.

It is about equality. It is about dismantling the limitations placed on everyone because of gender. This month, in English class, we studied a comprehension text about a female United Nations (UN) speaker, who delivered a speech about equal rights and how gender equality is also a men's issue. That idea stood out to me. Society often frames feminism as something that benefits only women, but gender stereotypes harm men too. When boys are told they cannot express emotions, when men are expected to always be strong, dominant, or financially responsible, that is inequality as well.

Some people argue that women are "too protected," for example, saying that men cannot hit women. But no one should be allowed to hit anyone. Respect and safety should no longer depend on gender.



Others say feminism is no longer necessary because “women have rights now.” If equality were truly here, we wouldn’t still be talking about pay differences, the lack of women in high positions, or the unfair expectations placed on people because of their gender. Some claim that feminism encourages women to “hate men,” when true feminism calls for partnership, understanding, and balance.

This month, combining what I have learned in English class, my past experiences, and my younger self’s instinctive advocacy for fairness, something awakened in me. I don’t just want to believe in equality quietly. I want people to understand what feminism actually means and how they can contribute to it. For me, feminism is about harmony. It is about creating a world where no one is limited, silenced, or judged because of their gender.

I strive for a world that is fair, respectful, and balanced, where equality is not controversial, but normal. And I think more people should know that feminism is simply the belief that everyone deserves equal opportunity, equal respect, and equal voice.

Nicole Mpuah -F2W

LIFTING OTHERS, RISING TOGETHER

This month, I had a wonderful experience that taught me the true meaning of teamwork. 24th February 2026, was the day I presented on the theme, 'We rise by lifting others.' I was part of a group of Class 5 Atifi students who were chosen to lead our school assembly. It was both exciting and a little scary, but it became one of the best moments of my life. Our task was to recite speeches about past and present Ghanaian presidents.

When our teacher first told us, I felt nervous. Speaking in front of the whole school is not easy! But I was also proud because it meant our teacher believed in us. We were 6 in all, and each of us spoke about some of the former and present presidents in Ghana. Some students spoke about Ghana's first president, Osagyefo Dr. Kwame Nkrumah, and his powerful words about freedom and independence.

Others spoke about more recent presidents and how they encouraged unity, peace, and development in Ghana. Learning about these great leaders made me feel inspired and proud to be Ghanaian. At first, practicing together was not easy. Some of us spoke too fast. Some forgot their lines. Others were shy and could hardly raise their voices. But instead of laughing at one another, we encouraged each other. If someone forgot a line, another person would gently remind them. If someone was shy, we clapped and told them, "You can do it!" As we practiced the speeches, I began to understand the meaning behind the words. These presidents did not just speak; they inspired the nation. They spoke about hope, hardwork, unity, and believing in ourselves.

When I memorised the speeches, I felt like their strong words were entering my heart. The day of the assembly finally came. We stood in front of the whole school - teachers, students, and even parents. My heart was racing inside me, but when I looked at my classmates beside me, I felt brave. We had practised together, encouraged each other, and prepared as a team. When it was my turn to speak, I lifted my head and spoke clearly.

I remembered the powerful words of the president I was representing. I spoke about leadership, courage, and working together. As we recited our parts, our voices blended beautifully. It felt like we were one strong voice. After the assembly, our teachers praised us. They said we spoke confidently and showed great teamwork. I felt so happy not just because we did well, but because we did it together. This experience taught me that when we lift one another, we all rise.

If we had practiced alone, we might not have been as confident. But by helping each other remember lines, correcting mistakes kindly, and cheering one another on, we became stronger. Learning the inspirational speeches of Ghana's great leaders also taught me that success is not just about one person. Just as our presidents encourage us to work together, we as students also learned to support one another. Being part of the Class 5 Atifi assembly team, has inspired me to make a positive change, and made me realise that when we stand together, we shine brighter. Truly, we rise by lifting others and together, we can achieve anything we put our minds to.

Keona Agadzi - C5A

MY EXPERIENCE WITH TREVOR NOAH

This month, my class explored a variety of genres in our English lessons. My group explored autobiographies. At first, I thought it would be boring reading about someone's life, and that I would miss out on all the thrills I have when I'm reading fiction by my favourite writers. But I was in for a surprise! When I saw the title of my book - 'It's Trevor Noah: Born a Crime' – I didn't know what to expect, but after reading the first few pages, I was instantly hooked, and here is why.

The book is an autobiography about Trevor Noah's childhood in South Africa during and after apartheid. Because his mom was 'black' and his dad was 'white', Trevor was mixed and considered illegal or forbidden at the time. This made his life complicated, because he had to pick between two parts of him: 'black' and 'white'. And in school we often face a lot of decision making on where we belong. But with Trevor, although his life was very difficult, he got by using humour, hard work and optimism.

A big part of his life is based on his relationship with his mother. She is strong, independent, and teaches him many things like how to be optimistic in every situation, and to focus his life on his relationship with Christ. Even though they didn't have a lot of money, she made sure Trevor understood the value of hard work and doing the right thing (though Trevor was always getting into trouble like accidentally burning a 'white' man's house down).

Their religion plays a big part in his life as well. In the end, his mother was about to get shot by his stepfather Abel, who's Tswana name is Ngisaveni which means 'Fear me'. The bullet went through her neck, missed her spinal cord by a hair, went under the brain, missed every main artery and vein and was about to head towards her eye socket when it went down and out through her nose.

This is because she prayed with faith. The book opened my eyes to what apartheid was like and how unfairly people of colour were treated. I wonder if it was their fault they didn't look the same as everybody else. Trevor had to constantly switch between different communities because he didn't fully belong to any one group. But he conquered his challenges and used his disadvantages as an advantage and was able to learn many new languages and ways of living.

Overall, the book is inspiring because it shows that even when life is difficult, you can still overcome your challenges. In school, we can often find ourselves in certain situations where we need to learn to overcome challenges. Trevor Noah's story proves that where you start doesn't automatically determine where you can go or where you will end up. His colour, his race, or his past didn't stop him from becoming successful, and that is what made the book so motivating and amazing. You should read it, too!

Eleora Kotey - C6A

Proper Nouns Trip

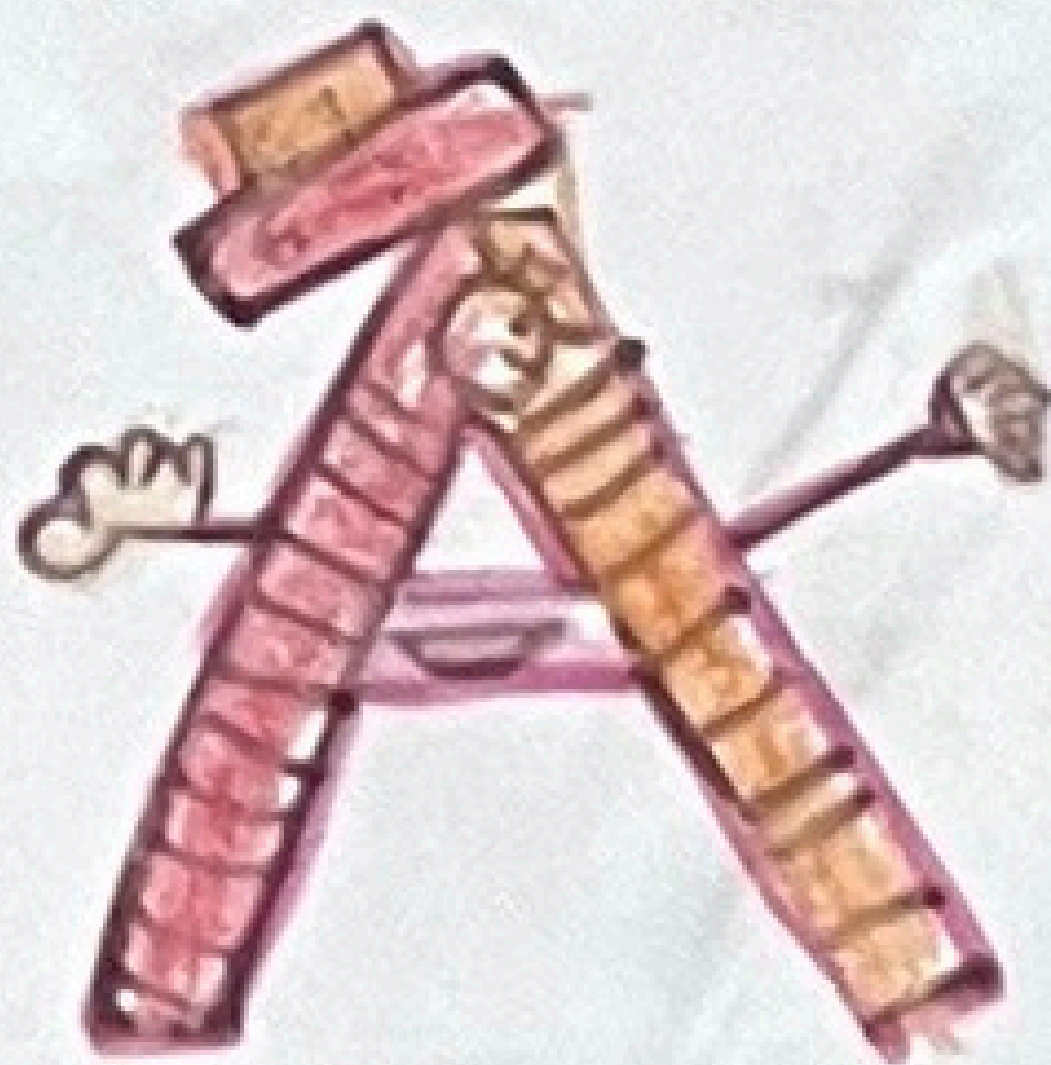
By: Kwabena Agyenim Boateng

I learnt about proper nouns in class. Proper nouns are special because they start with a capital letter. Names of people, places and things are all proper nouns.

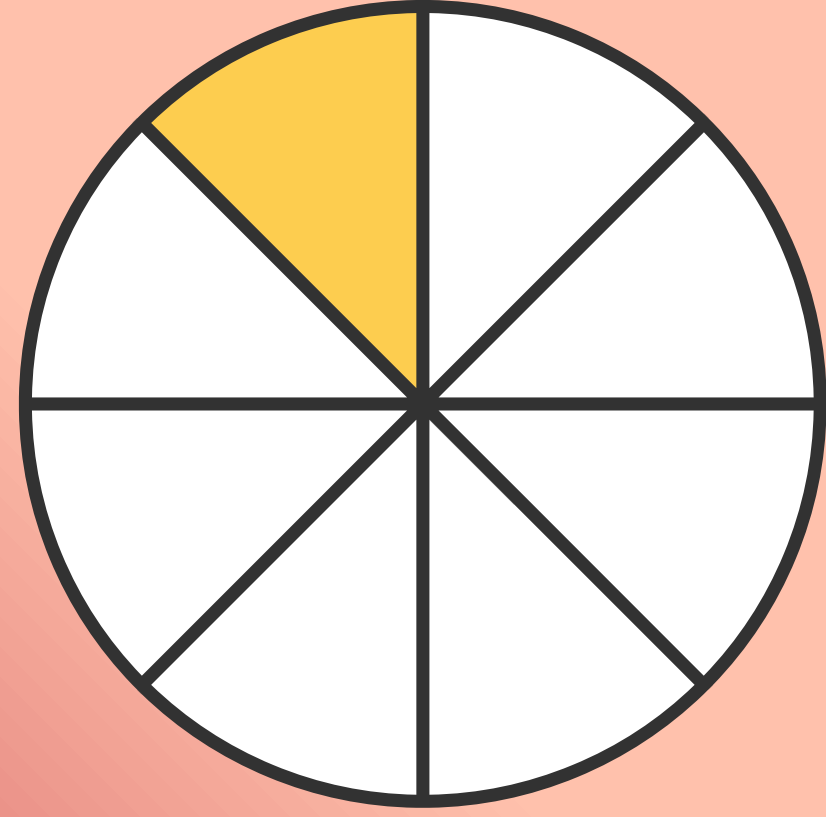
I used to write my name like "kwabena", but now, I know it should be Kwabena.

I also know Tse Addo and Tuesday must begin with a capital letter.

I feel proud because, I can write proper nouns beginning with capital letters.

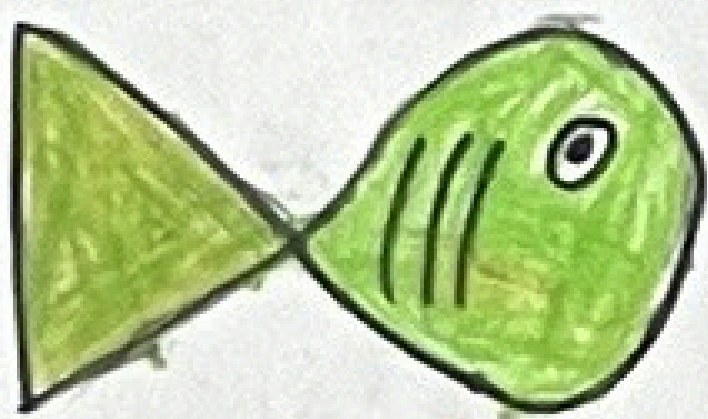


Class 1 West.

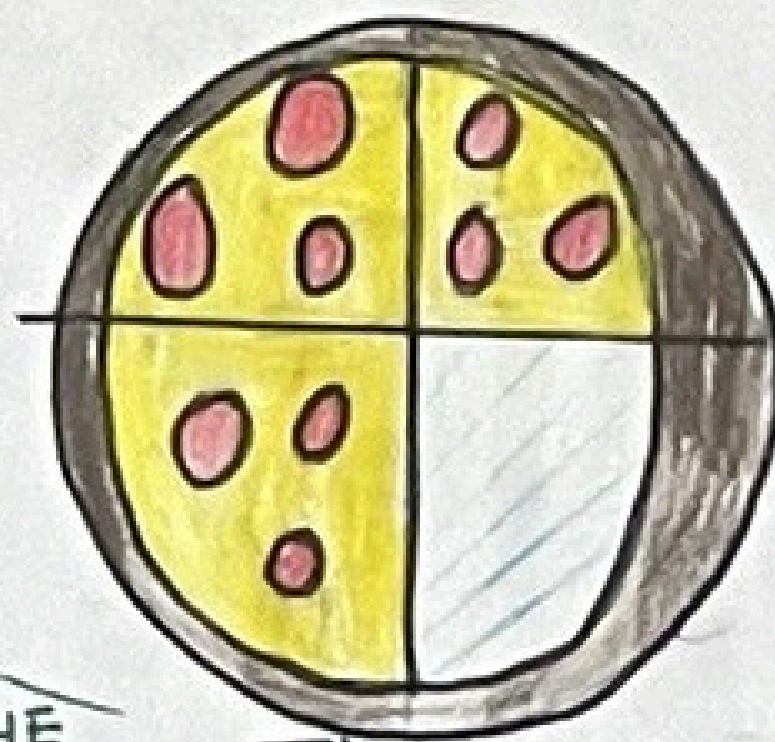


FRACTIONS AND LOCATIONS

Whole



North



$$\frac{3}{4}$$

Three-quarters

West

Half



$$\frac{1}{2}$$

NW

NE

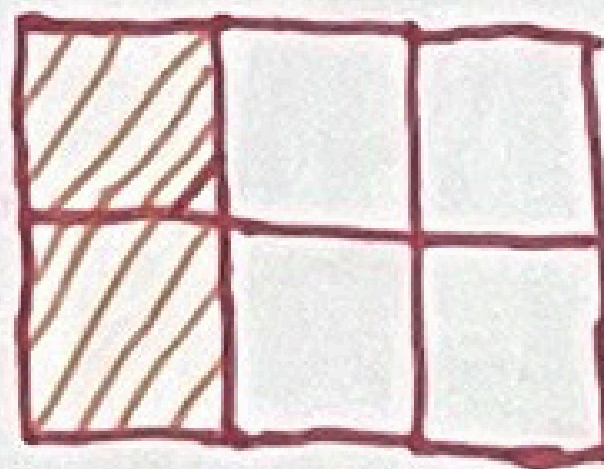
SW

SE

One-third

East

$$\frac{1}{3}$$



South

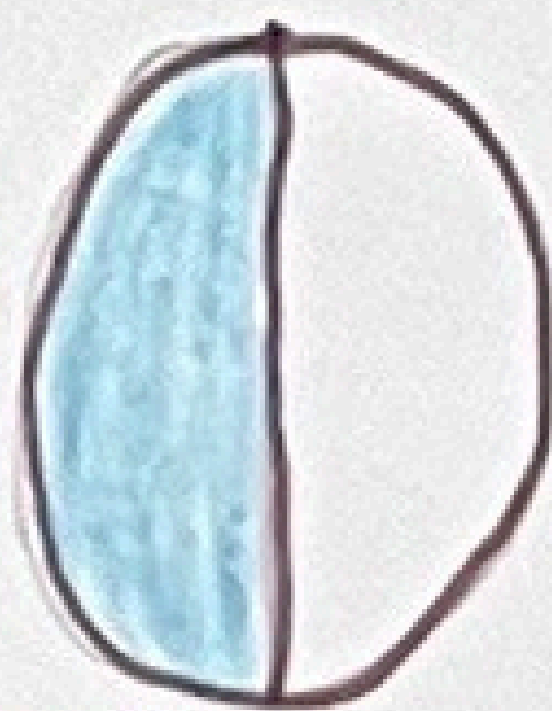
Fractions has taught me how to divide objects into equal parts. Maps has helped me find things I need at the right place.

Aiden Boateng C2W

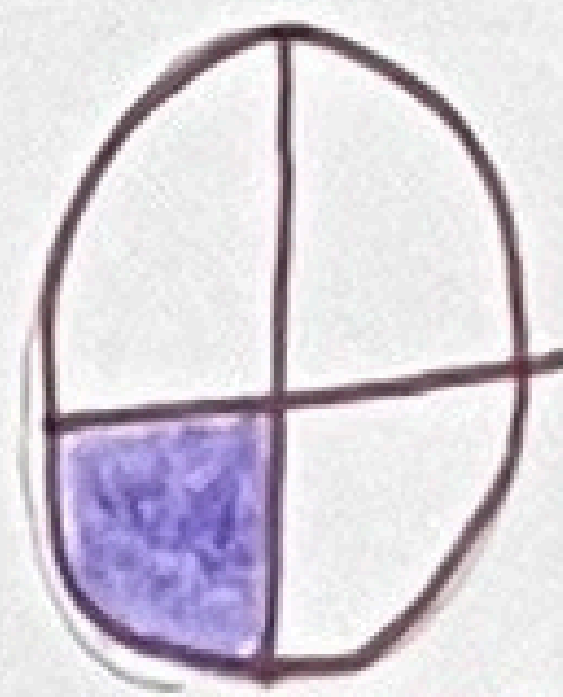
Fraction star All About Fractions



whole



half
($\frac{1}{2}$)



A quarter
($\frac{1}{4}$)

I had a great time learning about fractions in class. I now understand how to divide things into equal parts, such as quarters and halves. I can say this is half after cutting my sandwich. I am able to identify if a part is equal or not.

I see fractions everywhere.

I can use fractions in everyday situations. I feel incredibly intelligent because I am a fraction star. It was fantastic learning about fractions.

By: Cristina Susu Djabatey.

Class: Class One Atifi.

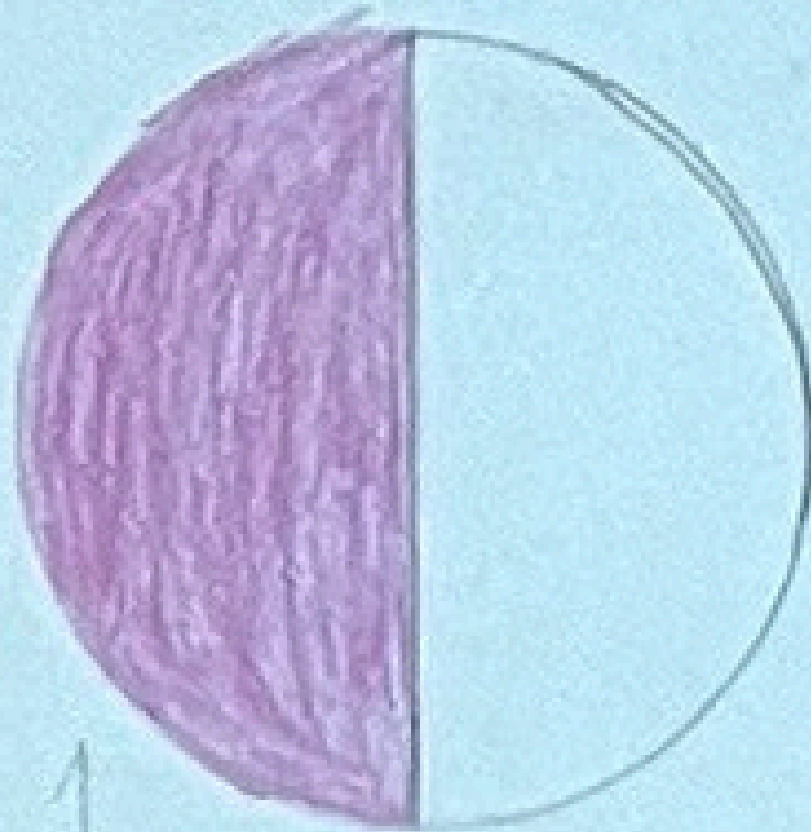
My Fractions Adventure

This term I learned about fractions and how they show equal parts of a whole. I learned how to identify simple fractions like $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$, also I learned how to shade parts of shapes to represent fractions. I can now find fractions of amounts and recognise some equivalent fractions.

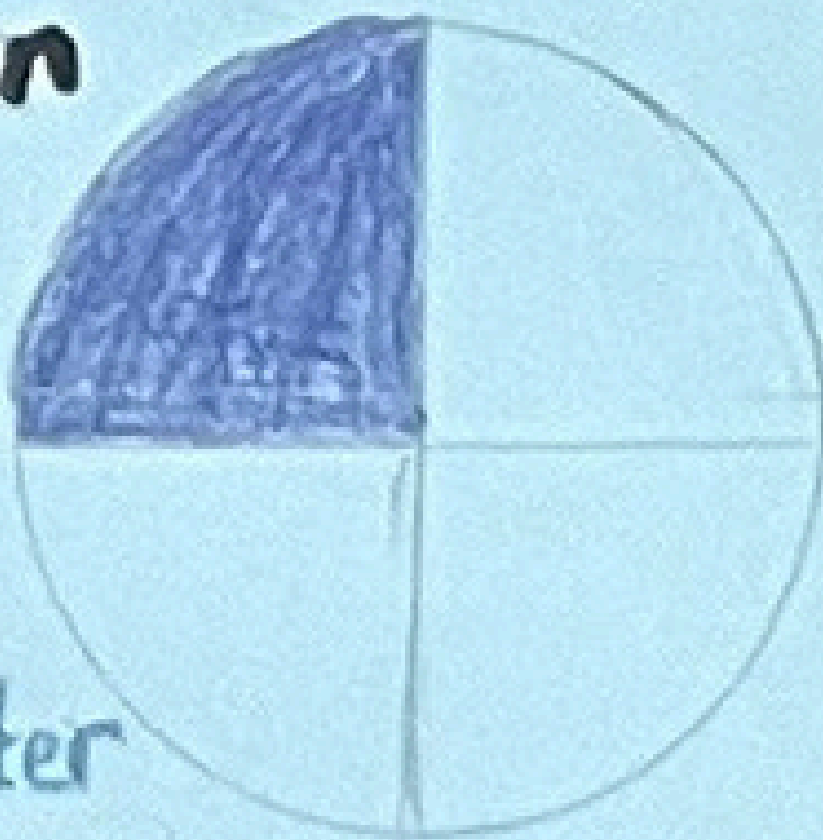
I enjoyed using diagrams and objects to help me understand fractions better. I will continue to practise so I can become more confident in solving fraction problems.

Examples

Unit Fraction



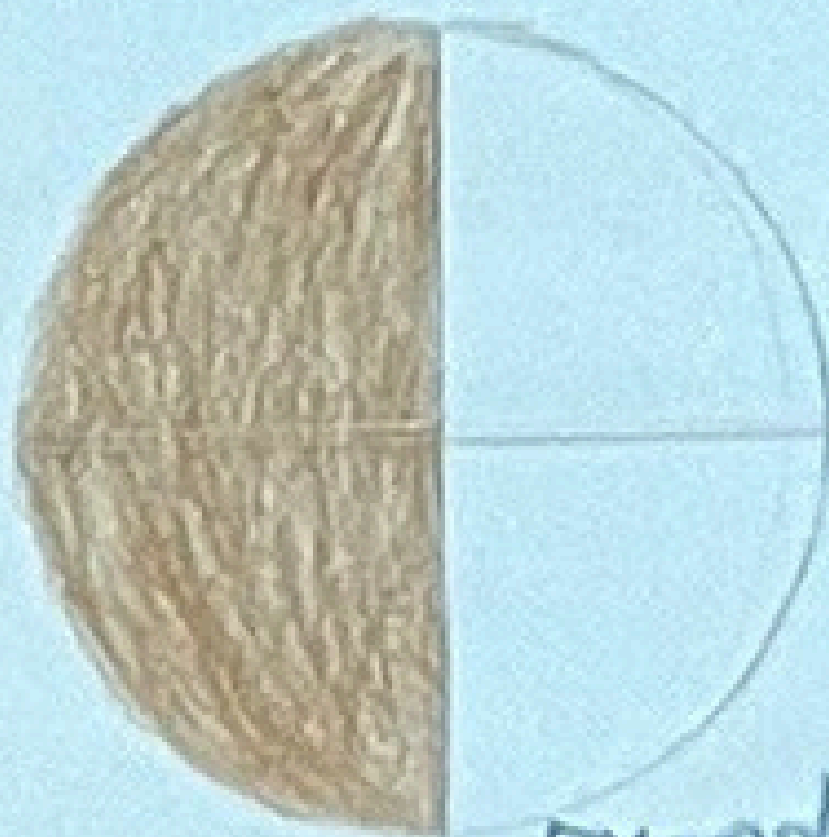
One half $\frac{1}{2}$



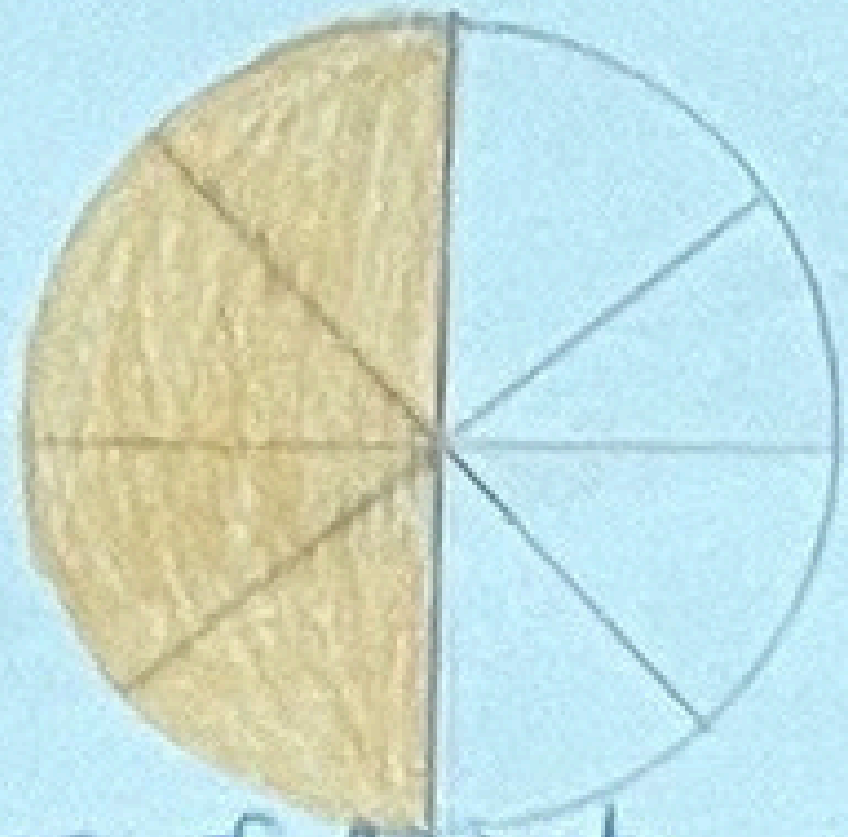
One quarter $\frac{1}{4}$

$\frac{1}{2}$

Non Unit Fraction



$\frac{2}{4} =$



$\frac{4}{8}$

Examples of fractions of Amounts

① $\frac{1}{4}$ of 16

$$\Rightarrow 16 \div 4 = 4$$

② $\frac{2}{3}$ of 21

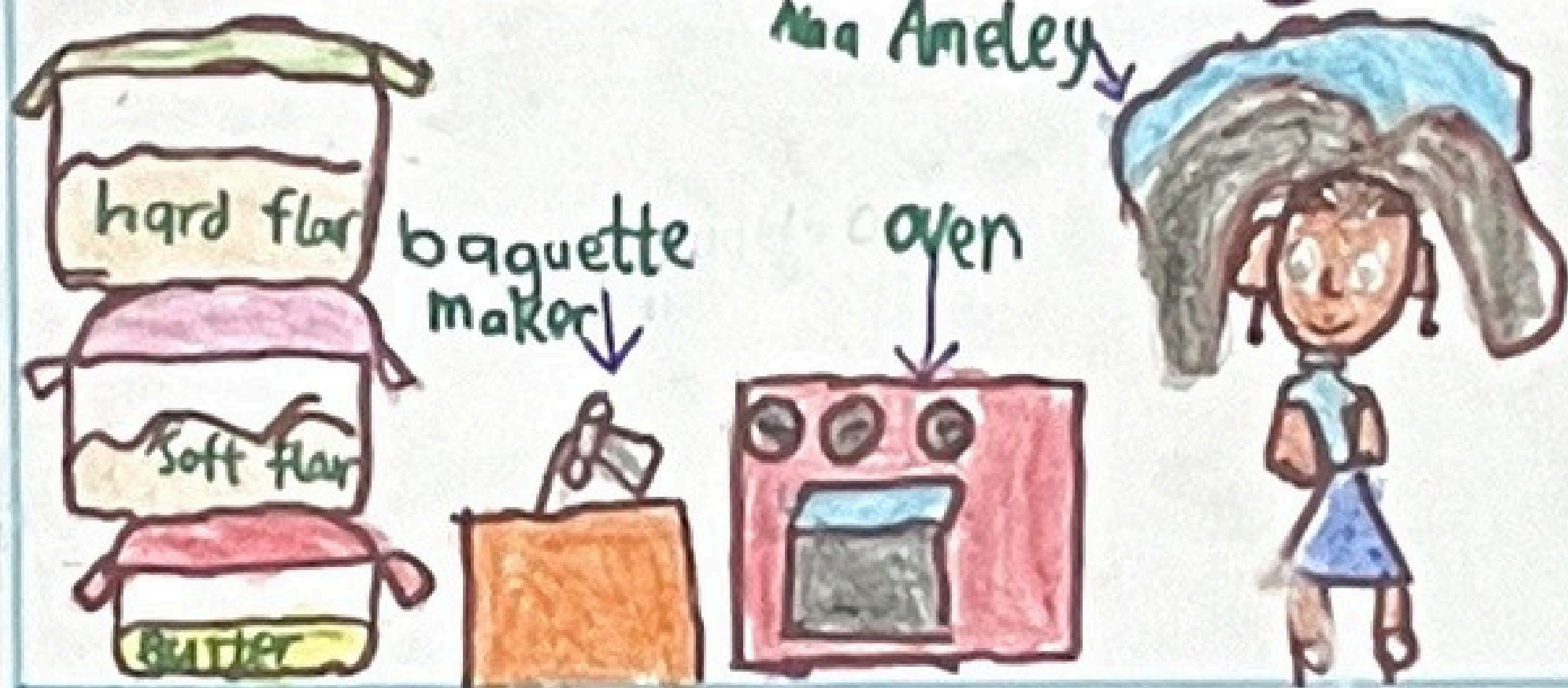
$$\Rightarrow 21 \div 3 = 7$$

$$\Rightarrow 7 \times 2 = 14$$

By Jayda Tei 'caw

3rd March, 2026

A Visit to Sesena's Catering Services



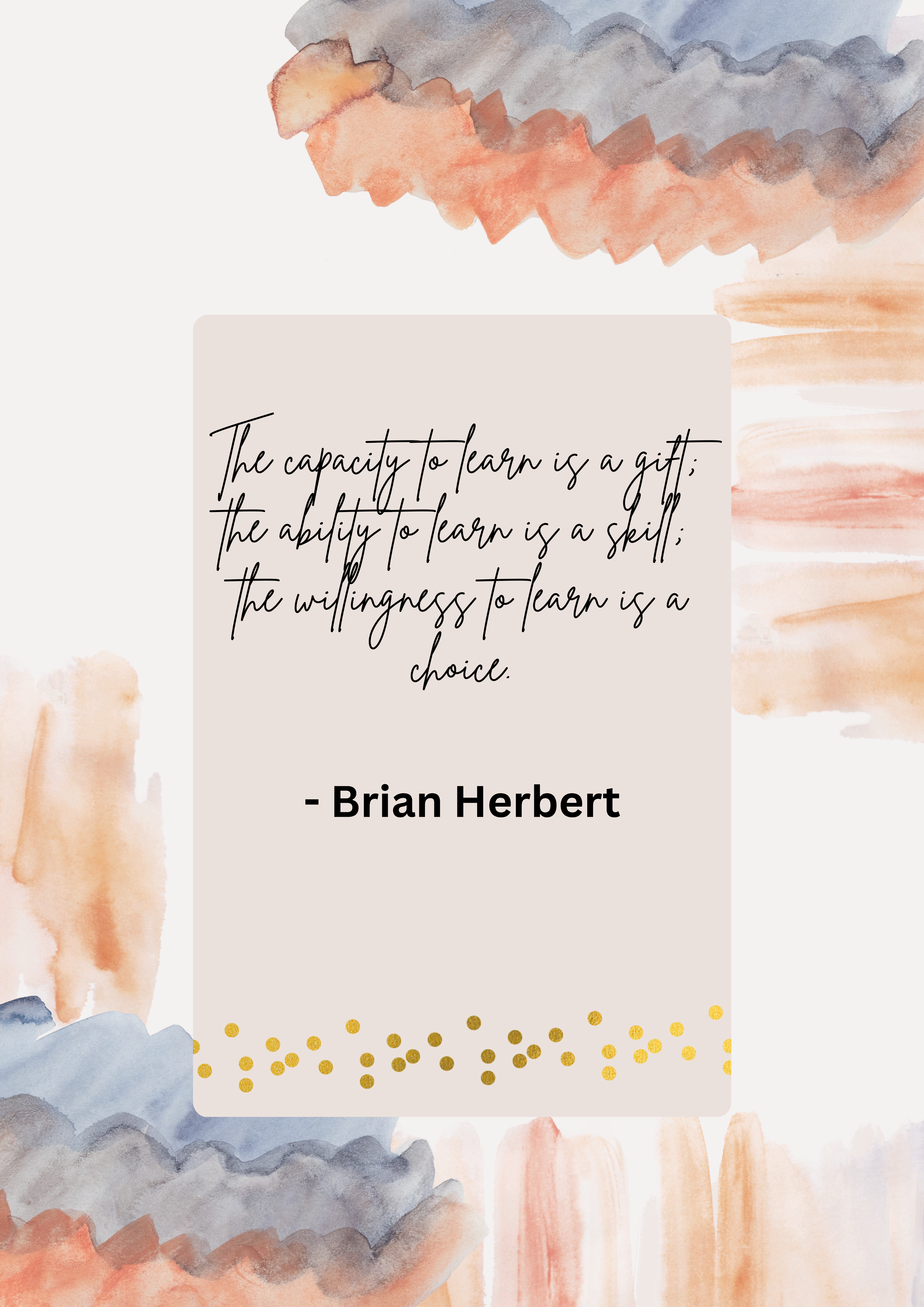
I was excited when I heard Mrs Nymanyo mentioned to the class a visit to the Sesena's Catering Services.

This reminded me of the topic learnt in Science "Everyday materials". I am expecting to see lots of materials being displayed at the Sesena's Catering Services.

Surprisingly, when we arrived, we saw lots of materials that we use to bake, namely flour, butter, sugar, and melted chocolate.

After the chefs mixed baking powder flour and water it became very stretchy, it was fun when I was feeling it that took my mind back to the classroom when we learnt about everyday materials. It was really fun. I loved that topic!

By: Naa Ameley Dagadu. Class One East.



*The capacity to learn is a gift;
the ability to learn is a skill;
the willingness to learn is a
choice.*

- Brian Herbert